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EDITOR'S NOTE

Welcome to *HUELE Journal of Applied Linguistics, Literature, and Culture*, published by the English Education Study Program at Pattimura University. **This Volume 4, Issue 2, 2024**, features five engaging articles that explore vital themes in English language education. One article analyzes language evolution in bookish social media through a netspeak analysis of BookTok and Bookstagram, shedding light on contemporary language use in digital spaces. Another contribution investigates students' intrinsic motivation in mastering the English language, providing insights into the factors that drive learning desire. Additionally, an article discusses the implementation of pre-reading activities aimed at improving reading comprehension among senior high school students, highlighting effective instructional strategies. A further study examines the use of mind mapping techniques to enhance writing skills at SMA Negeri 2 Ambon, demonstrating innovative approaches to teaching writing. Finally, an article addresses the reduction of speaking anxiety among EFL students through vlogging in the English Education Study Program at Pattimura University, offering practical solutions for fostering confidence in language use. Together, these articles provide valuable perspectives and strategies that enrich the understanding of language teaching and learning in diverse educational contexts.

Language Evolution in Bookish Social Media: A Netspeak Analysis of Booktok, and Bookstagram

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ABSTRACT

This study investigates the evolution of language on Bookstagram and BookTok using digital ethnography to analyze posts from popular content creators. By employing content and thematic analysis, the research examines how Netspeak, consist of acronyms, emoticons, and abbreviations, reflects online language and identity. The findings reveal that #Bookstagram prefers emojis and a formal, literary style, while #BookTok adopts unique linguistic traits such as symbols and a lack of punctuation, reflecting a more conversational tone. These differences highlight the role of Netspeak in encouraging interaction, sharing literary experiences, and building a sense of community in online book discussions. The study shows the impact of internet culture on communication practices, illustrating the dynamics of identity and community in digital spaces. Ethical clearance was obtained, and permissions were secured from content creators, ensuring compliance with ethical standards and respect for intellectual property rights. This research provides valuable insights into how digital spaces shape language use and community building within online book communities.

Keywords: *booktok; bookstagram; netspeak; online book community; social identity*

INTRODUCTION

Social media sites like Instagram, YouTube, and TikTok have created a variety of "reading formations" and online communities where book lovers from around the globe can connect and discuss stories, characters, and themes (Thomas, 2021). Social media has had a huge impact on the book industry, creating a new generation of readers and offering a forum for sincere dialogue and community development. People's interactions with books and reading have changed dramatically in the digital age. Online reading communities have transformed the idea of reading as a solitary, book-page-only hobby into a dynamic, collaborative experience. The development of social media platforms, like BookTok and Bookstagram, has transformed the way individuals interact with literature and express their passion for reading (Dezuanni et al., 2022; James, 2022; Rozaki, 2023)

The phenomena like #Booktok and #Bookstagram has a big impact on how people interact and talk about books. These phenomena have not only given readers a place to express their opinions and suggestions, but they have also helped the terminology used in the book community

to change (Dubroc, 2021; Lo, 2020). #Booktok and #Bookstagram has become the online book communities that bring together readers, writers, and critics to discuss, review, and recommend books.

The rise of these platforms has a significant impact on how books are discussed and recommended. #Booktok itself is a hashtag that represents an online book community created by content creators on TikTok and their followers. #Booktok is also a video-sharing platform, allows users to create short, engaging clips that showcase their favorite books, encapsulating the essence of a novel in just a few seconds (Rozaki, 2023). The format of #Booktok content itself is mostly videos in which the creator content provides book reviews or recommendations or just ordinary videos that show fragments of the contents of the books being reviewed and recommended. There are also videos that have no words, only aesthetic images to represent the contents of the book.

Meanwhile, #Bookstagram has transformed book covers into visual art and made aesthetic themes and stylized photography integral to book promotion. #Bookstagram is a hashtag and online book community located on Instagram. Unlike TikTok whose content is almost all video, #bookstagram has more content in the form of photo posts that are decorated as best as possible (Thomas, 2021). Language evolution has also been influenced by the visual aspect of #bookstagram. Beautiful photos and insightful words are a common addition to “bookstagrammers” postings. Bookstagrammers is the content creator in Instagram that create #Bookstagram content. Bookstagrammers have given the book community a new way to communicate language by using visually appealing fonts, emojis, and creative layout. Captions are expertly written to express feelings, viewpoints, and suggestions, improving the reader's experience as a whole.

#Bookstagram also reviews more books than #Booktok. However, this review from #Bookstagram itself becomes a recommendation for followers. #Bookstagram is also can be seen as a place for authors to promote their books. Marketing on #Bookstagram is used more than on other platforms. Unique hashtags including #shelfie, #bookishflatlay, and #currentlyreading were also established by bookstagrammers and have since gained popularity and widespread use among the #bookstagram community (Dezuanni et al., 2022). Book enthusiasts can interact with each other and share experiences by using these hashtags as shortcut to express particular themes, emotions, or book-related activities.

New words and slang terminology unique to the reading community are emerging on these sites as part of language evolution. Users frequently invent and popularize new terms to characterize book genres, characters, and reading experiences. The terminology used in discussions and reviews can be significantly influenced by these terms as they soon become generally accepted

among users. These expressions express a feeling of acknowledgement and appreciation within the community in addition to capturing the core of the book. Furthermore, the language evolution of #booktok and #bookstagram demonstrates the book community's dynamic nature and adaptability to new platforms and communication styles. These online communities have not only given readers a place to interact, but they have also influenced how they express themselves and interact with books (Kokko, 2023). Inside these digital communities, book conversations have become a lively and interesting experience because of the introduction of new words, inventive acronyms, and aesthetically pleasing language.

As a result, in this study, the researcher looks into the world of bookish social media phenomena like #BookTok and #Bookstagram, where language undergoes significant shifts. The purpose of this study is to identify the precise netspeak components that are frequently used in book-related discussions on each platform by conducting a thorough netspeak analysis. Additionally, to examine how much the language on bookish social media represents the community's identity. Through a detailed analysis of how users effectively convey their ideas, eloquently advocate for books, and voice their opinions, we may learn a great deal about how language and communication have changed in the digital age.

LITERATURE REVIEW

Present Language in digital spaces has undergone significant evolution with the rise of "netspeak," a distinct form of online communication characterized by informal expressions, abbreviations, and stylistic innovations. This phenomenon has transformed how individuals interact, particularly within niche online communities. Existing research highlights the cultural and linguistic dimensions of netspeak and its role in shaping identity and community dynamics in virtual settings. Building on this foundation, the present study explores netspeak's broader implications for online book communities, contributing to our understanding of language adaptation in the digital age

Previous Studies on Netspeak

Netspeak is a topic that is increasingly being researched. However, in Indonesia, researchers have found little research on netspeak. Trimastuti (2017), analyze slang word in social media. Electronic media has emerged as a vital medium for communication since it makes understanding and communicating easier. However, because of certain grammatical problems in Indonesian, the used of informal expressions like "*alay*" had become problematic. The researcher examined the data from numerous social media platforms, such as Facebook, Instagram, Twitter, and BlackBerry

Messenger, this study seeks to address this problem. Reducing the amount of time spent using “*alay*” language can assist preserve Indonesian communication standards and avoid miscommunication.

In addition, Tupamahu, Uktolseja and Gaspersz (2023) also examined the communicative aspects of Instagram, a visual social media platform, through the use of netspeak. It displays distinguishing visual elements such as turn-taking, proper spelling, and emojis. The study showed that written language development on Netspeak was helpful in overcoming expressive barriers in Instagram communication and draws attention to the complicated characteristics of data, such as informality and anomalies.

Another study also examined how netspeak was expressed linguistically on Facebook, focusing on status updates from Indonesia and India between December and February. Data was gathered from 727 users in order to identify netspeak categories, classify meanings, and determine the dominating netspeak. Syahfitri (2018) found that 34% of the text used formal language, 55% deleted vowels, 8% used numbers, and 3% used abbreviations. It was essential to comprehend social media language in order to keep up with the latest styles and trends.

In contrast to netspeak research in Indonesia, many researchers from other countries have researched netspeak in their countries as well as netspeak in general. Liu and Liu (2014) analyzed the neologisms from the new media era by looking at their characteristics and patterns of formation. It has been indicated that compounding, blending, affixation, acronyms, conversion, clipping, and old words with new meanings were the most often used word production methods. The variety of word construction techniques found in English netspeak neologisms may provide insight into the innovation of language used online. This study offered a useful database for language learners and scholars.

Several aspects of netspeak in Malaysian university students' Facebook interactions were also analyzed by Yeo and Ting (2017). According to the study, word constructions including homophones, word compression, omitting vowels, and negation were used in innovative ways in netspeak, a type of social media communication, to highlight main ideas. Furthermore, punctuation was modified to highlight intended meanings. Additionally, words from other languages that were borrowed into Netspeak were used, something the kids were not used to in their regular talks.

Monderin and Go (2021) also investigated the lexical patterns that were forming in Netspeak, a Filipino language that has been borrowed from the Internet, and how Filipinos used Facebook, Instagram, and Twitter. The study employed both qualitative and quantitative methodologies, concentrating on comments made by citizens on various sites. The results showed

that homophones and abbreviations form the majority of Netspeak features, with Twitter and politics having the highest usage.

Thus, deriving from all the previous studies above, this study aims to investigate how netspeak features are used on bookish social media platforms, particularly #Booktok and #Bookstagram, and to what degree the language employed there represents the identity of its community. This will be done by figuring out which netspeak components are most frequently used in book-related conversations on each platform, analyzing those components, and looking at how these components help to create a bookish social media community. The study will provide light on how language has changed in virtual book communities and how this has affected the development of community and identity. Moreover, the result may be used as a guideline for linguistics students, scholars, and researchers interested in understanding of how language has evolved in virtual book communities and how this has affected the development of community and identity. This research is also expected to contribute to the understanding of the impact of social media on language and identity and will be useful for linguists, social media researchers, and anyone interested in the evolution of language in virtual communities.

Theoretical Perspectives on Netspeak in online book communities

"Netspeak," also referred to as "internet speak," is a unique style of online communication that emerged from a combination of language and technology. This language phenomena is defined by the rapid development of acronyms, abbreviations, and new terms that allow for easily understood and effective communication within the limitations of digital interfaces (Crystal, 2001). David Crystal first introduced the term "netspeak" to characterize the language used in chat rooms and messaging apps. In order to speed up message typing, Netspeak combines acronyms, emoticons, and abbreviations. According to Crystal (2001), netspeak as a novel form of communication that combines text, speech, and electronically mediated features

Netspeak, sometimes called internet slang or online jargon, is widely used in online book communities. It refers to the informal language and acronyms that are unique to online communication. Netspeak has evolved as a way to quickly and efficiently communicate online, often with a focus on speed and convenience (Tupamahu et al., 2023). To help members communicate quickly and effectively, online book groups frequently create their own distinctive netspeak. Netspeak is widely used in these areas for book reviews, comments, and conversations. An abbreviation like "DNF" (did not finish) or "TBR" (to be read) might be used by members to indicate their reading experiences or preferences. Additionally, abbreviation phrases like "LOL"

(Laughing Out Loud) and "OMG" (Oh My God) are used in online book communities as part of netspeak to describe feelings or sentiments.

The cultural and social aspects of language evolution are also emphasized by analyzing netspeak. Online communities frequently create their own linguistic conventions, resulting in subcultural identities and mutual understandings. Through the study of netspeak, scholars can investigate the formation, development, and impact of these distinct languages on language usage in general. In general, studying netspeak offers a useful perspective on how language is continuing to change in the digital era. It explains how language adapts to new communication technology, how linguistic norms emerge within online groups, and how these changes affect language use in society.

Stylistic Features Distinctive to the Netspeak

To analyze netspeak in #Booktok and #Bookstagram, researchers need to know the stylistic features of netspeak. According to Thurlow and Poff (2013), stylistic elements in Netspeak are the different ways in which users modify language to produce original and distinctive communication styles in online contexts.

- a. Graphic features refer to the emoticon and emoji, acronyms and abbreviations, capitalization, typography and memes.
- b. Orthographic features refer to the spelling, punctuation, and other conventions of written language.
- c. Grammatical features refer to the shortened words, abbreviations, non-standard capitalization, lack of punctuation, and the use of emojis and emoticons.
- d. Lexical features refer to the unique words and phrases that are commonly used in online communication for example hashtag

Theoretical Perspectives on Language and Identity

Identity is the way that one constructs their linguistic belonging to one or more social groups or categories (Kroskrity, 2000 as cited in Wardhaugh and Fuller, 2021). Social identity is linked to the social category that an individual belongs to, which encompasses not just their ethnicity but also their situational function. Social identity also refers to a person's perception of who they are depending on their group membership(s). Tajfel and Turner (2004) suggested that belonging to a group was a major source of pride and that a person's sense of collective identity is derived from their group membership. Every person has the ability to belong to numerous groups. The majority of individuals would prefer to be able to identify themselves as belonging to one group on certain

occasions and another group on other occasions. Since language reflects our social standing, cultural background, and group affiliations, it is also extremely important in forming our identity. Our language can be a symbol of our national, ethnic, or regional identity and can identify us as members of specific communities. Therefore, in order to distinguish it, specific communicative techniques like the use of silence, greeting formulae, or gaze, as well as the employment of specific lexical forms or linguistic variations, may help identify a speaker (Wardhaugh & Fuller, 2021).

METHOD

Research Design

This research is qualitative research combined with digital ethnography as a data collection method. Qualitative research involves collecting and analyzing non-numerical data, such as text, video, or audio, to understand concepts, opinions, or experiences (Mackey & Gass, 2021). Qualitative researchers also can provide essential insights into complicated phenomena and help to develop theories and knowledge of human behavior.

Research Site and Participants

Ethnography is generally conducted over extended periods through participant observations and deep interactions with community members, resulting in rich, "thick descriptions" of their lived realities documented in field notes (Bailey, 2007; Coleman, 2010; Geertz, 1973; Murthy, 2008, as cited in Kaur-Gill & Dutta, 2017). However, unlike traditional ethnographies, digital ethnography involves observing internet interactions without physical travel, typically conducted from a computer. Digital ethnographers process texts and graphics available online, interpreting their meanings. This method can include studying specific chatrooms, discussion groups, or virtual realities (Kaur-Gill & Dutta, 2017). Thus, digital ethnography is a research method that involves studying and understanding the behavior, practices, and interactions of individuals and communities in digital spaces. It combines traditional ethnographic techniques with digital tools and technologies to explore online cultures, virtual communities, and digital experiences. The data is selected from two popular content creators on TikTok and Instagram. These content creators have amassed thousands of followers and consistently appear when one searches for the hashtags #Booktok or #Bookstagram. Ethical clearance for this research has been obtained. Permissions were secured from content owners, specifically @erinsbookdiary and @auiouaioua, ensuring compliance with ethical standards and respect for the intellectual property rights of the content creators.

Data Collection and Analysis

The data collection techniques were carried out through content analysis method through TikTok and Instagram using the hashtags #Booktok and #Bookstagram. According to Krippendorff (2018), this method systematically reads a body of texts, images, and symbolic matter. Thus, the data will be collected through posts with the hashtag above and also from the comments column and will be categorized according to Stylistic Features Distinctive to the Netspeak according to Thurlow and Poff (2013). Thematic analysis is a poorly demarcated and rarely-acknowledged, yet widely-used qualitative analytic method (Boyatzis, 1998; Roulston, 2001, as cited in Braun & Clarke, 2006), and although qualitative approaches are incredibly diverse, complex, and nuanced (Holloway & Todres, 2003), thematic analysis should be seen as a foundational method for qualitative analysis. Therefore, this research utilized thematic analysis to examine how Netspeak, characterized by elements like abbreviations, hashtags, and emojis, reflects identity and stylistic features within the #Booktok and #Bookstagram communities. The analysis process involved thoroughly reviewing posts, comments, and interactions; systematically coding linguistic elements using Thurlow and Poff's framework; grouping these codes into broader themes; refining and naming these themes; and discussing them with supporting examples. This method highlighted how stylistic features of Netspeak contribute to identity construction and community building in online book discussions.

FINDINGS

The findings reveal distinctive stylistic features of netspeak within online book communities, particularly in #BookTok and #Bookstagram. While both platforms share common traits such as the use of abbreviations, hashtags, and emojis, #Bookstagram emphasizes visually driven language paired with creative orthographic elements to align with its image-centric nature. Additionally, the study highlights how language on these platforms fosters identity formation and a sense of belonging within the bookish community. By utilizing unique linguistic styles, members express shared values, preferences, and social affiliations, illustrating the vital role of language in constructing collective identity in digital spaces. The data obtained are the posts and comments that appear with hashtag #Booktok and #Bookstagram. In addition, the table below is adapted from Tupamahu, Uktolseja and Gaspersz's (2023) research to help clarify this research.

Stylistic features of Netspeak in #Booktok

Table 1. List of #Booktok Stylistic Features

Stylistic Features	Forms	Examples
Graphic Feature	Emoticons	シ
	Emojis	👁️👁️💀❤️👉👎👤👤♀️
	Acronyms	RN, hea
	Abbreviations	BC
	Capitalization	FINALLY
	Typography	Spóóns, Päntiēs. Heàdb()oard, Ridés, Fàce, Glàre, *hating*, *Üñá ìvℓs*
	Memes	-
Orthographic Features	Spelling	Bvsiness, THAT’S, Soooooo, so gooood
	Punctuation	-
	Capitalization	PERFECT, CHOCKED, SHIP
	Abbreviations	MM
	Numbers	gr4bs, pi55ed, l0v3, rem0ve
	Symbols	bl\ sh, d&rken, kn—eels, [unalive], h()ld, Heàdb()oard, *Üñá ìvℓs*
Grammatical Features	Shortened words	delulu, rec, arc
	Abbreviations	OMG
	Non-standard	I LOVE IT, FINALLY, SO so much
	Capitalization	
	Lack of punctuation*	
	Use of emojis	👁️👁️💀❤️👉👎👤👤♀️
	Use of emoticons	シ
Lexical Features	Chatbots and Virtual assistants	-
	Hashtags	#booktok, #bookboyfriend, #onebedtrope, #hockeyromance, #icehockey #hockeyboys #hockeyboyfriend #hockeyromancebook #forcedproximity



	Numbers	-
	Symbols	kidn@ps, kill\$
Grammatical Features	Shortened words	fav\$
	Abbreviations	Oooo, abit
	Non-standard	THIS, LOVEEEE
	Capitalization	
	Lack of punctuation	-
	Use of emojis	 
Use of emoticons	-	
Lexical Features	Chatbots and Virtual assistants	-
	Hashtags	#bookclubbya #booklover #boookishgirlschat #bookadiction #bookraffle #bookstagram #booktok #bookreview #christmasrecs #prettycovers #prettybookcovers

Figure 2. Content/post style of #Bookstagram

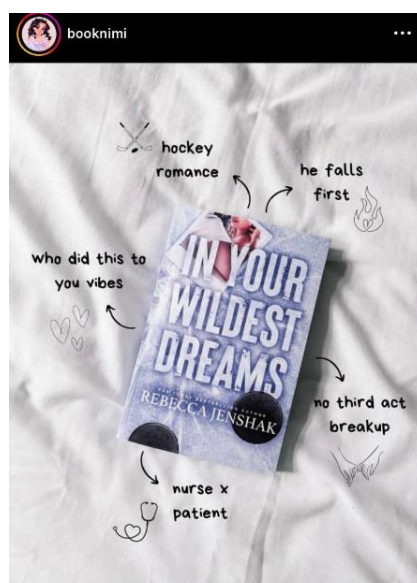
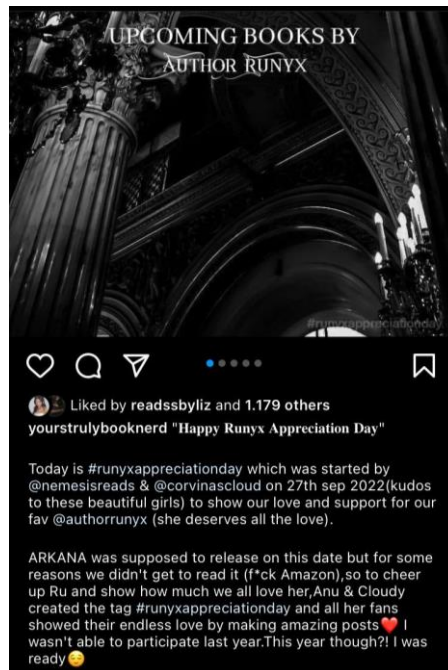


Figure 3. The use of formal language and emoji in #Bookstagram post.



DISCUSSION

On #Booktok, four categories of stylistic features are filled with various variations of netspeak. In graphic and grammatical features, the use of emoticons on #Booktok is not much and the only one found so far is on the data above. This emoticon is also not only exclusively used on #Booktok but also can be found in many contents with other hashtags. In general, this emoticon is interpreted as a smile and is usually paired with the hashtag #fyp on TikTok. When combined, it will be interpreted as "good content for you and gives a smile to the person watching it" which is known as #fyp itself stands for "for your page". Meanwhile, emojis are widely used by creators and viewers alike. These emojis symbolize their emotions or expressions in conveying something.

The use of acronyms and abbreviations is widely used, especially found in the comment's column. This may be influenced by the character limit on this platform. The comment field on TikTok is limited to 150 characters so that the use of acronyms and abbreviations is widely used to express the intentions and desires of its users. There is a lot of capitalization in #Booktok content. Capitalization is frequently utilized to emphasize a point or other significant aspect of the books being discussed on #Booktok, as the platform is mostly used for book sharing and book reviews. Moreover, in the comments section by emphasizing the commenter's intention to read the book.

Furthermore, in the picture bellow, it can be seen that the use of punctuation or other punctuation marks in #Booktok content is very much ignored. This is because #Booktok is fun

content for sharing books by the creator and also the viewers thus, the use of proper and appropriate punctuation is ignored. However, even without proper punctuation, #Booktok content can still be read and the meaning that the creator wants to convey is conveyed.

In the #Booktok and #Bookstagram communities, language and identity are important factors. These online forums have developed into places where people gather to debate literature, exchange book suggestions, and express their identities as readers, while coming from a variety of linguistic and cultural backgrounds. They play a significant role in shaping identities by providing a platform for discourse and interaction between members. The aim of these online book communities is to encourage people who live in the digital age to read.

Mostly centered around TikTok, the #Booktok community is where members make short films to highlight their favorite books, talk about literary topics, and take part in challenges relating to books. As creators express themselves through the language and accent of their choice, language and identity become entwined. In the #bookstagram community, which is centered on Instagram, people submit visually appealing book photographs, write reviews, and participate in debates via captions and comments. The language that users choose for their captions reflects their language and identity; they might write in their mother tongue, create bilingual captions, or utilize certain slang terms.

The formation of social identity on #Booktok and #Bookstagram is influenced by interactions with fellow followers and also content creators. As #Booktok provides content using video, it can be said that the social identity of the online book community on TikTok is by their choice in choosing video content. Unlike #Bookstagram, the online book community on Instagram may prefer content in the form of posts rather than video content. Thus, this represents the social identity of each follower of these two online book communities.

The comparison of the use of formal and informal language in the content of these two online book communities also represents the social identity of each user. As said above #Bookstagram uses formal language and style while #Booktok uses informal language so that users Thus, symbols in words or sentences are mainly showing in the content of #Booktok. Whereas in #Bookstagram, to balance the delivery of content with formal language, the use of emojis is widely used. This shows the difference in user identification from #Booktok and #Bookstagram which can be seen from the netspeak features they use. Nevertheless, social identity plays a significant role in shaping the dynamics and diversity of the #Booktok and #Bookstagram communities. These communities developed into lively forums for literary exchange and interaction by sharing their reading and interest in reading.

CONCLUSION

A study of language evolution on #BookTok and #Bookstagram reveals some important findings. First of all, both platforms demonstrate the usage of netspeak, which is defined as the use of acronyms, emoticons, and abbreviations in written communication. The use of symbols and also the lack of punctuation are very clear in #Booktok. While the use of very many emojis is characteristic of #Bookstagram. This shows how internet culture has influenced language usage and the necessity of clear, expressive language in social media settings. The study also emphasizes how language creativity influences the vocabulary used in bookish social media. The use of informal language on #Booktok and formal on #Bookstgram is also a comparison between these two online book communities. Yet, on both platforms, users still coming up with new terms, expressions, and hashtags to share their ideas and opinions about books. This indicates how language is dynamic and flexible enough to fit into different online communities.

The study also reveals linguistic variations between #Bookstagram and #BookTok. #BookTok typically uses language that is more casual and conversational. #Bookstagram users, on the other hand, employ formal language and style while maintaining a creative and aesthetic photography post, demonstrating a more refined and literary communication style. These bookish social media platforms use language that constructs social identities in addition to reflecting the influence of digital communication and popular culture. In addition to fostering a sense of community and belonging among users, the language patterns seen on #BookTok and #Bookstagram can also encourage the sharing and exchange of literary experiences. In conclusion, the way that language has evolved on #BookTok and #Bookstagram illustrates how dynamic communication is in the digital age. The study highlights how language is changing in bookish social media and highlights how important it is to think about language as a contribution these online communities in shaping their social identity.

The research on language evolution in #BookTok and #Bookstagram offers valuable contributions to both academic fields and society. For academic fields, this study provides insights into the dynamic nature of language and its adaptation in digital communities, enhancing the understanding of netspeak and digital communication. It serves as a reference for further research in sociolinguistics, digital media studies, and communication, demonstrating how social media influences language use and creativity. For society, the research underscores the importance of language in shaping social identities and fostering community among users. It highlights how digital platforms can facilitate the exchange of literary experiences and promote a sense of belonging, encouraging more meaningful and engaged interactions in online book communities. This understanding can improve the way educators, communicators, and digital platform

developers approach language use in social media, promoting more effective and inclusive communication strategies.

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Exploring Learning Desire: Students' Intrinsic Motivation in English Language Mastery

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ABSTRACT

This study aimed to explore students' intrinsic motivation in learning English and identify the key factors that contribute to their motivation in the English Education Study Program at Pattimura University. The subject of the research was the 6th-semester students in the English Education Study Program at Pattimura University, academic year 2022/2023. The method of this study was descriptive quantitative. Data were collected using a questionnaire. The result showed that students' intrinsic motivation for learning English was at a good level based on the responses. Motivation to learn English stems from various factors, such as fun in Learning English, Real-World Application, Increased Confidence, Language and Cultural Exploration, Passion to Complete Challenges, Relationship to Personal Growth, and Practical Implications. This research underscores the importance of creating a learning environment that is fun, practically relevant, and rich in cultural aspects to support students' intrinsic motivation. For future researchers, it is recommended to conduct a study on the Influence of Different Learning Environments. Further research could explore how different learning environments (e.g. online, face-to-face, or hybrid learning) affect students' intrinsic motivation in learning English, as well as how each approach can be optimized to support students' motivation and engagement.

Keywords: *intrinsic motivation, English language, mastery*

INTRODUCTION

English plays an important role in various aspects of life and serves as the world's international language (Uddiniyah & Silfia, 2019). This makes it essential for everyone to communicate effectively in English, as it facilitates interactions in various situations. In addition, English as a foreign language is essential for advancing science, technology, culture, and global communication. For these reasons, English is a fundamental subject in education systems around the world, from primary school to university. Many countries include English in their curriculum, and some include it in national examinations. In Indonesia, English has become part of the school curriculum and has contributed to the national education assessment.

Learning a new language, particularly English, can sometimes feel challenging and unengaging for students (Putra, 2021). This highlights the importance of teachers adopting creative and innovative teaching methods to make the learning process more engaging and enjoyable. The lack of motivation is a crucial factor that influences students' intrinsic desire to master English.

When students find the learning process enjoyable and personally rewarding, their intrinsic motivation increases, leading to a stronger desire to master English and achieve fluency.

Motivation plays a crucial role in driving individuals to take action, and it is often seen as a key factor in determining one's success (Yunisari et al., 2019). It can be defined as the underlying reason or cause behind a person's behavior, such as a student's drive to learn English in order to achieve a particular goal. Motivation influences how individuals approach tasks, and in the case of language learning, it is shaped by both internal and external factors, including personal desires and external rewards.

Motivation is generally classified into two types: extrinsic and intrinsic. Extrinsic motivation arises from external factors that encourage a person to reach their goals. For example, a student may be motivated to study hard for English because of the prospect of earning a prize for achieving the highest score. On the other hand, intrinsic motivation comes from within a person, driven by personal enjoyment or interest. In this context, a student may study English simply because they enjoy the language and the learning process itself. Intrinsic motivation is particularly powerful because it is fueled by internal rewards, such as satisfaction, growth, and personal fulfillment, which lead to sustained engagement and success in language learning (Deci & Ryan, 1985). The motivation that helps students to engage in behavior arises from the inside of the students because it is naturally satisfying intrinsic motivation became important in the teaching and learning process because it moves the students into action in achieving their goals. When students are intrinsically motivated, it helps them to develop their awareness in developing language skills and knowledge. Besides, they process the feeling of competence and skill development as well as a sense of personal control in the learning process.

Several studies have explored students' motivation in learning English, each providing unique insights into the factors that drive language learning. For instance, Uddiniyah and Silfia (2019) conducted a study on eleventh graders at SMAN 8 Kota Jambi, finding that the students exhibited higher levels of intrinsic motivation compared to extrinsic motivation in learning English. In contrast, Nuraeni (2020) examined EFL students at Universitas Muslim Maros, discovering that most students were motivated extrinsically, with only a few demonstrating intrinsic motivation. These studies reveal the varied motivational factors among students, with some being driven by internal factors like personal interest and enjoyment, while others are motivated by external rewards such as grades or recognition.

Building on this, the current research aims to investigate the intrinsic motivation of students in the English Education Study Program at Pattimura University. By examining the key factors that influence their motivation, this study seeks to deepen our understanding of what drives

students to engage with and excel in English language learning, particularly focusing on the internal rewards that fuel their passion for mastering the language.

LITERATURE REVIEW

The study of intrinsic motivation in language learning explores the drive that students possess internally to master a foreign language, such as English, without relying on external rewards. Understanding intrinsic motivation is essential, as it highlights how students' interests and goals can fuel language acquisition and ultimately lead to greater proficiency. This review examines current literature on intrinsic motivation in English language learning, highlighting key theories, influential factors, and implications for educational practices.

Definition of Motivation

Motivation has been described in various ways by researchers. It is often understood as an internal state that influences and directs human behavior. According to Hartini et al., (2018), motivation could be described as a reason or cause for someone to behave in a certain manner. Furthermore, Putri (2019) stated that motivation is viewed as a process that initiates and sustains goal-oriented behavior. It involves setting goals that provide individuals with the drive and direction to take specific actions. Heckhausen (2008) explained that a person's motivation to reach a goal is influenced by both personal factors and the situation they are in, including what they expect to gain or the results of their actions. This means that a student's motivation is key to encouraging them to take action, like learning English, and is shaped by their qualities as well as the environment around them. Motivation can be divided into two types: extrinsic and intrinsic motivation. Extrinsic motivation comes from external factors that drive someone to achieve their goals, while intrinsic motivation is driven by internal rewards. In simpler terms, intrinsic motivation encourages students to engage in activities because they find them naturally enjoyable and fulfilling (Hartini et al., (2018).

Intrinsic Motivation in Language Learning

Intrinsic motivation in language learning has its roots in several prominent theories, most notably Self-Determination Theory (SDT), which emphasizes the role of competence and relatedness in promoting internal motivation (Deci & Ryan, 1985). According to Deci and Ryan, (1985), students are more likely to experience intrinsic motivation when they feel a sense of control over their learning, consider themselves capable of achieving mastery, and experience meaningful connections in the learning process.

Factors Influencing Intrinsic Motivation in English Language Learning

Research identifies several key factors that affect students' intrinsic motivation to learn English. These factors include:

1. Personal Interest and Relevance:

Students are more motivated to learn English when they see it as personally relevant or aligned with their goals, such as studying abroad or accessing global information. Research also shows that personal interest in language-related activities, such as reading or engaging with English media, boosts students' engagement and intrinsic motivation (Smith & Johnson, 2022).

2. Self-Efficacy and Goal Setting:

Beliefs about one's abilities, or self-efficacy, are essential in nurturing intrinsic motivation. High self-efficacy, supported by realistic and attainable goals, motivates students to put more effort into language learning and feel a sense of satisfaction from overcoming challenges. This connection highlights that effective goal-setting strategies can enhance students' intrinsic motivation by giving them a sense of accomplishment (Gregersen & Mercer, (2022).).

3. Learning Environment and Autonomy:

A supportive environment that promotes autonomy and gives students choices enhances intrinsic motivation. When students have more control over their language-learning tasks, such as choosing reading materials or speaking topics, they are more likely to engage meaningfully and show persistence in learning English (Deci & Ryan, 1985).

4. Feedback and Encouragement:

Positive feedback and recognition from teachers and peers help build students' confidence and make the learning experience more rewarding, thus boosting their intrinsic motivation (Gregersen & Mercer, 2022). Constructive feedback that highlights students' progress also fosters a growth mindset, which is crucial for maintaining long-term intrinsic motivation.

A study by Maulizar (2019) identified several key reasons for motivation in learning English, including the desire to communicate in an international language both at home and abroad, the ability to read various English-language materials for academic purposes, and improving chances for better employment, status, and financial rewards. Other reasons include the ability to enjoy and understand English-language media for both information and leisure, gaining knowledge about different people, places, and politics, pursuing a specific career, adapting successfully to life in a foreign country, and reading English-language literature.

Impact of Intrinsic Motivation on Language Mastery

Intrinsic motivation is associated with several positive outcomes in English language learning, including increased persistence, active engagement, and higher proficiency. For example, intrinsically motivated students often seek out self-directed language learning opportunities beyond the classroom, resulting in more consistent practice and exposure. Research also shows that these students tend to use more effective learning strategies, such as self-monitoring and reflection, which aid in long-term retention and mastery (Chen & Lee, 2020).

Educational Implications and Strategies for Enhancing Intrinsic Motivation

Educators can enhance intrinsic motivation in English language learners by using strategies that align with students' interests and promote their autonomy. Some recommended approaches include:

1. Incorporating Student-Centered Activities:

Activities that allow students to explore personally meaningful topics help maintain their motivation (Gregersen & Mercer, 2022). For instance, project-based learning or integrating current events into lessons can boost engagement.

2. Promoting Autonomy through Choice:

According to (Gregersen & Mercer, 2022) giving students the freedom to choose their reading materials, writing topics, or research subjects makes learning more engaging and tailored to their interests.

3. Providing Constructive and Encouraging Feedback:

Positive feedback reinforces students' efforts and builds confidence. Emphasizing progress rather than solely focusing on outcomes can foster a more positive and motivating learning experience (Gregersen & Mercer, 2022).

Intrinsic motivation plays a pivotal role in English language mastery, impacting students' engagement, persistence, and achievement. Literature shows that when students find personal relevance and enjoyment in language learning, they are more likely to attain higher levels of proficiency. By fostering a supportive learning environment, offering choices, and providing meaningful feedback, educators can help enhance students' intrinsic motivation, paving the way for successful English language acquisition. Future research should explore more specific methods for developing intrinsic motivation in diverse language-learning contexts, contributing to more effective teaching practices.

METHOD

Research Design

This study used a descriptive quantitative research design to explore students' intrinsic motivation in learning English and identify the main factors that contribute to their motivation in the English Education Study Program at Pattimura University. A descriptive quantitative approach is appropriate as it allows for the systematic collection and analysis of data on student's motivation levels, making it possible to gain objective insight into their learning behavior.

Research Site and Participants

The research was conducted at the English Education Study Program, Faculty of Teacher Training and Education, Pattimura University. This setting provides an ideal environment for researching intrinsic motivation in English language learning, as it is home to a diverse range of students who are actively engaged in the study of English. The target population consisted of 6th-semester students with a total of 40 students (32 females and 8 males) enrolled in the English Education Study Program at Pattimura University for the academic year 2022/2023.

Data Collection and Analysis

Data were collected through a 15-question questionnaire to measure intrinsic motivation in learning English and reflect factors that influence their motivation, such as personal interest in English, enjoyment of learning activities, and perceived value of English proficiency. The items in the questionnaire were rated on a Likert scale (ranging from “Strongly Agree” to “Strongly Disagree”), thus allowing quantification of the level of intrinsic motivation among the participants. Quantitative data from the questionnaires were analyzed using descriptive statistics (mean, median, standard deviation) to summarize the level of intrinsic motivation, and factor analysis was also conducted to identify the main motivational factors that influence student learning.

FINDINGS

The research findings stated that many students strongly agreed and agreed to the questions relating to students' intrinsic motivation and the factors that influence it. This research finding relates to the classification of questionnaire ratings for each item of students' intrinsic motivation in learning English. Data analysis of the average score shows that students' intrinsic motivation in learning English in 6th semester students in the English Education study program at Pattimura University is at a good level based on responses collected from 40 people (32 female and 8 male). This can be seen from the following table.

Table 1. The Data of The Questionnaire

No.	Items	Percentage				
		Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
1	Learning English is enjoyable for me	42.50%	52.50%	5%	-	-
2	I feel a sense of accomplishment when I improve my English skills	7.50%	60%	7.50%	-	7.50%
3	I find satisfaction and using English in real-life situations	27.50%	67.50%	-	-	-
4	Learning English helps me feel more confident about myself	40%	45%	15%	-	-
5	I am motivated to learn English because it opens up new opportunities for me	47.50%	45%	7.50%	-	-
6	I enjoy challenging myself with complex English tasks and materials	25%	57.50%	17.50%	-	-
7	Learning English is a personal goal that I am passionate about	32.50%	50%	15%	-	-
8	I find intrinsic satisfaction in the process of learning English, rather than just focusing on the result	20%	60%	17.50%	-	-
9	I enjoy exploring English language and culture beyond what is taught in the classroom	27.50%	65%	7.50%	-	-
10	I am motivated to learn English because it helps me connect with people from different parts of the world	55%	40%	5%	-	-
11	I feel successful when I make progress in learning English	55%	40%	5%	-	-

No.	Items	Percentage				
		Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
12	I often sought opportunities to practice English voluntarily	22.50%	57.55	17.50%	-	-
13	I was involved in learning English because of curiosity and personal pleasure	22.50%	67.50%	10%	-	-
14	I was prompted by the desire to be a better communicator in English	27.55	50%	22.50%	-	-
15	I enjoyed the challenge and set a goal to improve my English skills	27.50%	60%	12.50%	-	-

The results show that the majority of students feel pleasure and satisfaction in learning English and recognize the personal and professional opportunities that English proficiency brings. The first finding from the questionnaire revealed that students strongly associate learning English with pleasure (42.5% strongly agree, 52.5% agree), in addition, many expressed a sense of accomplishment when they improved their English language skills (60% agree and 7.5% strongly agree). A significant number of students also found satisfaction in applying English in real-life situations (67.5% agreed and 27.5% strongly agreed), while on the aspect of learning English because it provided new opportunities for them (40% strongly agreed, 45% agreed). The desire to seek challenges was also evident, with 57.5% of students agreeing and 25% strongly agreeing to enjoy complex English tasks.

In addition, most students also showed interest in learning English, with 50% agreeing and 32.5% strongly agreeing. Furthermore, regarding enjoyment in exploring the English language and culture, most students agreed (65%) and strongly agreed (27.5%). Students value English as a means to connect with diverse people globally, as seen in the high response rate for this item (55% strongly agree, 40% agree). In addition, 55% of respondents strongly agreed and 40% agreed that they feel successful and accomplished when they make progress in their English language skills.

In addition, the students also look for opportunities to practice English with 57.55% agreeing and 22.5% strongly agreeing. Regarding personal curiosity and enjoyment in learning English, 67.5% of the students agreed with it, and 22.5% strongly agreed. A total of 50% agreed and 27.5% strongly agreed that students are motivated and driven by the desire to become better

communicators in English. Finally, about enjoying challenges and setting goals to improve English language skills, 60% of students agreed with this and 27.5% strongly agreed.

In conclusion, this data suggests that intrinsic motivation among students at Pattimura University is strong, driven by factors such as the desire for self-improvement, enjoyment, confidence building, and the practical benefits of language learning. The findings highlight the importance of fostering a learning environment that encourages personal satisfaction, real-world application, and exploration beyond the academic environment, thus supporting sustained motivation in language acquisition.

DISCUSSION

Findings from this study revealed strong intrinsic motivation among sixth-semester students in the English Language Education program at Pattimura University, indicating an exhilarating level of engagement and personal satisfaction in learning English. Intrinsic motivation, defined by Deci and Ryan (1985) as motivation driven by internal rewards, plays an important role in language acquisition, where personal enjoyment and internalized goals are essential for sustained learning. Results from this study indicate that the majority of students not only enjoy learning English, but also realize broader benefits, such as personal growth, confidence building, and potential career opportunities.

One of the most prominent aspects of the findings was students' enjoyment of learning English. More than 95% of the participants strongly agreed or agreed that learning English is fun, and almost 70% felt a sense of satisfaction when they made progress in their English language skills. This is in line with Hartini et al.'s (2018) view that intrinsic motivation encourages students to engage in activities because they find them naturally enjoyable and fulfilling. Pleasure and satisfaction are essential for maintaining motivation in language learning, as these feelings strengthen the learner's commitment to the learning process. Pleasure also serves as positive reinforcement, encouraging students to invest more effort and engage in challenging tasks.

Besides that, Study also show that students perceive English as an important tool to boost self-confidence and self-expression. Recent research reveals that confidence in language learning is closely related to factors such as social support, mastery of learning strategies, and a supportive learning environment. Saidah (2024) noted that a supportive learning environment, including positive feedback and safe speaking opportunities, contributed significantly to students' academic confidence in English. Confidence not only improves academic performance but also opens up career opportunities and cross-cultural interactions. A total of 95% of students expressed satisfaction in using English in real-life situations. This supports the idea that language learning

becomes more effective when applied in practical contexts. According to Deci and Ryan (1985), a supportive environment that promotes autonomy and gives students choices enhances intrinsic motivation.

Related to goal Oriented learning and Challenge, most students view English learning as a personal goal and enjoy setting challenges for themselves. More than 82% of the respondents agreed that they enjoy working on complex English tasks, indicating a preference for challenging content that demands higher cognitive engagement. This is consistent with Vygotsky's (1978) concept of the “Zone of Proximal Development”, where students are motivated by tasks that are slightly beyond their current abilities, as this encourages them to improve their abilities.

This study also found that 92.5% of students enjoyed exploring the English language and culture, suggesting that incorporating cultural elements into the curriculum can increase engagement. In addition, 95% of students expressed motivation to connect with people globally through English, indicating that the language serves as a medium to expand their social horizons and understand diverse perspectives. Recent studies highlight the role of cultural engagement in enhancing students' intrinsic motivation for learning English (Yang et al., 2024). For instance, exploring cultural aspects and using language for real-world communication fosters deeper motivation and self-sustained learning. Students with higher intercultural communicative skills and a strong growth mindset toward language learning often demonstrate a positive "L2 self," which significantly supports sustained motivation and engagement. Incorporating cultural elements and interactive tasks into the curriculum can further increase learners' motivation by making lessons more relevant and meaningful.

The high level of intrinsic motivation demonstrated in the study aligns with recent research emphasizing the importance of creating a learning environment that fosters engagement and practical application of skills. For instance, educators who integrate real-world scenarios and encourage personalized learning experiences effectively support intrinsic motivation. This aligns with findings showing that tailored learning environments, which include interactive activities and collaborative problem-solving tasks, significantly enhance students' motivation and engagement (Ling Wei et al., 2023; Press, 2023).

A study has shown that intrinsic motivation drives better academic results, as it encourages students to actively engage with the material, leading to deeper understanding and retention. This is especially true in environments where students view learning as an opportunity for self-improvement and personal growth, rather than as a task driven by external rewards or pressures. (Marzalek et al., 2022; Liu et al., 2024) Further supporting these findings, recent research highlights the role of emotional engagement in enhancing motivation. In language learning, emotional

engagement has been linked to the “L2 self” or language learner's aspirational identity, where students visualize themselves using the language in real-life situations, such as communicating globally or exploring a new culture. This vision helps sustain motivation as it aligns personal goals with practical applications of language skills. (Liu et al., 2024)

Strong intrinsic motivation among Pattimura University students indicates a solid basis for their success in English. Their motivation is driven by self-development, personal satisfaction, confidence building, and the tangible benefits they attribute to English proficiency. In line with scholars' theories on motivation and language learning, these findings underscore the importance of fostering an engaging, practical, and culturally rich learning environment that not only supports but also enhances students' intrinsic desire to learn. By nurturing this internal drive, educators can encourage students to embrace language learning as a lifelong journey, which empowers them personally and professionally.

CONCLUSION

The results of this study indicate that the intrinsic motivation of sixth-semester students of the English Education program at Pattimura University is quite high. This motivation is driven by several factors such as Fun in Learning English, Real-World Application, Increased Confidence, Language and Cultural Exploration, Passion to Complete Challenges, Relationship to Personal Growth, and Practical Implications. This research underscores the importance of creating a learning environment that is fun, practically relevant, and rich in cultural aspects to support students' intrinsic motivation. For future research, it is recommended to conduct a study on the Influence of Different Learning Environments. Further research could explore how different learning environments (e.g. online, face-to-face, or hybrid learning) affect students' intrinsic motivation in learning English, as well as how each approach can be optimized to support students' motivation and engagement.

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The Implementation of Pre-Reading Activities to Improve Senior High Schools Students' Reading Comprehension

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ABSTRACT

This study aims to describe the implementation of pre-reading activities in class X-3 SMA Negeri 2 Ambon to improve students' reading comprehension. This research is a Classroom Action Research (CAR) which was conducted in several stages, such as; (1) planning the action (2) implementing the action, (3) Evaluation, and (4) Reflection. The subjects in this study were 36 students in class X-3 of SMA Negeri 2 Ambon. Instruments used in the form of observation, Study report, and questionnaire. The analysis used is qualitative analysis and quantitative analysis. The indicator of success in this research is when students are able to reach the indicator of success where 70 % of students get the score between 70-100. The results of this study indicate that Pre-reading activities help students to improve their reading comprehension towards a text and students give positive response toward the implementation of pre-reading activities.

Keywords: *Pre-reading activities, reading comprehension*

INTRODUCTION

Nowadays, being able to read is crucial. By reading, we gain a lot of information, knowledge, enjoyment, and even problem-solving skills. Any sort of text reading will benefit us in our daily lives. Briefly, reading might be crucial for students to advance their academic knowledge. In relation to the statement above, Bammann as cited in Maretnowati (2014) stated that "basic to good comprehension is an understanding of the manner in which words are fused into meaningful phrases, phrases into sentences, and sentences into paragraphs". In addition, Grellet (1981) stated that "Reading is an active skill." Moreover, applying pre- reading activity will increase students' attention in reading. Ur (1996) also states that "Reading is comprehension. Reading is not appearing if you read the words but do not understand what they imply". In short reading is the process of giving written and visual information meaning. The students must work with the materials actively. Briefly, teacher is expected to hold an attractive activity to involve students to be active in the classroom.

A pre-reading activity might help students comprehend English content. By engaging in pre-reading activities that include thinking of similar topics, individuals engage their background knowledge, which may help them better understand the text. According to Hudson's (2007) statement, "Prior knowledge may have some effects on students' understanding because a reader who already has an elaborate schema can more easily fit incoming textual information into those schemata." The way that students understand the material is implied by this presumption.

However, based preliminary study about student's perspective in learning, they still face some difficulties in answering and understanding the text. In addition, based on the analysis of lesson plan of Narrative text, the activities were focused on how to create a product. In contrast, based on the interview (as part of diagnostic assessment conducted in February 2023) with four students, they prefer to get the explanation from the teacher and play vocabulary games before study about generic structure, language features and social function of the text. Based on the preliminary study conducted, the specific problem of the study was the lack of students comprehends towards the text due to the lack of pre-reading activities in the classroom. The study aims to answer how pre-reading activities improve students comprehend towards the text and their responds toward pre-reading activities.

LITERATURE REVIEW

Reading Comprehension

Reading and comprehension are two things that cannot be separated. Reading means understanding the text and it is the same things as comprehension. Reading comprehension understands a written text which means extracting the required information from it as efficiently as possible. It needs deeper comprehension to know what the text means (Grellet, 1981). Moreover, Gillet, Temple and Crawford (2013) mentioned that there are few characteristics in good comprehension such as summon up their prior knowledge about the topic of reading, ask question about the topic before and during the reading, make appropriate inferences when ideas are not explicitly stated, find main ideas, and summarize. Therefore, for students to have good comprehended in reading, pre-reading activities could be one of the teacher's activities which can be used to guide or stimulate student's interest in text. Peaty (1997) also adds that there are some procedures of teaching reading specially in using text in EFL context. Those procedures are dealing with students in EFL Classroom includes before Reading, While Reading, and After Reading.

Pre-reading Activities

The pre-reading stage can be interpreted as the activities before students are given the whole text to read. This activity usually brainstorms or arouses student's prediction about text. In the pre-reading activities, the teacher will encourage the students to activate their background knowledge with the topic they learn. Furthermore, Silberstein (1994) as cited in Salehi and Abbaszadeh (2017) mentioned that pre-reading activities are activities created which occurs before the students read the whole passages or text. Before students read any text, teachers can direct their attention to how a text is organized. It could be a way to help students comprehend the text easily. Pre-reading activities allow students to think about what they already know about a given topic and predict what they will read or hear. Therefore, by understanding what the students want to read, it will help them to comprehend the text better. It will affect on student's reading comprehension test achievement.

There are varieties of pre reading activities (Hedge, 2000 as cited in Ekaningrum and Prabandari, 2015): a) Brainstorming. In this activity, students must utilize words and concepts that have associations with the keyword provided by the teacher throughout the brainstorming exercise; b) Pre-teaching vocabulary. It can assist students improve their reading comprehension. In addition, pre-teaching vocabulary can assist students improve their reading comprehension; c) Pre-questioning. Another pre-reading activity which can be implemented before reading is giving questions related to the text. Moreover, some pre-reading activities are simply questions to which the reader must find answers in the text; d) Visual Aids. The use of visual aids in pre-reading activities can aid students in activating or expanding their prior knowledge; e) Conceptual related readings. Giving students multiple texts on the same topic might also help them activate their background knowledge and create their frame of reference; f) Previews. It gives students a frame of reference to help them understand new content. Teacher can begin with a sequence of short comments and one or more questions that stimulate students' curiosity, provide a link between a familiar topic and the story's topic, and encourage students to actively think on the overall topic; g) KWL Strategy. The abbreviation stands for "What do I Know?", "What do I Want to know?", and, "What have I Learned?" These questions will activate students' prior knowledge while also encouraging them to find the answer in the text.

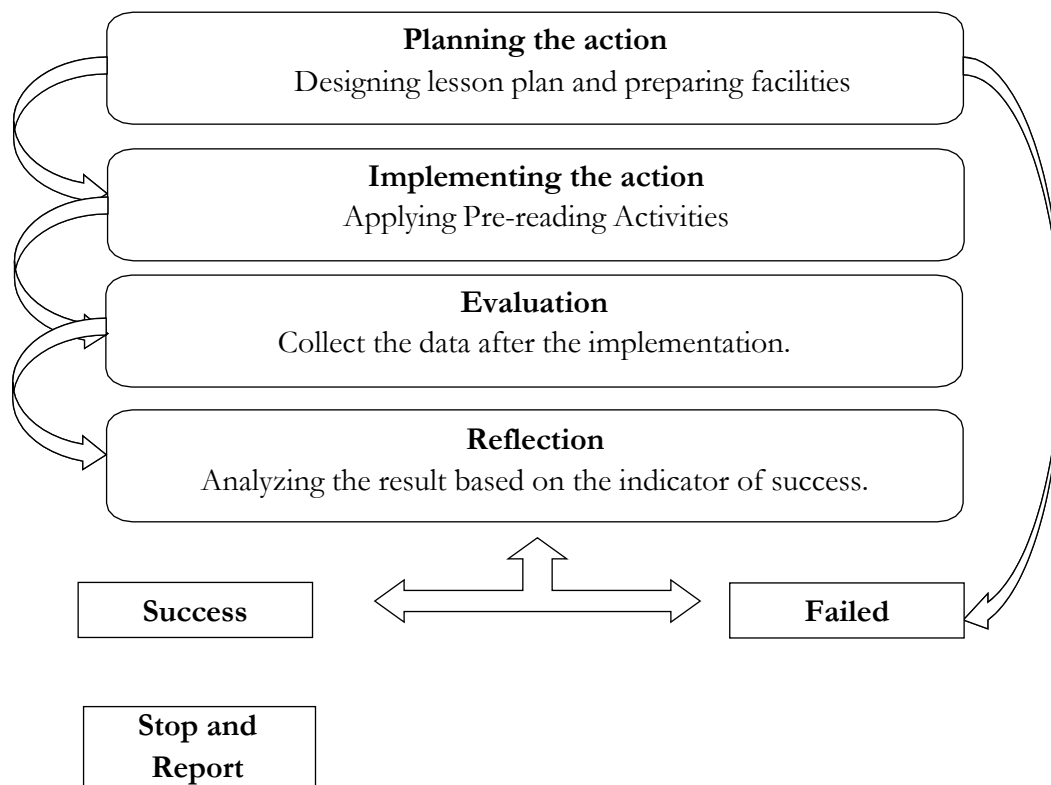
METHOD

Research Design

The study employs CAR (Classroom Action Research) as research design. Kemmis and McTaggart (1998) state that action research is a form of collective self-reflective enquiry

undertaken by participants in social situations to improve the rationality and justice of their own social or educational practices, as well as their understanding of the practices and the situation in which these practices are carried out. The result of research used to evaluate the process. In conducting the action research, the writer structure the procedure for continuous treatment based on the inquiry cycle by Kemmis & McTaggart (1998) as follow:

Figure 1. The Action Inquiry Cycle by Kemmis and McTaggart (1998)



Research Site and Participants

The research was conducted at SMA Negeri 2 Ambon. The subjects in this study were 36 students from class X-3. These participants were selected based on a preliminary study conducted in February 2023, which revealed that students in this class faced difficulties in reading comprehension and showed a preference for teacher explanations and vocabulary games before studying text structures.

Data Collection and Analysis

The data was taken from observation, test, and observation. Observation is used to know the teaching process. The observer was another teacher. Then, there was two times of observation for two meetings in the classroom. Besides that, there was an observation towards the worksheet done by the students. Second, Study Report. In this study report, researcher used the score taken

from student worksheet. Researcher compared between the score in narrative text and the core in report text. Furthermore, researcher also used Reflection. It was taken from students' reflection paper. Where there are two points those students should write in relation to the learning process of meeting one. The reflection used a technique called two stars and one wish. Third, Questionnaire is used to get students' response towards the implementation of some pre-reading activities before students began to read the whole text.

Analysing action research data is to continue the process of reducing information to find explanation and patterns (Burns, 2010). In addition, to get a framework for the analysis, the researcher followed the five stages proposed by Burns (2010):

1. Assembling the data. For the first stage, researcher gather the data over the period of the research
2. Coding the data. This stage allowed the researcher to identify which of the data could code qualitatively and which could code quantitatively.
3. Comparing the data. Once the coding was complete, the researcher compared the categories across different sets of data to see whether they say the same thing or not. In short, the aim of this stage is to display and describe data rather than interpret.
4. Building meanings and interpretation. This stage forced the researcher to look for in-depth analyses of the data as well as step-by-step descriptions of what she had discovered.
5. Reporting the outcome. The last stage was about how the researcher organizes the whole story of the research from beginning to end. It was more about how the researcher can present her research and what she has found to tell others.

FINDINGS

The Implementation of Pre-Reading Activities to Improve Students Comprehend towards the Text.

There were two meetings of the implementation from pre-reading activities before students read the whole report text:

a. First meeting/Tuesday, May 9th 2023

On May 9th 2023, the research was implementing the pre-reading activities. There are some activities that implement in the worksheet. The lesson plan consists of three major activities: Pre-activity, whilst- activity, and post-activity. For the first meeting there were three learning objectives: "Learners observe the video and answer questions, Learners determine the antonyms of certain words and Learners are able to match words with their explanations based on the text provided." The pre-reading activities began in pre and whilst activities, as mentioned bellow:

1. Pre-activity

- Played vocabulary game call “Word Association Game”. The game is to give a whole class a word or phrase and students will give a word that comes to mind. The word given by the researcher was Animal.

2. Whilst-activity

- Observed a video and answer questions based on the video. The video is about animal in wildlife. There were three questions that the students have to answer; What are the animals, you see in the video?, Based on the video, what are the unfamiliar animals for you? And which animal are dangerous? Why is it dangerous?
- Write down the antonym of the adjective. The adjectives were the adjectives that students will find it later in the text.
- Match the word with the definition. In this activity, the students matched the words with the definition.

b. Second meeting/Tuesday, May 16th 2023

While for second meeting, researcher implemented the pre-reading activities in whilst activity, as follow:

- Organized the scramble sentences into a correct short report text. the text provided for the student was about Komodo Dragons. The students were asked to work in group.
- Determined the generic structure of the text and analyzed the language features of given report text after students studied the explanation and listened to teacher explanation.
- Answered questioned based on the given report text but the answers should be in complete sentences.

In short the pre-reading activities began with vocabulary then sentences and the last was paragraph.

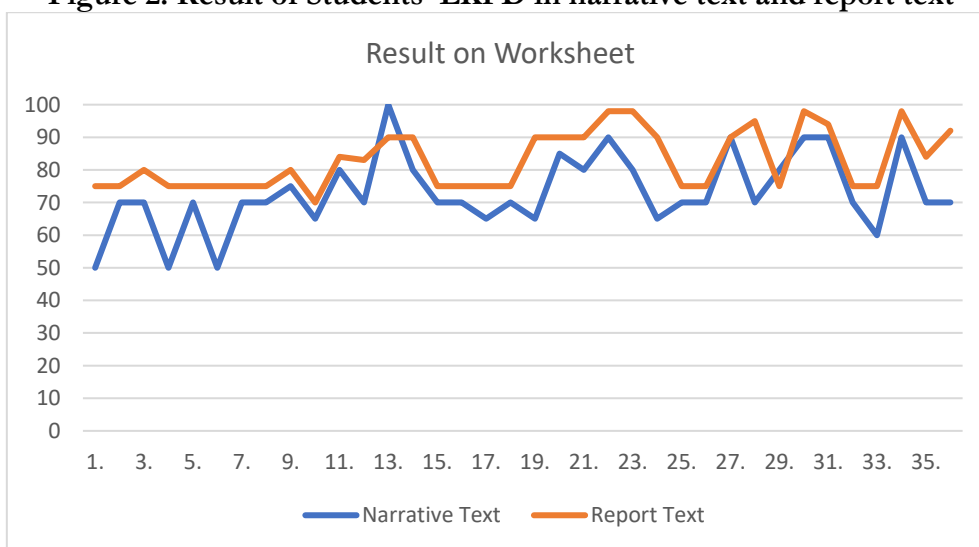
Observation

The observers were two teachers. Then, there was two times of observation for two meetings in the classroom. The observation checklist was adopted from the observation checklist for Observation of Learning Implementation from Teacher Professional Education. Another observation was students’ worksheet which researcher compares the previous score in narrative text with score from report text.

The observation from the first meeting showed that researcher applied all the pre-reading activities based on the lesson plan. However, there was a note from the observer which researcher almost forgets to conduct the reflection in the post activity.

The observation from the second meeting showed that researcher applied all the pre-reading activities based on the lesson plan. However, there was a note from the observer which researcher should be clear toward the way researcher gave the instructions to students.

Figure 2. Result of Students' LKPD in narrative text and report text



Improving Students' Reading Comprehension by Using Pre-Reading Activities.

Based on the observation, researcher applied the pre-reading activities based on the lesson plan. For the first meeting, the activities began with Word association game where it was part of pre teaching vocabulary that help student to improve their reading comprehension. Next activity was observing and answering questions. This activity was visual aids where visual aids help students activating their prior knowledge. Then, the activities continue with match the word with the explanation. Followed up with exercise to the new concept of report text such as generic structure of the text, language features of the text, social function of the text. However, during the implementation, researchers need to pay attention towards instruction of the exercises to avoid students' misunderstanding towards the way of completing the exercise.

In addition, in second meeting based on the result of students' worksheet, students were able to answer questions based on the text. Then, they were able to determine the generic structure and language features of report text after learned the explanation and example from the teacher. In conclusion, pre-reading activity is needed in reading class by providing students with a predicting cue to warm up their brains will give many benefits, one of the benefits is to understand the text easily.

Students Response towards the Implementation of Pre-Reading Activities

In relation to students' response towards pre-reading activities on students worksheet showed that 39.29 % is for an excellent category and 17.86% is for fair category. In addition, the reflection in post activity from the students showed that they were interest with the exercises in the worksheet. The reflection was using "Two Starts, One Wish" as technique to evaluate and to get students perspective about the learning process.

Table 1. Result from the Questionnaire of Students' Response toward Pre-reading Activities

No	Statement	Excellent	Good	Fair	Poor	Bad
		5	4	3	2	1
1	I can understand the game "Word Association Games" with the topic "Animal"	16	13	6	1	0
2	I can answer questions based on the video about "Animal" that I watched	18	12	4	2	0
3	I can write down the opposite words of certain adjectives	17	14	4	1	0
4	I can match the word with its meaning	12	16	7	1	0
5	I can structure sentences into correct short text	12	15	7	2	0
6	I can specify the text structure from the report text after being explained by the teacher	14	12	9	1	0
7	I can determine the linguistic feature of the report text after it has been explained by the teacher	10	16	8	2	0
Total Percentage		39.29%	38.89%	17.86%	39.7%	0

The reflection showed some positive comments from the students. For example, "I like this lesson because it is easy to understand" CS. Another comment was from LS who wrote "I like to learn while playing games and I like to do exercise 1 and exercise 2". In the worksheet, Exercise 1 was pre-teaching vocabulary (find the antonym of the adjectives) and Exercise 2 was fit the word with the explanation. Furthermore, another student also wrote that "I like today's learning because the learning is relaxed and I can understand today's learning".

These positive comments showed that the students get the benefit of pre-reading activities. For example, the pre-reading activities give students the background knowledge necessary for comprehension of the text like brainstorming activities and pre-teaching vocabulary, make students aware of the type of text they will be reading such link the topic with the exercises in worksheet and provide opportunities for group or collaborative work and for class discussion activities such as work in pair or work in group of 6.

In short, the result from the questionnaire and students' reflection of the learning process showed positive result on the implementation of pre-reading activities to improve students' reading comprehension.

DISCUSSION

The findings of this study demonstrate several significant aspects regarding the implementation of pre-reading activities and their impact on students' reading comprehension. The research results can be discussed from three main perspectives:

First, the implementation of pre-reading activities showed a structured and progressive approach, moving from vocabulary-level activities to sentence-level and finally to paragraph-level comprehension. The Word Association Game, video observation activities, and antonym exercises in the first meeting provided students with the necessary vocabulary foundation and background knowledge. This aligns with Hudson (2007) who asserts that "Prior knowledge may have some effects on students' understanding because a reader who already has an elaborate schema can more easily fit incoming textual information into those schemata." This prior knowledge activation through pre-reading activities proved beneficial for students' comprehension.

Second, the improvement in students' reading comprehension was evident through their performance in various tasks. The comparison between narrative text scores and report text scores demonstrated progress in students' ability to comprehend texts. This improvement can be attributed to the systematic implementation of pre-reading activities, which included visual aids, pre-teaching vocabulary, and structured exercises. These findings support Ekaningrum and Prabandari's (2015) study on pre-reading activities, which highlighted the effectiveness of various pre-reading strategies in enhancing reading comprehension.

Third, student responses to the pre-reading activities were predominantly positive, with 39.29% rating the activities as excellent and 38.89% as good. The reflective comments from students, such as "I like this lesson because it is easy to understand" and "I like to learn while playing games," indicate that the activities not only improved comprehension but also enhanced student engagement and motivation. This positive response aligns with Salehi and Abbaszadeh

(2017), who found that pre-reading activities effectively direct students' attention and facilitate better text comprehension.

The implementation of various pre-reading activities proved effective in addressing the initial problems identified in the preliminary study. Students who previously struggled with text comprehension showed improvement when provided with appropriate scaffolding through pre-reading activities. This finding supports Gillet, Temple, and Crawford's (2013) characteristics of good comprehension, which include summoning prior knowledge, asking questions before and during reading, and making appropriate inferences.

However, it is important to note that the success of these activities relied heavily on clear instruction delivery, as observed during the second meeting. This suggests that while pre-reading activities are valuable tools for improving reading comprehension, their effectiveness depends significantly on the teacher's ability to provide clear guidance and instructions.

The positive outcomes of this study support the theoretical framework presented by Grellet (1981), who emphasizes that reading comprehension is an active skill that requires understanding a written text and extracting required information efficiently. Additionally, Ur (1996) reinforces this by stating that "Reading is comprehension" and that reading does not occur if words are read without understanding their implications. The pre-reading activities successfully facilitated this active engagement, helping students transition from passive readers to active participants in the reading process, as evidenced by their improved comprehension and positive responses to the activities.

CONCLUSION

Based on the finding of this study, it can be concluded that the implementation of pre-reading activities is effectively works. The implementation of pre-reading activities Assis students to gain comprehension from the text (teaching material) and create active learning activities before students read a whole text. Besides, student can work cooperatively to complete the exercise both pair work and group work. Moreover, the pre-reading activities help teacher to manage the classroom activities.

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The Implementation of Mind Mapping Technique in Improving Students' Writing Skill at SMA Negeri 2 Ambon

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ABSTRACT

This research is focused on the implementation of mind mapping technique in improving students' writing skill. This research is aimed to describe the improvement of students' writing skill by implementing mind mapping technique and to see the students' response towards the implementation of mind mapping technique. Mind mapping can simply define as a creative technique involving lines, colors, keywords, and images which connected each other. The research design is classroom action research that consist of preliminary study and one cycle. There are four activities, there are planning, acting, observing, and reflecting. This research focus on report text materials and supporting instruments were used to help the researcher to collect and analyze the data such as questionnaire and test. The result of this research showed that students' responses were positive for the implementation of mind mapping technique and this is also support by the post test of writing report text where most of students got high score above the criteria of minimum mastery (KKM).

Keywords: *Mind Mapping Technique, Writing*

INTRODUCTION

Since English become an international language, the interest of mastering English is quite high in Indonesia. As a proof, English has been taught to the students from the lowest level to students in highest level of education. English is taught in informal class as well as formal classes. In non-formal education, English is taught to improve students' English skills and get more knowledge from school. English is not a major here as it is studied by students who want or are interested in learning English. On the other hand, in formal education, English is one of the national exam subjects, so it automatically becomes a subject to be studied in all grades such as junior high school and high school.

For this reason, Indonesian government has made English a major in the curriculum, with different goals depending on the school level. Based on the school-based curriculum, students are expected to be proficient in four language skills; listening, speaking, reading and writing. By

mastering these skills, students are expected to explore themselves and acquire information that will help them access different types of information sources in English, such as: Articles, novels, magazines and etc. Writing can be used as a media to improve a student's ability to spreading information in English. Harmer (2007) states that students can well- learned languages if they practice more in writing. Because it helps students to communicate and exchange ideas and opinions. Moreover, today people communicate in writing by using various ways such as email, Whatsapp, twitter, Facebook or blog. These activities could build students' writing habits and encourage them to sharpen their writing skill in order to share and convey their ideas. In fact, there are many people who are good at speaking but are not good at writing. In this context, writing is considered more difficult than other basic language skills.

English subject at Senior High School state that one of the goals of teaching English is to develop students' oral and written language skills. Students are expected to be able to communicate both in writing and orally. Additionally, students' ability in English are far from learning goals that have been settled. Learning English is not as easy as we imagine, so many problems arise especially in writing for students learning English. Students who have difficulty writing said that they get stuck in writing because they have to think a lot about how to write down their ideas. Also, students lack vocabulary, structure and procedures for good writing.

Writing is considered the most difficult of the four English skills. This phenomenon occurs among many Indonesian students. When the researcher carried out the preliminary research at SMA Negeri 2 Ambon especially at class X-8. The researcher found that students got problems in writing. It can be seen on their final product of writing text project. Mostly the students' lack of idea to writing so they decided to copied a full text on the internet and decorates it interestingly on canva application. Their score on summative test also don't fulfill the standard.

Therefore, teachers should choose appropriate techniques to help students overcome their writing problems. There are many techniques that can help students generate ideas for writing and Mind mapping become one of a technique that generally used by people before they start to write something. According to Fajri (2011) Mind Maps is a technique involving lines, colors, keywords, and images which connected each other. Mind Maps can help the students in guiding them before they start writing. In other hand, Nagbi (2011) stated, "Mind mapping do help students to plan and organize their ideas for writing tasks. It can be concluded that mind mapping is a creative technique that helps students in writing especially in organizing their idea.

Based on the preliminary study conducted by the researcher, students got difficulties in writing because lack of idea in writing a text. Dealing with this, the researchers will focus on the implementation of mind mapping technique and the students' responses toward it.

LITERATURE REVIEW

The Concept of Writing

Writing is an activity or process of expressing ideas and thought in a written language. White (1986:10) in Khasanah (2015) states that “writing is the process of expressing ideas, information, knowledge, or experience and understand the writing to acquire knowledge or some information to share and learn”. It similar with Tiwari (2005:120) in Hotimah (2015) states that writing can be defined as a process of transforming thought into written language. It means that writing as the process of transforming ideas, knowledge, and information become an important thing in life, because people can shares their ideas and give information to each other.

In addition, Tarigan (1994:3) in Khasanah (2015) stated, “writing is activity to produce or draw graphic symbols which represent a language that is understood by people, so that other people can read the graphic symbols presented”. According to Gaith (2002) in Hotimah (2015) said that “writing is a complex process of transforming thought and ideas and make them visible and concrete on the piece of paper”. It is means that writing provides opportunities for people to express their ideas and thought and shares it.

Writing can simply a process of transforming ideas, thought, experience and knowledge into written language to acquire information and share it. Writing is also an activity to produce graphics or language symbols that are understood by people.

The Process of Writing

Writing is a complex process that is means in writing the writers should have to follow some steps in writing to get a good writing. Harmer (2004) in Khasanah (2015) states that there are four steps in writing, they are:

a. Planning

Planning is an important step in the writing process. The writers should have to make a plan before going to write. When planning, writers have to think three main issues, below:

1. Purpose of writing. It is important to know the purpose of the writing since this will influence the type of the text, the language that will be use and the information that will be conveyed to the readers.
2. The audience they are writing for. The audience is the readers of the writing. The audience will influence structure, diction, paragraph language style, etc.
3. The content structure, how the best to sequence the facts, ides, or arguments which they have decided to include.

b. Drafting

Drafting means getting ideas down on the paper in sentences and paragraph. In the process of writing, drafting is helping the writers to write ideas and decide what comes first, second until the final process of writing.

c. Editing

Editing means the writer are read through what they have written as a draft. Another reader's comment will help the author to make the appropriate revision. Here, the writer may change what the writers have written if they find something bad.

d. Final Version

Final version is the last step in writing. This may look different from the first draft that has been made before due to there are many changes in editing process. However, the writer is ready to send the written text to the readers.

The Concept of Mind Mapping Technique

Mind map is a technique introduced by Tony Buzan who are the original promoter of mind mapping and coined the term mental literacy. According to Tony Buzan (1993) mind mapping is a graphic representation of ideas (usually generated via a brainstorming session).

A mind map is a diagram used to visually organize information into a hierarchy, showing relationships among pieces of the whole. It is often created around a single concept, drawn as an image in the center of a blank page, to which associated representations of ideas such as images, words and parts of words are added. Major ideas are connected directly to the central concept, and other ideas branch out from those major ideas.

Evrekeli, E, lel, D. & Balim, A. (2009) state that mind mapping is a highly valuable technique that students can learn and apply in their learning process. Additionally, Boyson (2009) also stated that using Mind Mapping for lesson planning can help teachers identify a logical teaching route and increases recall of the subject matter. This will give teachers' more confidence when teaching and the lessons will go smoothly.

Advantages of Mind Mapping

Mind mapping is a technique that helps students in reading comprehension. However, a technique cannot be separated with the advantages and disadvantages in its use. Below are the advantages and disadvantages of mind mapping techniques according to Tony Buzan (2002) :

- a. Mind mapping helps the students to speed up their think rapidity.
- b. Mind mapping takes the students to develop new ideas quickly.

- c. Mind mapping gives easy way for the students to plan, communicate, be creative, arrange, and explain the ideas fastly and efficiently when they want to work with others.
- d. Mind mapping facilitates the students to understand a complicated system or structure because mind mapping delivers the students to be focused on the ideas.

The Process of Creating Mind Mapping

Mind Mapping is a belonging to pre-writing activity or planning stage. It is always done in the first stage of writing proces. Buzan (2005:15) explains seven steps to make Mind Mapping:

- a. Take a blank paper and start to draw from the center of the paper. Draw from the center of the paper will give the brain freedom to express and explore anything naturally.
- b. Use a picture or photograph as the central idea. A picture or photograph can help to improve the imagination an keep focus on the main topic.
- c. Use colors. For brain, colors are interesting. Coloring pencil will make Mind Mapping more alive and bring new energy and creativity.
- d. Connect the main picture to some branch details. Brain can connect three or four points in one time, and it is easier to be remembered and understood.
- e. Connect the branches with bowline, not straight because straight line will bore the brain.
- f. Use one keyword in every branch. Every single word will encourage the brain to develop it to be a new thought.
- g. Use picture in branch as much as possible because is picture means a thousand words.

Procedure In applying Mind Mapping in the writing activity in class

The procedure is done as follows:

- a. Describe or demonstrate the process of drawing the Mind Mapping to the students.
- b. Divide the students into groups.
- c. Pick a topic to be discussed.
- d. Ask the group to brainstorm.
- e. Ask to start scratching.
- f. Deliver necessary suggestion.
- g. Ask to develop main concept into paragraph.

Previous Study

There are several previous study regarding with the implementation of Mind mapping technique to improve writing skill. First, Purnomo (2014) had done a research at MTs

Muhammadiyah 1 Cekelan with entitled “Improving Descriptive Writing Skill Through Mind-Mapping Technique at Second Grade Students of MTs Muhammadiyah 1 Cekelan”. The results of this research shows that mind mapping can significantly improve students’ ability in all aspects of writing. Other researcher is Fajri (2011) under the title: “Improving students’ writing skill by using mind maps”. This research was conducted at Tenth Grade of Sma Negeri 1 Boyolali. The result of the research shows that the students’ writing skill has been improved after the implementation of Mind Maps to teach writing.

METHOD

Research Design

This research used Classroom action research (CAR) as the method to apply Mind-Mapping in this research. According to Kemmis & McTaggart (1998, as cited in Manuputty, R & Souisa, Th.R., 2012), action research is trying out and reflecting on ideas in practice as a means of improvement and as means of increasing knowledge.

In conducting the research, the research used the procedure for continuous treatment based on the action inquiry cycle adapted from Kemmis and Mc Taggart (1998, as cited in Manuputty, R. & Souisa, Th.R., 2012) as follow

1. **Planning:** In this phase, the researcher and the English teacher set the planning. This activity includes research schedule, designing lesson plan and preparing teaching materials. Whereas in research schedule, the researcher plan to conduct the research only one cycle because of time limitation. The cycle has 4 meetings for the action and the test will be done at the end of the cycle. Report text is going to use as the material in the learning process. The material of this research made by the researcher used several references and has been revised by the English teacher.
2. **Implementing the Action:** In this stage the researcher provided treatment (Mind-Mapping Technique) to the students. To do the action, the researcher collaborated with the English teacher. The researcher was helped by the English teacher in implementing Mind-Mapping technique for the students at tenth grade of SMA Negeri 2 Ambon. The action of research procedures was stopped after the students achieved the criterion of success.
3. **Evaluation:** Evaluation is used to measure students’ improvement in writing skill through their result and their response to the implementation of the technique. The evaluation involves test and questionnaire
4. **Reflection:** The researcher and the teacher discussed together about the implementation

of the technique based on the students' test result and questionnaire

5. Indicator of success: Students' writing skill should improve for this cycle. The cycle stopped when the target had been achieved. The target is 70% of total 36 students get score 70 in test in form multiple in the end of the cycle.

Research Site and Participants

This action research was conducted in SMA Negeri 2 Ambon, specifically at class X- 8 in the academic year of 2023/2024. This research was conducted in four meetings started from April 29th,2023 until May 27th,2023. The participants of this study consisted of 36 students.

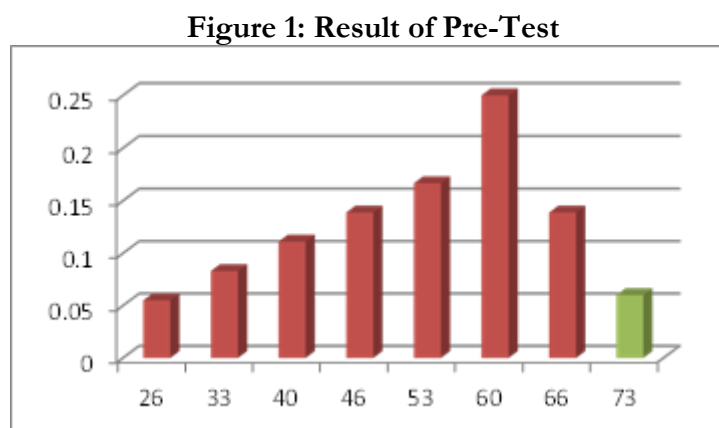
Data Collection and Analysis

A test and questionnaire were used in this study. After treatment, a test was given at the end of the cycle. At the same time, a questionnaire was presented at the end of the study to know about students' responses toward mind mapping technique. To determine students' writing ability, the researcher used test. The researcher used formula by Nikijuluw (1989) to analyze the test while the questionnaire used percentage formula by Sudjana (1989).

FINDINGS

Result of Pre-Test

The researcher conducted pre-test in order to see students' ability before the treatment. The pre-test administered on April 27th, 2023. The scores of students' writing test in pre-test could be seen in Figure 1.

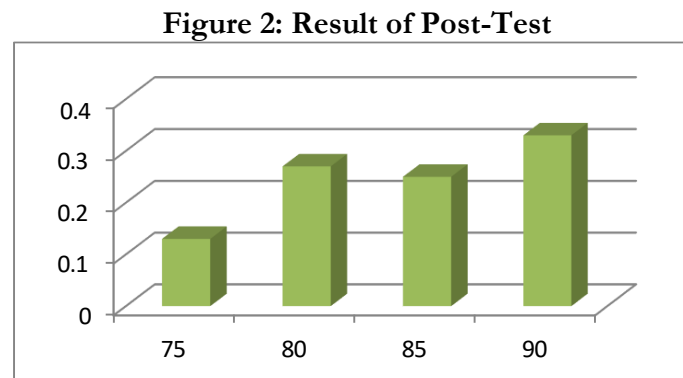


Based on the figure, it could be seen from 36 students, there were 6 % got score 26; 2 students, 8% got score 33; 3 students, 11% got score 40; 4 students, 14% got score 46; 5 students, 17% got score 53; 6 students, 25% got score 60; 9 students, 14% got score 66; 5 students and only

6%; 2 students got score 73. It means that 94% of total class didn't pass the criteria of minimum mastery (KKM) and only 6% pass the criteria of minimum mastery (KKM).

Result of Post-Test

Post-test was conducted in order to see students' ability after the treatment. The post- test administered on May 27th, 2023. The scores of students' writing test in post-test in could be seen in Figure 2.



Based on the figure, it could be seen from 36 students, there were 25 % got score 13% got score 75; 5 students, 27% got score 80; 10 students, 25% got score 85; 9 students, and 33%; 12 students got score 90. It means that 100% of total class pass the criteria of minimum mastery (KKM)

Result of Questionnaire

The questionnaire was delivered in order to know about students' perception toward the implementation of Mind mapping technique. There are four responses to the statements of the questionnaire such as SA; Strongly Agree, A; Agree, D; Disagree, and SD; Strongly disagree. The result of the questionnaire can be seen on the table below:

Table 1. Results of Questionnaire

No	Statements	Response			
		SA	A	D	SD
1	I felt that from the beginning of learning, I was interested with the learning process that uses mind mapping techniques	34%	66%	-	-
2	Mind mapping techniques can decreased boredom during the teaching and learning process	60%	26,7%	13,3%	-
3	My learning motivation increased when I used mind mapping technique	23,3%	66,7%	10%	-

No	Statements	Response			
		SA	A	D	SD
4	Mind mapping techniques make me excited to learn report text material	33,3%	63,3%	3,3%	-
5	Using mind mapping technique makes me more active in learning process	23,3%	73,3%	3,3%	-
6	Mind mapping technique is suitable to be applied to report text material	23,3	76,7%	-	-
7	mind mapping technique made me more serious in learning report text material	20%	66,7%	13,3%	-
8	Mind mapping guide me in sorting what will be written in making my own report text	43,3%	56,7%	-	-
9	I become more active in group discussions in writing report texts based on group's mind map	36,6%	53,3%	10%	-
10	learning using mind mapping techniques makes it easier for me to understand the structure of report text	40%	60%	-	-

Statement number 1 showed that 66% which consist of 24 students stand agree that they felt that from the beginning of learning, they were interested with the learning process that uses mind mapping techniques. While 12 students represent 34% which choose Strongly agree. Statement number 2 indicates that 23 students which represent 60% Strongly agree that Mind mapping techniques can decreased boredom during the teaching and learning process while 11 students stand agree for 26,7 %. Next, statement number 3 showed that 66,7% which consist of 24 students stand agree that their learning motivation increased when they used mind mapping technique while 23,3% stands for Strongly agree which consist of 8 students. Statement number 4 indicates that 23 students which represent 63,3% agree that Mind mapping techniques makes them excited to learn report text material while 11 students stand Strongly agree for 33,3 %. Statement number 5 showed that 73,3% stands Agree which consist of 26 students stated that Using mind mapping technique makes them more active in learning process while 8 students stand strongly agree for 23.3%.

Moreover, Statement number 6 showed that 76,7% which consist of 27 students stand agree Mind mapping technique is suitable to be applied to report text material. While 8 students represent 23,3% which choose Strongly agree. Statement number 7 indicates that 23 students which represent 66,7% agree that mind mapping technique made me more serious in learning report text material while 7 students stand Strongly agree for 20%. Next, statement number 8 showed that 56,7% which consist of 20 students stand agree that Mind mapping guide me in sorting what will be written in making my own report text while 43,3% stands for Strongly agree which consist of 16 students. Statement number 9 indicates that 19 students which represent

53,3% agree that they become more active in group discussions in writing report texts based on group's mind map while 13 students stand Strongly agree for 36,6 %. Statement number 10 showed that 60% stands Agree which consist of 21 students stated that learning using mind mapping techniques makes it easier for them to understand the structure of report text while 15 students stand strongly agree for 40%.

DISCUSSION

After the treatment using mind mapping technique, there are some important points that needed to be notice. There is significant improvement of the students' ability in organizing ideas and develop ideas. The result of the analysis data shows that the mean score of the students' posttest is higher than the mean score of the students' pretest.

This improvement is the result of the implementation of mind mapping techniques which stimulate students' interest in learning English, especially writing. The students enjoy drawing mind maps and exploring their ideas through their creativity using lines, branches, picture and color. For first draft some students still confuse to write which main topic that should be place in their own mind map. On this cycle the researcher decided to divide the students into several groups consist of four or five students. Then make lottery of topics. The researcher also gives four main points to guide them in writing their ideas on mind map based on topic that they got. They work in group and create their mind mapping based on topic and then consult with the teacher regarding with their result.

After implementing mind maps in class, the researcher did a reflection. Through the reflection, the researcher able to know the positive point and the weaknesses during the teaching and learning process using mind mapping technique. The weaknesses that found such as; first, the students really enjoy in drawing the shape of their mind map and exploring ideas so they didn't focus when they wanted to develop it into full text paragraph because there are much keywords on their mind map. Second, some students didn't like to draw so they didn't actively involve into group discussion in creating mind map.

However, after revision from the English teacher the students can actively write their own paragraph of report text based on mind map that have been design. The researcher finally found out that beside the weaknesses of mind map, there are also advantages of mind map in improving students writing skill especially in writing report text. Mind mapping technique attracts the students' interest in writing process. This because mind maps let the students explore their idea and creativity using lines, branches, picture and colors. According to Fajri (2011) Mind Maps is a technique involving lines, colors, keywords, and images which connected each other. Mind

mapping also useful in guiding students in writing any keywords regarding with the topic. Finally, mind mapping successfully in solving students' problem such as organizing ideas and developing ideas. It can be seen on their response on the questionnaire that most of students agree that Mind mapping guide them in sorting what will be written in making their own report text. Nagbi (2011) stated, "Mind mapping do help students to plan and organize their ideas for writing tasks. It can be conclude that mind mapping is a creative technique that help students in writing especially in organizing their idea. They also agree that Mind mapping technique is suitable to be applied to report text material. The results on the questionnaire proved that mind mapping technique bring positive impact for students learning process. The teaching and learning process become more active and conducive.

CONCLUSION

Mind mapping technique attracts the students' interest in writing process. This because mind maps let the students explore their idea and creativity using lines, braces, picture and colors. Mind mapping also useful in guiding students in writing any keywords regarding with the topic. Most of students agree that Mind mapping guide them in sorting what will be written in making their own report text. It can be concluded that mind mapping is a creative technique that help students in writing especially in organizing their idea. The results on the posttest also proved that mind mapping technique bring positive impact for students learning process.

The researcher offers some suggestions dealing with the research. First for the English teacher, considering that Mind Mapping can improve the students' idea in writing, it is better for them to implement this technique as an alternative that can be used in teaching writing. Second for the other researcher, who fine similar problem that they conducted the similar study in different levels with different types of the text to see if the mind map technique was also suitable and effective in conveying students' ideas in improving their writing skill. The last for the students, Mind Mapping can help to improve their idea in writing. Not only in Report text but they can use mind mapping technique to help them in organizing idea on every subject they face.

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Reducing EFL Students' Speaking Anxiety Through Vlog in English Education Study Program at Pattimura University

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ABSTRACT

This study explores the potential of video blogs (vlogs) as an innovative intervention for mitigating speaking anxiety among English as a Foreign Language (EFL) students. Grounded in contemporary language anxiety and technology-enhanced learning theories, the research addresses a critical gap in understanding digital strategies for anxiety reduction. Employing a convergent mixed-methods design, the study investigated 39 first-semester students at Pattimura University's English Education Program. Data were collected through a questionnaire and in-depth semi-structured interviews. Quantitative analysis revealed a significant reduction in speaking anxiety, with a mean effectiveness score of 3.28 (SD = 0.48), particularly in performance enhancement (M = 3.40, SD = 0.50). Qualitative insights illuminated students' psychological transformations, demonstrating vlogs' potential to create supportive, self-directed learning environments. While context-specific, the findings contribute empirical evidence to the emerging field of technology-mediated language learning and offer promising strategies for addressing speaking anxiety in EFL contexts.

Keywords: *vlogging, speaking anxiety, EFL students, language learning, technology-mediated learning*

INTRODUCTION

Speaking anxiety represents a significant barrier to language acquisition in English as a Foreign Language (EFL) contexts, particularly affecting students' oral performance and overall linguistic development. In Indonesian educational settings, this phenomenon manifests as a persistent challenge that impedes students' progress in developing their English-speaking abilities. The psychological barriers associated with speaking anxiety often result in various manifestations, including difficulty in vocabulary retention, challenges in mastering proper intonation and rhythm, and in some cases, complete avoidance of speaking opportunities (Honcharova-Ilina, 2022; Yan, 2024). These challenges are particularly pronounced in Indonesian EFL contexts, where limited exposure to authentic English-speaking environments compounds the anxiety issues faced by learners (Meliyani et al., 2022).

Recent technological advancements have introduced new possibilities for addressing speaking anxiety in language learning. Video blogs (vlogs) have emerged as a promising tool for enhancing speaking skills and student motivation in EFL contexts. Studies by Jin (2023) demonstrated that vlogs can effectively improve students' speaking abilities while simultaneously increasing their motivation to engage in oral communication. Similarly, Qowiyuddin (2019) found that vlogs serve as an effective medium for developing speaking skills, particularly benefiting students with lower speaking proficiency and confidence levels in classroom settings. Their research indicated that vlogs provide students with a supportive environment for practicing and developing their speaking abilities.

However, while existing research has established the effectiveness of vlogs in improving speaking skills, there remains a significant gap in understanding their specific role in reducing speaking anxiety. Previous studies (Anggraini & Chakim, 2023; Zubaidi et al., 2021) have primarily focused on the general improvement of speaking skills through vlog implementation, without specifically addressing the anxiety reduction aspect of this technological intervention. This study addresses this research gap by examining the use of vlogs as a targeted intervention for reducing speaking anxiety among EFL students in the English Education Study Program at Pattimura University.

The present study aims to address two primary research questions: first, what are students' perceptions regarding the use of vlogs to reduce their speaking anxiety? Second, are there noticeable improvements in speaking performance after using vlogs? Correspondingly, this research seeks to analyze students' perceptions about the use of vlogs as a tool for reducing speaking anxiety and to evaluate improvements in students' speaking performance following the implementation of vlog-based activities. Through these objectives, this study contributes to the existing body of knowledge by providing empirical evidence on the effectiveness of vlogs in reducing speaking anxiety among Indonesian EFL learners. The findings will have practical implications for language educators seeking innovative approaches to address speaking anxiety in their classrooms.

LITERATURE REVIEW

Speaking Anxiety in EFL Context

Speaking anxiety is a complex psychological phenomenon that significantly impacts English as Foreign Language (EFL) learners' oral performance and overall language acquisition. According to Buhr & Dugas (2009), anxiety manifests as an interplay of fear and worry about uncertain

outcomes, predominantly influenced by psychological factors. This definition underscores the multifaceted nature of speaking anxiety and its potential impact on language learning outcomes.

Recent research has identified several key factors contributing to speaking anxiety among EFL students. Some researchers (Aguila & Harjanto, 2016; Damayanti & Listyani, 2020; Daud et al., 2019; Suparlan, 2021) highlighted that limited vocabulary, lack of self-assurance, poor grammar mastery, and fear of making mistakes are primary contributors to speaking anxiety. These factors often create a cycle of anxiety that can lead to speaking failure and further intensify students' apprehension about oral communication. Hasibuan and Irzawati (2020) further emphasized that speaking anxiety frequently manifests as fear and nervousness, which directly impairs students' speaking performance.

Cross-cultural studies have provided valuable insights into the universality of speaking anxiety factors. Toubot & Seng (2018) found that among Libyan EFL learners, low self-confidence and fear of negative evaluation significantly impacted students' performance. Similarly, Shamsuri et al. (2021) revealed that Malaysian EFL students attributed their speaking anxiety to a lack of confidence, fear of evaluation by peers and teachers, and cultural factors. These findings suggest that speaking anxiety is a widespread phenomenon that transcends geographical and cultural boundaries.

In the context of higher education, Ariyanti (2016) reported that worries, fear of making mistakes, and physical symptoms such as sweating negatively impacted students' oral performance. Additionally, MacIntyre and Gardner (1994) demonstrated that anxiety can interfere with both the learning and production of a foreign language, affecting cognitive processing at the input, processing, and output stages. Their research established that the effects of anxiety are pervasive, influencing all stages of language learning and use.

Vlogging as an Educational Tool

Video blogging, or vlogging, has emerged as a significant educational tool in the digital era, particularly for enhancing students' speaking skills. Sun (2009) conducted one of the earliest comprehensive studies on vlogging in language education, demonstrating its potential for developing oral proficiency and reducing speaking anxiety. This research established the foundation for understanding vlogging's educational applications.

The educational value of vlogs has been well-documented in recent literature. Hung and Huang (2015) conducted a controlled study examining the effects of video blogging on English presentation performance, finding significant improvements in both speaking competence and

confidence levels among participants. Their research provided empirical evidence for vlogging's effectiveness in language education settings.

Watkins (2012) identified several unique advantages of vlogging in language learning contexts through his action research study in Asian EFL classrooms. His findings highlighted how vlogging provides students with opportunities for extensive speaking practice outside traditional classroom constraints, enabling self-paced learning and reduced performance pressure.

The integration of vlogging into language education represents a significant shift from traditional teaching methods. Shih (2010) conducted a blended learning study using video-based blogs for public speaking courses, demonstrating significant improvements in students' speaking abilities and motivation levels. Their research provided empirical evidence for how digital tools can address traditional barriers to speaking practice and anxiety reduction.

METHOD

Research Design

Following Creswell (2014), this study employed a convergent mixed-method design where quantitative and qualitative data were collected concurrently, analyzed separately, and then merged to provide a comprehensive understanding of vlog implementation in reducing speaking anxiety. This design choice enabled both statistical measurement of anxiety reduction and in-depth exploration of students' experiences with vlogging.

Research Site and Participants

The study was conducted at Pattimura University within the English Education Study Program during the academic year 2024. Through purposive sampling, 39 first-semester students enrolled in Survival English Class B participated in the study. The demographic composition included twenty-three female and sixteen male students, aged between eighteen and twenty years. The selection criteria focused on students who reported experiencing speaking anxiety and demonstrated willingness to engage in vlogging activities throughout the semester. This sampling approach ensured that participants could provide relevant insights into the relationship between vlogging and speaking anxiety reduction.

Data Collection and Analysis

The data collection process integrated both quantitative and qualitative methods. For quantitative data, a structured questionnaire was administered to all participants. The questionnaire comprised fifteen items across three main dimensions: Vlog Implementation and Usage, Speaking

Anxiety and Performance, and Implementation Challenges and Solutions. Each item utilized a four-point Likert scale ranging from Strongly Disagree to Strongly Agree. The questionnaire underwent pilot testing with 30 students from a different class to ensure reliability and validity. The Cronbach's alpha coefficient ($\alpha = 0.87$) indicated high internal consistency.

For qualitative data, semi-structured interviews were conducted with twelve purposively selected participants representing varying levels of speaking anxiety and vlogging experience. Each interview lasted approximately 45-60 minutes and was audio-recorded with participant consent. The interview protocol explored participants' experiences with vlog implementation, perceived changes in speaking anxiety, and strategies developed to overcome challenges. Follow-up interviews were conducted with six participants to clarify emerging themes and ensure data saturation.

The interpretation of quantitative data followed specific criteria as outlined in Table 1.

Table 1. Mean Score Interpretation Criteria

Mean Score Range	Category
1.00 - 1.75	Very Low
1.76 - 2.50	Low
2.51 - 3.25	High
3.26 - 4.00	Very High

Quantitative data analysis employed IBM SPSS Statistics V.27 to generate descriptive statistics, including means, standard deviations, and frequencies across all dimensions. The analysis involved calculating composite scores for each dimension and overall implementation effectiveness. For the qualitative data, interview recordings were transcribed verbatim and analyzed following thematic analysis guidelines (Dörnyei, 2007). This process involved initial coding, theme development, and the integration of emerging patterns with quantitative findings.

To ensure research quality, data triangulation was implemented by cross-referencing questionnaire responses with interview findings. Member checking was conducted with interview participants to verify the accuracy of transcriptions and interpretations. These methodological approaches provided the foundation for the comprehensive analysis presented in the findings section, ensuring alignment between research objectives and outcomes.

FINDINGS

This section presents a comprehensive analysis of data collected from thirty-nine first-semester students in the English Education Study Program at Pattimura University. The analysis reveals an overall mean score of 3.28 (SD=0.48), indicating very high effectiveness in vlog

implementation for reducing speaking anxiety. Table 2 illustrates the statistical findings across three primary indicators: Vlog Implementation and Usage (M=3.23, SD=0.46), Speaking Anxiety and Performance (M=3.40, SD=0.50), and Implementation Challenges and Solutions (M=3.21, SD=0.48).

Table 2. Overall Research Findings

No	Indicator	Mean	SD	Category
1	Vlog Implementation and Usage	3.23	0.46	High
2	Speaking Anxiety and Performance	3.40	0.50	Very High
3	Implementation Challenges and Solutions	3.21	0.48	High
Overall Study Mean		3.28	0.48	Very High

Vlog Implementation and Usage

Statistical analysis presented in Table 3 demonstrated systematic engagement in vlog-based learning activities (M=3.23, SD=0.46). This overall High rating encompassed several key dimensions: self-paced speaking practice (M=3.26, SD=0.44) and feedback incorporation (M=3.26, SD=0.50) achieved Very High ratings, while systematic planning (M=3.18, SD=0.45) and diverse speaking applications (M=3.21, SD=0.41) maintained High ratings. The consistent standard deviations (0.41-0.50) indicated uniform implementation across the participant cohort, with 97.44% engaging in systematic planning and 79.49% utilizing vlogs across varied speaking contexts.

Table 3. Vlog Implementation and Usage Statistics (N=39)

No	Statement	SD (%)	D (%)	A (%)	SA (%)	Mean	SD	Interpretation
1	I systematically plan my vlog content before recording	0	2.56	76.92	20.51	3.18	0.45	High
2	I use vlogs to practice different speaking situations	0	0	79.49	20.51	3.21	0.41	High
3	I review and analyze my speaking performance through vlogs	0	2.56	71.79	25.64	3.23	0.48	High
4	I utilize vlogs for self-paced speaking practice	0	0	74.36	25.64	3.26	0.44	Very High
5	I incorporate feedback from previous vlogs into new recordings	0	2.56	69.23	28.21	3.26	0.50	Very High
Overall Mean						3.23	0.46	High

Thematic analysis of interview data revealed sophisticated learning trajectories, characterized by progressive development of metacognitive strategies. Participant P01 described this evolution: "Each recording cycle became an iterative learning process, incorporating structured planning, targeted practice, and systematic reflection." This development of structured approaches was further evidenced by P04's

implementation of specific feedback mechanisms: *"I established clear criteria for self-evaluation, focusing on pronunciation, fluency, and content organization in each recording."* P07's narrative highlighted the transition from basic recording to strategic learning: *"The vlogging process evolved from simple speaking practice to a comprehensive skills development platform, incorporating pre-recording preparation and post-recording analysis."*

Speaking Anxiety and Performance

The quantitative analysis revealed exceptional improvements in speaking anxiety and performance (M=3.40, SD=0.50), as detailed in Table 4. This Very High overall rating reflected significant advancements across multiple dimensions: overall performance enhancement (M=3.46, SD=0.50), fluency development (M=3.44, SD=0.50), and classroom participation (M=3.36, SD=0.54). The data indicated comprehensive anxiety reduction, with all participants reporting decreased anxiety levels and 46.15% demonstrating strong performance improvements. Notably, the standard deviations (0.48-0.54) suggested consistent advancement across the participant group.

Table 4. Speaking Anxiety and Performance Statistics (N=39)

No	Statement	SD (%)	D (%)	A (%)	SA (%)	Mean	SD	Interpretation
6	My speaking anxiety has decreased since using vlogs	0	0	61.54	38.46	3.38	0.49	Very High
7	I feel more confident participating in class discussions	0	2.56	58.97	38.46	3.36	0.54	Very High
8	My fluency has improved through regular vlog practice	0	0	56.41	43.59	3.44	0.50	Very High
9	I experience less fear of making mistakes when speaking	0	0	64.10	35.90	3.36	0.48	Very High
10	My overall speaking performance has enhanced significantly	0	0	53.85	46.15	3.46	0.50	Very High
Overall Mean						3.40	0.50	Very High

Qualitative data analysis revealed substantial psychological transformations in participants' approach to English speaking. P02 articulated a systematic reduction in anxiety manifestations: *"The gradual exposure through vlogging diminished physical anxiety symptoms, particularly in classroom presentations."* P05's narrative demonstrated the development of strategic anxiety management: *"Regular vlogging enabled me to identify specific anxiety triggers and develop targeted coping mechanisms."* This transformation extended to academic contexts, as evidenced by P06's experience: *"The confidence developed through vlogging transferred directly to classroom participation, fundamentally altering my approach to academic discourse."*

Implementation Challenges and Solutions

Analysis of implementation challenges revealed significant adaptability (M=3.21, SD=0.48), as presented in Table 5. Peer collaboration and recording routines achieved Very High ratings (both M=3.26), while technical management (M=3.18, SD=0.51) and time management (M=3.18, SD=0.45) maintained High ratings. The data indicated substantial development of problem-solving capabilities, with over 94% of participants establishing effective management strategies through collaborative learning approaches.

Table 5. Implementation Challenges and Solutions Statistics (N=39)

No	Statement	SD (%)	D (%)	A (%)	SA (%)	Mean	SD	Category
11	I effectively manage technical difficulties in vlog creation	0	5.13	71.79	23.08	3.18	0.51	High
12	I have developed strategies for time management	0	2.56	76.92	20.51	3.18	0.45	High
13	I collaborate with peers to overcome challenges	0	0	74.36	25.64	3.26	0.44	Very High
14	I have established efficient recording routines	0	2.56	69.23	28.21	3.26	0.50	Very High
15	I adapt my approach based on previous experiences	0	5.13	71.79	23.08	3.18	0.51	High
Overall Mean						3.21	0.48	High

Interview data demonstrated the emergence of sophisticated problem-solving mechanisms. P03 described the development of collaborative learning networks: "*We established systematic peer support structures, transforming individual technical challenges into opportunities for collective learning.*" P07's implementation of structured problem-solving protocols illustrated this evolution: "*Regular analysis of technical issues led to the development of preventive measures and efficient troubleshooting procedures.*" These adaptive strategies, particularly evident in P09's integration of technical and temporal management, demonstrated the establishment of sustainable learning practices through systematic problem resolution.

DISCUSSION

The findings of this study reveal significant insights into the effectiveness of vlogs as an intervention tool for reducing speaking anxiety among EFL students. The successful implementation of vlogs as evidenced by the findings aligns with Hung's (2011) research on video self-modeling, which demonstrated how digital recording tools can create a supportive environment for language practice. The high engagement in systematic planning and diverse

speaking contexts observed in this study extends Hung's findings by showing how structured vlogging activities can lead to sustained improvement in speaking confidence.

The transformation in speaking anxiety and performance levels addresses fundamental concerns in EFL learning psychology. The reduction in anxiety levels, particularly in classroom participation, supports Horwitz et al.'s (1986) seminal work on foreign language classroom anxiety. The qualitative findings regarding the development of coping strategies and reduction of physical anxiety symptoms provide empirical validation for MacIntyre and Gardner's (1994) research on the effects of anxiety on cognitive processing in second language learning.

The emergence of sophisticated learning strategies through vlog implementation represents a significant advancement in understanding how technological interventions can address speaking anxiety. The success in peer collaboration observed in this study builds upon Liu and Jackson's (2008) research on willingness to communicate in EFL contexts. While their work focused on traditional classroom settings, our findings demonstrate how digital platforms can create new opportunities for collaborative learning and anxiety reduction.

The development of problem-solving capabilities through systematic vlogging practices aligns with Shih's (2010) findings on blended learning approaches in EFL contexts. However, our research extends beyond Shih's work by demonstrating how students develop metacognitive strategies specific to digital content creation. This development of digital literacy alongside language skills supports Swain and Lapkin's (1995) output hypothesis, suggesting that vlogging creates opportunities for both language production and metalinguistic reflection.

The study's findings on the relationship between regular vlogging practice and reduced speaking anxiety contribute to understanding the role of technology in affective language learning. Krashen's (2003) work on the affective filter hypothesis helps explain why vlogging's low-pressure environment facilitates language acquisition. Our findings demonstrate how vlogging addresses this by providing a buffer zone between practice and performance, allowing students to develop confidence through iterative improvement.

Despite these positive outcomes, several limitations warrant consideration. The study's focus on first-semester students may limit its generalizability to other academic levels, a concern previously raised in Dörnyei's (2007) work on research methods in language education. Additionally, the relatively short implementation period may not fully capture the long-term effects of vlogging on speaking anxiety reduction.

These limitations suggest directions for future research, including longitudinal studies examining the sustained impact of vlog-based interventions across different academic levels and cultural contexts. Additionally, investigating the potential integration of vlogging with other digital

learning tools could provide insights into comprehensive technology-enhanced language learning environments.

CONCLUSION

This study investigated the effectiveness of vlogs as an intervention tool for reducing speaking anxiety among EFL students at Pattimura University. Through a mixed-method analysis incorporating both quantitative measurements and qualitative insights, the research demonstrated substantial evidence for the positive impact of vlogging on anxiety reduction and speaking performance enhancement. The findings revealed that systematic vlog implementation achieved a Very High overall effectiveness rating ($M=3.28$, $SD=0.48$), with particularly strong outcomes in anxiety reduction and performance improvement ($M=3.40$, $SD=0.50$). The emergence of sophisticated learning strategies, coupled with the development of effective problem-solving mechanisms ($M=3.21$, $SD=0.48$), indicated that vlogging provides a comprehensive framework for addressing both psychological and technical aspects of language learning.

The implications of this research extend beyond the immediate context of speaking anxiety reduction. The study contributes to the growing body of literature on technology-mediated language learning by providing empirical evidence of vlogging's effectiveness in creating supportive, self-directed learning environments. For EFL educators and practitioners, these findings suggest the value of incorporating structured vlogging activities into language curricula, particularly for students experiencing speaking anxiety. Future research directions might include longitudinal studies examining the sustained impact of vlog-based interventions across different academic levels and cultural contexts, as well as investigations into the potential integration of vlogging with other digital learning tools. Despite noted limitations, this study establishes vlogs as a promising technological intervention for addressing psychological barriers in EFL contexts, offering valuable insights for both theoretical understanding and practical application in language education.

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