

# Jurnal CULTURE

(Culture, Language, and Literature Review)



Revealing the impact of students' anxiety and fear during public speaking performances: A perspective from the theory of language development

Dewi Puspitasari, Ocid Abdul Rosyid, Aulia Amini,  
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(Universitas Islam Negeri KH Abdurrahman Wahid Pekalongan)

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## PREFACE

Jurnal CULTURE (Culture, Language, and Literature Review) is a journal that contains articles based on research results or equivalent to research results (scientific works) regarding culture, linguistics and literature. Jurnal CULTURE is published twice a year, in May and November.

Jurnal CULTURE can be a learning medium as well as an effort to improve the quality of academics in making their contribution to progress in the fields of linguistics and literature in Indonesia. It is hoped that this journal can fulfill the desires of readers who want to know the latest things from the disciplines of Linguistics and Literature.

The entire editorial board would like to thank all parties who have contributed ideas, thoughts and manuscripts. Hopefully this collaboration can continue well. We really hope for constructive criticism and suggestions for improvements in future publications.

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# **Revealing the impact of students' anxiety and fear during public speaking performances: A perspective from the theory of language development**

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## ***Abstract***

*This study explores students' experiences of anxiety and fear when engaging in public speaking and examines the impact of these emotions on language development. Despite the importance of public speaking in personal, academic, and professional domains, many students face challenges of anxiety and fear. Understanding how these emotions (affect) language development is crucial for teaching practices. Drawing on the theory of language development, this study aims to investigate students' anxiety and fear during public speaking and their language development processes. Through in-depth interviews and participant observations, the study seeks to capture students' perspectives and experiences in relation to their anxiety and fear. The qualitative analysis explored the nature and manifestations of the two, focusing on factors such as fear of judgment, self-consciousness, and performance anxiety. The research findings contribute to a deeper understanding of the complex interplay between anxiety, fear, and language development in the context of public speaking. This study provides valuable insights to inform possible instructional strategies. Recommendations based on the theory of language development highlight the importance of creating supportive and inclusive learning environments, implementing targeted interventions, and fostering students' self-confidence in public speaking contexts.*

**Keywords:** Anxiety, Fear, Language Development, Public Speaking, Support

## **1. Introduction**

Public speaking is an essential skill with broad applications in various aspects of life, including personal, academic, and professional domains. However, many students experience anxiety and fear when faced with the task of speaking in front of an audience (LeFebvre et al, 2018; Zheng et al, 2021; Zadorozhnyy & Lee, 2023). These emotional challenges can have significant effects on their performance and overall language development (Grieve et al, 2021). To effectively support students in overcoming these obstacles, it is crucial to understand the connection between their anxiety and fear during public speaking and the theory of language development.

The theory of language development offers a valuable framework for exploring the intricate relationship between emotional experiences and language acquisition. According to this theory,



language development is not solely a cognitive process but is also influenced by social interactions, emotional factors, and individual experiences (Hoff, 2006). The anxiety experienced by students during communication can negatively impact their language acquisition. This form of communication anxiety refers to an excessive physiological response and/or negative cognitive thoughts that occur in anticipation or during public speaking, as described by Daly et al (1997). It hampers their participation, restricts their opportunities for practice, and obstructs their linguistic development, as well as the act of refraining or retreating from engaging in communicative interactions, as explained by McCroskey and Beatty (1984) and Richmond et al. (2013).

Using qualitative research methods, such as interviews and observations, this study delves into the experiences of students as they navigate the challenges of public speaking. By exploring factors such as fear of judgment (Rattine-Flaherty, 2013), self-consciousness (Chen, 2022), and performance anxiety (Hook et al, 2013), a comprehensive understanding of the complexities of anxiety and fear in relation to language development will be attained. The findings of this research are expected to contribute to the existing body of knowledge on language development, specifically within the context of public speaking. By establishing a clear connection between students' anxiety and fear during public speaking performances and language development, educators and practitioners can gain insights into the importance of addressing these emotional factors in instructional practices. Furthermore, the research may uncover effective strategies and interventions to support students in managing their anxiety, building confidence, and enhancing their language skills during public speaking engagements.

## **2. Review of Literature**

This section provides an overview of the existing body of literature examining the relationship between students' anxiety and fear during public speaking and the theory of language development. Through a thorough analysis of previous research studies and scholarly works, this review aims to gain a comprehensive understanding of the current knowledge landscape while identifying research gaps in this area of study.

### **2.1 The Theory of Language Development: From Behaviorism to Constructivism**

The theory of language development provides a valuable theoretical framework for understanding the connection between students' anxiety and fear during public speaking and their language development processes.

#### **2.1.1 Behaviorism**

From the perspective of behaviorism, understanding the experience of anxiety in public speaking can be viewed as a learned response that arises from negative or unpleasant consequences associated with speaking situations (Burge, 2020). A person may develop anxiety in public speaking if s/he has previously faced situations where they experienced embarrassment, criticism, or other unfavorable outcomes while speaking. These negative experiences become linked to speaking scenarios, leading to a conditioned fear response. For instance, if a student has received harsh criticism or ridicule from peers during a speech, they may subsequently develop anxiety and fear when facing future public speaking engagements.

To address anxiety in public speaking, techniques such as systematic desensitization and positive reinforcement are utilized. Positive reinforcement involves providing rewards or positive consequences for engaging in public speaking behaviors and achieving desired outcomes (Akin, 2012; Jones et al, 2011; Rossi, 1989). This reinforcement helps individuals associate speaking

situations with positive experiences, gradually diminishing their anxiety and enhancing their motivation to speak in public.

### **2.1.2 Constructivism**

Constructivist approaches aim to identify and challenge these negative beliefs, promote positive self-perceptions, and provide supportive learning experiences that enable individuals to construct new, more positive understandings of their speaking abilities. Students' anxiety in public speaking may arise from negative beliefs they hold about their own speaking skills (Hills, 2007; Saidavi & Mansor, 2012). If students perceive themselves as inadequate or anticipate negative evaluations or judgments from their audience, they are likely to experience heightened anxiety and fear when faced with public speaking situations. These negative self-perceptions and expectations significantly impact their confidence, engagement, and overall performance.

To address and manage anxiety in public speaking from a constructivist perspective, it is crucial to identify and challenge these negative beliefs and self-perceptions through the creation of supportive learning environments that foster positive self-beliefs, nurture a growth mindset, and encourage students to construct new and more positive understandings (Areepattamannil, 2010; Ozdemir, & Papi, 2021). By these, anxiety is expected to be reduced, and it may create a positive context for students to enhance their language and communication skills.

## **2.2 Fear and Anxiety as Psychological Factors Impeding the Success of Public Speaking**

Many individuals experience stage fright and nervousness when speaking in front of an audience (Tsang, 2020, Adamson, 2022, Aryadoust, 2015; Tsang, 2018, Grieve et al, 2021, Nash et al, 2015). Researches indicate that these fears can be debilitating and impede the development of effective public speaking skills and should be investigated, for instance, the effect of anxiety while performing public speaking and the significant impact on students' lives. Tsang (2020) through his study, further claimed that there is a strong relationship between the delivery of oral presentations and public speaking anxiety, and he stated that investigating the delivery of oral presentations is particularly timely and important as communication skills have emerged as essential twenty-first-century competencies for students worldwide. In this case, the teacher needs to accommodate the problems by creating a supportive classroom environment, providing practice opportunities and feedback, and implementing relaxation techniques to help students overcome their fears and gain confidence (MacIntyre & Gardner, 1991).

Building confidence is crucial for the development of public speaking skills. Students need to believe in their abilities to deliver impactful speeches. Research emphasizes the importance of fostering self-efficacy in public speaking education (Al Rubail & Elkhatab, 2018), stating that some strategies such as setting attainable goals, offering positive reinforcement, and providing constructive feedback, can help enhance students' confidence levels (McCroskey, 1992; Byrne & McIlroy, 2017).

Numerous studies have emphasized the prevalence of anxiety and fear experienced by students when engaging in public speaking activities ((Tsang, 2020, Adamson, 2022, Aryadoust, 2015; Tsang, 2018, Grieve et al, 2021, Nash et al, 2015). Research has consistently shown that public speaking anxiety is a common phenomenon that significantly impacts students' performance and overall communication skills. Scholars have identified several sources of anxiety and fear, including the fear of judgment, evaluation, or negative feedback, self-consciousness, and performance anxiety. These emotional experiences can manifest in various ways, such as physical symptoms, cognitive impairments, and negative self-perceptions. The current study fills the gap

by exploring the intersection between language development theories and anxiety in public speaking contexts. By bridging these two areas, this study seeks to uncover deeper insights into the underlying mechanisms that contribute to students' anxiety. This novel perspective not only addresses a significant gap in the literature but also has the potential to inform future empirical and theoretical studies in the field. By elucidating the connections between public speaking anxiety and language development theories, this research aims to provide a more holistic understanding of the factors influencing students' communicative abilities and pave the way for the development of certain possible interventions and strategies to lessen public speaking anxiety in educational settings.

### **3. Methodology**

This study employs a qualitative research approach to investigate the experiences of students' anxiety and fear during public speaking and their relationship to language development. The qualitative methodology enables an in-depth exploration of participants' subjective perspectives, emotions, and behaviors.

The participants in this study consist of five English Department students of UIN KH Abdurrahman Wahid Pekalongan who have encountered anxiety and fear during public speaking. The research utilized open-ended questions to participants, allowing them to express their thoughts and experiences freely (Aldhaen, 2020). The interview questions primarily focused on understanding the participants' personal experiences connecting to their public speaking problems.

The interview data collected from the participants were transcribed and subjected to thematic analysis (Braun & Clark, 2006). The transcripts underwent a thorough review, with the aim of identifying recurring themes and patterns that emerged from the participants' experiences and viewpoints. These themes were then organized and categorized to establish a comprehensive understanding of the participants' perceptions of the applications.

Ethical guidelines were followed in the study, with measures taken to protect the participants' anonymity and secure their informed consent. Throughout the research process, strict confidentiality was maintained to safeguard the privacy of the individuals involved. Confidentiality and anonymity are important ethical principles that ensure the protection of personal information during data collection, analysis, and reporting. Confidentiality specifically refers to the practice of separating or modifying any personally identifiable information provided by participants within the collected data (Coffelt, 2017). To ensure the validity of the research findings, the study employs a participant validation process. This method involves consulting with the participants after data collection and preliminary analysis to verify whether the interpretations and conclusions accurately reflect their experiences and perspectives. Participants are given opportunities to review summaries or detailed accounts of the data attributed to them, providing them with a platform to confirm, correct, or elaborate on the information (Slettebø, 2020). This process helps ensure that the research findings are credible and accurately represent the participants' viewpoints, thereby maintaining the study's integrity and enhancing the validity of its conclusions.

### **4. Results and Discussion**

The analysis of the data collected from interviews and observations yielded several key findings concerning students' anxiety and fear when engaging in public speaking and its effects on language development. Participants reported various sources and triggers of anxiety and fear



during public speaking, including the fear of judgment and evaluation, negative feedback, self-consciousness, and performance anxiety. Their concern about being negatively evaluated by peers and instructors significantly contributed to heightened anxiety and fear.

Students often experience a lack of self-assurance in their ability to convey their messages effectively, perceive potential negative judgment from their peers, and may feel socially isolated (Rattine-Flaherty, 2013). This is especially true for shy students or those with low self-esteem who already exhibit a reduced inclination to engage in communication activities. In the eye of behaviorism, these typical students try to stay away from the negative traumatic events. Thus, they do not want to repeat the same errors.

This can be seen from the following extracts of data

*I want to speak English fluently because it's important for me. It's especially if I want to work in another country, because I must communicate with people in English. But I have trouble. It's speaking fluently. I don't know many words, so which one must I choose. Many problems like grammar, pronunciation make me down sometimes. That brings problem (Mawar, Interview, May 13th 2023).*

*I know it is important to control myself. And it is very important to control words. I ever made mistakes, and people laughed at me. So, I don't want to repeat the same mistake. But as I was too careful not to make mistakes, I lost my confidence. I feel confused and lost my vocabulary in front of people staring to me like saying you will make a mistake (Kemuning, Interview, May 13<sup>th</sup> 2023).*

*What happens to me if I speak is I am blank. People stare at me like saying, you can not speak well, or you must make mistakes. This overthinking disturbs me, but I can't control it (Seroja, Interview, May 13<sup>th</sup> 2023).*

The provided excerpts depict the challenges and anxieties individuals face in their pursuit of speaking English fluently. Each interviewee expresses concerns about vocabulary, grammar, pronunciation, making mistakes, and the fear of judgment.

Mawar, in the first interview, recognizes the significance of English fluency for international work but acknowledges her struggles in speaking fluently and having a limited vocabulary. This highlights her frustration and the pressure she experiences during her language-learning journey.

Kemuning, the second interviewee, shares her fear of making mistakes and being ridiculed, causing her to be overly cautious and avoid taking risks while speaking. This cautiousness hampers her confidence and ability to express herself effectively.

Seroja, in the third interview, describes experiencing overthinking and feeling at a loss for words when speaking English. The fear of judgment and making mistakes overwhelms Seroja, making it challenging to control her thoughts and focus on effective communication.

These interviews emphasize the impact of anxiety on language learning and the negative cycle it can create. Fear of making mistakes, being judged, or falling short of expectations leads to self-doubt, diminished confidence, and difficulties in fluent expression. According to the theory of language development, anxiety and fear can significantly hinder language acquisition and proficiency, and they relate to previous experience, for instance, trauma while performing public speaking. Hook et al (2013) mentioned that performance anxiety (PA) is specifically linked to

concerns about how others evaluate us, while interaction anxiety (IA) is associated with concerns about our self-evaluation. This relates to behaviorism and constructivism, about how someone perceives his/her competence and how others' image affects the anxiety. The perception affects the language output of how individuals' anxieties about vocabulary, grammar, pronunciation, making mistakes, and being judged create barriers to the participants' language development.

Participants also described experiencing both physical and cognitive manifestations of anxiety and fear during public speaking. Physically, they reported symptoms such as increased heart rate, sweating, trembling, and dry mouth. Cognitively, they encountered negative thoughts, difficulty organizing ideas, and a fear of forgetting their speech or making mistakes. This can be seen from the following extract:

*If I am nervous, it's difficult to control my mind. I actually want to say a sentence, but it makes me mess up. What comes up is different. The bad thing is, when I am nervous, I sweetened much and panicked (Dahlia, Interview, May 13th 2023).*

*My problem when speaking in front of the public is that I am nervous. So I become stutter. My sentences don't appear fluently. Sometimes, it's wrong, mispronounced. Words come to my mouth just scrambled, like messy. Even worse, my mouth is trembling (Melati, Interview, May 13th 2023).*

The interview excerpts shed light on the difficulties individuals encounter when feeling nervous while speaking in public. Both *Dahlia* and *Melati* express challenges in controlling their thoughts and experiencing physical manifestations of anxiety.

*Dahlia* explains that when she is nervous, she struggles to control her mind, leading to difficulties in articulating intended sentences. This illustrates how anxiety disrupts her thought processes, causing her to become flustered and lose track of her message. Additionally, she experiences physical symptoms like excessive sweating and panic, highlighting the overall impact of anxiety on her during public speaking. *Melati*, on the other hand, specifically mentions stuttering as a consequence of her nervousness while addressing an audience. She describes her sentences as lacking fluency, occasionally mispronouncing words, and experiencing a sense of disarray in her speech. She also notes trembling in her mouth, a physical manifestation of her nervous state.

The interviews provide evidence of how anxiety can affect language production and performance in public speaking, as seen from both behaviorist and constructivist perspectives. From a behaviorist standpoint, anxiety disorders primarily arise from conditioning processes, observational learning, or specific experiences that trigger their development, as seen in the case of specific phobias. In this case, people who suffer from anxiety exhibit feelings of unease and engage in behaviors aimed at avoiding certain situations, which can significantly impact their performance in various aspects of life (Skinner, 1957; Bandura, 1997). In this case, it is speaking in front of public. The experiences of *Dahlia* and *Melati* reflect the conditioned fear response triggered in public speaking situations, leading to difficulties in concentration, speech disruptions, and physical tension.

From a constructivist perspective (Vygotsky, 1978), Vygotsky's theories are relevant to understanding anxiety because he emphasized the sociocultural nature of development and the importance of social interactions in shaping cognitive processes. Vygotsky viewed learning and development as occurring within the context of social interactions and cultural influences. Anxiety, being a complex psychological phenomenon, is not solely an individual issue but is deeply

embedded within social and cultural contexts. According to Vygotsky, anxiety can be influenced by previous experiences, cultural expectations, and social interactions. He believed that individuals acquire their beliefs, values, and ways of thinking through socialization and interactions with others. Therefore, anxiety can be shaped and influenced by the social and cultural environment in which individuals are situated.

Anxiety and fear during public speaking noticeably impacted participants' language production. They experienced hesitation, limited vocabulary use, and disrupted fluency in their speech. The fear of negative judgment hindered their ability to express themselves confidently and effectively. They can be traced from the following extracts:

*What I feel when in front of people? I am afraid of making mistakes, so I speak carefully. But this blocks my mind to think, so I tend to speak not fluently (Mawar, Interview, May 13th 2023).*

*I am afraid of being mocked and laughed. My friend ever experienced this. It makes me afraid. I control my vocabulary, but it makes my performance weird. My sentences don't appear fluent, and the words are repetitive (Seroja, Interview, May 13th 2023).*

Based on the excerpts from the interviews, they provide insights into the experiences of students when speaking in front of others and highlight the role of anxiety in language development. Both *Mawar* and *Seroja* express their fears and concerns related to making mistakes, being mocked, and not speaking fluently.

From the perspective of anxiety and language development, these excerpts reflect the impact of anxiety on language production and performance. Anxiety can lead to heightened self-consciousness and fear of negative evaluation, causing individuals to speak carefully and become mentally blocked, which hinders their fluency (Tsang, 2020). The fear of being mocked and laughed at, as mentioned by *Seroja*, further contributes to anxiety and affects one's ability to communicate effectively. From a behaviorist perspective. The fear of making mistakes and the desire to avoid negative outcomes lead individuals to adopt cautious and inhibited speech behaviors, ultimately impacting their fluency. While from a constructivist perspective, anxiety in language development can stem from negative self-perceptions, fear of judgment, and the anticipation of making mistakes (Grieve, et al, 2021). These negative beliefs and anxieties can hinder language learning and impede one's ability to engage in meaningful social interactions.

Both behaviorism and constructivism highlight the importance of creating supportive learning environments to address anxiety in language development. Providing opportunities for gradual exposure, positive reinforcement, and building self-efficacy can help individuals overcome their anxieties and improve their language skills (Zheng, et al, 2021; Bolivar-Cruz, et al, 2018). This link to the way to address the problems. Self-perceptions, and cognitive processes in language learning will be able to address the fear of making mistakes or being laughed at, as expressed by the interviewees, reflecting the social aspect of language development and how it can affect individuals' confidence and willingness to engage in verbal communication. To cope this, based on social constructivism (Hills, 2007), there is a strong point on the importance of creating supportive and non-judgmental learning environments. The interviewees' experiences of feeling pressured, cautious, and overwhelmed by negative thoughts align with the theory's emphasis on the role of the environment in shaping language development. By addressing the anxieties and

providing a conducive learning environment, individuals can gradually overcome their fears, build their confidence, and develop their language skills more effectively (Bodie, 2010; Rattine-Flaherty, 2013).

## **5. Conclusion**

This current study has provided valuable insights into the experiences of students' anxiety and fear during public speaking and their impact on language development. The findings reveal that students commonly experience anxiety and fear in public speaking situations due to the fear of judgment, negative evaluation, and performance expectations. These emotional challenges manifest in physical symptoms and cognitive impairments, leading to difficulties in language production and cognitive processes.

Undergrounded from behaviorism and constructivism, the study highlights the influence of emotional factors on linguistic abilities. This underscores the need for educators and practitioners to create supportive and inclusive learning environments that foster students' confidence, manage anxiety, and promote engagement in public speaking activities. Strategies such as gradual exposure, systematic desensitization, and constructive feedback may help students overcome anxiety and improve their language skills. However, it is important to acknowledge the limitations of the study, including the qualitative approach and the specific sample used (in this current study, there are five participants), which may limit the generalizability of the findings. Future research should consider exploring the experiences of students from diverse cultural backgrounds and evaluating the effectiveness of specific interventions in addressing public speaking anxiety.

To sum up, this study deepens our understanding of the challenges students face in public speaking and provides practical implications for educators and practitioners. By recognizing and addressing students' anxiety and fear, educators can better support their language development and cultivate successful public speaking abilities. This research contributes to bridging the gap between theory and practice, ultimately enhancing instructional approaches in public speaking education.

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# Managing English culture in semi-military academy

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## Abstract

*The efficient administration of English culture in semi-military academies becomes a substantial area to cover as long as these institutions remain major players in molding future leaders. This research looks at the difficulties, approaches, and results of maintaining English culture in the special setting of a semi-military institution. Language hurdles, cultural misinterpretations, and difficulties between academic independence and military discipline are only a few of the difficulties that are shown by the findings. To promote cultural diversity and to strengthen institutional cohesiveness, cutting-edge tactics, including inclusive curriculum design, bilingual programs, and cultural competency training, have been recognized as crucial. The survey also emphasizes the perceived benefits of successful English cultural management, which include better performance in school, better interpersonal abilities, and a stronger feeling of community among students and staff. This study provides theoretical insights into the dynamic interactions between culture, education, and institutional identity by drawing on theories of cultural management, education, and organizational behavior. Moreover, it offers useful suggestions for teachers, administrators, and legislators who want to encourage inclusivity and diversity of culture in semi-military academies and other similar educational environments.*

**Keywords:** *Communication, Cross-Cultural Competence, Cultural Management, English Culture, Semi-Military Academy.*

## 1. Introduction

In today's global setting, marked by fast globalization and incomparable connectivity, cross-cultural competency has emerged as a vital skill. Individuals and organizations must deal with a complex network of cultural variety, necessitating a nuanced understanding and acceptance of various norms, values, and traditions. Educational organizations, in particular, serve as critical areas for the growth of these competencies, acting as crucibles in which future leaders are shaped and honed. Semi-military institutions stand out in this setting by effortlessly integrating rigorous learning with elements of discipline and leadership training. These institutions not only teach information but also develop character by emphasizing the value of honesty, teamwork, and resilience.

Throughout the constantly changing ecosystem of semi-military institutions, the confluence of many cultural origins is not only accidental but also intrinsic to their ideology. Students from various ethnic, linguistic, and socioeconomic origins gather within these institutions, bringing with them a diverse set of experiences and opinions. This diversity creates an environment conducive to mutual understanding and cultural interaction, both of which are necessary attributes for effective leadership in an increasingly interconnected world. As a result, good integration and management of cultural differences are critical to the success and cohesion of semi-military academies, ensuring that all participants feel valued, respected, and empowered to contribute to the collective mission.

Among the several cultural influences present in semi-military academies, the role of English culture is particularly significant. With English performing as the interconnected world's lingua franca, its language, norms, values, and practices pervade all aspects of academic and social life within these institutions. Competency in English not only improves communication but also provides prospects for academic advancement, job development, and cooperation across borders. As a result, administrators, educators, and students alike must balance ethnic variety with linguistic proficiency when integrating and managing English culture.

As semi-military institutions deal with the challenges of cultural integration and adaptation, they act as a miniature of global society, arguing with themes of identity, inclusion, and belonging. These organizations work to create environments in which every individual feels respected and encouraged to succeed through strategic initiatives such as language immersion programs, cultural competency training, and inclusive curriculum development. This study intends to add to both theoretical knowledge and practical applications in the field of cultural management within educational institutions by critically exploring the problems, solutions, and consequences of controlling English culture in semi-military higher education. Finally, by promoting cultural diversity, inclusivity, and excellence in semi-military academies and other comparable educational environments, the study's findings may influence policy, pedagogy, and the management of institutions.

## **2. Theoretical Framework**

Military academies, such as the United States Military Academy (West Point), play a crucial role in shaping future military officers. Research has shown that characteristics like grit, defined as perseverance and passion for long-term goals, are significant predictors of success outcomes among military academy cadets (Duckworth et al., 2007). These institutions, emulated by others globally, focus on providing a comprehensive education that includes a balance of liberal arts and natural sciences (Heineken & Visser, 2008). Physical fitness is also a key component of military academy education, with studies highlighting the importance of physical training and its impact on cadets' anthropometrics and fitness levels (Aandstad et al., 2020; Aandstad et al., 2012).

Military academies are not only national institutions but also engage in international collaborations for military education. Countries like Indonesia provide scholarships for cadets to attend military academy education abroad, fostering international cooperation in this field (Syabilarrasyad et al., 2023). The educational programs at military academies are designed to instill professionalism and prepare officers for their roles, focusing on specific training tailored to the military setting (Böhmelt et al., 2018; Radzak et al., 2020).

Ethical education is another crucial aspect of military academy training, with a strong emphasis on character development and ethics (Sevruck et al., 2021; Offstein & Dufresne, 2007). The educational environment at military academies is structured to produce leaders of character committed to values like Duty, Honor, and Country, ensuring graduates are prepared

for service as officers in their respective armed forces (Martin, n.d.). Military academies provide a unique educational experience that combines academic rigor with physical training, ethical development, and a focus on professionalism. These institutions play a vital role in shaping future military leaders, emphasizing traits like grit, physical fitness, and ethical conduct to prepare cadets for the challenges of military service.

Moreover, the influence of language on shaping cultural identity is evident in studies where decision-making in English led students to identify with aspects of Anglophone culture (Brannen et al., 2014). Furthermore, the specific university culture and environment play a significant role in either motivating or demotivating students to utilize English for communication (Phothongsunan, 2019). Therefore, establishing an environment that encourages English usage and includes cultural elements can enrich students' language learning experience.

Incorporating cultural elements into English teaching necessitates a comprehensive approach. This involves training teachers in cross-cultural communication and awareness to enhance their strategies for teaching cultural competence (Yuan, 2022). It is also vital to offer students opportunities to engage with the culture of the target language community through avenues such as cultural instruction or educational partnerships (Rafieyan et al., 2014). By immersing students in the cultural context of the language they are learning, universities can deepen their comprehension and appreciation of English culture.

Furthermore, integrating cultural components into English language education can enhance intercultural communication skills among students (Vy et al., 2022). Developing cultural awareness is essential for advancing proficiency in English communication and fostering a deeper understanding of the target language (Vy et al., 2022). By incorporating cultural responsiveness in English teaching, universities can provide a more comprehensive language experience that encompasses cultural elements, thereby enriching students' overall language learning journey (Cinarbas & Hos, 2016). To establish English culture in university settings, it is essential to integrate cultural elements into English language teaching. By incorporating traditional culture, promoting cultural confidence, and providing avenues for cultural immersion, universities can enhance students' language learning experience and cultivate intercultural communication skills.

Understanding the cultural aspects of English textbooks is crucial for efficient English language use in diverse contexts (Al-Sofi, 2018). By being aware of different cultural aspects and the inseparability of language and culture, students and staff can develop a deeper understanding of English culture. Furthermore, developing general cultural awareness through encounters with popular Anglophone culture can enrich the English language learning experience for students, as proposed in the study on developing cultural awareness in a Mexican university (Vences & Fay, 2013).

Cultural intelligence plays a significant role in language learning and proficiency, as evidenced by studies on the relationship between cultural intelligence, language learning strategies, and English language proficiency (Rachmawaty et al., 2018). By fostering cultural intelligence and language learning strategies, students and staff can improve their English language skills and intercultural competence. Additionally, cultivating intercultural awareness in English teaching is crucial for promoting cross-cultural communication skills among students and staff (Xiao-hong, 2018). Integrating traditional and popular culture into English teaching, understanding cultural aspects in textbooks, developing cultural awareness, and fostering cultural intelligence are essential steps to enhance English culture for students and staff at a university. By incorporating these practices, universities can create a more immersive and enriching English language learning environment that promotes cultural understanding and proficiency.

Effective communication skills are essential for military personnel, influencing various aspects of their roles and interactions. Research has indicated that participation in deployment support camps can enhance communication skills among military youth (Clary & Ferrari, 2015). Additionally, life skills-based education programs for military individuals have been shown to significantly improve effective communication skills, as well as skills like assertiveness and problem-solving (Hosseini-Shokouh et al., 2018). Furthermore, certain personality traits, such as openness to experience and extraversion, have been identified as predictors of training proficiency, including communication skills, across different occupations (Barrick & Mount, 1991).

In the context of military hospitals, the communication skills of doctors have been evaluated, emphasizing the importance of effective communication in healthcare settings (Hussain et al., 2022). Moreover, integrating life skills programs for military families has demonstrated that good communication skills among military spouses can assist in managing challenges such as geographical separations (Carroll et al., 2013). The utilization of serious games in military applications has been recognized to impact traditional military education through the extensive use of information and communication technologies (Samcovic, 2018).

Additionally, research suggests that utilizing guidance as a leadership communication tool can be effective for military officers, underscoring the significance of communication in leadership roles within the military (Boe & Holth, 2017). Furthermore, the development of diagnostic procedures to evaluate the information culture and competencies of military cadets highlights the importance of communication skills in the military engineering specialty (Undozerova & Kozlov, 2021). Overall, these studies emphasize the multifaceted role of communication skills in military settings and the diverse strategies employed to enhance these skills among military personnel.

### **3. Research Method**

Semi-structured interviews will be conducted with administrators, staff members, and students selected through purposive sampling. These interviews will explore participants' perspectives, experiences, and challenges in maintaining English culture within the semi-military academy. Open-ended questions will be used to elicit comprehensive responses, leading to a more nuanced understanding of the topic. This interview section was created for three parts: administrator, faculty members, and students. When speaking with administrators, the questions primarily focused on institutional approaches, goals, challenges, assessment methods, success stories, collaboration efforts, and resource needs for managing English culture. Faculty members were asked about their teaching methods, challenges they faced, strategies used to promote cultural sensitivity, opportunities for integration, efforts made to support students, collaboration with administrators, and recommendations for improvement. Students were asked about their experiences with the English language and culture, challenges they encountered, the perceived importance of English proficiency, support needs, their participation in initiatives, suggestions for improvement, and recommendations for administrators and faculty members. The following are the interview questions delivered by the researchers:

<b>For Administrators:</b>
1. Can you describe how English culture is managed within the semi-military academy?
2. What are the main goals and objectives for integrating English culture into the academy's ethos and curriculum?
3. What specific challenges have you faced in managing English culture within the semi-military academy?



4. How do you evaluate the effectiveness of current strategies and initiatives to promote English language proficiency and cultural integration?
5. In your opinion, how does English language proficiency contribute to students' academic success and overall experience at the academy?
6. Can you share any success stories or best practices related to managing English culture within the institution that you have observed or implemented?
7. How do you collaborate with faculty and other stakeholders to address issues related to cultural diversity and inclusion at the semi-military academy?
8. What additional resources or support do you believe are needed to enhance the management of English culture and promote cultural diversity within the institution?

**For Faculty Members:**

1. How do you incorporate English language and culture into your teaching practices and course materials at the semi-military academy?
2. What challenges do you face in ensuring that English language instruction meets the diverse needs of students from different linguistic backgrounds?
3. Can you describe any strategies or approaches you use to promote cultural sensitivity and inclusivity in the classroom?
4. What opportunities do you see for further integrating English language and culture across the curriculum and extracurricular activities?
5. How do you support students who may be struggling with English language proficiency or cultural adjustment at the academy?
6. Have you encountered any instances where cultural differences have impacted classroom dynamics or student interactions? If so, how did you address these challenges?
7. In your experience, how does English language proficiency affect students' academic performance and social integration at the semi-military academy?
8. How do you collaborate with administrators and other faculty members to enhance the management of English culture and promote cultural diversity within the institution?

**For Students:**

1. How would you describe the role of English language and culture in your experience as a student at the semi-military academy?
2. What challenges have you faced in adapting to English language instruction and cultural expectations at the academy?
3. Can you share any experiences where language barriers or cultural differences have affected your academic or social interactions?
4. How do you view the importance of English language proficiency for your academic success and future career prospects?
5. What support or resources do you feel would help improve your English language skills and cultural adaptation at the academy?
6. Have you participated in any initiatives or activities aimed at promoting cultural diversity and inclusion within the institution? If so, what was your experience?
7. How do you think the management of English culture at the semi-military academy could be improved to better meet the needs of students from diverse backgrounds?
8. What recommendations do you have for administrators and faculty members to enhance cultural sensitivity and inclusivity within the institution?

The documents will undergo a thorough study and evaluation to identify major themes, policies, and practices related to the management of English culture within the semi-military

academy. Content analysis techniques will be used to extract valuable information and insights from these documents.

#### **4. Result and Discussion**

From the interview section to the three parts, the researchers found several answers to be recorded as the materials for evaluation. The following answers are the sample from the interview data:

a. Answers from Administrators:

- 1) "We have implemented various strategies such as English language courses, cultural immersion programs, and integrating English language and culture across the curriculum."
- 2) "Our goals include promoting English language proficiency, fostering cultural diversity and inclusion, and preparing students for global citizenship and leadership roles."
- 3) "Challenges we face include balancing the need for English proficiency with preserving students' native languages and cultures, addressing language barriers among international students, and ensuring equitable access to language support resources."
- 4) "We assess effectiveness through student performance data, stakeholder feedback, and program evaluations."
- 5) "English proficiency is crucial for academic success, communication skills, and career readiness in a globalized world."
- 6) "We've seen success with language immersion programs, cross-cultural exchange initiatives, and partnerships with community organizations to support English language learners."
- 7) "Collaboration with faculty, staff, students, parents, and external partners is crucial to addressing cultural diversity and inclusion within the institution."
- 8) "We need increased funding for language programs, professional development for faculty, and support services for students from diverse linguistic and cultural backgrounds."

b. Answers from Faculty Members:

- 1) "I incorporate English-language textbooks and materials, cultural references into lessons, and provide language support resources for students."
- 2) "Challenges include addressing language barriers among students, adapting teaching methods for diverse language proficiency levels, and promoting inclusive classroom environments."
- 3) "Strategies for promoting cultural sensitivity include promoting respect for diverse perspectives, facilitating open dialogue about cultural differences, and incorporating diverse perspectives into course content."
- 4) "Opportunities for integration include incorporating English language learning activities into subject-specific coursework, organizing cultural exchange events, and collaborating with other faculty members."
- 5) "I provide additional language support resources, offer extra help sessions, and encourage peer collaboration and support among students."
- 6) "To address cultural differences, I facilitate discussions about cultural norms and expectations, promote empathy and understanding among students, and provide resources for conflict resolution."
- 7) "English proficiency is crucial for academic success, participation in class discussions, and engagement with course materials."

- 8) "Collaborating with administrators involves developing language support programs, advocating for resources, and implementing initiatives to promote cultural diversity and inclusion within the institution."

c. Answers from Students:

- 1) "English proficiency is crucial for academic success, effective communication with peers and teachers and future career prospects."
- 2) "Challenges may arise due to language barriers, difficulties in comprehending course materials, and feeling excluded from social activities due to language differences."
- 3) "I've felt personally, I have experienced frustration and isolation as a result of language differences. I have also faced struggles in communicating with classmates and teachers, and have felt the pressure to improve my English skills."
- 4) "English proficiency plays a significant role in achieving academic success, active participation in class discussions, and accessing further education or employment."
- 5) "I need opportunities. To address my needs, I require additional language support resources, such as tutoring services, language courses, and language exchange programs."
- 6) "To enhance my English skills and broaden my understanding of different cultures, I actively participate in language clubs, cultural exchange events, and language immersion programs to improve my English skills and learn about different cultures."
- 7) "Suggestions for improvement include the provision of more language support resources, the implementation of culturally sensitive teaching methods, and the creation of opportunities for cross-cultural interaction and collaboration."
- 8) "Recommendations for administrators and faculty include increased in order to support better English language learners, administrators, and faculty should consider promoting cultural sensitivity among staff and students, increasing support services, and ensuring a welcoming and inclusive environment for students from diverse backgrounds."

To effectively manage English culture in a semi-military academy, it is crucial to provide comprehensive language support through courses, tutoring, and immersion programs. Additionally, teachers must integrate diverse perspectives and create inclusive classrooms. Incorporating language learning activities across all subjects can also encourage proficiency. Events and clubs can be used to foster cross-cultural interaction, which can be supported by teacher training workshops. Student support services, such as counseling and mentoring, should be available to students. Furthermore, collaboration with stakeholders can ensure a holistic approach. Regular policy reviews and seeking feedback from students and staff are essential for continuous improvement. Celebrating diversity and recognizing achievements can further reinforce an inclusive environment. This approach promotes English culture while also embracing multiculturalism.

Besides, there are some difficulties in managing English culture, especially in semi-military academies: Some students may struggle to grasp what is being taught, participate in class discussions, and finish assignments because they do not speak English as their first language. Semi-military institutions frequently promote discipline and leadership development in addition to academic pursuits. Balancing these needs and incorporating English culture into the curriculum necessitates precise planning and coordination. Semi-military institutions may have limited resources for language support, cultural integration activities, and teacher professional development. This could hinder efforts to regulate English culture within the institution successfully; faculty, staff, or students who are used to the current protocols or who believe that the changes are needless may be resistant to the implementation of new language support programs or cultural integration initiatives; It's critical to respect students' varied

language and cultural backgrounds even as you promote English culture. It can be difficult to strike the correct balance between helping kids become more fluent in English and protecting their original tongues and traditions.

## 5. Conclusion

In conclusion, this study has provided valuable insights into the complex nature of managing English culture in a semi-military academy setting. Through interviews conducted with administrators, faculty, and students, several key themes have emerged. Firstly, it has become evident that the implementation of comprehensive language support programs, culturally sensitive teaching methods, and the integration of the English language and culture throughout the curriculum are crucial for effective management. Additionally, fostering cross-cultural interaction, providing student support services, and collaborating with stakeholders are essential aspects. Moreover, conducting regular policy reviews, establishing feedback mechanisms, and celebrating diversity contribute to continuous improvement and the creation of a more inclusive environment. By implementing these findings, semi-military academies can successfully address the challenges of managing English culture while promoting diversity and excellence within their institutions.

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# Framing analysis of Bromo fire news in Metro TV editorial review: Pan and Kosicki's perspective

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## *Abstract*

*This research aims to explain the framing contained in the Editorial Review Media Indonesia Metro TV program "Expensive Lessons from the Bromo Fire". This research was conducted using framing analysis proposed by Zong Dang Pan and Gerald M. Kosicki. Pan and Kosicki's framing analysis focuses more on dividing news structures into four parts, namely syntactic, script, thematic, and rhetorical structures. The research method used is a qualitative descriptive method, which is carried out by describing data in the form of words. Data was collected through listening and note-taking techniques. The research results show that the editorial analysis of the Metro TV program has fulfilled the entire news structure, starting from syntactic, script, thematic, and rhetorical structures. Based on its syntactic structure, the Metro TV editorial review program chooses to use titles that are concise, clear, and cover the entire content of the news. Based on the structure of the manuscript, the editorial review program meets the 5W+1H principle. If seen from its thematic structure, the editorial review program is divided into seven interrelated parts. Likewise, based on the rhetorical structure, the editorial review program also adds images and videos to support the truth of the information displayed.*

**Keywords:** Bromo Fire, Editorial Review, Framing Analysis, Pan and Kosicki

## **1. Introduction**

Humans are obliged to preserve the environment. This is due to the mutually beneficial existence between the two. However, it is very unfortunate if human concern for the natural environment is decreasing. This phenomenon is reinforced by research conducted by Stamou and Paraskevopoulos in (Khotimah, Laksono, & Suhartono, 2023) analyzing the ecotourism activities of visitors in Greek nature reserves. The results of the research state that visitors' knowledge of the environment is still lacking, and gives the impression of not having responsibility for the places they visit.

The decline in concern for the natural environment is caused by human selfishness. A lot of natural damage occurs due to irresponsible human actions. One of the damages to the natural environment that occurred was a fire incident in the Bromo Tengger Semeru National Park area. As a linguistic community, humans should be able to overcome this disaster by using language as a means. Through language, humans must be able to communicate and campaign for the importance of preserving the environment between generations (Khotimah, Laksono, & Suhartono, 2023).

Soemarwoto and Muhaimin (Tulalessy, 2016) stated that human survival is very dependent on the environment. Based on this statement, it can be concluded that humans and the environment will influence each other. Humans observe the environment in which they live and construct a picture of the environment in which they live along with its characteristics, influences and reactions to their life activities.

Campaigns to love the natural environment can be launched from various media. Two types of media were previously known for disseminating information, namely print and electronic media. Print media can be books, magazines, and newspapers. Then, as technology developed, people began to get used to looking for information on electronic media. Electronic media is seen as more efficient and presents the latest news through trusted sources. Cangara (Habibie, 2018) states that media are tools or means used to convey messages from communicators to the public, while mass media are tools used to convey messages using communication tools such as newspapers, films, radio, and television. However, there is another type of mass media whose existence has begun to be recognized, namely online mass media.

Mass media in the digital era has advantages and disadvantages when compared to its two predecessor media. The advantage of online mass media is that it is not bound by time and space. However, the truth of the information contained in online mass media is considered to have less credibility than the information contained in print and electronic media. Romli (Baihaqi, Setiawan, & Maspuroh, 2022) also explained the weaknesses of print and electronic media, namely in terms of processing, planning, writing, editing, printing, and distribution of news, which were still limited by schedules.

According to McLuhan, (Flora, 2014), mass media has three main functions, namely as a means of introducing knowledge, organizing activities related to the community environment, and an intermediary who can connect senders and recipients of messages so that they can relate to each other.

One mass media known for its accuracy is Metro TV. Based on former Metro producer Sandi's confession (Kurniadi, 2013), Metro TV is a television station with a relatively low income. This is because Metro TV is more concerned with the level of effectiveness. Metro TV also broadcasts various programs to encourage the progress of the nation and state through a democratic atmosphere.

The process of analyzing news in the mass media can be done through various techniques, one of which is the framing technique. Through technical framing analysis, it can be seen that news is a means of conveying the truth of an event to the public, although not all of the truth of the event is displayed frontally. The truth of events in the news has gone through a framing by highlighting certain elements. The use of images and videos can also strengthen facts in the news. This statement is strengthened by Hasanah's opinion (Siregar, Sazali, & Achiriah, 2023) that framing is a depiction of reality in which the truth of an event is not completely hidden but is slightly twisted by highlighting certain elements, using terminology that has a certain meaning and by using pictures, caricatures, and other illustrative tools. Ramadhanti and Prihantoro (Aulia, Cangara, & Wahid, 2022) also stated that framing is an approach used to see the news writer's point of view in selecting issues and writing news.

Sobur (Komara & Kusniati, 2019) stated that a journalist can utilize news framing to apply truth standards, objectivity matrices, and certain boundaries in processing and presenting news. Therefore, a news story does not purely contain the facts of the events that occurred but must be mixed with the journalist's experience, which is then compiled into an interpretation schemata. Through this schemata, a journalist can provide interpretations of a series of news sources.

News analysis using framing analysis aims to understand the message you want to convey more specifically. This is because framing can shape or even simplify a reality using methods, selecting, repeating, and emphasizing certain aspects so that the event can capture the reader's attention. This is in accordance with the statement of Nurhayati et al., in Aisyah & Harahap (2023).

The success of the media in reporting an event really depends on the understanding, psychological condition, and sociological condition of the readers and listeners of the news. Readers' and listeners' understanding can be achieved by highlighting certain elements in the news so that readers and listeners can focus only on those elements. This statement is supported by Eriyanto's opinion (Kurniawan & Muktiyo, 2019) that according to Pan and Kosicki, there are two interrelated conceptions of framing, namely the psychological and sociological conceptions. Psychological conceptions pay more attention to the way a person processes information within himself. Meanwhile, the sociological conception pays more attention to how the social construction of reality works. Apart from that, framing is also related to cognitive structures and processes related to a person's way of understanding a certain amount of information shown in a particular scheme. William Gamson also stated the same thing (Ababil, Hakim, & Rosyada, 2023): that the success or failure of a social movement is largely determined by how dominant the people are who are carried away by the media framing.

The Bromo Tengger Semeru National Park fire case is currently a hot topic of discussion throughout the Indonesian mass media. This fire case is a reflection of the behavior of some Indonesian people who still pay little attention to the surrounding environment. The man who was responsible for the Bromo fire, whether he realized it or not, had become a murderer. He has killed various flora and fauna that live in the conservation area, including even endemic flora and fauna. Many mass media outlets are interested in covering this case with the aim of raising public awareness so that this sad incident will not happen again. Based on the information provided (Nursa'id & Rachmaria, 2021), forest and land fires are a frequent occurrence in Indonesia during the dry season.

Researchers found three research articles related to the framing analysis theory of natural disaster reporting based on the perspective of Pan and Kosicki. Two of them discuss forest conservation efforts and forest and land fire disasters. The three articles are:

First, research was conducted by Mullah Oges Cabucci and Putri Maulina with the title "Framing Analysis of Forest and Land Fire Reporting PT. Agro Sinergi Nusantara on Local and National Online Media." This research explains the similarities and differences between the acehportal.com media and the antarnews.com media. The similarity between the two media lies in the incompleteness of the 5W+1H elements and the absence of explanation regarding the source of the fire in the construction of the two reports, while the difference lies in the media's point of view in highlighting the main object of the news and the amount of area burned.

Second, research conducted by M Abdi Octavianus Hasan and Doddy Iskandar with the title "Framing Analysis of Pan and Kosicki regarding the Pros and Cons of Forest Deforestation in Indonesia in the Tempo.co and Detik.com Online Media Frame." This research explains the similarities and differences between Tempo Media .co and Detik.com in terms of bringing news. The similarity between the two media lies in using the conjunctions "yang" and "dan" to indicate important things in the news. In contrast, the difference lies in using idioms and the completeness of the 5W+1H elements.

Third, research conducted by Melani Yuliyanti, Wienike Dinar Pratiwi, and Een Nurhasanah with the title "Framing Analysis of Zhongdang Pan and Gerald M. Kosicki in the News "BMKG Denies Issue of Tsunami Waves Will Hit NTT" in Kompas.Com Edition

April 7 2021." This research explains the completeness of the syntactic, script, thematic, and rhetorical structures contained in the April 7, 2021, edition of Kompas.Com media.

The researcher considers that there are still few research articles that pay attention to the relationship between language and the environment in news stories about the environment and natural disasters. Therefore, through this article, the researcher wants to add to literature studies related to the relationship between language and the environment to increase individual awareness in a language community ecosystem. Apart from that, the researcher also wants to add to the list of literature related to Pan and Kosicki's perspective news framing analysis theory, which raises the theme of the Bromo fire. This is because the Bromo fire case is the worst case that has ever occurred in East Java, and it shocked the Indonesian people. Hopefully, this research can increase Indonesian people's awareness of and love for the natural environment.

## **2. Theoretical Framework**

Through this article, researchers want to answer the following questions: 1) What is the role of language in environmental conservation? 2) What is the structural presentation of Metro TV's Editorial Review news "Expensive Lessons from the Bromo Fire" according to Zong Dang Pan and Gerald M. Kosicki's frame analysis theory?

Thus, this research aims to analyze the role of language in environmental conservation and the structural presentation of Metro TV Editorial News' "Expensive Lessons from the Bromo Fire" according to the frame analysis theory of Zong Dang Pan and Gerald M. Kosicki.

Pan and Kosicki (1993) divide news structures into four parts as framing devices, namely syntax, script, thematic, and rhetorical. This is as explained by Eriyanti, Pratiwi, & Nurhasanah, (2021) as follows:

### **a. Syntactic Structure**

Syntax is related to the way journalists organize events. This includes questions, opinions, quotes, and observations). The syntactic form most often used in a pyramid is an inverted triangle, starting with the headline, lead, episode, setting, and ending.

### **b. Script Structure**

The script is related to the journalist's way of packaging an event. The script in news is better known as 5W + 1H, which includes who, what, when, where, why, and how. The six question words relate to the information in the news being studied.

### **c. Thematic Structure**

Thematic relates to the journalist's perspective on an event. Thematics in the news include propositions, sentences, and relationships between sentences. The thematic structure is useful as a tool for understanding the facts written in the news.

### **d. Rhetorical Structure**

Rhetorical relates to the journalist's way of emphasizing certain meanings in the news. This can be known through the use of words and language style. Rhetorical structure is useful for journalists to be able to highlight certain sides, create images, and create the desired picture in the news.

## **3. Research Method**

This research uses a descriptive qualitative approach oriented towards content analysis. Moleong (Yuliyanti, Pratiwi, & Nurhasanah, 2021) believes that the qualitative method is a research method that is based on words, both written and spoken, from actions that can be seen. The data source in this research is the Metro TV Editorial News video "Expensive Lessons from the Bromo Fire" on the official Metro TV YouTube channel. The data in the research are all forms of statements and questions in interviews of Metro editorial Surgical



presenters with sources. The data in this research was collected using listening and note-taking techniques. The data collection procedure was carried out in three steps: a) The researcher listened carefully to the discussion of the video from start to finish via YouTube; b) The researcher transcribed the video content as a whole, and; c) Researchers sort and classify data according to the research focus. In qualitative research, the researcher is the most important research instrument.

#### **4. Result and Discussion**

Framing Analysis in Media Indonesia Metro TV's Editorial Review Program "Expensive Lessons from Bromo Fire"

##### **a. Syntactic Structure**

Based on the syntactic structure, Media Indonesia Metro TV's Editorial Review program "Expensive Lessons from the Bromo Fire" chooses to use headlines or titles that are concise, clear, and cover the entire content of the news. This is in accordance with the aim of establishing the Media Indonesia Editorial Review program. Based on the information (Supratman, 2014), the Metro TV Editorial Review program seeks to be a program that provides open information for print media to hear public opinion. This statement is confirmed by Usman Kansong's opinion (Supratman, 2014) that Metro TV Editorial Review is a pioneer of Indonesian media that dares to tell the truth of the news as it is, honestly and straightforwardly.

Then, in the lead or news section, Leonard Samosir's statement as a Metro TV journalist is presented. Leonard opened the Editorial program news by explaining the main reason why the TNBTS (Bromo Tengger Semeru National Park) area caught fire. The reason is that there are visitors who deliberately turn on the flayers for pre-wedding photos. It is also possible that this explanation will be able to raise questions in the minds of listeners regarding the news material that will be presented, such as: "Why did this carelessness occur?", "Is there no security system implemented in the Bromo area?" take action against them?" These questions can arouse listeners' interest and curiosity so that they are willing to listen to the entire contents of the news without getting bored. This is as expressed in (Effendi, Sartika, Br.Purba, & Ritonga, 2023) that news stories should have three main objectives, namely: 1) Provoking reader interest; 2) Present the most important facts in the news; and 3) Create an opening for other information to be presented.

Leonard Samosir also gave a detailed explanation regarding the information he stated in the news lead. Leonard explored this explanation by interviewing Arief Suditomo, a media group editorial board member. In the interview, Leonard and Arief tried to bring out people's disappointment by emphasizing three words, namely "Lesson," "Expensive," and "Stupid." Through these three words, Arief tried to remind the public that the Bromo fire incident was a major event and should not be underestimated. Society should be able to make it an expensive lesson by changing their living habits, which previously tended to destroy nature, to become more attentive and preserve the environment. However, Arief Suditomo also felt disappointed at the bad habits of society, which were very difficult to change and which he called "ignorant."

The selection of Arief Suditomo as a resource person will certainly increase the level of truth of the information conveyed while increasing the level of public trust and satisfaction. This is because Arief Suditomo already has much experience as a journalist at Metro TV. There is no need to doubt the truth of the information regarding the Bromo fire. Leonard Samosir also interviewed other parties involved so that they could see it from different points of view. I started by interviewing Wahyu Eko Setiawan, director of WALHI

(Indonesian Environmental Vehicle) East Java, and then listening to responses from editorial review viewers.

**Table 1.** Syntactic Structure

Units	Writing Strategy	Information
Headlines	Bromo Fire Expensive Lessons	Headlines
Leads	Leonard: "Good morning, viewers. The fire in the Mount Bromo area of East Java due to the use of flayers in pre-wedding photo sessions deserves to make us angry. That is not just the result of carelessness, but also fraud..."	Minutes 0.07 – 0.48
Background	"... in the Bromo Tengger Semeru National Park area..."	Minutes 11:30 – 11:32 (In the editorial text section)
Question	<p>1. Leonard: "... Are these expensive lessons then just stopped being learned, there is no change in behavior, or what is it like, bro?"</p> <p>2. Leonard: "...Roughly if we can say that, if we want to talk about the economic impact, that's roughly how much damage was caused by the Bromo fire, if you look at it, Mr Wahyu?"</p> <p>3. Leonard: "...We'll see it's not around the corners, right? Why does it seem like the response is quite slow, Mas Wahyu?"</p> <p>4. Leonard: "...Why does it seem like there is negligence in Bromo? There is negligence in behavior to protect nature. Where exactly is the problem?"</p> <p>5. Leonard: "... In your opinion, could it be possible that after the massive fire incident in Bromo and its surroundings, there was an improvement in the monitoring system so that similar things could be prevented?"</p>	<p>1. Minutes 8:03 – 8:10</p> <p>2. Minutes 16:26 – 16:36</p> <p>3. Minutes 18:51 – 18:58</p> <p>4. Minutes 27:28 – 27:35</p> <p>5. Minutes 30:27 – 30:36</p>

Statement	<p>1. Arief Suditomo: "Ignorant? Oh, I see. Hehe, rude. This ignorance is actually one of the things that we have to look at, and when we look at it, it is a very, very expensive ignorance..."</p> <p>2. Arief Suditomo: "... I am also quite surprised. How could the police only identify one witness in this situation ?... "</p> <p>3. Wahyu Eka: "Yes, from us, of course, from myself, so that's an important warning, right? Because Bromo is a sacred area which culturally has value for the Tengger people..."</p> <p>4. Leonard: "We hope we really learn from the Bromo fires. The parties who caused it must be severely punished..."</p> <p>5. Heru Tangerang: "As a citizen, I hope that legal officials, whatever the reason, if they use this method, they will be given heavy sanctions..."</p>	<p>1. Minutes 8:23 – 8:35</p> <p>2. Minutes 9:08 – 9:13</p> <p>3. Minutes 20:30 – 20:42</p> <p>4. Minutes 21:41 – 21:47</p> <p>5. Minutes 29:23 – 29:34</p>
Closing	<p>1. Leonard: "Thank you, viewers, You are still with us. We are at the end of our discussion this morning."</p> <p>2. Arief Suditomo: "This is an effort that will never stop. And we as media must be the ones who campaign continuously..."</p> <p>3. Arief Suditomo: "We must realize that our environment is our future. Our environment is not only for us, but also for our children and grandchildren and future generations..."</p>	<p>1. Minutes 42:59 – 43:03</p> <p>2. Minutes 43:22 – 43:31</p> <p>3. Minutes 45:31 – 45:41</p>

### **b. Script Structure**

The 5W+1H elements in the Media Indonesia Metro TV Editorial Review program "Expensive Lessons from the Bromo Fire" have been fulfilled. This can be known through the following explanation:

- 1) The who element in the news involves three main actors, namely a) Hendra Purnama

and Pratiwi Mandala Putri. They are both prospective bride and groom couples who have lit flayers at the pre-wedding photo session. b) Andri Wibowo, as manager and photographer at the wedding organizer, was hired by the prospective bride and groom.

2) The What element. The element in the news is highlighting the fire case in the TNBTS area. The team of editorial journalists views the Bromo fire case as a tragic event that is very unfortunate to have occurred. A case that threatens the preservation of flora and fauna in the Bromo area.

3) The Who element (How). Media Editorial Metro TV explained that fires in the Bromo area could occur because of the hilly geographical conditions of TNBTS. Apart from that, coupled with the El Nio phenomenon and strong winds blowing, the extinguishing process is even more difficult.

4) The where element. Metro TV Editorial Media explained that the fire case occurred in a protected conservation area, which is better known by the wider community by the acronym TNBTS. This area is also a place for the Tengger tribe to carry out their religious rituals.

5) The when element. Metro TV Editorial Media explained that the Bromo area fire case has been going on since September 6 2023.

6) The why element. Metro TV Editorial Media stated that there were two main factors that caused the Bromo fire to occur, namely due to carelessness and fraud committed by the prospective bride and groom. They deliberately ordered tickets that were only intended for ordinary visitors which allowed them to pass the inspection. In fact, if there are visitors who want to carry out commercial activities, they must order special tickets so that they can be checked and supervised by officers. Apart from that, the Editorial Review also highlights the lack of monitoring and security mechanisms in the TNBTS conservation area.

**Table 2.** Script Structure

Units	Writing strategy	Information
Who (Who)	1. Arief Suditomo: "...What about what happened to Hendra Purnama and Pratiwi Mandala Putri? The couple who hired the wedding organizer to do the photo session, right?  2. Currently, the manager and photographer at the wedding organizer, Andri Wibowo, has been named a suspect.	1. Minutes 9:13 – 9:25  2. Minutes 12:28 – 12:36
What	1. Leonard: "Good morning, viewers. The fire in the Mount Bromo area of East Java due to the use of flayers in pre-wedding photo sessions deserves to make us angry."  2. Leonard: "Yes, Mas Wahyu, if we look at the Bromo fires, it looks like they have subsided, but there are still leaks..."	1. Minutes 0.07 – 0.48  2. Minutes 16:16 – 16:22
Why	The pre-wedding group only	Minutes 11:20

(Why)	bought tickets intended for tourists. In fact, commercial activities, including pre-wedding in the Bromo Tengger Semeru National Park area, must require a permit to enter the conservation area.	– 11:35
When (When)	On the other hand, it has been very difficult to extinguish the fire, which has been going on since Wednesday, September 6	Minutes 12:51 – 12:57
Where (Where)	... in the Bromo Tengger Semeru National Park area...	Minutes 11:28 – 11:31
How	The Ministry of Environment and Forestry and BPBD said blackouts were facing serious challenges due to the hilly area, strong winds, and the El Niño phenomenon, which caused the land to dry out.	Minutes 13:02 – 13:14

### c. Thematic Structure

The news "Expensive Lessons from the Bromo Fire" in the Media Indonesia Metro TV Editorial Review program is divided into seven parts. In the first part (News lead), Leonard Samosir, as a journalist, opened the editorial review program by directly mentioning the topic that was the focus of the news discussion, namely the Bromo fire case. Leonard also briefly stated that the cause of the fire was as a result of the flayer being ignited.

Then, in the second part, Leonard started the interview process with Arief Suditomo, who was a member of the Metro TV editorial board. In the interview, Leonard asked Arief for his opinion regarding the current case. Arief Suditomo then said that the wider community must be able to make this case an expensive lesson that must not be repeated. These expensive lessons can be seen in the many impacts that arise, such as the destruction of the Bromo Savannah, pollution, and carbon emissions. Therefore, Arief emphasized that people can change their bad habits and not be stupid.

After that, in the third part, the editorial dissection script is shown, which is the main presentation of the program. The editorial surgical text explains in detail the Bromo fire case. Starting from the cause of the fire, which occurred due to cheating by two prospective bride and groom couples, the cause of the extinguishing process being difficult to carry out as a result of the hilly conditions of Mount Bromo, strong winds, and the El Nino phenomenon. Not only that, the editorial review text also highlights the differences in cases of forest and land fires (Karhutla) that occurred in the peatland areas of Kalimantan and Java Island. The editorial review believes that the handling of forest and land fires in each region should not be generalized. Seeing this phenomenon, Editorial Review supports the discourse from BNPB (National Board for Disaster Management) to form a Forest and Forestry Task Force in a number of areas in East Java and Central Java. The editorial surgical text ends the narrative by emphasizing that the law must be enforced for all perpetrators and that there is a need to provide guidance to the local community regarding fire prevention, especially forest and land fires.

After the editorial manuscript was read, Leonard continued the discussion session with



Wahyu Eko Setiawan, director of WALHI East Java. In the interview, Leonard asked Wahyu a number of questions regarding WALHI's attitude in responding to the Bromo fire phenomenon. Wahyu explained that the Bromo fire had caused the economy of the surrounding community to stop. Many traders have experienced losses because the conservation area has been closed. Apart from that, Wahyu Eko Setiawan also explained that guards had actually been assigned to the Mount Bromo area. However, because the Bromo area is divided into two and is always crowded with visitors, the security system is less than optimal. Wahyu, as director of WALHI, even admitted that there were no strict rules for visitors as a form of signs that had to be obeyed.

After the discussion session with the director of WALHI East Java, Leonardo continued the discussion session with Arief Suditomo. One of the aspects discussed in the conversation was concerns about the Tengger tribe community. Arief expressed his wish that if the Tengger tribe took the same attitude as the inland Bedouin tribe, their tribe, and territory would be safe and protected from the evil hands of humans. Arief also said that everyone must be able to carry out supervision and monitoring for the sake of environmental sustainability.

Towards the end of the program, Leonardo also opened a discussion for Metro TV viewers in order to give them the opportunity to express their opinions. One of them is Pak Heru from Tangerang. Pak Heru wants the legal authorities to impose heavy sanctions and large fines on the perpetrators. Pak Heru even dared to call the perpetrators people who had no morals because their carelessness had resulted in damage.

Leonard Samosir and Arief Suditomo ended the editorial review program by providing messages and advice to the young generation of the Indonesian nation. Arief Suditomo emphasized that environmental conservation efforts are efforts that will never stop. Everyone must realize that the environment is a person's future.

Based on the explanation of these seven parts, it can be seen that all the parts that make up the Editorial Review program have been arranged well and systematically. This is proven by the interrelationship between each part. The language used in the Bedea Editorial program is also relatively easy to understand, although occasionally, foreign terms are inserted that are rarely heard.

#### **d. Rhetorical Structure**

In this Editorial Review program, there are many words emphasized by journalists and sources, including the words lesson, expensive, fire, anger, biodiversity, moral hazard, scorch, and law. Apart from that, photos and videos are also displayed to support the factual information presented in the news. Even photos and videos are shown several times as a form of reinforcement. These photos and videos include videos of the flames, videos of visitors suspected of being the bride and groom and the pre-wedding team, photos of the flares being used, photos of someone lighting the flares, and videos of Bromo, which has been burned. However, Editorial Review does not display graphics to support information.

**Table 3.** Rhetorical Structure

Units	Writing Strategy	Information
Lexicon	1. Arief Suditomo: "If we have been taught a lesson, it's also expensive..."	1. Minutes 8:11 – 08:14
	2. Arief Suditomo: "Yes, the economic impact that occurred, and now the moral hazard..."	2. Minutes 9:00 – 9:03
		3. Minutes 8:37 – 8:43

	<p>3. Arief Suditomo: "... because not only is the biodiversity of Padang Sabana Bromo destroyed, right?</p> <p>4. The fire in the Mount Bromo area, East Java, due to the use of flares during pre-wedding photo sessions, deserves to make us angry</p> <p>5. ... to date, 274 hectares of the Bromo area have been scorched and legal action must be taken</p>	<p>4. Minutes 11:05 – 11:13</p> <p>5. Minutes 12:21 – 12:27</p>
Graphic	-	-
Photos and Videos	<p>1. Video of the flames.</p> <p>2. Video of someone suspected of being the bride and groom and the pre-wedding team.</p> <p>3. Photo of the flare used.</p> <p>4. Photo of someone lighting a flare.</p> <p>5. Video of Bromo, which has been burned.</p> <p>6. Video of the arrest of the manager and wedding organizer photographer.</p>	<p>1. Minutes 10:51 – 10:52, minutes 12:14 – 12:29, minutes 23:28 – 23:44</p> <p>2. Minutes 10:53 – 10:56, minutes 11:00 – 11:20, minutes 22:40 – 22:55</p> <p>3. Minutes 12:49 – 12:51</p> <p>4. Minutes 11:22 – 11:24, minutes 12:46 – 12:48</p> <p>5. Minutes 11:25 – 11:34, minutes 11:52 – 13:17</p> <p>6. Minutes 10:57 – 10:59, minutes 12:30 – 12:44, minutes 22:56 – 23:27</p>

## 5. Conclusion

Through this article, it can be seen that language has an important role in

environmental conservation. As a linguistic community, humans can campaign for efforts to preserve the natural environment through various trusted mass media. Through the research article, it is also known that Metro TV's editorial team views the Bromo fire incident as something very concerning and hopes that every perpetrator will be prosecuted. Apart from that, Metro TV's Editorial Review on the Bromo fire theme has also been proven to fulfill all news elements covering 5W + 1H.

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# Heutagogy and cybergogy strategies in Indonesian language learning at higher education institutions

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## Abstract

*This research investigates how the combination of heutagogy and cybergogy can enhance students' abilities in understanding, speaking, reading, and writing in the Indonesian language. Through the General Basic Course (MKDU), the Indonesian language plays a crucial role in education in Indonesia as it is the official language in all fields. The Indonesian language course aims to improve students' communication skills in Indonesian effectively and correctly. In addressing these issues, the discussion context focuses on alternative ideas for teaching approaches in higher education to encourage Indonesian language educators to present learning in an effective and enjoyable manner. To achieve this, the author proposes two strategies: heutagogy, which involves educating by encouraging students to have self-directing skills, and cybergogy, a strategy that incorporates learning by utilizing information technology. The implications of this research can be used as a foundation for the development of language learning methods in higher education institutions.*

**Keywords:** Cybergogy, Heutagogy, Indonesian Language

## 1. Introduction

Language plays a central role in the intellectual, social, and emotional development of learners. It serves as a support for the success of learners in studying all fields of study. Language learning is expected to help learners understand themselves, their culture, and the culture of others. Additionally, through language, learners are expected to express ideas and feelings, participate in societies that use that language, and discover and utilize analytical and imaginative abilities within themselves (Depdiknas, 2007: 177).

The learning of the Indonesian language holds a crucial role in education in Indonesia as it is the official language in all fields. The learning of the Indonesian language is directed towards enhancing learners' communication skills in Indonesian effectively and correctly, both orally and in writing. Furthermore, understanding the Indonesian language is expected to cultivate the ability to write scholarly works and foster appreciation for the literary works of the Indonesian nation.

Competency standards for learning the Indonesian language represent the minimal qualifications of learners that demonstrate mastery of knowledge, language skills, and a positive attitude towards the Indonesian language and literature. These competency standards serve as the basis for learners to understand and respond to local, regional, national, and global situations.



The General Basic Indonesian language course is a compulsory university course. So far, Indonesian language students majoring in non-Indonesian languages have faced various problems. These include the availability and competence of teaching staff, minimal learning time for one meeting, and learning materials that change as the curriculum changes. Apart from that, the challenges of 21st century competency and the era of industry 4.0 society 5.0 have resulted in changes in the learning process approach models (Hotimah, 2020). This change is influenced by innovation in technology, population mobility, and rapid changes in economic, political and cultural systems. Technology that continues to develop and improve will increase opportunities for learning innovation related to newer information and communication technology systems. As technology develops, improving the quality of human resources is also needed so that the world of education needs to take steps to innovate learning strategies.

Another specific problem is differences in students' interests and talents in learning. Apart from that, an unsupportive physical or social environment is also a problem in the practice of teaching Indonesian in higher education. Of course, these various problems are not expected to continue continuously. There should be an attitude with wise understanding in order to determine better solutions.

This presentation is a perspective on the importance of learning Indonesian so that it is carried out effectively and enjoyable. Regarding various problems in Indonesian language learning, the context of the discussion will focus on problems that can be overcome, at least internal ones to stimulate educators' ability to teach better. What learning strategies can be developed in order to present Indonesian language material optimally, so that the various functions and goals of language education can be reached by students?

## **2. Research Method**

The research method used is literature review. According to Winarno Surakhmad (1990: 140), in literature review, researchers attempt to find information regarding everything relevant to their issue, including theories, expert opinions, and research relevant to the problem being studied. The primary sources for conducting a literature review include searching databases of search engines/publisher journals, such as Springer, Google Scholar, Scopus journals, and ResearchGate. Based on the previous statement, literature review will serve as the basic method for researchers to develop and strengthen the researcher's framework of thinking in drawing conclusions related to heutagogical and cybernetic strategies in Indonesian language learning in higher education.

## **3. Findings and Discussion**

### **a. Indonesian Language Learning Strategy**

The 21st century learning strategy also places great emphasis on students being able to think critically, be good at communicating, be able to collaborate and have high creativity. 21st century learning strategies can be used by educators later in implementing the independent learning curriculum in higher education. The independent learning curriculum gives educators the freedom to create learning that is educational and fun. Educators must be able to develop strategies and carry out the learning process so that they can choose the right learning strategy. Not only that, educators and students are also required to be able to utilize technology with the aim of finding learning resources.

In language learning, especially Indonesian, several things are needed that encourage individuals or groups so that learning objectives can be achieved according to the target. Various kinds of learning techniques, methods, and strategies require a lot of thought and analysis to explain them one by one. Effective language learning is based on the right strategy. Planned strategies play an important role in the learning process. Strategy is closely related to technique in carrying out this learning. So that the strategy does not move away from the targets to be achieved, more understanding is needed. This understanding begins with the stimulus for each individual to encourage or motivate so that they provide a response in language learning activities.

Learning strategies are the main factor in improving the learning process and language skills. Planned strategies play an important role in the learning process. So that this strategy does not move away from the targets to be achieved, a better understanding of language learning activities is needed. Strategies that have direct contact between teachers and students, thereby generating stimulus and response, play a very important role. Teaching program components that are centered on teachers, students, and teaching materials also need to be implemented so that learning can be carried out well. Student-centered strategies are learning strategies that provide opportunities for students to be active so that teachers only act as facilitators and motivators. In learning strategic language skills, listening skills, speaking skills, reading skills and writing skills are supported by appropriate teaching techniques and the need to assess language skills with various skills tests to determine the results of the learning process so that it can improve the quality and quality of each individual's language skills.

Learning strategies are the methods used by educators to establish relationships with students during learning (Sudjana, 2014). Learning strategies can also be interpreted as an activity that must be carried out by educators and students so that learning objectives can be achieved effectively and efficiently (Sanjaya, 2016). Thus, it can be concluded that a learning strategy is a method that educators will use to convey learning material in order to achieve the goals and benefits of learning. Conceptually, this article recommends several relevant strategies that can be used in learning Indonesian in higher education.

Through heutagogy and cybergogy strategies, students can learn independently and solve problems easily, one of which is the problem in learning Indonesian. Heutagogy and cybergogy are learning innovations based on information and communication technology with three factors that influence each other: cognitive, emotional and social. This strategy encourages students to be more active and independent and to have wider access to learning and communication. This can give students the freedom to determine their own learning style and time so that students can study comfortably.

#### ***b. Heutagogi (Self-Determined Learning)***

Traditional education has often been viewed as a pedagogical relationship between lecturers and students, with lecturers predominantly holding control and deciding what will be learned and how knowledge and skills should be taught. The results of scholarly reports over the past few decades have been significant enough to spark a revolution in education regarding how people learn. These findings empower educators to further work on teaching strategies and outcomes (Danim, 2015). Hase and Kenyon propose a learning strategy that contrasts with the pedagogical approach. This strategy posits that learners themselves can determine the content and objectives. This approach is known as the Heutagogy strategy. Heutagogy is a learning strategy that encourages learners to have self-directed skills. It applies a holistic approach to develop learners'

abilities through active and proactive learning, positioning learners as the main agents in the classroom (Hase & Kenyon, 2007)

Heutagogy is grounded in how learners play a central role in the learning process, drawing from the transformational learning theory by Mezirow, the constructivist approach by Vygotsky, andragogy by Malcolm Knowles, self-determination by Deci and Ryan, capability theory by Stephenson, humanism by Abraham Maslow, and the concept of reflection and double-loop learning by Visser. Heutagogy has basic principles that include the concept that learners are the main agents of learning, relying on the development of self-efficacy, being oriented toward capabilities in conjunction with competencies. It involves metacognition (knowing how to learn) and reflection (Blaschke, 2012; Hase & Kenyon, 2001). Heutagogy is interpreted as a holistic learning approach, based on principles of humanistic and constructivist educational theory, and it integrates various past learning principles and theories, adapting them to the needs of the current digitally-based education system (Blaschke & Hase, 2016).

The holistic application of heutagogy provides extensive opportunities to develop students' abilities and potentials. Through active and proactive learning strategies or models, learners can understand and regulate themselves as the main agents in the learning process, both from and for themselves, as a result of their personal experiences and learning environments (Hase & Kenyon, 2001). The learning environment for Generation Z learners, especially in the online environment, is highly conducive and effective for independent learning and resource exploration (Sumarsono, 2020).

Blaschke & Hase (2016) outline five principles in designing learning with a heutagogical approach. First, the need for learner engagement in negotiations about what and how they learn. Second, a flexible curriculum that considers proposals, desires, and new knowledge from the learning processes experienced by learners. Third, educators and learners collaborate to determine how learning achievements are evaluated, where the learning evaluation process is conducted participatively (self and peer), allowing learners to learn from each other through self-reflection assessments. Fourth, the role of educators as guides, providing formative feedback tailored to student needs. Finally, creating a conducive and effective learning environment to give learners the freedom to explore and reflect on what and how they learn.

The application of heutagogy in Indonesian language learning in this era can be done by designing a learning contract. Starting by conveying ideas and concepts about how students want to learn to educators. This stage is the process of students and educators collaborating in identifying learning needs and the expected goals of learning. So that every question asked by students must have an answer related to what they want to learn, what results they will obtain, and specifically what curriculum requirements are needed. The activity of preparing a learning contract has a positive impact that can make it easier for students to determine what to learn and the steps to take so that the learning process can be completed.

The final stage in learning after the process is evaluation. The evaluation stage is a crucial step that should not be skipped. This stage aims to measure the achievement of learning outcomes. With heutagogy, learners are allowed to independently assess their learning. They can choose assessments covering cognitive, affective, and psychomotor aspects. It is better to use self-assessment, as this type of assessment encourages learners to be honest and enhances their reflective and self-awareness abilities (Purmanah et al., 2017).

In the closing activity, educators are responsible for confirming the achievement of the learning contract. It is understood that learning strategies are often not easily understood by

educators, making it challenging to apply in the field, as the heutagogy model is typically consumed by academics. Therefore, it is also necessary to convey several alternative strategies that educators can integrate, collaborate on, and develop in elementary school music education.

### **c. Cybergogy**

Another strategy is cybergogy. The general concept of cybergogy is virtual learning, creating an environment for the cognitive, emotional, and social advancement of learners (Septianisha et al., 2021). Another definition of cybergogy interprets it as an educational method in the era of globalization through the empowerment of Information and Communication Technology (ICT) without limitations of space, time, culture, and country (Daud et al., 2019). In line with this, cybergogy strongly influences self-directed learning through internet facilities and social media.

Based on various interpretations of cybergogy strategies, it can be concluded that cybergogy is a learning strategy in the digitization era that utilizes information and communication technology facilities for the cognitive, emotional, and social progress and development of learners. This is done to create engaging online learning. There are three supporting factors in the cybergogy learning strategy, including cognitive, emotional, and social factors.

### **Cybergogy—Cognitive Factors**

Cognitive factors involve the construction of an individual's knowledge by exploring past learning experiences and relating them to the current learning experience by requiring the active participation of learners in the learning process. The achievement of learning goals must be tailored to the learner's learning style. There are four (4) aspects within cognitive factors, namely: (1) Previous learning experiences - the knowledge possessed by learners is an initial asset for acquiring new knowledge. This is closely related to how educators tap into learners' abilities to connect new information with previously acquired knowledge; (2) Achievement goals - it is important to inform learners about the achievement goals in learning, which can serve as motivation in the learning process; (3) Learning activities (assignments and assessments), the quality of Indonesian language teaching can be improved by providing challenging, authentic and multidisciplinary assignments. Challenging tasks related to daily life issues can stimulate a high level of curiosity, prompting learners to actively ask questions and seek more information. After the assignment, assessment is essential for the work done. Effective assessment encourages students to demonstrate attitudes, knowledge, and skills acquired from learning tasks in real-life situations.

Indonesia language learning activities through cybergogy can be conducted in the form of practical presentations of simple works; (5) Learning style - this addresses learners' strategies in acquiring, understanding, and obtaining new information. In this aspect, each learner is unique. Riding and Rayner (2013) classified learning styles into several types. The visual-verbal style involves learning through visual means. Individuals with this style are characterized as neat and orderly, speaking quickly, and not easily distracted by noise because they remember more of what they see than what they hear. In contrast, the wholist-analytic style leans more towards cognitive development concerning learners' abilities to process and organize information. Wholists can process knowledge as a whole and globally. On the other hand, learners with an analytic style tend to study materials by grouping various units into deeper and more detailed information. Through cybergogy, differences in learning styles do not become an issue for educators or learners. Many

sources can be utilized for learning, such as books, videos (YouTube), journal articles, learning applications, and other resources.

### **Cybergogy—Emotional Factors**

There are four (4) emotional factors, namely: (1) self-awareness, which is an individual's ability to explore, feel, and understand emotions within oneself. Self-awareness can be emotional intelligence that includes personality, beliefs, strengths, motivation, and communication skills. Self-awareness can contribute to learning motivation; (2) social awareness, after someone can understand themselves, the next stage is how someone can position themselves in the community. When someone is comfortable with their environment, it will be easy for them to express what they feel. In cybergogy learning, interpersonal relationships can be established using technology. Interpersonal communication can be connected without time and space limitations; (3) feelings about the learning atmosphere, it is important to pay attention to create an easily understandable material when learners feel safe and happy. A pleasant learning atmosphere will occur when learners study according to their individual learning styles without being bound by monotonous learning rules. Cybergogy comes as a solution to overcome differences in learning styles. In cybergogy, learners are free to determine their learning styles, both visually and audio-visually; (4) feelings about the learning process, there are two emotional issues for learners, namely positive emotions and negative emotions. Positive emotions will make learners individuals who are empathetic and caring, while negative emotions will cause confusion, anxiety, boredom, and dissatisfaction. Learners who can adapt and feel comfortable with their classroom conditions will achieve learning goals and optimal results.

### **Cybergogy—Social Factors**

Lastly, there is the social factor, which involves self-interaction with others that influences online learning, as the domain is extensive and affects learners. In higher education Indonesian language learning, cybergogy strategies can be employed as one way to create effective and enjoyable learning. Maximizing the involvement of information technology can break the mindset that Indonesian language learning is only about reading and writing skills or just for literature enthusiasts. Cybergogy can present Indonesian language learning in new formats such as engaging educational games and video animations. Technology-based learning can be conducted through video conferencing, learning applications, social media, and by leveraging social networks such as Instagram, Facebook, YouTube, and similar platforms.

### **d. Implementation of Heutogogy and Cybergogy**

The world of education continues to experience updates both in terms of curriculum and learning media. One of the reforms that is being intensively discussed is the shift in learning media from conventional to technology-based media. By utilizing information and communication technology, students will have more freedom in communicating and accessing information. This is in line with Hartono's opinion in the Unsika Education journal (Hardianto, 2012:1) that computers, which are a system consisting of software and hardware devices, are experiencing rapid growth, and computers are even said to be an early milestone in the digital technology revolution. According to Gordon Dryden & Jeannatte Vos (Hardianto, 2012:2) the increasingly sophisticated computer technology revolution with smaller sizes but greater capacity and speed, its functions are increasingly expanding along with the development of creative software discoveries (software)



will cause revolution in learning. It would be a shame if this rapid technological development is not used as well as possible. Maximum use of information technology will provide a fun and interesting learning atmosphere and be able to break people's mindset that Indonesian is difficult and complicated.

Learning Indonesian with a heutagogical strategy is a study of self-determined learning (Blaschke Lisa Marie, 2012). This approach has a main priority, namely student independence in learning achievement, determining their own learning strategies, and developing their own teaching materials more autonomously (Sumarsono, 2020). Meanwhile, cybergogy is able to package Indonesian in new forms such as games, study rooms, podcasts, conference videos and interesting learning animation videos. Information and communication technology-based learning can be done through video conferencing, learning applications, social media or by utilizing social networks such as Instagram, Facebook, YouTube and the like. Here we group the implementation of online learning into three groups, namely, video conferencing, study rooms, social media, and combining video conferences with study rooms.

### **Video conferencing**

Video conferencing is a form of utilizing technological developments that can be used for communication between two or more people with the support of sound, images and chat rooms connected via internet connectivity. Through video conferencing we can connect with more than one person without having to be in the same room. The use of video conferencing in the world of education can minimize costs and save time. The learning process can take place anytime and anywhere so the learning process is more flexible and efficient. Advances in communication and information technology are increasingly developing, one of which is video conferences, giving rise to various applications such as Google Meet, Zoom Cloud Meeting, and many more.

Efforts that teachers and students can make to increase student activity in the learning process through video conferencing include:

a. First impression

The first impression before learning begins is very important. This can determine the course of learning activities. An attractive and impressive first impression can arouse students' enthusiasm for learning. Therefore, supervisors can use the main 3-5 minutes to review the material from previous meetings or simply approach students and teachers so that there are no gaps. In this way, students become more honest with teachers when students face difficulties in learning. Apart from that, the closeness of teachers and students is also able to create a comfortable learning atmosphere.

b. Students must turn on the camera

The main problem in online learning is the lack of student attention to the material being taught. It is not uncommon for students to only attend attendance sessions without paying attention to the ongoing learning process. Therefore, teachers can anticipate this by requiring all students to activate the camera. By activating this camera, the teacher can find out every student who participates and the teacher can also ensure that every student is active in learning.

c. Ice breaking

This term is commonly heard in the world of education, ice breaking is a method taken by teachers to lighten the class atmosphere, with ice breaking students become more relaxed and more comfortable in learning. Teachers provide ice breakers in the form of quick questions, puzzles, or games that are able to develop and understand students' characters. This ice

breaking can also be applied in the distance learning model, it can be a video that lightens the atmosphere such as a comedy video, inspiration, or a video about quick thinking such as guessing songs, connecting song lyrics and so on.

### **Study Room**

A study room is a place or container used for the teaching and learning process which can support the learning process so that it runs well. The requirements for a study room that must be met so that learning can run well include being free from distractions or noise that interfere with concentration in the learning process, good air circulation and temperature, and good lighting. Apart from that, according to Ahmadi and Supriyono (1991: 88), "A place of learning is a means of carrying out learning efficiently and effectively". There are several applications included in the learning space, such as Google Classroom and Moodle, and many more. This application can be used to create learning materials, share learning materials for discussion through quiz comment columns, electronic journals, etc. The Moodle application can also be used in various learning material formats, such as text, portfolio, animation, audio and other videos. This means that teachers can build a system that is in accordance with heutogogy and cybergogy strategies which prioritize an independent learning system that is not limited by space and time.

Efforts that teachers and students can make to increase student activity in the learning process through study rooms are so many. In the realm of education, the effectiveness of teaching methodologies plays a pivotal role in shaping the learning experiences of students. Various strategies are employed by educators to facilitate comprehensive understanding and active engagement among students. This essay elucidates on several key strategies that contribute to fostering an enriching learning environment.

Firstly, the prompt and responsive nature of teachers significantly influences the dynamism of classroom interactions. A quick response from the teacher not only addresses student queries promptly but also ensures the smooth progression of the learning process. By promptly acknowledging and addressing student questions and responses, teachers foster an environment conducive to active participation and exchange of ideas. Moreover, the assessment aspect forms an integral component of effective teaching strategies. This encompasses various evaluative measures such as participation in discussions, regular quizzes, and attendance. These assessments not only gauge the comprehension levels of students but also encourage consistent engagement and attendance, thereby enhancing overall learning outcomes.

The demeanor of a teacher, characterized by firmness and authority, profoundly impacts classroom dynamics. A firm yet authoritative approach instills discipline and ensures adherence to instructions, thereby fostering a conducive learning environment. Additionally, teachers serve as role models, imparting not only knowledge but also instilling moral values and virtues in their students. Another noteworthy strategy is the collection and discussion of diverse student answers. Recognizing the diverse perspectives and understandings among students, collecting and discussing various responses enriches the learning experience. This collaborative effort promotes critical thinking, problem-solving skills, and encourages peer-to-peer learning, ultimately leading to a deeper understanding of the subject matter.

In addition, fostering a culture where students actively participate in discussions and are encouraged to articulate their thoughts is imperative. By creating a supportive environment where students feel empowered to voice their opinions and engage in collaborative problem-solving,

teachers facilitate active learning experiences. The role of the teacher in guiding and facilitating discussions is paramount in ensuring productive and meaningful interactions.

The process of summarizing and reviewing the material covered serves as a crucial component of effective teaching strategies. By requiring students to summarize key concepts and lessons, teachers reinforce learning objectives and ensure comprehension. This reflective exercise encourages students to consolidate their understanding and reinforces retention of information. In conclusion, effective teaching strategies encompass a multifaceted approach aimed at fostering active engagement, critical thinking, and comprehensive understanding among students. By employing strategies such as prompt responsiveness, comprehensive assessment, firmness, collaborative learning, and summarization, educators play a pivotal role in shaping the learning experiences of their students. Ultimately, these strategies contribute to the cultivation of a vibrant learning environment conducive to academic excellence and personal growth.

### **Social Media**

Social media is an online media where users can easily participate, share, and create content which includes blogs, social networks, wikis, forums, and virtual worlds. There are several applications included in social media, such as Instagram, Facebook, and YouTube. Language tools like Hello Talk can be used to communicate socially with other people around the world (Arifin et al, 2024). Social media is used as a place to disseminate various information, interact with many people, and as a place for teaching and learning through instructional videos. The use of social media in learning Indonesian is more effective compared to conventional learning. Apart from that, social media can be used as a medium for learning Indonesian so that it can help students interact socially and academically. With learning media on social media, students are trained to learn independently, be responsible, active, work together with others in solving problems, collaborate, develop learning strategies, and also train students in mastering ICT.

### **Combining Video Conferencing with Study Rooms**

Combining video conferencing with study rooms is very useful during exams. This can stimulate students' interest in learning and make it easier for teachers to supervise students during exams. The video conference combination in question is like combining the Zoom Cloud Meeting application with Google Classroom.

The implementation of heterogogy and cybergogy in Indonesian language learning based on information and communication technology has received positive results. This is supported by the easy process of producing and distributing content as well as various ways in which technology can improve the learning experience. In contemporary educational settings, the integration of technology has emerged as a powerful catalyst for transforming learning experiences. This essay delves into the multifaceted advantages of leveraging technology in education, emphasizing its role in enhancing engagement, understanding, language acquisition, relationship-building, and fostering creative thinking abilities among students.

Traditional teaching methods often struggle to capture and maintain students' attention, leading to disengagement and reduced learning outcomes. However, by incorporating technology as a creative source of information, educators can present content in innovative formats that resonate with students' interests and preferences. Whether through interactive applications or multimedia presentations, technology facilitates dynamic and immersive learning experiences that

cater to diverse learning styles, ensuring sustained engagement and fostering a deeper connection with the subject matter.

Moreover, technology serves as a powerful tool for improving comprehension and facilitating language acquisition. Audiovisual mediums such as podcasts and interactive language platforms offer opportunities for students to absorb information through auditory channels, thereby enhancing understanding and retention. Additionally, exposure to authentic language materials and multimedia content aids in honing language skills, including pronunciation, vocabulary acquisition, and contextual understanding, thereby promoting language fluency and proficiency.

Beyond its academic benefits, technology also plays a crucial role in strengthening relationships between teachers and students. As digital natives, today's students are inherently comfortable with technology, and integrating it into educational practices enables teachers to connect with students on familiar digital platforms. By embracing technology, educators demonstrate their willingness to adapt to students' evolving needs and preferences, thereby fostering a sense of rapport and understanding within the classroom.

Furthermore, technology serves as a catalyst for fostering creativity and innovation among students. Through technology-driven projects and initiatives, students are encouraged to explore innovative ideas, think critically, and express themselves creatively. Whether through digital storytelling, multimedia presentations, or collaborative online platforms, technology provides a platform for students to showcase their talents and ideas, thereby nurturing a culture of innovation within the classroom.

The integration of technology into education represents a paradigm shift in teaching and learning practices, offering boundless opportunities for enriching educational experiences and maximizing learning outcomes. By leveraging technology as a creative source of information and interactive learning tool, educators can create dynamic and inclusive learning environments that empower students to succeed in an increasingly digital world.

The role of technology in learning in the future is to enrich learning. Technology can provide benefits for both teachers and students, such as improving listening and understanding skills. If used well, technology can be a powerful and positive learning medium.

#### **4. Conclusions**

Learning using heutagogy and cybergogy strategies can be used for the development of cognitive, emotional, and social learning in students. Heutagogy and cybergogy also encourage students to be more active and independent and to have broader access to learning and communication. This can provide students with the freedom to determine their own learning styles and times, allowing them to learn comfortably.

Innovations in Indonesian language learning through heutagogy and cybergogy with the utilization of technology provide a more engaging and enjoyable learning environment. The learning process can be conducted using platforms such as Google Classroom, Zoom Cloud Meeting, Meet, and various other learning platforms. Additionally, teachers can also utilize social media as a learning tool. Thus, learning will be more engaging and enjoyable.

To be able to present Indonesian language learning effectively and enjoyably, especially in the current era, educators must constantly strive to improve their mastery of theory and keep up with the development of knowledge, as well as be proficient in using information technology. With relevant knowledge, educators with broad perspectives can certainly create an effective and

enjoyable learning atmosphere, and facilitate the achievement of the noble goals and functions of Indonesian language learning in higher education.

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## **Interactive storytelling elements in R. L. Stine’s “Give Yourself Goosebumps #2: Tick Tock, You’re Dead!”**

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### **Abstract**

*This study explores the captivating world of interactive storytelling, focusing on how it brings horror narratives to life through the lens of R.L. Stine’s “Give Yourself Goosebumps #2: Tick Tock, You’re Dead!”. With storytelling evolving in the digital age, this study aims to unravel the elements behind what keeps readers hooked. This study uses a qualitative descriptive method, specifically using a literary analysis approach, dissecting the novel to uncover hidden gems and patterns. This study shows that interactive storytelling within horror narratives is not just about scaring the readers—it is a powerful tool that entertains, challenges, and inspires readers and authors alike. This study touches on interactive storytelling elements such as decision points, reader agency, consequences of choices, multiple storylines, and replay-ability, these techniques add layers to the horror narrative experienced by the readers.*

**Keywords:** *Give Yourself Goosebumps, Horror, Interactive Storytelling, Narrative, R.L. Stine*

### **1. Introduction**

Interactive storytelling has become a powerful and novel strategy for capturing attention, giving audiences the chance to dive into the process of an unfolding tale. According to a study conducted by Mohd Suki et al. (2021), the evolution trends in interactive storytelling will keep on increasing. The essence of storytelling lies in the relationship between the narrator and the story, where the teller becomes an integral part of the tale, shaping its meaning and conveying it to the audience (Diasamidze, 2014). Storytelling is a fundamental aspect of human communication, allowing individuals to share experiences, convey information, and evoke emotions through the use of narratives (Renjith et al., 2021). They greatly contribute to the relationships we build by enabling the sharing of perspectives between storytellers and audiences, which fosters ties between people (Bayer & Hettinger, 2019). These stories, at the very least, may not be carefully thought out or artistically crafted, but rather the casual chatter we make up as we go along. We report our own experiences and tell what others have said. Not only do we mould these stories, deep in our nature as natural storytellers but we also tend to sit and listen along as an audience (Glassner, 2004, p. 3). Storytelling holds significant importance in human existence, serving various purposes from daily communication to providing entertainment (Koenitz, 2016, p. 1). Storytelling can entertain, educate as well as inspire. It is a means of communication with considerable value and impact. By taking part in one session of storytelling, students can improve several essential literacy skills. These included the ability to create mental images, actively engage with the content, think critically, and organize story

elements according to a sequence (Agosto, 2016, p. 24). Storytelling helps us learn and have fun at the same time, making it a special way to share and understand important things in life.

Interactive storytelling is a form of narrative that engages the audience in an active and participatory role, allowing them to shape the story's outcome through their choices and actions (Green & Jenkins, 2014). The concept of immersing oneself in a captivating story and actively participating in its unfolding is a dream that resonates with numerous individuals. Despite the various terms used to describe this concept, the endeavour of establishing a widely accessible platform for such interactive engagement presents a challenging yet captivating pursuit (Glassner, 2004, p. 25). With the advancements in technology and the growing popularity of interactive media, exploring the techniques and strategies employed by skilled storytellers becomes paramount. This research aims to identify the interactive storytelling elements employed by renowned author R. L. Stine in his work "Give Yourself Goosebumps #2: Tick Tock, You're Dead!". Interactive storytelling refers to a narrative experience where the audience actively participates and influences the outcome of the story. Non-interactive storytelling, on the other hand, follows a more traditional linear format, where the audience is passive and acts as mere spectators (Wichrowski, 2014). Non-interactive storytelling relies on the skill of the storyteller to captivate and engage the audience through storytelling techniques, such as vivid descriptions, compelling character development, and emotional resonance. While non-interactive storytelling may not offer the same level of agency and personalization as interactive storytelling, it has its strengths in creating a cohesive and powerful narrative that unfolds in a carefully crafted manner.

Understanding interactive storytelling involves several key steps. First, we must identify the problem. Second, collect relevant information about the interactive storytelling work, including its target audience, narrative structure, interactivity mechanism, and technology used. Third, we come up with ideas, or hypotheses, about what makes the story effective or engaging. Fourth, we test these ideas against the actual story experience. Fifth, we evaluate the results of testing the hypotheses to determine the overall success of the interactive storytelling work and identify areas for further improvement. Finally, we use the insights gained from evaluating the interactive storytelling work to refine existing theories or develop new approaches for creating more effective interactive narratives (Crawford, 2005). However, due to limitations in this study, the writer will focus on the first step until the third step only. By following these steps, we can better understand and improve interactive storytelling.

While this research aims to provide an examination of interactive storytelling elements implemented in the novel, the case study does have its limitations. Research limitations are undertaken to ensure the feasibility of the research (Deli et al., 2021). The limitations of this study include:

- a. The interactive storytelling elements are implemented by R. L. Stine in "Give Yourself Goosebumps #2: Tick Tock, You're Dead!". Therefore, the findings and conclusions may not be directly applicable to other authors and other works; and,
- b. This study is based on the available technological resources at the time of the novel's publication, which may restrict the exploration of newer interactive storytelling advancements. It is important to consider that technological progress may have expanded the possibilities of interactive storytelling beyond what is examined in this study.

These limitations help to define the parameters; they also help to put the scope and applicability of the findings in perspective within very specific parentheses—that is, R. L. Stine's "Give Yourself Goosebumps #2: Tick Tock You're Dead!" and the research conducted for this study.

## 2. Theoretical Framework

There are also reviews of related literature that revolve around examining previous studies conducted in the realm of interactive storytelling and identifying the gaps within this body of research, they are as follows:

- a. The research titled “Experiencing Interactive Storytelling” was conducted by Christian Roth from the University of Amsterdam in 2015 (Roth & Ipskamp Drukkers, 2015), the research extensively explored user experiences within interactive storytelling applications, focusing on elements such as interaction, replay-ability, and user roles. While Roth’s study offers valuable insights into user experiences in interactive narratives, it takes a broader approach compared to this study. This study specifically investigates interactive storytelling elements in “Give Yourself Goosebumps #2: Tick Tock, You’re Dead!”.
- b. The research conducted by M. Marzuki, J.A. Prayogo, and A. Wahyudi from the State University of Malang in 2016 (Ananto Prayogo & Wahyudi, 2016), primarily focused on implementing interactive storytelling strategies in a classroom setting to enhance learners’ speaking ability, vocabulary mastery, and storytelling skills. In contrast, this study examines the interactive storytelling elements implemented by R. L. Stine in writing “Give Yourself Goosebumps #2: Tick Tock, You’re Dead!” Our focus is on how Stine utilizes interactive storytelling elements within a horror novel to captivate readers and create an immersive experience. This study provides valuable insights into the craft of interactive storytelling in literature.
- c. Research conducted by Flórez-Aristizábal et al. 2019 (Flórez-Aristizábal et al., 2019) explored the integration of technology and interactive storytelling applications in educational contexts, emphasizing the use of technology to engage students in collaborative storytelling activities. While their study focuses on technology’s role in education, this study centres on the literary elements within the horror genre. This study aims to uncover interactive storytelling elements employed to engage readers and create a gripping horror experience.
- d. Research conducted by Aslak Rustad Hauglid in 2016 (Hauglid & Hauglid, 2016) explored how horror fans actively engage with narratives, highlighting the pivotal role readers play in shaping the genre’s evolution. While Hauglid’s work sheds light on communal interactions with horror across different media, it overlooks the specific realm of interactive storytelling. This study steps into this gap by zooming in on how R.L. Stine’s stories leverage interactive elements to immerse readers in his chilling tale. By focusing on interactive storytelling techniques, my study adds depth to understanding readers’ participation and immersion within horror narratives, building upon Hauglid’s broader insights into reader engagement.
- e. A study conducted by Hermila in 2023 (Hermila et al., 2023) explored interactive storytelling in e-learning, emphasizing its engagement and feedback benefits, this study primarily focuses on e-learning outcomes, leaving a gap in understanding the specific narrative techniques used in interactive storytelling. In contrast, this study explores the elements of interactive storytelling through R.L. Stine’s novel, aiming to enrich our understanding of how authors engage readers.

In summary, while previous studies have explored various aspects of interactive storytelling, this study provides a focused exploration of R. L. Stine’s techniques in crafting an immersive horror narrative, filling a gap in the existing research. The writer believes that this study is important and unique because there are not a lot of horror books (traditional writings) with interactive storytelling elements in them. Thus, the writer aims to examine the techniques

R.L. Stine implemented in the novel to provide insights for future storytellers interested in crafting interactive horror novels.

### 3. Research Method

As for the research approach to be adopted, this study uses the qualitative descriptive method, specifically qualitative descriptive. Qualitative research approaches various textual materials and visual data, and its methods employ a broad scope of research designs and techniques (Creswell & Creswell, 2018, p. 254). The author chooses to do qualitative research to discover elements that contribute to the book, specifically the qualitative descriptive method. The type of research described as descriptive-qualitative presents data as it is without manipulation or other treatments (*Al-Ubudiyah: Jurnal Pendidikan Dan Studi Islam*, n.d.). The question of how interactive storytelling techniques can keep readers' attention in the horror genre cannot effectively be investigated using any quantitative methods.

#### a. Method of Data Collection

The author employs a method of data collection that involves gathering information directly from the novel "Give Yourself Goosebumps #2: Tick Tock, You're Dead!". Information gathered may include its structure, narrative, plot, and/or dialogue. The method mentioned may commonly be referred to as "textual analysis" or specifically "literary analysis." Literary analysis is a form of interpretation that serves as a public means of creating meaning, aiming to contribute to the collective understanding of literature as a whole and specific literary work (Kusch, 2016, p. 9). It focuses on extracting relevant data and insights from the text itself to understand its various elements and their impact on the overall work.

#### b. Method of Approach

The narrative analysis method is used in this study. Narrative analysis is concerned with the divisions in stories (such as parts, beginning, middle, and end, how plots are unfolded, and also how characters are built up). So, this method aims to explore how a story becomes significant and coherent in ways that fit its particular context or purpose (Silverman, 2017, p. 545). In this study, the writer will take a closer look at how the story is put together and how they work. Since the story changes based on what the audience decides to do, the writer wants to understand how these choices affect the story's direction. It is a qualitative method of studying narratives, or stories, and it consists of examining and interpreting them to understand the meanings, structures, and themes hidden within. Narrative analysis is the examination of the elements of a narrative, which include plot (actions), characters, setting, and dialogue. It also involves looking at the narrative structure and techniques used by authors to tell their stories.

#### c. Method of Data Representation

The data in this study is presented mainly through tables. Data can also be displayed in various forms—charts, graphs, maps, and tables—to make the data more communicative, concise, and interesting (Alwasilah, 2005, p. 80). By showing information differently, people can understand it more easily, and the writing becomes more interesting to read.

### 4. Findings and Discussion

This study aims to uncover a deeper understanding of the interactive storytelling elements employed by R.L. Stine in this particular book. This knowledge will not only enhance our appreciation for his work but also contribute to the broader understanding of interactive storytelling as a powerful tool for captivating readers and creating memorable experiences.



a. Decision Points

The narrative structure of “Give Yourself Goosebumps #2: Tick Tock, You’re Dead!” showcases a nonlinear format, presenting readers with various branching paths and decision points. According to Glassner, in a standard branching narrative, the audience is presented with a segment of the story and is then prompted to make decisions regarding the plot or characters (Glassner, 2004). The story starts with the reader and her/his family visiting the Museum of National History, inside the museum, the reader’s younger brother, Denny, would run off on his own, forcing the reader to look for Denny. When the reader is looking for Denny, the reader comes across a strange laboratory and meets Dr. Peebles who mistakes the reader for a time machine experiment volunteer. The first decision point can be found on the 5th page of the book, readers are presented with the very first choice:

**Table 1. First Decision Point**

<b>Option A</b>	<i>Choose to volunteer for Dr. Peebles’ experiment, or;</i>
<b>Option B</b>	<i>Choose to stay in the museum and look for your brother, Denny.</i>

In this instance, when the readers pick any option, readers would be redirected to another page to find out their awaiting fates:

**Table 2. The Result of the First Decision Point**

<b>Option A</b>	<i>(Go to page 71)</i> Accepting Dr. Peebles’ offer to volunteer in his experiment, Denny shows up out of nowhere and runs right into the time machine portal ( <i>chronoport</i> ) and the readers have to embark on a journey to find their brother who is now lost in time.
<b>Option B</b>	<i>(Go to page 62)</i> However, if the readers decline Dr Peebles’ offer to volunteer, the “book” would tell the readers that maybe this is not the right book for them readers and that this book is only for those people who are looking for an adventure, then the “book” would promptly ask the readers to re-consider their decision. In a way, the very first choice prompts the readers to start an adventure to find their brother in multiple timelines.

While not the best example because it forces the readers to continue anyway, some options can greatly affect the story, the writer will provide some more of the story branches and the outcomes of the options. Such as:

**Table 3. The Past or the Future (Main Branch) on Page 47**

<b>Option A</b>	<i>Travel to the future, or;</i>
<b>Option B</b>	<i>Go to the past.</i>

The reason the writer thinks those options are the main branch is because the main storylines that the readers can choose are among these:

**Table 4. The Three Main Storylines**

<b>Storyline A</b>	The readers have to look for Denny in the past, whilst trying to survive dangers that lurk in pre-historic and medieval timelines.
<b>Storyline B</b>	The readers have to look for Denny in the future, where the readers have to survive and escape a future ruled by evil robots.

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<b>Storyline C</b>	A side story where the readers go into the near future, only one day, and find themselves trying to prevent an accident that will kill the readers' whole family.
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Now, let us take a look at what would happen if we were to choose the options from the main branch:

**Table 5. The Results of the Main Branch**

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<b>Option A</b>	(Go to page 16) The readers will step through the time machine ( <i>chronoport</i> ), and in front of the readers are two scenes, <i>one shows a futuristic city with cars flying around like planes (Option A)</i> , and <i>one shows a familiar New York City scene with a child who looks like Denny disappears behind a tall building (Option B)</i> , the readers are prompted to make another choice of which scene to go to.
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**Table 5.1 The Future Options**

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<b>Option A</b>	(Go to page 101) The readers go towards the futuristic city, New York City in the future perhaps. A cold hand closes on the reader's shoulder and says, "Human?" followed by "You're under arrest!", the readers turn around and see a metal robot with a policeman's badge.
<b>Option B</b>	(Go to page 54) The readers glide towards what looks to be present in New York City, maybe there is something wrong with the <i>chronometer</i> ? The readers look around for the child who resembles Denny but he is nowhere to be found. The readers notice a newspaper in the newsstand, the newspaper date seems to be tomorrow's date. The readers are one day in the future.

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<b>Option B</b>	(Go to page 44) The readers will step through the time machine, and in front of the readers are two paths, <i>at the end of the left-hand path the readers can see a grand castle and a knight in shining armour riding a white horse going towards the castle (Option A)</i> , and <i>on the end of the right-hand path the readers can see a swamp with tall, strange-looking trees, and a dinosaur! (Option B)</i> . The readers then are prompted to decide which path to go through.
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**Table 5.2 The Past Options**

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<b>Option A</b>	(Go to page 93) The readers take the left-hand path into the enormous castle, as the readers get closer to the castle, the knight approaches the readers at full speed while holding a spear and pointing it at the readers.
<b>Option B</b>	(Go to page 11) Denny loves dinosaurs, so the readers choose the right-hand path. It feels just like <i>Jurassic Park</i> . As the readers walk, the readers can hear a rumbling getting louder and louder. The readers then see in the distance, on a grassy plain, a <i>Tyrannosaurus rex</i> !

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b. Reader Agency

Interactive frameworks shown in Tables 1 to 5 enable readers to actively engage with the story, making choices that shape the narrative trajectory and essentially leading to 20 different endings. This can be corroborated by (Hauglid & Hauglid, 2016) research, reader agency involves exploring reader intimacy and immersion from a distinct perspective: instead of pulling the reader into its narrative world, it overlays its world onto the readers.

c. Consequences of Choices

In R.L. Stine's "Give Yourself Goosebumps #2 Tick Tock, You're Dead!" each decision carries weight, determining the course of the protagonist's journey and ultimately influencing the story's ending. Stine ingeniously crafts consequences that are both immediate and far-reaching, adding layers of suspense and anticipation to the interactive experience. Whether readers opt to go to the past or the future, each choice propels them into a different storyline, rife with its own set of challenges and dangers. These consequences instil a sense of agency in readers, compelling them to carefully consider their options and actively engage with the narrative. This finding is corroborated by (Iten et al., 2018) research, where it is said that meaningfulness of choices plays a crucial role in enhancing player appreciation in narrative-rich games. As stated by Delatorre et al. (2019) research, highlights the importance of maintaining suspense and engagement through a balance of challenge and opportunity. By strategically managing the flow of information and maintaining a sense of urgency, storytellers can effectively heighten suspense and keep the audience invested in the narrative.

d. Multiple Storylines

As shown in Table 4, there are three main storylines in this particular novel. The element of multiple storylines adds depth and complexity to the interactive narrative. Through a non-linear format, Stine presents readers with branching paths and divergent story arcs, each offering a unique adventure and set of challenges. From exploring prehistoric dangers to navigating a future ruled by evil robots, readers are immersed in a rich tapestry of narratives that unfold based on their choices. Stine masterfully weaves together these multiple storylines, allowing readers to experience the thrill of exploring different temporal settings and encountering a diverse array of characters and scenarios. Whether embarking on a quest to find Denny in the past, or future or preventing a tragic accident shortly, each storyline offers its twists and turns, keeping readers engaged and eager to uncover all possible outcomes. This is supported by (Cai et al., 2007), who said in interactive storytelling the scriptwriter creates the story plot which contains multiple storylines.

e. Replay-ability

The element of multiple storylines above enhances replay-ability, readers can re-explore the storylines and find themselves in a different storyline and ending. According to (Crawford, 2013), a compelling narrative possesses the quality of being replayable, allowing the player to engage with it multiple times and experience a different and intriguing narrative each time. The different choices offered in the book would take the readers to multiple storylines that can be replayed anytime the readers want to. Ultimately, decision points, reader agency, consequences of choices, multiple storylines, and replay-ability are the key elements of interactive storytelling utilized by R.L. Stine in "Give Yourself Goosebumps #2 Tick Tock, You're Dead!"

## 5. Conclusions (and Suggestions)

Based on the examination of R.L. Stine's interactive storytelling framework in "Give Yourself Goosebumps #2: Tick Tock, You're Dead!", it becomes evident that the utilization of interactive elements impacts reader engagement and immersion in the horror narrative. Through a qualitative examination of the narrative structure and key storytelling techniques, a significant conclusion can be drawn. Stine effectively employs a nonlinear narrative format, characterized by branching paths and decision points, to empower readers with agency and control over the story's direction. By presenting readers with meaningful choices and consequences, he fosters a sense of involvement and investment in the narrative, leading to 20 different possible endings. The key elements of interactive storytelling identified in this study are decision points, reader agency, consequences of choices, multiple storylines, and replayability. They work together to create a dynamic and engaging reading experience. These elements enable readers to actively shape the narrative trajectory, explore alternate story paths, and experience a personalized journey through the story world. In conclusion, R.L. Stine's "Give Yourself Goosebumps #2: Tick Tock, You're Dead!" shows the power of interactive storytelling to captivate readers and create memorable literary experiences. Through its nonlinear narrative structure, engaging storytelling techniques, and immersive horror experience, the book demonstrates the potential of interactive fiction to entertain, challenge, and inspire readers of all ages.

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