

# **EFL STUDENTS' PRACTICES ON ANNOTATING ACADEMIC TEXTS**

## **A Paper**

Submitted to English Language Education Study Program, Faculty of Teacher Training and Educational Sciences, Universitas Pakuan as a Partial Fulfilment of the Requirement for *Sarjana Pendidikan* Examination



**By:**  
**Susi Aslamiyah**  
**031121028**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM**  
**FACULTY OF TEACHER TRAINING AND EDUCATIONAL SCIENCES**  
**UNIVERSITAS PAKUAN**

**2025**

## APPROVAL SHEET

### EFL STUDENTS' PRACTICES ON ANNOTATING ACADEMIC TEXTS

Approved by:

Supervisor

Co-Supervisor



Dr. Atti Herawati, M.Pd.  
NIP 196801291993032001



Leora Grahadila Andovita, M.Pd.  
NIK 1.1211052565

Dean of Faculty of Teacher Training  
and Educational Sciences

Head of English Language  
Education Study Program



Dr. Eka Suhardi, M.Si  
NIK 1.0694021205



R. Lungguh Halira Vonti, M.Pd.  
NIK 1.1211052564



**UNIVERSITAS PAKUAN**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
**PENDIDIKAN BAHASA INGGRIS**

Jalan Pakuan PO BOX 452, Telepon (0251) 8375608 Bogor

**BUKTI PERSETUJUAN HARDCOVER SKRIPSI**

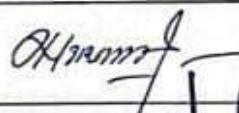
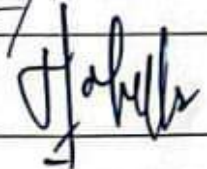
Nama : Susi Aslamiyah

NPM : 031121028

Judul Skripsi : EFL Students' Practices on Annotating Academic Texts

Tanggal Ujian : 24 Juli 2025

Pengujian Sidang Skripsi :

| No | Nama Penguji                    | Tanda Tangan                                                                         |
|----|---------------------------------|--------------------------------------------------------------------------------------|
| 1. | Dr. Atti Herawati, M.Pd.        |   |
| 2. | R. Lungguh Halira Vonti., M.Pd. |  |
| 3. | Cucu Mariam, M.Pd.              |  |

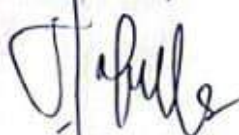
Pembimbing Skripsi :

| No | Pembimbing skripsi              | Tanda Tangan                                                                          |
|----|---------------------------------|---------------------------------------------------------------------------------------|
| 1. | Dr. Atti Herawati, M.Pd.        |   |
| 2. | Leora Grahadila Andovita, M.Pd. |  |

Bogor, 6 Agustus 2025

Mengetahui,

Ketua Prodi,



R. Lungguh Halira V., M.Pd.

NIK. 1.1211052564

## SURAT PERNYATAAN PENGALIHAN HAK CIPTA

Yang bertanda tangan dibawah ini:

Nama : Susi Aslamiyah  
NPM : 031121028  
Program Studi : Pendidikan Bahasa Inggris  
Alamat : Jl. Rancamaya Rt.01/04

Kelurahan Rancamaya, Kecamatan Bogor Selatan, Kota Bogor.

Dalam hal ini bertindak untuk dan atas nama pencipta dari hak cipta berupa Karya Tulis Ilmiah/Tugas Akhir/Skripsi yang berjudul: *EFL Students' Practices on Annotating Academic Texts* yang selanjutnya disebut pencipta, bersama ini menyatakan mengalihkan hak ciptaan tersebut kepada:

Nama : Program Studi Pendidikan Bahasa Inggris FKIP Universitas Pakuan  
Alamat : Jalan Pakuan, Nomor 1 Ciheleut, Kota Bogor, Jawa Barat  
Telepon : 0251 8275 608

Dalam hal ini diwakili oleh R. Lungguh Halira Vonti, M.Pd., selaku Ketua Program Studi Pendidikan Bahasa Inggris, FKIP Universitas Pakuan.

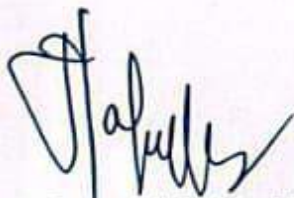
Demikian surat pernyataan ini saya buat secara sadar dan sukarela tanpa paksaan dari pihak manapun untuk dipergunakan sebagaimana mestinya.

Bogor, Agustus 2025

Untuk dan atas nama Program Studi Pendidikan Bahasa Inggris

Ketua Program Studi

Pencipta,



R. Lungguh Halira Vonti, M.Pd.

NIK 1.1211052564



Susi Aslamiyah

NPM 031121028

## DECLARATION

I hereby declare that the paper entitled **“EFL Students’ Practices on Annotating Academic Texts”** is completely my own work. I am fully aware that I have quoted some statements and ideas from many resources, and all quotation are properly acknowledged in the text. Should there be any claim on the originality of this paper, I would be prepared to take any legal responsibility.

Bogor, July 2025



Susi Aslamiyah

## PREFACE

Praise is due to The Almighty Allah for all His blessing so that the researcher is capable of completing this paper. This paper is entitled **“EFL Students’ Practices on Annotating Academic Texts”** submitted to the Faculty of Teacher Training and Educational Sciences, Universitas Pakuan, as a partial fulfilment of the requirement for *Sarjana Pendidikan* in English Language Education. The researcher recognizes myriad shortcoming this paper bears; thus, constructive criticisms are always welcomed to facilitate further improvement. It is therefore of her pleasure to propose this paper as one considerable recommendation for future research.

Bogor, July 2025

A handwritten signature in black ink, featuring a stylized 'S' and 'M' followed by a flourish.

The researcher

## **ACKNOWLEDGEMENT**

Alhamdulillahirabbil'alamin, all praises and gratitude be to Allah SWT, the Most Gracious and the Most Merciful, for granting her strength, patience, health, and continuous guidance in completing this paper. The completion of this paper also could not have been feasible without the invaluable support and assistance of each and every party concerned whose names might not all be enumerated. Nonetheless, the researcher would be pleased to extend her sincerest gratitude especially to the individuals listed below who contributed to broadening her perspectives as her navigated his research journey.

First, a big gratefulness and appreciation are presented to Dr. Atti Herawati, M.Pd., as the supervisor, and Leora Grahadila Andovita, M.Pd., as the co-supervisor, for their time, valuable guidance, insightful suggestions, and consistent motivation during the entire research process. The researcher expresses her gratitude to Dr. Eka Suhardi, M.Si., the Dean of the Faculty of Teacher Training and Educational Sciences, Lungguh Halira Vonti, M.Pd., as the Head of the English Language Education Study Program, and Abdul Rosyid, M.Pd., as the Vice Head of the English Language Education Study Program, for their guidance and support during the researcher's academic journey. The researcher also conveys her heartfelt thanks to Tina Priyantin, M.Pd., as the academic counselor of Class B 2021 and all lectures of the English Language Education Study Program at Universitas Pakuan, for their dedication, knowledge, and guidance throughout the study period. Special thanks are dedicated to all respondents who kindly took the time to participate in

this research. Their contributions were essential to the successful completion of this research.

Lastly, the researcher would like to express her deepest gratitude to her beloved parents, Ms. Achmad & Mrs. Enung, her greatest supporters in this life, whose unwavering prayers, endless love, and constant encouragement. Heartfelt appreciation is also extended to her siblings, Siti Fatimah Achmad, Suaebah, and Muhamad Faroz, who have always been present and supportive throughout this journey. A heartfelt thank you goes to her cherished best friend, Jawir 21 and LDK DKM Al-Kautsar Angkatan 21, who have left beautiful marks in the chapters of her life. Thank you for all the wonderful memories and the warmth shared throughout this college journey.

## **ABSTRACT**

In the Indonesian academic context, reading English academic texts poses significant challenges for university students due to text complexity and limited support. To address these difficulties, students often adopt reading strategies such as annotation. This research aims to investigate the annotation practices used by EFL students in reading academic texts. It employed a descriptive qualitative method involving six students from semester 8 of English Language Education Study Program at a private university in Bogor. The data were collected through documentation of students' annotated texts and semi-structured interviews. The analysis applied Marshall's framework, which categorizes annotations into three types: Anchor Only, Content Only, and Compound (Anchor and Content). The findings revealed that four students used Anchor Only annotations (highlighting and underlining), one student used Content Only annotations (notes without text marking), and three students used Compound annotations (a combination of text marking and written comments). Interviews showed that students annotated not only to simplify comprehension, but also to categorize information, compare sources, and strengthen connections between texts and their own ideas. These practices show that annotation serves to aid reading comprehension in academic reading. Therefore, the research suggests that encouraging annotation can be beneficial for students to engage more actively with academic texts.

**Keywords:** annotation, academic texts, EFL students

## TABLE OF CONTENTS

|                                                |             |
|------------------------------------------------|-------------|
| <b>APPROVAL SHEET .....</b>                    | <b>i</b>    |
| <b>DECLARATION .....</b>                       | <b>ii</b>   |
| <b>PREFACE .....</b>                           | <b>v</b>    |
| <b>ACKNOWLEDGEMENT .....</b>                   | <b>vi</b>   |
| <b>ABSTRACT .....</b>                          | <b>viii</b> |
| <b>TABLE OF CONTENTS .....</b>                 | <b>ix</b>   |
| <b>LIST OF FIGURES .....</b>                   | <b>xi</b>   |
| <b>LIST OF TABLES .....</b>                    | <b>xii</b>  |
| <b>LIST OF APPENDICES .....</b>                | <b>xiii</b> |
| <b>CHAPTER I INTRODUCTION.....</b>             | <b>1</b>    |
| A. Background of the Study.....                | 1           |
| B. Aim of the Research.....                    | 3           |
| C. Research Question.....                      | 3           |
| D. Research Focus.....                         | 3           |
| E. Operational Definition .....                | 3           |
| F. Research Significance .....                 | 4           |
| <b>CHAPTER II THEORETICAL FOUNDATION .....</b> | <b>5</b>    |
| A. Reading Activities .....                    | 5           |
| B. Annotation.....                             | 6           |
| C. The Types of Annotations .....              | 9           |
| 1. Anchor-only .....                           | 9           |
| 2. Content-only.....                           | 9           |
| 3. Compound.....                               | 10          |
| D. Function of Annotation .....                | 11          |
| 1. Higher-order functions .....                | 11          |
| 2. Finer-grained functionalities .....         | 11          |
| E. Academic Text.....                          | 13          |
| F. Related Research.....                       | 14          |
| <b>CHAPTER III RESEARCH METHOD .....</b>       | <b>17</b>   |

|                                                                        |           |
|------------------------------------------------------------------------|-----------|
| A. Research Method and Design.....                                     | 17        |
| B. Research Site and Participants .....                                | 19        |
| C. Research Instrument.....                                            | 19        |
| D. Research Procedure .....                                            | 22        |
| E. Data Analysis .....                                                 | 23        |
| <b>CHAPTER IV DATA DESCRIPTION AND ANALYSIS .....</b>                  | <b>25</b> |
| A. Data Description.....                                               | 25        |
| 1. Data from documentation.....                                        | 25        |
| 2. Data from interview .....                                           | 49        |
| B. Data Analysis .....                                                 | 78        |
| 1. Anchor Only.....                                                    | 78        |
| 2. Content Only .....                                                  | 85        |
| 3. Anchor and Content (Compound).....                                  | 86        |
| <b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>                       | <b>91</b> |
| A. Conclusion .....                                                    | 91        |
| B. Suggestion.....                                                     | 92        |
| <b>BIBLIOGRAPHY .....</b>                                              | <b>94</b> |
| <b>APPENDICES .....</b>                                                | <b>97</b> |
| Appendix 1: Research Instruments .....                                 | 97        |
| Appendix 2: The Result of Analysis Documentation.....                  | 99        |
| Appendix 3: The Result of Interview .....                              | 113       |
| Appendix 4: Decree of Appointment of Research Supervisors .....        | 135       |
| Appendix 5: Research Permit.....                                       | 136       |
| Appendix 6: Letter of Willingness to Participate in the Research ..... | 137       |
| Appendix 7: Official Report of Research Guidance .....                 | 138       |

## LIST OF FIGURES

|                                                                         |    |
|-------------------------------------------------------------------------|----|
| Figure 2. 1 Anatomy of an Annotation.....                               | 8  |
| Figure 3. 1 Research Design .....                                       | 18 |
| Figure 4. 1 Anchor Only Annotation Practice by Participant 1.....       | 26 |
| Figure 4. 2 Anchor Only Annotation Practice by Participant 1.....       | 27 |
| Figure 4. 3 Anchor Only Annotation Practice by Participant 1.....       | 28 |
| Figure 4. 4 Anchor Only Annotation Practice by Participant 2.....       | 29 |
| Figure 4. 5 Anchor Only Annotation Practice by Participant 2.....       | 30 |
| Figure 4. 6 Anchor Only Annotation Practice by Participant 3.....       | 31 |
| Figure 4. 7 Anchor Only Annotation Practice by Participant 3.....       | 32 |
| Figure 4. 8 Anchor Only Annotation Practice by Participant 3.....       | 33 |
| Figure 4. 9 Anchor Only Annotation Practice by Participant 3.....       | 34 |
| Figure 4. 10 Anchor Only Annotation Practice by Participant 3.....      | 35 |
| Figure 4. 11 Anchor Only Annotation Practice by Participant 4.....      | 36 |
| Figure 4. 12 Anchor Only Annotation Practice by Participant 4.....      | 37 |
| Figure 4. 13 Anchor Only Annotation Practice by Participant 4.....      | 38 |
| Figure 4. 14 Anchor Only Annotation Practice by Participant 4.....      | 38 |
| Figure 4. 15 Content Only Annotation Practice by Participant 4.....     | 39 |
| Figure 4. 16 Anchor & Content Annotation Practice by Participant 5..... | 40 |
| Figure 4. 17 Anchor & Content Annotation Practice by Participant 5..... | 41 |
| Figure 4. 18 Anchor & Content Annotation Practice by Participant 5..... | 42 |
| Figure 4. 19 Anchor & Content Annotation Practice by Participant 6..... | 43 |
| Figure 4. 20 Anchor & Content Annotation Practice by Participant 6..... | 44 |
| Figure 4. 21 Anchor & Content Annotation Practice by Participant 6..... | 45 |
| Figure 4. 22 Anchor & Content Annotation Practice by Participant 3..... | 46 |
| Figure 4. 23 Anchor & Content Annotation Practice by Participant 3..... | 48 |

## **LIST OF TABLES**

|                                         |    |
|-----------------------------------------|----|
| Table 3. 1 Documentation Analysis ..... | 20 |
| Table 3. 2 Interview Forms .....        | 21 |

## **LIST OF APPENDICES**

|                                                                        |     |
|------------------------------------------------------------------------|-----|
| Appendix 1: Research Instruments .....                                 | 97  |
| Appendix 2: The Result of Analysis Documentation.....                  | 99  |
| Appendix 3: The Result of Interview .....                              | 113 |
| Appendix 4: Decree of Appointment of Research Supervisors .....        | 135 |
| Appendix 5: Research Permit.....                                       | 136 |
| Appendix 6: Letter of Willingness to Participate in the Research ..... | 137 |
| Appendix 7: Official Report of Research Guidance .....                 | 138 |

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

College English students read amounts of academic texts for their studies. In Indonesian academic setting, English is the first and most important foreign language that must be mastered by members of the academic community. The ability to read, comprehend, synthesize, and present ideas in academic texts is critical to college students' success (Dardjito et al., 2023). In higher education, the students are typically required to read academic texts in order to fulfill their task. These tasks often entail reading articles, journals, and other materials which requires students to be able to comprehend the material.

According to Common European Framework of Reference for Languages (CEFR), the minimal English proficiency level required for the comprehension of academic texts is B2 which is classified as the upper intermediate level. Students of this level are able to read articles and reports concerning contemporary issues, where the authors adopt specific attitudes or perspectives. It can thus be stated that at this level, the ability to comprehend academic texts is demonstrated. In terms of the skills that students need to have in reading comprehension, critical reading skills students must be able to evaluate arguments, identify biases, and understand relationships between concepts. Critical reading is the analysis and deep understanding of how writing affects the reader through an analytical approach to the text (Moser, 2018).

However, studies on reading in academic settings in the Indonesian context report that university students have problems extracting meaning and receive limited reading support (Anwar & Sailuddin, 2022). College students often perceive academic reading as a challenging task that requires complex skills, such as the ability to engage the reader's contextual knowledge and comprehend the written language in academic texts because the success of learning in college is based on the ability to read and write (Anwar & Sailuddin, 2022).

Academic texts are a considerable challenge to the uninitiated because they employ abstract and technical language, representing abstract 'institutional' rather than 'everyday' knowledge. This challenge is exacerbated for students for whom English is not their first language (Dardjito et al., 2023). According to Hung & Ngan (2015), when students encounter comprehending problems, they use strategies to overcome their difficulties. Annotation not only assists students to comprehend the text and obtain important information, but it also helps them to read faster and accurately because they are able to learn how to identify more important and essential information in the text (Damayanti, 2020).

As a result, annotation not only helps students understand the text and gain crucial information, but it also helps them read more quickly and accurately because they learn how to find more important and necessary information in the text. It suggests that annotation text is one of the appropriate strategies used in academic text. Therefore, it is worth investigating students' practice on annotating academic texts.

## **B. Aim of the Research**

The research aims to investigate the annotating practices employed by students on academic texts.

## **C. Research Question**

The question of this research is “What annotating practices do students employ on academic text?”

## **D. Research Focus**

In this research, the researcher focuses on the types of annotating that employed by EFL students in academic texts, for this research the academic texts used are limited to journals article and textbook that students use as reading sources for writing paper.

## **E. Operational Definition**

There are two key concepts in this research that require operational definitions to clarify their specific meaning:

### **1. Annotating**

Annotating can be a powerful tool for both teachers and students to keep students engaged and improve their understanding and comprehension of what they have read (Lloyd et al., 2022). Annotations are scribbles, notes, and doodles on the read document itself, sometimes connected to a specific place in the source text with arrows, brackets, proximity, or another mark (Inie, et al 2021).

## 2. Academic Text

Academic text is a type of formal writing that has been studied and researched, is objective, exact, direct, and can affect the people who read it (Farhana et al., 2023). In an academic text, a single sentence may present a sequence of different (but related) concepts bundled together in several clauses that include grammatical metaphors or technical terms (Dardjito et al., 2023).

### **F. Research Significance**

The researcher expects that the result of this research can contribute to increase academic reading comprehension for the students to prepare for their paper writing. Understanding the practice of annotation can encourage students' critical thinking by clarifying difficult concepts, summarizing key ideas, and making personal connections to the material.

## **CHAPTER II**

### **THEORETICAL FOUNDATION**

#### **A. Reading Activities**

Successful readers are those who actively participate in the reading process, not only reading but engaging deeply with the text, making efforts to comprehend, analyze, interpret the content of the reading, and making connections to prior knowledge or experience (Nasution et al., 2018). Reading comprehension is a necessary ability that goes beyond simply identifying words. It entails comprehending, assessing, and analyzing a text's content. Reading comprehension consists of the word reading and comprehension (Fatmawan et al., 2023). Reading comprehension activities are divided into three stages: pre-reading activities, while-reading activities and post-reading activities. These activities play an important role in helping EFL students achieve better reading comprehension (Rugyema, 2024). Each of these stages has its own characteristics, although they are related one to another (Darmawan, 2016).

Pre-reading activities are previewing, skimming, answering questions about information in text, exploring key vocabulary and reflecting on or reviewing information from previously read texts in light of the topic of the new text. It assists in students' access to background material, gives them specific information, stimulates their attention, establishes their expectations, and demonstrates strategies that they can apply independently later. While-reading activities are annotating or outlining or summarizing key ideas in a difficult

section, examining emotions and attitudes of key characters, determining sources of difficult and seeking clarification, looking for answers to questions posed during pre-reading activities, writing down prediction of what will come next. It assists students to understand the text, often focusing on understanding difficult concepts, making sense of complex sentences, considering the relationship among ideas in the text. Post reading activities are completing a graphic-organizers based on text information; expanding or changing a semantic map created earlier; listening to lecture and comparing information from the text and the lecture; ranking the importance in the text based on a set of sentences provided; answering question that demonstrate comprehension of the text. Post reading instruction typically extends ideas and information from the text while also ensuring that the major ideas and supporting information are well understood.

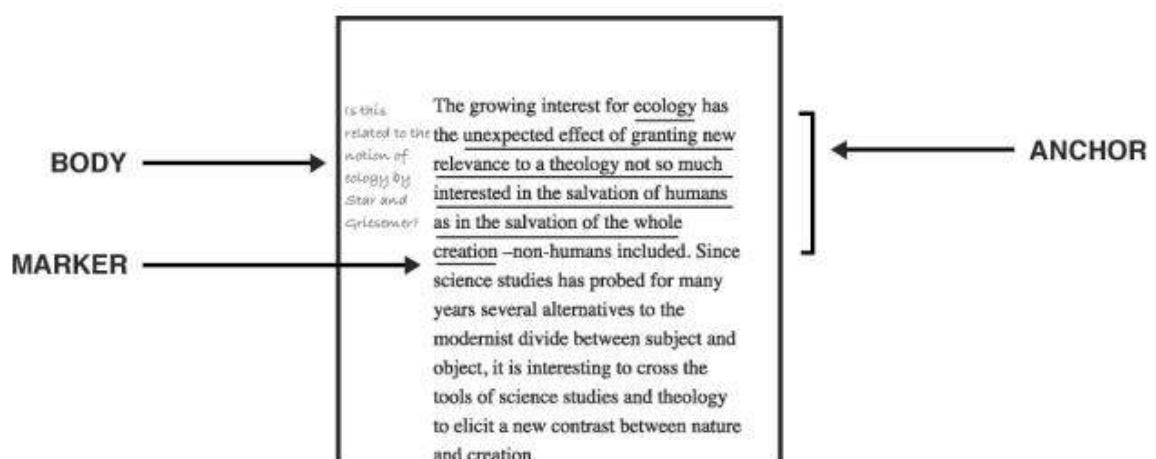
## **B. Annotation**

Annotation is a common active reading activity, which consists of their comments and thoughts on an article or document (Hood, 2023). Annotation is a process of interaction with text that includes annotating content through the use of highlighters, writing keywords, recording important information, and reflecting on text content to improve reading comprehension and retention (Roy et al., 2021). Annotating can be a powerful tool for both teachers and students to keep students engaged and improve their understanding and comprehension of what they have read (Lloyd et al., 2022). Annotations are scribbles, notes, and doodles on the read document itself, sometimes connected to a specific

place in the source text with arrows, brackets, proximity, or another mark (Inie, et al 2021). Annotation is a process of marking up a text so it will be manageable (Zywica et al., 2008 as cited in Damayanti, 2020).

Annotation systems tend to use four basic formats to display notes or comments (Wolfe, 2008). The first is footnote or split screen, where annotations are displayed at the bottom of the screen or a specific unit of text, such as a document, page, or paragraph. In this format, the annotation is clearly related to the main text, but is not in the same visual frame. The second is interlinear, where annotations are inserted directly into the main text. The third markup or “sticky notes” that allow annotations to be placed on a layer above the text and moved to other locations. The fourth is aligned or marginal, where annotations are placed in a column or margin near the main text so that they remain clearly visible without interrupting the visual flow of the text.

Annotating includes adding visual notes (writing and drawing) and structural markings (underlining, highlighting, and circling) to the text for a variety of reasons, such as providing clarification and commentary on important ideas (Lloyd et al., 2022). As stated by Marshall (2009) in her book entitled *Reading and Writing the Electronic Book*, composed of three basic elements are a body, an anchor, and a marker.



**Figure 2. 1 Anatomy of an Annotation**

1. The body

The body of annotation is a specific comment or mark to convey the implicit meaning of the highlighted or underlined sentence.

2. The anchor

The anchor can be explicit, such as a highlight or underline that clearly includes a specific section of text, or implicit, such as a note written in the general area without directly referring to a specific section of text. Anchors can also be broad in scope, such as a note on the first page that refers to the entire contents of the document, or narrow in scope, such as a proofreader's mark that refers to a specific section. Overall, an anchor serves as a link between the source text and the annotation, either directly or implicitly.

3. The marker

The marker is a colored line below the text that serves to highlight or visually mark the text.

### C. The Types of Annotations

Marshall (2004, as cited in Léger, 2019) states that annotations can be classified into three broad categories: anchor-only, content-only, and compound.

#### 1. Anchor-only

According to Marshall (2004, as cited in Léger, 2019), anchor-only annotation refers to a type of annotation that functions specifically to mark specific parts of the text without including any additional comments, explanations, or reflections from the reader. This marking serves as a visual cue to indicate that the highlighted portion is important and worth revisiting. Examples of this type of annotation include underlining key sentences, highlighting important terms, or placing symbols such as asterisks (\*) or exclamation points (!) in the text margins. As stated by Hood (2023), highlights and underlines indicate information that is considered important and relevant. Underlining or highlights are created by drawing a line beneath the text using a pen or pencil, or by coloring the text with a highlighter pen for marking important words or sentences in the text (Inie, et al 2021).

#### 2. Content-only

Annotations that contain only additional content, such as notes or comment without a direct link to a specific text. Inie, et al (2021) states, notes which are usually written in separate documents of the read text, and

make sense in and of themselves without their immediate connection to the reading. Note-taking techniques will differ based on a variety of criteria, such as the format of the material being read, the type of content, who owns the book or materials, and the student's reading location (Inie, et al 2021). Comment has a few descriptions that are opinion, understanding the content of the text more deeply, content and linkages, restructuring to create a new order specific to the objectives, and general information about the article or information about part of the article (Hood, 2023).

### 3. Compound

Annotations that combine more than one type, such as a combination of underlines and notes. Compound annotations are divided into three subcategories:

#### a. Anchor and Content

A combination of anchor and content, such as a note directly linked to specific text, or a symbol paired with specific text (such as an asterisk).

#### b. Complex Anchors

Complex anchors are like underlines with a circle inside. Complex anchors show the reader's creativity in conveying a certain meaning or emphasis in the text.

#### c. Complex Content

Complex content which involves more complicated content, added to complete the analysis although less common. This type of complex

content demonstrates the reader's attempt to deepen or expand their understanding of the text through substantial and structured annotations.

#### **D. Function of Annotation**

The main purpose of text annotation is to separate important information in a text so that it can help highlight parts that are considered relevant or meaningful, either as a result of a deliberate process or as a habit done without in-depth analysis. According to Lloyd (2022), annotation helps students visualize key points, break down complex texts, slow down their reading, increase focus, encourage critical thinking and increase discourse. This benefit supports students in improving reading comprehension of complex texts such as academic texts. Annotations have functions that divided into two categories, higher-order functions and finer-grained functions (Bélanger, 2010).

##### **1. Higher-order functions**

Higher-order functions include broader goals such as understanding the content of a text, analyzing arguments, or making connections between ideas. Annotations are created and used to remember, think, clarify and share.

##### **2. Finer-grained functionalities**

Finer-grained functionality includes identifying small details, correcting mistakes, or adding quick notes. Thus, annotations not only help to read, but also help to understand and organize information. There are five categories of finer-grained functionalities: (1) Function is the use of annotations as

procedural signals that distinguish what is important for a particular task from what is not, for example, by highlighting headings. (2) Annotations serve as markers and memory aids, storing important information for future use, such as asterisks to emphasize important points. (3) Annotations are used as a way to solve problems directly; explanations and notations next to equations often demonstrate this function. (4) Advanced highlighting is used to understand complex narratives. (5) Marginal notes and in-text comments serve as a record of the reader's interpretive activity. (6) Marks, such as scribbles, notes to self, or drawings, often appear even when they are not directly related to the text.

In the book “Annotations in Scholarly Editions and Research: Functions, Differentiation, Systematization” by Nantke and Schlupkothen (2020) present a multidimensional approach to annotation, which includes seven main functions: (1) The epistemic function, which explains that annotation reflects the reader's thinking process and perception of the text. (2) The interpretative or hermeneutic function, through annotation, readers add meaning, clarify difficult parts, or simplify content based on their contextual understanding and prior knowledge. (3) The structuring function shows that annotation also plays a role in organizing the text, both visually and conceptually. (4) The methodological function, which refers to annotation as part of the analytical strategy in research. (5) The collaborative and communicative function, where annotation becomes a medium of communication between users (e.g., researchers or students), especially on digital platforms. Social annotation

enables discussion, exchange of ideas, and collaboration in analyzing the same text. (6) The technological function, which serves in digital data processing, such as metadata and formal markup used in Semantic Web projects, making annotation a technical component that can be read and processed by machines. (7) The visualization function explains how annotation is used to highlight important parts of the text through visual elements such as color, underlining, icons, or popup notes, thereby enhancing accessibility and comprehension of the annotated text.

When connected to Bélanger's (2010) theory, functions such as interpretative, epistemic, and methodological can be categorized as higher-order functions because they involve deep understanding, reflection, and higher-level thinking strategies. Meanwhile, structuring, visualization, and technological functions align more closely with finer-grained functions, as they focus on technical aspects and the organization of the text.

## **E. Academic Text**

Academic text is a type of formal writing that has been studied and researched, is objective, exact, and direct, and can affect the people who read it (Farhana et al., 2023). Academic texts are a type of formal writing commonly found in academic environments, such as universities and research institutions. This text is organized systematically and logically, using clear, precise, and objective language. The characteristic of academic texts is the presence of empirical evidence, such as data, facts, or research findings, to support every argument presented. The structure of an academic text usually consists of an

introduction, body, and conclusion. The main purpose of academic texts is to convey information accurately and convincingly to the reader, as well as to encourage critical thinking and further analysis. In an academic text, a single sentence may present a sequence of different (but related) concepts bundled together in several clauses that include grammatical metaphors or technical terms (Dardjito et al., 2023). Some examples of academic texts include scientific papers, theses, dissertations, journal articles, textbook, and research reports.

#### **F. Related Research**

The first related research is “Exploring EFL Students’ Practice on Annotation as Reading Strategy” that is conducted by Mardiah et al (2023). The aim of this research is exploring EFL students’ understanding and experiences in applying annotation as a reading strategy. The participants were 21 students enrolled in the Reading and Writing for Academic Purposes course at an English education program in a public university in Jambi Province, Indonesia. The research employed a qualitative descriptive approach, collecting data through written reflections and classroom discussions. The findings revealed that students used various annotation strategies, such as highlighting key information (29%), writing notes in the margins (29%), listing unfamiliar vocabulary (20%), and summarizing content (5%). However, students also encountered difficulties, including lack of practice (29%), problems in text comprehension (5%), difficulty in paraphrasing (10%), and challenges in distinguishing between important and unimportant information (29%).

Interestingly, students acknowledged the benefits of annotation, such as helping them stay focused on reading goals (14%) and saving time for studying other materials (5%). This research emphasized the importance of consistent training in annotation to enhance academic reading and critical thinking skills.

The second related research is “Exploring the Relationship between Personal and Public Annotations” that is conducted by Marshall et al (2004). The aim of this research was to understand the relationship between the personal annotations made by individuals while reading and the public annotations they share in online discussions. This research involved 11 graduate students who were registered in a Human-Computer Interaction seminar. This research was conducted in University of Washington. The research employed a qualitative approach, collecting data through document (printed personal annotations and online discussion contributions) and semi-structured interviews. The results of this research showed that only a small portion of personal annotations specifically 7.8% of 1,535 annotations were shared online. The most frequently shared annotation type was anchor + content (60.9%), followed by notes (50.6%), while anchor-only annotations were rarely used (only 3.3%). Moreover, most shared annotations underwent significant changes in content and anchoring from their original versions, indicating a shift from spontaneous personal reflections to structured public communication. This research contributed to the design of digital annotation systems by recommending that tools should support users in selecting and refining personal annotations before sharing them in collaborative environments.

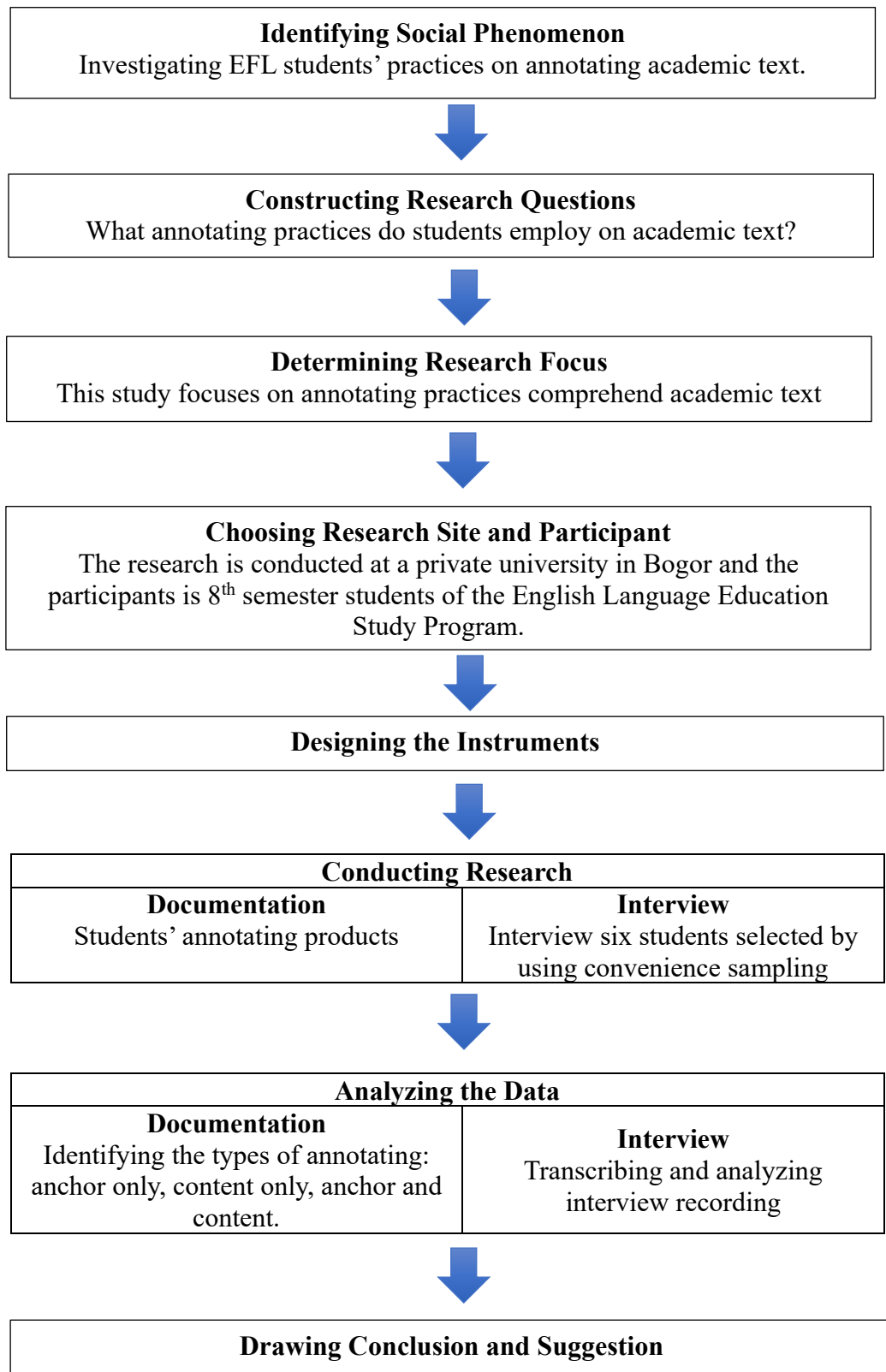
The third related research is “Interacting with Academic Readings-A Comparison of Paper and Laptop” conducted by Inie et al (2021). The aim of this research was to compare students' interaction with academic texts when using print (paper) and digital (laptop) media. The main focus is on highlighting, annotating, reading time, and memorizing the content of the text. This research was conducted at IT University of Copenhagen, Denmark with 50 IT University of Copenhagen students as participants. The research method used experiment, students were asked to read academic texts in two versions (printed and digital) then measured: reading time, frequency of highlighting and annotating, and ability to remember text content after reading. The results showed that students were more active in annotating when reading on paper, with an average of 12.4 annotations per text, compared to only 6.8 annotations when using a laptop. In addition, the average reading time on paper was longer 18 minutes 30 seconds compared to 15 minutes 10 seconds on laptop, indicating more in-depth engagement when using print media. However, in terms of comprehension or memorizing the content, the memory test scores between the two were not significantly different, at 7.2 out of 10 for paper and 6.9 out of 10 for laptop. A total of 62% of students reported being more easily distracted when reading on a laptop due to notifications and multitasking access. Overall, 74% of the participants reported being more comfortable and focused when reading academic texts in paper format. Despite the differences in interaction, the study concluded that both paper and digital media can be used effectively depending on the needs and preferences of individual readers.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Method and Design**

This research is conducted using descriptive qualitative research. Descriptive qualitative research is a research method that utilizes qualitative data and is described descriptively (Elliott et al., 2021). Nassaji (2015) states that qualitative research is more comprehensive and typically involves collecting valuable data from various sources to gain a deeper understanding of individual participants, including their views, opinions, and attitudes. Indrawati (2019) explains that descriptive research aims to provide clear information and explanations about social conditions for descriptive research. This type of qualitative presents the results of the data without any manipulation, process, or other treatment. In this research, the instruments use documentation and interview.



**Figure 3. 1 Research Design**

## **B. Research Site and Participants**

This research was conducted at a private university in Bogor. The participants in this research were 8th semester of English Language Education Study Program. The researcher took students in the 8th semester who used annotating in reading journals article and textbook. The participants were selected using a convenience sampling. According to Rahi (2017), convenience sampling describes the data collection process from a research population that is effortlessly reachable to the researcher. A convenience sample as a sampling technique that required the researchers to go to the public “locations and ask passersby to participate” (MacNealy, 1999). In convenience sampling, the researcher selected individuals because they are available, convenient, and willing to participate (Creswell, 2013).

## **C. Research Instrument**

In this research, data were collected using two main instruments, documents and interviews.

### **1. Documentation**

Documentation instrument was a tool used to collect data in the form of document photos of annotating academic text. Therefore, such evidence needs to be collected in order to analyze the content of the annotations and to derive a classification scheme of the various textual practices (Bélanger, 2010). In this documentation, the researcher identified and analyzed the types of annotations used by the respondents. The analysis was based on the adapted theory from Marshall (2004, as cited in Léger, 2019).

**Table 3. 1 Documentation Analysis**

| Types              | Item Checklist                                 | Yes | No | Evidence | Note |
|--------------------|------------------------------------------------|-----|----|----------|------|
| Anchor Only        | Underlining or highlighting or using symbol.   |     |    |          |      |
| Content Only       | Adding notes or comment without a direct link. |     |    |          |      |
| Anchor dan Content | A symbol paired with specific text.            |     |    |          |      |

## 2. Interview

Interview was to obtain data about students' practice on annotating academic texts. Through the interview, the researcher aimed to explore deeper aspects such as the students' purpose, reasons, process, and benefits in using specific types of annotation. This method enabled the researcher to gather qualitative insights that are not always visible through documentation alone. The interview method used was semi-structured interview. This type of interview allowed for a balance between guided questions and flexible exploration of participants' experiences. According to Kvale & Brinkmann (2009), semi-structured interviews were interviews with predefined themes and questions, but allowed for deviations based on the respondent's answers and exploration of interesting topics that arise during the conversation. This approach was considered suitable for qualitative research as it encouraged

open-ended responses and allowed participants to elaborate on their personal experiences in annotating academic texts.

**Table 3. 2 Interview Forms**

| No | Types        | Indicator     | Questions                                                                                                                                                                                             |
|----|--------------|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | Anchor Only  | Purpose       | Apa tujuan anda menggunakan Anchor Only saat membaca teks tersebut?                                                                                                                                   |
|    |              | Process       | Bagaimana anda menentukan bagian teks atau kata kunci yang akan diberi anotasi dengan jenis Anchor Only dan Apa yang anda lakukan setelah memberi tanda ( <u>highlighting</u> , <u>underlining</u> )? |
|    |              | Reason        | Mengapa anda memilih menggunakan Content Only dibandingkan dengan jenis anotasi lainnya?                                                                                                              |
|    |              | Effectiveness | Bagaimana Anchor Only dapat membantu kamu dalam memahami isi teks?                                                                                                                                    |
|    |              | Benefits      | Apa manfaat yang anda rasakan ketika menggunakan anotasi Anchor Only?                                                                                                                                 |
|    |              |               |                                                                                                                                                                                                       |
| 2  | Content Only | Purpose       | Apa tujuan anda kamu saat menggunakan anotasi Content Only pada teks tersebut?                                                                                                                        |
|    |              | Process       | Bagaimana anda membuat catatan atau komentar saat menggunakan anotasi Content Only dan Apa yang anda lakukan setelah memberi catatan/komentar?                                                        |
|    |              | Reason        | Mengapa anda memilih menggunakan Content Only dibandingkan dengan jenis anotasi lainnya?                                                                                                              |
|    |              | Effectiveness | Bagaimana Content Only dapat membantu anda dalam memahami isi teks?                                                                                                                                   |
|    |              | Benefits      | Apa manfaat yang anda dapatkan dengan menuliskan                                                                                                                                                      |
|    |              |               |                                                                                                                                                                                                       |

|   |                    |               |                                                                                                                                                                                                             |
|---|--------------------|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   |                    |               | isi atau penjelasan langsung pada anotasi Content Only?                                                                                                                                                     |
| 3 | Anchor and Content | Purpose       | Apa tujuan anda menggunakan anotasi Anchor & Content saat membaca teks tersebut?                                                                                                                            |
|   |                    | Process       | Bagaimana anda menggabungkan teks yang diberi anchor dengan penjelasan tambahan pada anotasi Anchor & Content apa yang anda lakukan setelah memberi tanda (highlighting, underlining) dan catatan/komentar? |
|   |                    | Reason        | Mengapa anda memilih untuk menggunakan anotasi Anchor & Content dibandingkan yang lain?                                                                                                                     |
|   |                    | Effectiveness | Bagaimana anotasi Anchor & Content membantu anda dalam memahami isi teks?                                                                                                                                   |
|   |                    | Benefits      | Apa manfaat yang anda dapatkan ketika menggunakan anotasi Anchor & Content dibandingkan jenis anotasi lainnya?                                                                                              |

#### D. Research Procedure

This research was conducted at a private university in Bogor and the participants of this study is 8th semester of English Language Education Study Program. The researcher investigated the annotation practices carried out by students in academic texts. There were several processes that was conducted by researcher to obtain data in this study:

1. Selecting participants, the participants chosen is 8th semester English students who is compiling their paper.

2. Asking 8th semester English student about the use of annotating in reading their reference sources.
3. Asking for their availability to be participants in this research.
4. Collecting their annotated results.
5. Analyzing the types of annotations they use from the documentation of their annotations.
6. Conducting interviews with them to find out more about the types of annotations they made.
7. Creating a report and analyzes the results of the data using qualitative descriptions.

#### **E. Data Analysis**

After obtaining the data, the researcher analyzed the results of documentation and interview by collecting them through use the Miles and Huberman models. According to Miles and Huberman (1994), qualitative data analysis is not a linear process, but consists of three interactive and continuous flows: data condensation, data display, and conclusion drawing/verification. In this research, two types of instruments were used: documentation and interview. Documentation was used as evidence of annotating academic text and classify the types of annotating. The researcher identified the types of annotations: anchor only, content only, anchor and content used by students. Interview was used to find out the purpose, process, reason, effectiveness, and benefits of students using one type of annotation. After that, the researcher described visual

documents and answer transcription from each respondent. These instruments were analyzed through the following three stages:

1. Data condensation

The researcher selected and focused on relevant data collected from the documents and interview transcripts. The annotation examples were organized and classified according to the annotation types Anchor Only, Content Only, and Compound (Anchor and Content). While the interview data were coded based on specific elements including the students' purpose, process, reason, effectiveness, and perceived benefit.

2. Data display

After condensing the data, the researcher presented it in an organized and descriptive form. The annotation data were displayed as visual documentation (annotated texts) with explanations, while the interview results were displayed as narrative summaries and selected quotations grouped by theme. This stage helped in visualizing patterns across different participants' annotation practices and opinions.

3. Conclusion drawing and verification

The researcher interpreted the patterns and tendencies found in the students' practices. The researcher then compared the data across participants to draw conclusions and ensure their consistency and credibility.

## **CHAPTER IV**

### **DATA DESCRIPTION AND ANALYSIS**

#### **A. Data Description**

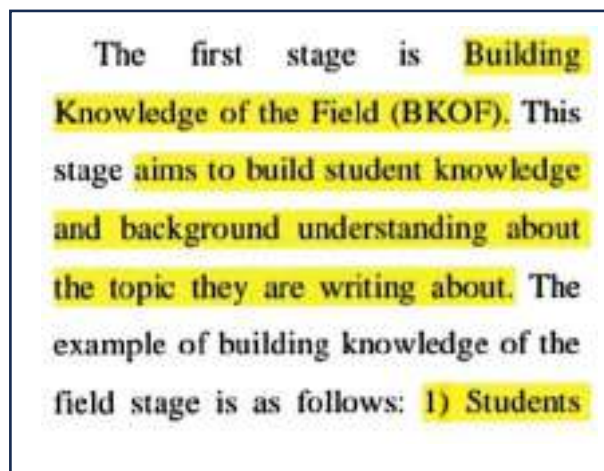
This chapter presents the analysis of the data collected through documentation and interviews regarding students' annotation practices on academic texts. As described in the previous chapter, the study involved seven eighth semester students of the English Education Language Study Program at A private university in Bogor. In addition, all data were analyzed and described to show the results of the research. The results are shown below:

##### **1. Data from documentation**

The documentation was obtained from students' annotating practices and it was used to analyze the types of annotating that they used. The process began by searching the information from the eighth semester students of class A as many as 15 students and class B as many as 16 students regarding whether they practiced annotating or not when they read academic texts. The next step involved gathering information about the specific texts they had annotated, such as journals or articles. The criteria for selecting respondents in this study are as follows: (1) have experience in annotating academic texts, (2) possess documents of annotated journals or articles, (3) are willing to have their annotated documents analyzed, and (4) are willing to be interviewed as research respondents. The researcher then asked the chosen students to participate in the study. Those who agreed were asked to provide copies of their annotated texts as documentation to analyze. In the

end, two students from Class A and four students from Class B confirmed their willingness to participate and submitted their annotated documents. A detailed description of each participant's annotation documentation is presented below.

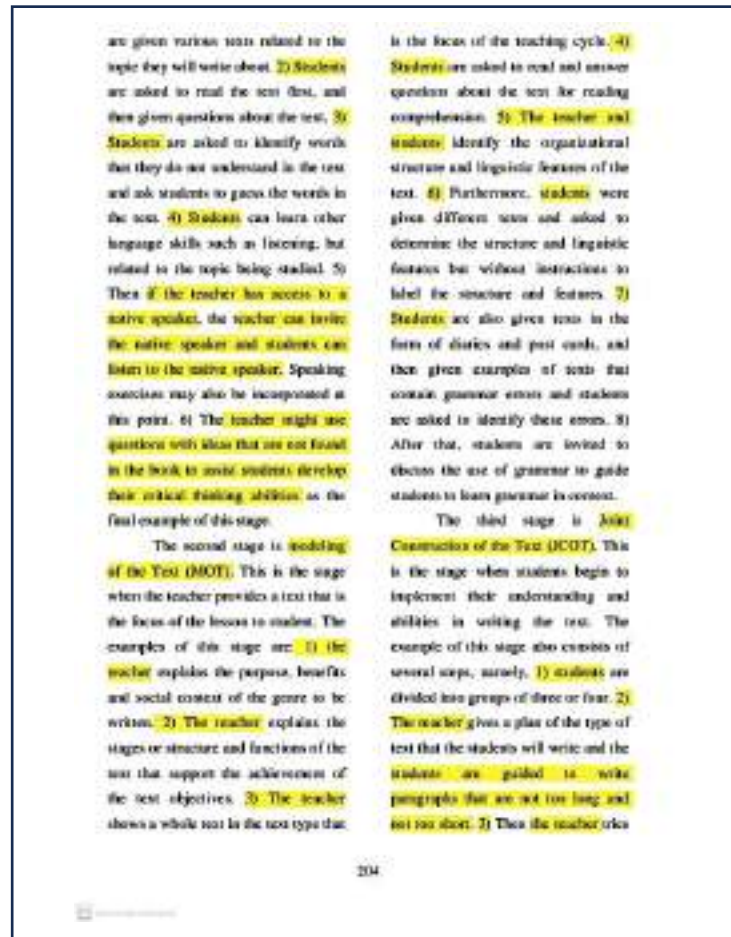
a. Anchor Only



**Figure 4. 1**  
**Anchor Only Annotation Practice by Participant 1**

Participant 1 was working on a paper entitled “Examining the Implementation of Genre-Based Approach in English Lesson Plan”. One of the journals that the participant read was “Genre-Based Approach (GBA) in Teacher’s Module at Senior High School” by Rika Afriyanti and Dela Puspita (2023). Based on the data documentation in Figure 4.1, the type of annotation used by this participant was categorized as Anchor Only with highlighting. In the reading process, the participant began by identifying keywords. She highlighted keywords related to the stage Building Knowledge of

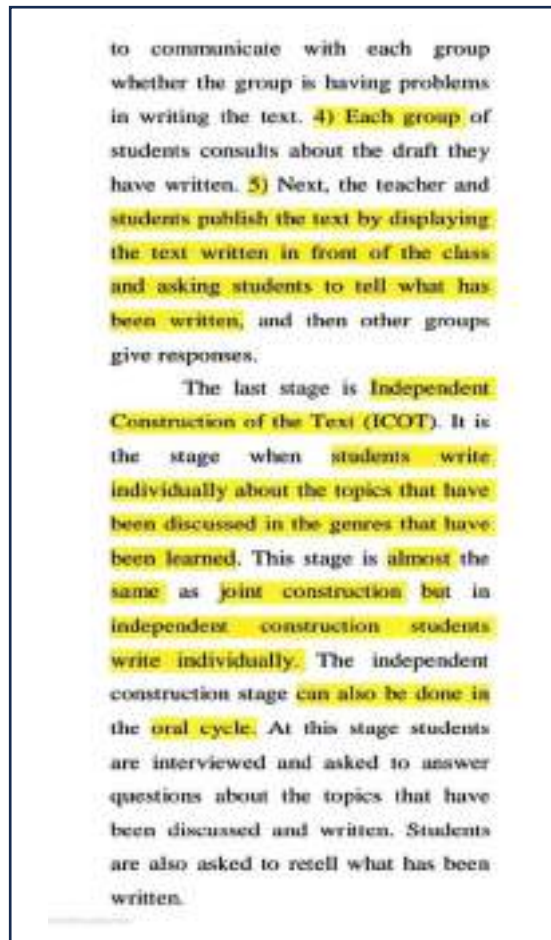
the Field (BKoF) and specifically marked the content associated with that stage.



**Figure 4. 2**  
**Anchor Only Annotation Practice by Participant 1**

In figure 4.2, the participant searched for information related to the stages of GBA. After identifying relevant sections, the participant highlighted particular parts of the text that discussed the stages of GBA. She specifically highlighted the stages of Building Knowledge of the Field (BKoF), Joint Construction of the Text

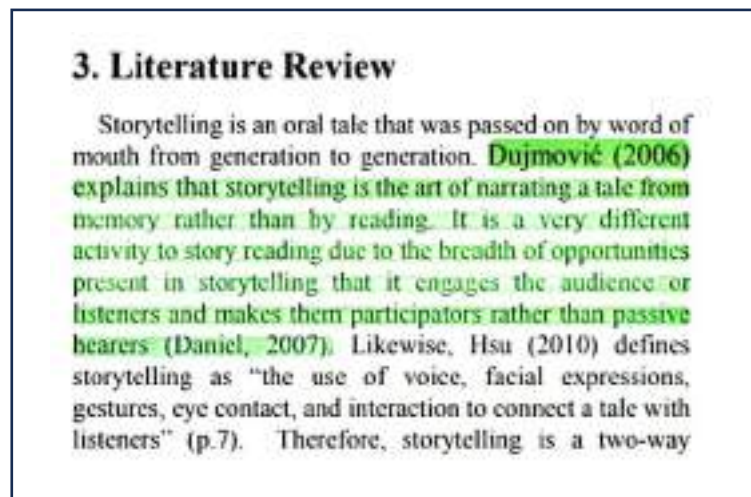
(JCoT), and Independent Construction of the Text (ICoT) by marking the relevant sections of the text associated with each stage.



**Figure 4. 3**  
**Anchor Only Annotation Practice by Participant 1**

In figure 4.3, the participant specifically highlighted the sections related to the stages of Joint Construction of the Text (JCoT) and Independent Construction of the Text (ICoT) without adding any written notes or explanations. The highlighted sections indicate the participant's attempt to recognize and mark important elements of the GBA stages. Although no additional notes were provided, this

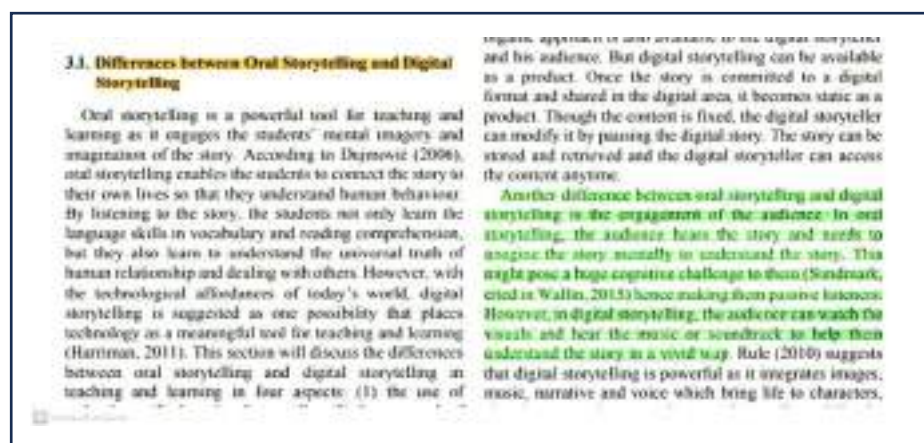
type of annotation reflects an initial step in comprehending academic texts. It supports the reader in quickly locating key information within the text, which serves as a preparatory action for more in-depth analysis in subsequent stages of research.



**Figure 4. 4**  
**Anchor Only Annotation Practice by Participant 2**

Participant 2 was working on a paper entitled “Empowering EFL Students’ Speaking Ability Through Digital Storytelling: A Quasi-Experimental Study in One Private Senior High School in Bogor.” As part of the literature review process, the participant engaged in reading and annotating academic sources related to the topic. One of the journals read by this participant is titled “Digital Storytelling Vs. Oral Storytelling: An Analysis of the Art of Telling Stories Now and Then” by Yee Bee Choo et al. (2020).

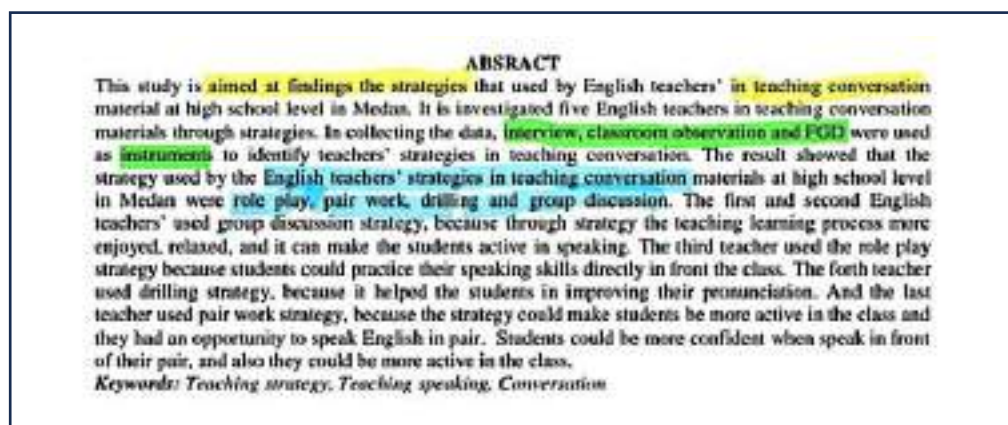
Based on the data documentation presented in Figure 4.4, the type of annotation employed by the participant is categorized as Anchor Only, specifically employing the highlighting. In the figure, the participant highlighted a portion of text that contains an explanation or definition of the term “storytelling” provided by a researcher or expert. The highlighted section was marked in green. She explained the green color was intentionally used as a personal coding system to indicate that the highlighted text was directly relevant to their paper. More specifically, it signaled that the content would be used as part of the theoretical foundation in the paper writing. This color-based annotation practice helped the participant to identify, organize, and retrieve important theoretical information efficiently during the writing process.



**Figure 4.5**  
**Anchor Only Annotation Practice by Participant 2**

Based on the data documentation presented in Figure 4.5, the type of annotation employed by the participant is categorized as

Anchor Only, specifically through the use of highlighting. In the figure, the participant highlighted the subtopic related to digital storytelling using orange. Participant 2 explained the orange color was used to indicate that they had read the section titled “Differences between Oral Storytelling and Digital Storytelling.” Furthermore, the participant used green to highlight specific sentences that support or elaborate further on the differences between oral and digital storytelling. The green highlighted signify that those particular parts are considered relevant and would be included in the discussion section of their paper.

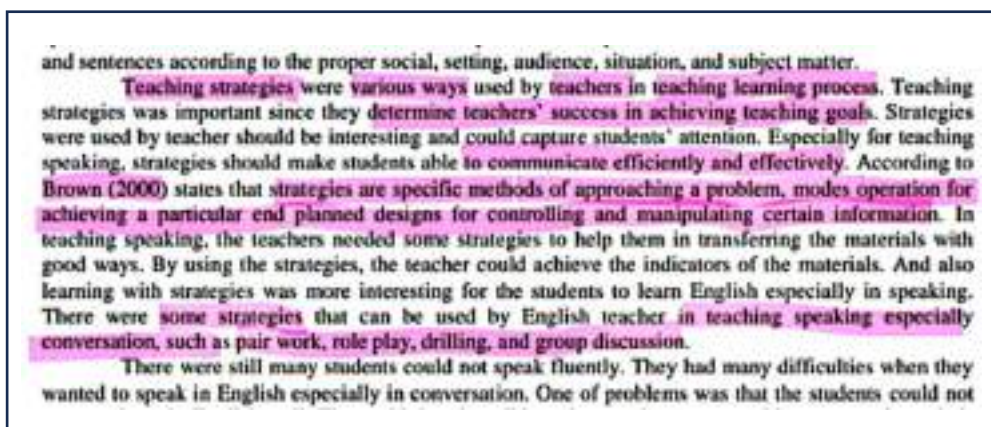


**Figure 4. 6**  
**Anchor Only Annotation Practice by Participant 3**

Participant 3 was working on a paper entitled “Teachers’ Strategies in Teaching English Conversation” as part of the literature review process, the participant engaged in reading and annotating academic sources related to the topic. One of the journals read by this participant

is titled “English Teachers’ Strategies in Conversation Materials at High School Level in Medan” by Erikson Saragih et al. (2019).

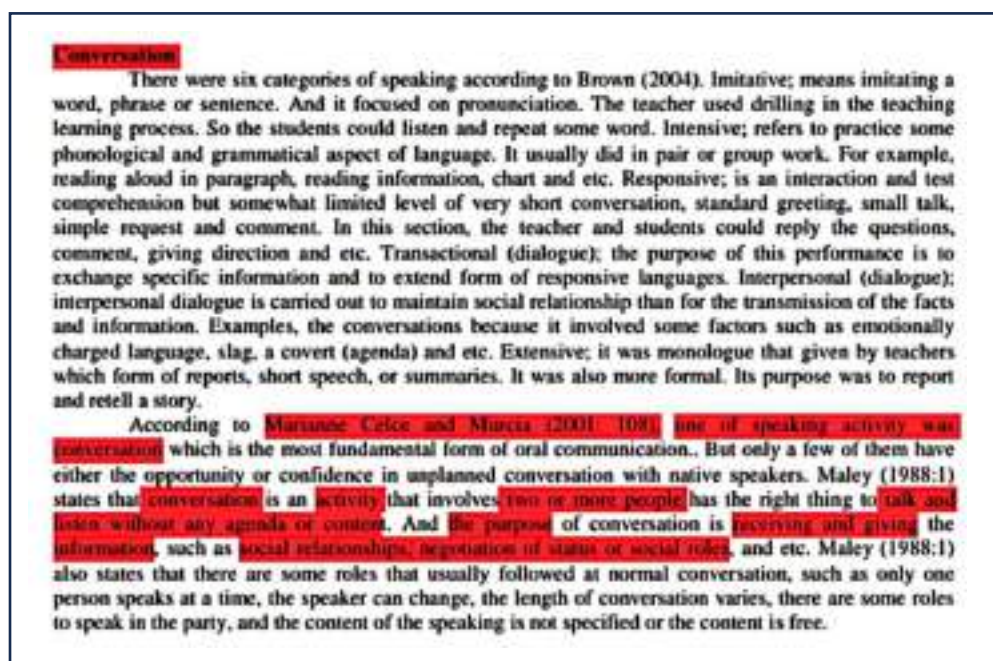
Based on the data documentation presented in Figure 4.6, the type of annotation employed by the participant is categorized as Anchor Only, specifically employing the highlighting. In the figure, the participant highlighted the abstract section of the journal using three different colors: yellow, green, and blue. This highlighting was intended to identify three main elements within the abstract, namely the research objective, methodology, and findings. Yellow was used to indicate the research objective, green for the methodology, and blue for the findings.



**Figure 4. 7**  
**Anchor Only Annotation Practice by Participant 3**

Based on the data documentation presented in Figure 4.7, the type of annotation employed by the participant is categorized as Anchor Only, specifically employing the highlighting. In the figure, the participant highlighted a section of the text that contains an explanation related to teachings’ strategies. This part was highlighted in purple to

distinguish it from other highlighted sections. She explained that the purple color was used to indicate content that supports the theoretical basis of the variable teacher strategies.



**Figure 4. 8**  
**Anchor Only Annotation Practice by Participant 3**

Based on the data documentation presented in Figure 4.8, the type of annotation employed by the participant was categorized as Anchor Only, specifically employing the highlighting. In the figure, the participant highlighted a section of the text that contains an explanation related to teaching conversation. This part was highlighted in red to distinguish it from other highlighted sections. She explained that the red color was used to indicate content that supports the theoretical basis of the variable conversation.

### Teaching Strategies

Teaching strategies were various ways used by teachers in teaching learning process. Teaching strategies was important since they determined teachers' success in achieving teaching goals. Strategies are used by teacher should be interesting and can capture students' attention. Especially for teaching speaking, strategies should make students able to communicate efficiently and effectively. According to Brown (2000) states that strategies are specific methods of approaching a problem, modes operation for achieving a particular end planned designs for controlling and manipulating certain information. In this study, the writer was interested in identifying the teachers' strategies in teaching conversation. Many research have done a research about teaching strategies in teaching speaking, that are:

- a. **Role Play** According to Nunan (2003), role play is a good activity for speaking in the classroom. Marianne Celce and Murcia (2001), role play is a speaking activity which is suitable for practicing the socio cultural variations in speech acts, such as complimenting, complaining, and etc. Harmer (2003) states that role play is stimulation the real world in the same way, where the participants have to speak and act from their new character's point of view. Harmer (2003) also argues that there are advantages of role play, such as role play is fun and also motivating activities, role play gives students to be more honest or forthright in their opinions and behavior without having responsibility for what they say in the way that they do when they are speaking for themselves, and it allows students to use a much wider range of language.
- b. **Pair-Work** According to Zobairy (2014), pair-work is an effective strategies that put two students or three students in group. By putting students in this pair-work makes their interaction meaningful and as a result will increase their language production. Harmer (2003) states that in pair work students can practice the language together. And also the students can write, predict of the reading, and act what they have listened to, read, or seen. Harmer (2003) also argues that the advantages of pair work, such as pair work can increase the amount of speaking time that students get in the class, it allows students to act and work independently without guidance of the teacher, it recognizes that 'two heads are better than one', it makes class more relaxed and friendly place and it is relatively quick and easy to organize. It also has a disadvantage, such as pair work is very noisy and some of teachers and students may dislike it and make teachers fell worried that they will lose control of their class, it can make students veer away from the point of the exercise or students can talk about other, and also many students feel that they would rather relate to the teacher as individuals than interact with other that weak as they are.
- c. **Drilling** According to Harmer (2001) says drilling is way in getting students to demonstrate and practice their ability to use specific language item in a controlled manner. Additionally Thornbury (2005) says drilling has come advantages including (i) to make students pay attention to a new materials that presented by teachers; (ii) explain words, phrases, or sentences to the students so the students can remember it in their mind in long term memory; (iii) and to provide means of finding articulator control over language.
- d. **Group discussion** According to Maulidar, et. al (2019:86) said that group discussion is one of an effective strategy in teaching speaking because in group discussion students can be more active sharing their idea inside their thought as it encourages students to speak up as a tool of interaction in discussion. According to Harmer (2001), conducting group discussion can give some advantages, such as (i) it can enhance talking for each students; (ii) encourage cooperation and negotiation; (iii) rehearsal to increase students' problem solving.

Figure 4. 9  
Anchor Only Annotation Practice by Participant 3

Based on the data documentation presented in Figure 4.9, the type of annotation employed by the participant is categorized as Anchor Only, specifically employing the highlighting. In the figure, the participant highlighted a section related to teaching strategies,

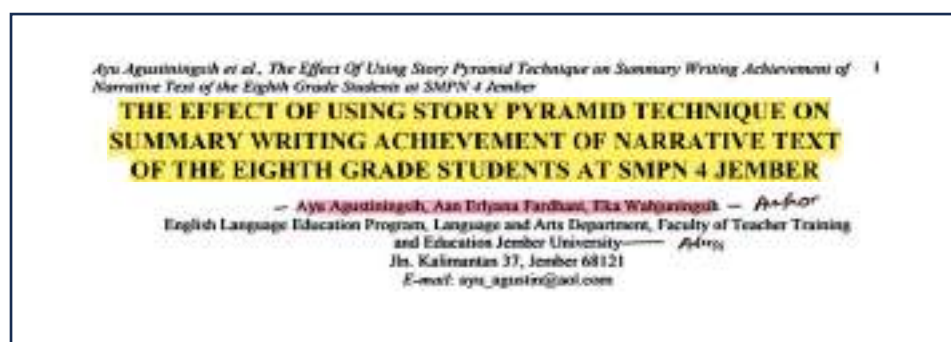
specifically identifying strategies used in teaching speaking, such as role play, pair work, drilling, and group discussion. She used the color purple to highlight this part, as it represents an explanation of the variable teacher strategies.

the table, the first subject used Group Discussion as strategy in teaching conversation to make the students could be more focused on the topic. There were some reasons why do teachers apply the strategy. Firstly, the learning process would be easier and not boring. Secondly, the students would be more active in speaking and asking in English. In applying Group Discussion, the teacher divided the students into some groups and each group had five students with different topic. After doing the discussion, the teacher asked one of them to share their idea about the topic in front of the class and the other students asked about the topic that has been shared. And the second subject also used Group Discussion to make the students practice in group easily but in applying the Group Discussion, there were some students that used their own language in speaking because of lack vocabulary. The third subject used role paly in teaching conversation. The reason the teacher used the strategy because students could practice their speaking skills directly in front the class. Through the role play, the students could be more confident in practicing their speaking skills and the strategy could increase the students' vocabularies. The application of the strategy, firstly the teacher divided the students into some groups which has 4 students in each group. The teacher gives topic or the script to the groups that had to be acted or practiced by the students in front of the class. Teacher chose the characters for the students. The students memorized their dialogues. The last, the students acted or practiced their dialogue in front of the class. And the teacher asked other students to answer the question related to the dialogue that has been showed before. The forth subject used drilling strategy in teaching conversation. The reason because students could be more focused on teacher's explanation in new material because the strategy had to focus on pronunciation and articulation. Drilling helped the students in improving the topic of the subject. And it made the students to understand the dialogue because the students would try to know the meaning of the words or the sentences in completing dialogue. The procedure of the strategy is firstly the teacher read the dialogue. The teacher asked the students to repeat the dialogue together after the teacher line by line. The teacher asked the students to repeat the dialogue individually in chorus. The teacher listened and corrected if the teacher detects an error. The teacher asked the students to replace the word with the other word. The teacher wrote the text of the dialogue on the whiteboard. The teacher asked the students to make their own dialogue contains of the key structure. The last, all of the student spoke their performance in front of the class. The last subject used pair work strategy in teaching conversation. The reason because the strategy could make students be more active in the class and they had an opportunity to speak English in pair. Students could be more confident when speak in front of their pair, and also they could be more active in the class. The application of the strategy is first, the teacher gave students worksheet that consists of the pictures and they had to work in pair. Each student had to ask his/her pair some questions according to the picture. When student gave a question, her friend had to answer a question. And they had to do it vice versa. After her friend answered her questions, her friend would ask her a question and she had to answer too.

**Figure 4. 10**  
**Anchor Only Annotation Practice by Participant 3**

Based on the data documentation presented in Figure 4.10, the type of annotation employed by the participant is categorized as anchor only, specifically using the underlining. The participant explained that this section was underlined not for inclusion in the paper, but rather for

personal understanding. The participant used different underline colors to categorize the information: red for group discussion, green for role play, blue for drilling, and purple for pair work. These discussions represented forms of teaching strategies in the context of teaching conversation.



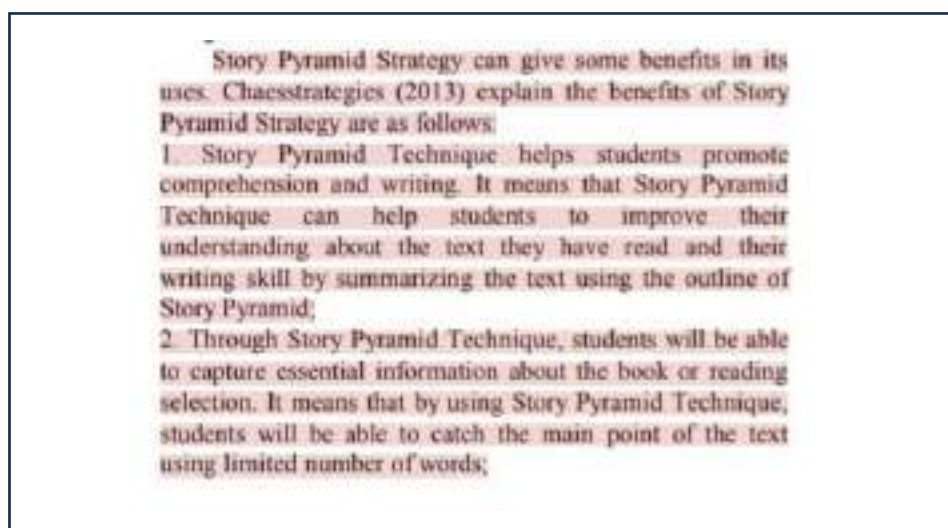
**Figure 4. 11**  
**Anchor Only Annotation Practice by Participant 4**

Participant 4 was working on a paper entitled “The Use of Annotation Strategy and Story Pyramid Strategy on Students’ Reading Comprehension”. One of the journals that the participant read was “The Effect of Using Story Pyramid Technique on Summary Writing Achievement of Narrative Text of the Eighth Grade Students at SMPN 4 Jember” by Ayu Agustiningsih et al (2014). Based on the data documentation in figure 4.11, the type of annotation employed by this participant is categorized as anchor only.

In figure 4.11, the participant highlighted several sections using different colors and added specific marks or symbols such as “— Author” and “— Address”. The title of the journal was highlighted in

yellow to indicate that the journal had been read thoroughly. The author section was marked in pink and accompanied by the label “— Author” to help the participant easily locate author information in citations.

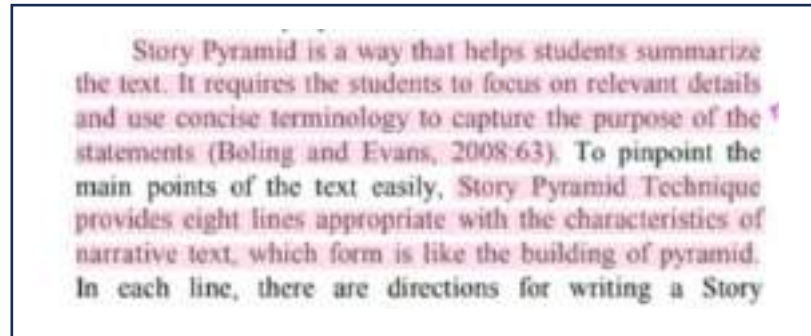
This annotation shows the participant’s effort to organize bibliographic information visually, enabling a more efficient referencing process during the writing of the paper. It also reflects the participant’s practice in managing academic reading materials by categorizing key components of the source through color-coding and labeling.



**Figure 4. 12**  
**Anchor Only Annotation Practice by Participant 4**

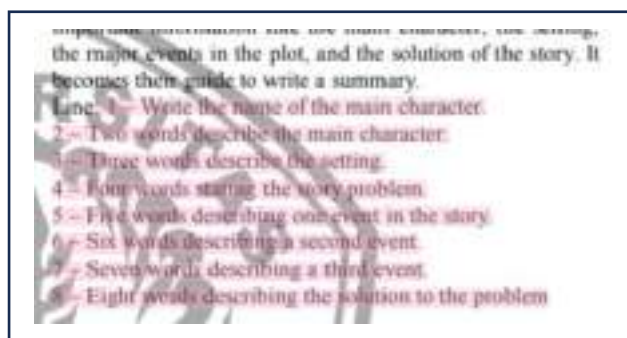
Based on the data documentation presented in Figure 4.12, the type of annotation employed by the participant is categorized as anchor only, specifically through the use of highlighting. The highlighted section refers to a theoretical explanation related to the story pyramid strategy. The participant marked this part to identify the benefits of using the

story pyramid and included this information in the theoretical foundation section of her paper.



**Figure 4. 13**  
**Anchor Only Annotation Practice by Participant 4**

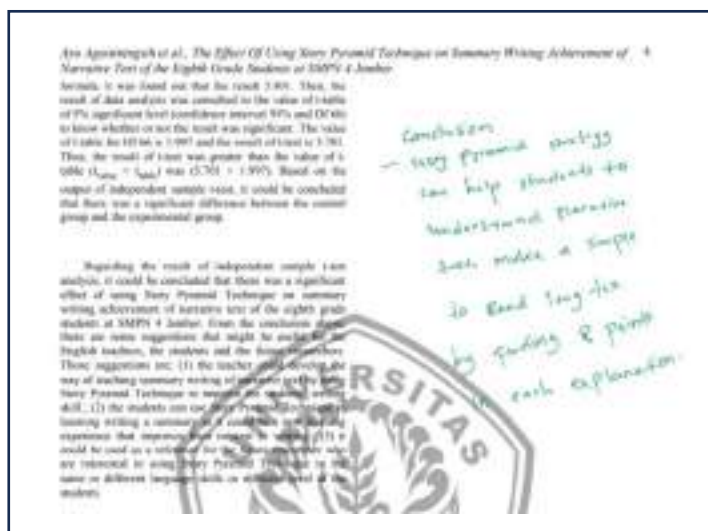
Based on the data documentation presented in Figure 4.13, the type of annotation employed by the participant is categorized as anchor only, specifically through the use of highlighting. The highlighted section refers to a theoretical explanation related to the story pyramid strategy. The participant marked this part to indicate the definition of the strategy and included it in the theoretical foundation section of her paper.



**Figure 4. 14**  
**Anchor Only Annotation Practice by Participant 4**

Based on the data documentation presented in Figure 4.14, the type of annotation employed by the participant is categorized as anchor only, specifically through the use of highlighting. The highlighted section refers to a theoretical explanation related to the story pyramid strategy. Participants highlighted this section to indicate the procedure of the story pyramid strategy and include it in the theoretical foundation section of her paper.

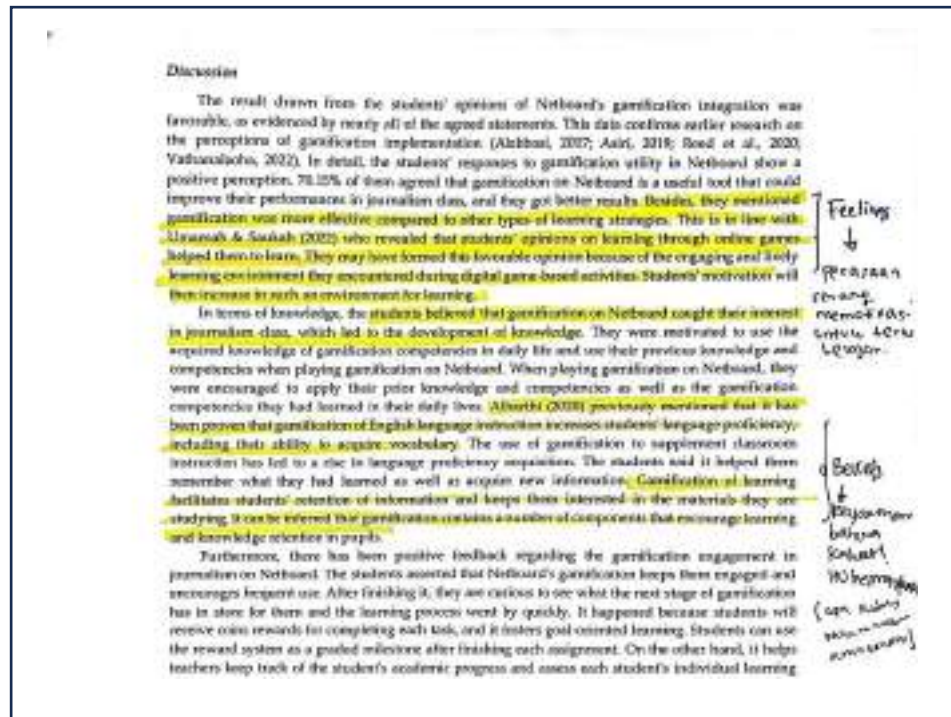
b. Content Only



**Figure 4. 15**  
**Content Only Annotation Practice by Participant 4**

Based on the data documentation presented in Figure 4.15, the type of annotation employed by the participant is categorized as content only. The participant wrote the note to summarize the results or conclusions of the research. This annotation was made as a means to recall the content or findings of the research.

### c. Anchor & Content



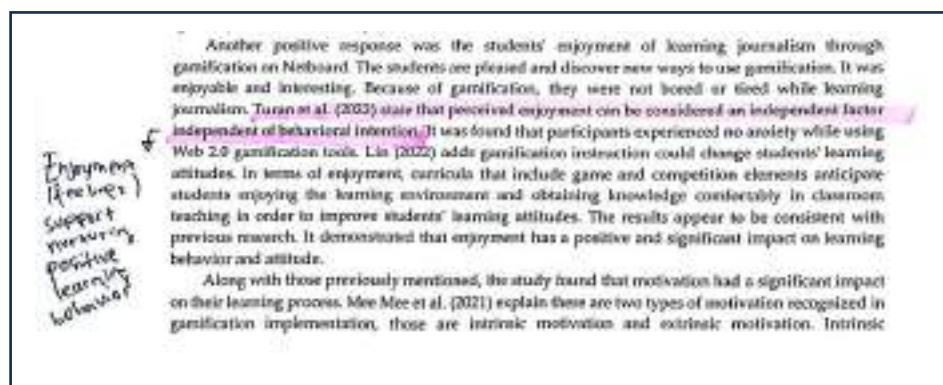
**Figure 4. 16**  
**Anchor & Content Annotation Practice by Participant 5**

Participant 5 was working on a paper entitled “Students’ Perception Towards the Implementation of Gamification Technique in English Classroom” as part of the literature review process, the participant engaged in reading and annotating academic sources related to the topic. One of the journals read by this participant was titled “Gamification on Netboard: The Students’ Perceptions of its Practice in ESP Classroom” by Fauzul Etfita et al. (2023).

Based on the data documentation presented in Figure 4.16, the type of annotation employed by the participant is categorized as Anchor & Content, specifically employing the highlighting and adding note. In the

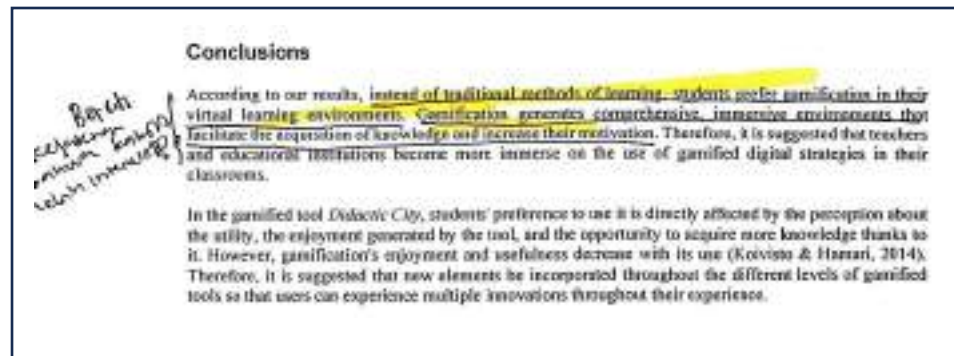
figure, the participant highlighted the strengths of the gamification strategy using yellow as additional information that could be included in Chapter 4, data analysis. The first note written on the side, “Feelings → *perasaan senang memotivasi belajar.*” serves as a reminder that the highlighted sentence reflects the students’ point of view when the teacher applied the gamification strategy.

The second note written on the side, “Beliefs → *keyakinan bahwa Kahoot! itu bermanfaat (apa sudah paham atau belum)*” serves as a reminder that the highlighted sentence explained the benefit of the gamification strategy. Although the sentence itself does not specifically mention Kahoot!, the participant added this note because Kahoot! is one of the media that can be used in the implementation of gamification strategies. The note provides additional information that supports the participant’s prior knowledge of Kahoot! as a learning media based on game-based learning.



**Figure 4. 17**  
**Anchor & Content Annotation Practice by Participant 5**

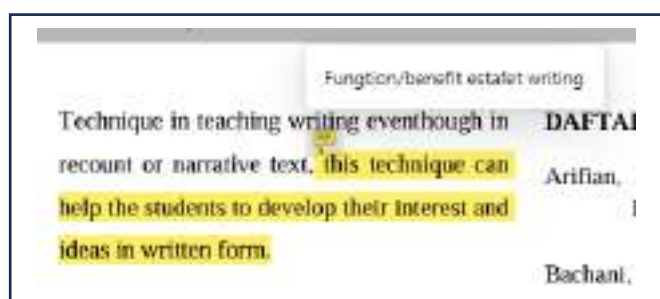
Based on the data documentation presented in Figure 4.17, the type of annotation employed by the participant is categorized as Anchor & Content, specifically employing the highlighting and adding note. In the figure, the participant highlighted a supporting theory stating that the use of gamification can support the nurturing of positive learning behavior. Next to it, the participant added a note indicating that the highlighted theory serves as supporting evidence for the aspect of “Enjoyment (Feelings) support nurturing positive learning behavior”. This shows that the participant not only recognized relevant theoretical content but also made a meaningful connection between the text and one of the core aspects being studied.



**Figure 4. 18**  
**Anchor & Content Annotation Practice by Participant 5**

Based on the data documentation presented in Figure 4.18, the type of annotation employed by the participant is categorized as Anchor & Content, specifically employing the highlighting and adding note. In the figure, the participant highlighted the conclusion of the journal article's research findings as a supporting theory that emphasizes the interactive

nature of gamification. In relation to this, the participant added a note indicating that the highlighted section serves as supporting evidence for the aspect of “Beliefs *keyakinan* bahwa kahoot lebih interaktif.” Although the sentence does not explicitly mention Kahoot!, the participant included this note with the understanding that Kahoot! was one of the media tools commonly used in the implementation of gamification strategies. Although the sentence itself did not specifically mention Kahoot!, the participant added this note because Kahoot! was one of the media that can be used in the implementation of gamification strategies. This shows that the participant not only recognized relevant theoretical content but also made a meaningful connection between the text and one of the core aspects being studied.

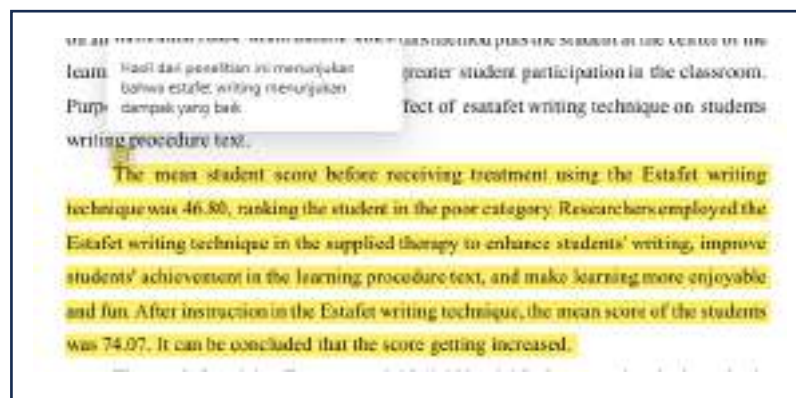


**Figure 4. 19**  
**Anchor & Content Annotation Practice by Participant 6**

Participant 6 was working on a paper entitled “The Implementation of Estafet Writing in Teaching Writing” as part of the literature review process, the participant engaged in reading and annotating academic sources related to the topic. One of the journals read by this participant

was titled “The Effect of Estafet Writing Technique on Writing Recount Text” by Mul Muladi et al. (2023).

Based on the data documentation presented in Figure 4.19, the type of annotation employed by the participant is categorized as Anchor & Content, specifically employing the highlighting and adding note. In the figure, the participant highlighted a section discussing the advantages of using the Estafet Writing technique. A note was added alongside the highlighted text to serve as a reminder that the section refers to the benefits of Estafet Writing, written as “function/benefit estafet writing.” This annotation indicated that the participant was actively identifying key information relevant to the research focus and was using annotation strategies to organize and reinforce their understanding of the theoretical foundations of their study.

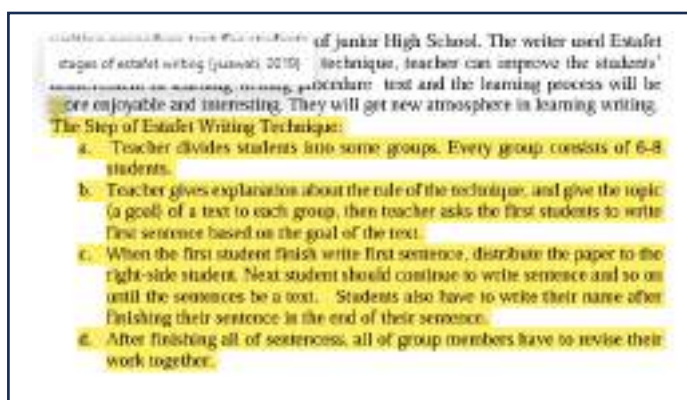


**Figure 4. 20**  
**Anchor & Content Practice by Participant 6**

Participant 6 was working on a paper entitled “The Implementation of Estafet Writing in Teaching Writing” as part of the literature review

process, the participant engaged in reading and annotating academic sources related to the topic. One of the journals read by this participant was titled “Unveiling The Effectiveness of Estafet Writing Techniques on Students’ Skills in Writing Procedural Text” by Nurul Aini et al. (2024)

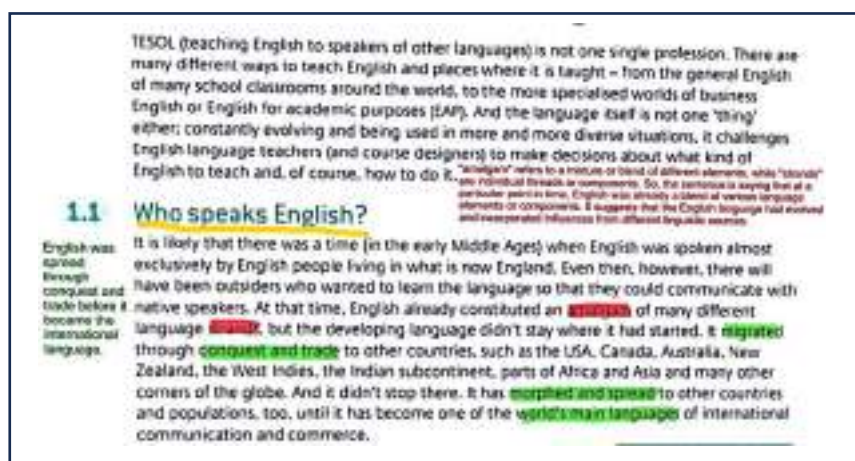
Based on the data documentation presented in Figure 4.20, the type of annotation employed by the participant was categorized as Anchor & Content, specifically employing the highlighting and adding note. In the figure, the participant highlighted a section presenting the research findings of the journal article and added a note as a summary of those findings. The note reads, “*Hasil dari penelitian ini menunjukkan bahwa Estafet Writing menunjukkan dampak yang baik*”. This annotation reflects the participant’s attempt to condense key information and interpret the significance of the research findings in relation to the paper topic.



**Figure 4. 21**  
**Anchor & Content Annotation Practice by Participant 6**

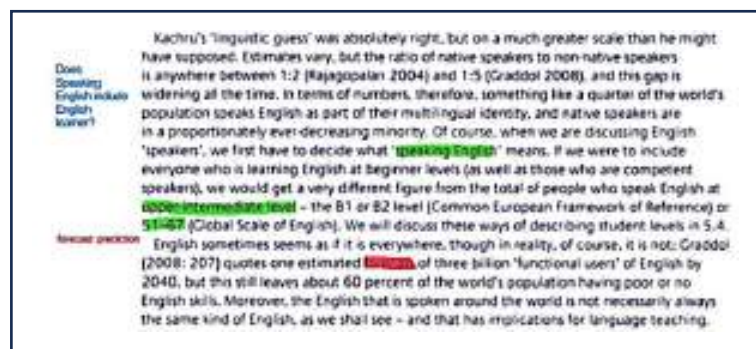
Participant 6 was working on a paper entitled “The Implementation of Estafet Writing in Teaching Writing” as part of the literature review process, the participant engaged in reading and annotating academic sources related to the topic. One of the journals read by this participant was titled “The Effect of Estafet Writing Technique to Improve Students’ Ability in Writing Procedure Text” by Ida Yulianawati (2019).

Based on the data documentation presented in Figure 4.21, the type of annotation employed by the participant is categorized as Anchor & Content, specifically employing the highlighting and adding note. In the figure, the participant highlighted a section describing the steps involved in implementing the Estafet Writing technique. A note was added alongside the highlighted text to indicate that the section refers to the stages of Estafet Writing. This annotation highlighted the participant’s ability to emphasize essential procedural information that was crucial for the research.



**Figure 4. 22**  
**Anchor & Content Annotation Practice by Participant 3**

Participant 3 was working on a paper entitled “Teachers’ Strategies in Teaching English Conversation” as part of the literature review process, the participant engaged in reading and annotating academic sources related to the topic. One of the books read by this participant was titled “The Practice of English Language Teaching” by Jeremy Harmer (2008). Based on the data documentation presented in Figure 4.22, the type of annotation employed by the participant is categorized as Anchor & Content, which involved the use of highlighting, underlining, and adding notes. In the figure, the participant underlined the title using a yellow marker, indicating that this part is a central point of discussion. Additionally, unknown vocabulary items were highlighted in red, with the participant providing the meanings of these words in handwritten notes placed above the text. These red-colored annotations represent the participant's efforts to comprehend unfamiliar vocabulary. Furthermore, several parts of the text were highlighted in green, referring to key points related to speaking English. These were supplemented with notes written in the left margin of the paragraph, where the participant elaborated the points using their own understanding and language. This annotation behavior illustrates the participant’s cognitive process in constructing meaning and enhancing understanding through active reading practices.



**Figure 4. 23**  
**Anchor & Content Annotation Practice by Participant 3**

Based on the data documentation presented in Figure 4.23, the type of annotation employed by the participant is categorized as Anchor & Content, which includes the use of highlighting and note-taking. In the figure, the participant highlighted the title and several unknown vocabulary items in red, and provided the meanings of these words directly on the text. This indicates an effort to support vocabulary comprehension during the reading process. Additionally, several segments of the text were highlighted in green, indicating key points related to speaking English. The participant also wrote questions in the left margin of the paragraph, reflecting areas that required further clarification or exploration regarding English-speaking topics. This suggests that the participant was actively engaging with the content not only by identifying important information but also by formulating inquiries for deeper understanding, which aligns with active reading practices.

## 2. Data from interview

The interview data were obtained through the respondents' willingness to be interviewed regarding their annotation practices. These data were utilized to analyze the purpose, process, reasons, effectiveness, and benefits of annotation. A detailed description of each participant's annotation interview is presented below

### a. Purpose

The first indicator explored in this interview is the purpose. Under this indicator, the writer inquired about the participants' reasons for using certain types of annotation while reading academic texts. As seen in excerpt 1.

Excerpt #1

P1: *Tujuan saya menggunakan anchor only saat membaca teks itu adalah untuk membantu mencari keyword yang saya butuhkan. Kalau sekarang anchor only itu aku pakai pada saat menyusun skripsi. Judul skripsi aku itu Examining the Implementation of Genre Based Approach in English Lesson Plan. GBA itu kan ada beberapa syntax nah aku gunain highlighting pas baca jurnal buat fokus ke kata kunci atau kalimat yang aku butuhin tanpa harus baca seluruh isi secara rinci.*

[My purpose in using anchor only when reading a text is to help me find the keywords I need. Currently, I use anchor only while working on my paper. The title of my paper is Examining the Implementation of Genre-Based Approach in English Lesson Plan. Since the Genre-Based Approach includes several syntaxes, I use highlighting when reading journals to focus on the keywords or sentences I need without having to read the entire content in detail.]

P2: Tujuan aku yang pertama dalam melakukan highlighting adalah supaya lebih mudah memahami isi teks yang aku baca. Soalnya kalau teksnya sudah di highlight, apalagi pakai warna-warna yang berbeda, itu bikin aku lebih cepat nangkep maksud dari isi bacaan. Warna-warna yang aku pakai juga punya makna sendiri. Misalnya, warna hijau biasanya aku pakai untuk menandai penjelasan makna atau bagian yang aku rasa sangat relevan sama topik skripsi aku karena skripsi aku sendiri berhubungan dengan digital storytelling. Jadi kalau ada penjelasan yang nyambung banget sama pembahasan digital storytelling, aku tandai pakai warna hijau. Itu tandanya bagian itu kemungkinan besar bisa aku gunakan buat penulisan skripsi. Nah, kalau warna kuning, itu lebih sebagai penanda kalau aku udah baca bagian itu dan udah paham isinya, meskipun mungkin belum tentu akan aku gunakan langsung. Jadi masing-masing warna punya fungsi sendiri, dan itu membantu aku saat nanti mau balik lagi ke teks tersebut, karena aku bisa langsung lihat bagian penting tanpa harus baca semuanya ulang dari awal.

[My first purpose for using highlighting is to help me better understand the content of the text. When a text is already highlighted, especially with different colors, it makes it easier for me to grasp the meaning. Each color I use has its own purpose. For example, I usually use green to mark explanations of certain meanings, especially if the explanation is related to storytelling since my paper is about digital storytelling. If I find a part that is highly relevant to my topic, I highlight it in green, which means it might be useful for my paper. As for yellow, I use it more as a marker that I have already read and understood that section, even if I might not use it directly. So, each color helps me identify different types of information, and this system makes it easier for me to revisit the text and focus only on the important parts without having to reread everything from the beginning.]

P3: Saya tuh meng-highlight karena tujuan utamanya satu, yaitu untuk menemukan inti dari poin yang ada di teks. Jadi kalau misalnya kita udah tahu intinya, kita bisa lebih paham sama keseluruhan isi bacaan. Jadi ya, highlighting itu saya gunakan untuk menemukan inti agar lebih memahami teks secara menyeluruh tanpa harus baca semuanya dari awal sampai akhir. Kadang saya juga pakai warna tertentu buat nandain bagian-bagian yang menurut saya paling penting, supaya waktu saya baca ulang nanti, saya bisa langsung fokus ke poin-poin utama yang sudah saya tandai sebelumnya. Ini sangat membantu terutama kalau teksnya panjang dan banyak informasi. Contohnya kuning digunakan untuk tujuan dari penelitian tersebut, hijau untuk methodology nya, biru untuk finding, ungu untuk teori tentang teacher strategies, merah untuk teori conversation.

[I use highlighting because my main purpose is to identify the main points in the text. Once we know the main idea, it becomes easier to understand the overall content. So yes, I use highlighting to find the key points in order to better comprehend the text. Sometimes, I also use specific colors to mark the most important parts, so when I revisit the text later, I can immediately focus on those main ideas I've already marked. This really helps, especially when the text is long and contains a lot of information. For example, yellow is used for the purpose of the research, green for the methodology, blue for the findings, purple for the theory of teacher strategies, red for the theory of conversation.]

Based on the interview data, P1, P2, and P3 utilizes Anchor Only annotation specifically through highlighting with the primary purpose of identifying and focusing on important keywords or key sentences within academic texts. This annotation is employed to efficiently extract relevant information without the need to read the entire text in detail. R1 confessed that this method is used to locate specific syntactical elements related to the Genre-Based Approach. P2 explained the color-coding system helps the participant easily identify and revisit key parts of the text without needing to reread the entire content. It also supports efficiency in selecting and processing.

Furthermore, P3 utilized color coded highlighting to distinguish different levels of importance within the text. Specific colors were used to mark sections that were deemed particularly significant, enabling the participant to efficiently revisit and concentrate on critical points during subsequent readings. Highlighting serves as a cognitive aid to streamline their reading process and help their concentrate on content directly related to their research, thus optimizing their time and comprehension

when reviewing scholarly sources. Highlighting is perceived as a helpful visual aid because the use of different colors enables the participant to capture and organize information more quickly and efficiently, as shown in excerpt 2.

#### Excerpt #2

P2: *Tujuan aku yang pertama dalam melakukan highlighting adalah supaya lebih mudah memahami isi teks yang aku baca. Soalnya kalau teksnya sudah di highlight, apalagi pakai warna-warna yang berbeda, itu bikin aku lebih cepat nangkep maksud dari isi bacaan. Warna-warna yang aku pakai juga punya makna sendiri. Misalnya, warna hijau biasanya aku pakai untuk menandai penjelasan makna atau bagian yang aku rasa sangat relevan sama topik skripsi aku karena skripsi aku sendiri berhubungan dengan digital storytelling. Jadi kalau ada penjelasan yang nyambung banget sama pembahasan digital storytelling, aku tandai pakai warna hijau. Itu tandanya bagian itu kemungkinan besar bisa aku gunakan buat penulisan skripsi. Nah, kalau warna kuning, itu lebih sebagai penanda kalau aku udah baca bagian itu dan udah paham isinya, meskipun mungkin belum tentu akan aku gunakan langsung. Jadi masing-masing warna punya fungsi sendiri, dan itu membantu aku saat nanti mau balik lagi ke teks tersebut, karena aku bisa langsung lihat bagian penting tanpa harus baca semuanya ulang dari awal.*

[My first purpose for using highlighting is to help me better understand the content of the text. When a text is already highlighted, especially with different colors, it makes it easier for me to grasp the meaning. Each color I use has its own purpose. For example, I usually use green to mark explanations of certain meanings, especially if the explanation is related to storytelling since my paper is about digital storytelling. If I find a part that is highly relevant to my topic, I highlight it in green, which means it might be useful for my paper. As for yellow, I use it more as a marker that I have already read and understood that section, even if I might not use it directly. So, each color helps me identify different types of information, and this system makes it easier for me to revisit the text and focus only on the important parts without having to reread everything from the beginning.]

P4: *Pertama, aku kan kalau pakai underline dalam teks jurnal, itu memudahkan aku buat menemukan apa yang aku cari di skripsi aku. Aku biasanya menghighlight keyword yang memang harus ada dalam skripsi. Misalnya, waktu aku mencari informasi tentang story pyramid, aku harus membaca beberapa journal. Di setiap jurnalnya, aku selalu menggunakan warna-warna highlight tertentu buat nandain kata kunci yang berkaitan dengan story pyramid. Ini aku lakuin supaya aku bisa ngebandingin antara jurnal yang satu dengan jurnal yang lain. Tujuannya itu supaya aku bisa ngeliat perbedaan dari setiap jurnal, misalnya dari definisi story pyramid, fungsi, atau penerapannya. Dengan membedakan warna pada bagian-bagian tertentu, aku bisa langsung ngeliat perbedaan makna atau konteks dari setiap jurnal. Tapi kalau aku pakai warna yang sama untuk bagian yang berbeda, justru itu bisa bikin bingung aku dan ngebuat aku harus baca ulang karena aku jadi nggak tahu bagian mana yang menunjukkan definisi, mana yang menunjukkan kegunaan, dan lainnya. Jadi, penggunaan underline dan warna highlight itu benar-benar ngebantu aku dalam memperoleh informasi dari berbagai sumber supaya lebih gampang dipahami.*

[First, when I use underlining in journal articles, it helps me locate the information I need for my paper. I usually highlight keywords that are essential for my research. For example, when I was looking for information about the story pyramid, I had to read around ten journal articles. In each article, I used specific highlight colors to mark keywords related to the story pyramid. This helped me compare one journal with another. The purpose was to distinguish how each article defined the concept of the story pyramid, explained its paper, or described its function. By using different colors for different types of information, I could easily recognize distinctions between each source. However, if I happened to use the same color for different categories, it would confuse me and force me to reread the text, since I would not be able to tell the difference between, for example, a definition and a function. Therefore, the use of underlining and color-coded highlighting plays an important role in organizing information from multiple sources, making it easier to understand and apply in my paper writing.]

Based on the interview data, P2 and P4 employs Anchor Only annotation through color-coded highlighting with the primary purpose of facilitating the retrieval and comprehension of key information within academic texts, particularly in relation to the topic of their paper. Each

color serves a specific function in P2's annotation process. Green is used to mark sections of the text that contain meaningful explanations or information that are highly relevant to P2's paper topic, which is digital storytelling. A green highlight indicates that the information is likely to be used in the paper writing. Meanwhile, yellow is used as a marker to indicate that the participant has read and understood that part, even though it may not be used directly. P4 explained that using different colors served a clear function such as distinguishing between the definition, purpose, and application of the story pyramid in various sources.

### Excerpt #3

P5: *Tujuannya yang pertama udah pasti biar kita paham seluruh isi text ya, soalnya kan kalau misalkan kita baca suatu paragraf suatu text terus kita gak nandain mana yang penting nanti itu kalimat-kalimat yang menurut kita penting itu hilang jadinya kita harus baca ulang lagi. jadi ini semacam kayak penanda gitu biar kita bisa tahu aku underlining ini buat tujuannya buat ini gitu.*

[The primary purpose, of course, is to ensure a better understanding of the overall content of the text. When reading a paragraph or a section of a text without marking which parts are important, there is a risk of losing track of key information. As a result, the reader may need to reread the entire text to recall those important points. Therefore, annotation such as underlining serves as a visual marker that helps identify and retain significant information. It allows the reader to refer to specific parts of the text with clarity and purpose, knowing exactly why certain sections were marked.]

P6: *Jadi sebelumnya ketika aku mau nulis skripsi itu kan aku ngumpulin beberapa jurnal. Nah, karena aku punya beberapa jurnal dan aku tahu ini kedepannya bakal dipakai. Aku biasanya nandain biar nanti itu aku nggak lupa bagian mana yang akan aku tulis jadi sebagai pengingat gitu. Dan misalnya aku udah tahu apa yang mau aku cari tentang keyword ini. Nah, itu aku keep keywordnya. itu tuh bisa aku hubungin kedepannya bakal aku cari jurnal yang berbeda tapi dengan keyword yang sama kayak gitu.*

[So, before I started writing my paper, I collected a bunch of journal articles. Since I had several of them and knew I would be using them later, I usually marked the important parts so I would not forget which sections I wanted to include in my writing. It was kind of like a reminder. And for example, if I already knew what keyword I was looking for, I would keep that keyword in mind. That way, I could look for other journals later that had the same keyword and connect the information.]

Based on the interview data, P5 and P6 marked important sections through annotation to avoid forgetting which parts of the text were relevant for inclusion in the paper. These annotations functioned as reminders, helping P5 and P6 to easily identify which segments had been considered significant. P5 emphasized that underlining is not done arbitrarily; each marked section has a clear purpose and meaning. It functions as a reminder of the importance of the underlined content, particularly in relation to academic tasks. This practice allows P5 to stay focused on core information and makes it easier to refer to important parts of the text when needed.

Additionally, P6 highlighted specific keywords that were central to the paper topic by retaining and focusing on these keywords, the participant could establish connections across multiple sources, even when reading different journals. This process of keyword mapping

enabled more efficient use of information and guided further literature searches based on consistent thematic elements. Thus, annotation served not only as a memory aid but also as a tool for organizing and connecting key concepts across various academic texts.

#### Excerpt #4

P3: *Tujuan utamanya biar saya bisa lebih paham isi atau inti dari kalimat yang saya tandai. Jadi nggak cuma saya highlight aja bagian pentingnya, tapi juga saya tambahkan catatan pakai bahasa saya sendiri supaya lebih mudah dimengerti. Ketika saya baca buku The Practice of English Language Teaching dari Jeremy Harmer. Kadang bahasanya agak berat, jadi saya rangkum sedikit pakai kata-kata sendiri biar pas nanti dibaca ulang juga tetap nyambung.*

[The main purpose is so that I can better understand the content or essence of the sentence that I marked. So not only do I highlight the important parts, but I also add notes using my own language so that it is easier to understand. When I read Jeremy Harmer's book The Practice of English Language Teaching. Sometimes the language is a bit heavy, so I summarize it a bit using my own words so that when I reread it later it will still be relevant.]

Based on the interview data, Participant 3 used annotation by highlighting and adding notes. The main purpose was to better understand the content or main idea of the sentences marked in the text. Instead of merely highlighting important parts, the participant also added personal notes using their own words to make the content easier to comprehend. For example, while reading The Practice of English Language Teaching by Jeremy Harmer, which contains complex language, the participant summarized certain points in simpler terms. This strategy helped ensure that the material would still make sense and be easier to recall during future readings.

b. Process

The second indicator explored in this interview is the process. Under this indicator, the writer inquired about the participants' process of using certain types of annotations while reading academic texts. The following is the answer given excerpt 5.

Excerpt #5

P1: *Aku awalnya tentuin dulu bagian keyword mana yang bakal di anotasi. Nah aku biasa nya fokus ke stages dari GBA itu. Setelah itu aku highlighting pada bagian-bagian yang aku butuhin itu. Kebanyakan aku hanya highlighting gak ada nambahin catatan di samping tanda highlight itu. Paling cuma kayak dikasi tanda ini tuh definisi dari expert siapa karena teori GBA itu ada dari beberapa expert biar mudahin aku bedain dari expert siapa aku kasih tulisan.*

[So first, I usually decide which keywords I want to annotate. I mostly focus on the stages of the Genre-Based Approach (GBA). After that, I just highlight the parts that I think I need. Most of the time, I just highlight without writing any notes next to it. But sometimes, I do add a little note, like pointing out that this part is a definition from a certain expert. Since the GBA theory comes from different experts, I write down the names to help me tell which expert said what.]

Based on the interview data, P1 describes a structured process when annotating academic texts. The first step involves identifying specific keywords that are considered important and relevant to the participant's research topic. In this case, R1 focuses primarily on the stages of the Genre-Based Approach (GBA), which is the central concept of the paper. After determining the relevant keywords, P1 proceeds to highlight only the essential parts of the text that relate directly to the stages of GBA. The annotation process is predominantly limited to the use of highlighting, without additional notes or explanations written

alongside the highlighted sections. However, in certain cases, the participant adds brief written indicators, such as the name of the expert from whom the definition or concept originates. This is particularly helpful in distinguishing between multiple expert perspectives, as GBA theory is discussed by various scholars. By doing so, the participant can clearly differentiate theoretical viewpoints and better organize information for later reference during the paper writing process.

#### Excerpt #6

P2: *Yang pertama, pilih dulu kan jurnalnya yang relate, dibaca dulu, jelaskan dari awal sampai akhir kalau emang ada yang menurut aku nggak relate ya udah nggak, disisihin lah jurnalnya. Kalau emang ada yang relate langsung aja aku highlight tapi ya dilihat dulu sih kadang Jadi dibandingin dulu, deskripsi aku nih storytellingnya sama kalimat yang ada di dalam jurnalnya itu relate atau nggak. kalau relate langsung aku highlight pakai yang hijau itu terus aku quote deskripsinya aku di paraphrase. kalau emang nggak terlalu relate, tapi ternyata perlu nih aku pahami, takutnya ditanya atau gimana ya di warna kuning itu.*

[First, first choose the journal that relates, read it first, explain it from beginning to end if there is something that I don't think relates, then I don't exclude the journal if there is something that relates, I just highlight it, but I look at it first, sometimes I compare it first, my description of the storytelling and the sentences in the journal relate or not. if it relates, I immediately highlight it using the green color and quote the description in paraphrase. If it relates, I immediately highlight it using the green one and then I quote the description in paraphrase. if it doesn't relate too much, but it turns out that I need to understand it, I'm afraid I'll be asked or something in yellow.]

Based on the interview data, P2 follows a systematic process when annotating academic texts. The process begins with selecting journal articles that are relevant to the participant's research topic. Each journal is carefully read from beginning to end to assess its relevance. If a

journal is found to be unrelated, it is set aside. However, if the content is deemed relevant, P2 proceeds to highlight specific parts of the text.

Before highlighting, P2 compares the content of the journal with her own description of storytelling, which is the focus of her paper. If the journal's statements align with P2's understanding or definition of storytelling, those sections are highlighted using green. These green highlights typically indicate parts that will be paraphrased and possibly quoted in the paper. On the other hand, if a section is not directly related but still contains important information that may be useful for better understanding or for anticipating questions during discussions, it is highlighted in yellow. This color-coding helps P2 differentiate between highly relevant content and supporting material, enabling more efficient review and reference during the writing process.

#### Excerpt #7

P3: *Oke, kan pertama kalau saya menghighlight journal itu ada tujuannya yaitu menemukan teori yang relevan jadi pertama saya temukan dulu tujuan dari jurnalnya ini apa misalnya kalau tujuannya menemukan strategi sesuatu dalam Pelajaran nah itu bakal saya baca setelah itu baru saya baca di akhir dulu apa strategi yang ditemukan misalnya, ya bermacam-macam nah abis ditemukan itu baru saya cari teori-teorinya yang bisa saya elaborasi lagi di paper saya jadi di highlight itu dibaca dulu nih semuanya baru akan ketemu kata kuncinya.*

[Okay, right first, if I highlight the journal, there is a goal, which is to find relevant theories so first I find the purpose of this journal first, for example, if the goal is to find a strategy for something in the lesson, well, I will read it after that, then I read at the end first what strategies are found, for example, yes, various, after finding it, then I look for theories that I can elaborate again in my paper so in the highlights, read everything first, then I will find the keywords]

Based on the interview data, P3 carries out the annotation process with a specific goal in mind namely, to identify theories that are relevant to their research. The process begins by examining the overall purpose of each journal article. For example, if the journal aims to explore or propose a certain strategy in teaching, the participant will read through the article to understand that purpose. Typically, the participant starts by reading the conclusion or findings section to determine what strategy was discovered or discussed.

After identifying the main findings, the participant then returns to the body of the text to locate and highlight theories that support or relate to the identified strategy. These highlighted parts serve as a basis for further elaboration and integration into the participant's academic paper. Importantly, the highlighting is done only after the journal has been read in full, ensuring that the selected keywords and theoretical concepts are truly relevant. This approach allows the participant to focus on meaningful content and facilitates the process of synthesizing theory into their own writing.

#### Excerpt #8

P4: *Pastinya pertama, aku mencari apa yang aku cari, misalkan definisi. Setelah itu, aku langsung highlight dengan warna yang berbeda, dengan makna yang berbeda. Dan setelah membaca semuanya aku simpulkan dengan bahasa sendiri.*

[Of course, first, I look for what I am looking for, like a definition. After that, I highlight it with different colors, with different meanings. And after reading everything I summarize it in my own language.]

Based on the interview data, P4 begins the annotation process by identifying specific information they are looking for in the text for instance, a definition. Once the relevant information is found, the participant highlights it using different colors, with each color representing a distinct meaning or category of information. After reading the entire text, the participant then summarizes the key points in their own words. This final step of paraphrasing helps reinforce understanding and ensures that the information is internalized rather than copied directly. The combination of purposeful highlighting and summarizing contributes to a more effective and meaningful reading and writing process, especially in academic contexts.

#### Excerpt #9

*P5: Pertama kita cari journalnya dulu aku suka print karena aku suka yang paper base and then biasanya yang pertama udah paling tentu aku baca dulu sih tapi biasanya aku tuh paling bacanya tuh bagian abstract sama yang Kesimpulan dibawah, findings, discussion, Kesimpulan. Biasanya aku bacanya itu selalu baca semua muanya dulu kemudian aku suka nandain misalkan ada suatu statement yang bisa mendukung klaim penelitian aku itu aku highlight and then itu aku jadikan sebagai referensi begitu.*

[First, we look for the journal first, I like to print it because I like the paper base and then usually the first thing I read first but usually, I read the abstract and the conclusions below, findings, discussion, conclusions. Usually, I always read all of them first then I like to mark for example if there is a statement that can support my research claims, I highlight it and then I make it a reference like that.]

Based on the interview data, P5 begins the annotation process by first selecting relevant journal articles. She prefers using printed versions of the texts, as they are more comfortable working with paper-

based materials. Once the journal is printed, she typically starts by reading key sections such as the abstract, findings, discussion, and conclusion to gain an overview of the study's purpose and outcomes. After reading these sections thoroughly, the participant identifies statements that can support the claims made in their own research. These supporting statements are then highlighted, indicating their potential use as references in the participant's academic writing. This annotation process focused on comprehension, evaluation, and selection of relevant information plays a crucial role in helping the participant gather and organize evidence for their research.

#### Excerpt #10

*P6: Oke, jadi kan tujuan aku untuk anotating itu sebagai pengingat ya. Hal pertama yang aku lakukan adalah mengetahui apa yang akan aku cari, ketika aku membaca setiap paragraph dan aku menemukan keyword dari apa yang aku cari aku langsung highlight setelah itu aku beri catatan kecil mengenai apa maksud dari paragraph atau kalimat tersebut dengan bahasa aku sendiri sehingga ini memudahkan aku ketika di suatu saat aku membuka kembali teksnya aku bisa dengan mudah memahami maksud atau isi dari kalimat tersebut.*

[Okay, so my goal for annotating is as a reminder. The first thing I do is to know what I'm looking for, when I read each paragraph and I find the keyword of what I'm looking for I immediately highlight it after that I make a small note about what the paragraph or sentence means in my own language so that this makes it easier for me when at some point I reopen the text I can easily understand the meaning or content of the sentence.]

Based on the interview data, P6 begins the annotation process with identifying what specific information is being sought in the text. As P6 reads through each paragraph, she highlights keywords that match the information they are looking for. Following the highlighting, she adds

brief notes in their own words to explain the meaning of the paragraph or sentence. This personalized annotation helps in better understanding the content and allows the participant to quickly recall the main idea when revisiting the text later. The combination of highlighting and personal notetaking supports both comprehension and long-term retention of the information.

#### Excerpt #11

*P3: Biasanya saya highlight atau underline dulu bagian-bagian yang penting, kayak judul bab, poin-poin kunci, atau definisi yang nyambung sama topik skripsi saya yang tentang strategi guru dalam mengajar speaking. Kalau saya nemu kata-kata yang nggak saya ngerti, saya kasih highlight warna merah, terus saya tulis artinya di atas kata itu. Kalau bagian yang penting banget tentang teaching speaking, biasanya saya highlight hijau, terus saya kasih penjelasan di sampingnya. Kadang juga saya tulis pertanyaan kecil di pinggir teks, kalau misalnya saya masih bingung sama maksudnya. Jadi waktu dibaca lagi, saya bisa langsung paham tanpa harus baca ulang semua dari awal.*

[I usually highlight or underline the important parts first, such as chapter titles, key points, or definitions that are connected to my thesis topic which is about teacher strategies in teaching speaking. If I find words that I don't understand, I highlight them in red and write the meaning above the word. If it's a really important part about teaching speaking, I usually highlight it in green and write an explanation next to it. Sometimes I also write small questions in the margins of the text, if I'm still confused about what it means. So when I read it again, I can immediately understand without having to re-read everything from the beginning.]

Based on data interview, Participant 3's annotation process involves several steps. First, the participant highlights or underlines important parts of the text, such as chapter titles, key points, or definitions that are relevant to her thesis topic on teachers' strategies in teaching speaking.

When encountering unfamiliar words, she highlights them in red and writes the meaning above the word for immediate clarification. For very important sections, especially those directly related to teaching speaking, she uses green highlights and adds explanations beside the text. Additionally, she sometimes writes small questions in the margins when she feels unsure about the meaning of a section. This allows her to quickly understand the content when revisiting the text without having to reread everything from the beginning. Overall, her annotation practice includes color-coded highlights, vocabulary clarification, explanatory notes, and margin questions, demonstrating an active and thoughtful engagement with academic texts.

c. Reason

The third indicator explores the reason. Under this indicator, the writer inquired about the participants' reason for using certain types of annotations while reading academic texts.

Excerpt #12

P1: *Aku memilih menggunakan anchor only dibanding jenis lain karena menurut aku lebih efisien dan sesuai dengan kebutuhan aku. Pas proses cari-cari teori itu kan jurnal nya panjang. Dengan pake anchor only, aku jadi langsung ketemu bagian yang aku tandain pada saat aku butuhin untuk dimasukkan ke paper. Anchor only bantu buat mempercepat proses pemahaman jadi gak harus baca semua paragraf nya.*

[I chose to use anchor only over other types because I think it is more efficient and suits my needs. During the process of looking up theories, the journal is long. By using anchor only, I can immediately find the part I need to mark when I need it to be included in the paper. Anchor only helps to speed up the understanding process, so you do not have to read all the paragraphs.]

P2: Alasan kenapa menggunakan highlighting itu kenapa yang pertama karena lebih mudah aja sih efisien kalau kita bandinginnya sama notes gitu ya kalau notes kan harus kita perlu ngetik-ngetik lagi atau kalau notes-nya yang kertas biasa itu harus nulis-nulis lagi nah kalau highlighting, aku lebih paham aja kalau udah langsung digarisin karena kalau udah garis, udah langsung diquotes deskripsi aja tanpa ditulis-tulis lagi nggak pusing juga gitu ya.

[The reason why I use highlighting is why the first one is because it's just easier to be efficient if we compare it to notes like that, yes, if notes, we have to type again or if the notes are ordinary paper, we have to write again, but if highlighting, I just understand better if it's already directly outlined because if it's already outlined, it's already directly quoted in the description without writing again, it's not a headache either.]

Based on the interview data, P1 and P2 use Anchor Only annotation type rather than other types because it is considered more efficient and better suited to their needs by employing the Anchor Only typically involving highlighting without additional notes the participant can easily locate the marked sections whenever needed for academic writing. This annotation practice also helps accelerate comprehension, as it eliminates the need to read entire paragraphs repeatedly. The selected highlighted parts serve as visual cues that guide the participant directly to the essential information. Thus, Anchor Only is perceived as a practical and time-saving approach, especially during literature review and data collection phases of the paper writing process.

#### Excerpt #13

P3: *karena highlighting, apalagi colourful highlighting bisa membantu memfokuskan jadi kalau mata kita kan lebih tertarik dengan sesuatu yang berwarna jadi highlighting itu untuk hal-hal yang penting itu bisa dipokuskan dan juga kenapa membedakan warna iya, biasanya saya itu pembahasan, step pembahasan itu ada warna nya sendiri jadi lebih focus dibilangnya lebih focus lebih ngerti jadi tau intinya.*

[because highlighting, especially colorful highlighting can help focus so if our eyes are more interested in something colorful so highlighting is for important things that can be focused on and also why differentiate colors, yes, usually I discuss it, the discussion step has its own color so it is more focused, it is said to be more focused, more understanding so you know the point.]

Based on the interview data, P3 employed highlighting as a form of Anchor Only annotation, especially with colorful highlights, helps maintain focus while reading academic texts. She mentioned that the human eye is naturally drawn to colors, so highlighting important information in different colors makes it easier to notice and concentrate on key points. Additionally, she stated that they often use different colors for different types of information for example, using one color for general explanations and another for steps or stages of a discussion.

#### Excerpt #14

P4: *Pertama kan yang aku tahu anotasi itu kan, selain menghighlight, menggunakan simbol, menggunakan catatan, bagi aku menggunakan catatan itu mudah hilang jika catatannya tuh menggunakan kertas yang berbeda. Dan jika menggunakan simbol, simbol dan tulisan jadi kayak menyatu. Jadi aku nggak bisa membedakan. Harus mencari-cari lagi simbol yang aku gunakan. Tapi jika menggunakan highlight, itu sangat mempermudah aku karena mencolok dalam teks tersebut. Jadi dari banyaknya paragraf yang udah aku baca dan udah ditandai dengan warna yang aku terapkan dalam jurnal aku. Jadi aku tinggal langsung aja. Apa yang aku cari itu ada. Nggak usah cari-cari lagi, itu sangat menghabiskan waktu.*

[First of all, what I know is that annotation, besides highlighting, using symbols, using notes, for me using notes is easy to lose if the notes use different paper. And if you use symbols, the symbols and writing become like one. So I can't tell the difference. I have to look for the symbol that I'm using again. But if I use highlights, it's very easy for me because it stands out in the text. So from the many paragraphs that I have read and have been marked with the color that I applied in my journal. So I just go straight to it. What I'm looking for is there. I don't have to search anymore, it's very time-consuming.]

Based on the interview data, P4 employs highlighting as a form of Anchor Only annotation because it is visual clarity and efficiency. She explained that taking notes on separate sheets of paper often leads to misplaced information, making it difficult to retrieve when needed. Similarly, using symbols within the text was perceived as ineffective because the symbols tended to blend in with the regular text, causing confusion and requiring additional time to locate and interpret them. In contrast, the use of highlighting was considered highly effective because it allows important parts of the text to stand out visually. She emphasized that, after reading and marking several paragraphs in a journal article with color-coded highlights, it became much easier to find specific information. This practice eliminated the need to re-read or search through the text repeatedly, thus saving time and effort. Highlighting was ultimately seen as a more practical and time-efficient.

#### Excerpt #15

P5: Karena emang sering pake ini sih dibanding yang lain cuman highlighter doang terus kalau misalkan ada tulisan-tulisan kecil itu juga sebagai biar jadi reminder aja sih kenapa kita ngehighlight ini soalnya kan kadang kita pelupakan orangnya jadi kita butuh semacam reminder gitu menggunakan bahasa sendiri, jadi misalkan yang di highlighting itu membahas apa, cuman nggak sampai banyak banget yang penting-pentingnya aja.

[Because we often use this compared to others, it's just a highlighter and then if for example there are small writings, it's also just to be a reminder of why we highlight this because sometimes we forget the person so we need a kind of reminder using our own language, so for example what is highlighted is discussing what, but not so much that it's just important.]

Based on the interview data, P5 stated that she chose to employ highlighting and note as a form of Anchor & Content annotation because she frequently uses highlighting more than any other types of annotation. In addition to highlighting important parts of the text, she sometimes adds short notes as reminders to explain why a certain section was highlighted. These notes are not extensive but are focused on the key points, serving as a reinforcement of the highlighted content. This practice helps her quickly recall the context or reason behind the annotation when reviewing the material later, without having to reread the entire paragraph.

#### Excerpt #16

P6: *Mempermudah aku, kan kalau aku highlighting terus langsung di beri catatan. Jadi aku engga harus baca keseluruhannya dan itu lebih nyaman aja keduanya highlighting kan jadi ayecathching aku langsung liat ni oh bagian ini yang aku butuhin dan ada penjelasan ini tuh mengenai apa kaya gitu, ini sangat mempermudah aku untuk memahami isi dari teks atau kalimat tersebut dan ketika aku membaca kembali aku dengan sangat mudah untuk mencari apa yang aku butuhkan di teks ini.*

[It makes it easier for me, right if I highlight and then immediately give notes. So I don't have to read the whole thing and it's just more comfortable both highlighting right so ayecathching I immediately see oh this part I need and there is an explanation of what this is about like that, this makes it very easy for me to understand the content of the text or sentence and when I re-read I very easily find what I need in this text.]

Based on the interview data, P6 explained that combining highlighting with brief notes significantly facilitates the reading process, by highlighting a section and immediately adding a short explanation. This practice is described as not only more comfortable but also visually effective, as the highlighted parts become eye-catching and easy to identify. The notes provide a quick explanation of the highlighted content, making it easier for her to understand the meaning of the sentence or passage.

#### Excerpt #17

P3: *Soalnya saya ngerasa jenis ini paling cocok buat saya. Pas baca buku atau jurnal, kan gak semua bagian penting, saya cuma fokus ke bagian yang saya butuhin aja. Jadi dengan anotasi Anchor & Content, saya bisa tandai bagian pentingnya sekaligus nulis penjelasan versi saya. Jadinya lebih cepat paham, dan lebih gampang juga buat nyari informasi waktu nulis paper. Pas buka lagi catatannya juga langsung ngerti karena udah ada highlight dan ringkasannya.*

[I feel that this type suits me best. When I read a book or journal, not every part is important, I just focus on the parts I need. So with Anchor & Content annotations, I can mark the important parts and write my own version of the explanation. It makes it faster to understand, and easier to find information when writing a paper. When I open the notes again, I'll immediately understand because there are already highlights and summaries.]

Based on the data interview, Participant 3 chooses to use the Anchor and Content annotation type because it aligns well with her personal learning needs and reading strategy. She explained that not every part of a book or journal is equally important, so she prefers to focus only on the sections that are relevant to her. By using Anchor and Content annotations, she is able to highlight key information (anchor) and add her own explanations (content). This combination helps her understand the material more quickly and easily locate important information later, especially when writing academic papers. When she revisited her annotations, the combination of highlighted text and personalized summaries allows her to grasp the meaning immediately without rereading the entire text. Overall, her reason for using this annotation type was to make reading more efficient and to support better comprehension and recall when working on academic tasks.

d. Effectiveness

The fourth indicator is the effectiveness. Under this indicator, the writer inquired about how successful the types of annotations made by participants were in helping them understand the content of the text.

Excerpt #18

P1: *Anchor only buat aku bisa tau inti dari suatu bacaan tanpa harus baca semua teks nya. Kayak fokus pas judul jurnal nya terus setiap variable yang ada di jurnal nya ada atau engga yang aku butuhin terus baru keyword nya. Dari itu, aku bisa dapet kutipan atau informasi yang relevan sama topik skripsi aku dan bisa lebih fokus baca hanya pada bagian yang emang berkaitan langsung sama yang aku butuhin.*

[Anchor Only allows me to get the gist of what I'm reading without having to read the whole text. It's like focusing on the title of the journal and then every variable in the journal, whether it's what I need or not, and then the keywords. From that, I can get quotes or information that is relevant to my paper topic and can focus more on reading only the parts that are directly related to what I need.]

P3: *Kebetulan yang saya highlighting itu hal-hal yang saya butuhkan jadi membuat saya menjadi lebih paham apa tujuan saya dalam membaca teks tersebut.*

[It just so happens that what I highlight are things that I need so it makes me understand better what my purpose is in reading the text.]

P4: *Pertama, balik lagi tujuannya ya, ini sangat membantu aku sekali karena apa yang aku cari udah di-highlight, terutama aku mencari yang keyword yang aku ingin temukan. Dan ini juga sangat membantu aku pribadi untuk mempersingkat waktu, untuk mendapatkan hasil yang baik. dibaca keseluruhan kan karena tadi di-highlight, jadi ketika saat nanti menyusun bab 4 bagian annalisis, itu kan harus pakai teori ya, jadi nggak perlu baca semuanya. Tidak usah baca ulang, karena udah dihighlight bahwa ini tuh terkait definition ini.*

[First, back to the purpose, it really helps me a lot because what I'm looking for is already highlighted, especially when I'm looking for keywords that I want to find. And this is also very helpful for me personally to shorten the time, to get good results. read the whole thing right because it was highlighted, so when later compiling chapter 4 of the analysis section, you have to use theory, so you don't need to read everything. No need to re-read, because it has been highlighted that is related to this definition.]

Based on the interview data, P1, P3, and P4 explained that the practicing of Anchor Only annotation was highly helpful in identifying the main idea of a reading without having to read the entire text. The participant employed this practice especially when reading journal articles by focusing on key parts or keywords that matched the paper topic. Through this practice, they were able to quickly locate relevant quotes or information, allowing for more focused reading on sections directly related to the research needs. This indicates that the employ of Anchor Only annotation was effective in enhancing reading efficiency and supporting the retrieval of information aligned with the academic topic being explored.

Excerpt #19

*P2: Pengaruh sih buat untuk meringkas isi dari teks yang aku baca. jadi misalnya udah nemu nih jurnal-jurnal yang aku highlight tinggal ya udah kita rangkum dari hasil highlighting itu, dan itu mempermudah aku untuk memahami isi teks tersebut.*

[The effect is to summarize the content of the text that I read. So for example, I have found the journals that I highlighted, we just summarize the results of the highlighting, and it makes it easier for me to understand the content of the text.]

Based on the interview data, P2 explained that annotation had a significant impact in helping to summarize the content of a text. After identifying and highlighting key parts of several journal articles, she used the highlighted information as a basis for creating summaries. This process made it easier to understand the overall content of the text, as the important points had already been marked. Thus, annotation not only

supported the process of identifying essential information but also facilitated comprehension by enabling the participant to focus on summarized content derived from the highlighted sections.

Excerpt #20

P5: *Lumayan ya, karena dari teksnya yang panjang banget nih kita menghighlight yang pentingnya aja jadi ketika kita membuka lagi teks tersebut tinggal dibaca yang sudah di annotating saja dan itu mempermudah untuk mengingat dan memahami isi teks tersebut.*

[It's not bad, because the text is really long, we just highlight the important things so when we open the text again, we can just read what has been annotated and it makes it easier to remember and understand the content of the text.]

Based on the interview data, P5 explained that annotation was particularly helpful in dealing with lengthy texts by highlighting only the essential parts, the participant was able to quickly locate and review the key information without having to re-read the entire text. This practice not only saved time but also supported better recall and understanding of the material.

Excerpt #21

P6: *Jadi kan tujuan awalnya itu sebagai pengingat ya. Sebagai contoh nih, aku butuh informasi tentang writing process. Nah, aku udah simpankan jurnalnya dari Hu'en Lan 2024. Nah, di sana itu ada penjelasan yang cukup lengkap tentang writing process. Nah, cara aku memudahkan untuk mencari dan menyimpulkan informasi ialah dengan cara highlighting poin-poin yang penting dan menuliskan kembali dengan bahasa sendiri. Jadi itu mempermudah aku banget. Itu membantu untuk memahami informasi.*

[So the initial purpose is as a reminder. For example, I need information about the writing process. Well, I've saved the journal from Hu'en Lan 2024. There's a pretty complete explanation of the writing process. The way I make it easier to find and summarize information is by highlighting important points and rewriting them in my own language.

So that makes it really easy for me. It helps me to understand the information.]

Based on the interview data, P6 explained that annotation as a personal practice to aid memory and comprehension. For instance, when searching for information related to the writing process, the participant referred to a journal by Hu'en Lan (2024), which provided a comprehensive explanation of the topic. To facilitate understanding, the participant highlighted key points within the text and rewrote the information using their own words. This process not only helped in locating relevant content more efficiently but also served as a tool for reinforcing understanding and internalizing the material.

Excerpt #22

P3: *Banyak banget ngebantu. Kadang teks akademik itu susah dimengerti, bahasanya ribet. Nah, dengan saya tandai dan tulis ulang pakai bahasa sendiri, saya jadi lebih ngerti maksudnya. Anotasi ini bikin saya lebih aktif waktu baca, karena saya nggak cuma baca, tapi juga mikir dan nulis ulang poinnya. Kadang saya juga nulis pertanyaan kalau ada bagian yang saya belum paham, jadi nanti bisa saya cari tahu lagi. Jadi bacanya lebih dalam, bukan sekedar lewat aja.*

[It helps a lot. Sometimes academic texts are hard to understand, the language is complicated. So, by marking and rewriting it in my own language, I can better understand what it means. The annotations make me more active when I'm reading, because I'm not just reading, but also thinking and rewriting the points. Sometimes I also write questions if there are parts I don't understand, so I can find out more later. So it's a deeper read, not just a passing one.]

Based on the interview data, Participant 3 finds the Anchor and Content annotation practice highly effective in helping her engage with

and comprehend academic texts. She mentioned that academic language can often be complex and difficult to understand. By highlighting key points (anchor) and rewriting them in her own words (content), she is able to clarify the meaning and improve her understanding of the material. This annotation practice encourages active reading, as she not only reads but also reflects on and rephrases important information. Additionally, when she encounters unclear sections, she writes questions in the margins, which prompts further inquiry and deeper learning. This method allows her to interact with the text more critically, rather than just passively reading through it. Overall, the Anchor and Content annotation strategy proves effective for Participant 3 by promoting better comprehension, retention, and critical thinking during the reading process.

e. Benefit

The fifth indicator is the benefit. Under this indicator, the writer inquired advantages of annotating a text.

Excerpt #23

P1: *Manfaat nya ngebantu banget, hemat waktu karena bisa langsung nemu bagian bagian penting yang dibutuhin jadi gak baca semua teks terus juga mudahin aku buat liat lagi bacaan jurnal yang udah aku baca sebelumnya. Adanya highlight di keyword, aku bisa cepet nemuin kutipan atau poin penting yang ingin aku gunain di penulisan skripsi, tanpa harus membaca ulang seluruh dokumen.*

[The benefits are really helpful, saving time because I can immediately find the important parts needed so I don't read all the text and it's also easy for me to see the journal readings that I have read before. By highlighting keywords, I can quickly find quotes or important points that I want to use in writing my paper, without having to re-read the entire document.]

P2: *Pertama, menjadi lebih mudah untuk memahami isi text karena ketika sudah di highlight aku hanya focus kepada bacaan yang sudah di highlight tersebut dan ini sangat menghemat waktu.*

[First, it becomes easier to understand the content of the text because when it is highlighted I only focus on the reading that has been highlighted and this saves a lot of time.]

P3: *Yang paling kerasa sih hemat waktu ya. Soalnya pas saya butuh balik ke referensinya, saya tinggal lihat bagian yang udah saya tandai dan catat. Nggak perlu baca semua teks lagi. Terus pas nulis skripsi juga jadi lebih gampang, karena poin-poin pentingnya udah saya tandai dan catat. Jadi lebih efisien dan nggak buang waktu.*

[The most noticeable thing is that it saves time. When I need to go back to the reference, I can just look at the part that I have marked and noted. No need to read the whole text again. It's also easier when writing my thesis, because I've already marked and noted the important points. So it's more efficient and less time-consuming.]

P4: *Annotation ini sangat memudahkan aku karena dalam text yang sudah aku highlight itu membantu aku menemukan keyword atau inti dari isi teks tersebut jadi ketika aku membutuhkan kembali bacaan teks tersebut aku engga perlu baca dari awal.*

[Annotation is very easy for me because in the text that I have highlighted it helps me find keywords or the essence of the content of the text so when I need to read the text again I don't need to read from the beginning.]

P6: *Oke, jadi yang pertama itu mempersingkat waktu sih. Kan sebelumnya aku bilang ya, ini itu fungsinya untuk menandai poin-poin yang penting. Jadi aku nggak perlu baca keseluruhan informasinya, jadi hanya tinggal lihat nih yang sudah aku tandahin. Terus, yang kedua itu untuk mempermudah aku untuk memahami informasi. Nah, selain aku menghighlighting, biasanya kan aku nulis catatan kecil untuk yang mewakili informasi itu berisi apa. Jadi aku nggak harus membaca lagi ulang secara keseluruhan dari awal. Jadi aku tinggal baca bagian kecilnya untuk membantu aku memahami informasi tersebut.*

[Okay, so the first thing is to shorten the time. I said before, this is to mark the important points. So I don't need to read the whole information, I just need to see what I've marked. Then, the second thing is to make it easier for me to understand the information. Well, besides highlighting, I usually write small notes to represent what the information contains. So I don't have to re-read the whole thing again from the beginning. So I just read the small parts to help me understand the information.]

Based on the interview data, P1, P2, P3, P4, P5, and P6 explained one of the primary advantages was time efficiency, as annotation particularly through highlighting enabled the participant to quickly identify important sections of the text without having to read the entire document. This practice also facilitated easier review of previously read journal articles, allowing the participant to revisit key points more effectively. By highlighting or underlining keywords, the participants were able to locate relevant quotations or important ideas for paper writing without rereading the full content. Overall, annotation was perceived as a practical tool that supported both reading efficiency and the retrieval of essential information for academic writing.

Excerpt #24

*P3: Manfaatnya kita jadi lebih focus sama teorinya misalnya kita nyari teori apa di journal yang di highlight dan dari situ kita bisa focus jadi nggak kemana-mana nggak melebar kemana-mana jadi kalau mengenai pembahasan itu tinggal dibaca, langsung tau ini intinya, intinya membahas tentang itu.*

[The benefit is that we become more focused on the theory, for example, we look for what theories in the journal are highlighted and from there we can focus so we don't go anywhere, so if it's about the discussion, just read it, immediately know this is the point, the point is to discuss it.]

Based on the interview data, P3 explained that annotation was particularly useful in helping her to stay focused on theoretical content within academic texts. When searching for specific theories in journal articles, the use of highlighting allowed the participant to quickly locate and concentrate on the relevant sections without being distracted by

unrelated information. This practice helps narrow the scope of reading, ensuring that the participant remained aligned with the intended purpose. As a result, when revisiting the text, the participant could immediately identify the key point or theoretical discussion, which greatly supported the analysis and interpretation process in paper writing.

## **B. Data Analysis**

The analysis focuses on data obtained from six eighth-semester students of the English Language Education Study Program through two instruments: documentation (annotated journal articles or textbooks) and semi-structured interviews regarding students' practices in annotating academic texts. The analysis aims to answer the research question "What annotating practices do students employ on academic text?".

### **1. Anchor Only**

Based on the data presented in Figure 4.1 to Figure 4.14, the participants employed Anchor Only annotations, which were limited to visual markings such as highlighting and underlining, without any written explanation. According to Marshall (2004, in Léger, 2019), this type of annotation refers to marks that indicate importance such as highlights, underlining, or symbols without added interpretive content. This is further supported by Inie et al. (2021) and Hood (2023), who state that highlighting is a basic yet powerful tool used to visually mark important parts of the text.

This pattern of annotation is further supported by interview data as reflected in Excerpt #1. P#1 stated that highlighting was used to locate specific syntactical elements relevant to the Genre Based Approach (GBA), which directly aligns with the content shown in Figure 4.1 to Figure 4.3. P#2 used a color-coding system to help identify and revisit relevant information quickly without having to reread the full article, which is visible in Figure 4.4 to Figure 4.5. Similarly, P#3 explained the use of different highlight colors to indicate varying levels of importance in the text, as documented in Figure 4.6 to Figure 4.10.

These annotation practices reflect the finer-grained functions described by Bélanger (2010), where annotations serve as procedural aids, helping students organize, navigate, and retain information efficiently. They also illustrate while-reading strategies, particularly highlighting and selecting key ideas, as described by Nasution et al. (2018) and Darmawan (2016). These strategies are part of active reading behavior, where students engage with the text in real time to construct meaning and support academic comprehension. In addition, this kind of annotation reflects the epistemic function of annotation described by Nantke & Schlupkothen (2020), where annotation is not just a technical act, but part of a reader's thinking process to filter, emphasize, and internalize knowledge. As Zywica and Gomez (2008) also argue, annotation contributes to making academic texts more manageable by visually segmenting dense content for more focused reading.

Participant 1 utilized this annotation type while reading academic texts relevant to her paper, titled “Examining the Implementation of Genre-Based Approach in English Lesson Plan”. One of the journal articles examined is “Genre-Based Approach (GBA) in Teacher’s Module at Senior High School” by Rika Afriyanti and Dela Puspita (2023). As shown in Figure 4.1 to Figure 4.3, the annotation was conducted by highlighting key words or sentences associated with the stages of the Genre-Based Approach (GBA), namely BCoF (Building Knowledge of the Field), JCoT (Joint Construction of the Text), and ICoT (Independent Construction of the Text). Based on Excerpt #5 (P#1), Participant 1 began her annotation by identifying keywords related to the stages of the Genre-Based Approach (GBA), then highlighted the relevant parts of the text. She also mentioned that she sometimes added brief notes, like the names of theorists, to tell different sources apart. However, in Figure 4.1 to Figure 4.3, there were no such notes only highlighting was found. This shows that although she claimed to use notes occasionally, she did not include them in this particular document. According to Nantke & Schlupkothen (2020), effective annotation should also include deeper thinking, like analyzing or reflecting on the content. Since Participant 1 only highlighted without adding comments, her annotation was limited to organizing the text visually, without showing deeper understanding. Similarly, Lloyd et al. (2022) explain that paraphrasing, questioning, or summarizing can help students understand texts better none of which were found in her annotation.

Participant 2 used Anchor Only annotation when reading academic texts for her paper titled “Empowering EFL Students’ Speaking Ability Through Digital Storytelling.” One of the articles examined was “Digital Storytelling Vs. Oral Storytelling” by Yee Bee Choo et al. (2020). As seen in Figure 4.4, the participant highlighted a definition of “storytelling” in green. This act, supported by Excerpt #1 P#2, was her own way to mark text that would be used in the theoretical section of the paper. This use of color helped the participant identify, organize, and retrieve key information more efficiently during the writing process. In Excerpt #6 P#2, the participant described a three steps annotation process: selecting relevant articles, carefully reading important sections like findings and discussion, and highlighting using two colors green for important content to be used in the paper, and yellow for content that had been understood but might not be directly cited. This practice is reflected in Figures 4.4 and 4.5, where the different highlight colors indicate varying levels of relevance.

It reflects while-reading strategies described by Nasution et al. (2018) and Darmawan (2016), where students engage actively with texts by selecting and organizing information as they read. Functionally, the participant’s use of color codes supports Bélanger’s (2010) idea of finer-grained annotation, which helps readers manage information through visual categorization. Furthermore, as Lloyd et al. (2022) note, such annotations improve focus and comprehension by making key ideas easier to locate and recall. Although the annotation process was well-organized, it remained at

a surface level without deeper reflection or interpretation, and thus did not demonstrate epistemic or interpretive functions (Nantke & Schlupkothen, 2020). There is no comments, paraphrasing, or questioning were found, indicating the participant's focus was more on content selection than critical engagement.

Participant 3 employed the Anchor Only annotation type when reading academic texts for her paper titled "Teachers' Strategies in Teaching English Conversation." One of the sources analyzed was "English Teachers' Strategies in Conversation Materials at High School Level in Medan" by Saragih et al. (2019). As shown in Figures 4.6 to 4.10, the participant used color-coded highlighting and underlining to distinguish key sections such as research objectives, methodology, findings, and teaching strategies. Based on Excerpt #13, the use of different colors helped the participant focus and quickly identify important parts of the text. As seen Excerpt #7, the annotation process began by examining the overall purpose of the article. When the journal focused on a teaching strategy, the participant first identified the key findings, then returned to the body of the text to highlight relevant theories that supported the strategy. These highlights served as references for integrating theoretical concepts into her paper.

The participant's use of color reflects Bélanger's (2010) finer-grained annotation functions, helping organize and retrieve information visually. It also aligns with while-reading strategies as described by

Nasution et al. (2018) and Darmawan (2016), where students identify key ideas and structure information while reading. However, similar to Participant 1 and 2, Participant 3's annotation shows limited critical engagement, as there were no reflective comments or synpaper found. According to Nantke & Schlupkothen (2020) and Lloyd et al. (2022), effective annotation should also include interpretation and reflection, which were not evident in this case.

Participant 4 employed two types of annotations while reading the journal article titled "The Effect of Using Story Pyramid Technique on Summary Writing Achievement of Narrative Text of the Eighth Grade Students at SMPN 4 Jember" by Agustiningsih et al. (2014). Based on the data documentation in Figures 4.11 to 4.15, the participant used both Anchor Only and Content Only annotations. In Figure 4.11, the participant visually marked important elements such as the title (highlighted in yellow) and the author's name (highlighted in pink and labeled with a "— Author" symbol). This reflects what Marshall (2004, as cited in Léger, 2019) describes as Anchor Only annotation, which involves visual cues (highlighting or underlining) without added explanations. These visual markers help signal significance within the text but do not provide interpretive content. Similarly, in Figures 4.12 to 4.14 she used highlighting to mark key information related to the Story Pyramid strategy, including its definition, benefits, and procedures, all of which are highly relevant to her paper topic.

Based on Excerpt #8, the participant's annotation process began by locating specific information in the journal. Once found, she used visual highlighting to mark those parts. This aligns with the while-reading activity described by Darmawan (2016) and Nasution et al. (2018), where students highlight or outline key ideas to facilitate understanding during the reading process. Furthermore, as shown in Figure 4.15, the participant added a written summary on the back of the paper, which represents Content Only annotation. As noted by Inie et al. (2021), Content Only annotations are often written separately from the main text and include summaries or notes that are thematically linked but not visually anchored. This approach also illustrates post-reading activity, where the reader reflects on the content and synthesizes it in their own words, as stated by Ruggyema (2024).

This dual use of Anchor and Content Only annotation supports Bélanger's (2010) view on finer-grained functionalities, where visual annotations help organize and signal key parts of the text (e.g., using color to identify definitions), while summaries function as memory aids and content consolidation tools. However, she highlighted and added notes were not in the same place that is, the summary was written separately from the highlighted parts of the text. It does not qualify as Compound Annotation, which, according to Marshall (2004), requires both anchor and content to be in close proximity within the same textual context. While this annotation approach supports visual structuring and information retrieval, it lacks interpretive or epistemic depth. Based on Nantke & Schlupkothen (2020),

higher-level annotation functions, such as interpretative (e.g., questioning or clarifying ideas) and epistemic (e.g., expressing understanding or critical thinking) are not evident in the participant's documentation. There were no reflective notes, personal insights, or critical evaluations within or alongside the text. Similarly, as Lloyd et al. (2022) suggest, deeper comprehension often arises from annotations involving paraphrasing, questioning, or elaboration practices not demonstrated here.

Based on the interview data from P#1, P#2, P#3, and P#4, Anchor Only annotation was perceived as a practical and efficient approach, particularly useful during the literature review and data collection phases of paper writing (Excerpt #12). Furthermore, the use of color-coded highlighting was seen as helpful in allowing participants to easily identify and concentrate on key information in academic texts (Excerpt #13). This practice is in line with Bélanger's (2010) concept of finer-grained annotation functions, in which annotations serve as visual aids for organizing, navigating, and retrieving essential information. It also supports findings by Lloyd et al. (2022), who argue that highlighting enhances reading focus and facilitates comprehension, and Inie et al. (2021), who emphasize the value of highlighting as a tool to distinguish important ideas within complex texts.

## 2. Content Only

Participant 4 was identified as one of the participants who employed Content Only (Figure 4.15), which involves writing a summary of the

journal content separately, without the use of direct visual markers. According to Marshall (2004, in Léger, 2019), Content Only annotation refers to annotations that consist of standalone content or commentary, which is not directly linked to a specific part of the text but remains thematically related. This is consistent with Bélanger's (2010) assertion that Content Only annotations can serve as long-term idea repositories that support academic cognitive processes. Moreover, this practice demonstrates that Content Only annotation not only facilitates information storage, but also enhances comprehension and promotes active reader engagement, as noted by Zywica and Gomez (2008).

### 3. Anchor and Content (Compound)

Based on the data presented in Figure 4.16 to Figure 4.21, the participants employed Compound annotation, which is a combination of Anchor Only highlighting or underlining key parts of the journal (e.g., theoretical quotes on gamification) and Content Only, by adding marginal notes alongside the text. These practices align with Marshall's (2004, in Léger, 2019) definition of Compound Annotation, which refers to annotations that combine visual anchors with additional content within the same textual location. Participant 5 utilized this annotation type while reading academic texts relevant to her paper, titled "Students' Perception Towards the Implementation of Gamification Technique in English Classroom". One of the journal articles examined is "Gamification on Netboard: The Students' Perceptions of its Practice in ESP Classroom" by

Fauzul Etfita et al. (2023). As seen in Figures 4.16 to 4.18, the participant combined highlighting and marginal notes. For example, in Figure 4.16, she highlighted a sentence about the strengths of the gamification strategy, marking it as useful information for the data analysis chapter (Chapter IV). Next to it, she added a note: “Feelings → *perasaan senang memotivasi belajar*”, which helped her remember that the statement reflected students’ experiences when gamification was applied. Based on the interview (Excerpt #9), Participant 5 began by selecting printed journal articles that were relevant to her paper. She preferred paper-based texts for ease of interaction. After printing, she read key sections such as the abstract, findings, discussion, and conclusion to understand the main points. Then, she identified sentences that supported her research claims. According to Excerpt #15, she added brief notes focused on main ideas to reinforce the meaning of the highlighted content. This method helped her remember the context of each highlight and reduced the need to reread full paragraphs when reviewing the material later.

This practice reflects what Marshall (2004) defines as Compound Annotation, where visual markers (Anchor Only) are combined with explanatory content (Content Only) in the same place. The highlighting guided her attention to important points, while the added notes deepened her understanding. This approach supports Bélanger’s (2010) idea of higher-order annotation functions, where annotation is not only for organization, but also for interpreting, explaining, and applying information. In terms of

reading strategy, this reflects a while-reading activity (Nasution et al., 2018; Darmawan, 2016), as the participant was actively identifying relevant points and constructing meaning while reading. The short notes also show signs of epistemic annotation functions (Nantke & Schlupkothen, 2020), as they demonstrate personal processing of meaning. Furthermore, Lloyd et al. (2022) state that such annotation helps improve comprehension and recall by reducing rereading effort an outcome directly mentioned by Participant 5 in Excerpt #15.

Participant 6 utilized this annotation type while reading academic texts relevant to her paper, titled “The Implementation of Estafet Writing in Teaching Writing”. One of the journal articles examined is “The Effect of Estafet Writing Technique on Writing Recount Text” by Mul Muladi et al. (2023). As shown in Figure 4.19 to Figure 4.21, the annotation was conducted by highlighting and adding note. In Figure 4.19, the participant highlights a section discussing the advantages of using the Estafet Writing technique. A note is added alongside the highlighted text to serve as a reminder that the section refers to the benefits of Estafet Writing, written as “function/benefit estafet writing.” Based on the interview data (Excerpt #10), Participant 6 began her annotation by identifying what information she needed from the text. As she read, she highlighted relevant keywords, then added short notes in her own words to explain the meaning of key ideas (Figures 4.19–4.21). This process helped her better understand the content

and quickly recall main ideas later, as supported by her statement in Excerpt #23 (P#6).

This practice reflects a while-reading strategy, where students actively interact with the text by identifying, selecting, and organizing important information (Nasution et al., 2018; Darmawan, 2016). According to Bélanger (2010), this type of annotation serves both finer-grained and higher-order functions, helping learners not only locate and organize information but also engage in deeper understanding. The addition of personal notes shows evidence of the epistemic function of annotation (Nantke & Schlupkothen, 2020), where readers build meaning, connect ideas, and internalize knowledge. Furthermore, this approach supports Lloyd et al. (2022), who highlight that annotations involving paraphrasing and interpretation improve comprehension and retention.

Participant 3 utilized the Anchor and Content annotation type while reading academic texts related to her paper, “Teachers’ Strategies in Teaching English Conversation”. As shown in Figure 4.22 and Figure 4.23, she highlighted and added notes to key sections. She underlined titles using yellow to indicate main ideas, highlighted unfamiliar words in red, and wrote their meanings above the words. Important points about teaching speaking were marked in green, with explanations written in the margins using her own words. As supported by Excerpt #11, she began by highlighting and underlining important parts such as chapter titles, key points, and definitions. When unsure about a section, she wrote small

questions in the margins (Figure 4.23). This practice helped her quickly understand the content during review without needing to reread the entire text (Excerpt #23). Participant 3's practice supports the higher-order functions of annotation as categorized by Bélanger (2010) and the participant's approach reflects the epistemic and interpretative functions of annotation (Nantke & Schlupkothen, 2020).

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

This research aimed to explore and analyze the annotation practices employed by eighth-semester EFL students in comprehending academic texts. Based on documentation and interviews conducted with six eighth-semester students from the English Education Study Program at A private university in Bogor, it was found that participants used various types of annotations, which were classified into three categories according to Marshall's (2004, in Léger, 2019) : Anchor Only, Content Only, and Compound Annotation (Anchor and Content). Among these three types, Anchor Only emerged as the most commonly used annotation type, as it was perceived to be more practical and efficient for marking important parts of the text such as theoretical quotations, definitions, and research findings. However, one participant also employed Content Only annotations by writing summaries or important information to process and reconstruct the content of their readings. Additionally, three participants demonstrated the use of Compound Annotation, which involves combining visual markers such as highlighting or underlining with explanatory notes or comments added beside the text.

This indicates a deeper and more active engagement in the academic reading process. From the annotation practices observed, it is evident that the function of annotation goes beyond simple text marking. Annotations also serve to store key information, enhance comprehension, streamline the literature processing,

and even support academic writing tasks such as paper development. These functions align with what Bélanger (2010) defines as finer-grained functionalities, including technical functions such as navigation, idea storage, and information classification. Moreover, based on the data, two participants demonstrated annotation practices that fall into the category of higher-order functions, in which annotations were used for analyzing, connecting concepts, and constructing new understanding through personal reflection. In general, it can be concluded that annotation is a crucial and beneficial reading strategy for EFL students in managing academic texts. Annotation not only aids in deep comprehension of the material but also functions as a cognitive tool for planning, writing, and constructing academic arguments. Therefore, mastering effective annotation techniques can greatly assist students in addressing the challenges of academic literacy, particularly in the context of scholarly writing.

## **B. Suggestion**

Based on the conclusions presented earlier, several suggestions can be proposed: First, for students, it is recommended to utilize annotation as an active reading strategy when engaging with academic texts. Students are encouraged to develop annotation styles that align with their personal preferences, such as the use of color-coding, symbols, marginal notes, or separate summaries. By doing so, annotation will not only enhance comprehension of the reading material but also assist in constructing the theoretical framework and discussion sections during paper writing. Students are also advised to combine visual annotations (such as highlighting) with content-based annotations (such as notes

or comments) in order to achieve a more structured and in-depth understanding of the material. Second, for future researchers, this study may serve as an initial reference for further investigations in the area of academic reading strategies, particularly in the practice of annotation. Future studies may explore the integration of digital technology in annotation practices and examine the long-term effects of annotation use on students' academic performance. Such research would contribute to a deeper understanding of the benefits and development of annotation practices within the context of higher education. Lastly, this research will serve as the basis for the development of a pocket book that introduces practical guidance on how to apply annotation practices effectively when reading academic texts. The pocket book will be distributed to students as a tool to support their reading strategies, foster critical thinking, and help them become more engaged readers in academic contexts.

## BIBLIOGRAPHY

- Anwar, I. W., & Sailuddin, S. P. (2022). Academic Reading Difficulties in Higher Education. *JOLLT Journal of Languages and Language Teaching*, 10(2), 309. <https://doi.org/10.33394/jollt.v%vi%i.4849>
- Bélanger, M.-E. (2010). The Annotative Practices of Graduate Students: Tensions & Negotiations Fostering an Epistemic Practice.
- Creswell, J. W. (2013). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (3rd ed.). SAGE Publications.
- Damayanti, A. (2020). Annotation Text as Strategy to Teach Reading for General Communication. *Linguistics, and Literature*, 3(1), 1–10. <https://doi.org/10.29100/bright.v3i1.1543>
- Dardjito, H., Rolls, N., Setiawan, A., & Sumekto, D. R. (2023). Challenges in Reading English Academic Texts for Non-English Major Students of an Indonesian University. *Studies in English Language and Education*, 10(3), 1290–1308. <https://doi.org/10.24815/siele.v10i3.29067>
- Darmawan, S. L. (2016). The Implementation of Skimming Technique Towards Students' Reading Comprehension. *Premise: Journal of English Education and Applied Linguistics*, 5(2), 1-13. <https://doi.org/10.24127/pj.v5i2.811>
- Elliott, R. K., & Timulak, L. (2021). *Essentials of Descriptive-Interpretive Qualitative Research: A Generic Approach*. American Psychological Association.
- Farhana, B. C. D., Baharuddin, Wardana, L. A., & Farmasari, S. (2023). Academic text quality improvement by English department students of University of Mataram: A study on pre-editing of Google Neural Machine Translation. *Jurnal Ilmiah Profesi Pendidikan*, 8(1), 1-12.
- Fatmawan, D., Suryani, N., & Wulandari, S. (2023). Skimming and Scanning Technique: Is It Effective for Improving Indonesian Students' Reading Comprehension? *Edusaintek: Jurnal Pendidikan, Sains dan Teknologi*, 10(3), 1182-1190. <https://doi.org/10.47668/edusaintek.v10i3.897>
- Hood, Z. (2023). Implementing annotation strategies in reading scholar articles prototype (*Implementasi strategi anotasi dalam prototaip pembacaan artikel ilmiah*). *Asia-Pacific Journal of Information Technology and Multimedia*, 12(2), 188–205. <https://doi.org/10.17576/apjitm-2023-1202-02>
- Hung, N. T., & Ngan, N. T. (2015). Investigating reading strategies used by EFL students at Dong Thap University. *International Journal of English Language Teaching*,

- 3(2), 1-16. Retrieved from <https://www.multidisciplinaryjournals.com/wp-content/uploads/2015/07/Abstract-Investigating-Reading-Strategies-Used-By-EFL-Students-at-Dong-Thap-University.pdf>
- Indrawati. (2019). Students' Motivation in Writing Class Using of Canva: Students' Perception. *English Journal*, 15(2), 83-92.
- Inie, N., Barkhuus, L., & Brabrand, C. (2021). *Interacting with academic readings — A comparison of paper and laptop*. *Social Sciences & Humanities Open*, 4(1), 100226. <https://doi.org/10.1016/j.ssaho.2021.100226>
- Kvale, S., & Brinkmann, S. (2009). *InterViews: Learning the craft of qualitative research interviewing* (2nd ed.). SAGE Publications.
- Léger, P.-M., Nguyen, T. A., Charland, P., Sénécal, S., Lapierre, H. G., & Fredette, M. (2019). How learner experience and types of mobile applications influence performance: The case of digital annotation. *Computers in the Schools*, 36(2), 83–104. <https://doi.org/10.1080/07380569.2019.1601957>
- Lloyd, Z. T., Kim, D., Cox, J. T., Doepker, G. M., & Downey, S. E. (2022). Using the annotating strategy to improve students' academic achievement in social studies. *Journal of Research in Innovative Teaching & Learning*, 15(1), 22-39. <https://doi.org/10.1108/JRIT-09-2021-0065>
- Mardiah, R., & Melati, M. (2023). Exploring EFL students' practice on annotation as reading strategy. *J-ELLiT (Journal of English Language, Literature, and Teaching)*, 7(1), 36–40. <http://journal2.um.ac.id/index.php/jellit>
- Marshall, C. C. (2009). *Reading and Writing the Electronic Book*. Morgan & Claypool Publishers.
- Marshall, C. C., & Brush, A. J. B. (2004). Exploring the Relationship between Personal and Public Annotations. *Proceedings of the 4th ACM/IEEE-CS Joint Conference on Digital Libraries*, 349–357.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook* (2nd ed.). Thousand Oaks, CA: SAGE Publications.
- Nantke, J., & Schlupkothen, F. (2020). *Annotations in scholarly editions and research: Functions, differentiation, systematization*. De Gruyter. <https://doi.org/10.1515/9783110689112>
- Moser, A. (2018). Let's Get Writing!. Virginia Western Educational Foundation.

- Nassaji, H. (2015). *Qualitative and descriptive research: Data type versus data analysis*. Language Teaching Research, 19(2), 129–132. <https://doi.org/10.1177/1362168815572747>
- Nasution, R. F., Harida, E. S., & Rambe, S. (2018). Reading Strategies Used by Successful Readers of English Department Students of State Institute for Islamic Studies Padangsidempuan. Jurnal Penelitian Ilmu-ilmu Sosial dan Keislaman, Vol. 04.
- Roy, N., Torre, M.V., Gadiraju, U., Maxwell, D. and Hauff, C., 2021, March. Note the highlight: incorporating active reading tools in a search as learning environment. In Proceedings of the 2021 conference on human information interaction and retrieval (pp. 229-238).
- Rugyema, R. (2024). Reading Comprehension Activities in the Ugandan English as a Foreign Language Classroom. East African Journal of Education Studies, 7(4), 424–436. <https://doi.org/10.37284/eajes.7.4.2340>
- Wolfe, J. (2008). Annotations and the collaborative digital library: Effects of an aligned annotation interface on student argumentation and reading strategies. International Journal of Computer-Supported Collaborative Learning, 3, 141–164. <https://doi.org/10.1007/s11412-008-9040-x>
- Zywica, J. and Gomez, K. (2008). Annotating to support learning in the content areas: teaching and learning science, Journal of Adolescent and Adult Literacy, Vol. 52 No. 2, pp. 155-164. <https://www.jstor.org/stable/20111752>

## APPENDICES

### Appendix 1: Research Instruments

#### Documentation Analysis

| Types              | Item Checklist                                 | Yes | No | Evidence | Note |
|--------------------|------------------------------------------------|-----|----|----------|------|
| Anchor Only        | Underlining or highlighting or using symbol.   |     |    |          |      |
| Content Only       | Adding notes or comment without a direct link. |     |    |          |      |
| Anchor and Content | A symbol paired with specific text.            |     |    |          |      |

#### Interview Form

| No | Types        | Indicator     | Questions                                                                                                                                                                            |
|----|--------------|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | Anchor Only  | Purpose       | Apa tujuan anda menggunakan Anchor Only saat membaca teks tersebut?                                                                                                                  |
|    |              | Process       | Bagaimana anda menentukan bagian teks atau kata kunci yang akan diberi anotasi dengan jenis Anchor Only dan Apa yang anda lakukan setelah memberi tanda (highlighting, underlining)? |
|    |              | Reason        | Mengapa anda memilih menggunakan Content Only dibandingkan dengan jenis anotasi lainnya?                                                                                             |
|    |              | Effectiveness | Bagaimana Anchor Only dapat membantu kamu dalam memahami isi teks?                                                                                                                   |
|    |              | Benefits      | Apa manfaat yang anda rasakan ketika menggunakan anotasi Anchor Only?                                                                                                                |
| 2  | Content Only | Purpose       | Apa tujuan anda kamu saat menggunakan anotasi Content Only pada teks tersebut?                                                                                                       |

|   |                    |               |                                                                                                                                                                                                             |
|---|--------------------|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   |                    | Process       | Bagaimana anda membuat catatan atau komentar saat menggunakan anotasi Content Only dan Apa yang anda lakukan setelah memberi catatan/komentar?                                                              |
|   |                    | Reason        | Mengapa anda memilih menggunakan Content Only dibandingkan dengan jenis anotasi lainnya?                                                                                                                    |
|   |                    | Effectiveness | Bagaimana Content Only dapat membantu anda dalam memahami isi teks?                                                                                                                                         |
|   |                    | Benefits      | Apa manfaat yang anda dapatkan dengan menuliskan isi atau penjelasan langsung pada anotasi Content Only?                                                                                                    |
| 3 | Anchor and Content | Purpose       | Apa tujuan anda menggunakan anotasi Anchor & Content saat membaca teks tersebut?                                                                                                                            |
|   |                    | Process       | Bagaimana anda menggabungkan teks yang diberi anchor dengan penjelasan tambahan pada anotasi Anchor & Content apa yang anda lakukan setelah memberi tanda (highlighting, underlining) dan catatan/komentar? |
|   |                    | Reason        | Mengapa anda memilih untuk menggunakan anotasi Anchor & Content dibandingkan yang lain?                                                                                                                     |
|   |                    | Effectiveness | Bagaimana anotasi Anchor & Content membantu anda dalam memahami isi teks?                                                                                                                                   |
|   |                    | Benefits      | Apa manfaat yang anda dapatkan ketika menggunakan anotasi Anchor & Content dibandingkan jenis anotasi lainnya?                                                                                              |

## Appendix 2: The Result of Analysis Documentation

| Types       | Item Checklist                               | Yes | No | Evidence                                                                                                                                                                                                                                                          | Note                                                                                                                                                                 |
|-------------|----------------------------------------------|-----|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Anchor Only | Underlining or highlighting or using symbol. | ✓   |    | <p>The first stage is Building Knowledge of the Field (BKOF). This stage aims to build student knowledge and background understanding about the topic they are writing about. The example of building knowledge of the field stage is as follows: 1) Students</p> | <p>Participant: P1<br/>Source Title: Genre-Based Approach (Afriyanti &amp; Puspita, 2023)<br/>Annotation example: Highlighting the GBA stages (BKoF, JCoT, ICoT)</p> |

|  |  |   |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                  |
|--|--|---|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  | ✓ |  | <p>are given various texts related to the topic they will write about. 3) Students are asked to read the text first, and then given questions about the text. 3) Students are asked to identify words that they do not understand in the text and ask students to guess the words in the text. 4) Students can learn other language skills such as listening, but related to the topic being studied. 5) Then if the teacher has access to a native speaker, the teacher can invite the native speaker and students can listen to the native speaker. Speaking exercises may also be incorporated at this point. 6) The teacher might use questions with ideas that are not found in the book to assist students develop their critical thinking abilities as the final example of this stage.</p> <p>The second stage is <i>modeling of the Text (MOT)</i>. This is the stage when the teacher provides a text that is the focus of the lesson to student. The examples of this stage are: 1) The teacher explains the purpose, benefits, and social context of the genre to be written. 2) The teacher explains the stages or structure and functions of the text that support the achievement of the text objectives. 3) The teacher shows a whole text in the text type that is the focus of the teaching cycle. 4) Students are asked to read and answer questions about the text for reading comprehension. 5) The teacher and students identify the organizational structure and linguistic features of the text. 6) Furthermore, students were given different texts and asked to determine the structure and linguistic features but without instructions to label the structure and features. 7) Students are also given texts in the form of diaries and post cards, and then given examples of texts that contain grammar errors and students are asked to identify these errors. 8) After that, students are invited to discuss the use of grammar to guide students to learn grammar is correct.</p> <p>The third stage is <i>Joint Construction of the Text (JCOT)</i>. This is the stage when students begin to implement their understanding and abilities in writing the text. The example of this stage also consists of several steps, namely: 1) students are divided into groups of three or four. 2) The teacher gives a plan of the type of text that the students will write and the students are guided to write paragraphs that are not too long and not too short. 3) Then the teacher tries</p> | <p>Participant: P1<br/>Source Title:<br/>Genre-Based Approach<br/>(Afriyanti &amp; Puspita, 2023)<br/>Annotation example:<br/>Highlighting the GBA stages (BKoF, JCoT, ICoT)</p> |
|--|--|---|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|  |  |   |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                  |
|--|--|---|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  | ✓ |  | <p>to communicate with each group whether the group is having problems in writing the text. 4) Each group of students consults about the draft they have written. 5) Next, the teacher and students publish the text by displaying the text written in front of the class and asking students to tell what has been written, and then other groups give responses.</p> <p>The last stage is Independent Construction of the Text (ICOT). It is the stage when students write individually about the topics that have been discussed in the genres that have been learned. This stage is almost the same as joint construction but in independent construction students write individually. The independent construction stage can also be done in the oral cycle. At this stage students are interviewed and asked to answer questions about the topics that have been discussed and written. Students are also asked to retell what has been written.</p> | <p>Participant: P1<br/>Source Title:<br/>Genre-Based Approach<br/>(Afriyanti &amp; Puspita, 2023)<br/>Annotation example:<br/>Highlighting the GBA stages (BKoF, JCoT, ICoT)</p> |
|--|--|---|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|  |  |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                       |
|--|--|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  | ✓ | <h3>3. Literature Review</h3> <p>Storytelling is an oral tale that was passed on by word of mouth from generation to generation. Dujmović (2006) explains that storytelling is the art of narrating a tale from memory rather than by reading. It is a very different activity to story reading due to the breadth of opportunities present in storytelling that it engages the audience or listeners and makes them participators rather than passive hearers (Daniel, 2007). Likewise, Hsu (2010) defines storytelling as “the use of voice, facial expressions, gestures, eye contact, and interaction to connect a tale with listeners” (p.7). Therefore, storytelling is a two-way</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>Participant: P2<br/>Source Title:<br/>Digital<br/>Storytelling<br/>(Choo et al., 2020)<br/>Annotation<br/>example: Green<br/>highlighting on<br/>“storytelling”<br/>definition</p> |
|  |  | ✓ | <h4>3.1. Differences between Oral Storytelling and Digital Storytelling</h4> <p>Oral storytelling is a powerful tool for teaching and learning as it engages the students’ mental imagery and imagination of the story. According to Dujmović (2006), oral storytelling enables the students to connect the story to their own lives so that they understand human behaviour. By listening to the story, the students not only learn the language skills in vocabulary and reading comprehension, but they also learn to understand the universal truth of human relationship and dealing with others. However, with the technological affordances of today’s world, digital storytelling is suggested as one possibility that places technology as a meaningful tool for teaching and learning (Harriman, 2011). This section will discuss the differences between oral storytelling and digital storytelling in teaching and learning in four aspects: (1) the use of</p> <p>regimes, approaches to story construction, the use of digital technologies and his audience. But digital storytelling can be available as a product. Once the story is committed to a digital format and shared in the digital area, it becomes static as a product. Though the content is fixed, the digital storyteller can modify it by pausing the digital story. The story can be stored and retrieved and the digital storyteller can access the content anytime.</p> <p>Another difference between oral storytelling and digital storytelling is the engagement of the audience. In oral storytelling, the audience listens the story and needs to imagine the story mentally to understand the story. This might pose a huge cognitive challenge to them (Sandmark, cited in Wallin, 2015) hence making them passive listeners. However, in digital storytelling, the audience can watch the visuals and hear the music or soundtrack to help them understand the story in a vivid way. Rule (2010) suggests that digital storytelling is powerful as it integrates images, music, narrative and voice which bring life to characters,</p> | <p>Participant: P2<br/>Source Title:<br/>Digital<br/>Storytelling<br/>(Choo et al., 2020)<br/>Annotation<br/>example: Green<br/>highlighting on<br/>“storytelling”<br/>definition</p> |

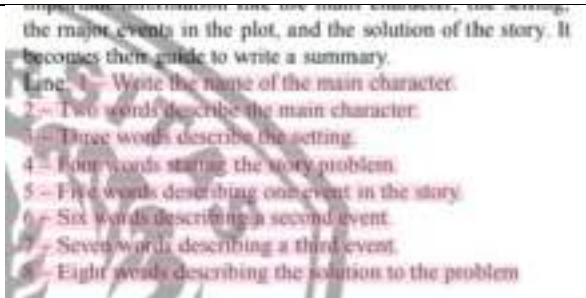
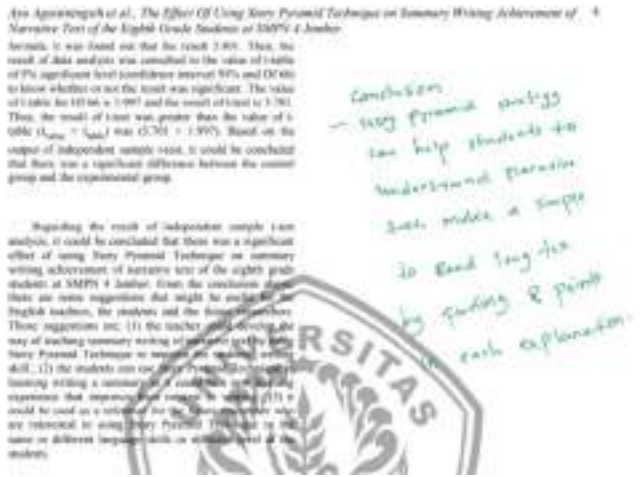
|  |  |   |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                    |
|--|--|---|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  | ✓ |  | <p style="text-align: center;"><b>ABSTRACT</b></p> <p>This study is aimed at findings the strategies that used by English teachers' in teaching conversation material at high school level in Medan. It is investigated five English teachers in teaching conversation materials through strategies. In collecting the data, interview, classroom observation and FGD were used as instruments to identify teachers' strategies in teaching conversation. The result showed that the strategy used by the English teachers' strategies in teaching conversation materials at high school level in Medan were role play, pair work, drilling and group discussion. The first and second English teachers' used group discussion strategy, because through strategy the teaching learning process more enjoyed, relaxed, and it can make the students active in speaking. The third teacher used the role play strategy because students could practice their speaking skills directly in front the class. The forth teacher used drilling strategy, because it helped the students in improving their pronunciation. And the last teacher used pair work strategy, because the strategy could make students be more active in the class and they had an opportunity to speak English in pair. Students could be more confident when speak in front of their pair, and also they could be more active in the class.</p> <p><i>Keywords: Teaching strategy, Teaching speaking, Conversation</i></p> | <p>Participant: P3<br/>Source Title:<br/>Teaching<br/>Conversation<br/>(Saragih et al., 2019)<br/>Annotation<br/>example: Color-<br/>coded<br/>highlighting:<br/>yellow<br/>(purpose), green<br/>(method), blue<br/>(findings)</p> |
|  |  | ✓ |  | <p>and sentences according to the proper social, setting, audience, situation, and subject matter.</p> <p>Teaching strategies were various ways used by teachers in teaching learning process. Teaching strategies was important since they determine teachers' success in achieving teaching goals. Strategies were used by teacher should be interesting and could capture students' attention. Especially for teaching speaking, strategies should make students able to communicate efficiently and effectively. According to Brown (2000) states that strategies are specific methods of approaching a problem, modes operation for achieving a particular end planned designs for controlling and manipulating certain information. In teaching speaking, the teachers needed some strategies to help them in transferring the materials with good ways. By using the strategies, the teacher could achieve the indicators of the materials. And also learning with strategies was more interesting for the students to learn English especially in speaking. There were some strategies that can be used by English teacher in teaching speaking especially conversation, such as pair work, role play, drilling, and group discussion.</p> <p>There were still many students could not speak fluently. They had many difficulties when they wanted to speak in English especially in conversation. One of problems was that the students could not</p>                                   | <p>Participant: P3<br/>Source Title:<br/>Teaching<br/>Conversation<br/>(Saragih et al., 2019)<br/>Annotation<br/>example: Color-<br/>coded<br/>highlighting:<br/>purple (teaching<br/>strategies)</p>                              |

|  |  |   |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                             |
|--|--|---|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  | ✓ |  | <p><b>Conversation</b></p> <p>There were six categories of speaking according to Brown (2004). Imitative; means imitating a word, phrase or sentence. And it focused on pronunciation. The teacher used drilling in the teaching learning process. So the students could listen and repeat some word. Intensive; refers to practice some phonological and grammatical aspect of language. It usually did in pair or group work. For example, reading aloud in paragraph, reading information, chart and etc. Responsive; is an interaction and test comprehension but somewhat limited level of very short conversation, standard greeting, small talk, simple request and comment. In this section, the teacher and students could reply the questions, comment, giving direction and etc. Transactional (dialogue); the purpose of this performance is to exchange specific information and to extend form of responsive languages. Interpersonal (dialogue); interpersonal dialogue is carried out to maintain social relationship than for the transmission of the facts and information. Examples, the conversations because it involved some factors such as emotionally charged language, slag, a covert (agenda) and etc. Extensive; it was monologue that given by teachers which form of reports, short speech, or summaries. It was also more formal. Its purpose was to report and retell a story.</p> <p>According to Mariamé Celce and Murcia (2001: 108), one of speaking activity was conversation which is the most fundamental form of oral communication., But only a few of them have either the opportunity or confidence in unplanned conversation with native speakers. Maley (1988:1) states that conversation is an activity that involves two or more people has the right thing to talk and listen without any agenda or content. And the purpose of conversation is receiving and giving the information, such as social relationships, negotiation of status or social roles, and etc. Maley (1988:1) also states that there are some roles that usually followed at normal conversation, such as only one person speaks at a time, the speaker can change, the length of conversation varies, there are some roles to speak in the party, and the content of the speaking is not specified or the content is free.</p> | <p>Participant: P3<br/>Source Title:<br/>Teaching<br/>Conversation<br/>(Saragih et al.,<br/>2019)<br/>Annotation<br/>example: Color-<br/>coded<br/>highlighting: red<br/>(conversation)</p> |
|--|--|---|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|  |  |   |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                      |
|--|--|---|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  | ✓ |  | <p><b>Teaching Strategies</b></p> <p>Teaching strategies were various ways used by teachers in teaching learning process. Teaching strategies was important since they determined teachers' success in achieving teaching goals. Strategies are used by teacher should be interesting and can capture students' attention. Especially for teaching speaking, strategies should make students able to communicate efficiently and effectively. According to Brown (2000) states that strategies are specific methods of approaching a problem, modes operation for achieving a particular end planned designs for controlling and manipulating certain information. In this study, the writer was interested in identifying the teachers' strategies in teaching conversation. Many research have done a research about teaching strategies in teaching speaking, that are:</p> <ol style="list-style-type: none"> <li><b>Role Play</b> According to Nunan (2003), role play is a good activity for speaking in the classroom. Marianne Celce and Murcia (2001), role play is a speaking activity which is suitable for practicing the socio cultural variations in speech acts, such as complimenting, complaining, and etc. Harmer (2003) states that role play is stimulation the real world in the same way, where the participants have to speak and act from their new character's point of view. Harmer (2003) also argues that there are advantages of role play, such as role play is fun and also motivating activities, role play gives students to be more honest or forthright in their opinions and behavior without having responsibility for what they say in the way that they do when they are speaking for themselves, and it allows students to use a much wider range of language.</li> <li><b>Pair-Work</b> According to Zohairy (2014), pair-work is an effective strategies that put two students or three students in group. By putting students in this pair-work makes their interaction</li> </ol> | <p>Participant: P3<br/> Source Title:<br/> Teaching<br/> Conversation<br/> (Saragih et al.,<br/> 2019)<br/> Annotation<br/> example: Color-<br/> coded<br/> highlighting:<br/> purple (teaching<br/> strategies)</p> |
|--|--|---|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|  |  |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                               |
|--|--|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
|  |  | ✓ | <p>the table, the first subject used <u>Group Discussion</u> as strategy in teaching conversation to make the students could be <u>more focused on the topic</u>. There were some reasons why do teachers apply the strategy. Firstly, the <u>learning process would be easier and not boring</u>. Secondly, the students would be more active in speaking and asking in English. In applying Group Discussion, the teacher divided the students into some groups and each group had five students with different topic. After doing the discussion, the teacher asked one of them to share their idea about the topic in front of the class and the other students asked about the topic that has been shared. And the second subject also used Group Discussion to make the students practice in group easily but in applying the Group Discussion, there were some students that used their own language in speaking because of lack vocabulary. The third subject used <u>role paly</u> in teaching conversation. The reason the teacher used the strategy because students could <u>practice their speaking skills directly in front the class</u>. Through the role play, the students could be <u>more confident in practicing their speaking skills</u> and the strategy could <u>increase the students' vocabularies</u>. The application of the strategy, firstly the teacher divided the students into <u>some groups</u> which has 4 students in each group. The teacher gives topic or the script to the groups that had to be acted or practiced by the students in front of the class. Teacher chose the characters for the students. The students memorized their dialogues. The last, the students acted or practiced their dialogue in front of the class. And the teacher asked other students to answer the question related to the dialogue that has been showed before. The forth subject used <u>drilling strategy</u> in teaching conversation. The reason because students could be <u>more focused on teacher's explanation in new material</u> because the strategy had to focus on <u>pronunciation and articulation</u>. Drilling helped the students in <u>improving the topic of the subject</u>. And it made the students to <u>understand the dialogue</u> because the students would try to know the <u>meaning of the words or the sentences in completing dialogue</u>. The procedure of the strategy is firstly the teacher read the dialogue. The teacher asked the students to repeat the dialogue together after the teacher line by line. The teacher asked the students to repeat the dialogue individually in chorus. The</p> | <p>Participant: P3<br/>Source Title:<br/>Teaching<br/>Conversation<br/>(Saragih et al., 2019)<br/>Annotation<br/>example:<br/>underlining</p> |
|  |  | ✓ | <p><i>Ayu Agustiningih et al., The Effect Of Using Story Pyramid Technique on Summary Writing Achievement of Narrative Text of the Eighth Grade Students at SMPN 4 Jember</i></p> <p><b>THE EFFECT OF USING STORY PYRAMID TECHNIQUE ON SUMMARY WRITING ACHIEVEMENT OF NARRATIVE TEXT OF THE EIGHTH GRADE STUDENTS AT SMPN 4 JEMBER</b></p> <p>— Ayu Agustiningih, Aan Triyana Fardhan, Tika Wahjuningih — <i>Author</i><br/>English Language Education Program, Language and Arts Department, Faculty of Teacher Training and Education Jember University — <i>Advisor</i><br/>Jln. Kalimantan 37, Jember 68121<br/>E-mail: ayu_agustino@aol.com</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>Participant: P4<br/>Source Title:<br/>Story Pyramid<br/>(Agustiningih et al., 2014)<br/>Annotation<br/>example:<br/>highlighting</p>       |

|  |  |   |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                           |
|--|--|---|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
|  |  | ✓ |  | <p>Story Pyramid Strategy can give some benefits in its uses. Chaesstrategies (2013) explain the benefits of Story Pyramid Strategy are as follows:</p> <p>1. Story Pyramid Technique helps students promote comprehension and writing. It means that Story Pyramid Technique can help students to improve their understanding about the text they have read and their writing skill by summarizing the text using the outline of Story Pyramid;</p> <p>2. Through Story Pyramid Technique, students will be able to capture essential information about the book or reading selection. It means that by using Story Pyramid Technique, students will be able to catch the main point of the text using limited number of words;</p> | <p>Participant: P4<br/>Source Title:<br/>Story Pyramid<br/>(Agustiningasih et al., 2014)<br/>Annotation<br/>example:<br/>highlighting</p> |
|  |  | ✓ |  | <p>Story Pyramid is a way that helps students summarize the text. It requires the students to focus on relevant details and use concise terminology to capture the purpose of the statements (Boling and Evans, 2008:63). To pinpoint the main points of the text easily, Story Pyramid Technique provides eight lines appropriate with the characteristics of narrative text, which form is like the building of pyramid. In each line, there are directions for writing a Story</p>                                                                                                                                                                                                                                                | <p>Participant: P4<br/>Source Title:<br/>Story Pyramid<br/>(Agustiningasih et al., 2014)<br/>Annotation<br/>example:<br/>highlighting</p> |

|                 |                                                            |   |  |                                                                                     |                                                                                                                                                               |
|-----------------|------------------------------------------------------------|---|--|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                 |                                                            | ✓ |  |   | Participant: P4<br>Source Title:<br>Story Pyramid<br>(Agustiniingsih<br>et al., 2014)<br>Annotation<br>example:<br>highlighting                               |
| Content<br>Only | Adding<br>notes or<br>comment<br>without a<br>direct link. | ✓ |  |  | Participant: P4<br>Source Title:<br>Story Pyramid<br>(Agustiniingsih<br>et al., 2014)<br>Annotation<br>example:<br>Writing<br>summary beside<br>the paragraph |

|                    |                                     |   |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                      |
|--------------------|-------------------------------------|---|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| Anchor and Content | A symbol paired with specific text. | ✓ |  | <p><b>Discussion</b></p> <p>The result drawn from the students' opinion of Netboard's gamification integration was favorable, as evidenced by nearly all of the agreed statements. This data confirms earlier research on the perceptions of gamification implementation (Alkhawal, 2007; Asiri, 2018; Reed et al., 2020; Vaidyanathan, 2022). In detail, the students' responses to gamification utility in Netboard show a positive perception. 78.12% of them agreed that gamification on Netboard is a useful tool that could improve their performance in journalism class, and they got better results. Besides, they mentioned gamification was more effective compared to other types of learning strategies. This is in line with Alwasabi &amp; Saadiah (2022) who revealed that students' opinions on learning through online games helped them to learn. They may have formed this favorable opinion because of the engaging and lively learning environment they experienced during digital game-based activities. Students' motivation will then increase in such an environment for learning.</p> <p>In terms of knowledge, the students believed that gamification on Netboard caught their interest in journalism class, which led to the development of knowledge. They were motivated to use the acquired knowledge of gamification competencies in daily life and use their previous knowledge and competencies when playing gamification on Netboard. When playing gamification on Netboard, they were encouraged to apply their prior knowledge and competencies as well as the gamification competencies they had learned in their daily lives. Almorhi (2021) previously mentioned that it has been proven that gamification of English language instruction increases students' language proficiency, including their ability to acquire vocabulary. The use of gamification to supplement classroom instruction has led to a rise in language proficiency acquisition. The students said it helped them remember what they had learned as well as acquire new information. Gamification of learning facilitates students' retention of information and keeps them interested in the materials they are studying. It can be inferred that gamification contains a number of components that encourage learning and knowledge retention in pupils.</p> <p>Furthermore, there has been positive feedback regarding the gamification engagement in journalism on Netboard. The students asserted that Netboard's gamification keeps them engaged and encourages frequent use. After finishing it, they are curious to see what the next stage of gamification has in store for them and the learning process went by quickly. It happened because students will receive coin rewards for completing each task, and it fosters goal-oriented learning. Students can use the reward system as a guided milestone after finishing each assignment. On the other hand, it helps teachers keep track of the student's academic progress and assess each student's individual learning</p> | <p>Participant: P5<br/>Source Title:<br/>Gamification<br/>(Etfiti et al., 2023)<br/>Annotation<br/>example:<br/>Highlight + note</p> |
|--------------------|-------------------------------------|---|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|

|  |  |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                              |
|--|--|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  | ✓ | <p>Another positive response was the students' enjoyment of learning journalism through gamification on Netboard. The students are pleased and discover new ways to use gamification. It was enjoyable and interesting. Because of gamification, they were not bored or tired while learning journalism. Turan et al. (2023) state that perceived enjoyment can be considered an independent factor independent of behavioral intention. It was found that participants experienced no anxiety while using Web 2.0 gamification tools. Lin (2022) adds gamification instruction could change students' learning attitudes. In terms of enjoyment, curricula that include game and competition elements anticipate students enjoying the learning environment and obtaining knowledge confidently in classroom teaching in order to improve students' learning attitudes. The results appear to be consistent with previous research. It demonstrated that enjoyment has a positive and significant impact on learning behavior and attitude.</p> <p>Along with those previously mentioned, the study found that motivation had a significant impact on their learning process. Mee Mee et al. (2021) explain there are two types of motivation recognized in gamification implementation, those are intrinsic motivation and extrinsic motivation. Intrinsic</p> <p><i>Enjoyment (feelings) support learning positive learning behavior</i></p> | <p>Participant: P5<br/>Source Title: Gamification (Etfita et al., 2023)<br/>Annotation example: Highlight + note: "Feelings → senang memotivasi belajar"</p> |
|  |  | ✓ | <p><b>Conclusions</b></p> <p>According to our results, instead of traditional methods of learning, students prefer gamification in their virtual learning environments. Gamification generates comprehensive, immersive environments that facilitate the acquisition of knowledge and increase their motivation. Therefore, it is suggested that teachers and educational institutions become more immersive on the use of gamified digital strategies in their classrooms.</p> <p>In the gamified tool Didactic City, students' preference to use it is directly affected by the perception about the utility, the enjoyment generated by the tool, and the opportunity to acquire more knowledge thanks to it. However, gamification's enjoyment and usefulness decrease with its use (Kocivisa &amp; Hamari, 2014). Therefore, it is suggested that new elements be incorporated throughout the different levels of gamified tools so that users can experience multiple innovations throughout their experience.</p> <p><i>Berikut sekumpulan informasi yang relevan mengenai?</i></p>                                                                                                                                                                                                                                                                                                                                                      | <p>Participant: P5<br/>Source Title: Gamification (Etfita et al., 2023)<br/>Annotation example: Highlight + note</p>                                         |
|  |  | ✓ | <p>Function/benefit estafet writing</p> <p>Technique in teaching writing eventhough in recount or narrative text, this technique can help the students to develop their interest and ideas in written form.</p> <p>DAFTAR<br/>Arifian,<br/>Bachani,</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>Participant: P6<br/>Source Title: Estafet Writing (Muladi et al., 2023)</p>                                                                               |

|   |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                      |                                         |
|---|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
|   |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                      | Annotation example:<br>Highlight + note |
| ✓ |  | <p>team. Hasil dari penelitian ini menunjukkan bahwa estafet writing memberikan dampak yang baik.</p> <p>Purpose: greater student participation in the classroom. Effect of estafet writing technique on students writing procedure text.</p> <p>The mean student score before receiving treatment using the Estafet writing technique was 46.80, ranking the student in the poor category. Researchers employed the Estafet writing technique in the supplied therapy to enhance students' writing, improve students' achievement in the learning procedure text, and make learning more enjoyable and fun. After instruction in the Estafet writing technique, the mean score of the students was 74.07. It can be concluded that the score getting increased.</p>                                                              | Participant: P6<br>Source Title:<br>Estafet Writing (Muladi et al., 2023)<br>Annotation example:<br>Highlight + note |                                         |
| ✓ |  | <p>of junior High School. The writer used Estafet stages of estafet writing (jaiswati, 2010):</p> <p>1. Teacher divides students into some groups. Every group consists of 6-8 students.</p> <p>2. Teacher gives explanation about the rule of the technique, and give the topic (a goal) of a text to each group, then teacher asks the first students to write first sentence based on the goal of the text.</p> <p>3. When the first student finish write first sentence, distribute the paper to the right-side student. Next student should continue to write sentence and so on until the sentences be a text. Students also have to write their name after finishing their sentence in the end of their sentence.</p> <p>4. After finishing all of sentences, all of group members have to revise their work together.</p> | Participant: P6<br>Source Title:<br>Estafet Writing (Muladi et al., 2023)<br>Annotation example:<br>Highlight + note |                                         |



### **Appendix 3: The Result of Interview**

#### **The Result of the Interview with Participant 1**

Date : April, 9 2025

Place : A private university in Bogor

I: Interviewer P: Participant

I: Sebelumnya, terima kasih banyak ya sudah bersedia meluangkan waktunya untuk diinterview. Saya benar benar sangat berterima kasih. Sebelum kita mulai, saya ingin menjelaskan sedikit tentang fokus penelitian ini. Penelitian saya membahas tentang praktik anotasi yang dilakukan oleh mahasiswa EFL saat membaca teks akademik. Jenis anotasi terbagi menjadi tiga, anchor only, content only, dan compound gabungan antara anchor dan content. Perbedaannya itu, kalau Anchor Only dilakukan dengan cara menandai atau menyoroti bagian tertentu dari teks tanpa memberikan catatan tambahan. Contohnya seperti memberi highlight pada kata kunci atau kalimat penting agar lebih mudah ditemukan saat dibutuhkan. Content Only memberikan catatan, notes, atau summary tanpa mengaitkan dengan kalimat yang di highlight atau di tandaii. Nah, setelah dilihat anotasi yang sudah anda lakukan termasuk Anchor Only. Maka dari itu, interview ini saya ingin mendalami bagaimana anda menggunakan jenis anotasi tersebut, alasan penggunaannya, serta manfaat apa saja yang kamu rasakan selama proses membaca teks akademik pada jenis Anchor Only. Pertanyaan pertama yaitu, Apa tujuan anda menggunakan Anchor Only saat membaca teks tersebut?

P: Tujuan saya menggunakan anchor only saat membaca teks itu adalah untuk membantu mencari keyword yang saya butuhkan. Kalau sekarang anchor only itu aku pakai pada saat menyusun skripsi. Judul skripsi aku itu Examining the Implementation of Genre Based Approach In English Lesson Plan. GBA itu kan ada beberapa syntax nah...aku gunain highlighting pas baca jurnal buat fokus ke kata kunci atau kalimat yang aku butuhin tanpa harus baca seluruh isi secara rinci.

I: Bagaimana anda menentukan bagian teks atau kata kunci yang akan diberi anotasi dengan jenis Anchor Only dan Apa yang anda lakukan setelah memberi highlighting?

P: aku awalnya tentuin dulu bagian keyword mana yang bakal di anotasi. Nah..aku biasa nya fokus ke stages dari GBA itu. Setelah itu aku highlighting pada bagian-bagian yang aku butuhin itu. Kebanyakan aku hanya highlighting gak ada nambahin catatan di samping tanda highlight itu. Paling cuma kyk dikasi tanda ini tuh definisi dari expert siapa karena teori GBA itu ada dari beberapa expert biar mudahin aku bedain dari expert siapa aku kasih tulisan.

I: Oke baik terima kasih, pertanyaan selanjutnya, mengapa anda memilih menggunakan highlighting dibandingkan dengan jenis anotasi lainnya?

P: aku memilih menggunakan anchor only dibanding jenis lain karena menurut aku lebih efisien dan sesuai dengan kebutuhan aku. Pas proses cari-cari teori itu kan jurnal nya panjang. Dengan pake anchor only, aku jadi langsung ketemu bagian yang aku tandain pada saat aku butuhin untuk dimasukkan ke paper.

Anchor only bantu buat mempercepat proses pemahaman jadi gak harus baca semua paragraf nya.

I: Pertanyaan selanjutnya, Bagaimana Anchor Only dapat membantu anda dalam memahami isi teks?

P: anchor only buat aku bisa tau inti dari suatu bacaan tanpa harus baca semua teks nya. Kayak fokus pas judul jurnal nya terus setiap variable yang ada di jurnal nya ada atau engga yang aku butuhin terus baru keyword nya. Dari itu, aku bisa dapet kutipan atau informasi yang relevan sama topik skripsi aku dan bisa lebih fokus baca hanya pada bagian yang emang berkaitan langsung sama yang aku butuhin.

I: Dan apa manfaat yang anda rasakan ketika menggunakan anotasi anchor only?

P: manfaat nya ngebantu banget, hemat waktu karena bisa langsung nemu bagian bagian penting yang dibutuhkan jadi gak baca semua teks terus juga mudahin aku buat liat lagi bacaan jurnal yang udah aku baca sebelumnya. Adanya highlight di keyword, aku bisa cepat nemuin kutipan atau poin penting yang ingin aku gunain di penulisan skripsi, tanpa harus membaca ulang seluruh dokumen.

## The Result of the Interview with Participant 2

Date : April, 23 2025

Place : A private university in Bogor

I: Interviewer P: Participant

I: Sebelumnya, terima kasih banyak ya sudah bersedia meluangkan waktunya untuk diinterview. Saya benar benar sangat berterima kasih. Sebelum kita mulai, saya ingin menjelaskan sedikit tentang fokus penelitian ini. Penelitian saya membahas tentang praktik anotasi yang dilakukan oleh mahasiswa EFL saat membaca teks akademik. Jenis anotasi terbagi menjadi tiga, anchor only, content only, dan compound gabungan antara anchor dan content. Perbedaannya itu, kalau Anchor Only dilakukan dengan cara menandai atau menyoroti bagian tertentu dari teks tanpa memberikan catatan tambahan. Contohnya seperti memberi highlight pada kata kunci atau kalimat penting agar lebih mudah ditemukan saat dibutuhkan. Content Only memberikan catatan, notes, atau summary tanpa mengaitkan dengan kalimat yang di highlight atau di tandaii. Nah, setelah dilihat anotasi yang sudah anda lakukan termasuk Anchor Only. Maka dari itu, interview ini saya ingin mendalami bagaimana anda menggunakan jenis anotasi tersebut, alasan penggunaannya, serta manfaat apa saja yang kamu rasakan selama proses membaca teks akademik pada jenis Anchor Only. Pertanyaan pertama yaitu, Apa tujuan anda menggunakan Anchor Only saat membaca teks tersebut?

P: Tujuan aku yang pertama dalam melakukan highlighting adalah supaya lebih mudah memahami isi teks yang aku baca. Soalnya kalau teksnya sudah di-

highlight, apalagi pakai warna-warna yang berbeda, itu bikin aku lebih cepat nangkap maksud dari isi bacaan. Warna-warna yang aku pakai juga punya makna sendiri. Misalnya, warna hijau biasanya aku pakai untuk menandai penjelasan makna atau bagian yang aku rasa sangat relevan dengan topik skripsi aku karena skripsi aku sendiri berhubungan dengan digital storytelling. Jadi kalau ada penjelasan yang nyambung banget sama pembahasan digital storytelling, aku tandai pakai warna hijau. Itu tandanya bagian itu kemungkinan besar bisa aku gunakan untuk penulisan skripsi. Nah, kalau warna kuning, itu lebih sebagai penanda kalau aku udah baca bagian itu dan udah paham isinya, meskipun mungkin belum tentu akan aku gunakan langsung. Jadi masing-masing warna punya fungsi sendiri, dan itu membantu aku saat nanti mau balik lagi ke teks tersebut, karena aku bisa langsung lihat bagian penting tanpa harus baca semuanya ulang dari awal.

I: Nah, kan disini tuh ada warnanya apa makna dari setiap warna yang disini, warna hijau, ada warna kuning?

P: Kalau hijau itu biasanya aku pakai karena itu tuh lebih ke penjelasan arti dari suatu makna misal itu kan ada yang menjelaskan tentang storytellingnya kan skripsi aku berhubungan tentang digital storytelling kalau emang penjelasan itu relate banget sama aku, aku tandain warna hijau tandanya berarti sepertinya bisa dipakai di skripsi aku, penjelasannya kalau kuning itu, cuman untuk pertanda aku tuh udah baca terus aku udah paham bedanya apa.

I: Bagaimana anda menentukan bagian teks atau kata kunci yang akan diberi anotasi dengan jenis Anchor Only dan Apa yang anda lakukan setelah memberi highlighting?

P: Yang pertama, pilih dulu kan jurnalnya yang relate, dibaca dulu, jelaskan dari awal sampai akhir kalau emang ada yang menurut aku nggak relate ya udah nggak disisihin lah jurnalnya kalau emang ada yang relate langsung aja aku highlight tapi ya dilihat dulu sih kadang Jadi dibandingin dulu, deskripsi aku nih storytellingnya sama kalimat yang ada di dalam jurnalnya itu relate atau nggak kalau relate, langsung aku highlight pakai yang hijau itu terus aku quote deskripsi aku di paraphrase. kalau emang nggak terlalu relate, tapi ternyata perlu nih aku pahami, takutnya ditanya atau gimana ya si warna kuning itu Oh, si warna kuning itu jadi bukan hanya pertandaan yang udah dibaca tapi yang udah paham gitu berarti aku ulangi lagi tadi itu prosesnya yang pertama memilih jurnalnya yang sesuai dengan deskripsi nah setelah itu membaca dan mencari ini tentang storytelling itu apa terus kalau emang ada sebuah pengertian tentang storytelling terus di highlight, yang di highlightnya ini yang sesuai yang relate dengan deskripsi langsung di paraphrase itu prosesnya.

I: Oke baik terima kasih, pertanyaan selanjutnya, mengapa anda memilih menggunakan highlighting dibandingkan dengan jenis anotasi lainnya?

P: Yang pertama karena lebih mudah aja sih, efisien karena kan tidak langsung digarisin aja kalau kita bandinginnya sama notes gitu ya kalau notes-nya digital kita harus perlu ngetik-ngetik lagi atau kalau notes-nya yang kertas biasa itu harus nulis-nulis lagi. Nah kalau highlighting, aku lebih paham aja kalau udah

langsung digarisin karena kalau udah garis, udah langsung diquotes deskripsi aja tanpa ditulis-tulis lagi nggak pusing juga gitu ya.

I: Pertanyaan selanjutnya, Bagaimana Anchor Only dapat membantu anda dalam memahami isi teks?

P: pengaruh sih buat untuk meringkas isi dari teks yang aku baca. jadi misalnya udah nemu nih jurnal-jurnal yang aku highlight tinggal ya udah kita rangkum dari hasil highlighting itu, dan itu mempermudah aku untuk memahami isi teks tersebut.

I: Dan apa manfaat yang anda rasakan ketika menggunakan anotasi anchor only?

P: Pertama, menjadi lebih mudah memahami isi text yang paling jelasnya lagi apa namanya, menghemat waktu jadi nggak perlu yang panjang-panjang segala ngetik segala macam jadi langsung aja di highlight. Jadi ketika kan pertama kalinya pasti dibaca semua ya, tapi pas waktu udah suatu saat nanti, mau mencari lagi ini ini tinggal baca yang di highlight aja.

### The Result of the Interview with Participant 3

Date : April, 11 2025

Place : A private university in Bogor

I: Interviewer P: Participant

I: Sebelumnya, terima kasih banyak ya sudah bersedia meluangkan waktunya untuk diinterview. Saya benar benar sangat berterima kasih. Sebelum kita mulai, saya ingin menjelaskan sedikit tentang fokus penelitian ini. Penelitian saya

membahas tentang praktik anotasi yang dilakukan oleh mahasiswa EFL saat membaca teks akademik. Jenis anotasi terbagi menjadi tiga, anchor only, content only, dan compound gabungan antara anchor dan content. Perbedaannya itu, kalau Anchor Only dilakukan dengan cara menandai atau menyoroti bagian tertentu dari teks tanpa memberikan catatan tambahan. Contohnya seperti memberi highlight pada kata kunci atau kalimat penting agar lebih mudah ditemukan saat dibutuhkan. Content Only memberikan catatan, notes, atau summary tanpa mengaitkan dengan kalimat yang di highlight dan underlining atau di tandaii. Nah, setelah dilihat anotasi yang sudah anda lakukan termasuk Anchor Only. Maka dari itu, interview ini saya ingin mendalami bagaimana anda menggunakan jenis anotasi tersebut, alasan penggunaannya, serta manfaat apa saja yang kamu rasakan selama proses membaca teks akademik pada jenis Anchor Only. Pertanyaan pertama yaitu, Apa tujuan anda menggunakan Anchor Only saat membaca teks tersebut?

P: Saya tuh meng-highlight karena tujuan utamanya satu, yaitu untuk menemukan inti dari poin yang ada di teks. Jadi kalau misalnya kita udah tahu intinya, kita bisa lebih paham sama keseluruhan isi bacaan. Jadi ya, highlighting itu saya gunakan untuk menemukan inti agar lebih memahami teks secara menyeluruh tanpa harus baca semuanya dari awal sampai akhir. Kadang saya juga pakai warna tertentu untuk menandai bagian-bagian yang menurut saya paling penting, supaya waktu saya baca ulang nanti, saya bisa langsung fokus ke poin-poin utama yang sudah saya tandai sebelumnya. Ini sangat membantu terutama kalau teksnya panjang dan banyak informasi.

I: Bagaimana anda menentukan bagian teks atau kata kunci yang akan diberi anotasi dengan jenis Anchor Only dan Apa yang anda lakukan setelah memberi highlighting?

P: Oke, kan pertama kalau saya menghighlight journal itu ada tujuannya yaitu menemukan teori yang relevan jadi pertama saya temukan dulu tujuan dari journalnya ini apa misalnya kalau tujuannya menemukan strategi sesuatu dalam Pelajaran nah itu bakal saya baca nah setelah itu baru saya baca di akhir dulu apa strategi yang ditemukan misalnya, ya bermacam-macam nah abis ditemukan itu baru saya cari teori-teorinya yang bisa saya elaborasi lagi di paper saya jadi di highlight itu dibaca dulu nih semuanya baru kamu akan ketemu kata kuncinya.

I: Pertanyaan selanjutnya, Bagaimana Anchor Only dapat membantu anda dalam memahami isi teks?

P: Karena highlighting, apalagi colourful highlighting bisa membantu memfokuskan jadi kalau mata kita kan lebih tertarik dengan sesuatu yang berwarna jadi highlighting itu untuk hal-hal yang penting itu bisa dipokuskan jadi apa namanya itu dan juga kenapa membedakan warna iya, itu akan ada apa pun aja juga kenapa membedakan warna ya karena biasanya saya itu pembahasan, step pembahasan itu ada warna nya sendiri jadi lebih focus dibilangnya lebih focus lebih ngerti jadi tau intinya.

I: Dan apa manfaat yang anda rasakan ketika menggunakan anotasi anchor only?

P: Manfaatnya kita jadi lebih focus sama teorinya misalnya kita nyari teori apa di journal di journal yang di highlight itu kan sudah banyak dan dari situ kita bisa focus jadi nggak kemana-mana nggak melebar kemana-mana jadi kalau mengenakan bahasa itu mau baca, langsung tau ini intinya, intinya membahas tentang itu.

### The Result of the Interview with Participant 3

Date : April, 11 2025

Place : A private university in Bogor

I: Interview P: Participant

I: Sebelumnya, terima kasih banyak ya sudah bersedia meluangkan waktunya untuk diinterview. Saya benar benar sangat berterima kasih. Sebelum kita mulai, saya ingin menjelaskan sedikit tentang fokus penelitian ini. Penelitian saya membahas tentang praktik anotasi yang dilakukan oleh mahasiswa EFL saat membaca teks akademik. Jenis anotasi terbagi menjadi tiga, anchor only, content only, dan compound gabungan antara anchor dan content. Perbedaannya itu, kalau Anchor Only dilakukan dengan cara menandai atau menyoroti bagian tertentu dari teks tanpa memberikan catatan tambahan. Contohnya seperti memberi highlight pada kata kunci atau kalimat penting agar lebih mudah ditemukan saat dibutuhkan. Content Only memberikan catatan, notes, atau summary tanpa mengaitkan dengan kalimat yang di highlight atau di tandaii. Nah, setelah dilihat anotasi yang sudah anda lakukan termasuk Anchor Only. Maka dari itu, interview ini saya ingin mendalami bagaimana anda

menggunakan jenis anotasi tersebut, alasan penggunaannya, serta manfaat apa saja yang kamu rasakan selama proses membaca teks akademik pada jenis Compound jenis anchor and content. Pertanyaan pertama yaitu, Apa tujuan anda menggunakan Compound jenis anchor and content saat membaca teks tersebut?

P: Tujuan utamanya biar saya bisa lebih paham isi atau inti dari kalimat yang saya tandai. Jadi nggak cuma saya highlight aja bagian pentingnya, tapi juga saya tambahkan catatan pakai bahasa saya sendiri supaya lebih mudah dimengerti. Ketika saya baca buku *The Practice of English Language Teaching* dari Jeremy Harmer. Kadang bahasanya agak berat, jadi saya rangkum sedikit pakai kata-kata sendiri biar pas nanti dibaca ulang juga tetap nyambung.

I: Bagaimana anda menggabungkan teks yang diberi anchor dengan penjelasan tambahan pada anotasi Anchor & Content apa yang anda lakukan setelah memberi tanda dan catatan/komentar?

P: Biasanya saya highlight atau underline dulu bagian-bagian yang penting, kayak judul bab, poin-poin kunci, atau definisi yang nyambung sama topik skripsi saya yang tentang strategi guru dalam mengajar speaking. Kalau saya nemu kata-kata yang nggak saya ngerti, saya kasih highlight warna merah, terus saya tulis artinya di atas kata itu. Kalau bagian yang penting banget tentang teaching speaking, biasanya saya highlight hijau, terus saya kasih penjelasan di sampingnya. Kadang juga saya tulis pertanyaan kecil di pinggir teks, kalau misalnya saya masih bingung sama maksudnya. Jadi waktu dibaca lagi, saya bisa langsung paham tanpa harus baca ulang semua dari awal.

I: Mengapa anda memilih untuk menggunakan anotasi Anchor & Content dibandingkan yang lain?

P: Soalnya saya ngerasa jenis ini paling cocok buat saya. Pas baca buku atau jurnal, kan gak semua bagian penting, saya cuma fokus ke bagian yang saya butuhin aja. Jadi dengan anotasi Anchor & Content, saya bisa tandai bagian pentingnya sekaligus nulis penjelasan versi saya. Jadinya lebih cepat paham, dan lebih gampang juga buat nyari informasi waktu nulis paper. Pas buka lagi catatannya juga langsung ngerti karena udah ada highlight dan ringkasannya.

I: Bagaimana anotasi Anchor & Content membantu anda dalam memahami isi teks?

P: Banyak banget ngebantu. Kadang teks akademik itu susah dimengerti, bahasanya ribet. Nah, dengan saya tandai dan tulis ulang pakai bahasa sendiri, saya jadi lebih ngerti maksudnya. Anotasi ini bikin saya lebih aktif waktu baca, karena saya nggak cuma baca, tapi juga mikir dan nulis ulang poinnya. Kadang saya juga nulis pertanyaan kalau ada bagian yang saya belum paham, jadi nanti bisa saya cari tahu lagi. Jadi bacanya lebih dalam, bukan sekadar lewat aja.

I: Apa manfaat yang anda dapatkan ketika menggunakan anotasi Anchor & Content dibandingkan jenis anotasi lainnya?

P: Yang paling kerasa sih hemat waktu ya. Soalnya pas saya butuh balik ke referensinya, saya tinggal lihat bagian yang udah saya tandai dan catat. Nggak perlu baca semua teks lagi. Terus pas nulis skripsi juga jadi lebih gampang, karena poin-poin pentingnya udah saya tandai dan catat. Jadi lebih efisien dan nggak buang waktu.

### The Result of the Interview with Participant 4

Date : April, 9 2025

Place : A private university in Bogor

I: Interviewer P: Participant

I: Sebelumnya, terima kasih banyak ya sudah bersedia meluangkan waktunya untuk diinterview. Saya benar benar sangat berterima kasih. Sebelum kita mulai, saya ingin menjelaskan sedikit tentang fokus penelitian ini. Penelitian saya membahas tentang praktik anotasi yang dilakukan oleh mahasiswa EFL saat membaca teks akademik. Jenis anotasi terbagi menjadi tiga, anchor only, content only, dan compound gabungan antara anchor dan content. Perbedaannya itu, kalau Anchor Only dilakukan dengan cara menandai atau menyoroti bagian tertentu dari teks tanpa memberikan catatan tambahan. Contohnya seperti memberi highlight pada kata kunci atau kalimat penting agar lebih mudah ditemukan saat dibutuhkan. Content Only memberikan catatan, notes, atau summary tanpa mengaitkan dengan kalimat yang di highlight atau di tandaii. Nah, setelah dilihat anotasi yang sudah anda lakukan termasuk Anchor Only. Maka dari itu, interview ini saya ingin mendalami bagaimana anda menggunakan jenis anotasi tersebut, alasan penggunaannya, serta manfaat apa saja yang kamu rasakan selama proses membaca teks akademik pada jenis Anchor Only. Pertanyaan pertama yaitu, Apa tujuan anda menggunakan Anchor Only saat membaca teks tersebut?

P: Pertama, aku kan kalau pakai underline dalam teks jurnal, itu memudahkan aku buat menemukan apa yang aku cari di skripsi aku. Aku biasanya

menghighlight keyword yang memang harus ada dalam skripsi. Misalnya, waktu aku mencari informasi tentang story pyramid, aku harus membaca beberapa journal. Di setiap jurnalnya, aku selalu menggunakan warna-warna highlight tertentu buat nandain kata kunci yang berkaitan dengan story pyramid. Ini aku lakuin supaya aku bisa ngebandingin antara jurnal yang satu dengan jurnal yang lain. Tujuannya itu supaya aku bisa ngeliat perbedaan dari setiap jurnal, misalnya dari definisi story pyramid, fungsi, atau penerapannya. Dengan membedakan warna pada bagian-bagian tertentu, aku bisa langsung ngeliat perbedaan makna atau konteks dari setiap jurnal. Tapi kalau aku memakai warna yang sama untuk bagian yang berbeda, justru itu bisa membingungkan aku dan membuat aku harus membaca ulang karena aku jadi nggak tahu bagian mana yang menunjukkan definisi, mana yang menunjukkan kegunaan, dan lain-lain. Jadi, penggunaan underline dan warna highlight itu benar-benar ngebantu aku dalam memperoleh informasi dari berbagai sumber supaya lebih mudah dipahami.

I: Bagaimana anda menentukan bagian teks atau kata kunci yang akan diberi anotasi dengan jenis Anchor Only dan Apa yang anda lakukan setelah memberi highlighting?

P: Pastinya pertama, aku ketika membaca langsung menghighlight. Yang kedua, aku di pinggirnya selalu menuliskan poin-poinnya kan setelah diberi warna, diberi poin. Dan itu memudahkan aku untuk mempersingkat waktu. Jadi ketika telah menemukan keyword-nya, aku langsung tulis dan langsung highlight. Jadi awalnya tuh mencari apa yang kamu cari gitu. Satunya misalkan definisi. Nah

setelah itu baru menghighlight gitu hal-hal yang pentingnya. Nah setelah menghighlight itu dikasih tanda, misalkan ini tuh tentang apa di pinggirnya. Cuma dikasih tanda, ini ternyata untuk text pertama, dan definisi pertama.

I: Tadi ini tuh di judul ini, dan ini kenapa dihighlight?

P: Pertama kan aku, balik lagi ya ke awal, aku kan membaca 10 artikel. Nah setiap judul itu diberikan tanda. Pertama kalau judulnya yang udah aku baca, aku kasih highlight. Jika yang belum dihighlight, berarti itu aku belum membaca jurnal tenggut. Berarti dihighlight ini tuh sesudah dibaca semuanya atau sebelum? Maksudnya pas aku awal dilihat, oh aku mau baca ini nih, baru dihighlight gitu. Ketika sesudah. dihighlight?

I: Sesudah semuanya dibaca, baru ini dihighlight diatasnya?

P: Iya

I: Catatan disitu untuk apa?

P: Pertama karena udah membaca semuanya, ini aku membuat kesimpulan sendiri. Bukan ditulis apa ya, misalkan paragraph 1 ditulis di sebelahnya, tapi semua dari keseluruhan, keseluruhan dari artikel ini tuh ditulis di sini.

I: Oke, berarti setelah menghighlight, terus menandai. Setelah itu menyimpulkan isi dari journal tersebut di belakang dengan bahasa sendiri?

P: Iya

I: Bagaimana anda menentukan bagian teks atau kata kunci yang akan diberi anotasi dengan jenis Anchor Only dan Apa yang anda lakukan setelah memberi highlighting?

P: Pertama kan yang aku tahu anotasi itu kan, selain menghighlight, menggunakan simbol, selain menggunakan catatan, tapi bagi aku menggunakan catatan itu mudah hilang. Maksudnya catatannya tuh dengan sticky note atau dengan lembaran terpisah. Dan jika menggunakan simbol, simbol dan alfabet aja kayak menyatu. Jadi aku nggak bisa membedakan. Harus mencari-cari lagi simbol yang aku gunakan. Tapi jika menggunakan highlight, itu sangat direkomendasikan karena mencolok dalam teks tersebut. Jadi dari banyaknya paragraf yang udah aku baca dan udah ditandai dengan warna yang aku terapkan dalam jurnal aku. Jadi aku tinggal langsung aja. Apa yang aku cari itu ada. Nggak usah mencari-cari lagi, itu sangat menghabiskan waktu.

I: Pertanyaan selanjutnya, Bagaimana Anchor Only dapat membantu anda dalam memahami isi teks?

P: Balik lagi, selain mempermudah, aku untuk membaca poin dari apa yang disampaikan dalam jurnal ini membantu aku bisa berpikir lagi. Pertama, balik lagi tujuannya ya, ini sangat membantu aku sekali karena apa yang aku cari udah di-highlight, terutama aku mencari yang keyword yang aku ingin temukan. Dan ini juga sangat membantu aku pribadi untuk mempersingkat waktu, untuk mendapatkan hasil yang baik. dibaca keseluruhan kan karena tadi di-highlight, jadi ketika saat nanti menyusun bab 4 bagian analisis, itu kan harus pakai teori ya, jadi nggak perlu baca semuanya. Tidak usah baca ulang, karena udah dihighlight dan memberi tanda gitu, bahwa ini tuh terkait definition ini.

I: Dan apa manfaat yang anda rasakan ketika menggunakan anotasi anchor only?

P: Annotation ini sangat memudahkan aku, karena dalam text yang sudah aku highlight itu membantu aku menemukan keyword atau inti dari isi teks tersebut ketika aku membutuhkan kembali bacaan teks tersebut.

#### The Result of the Interview with Participant 5

Date : April, 14 2025

Place : A private university in Bogor

I: Interviewer P: Participant

I: Sebelumnya, terima kasih banyak ya sudah bersedia meluangkan waktunya untuk diinterview. Saya benar benar sangat berterima kasih. Sebelum kita mulai, saya ingin menjelaskan sedikit tentang fokus penelitian ini. Penelitian saya membahas tentang praktik anotasi yang dilakukan oleh mahasiswa EFL saat membaca teks akademik. Jenis anotasi terbagi menjadi tiga, anchor only, content only, dan compound gabungan antara anchor dan content. Perbedaannya itu, kalau Anchor Only dilakukan dengan cara menandai atau menyoroti bagian tertentu dari teks tanpa memberikan catatan tambahan. Contohnya seperti memberi highlight pada kata kunci atau kalimat penting agar lebih mudah ditemukan saat dibutuhkan. Content Only memberikan catatan, notes, atau summary tanpa mengaitkan dengan kalimat yang di highlight atau di tandaii. Nah, setelah dilihat anotasi yang sudah anda lakukan termasuk Anchor Only. Maka dari itu, interview ini saya ingin mendalami bagaimana anda menggunakan jenis anotasi tersebut, alasan penggunaannya, serta manfaat apa saja yang kamu rasakan selama proses membaca teks akademik pada jenis

Compound jenis anchor and content. Pertanyaan pertama yaitu, Apa tujuan anda menggunakan Compound jenis anchor and content saat membaca teks tersebut?

P: Tujuannya yang pertama udah pasti biar kita paham seluruh isi text ya, soalnya kan kalau misalkan kita baca suatu paragraf suatu text terus kita gak nandain mana yang penting nanti itu kalimat-kalimat yang menurut kita penting itu hilang jadinya kita harus baca ulang lagi. jadi ini semacam kayak penanda gitu biar kita bisa tahu aku underlining ini buat tujuannya buat ini gitu.

I: Bagaimana anda menggabungkan teks yang diberi anchor dengan penjelasan tambahan pada anotasi Anchor & Content apa yang anda lakukan setelah memberi tanda dan catatan/komentar?

P: Yang pertama tentu aja kita ngeprint dulu ya temen-temen, pertama kita cari journalnya dulu. aku suka print karena aku suka yang paper base and then biasanya yang pertama udah paling tentu aku baca dulu sih tapi biasanya aku tuh paling bacanya tuh bagian abstract sama yang Kesimpulan. kesimpulan dibawah. findings, discussion, Kesimpulan. biasanya aku bacanya itu, nah biasanya itu aku selalu baca semua muanya dulu kemudian aku suka nandain misalkan ada suatu statement yang bisa mendukung klaim penelitian aku itu aku highlight and then itu aku jadikan sebagai referensi.

I: Oke baik terima kasih, pertanyaan selanjutnya, mengapa anda memilih menggunakan highlighting dibandingkan dengan jenis anotasi lainnya?

P: Karena emang sering pake ini sih dibanding yang lain cuman highlighter doang terus kalau misalkan ada tulisan-tulisan kecil itu juga sebagai biar jadi reminder aja sih kenapa kita ngehighlight ini soalnya kan kita kan lupa

kadang orangnya jadi kita butuh semacam reminder gitu menggunakan bahasa sendiri, jadi misalkan yang di highlighting itu membahas apa cuman nggak sampai banyak banget yang penting-pentingnya aja.

I: Pertanyaan selanjutnya, Bagaimana Anchor Only dapat membantu anda dalam memahami isi teks?

P: Dapat membantu karena, inti sari dari teksnya kan panjang banget nih cuman ketika kita udah highlight, jadi yang penting-pentingnya tuh yang ini terus main ideanya tuh ini. Jadi memudahkan aku untuk cepat menemukan isi atau keywordnya.

I: Dan apa manfaat yang anda rasakan ketika menggunakan anotasi anchor only?

P: Yang pertama udah pasti hemat waktu karena kita nggak perlu baca ulang lagi yang kedua kita bisa kalau misalkan kita mau baca lagi kita udah punya highlightnya jadi kita nggak perlu baca-baca ulang lagi jadi lebih hemat waktu, efisien, dan sangat membantu.

#### The Result of the Interview with Participant 6

Date : April, 15 2025

Place : A private university in Bogor

I: Interview P: Participant

I: Sebelumnya, terima kasih banyak ya sudah bersedia meluangkan waktunya untuk diinterview. Saya benar benar sangat berterima kasih. Sebelum kita mulai, saya ingin menjelaskan sedikit tentang fokus penelitian ini. Penelitian saya

membahas tentang praktik anotasi yang dilakukan oleh mahasiswa EFL saat membaca teks akademik. Jenis anotasi terbagi menjadi tiga, anchor only, content only, dan compound gabungan antara anchor dan content. Perbedaannya itu, kalau Anchor Only dilakukan dengan cara menandai atau menyoroti bagian tertentu dari teks tanpa memberikan catatan tambahan. Contohnya seperti memberi highlight pada kata kunci atau kalimat penting agar lebih mudah ditemukan saat dibutuhkan. Content Only memberikan catatan, notes, atau summary tanpa mengaitkan dengan kalimat yang di highlight atau di tandaii. Nah, setelah dilihat anotasi yang sudah anda lakukan termasuk Anchor Only. Maka dari itu, interview ini saya ingin mendalami bagaimana anda menggunakan jenis anotasi tersebut, alasan penggunaannya, serta manfaat apa saja yang kamu rasakan selama proses membaca teks akademik pada jenis Compound jenis anchor and content. Pertanyaan pertama yaitu, Apa tujuan anda menggunakan Compound jenis anchor and content saat membaca teks tersebut?

P: Jadi sebelumnya ketika aku mau nulis skripsi itu kan aku ngumpulin beberapa jurnal. Nah, karena aku punya beberapa jurnal dan aku tahu ini kedepannya bakal dipakai. Aku biasanya nandain biar nanti itu aku nggak lupa bagian mana yang akan aku tulis jadi sebagai pengingat gitu. Dan misalnya aku udah tahu apa yang mau aku cari tentang keyword ini. Nah, itu aku keep keywordnya. itu tuh bisa aku hubungin kedepannya bakal aku cari jurnal yang berbeda tapi dengan keyword yang sama kayak gitu.

I: Bagaimana anda menggabungkan teks yang diberi anchor dengan penjelasan tambahan pada anotasi Anchor & Content apa yang anda lakukan setelah memberi tanda dan catatan/komentar?

P: Oke, jadi kan tujuan aku untuk anotating itu sebagai pengingat ya. Hal pertama yang aku lakukan adalah mengetahui apa yang akan aku cari, ketika aku membaca setiap paragraph dan aku menemukan keyword dari apa yang aku cari aku langsung highlight setelah itu aku beri catatan kecil mengenai apa maksud dari paragraph atau kalimat tersebut dengan bahasa aku sendiri sehingga ini memudahkan aku ketika di suatu saat aku membuka kembali teksnya aku bisa dengan mudah memahami maksud atau isi dari kalimat tersebut. Misalnya nih, kayak dari jurnalnya Mulya, di jurnal ini tuh aku mengumpulkan hasil diskusinya tuh apa aja. Aku ngambil dua hasil diskusi, yang diantaranya ada di paragraf pertama akhir sama di paragraf kedua akhir. Biasanya itu aku satuin, dan aku parafase biar kayak disimpulin gitu kalimatnya. Antara paragraf pertama sama paragraf kedua, disatuin setelah itu langsung aku tulis di hasil diskusi tentang penelitian Mulya di ini.

I: Mengapa anda memilih untuk menggunakan anotasi Anchor & Content dibandingkan yang lain?

P: Mempermudah aku, kan kalau aku highlighting terus langsung di tulis disampingnya jadi aku engga harus baca keseluruhannya dan itu lebih nyaman aja keduanya highlighting kan jadi ayecathching aku langsung liat ni oh bagian ini yang aku butuhin dan ada penjelasan disampingnya ini tuh mengenai apa kaya gitu.

I: Bagaimana anotasi Anchor & Content membantu anda dalam memahami isi teks?

P: Jadi kan tujuan awalnya itu sebagai pengingat ya. Sebagai contoh nih, aku butuh informasi tentang writing process. Nah, aku udah simpankan jurnalnya dari Hu'en Lan 2024. Nah, di sana itu ada penjelasan yang cukup lengkap tentang writing process. Nah, cara aku memudahkan aku untuk mencari dan menyimpulkan informasi ialah dengan cara highlighting poin-poin yang penting dan menuliskan kembali dengan bahasa sendiri. Jadi itu mempermudah aku banget. Itu membantu untuk memahami informasi.

I: Apa manfaat yang anda dapatkan ketika menggunakan anotasi Anchor & Content dibandingkan jenis anotasi lainnya?

P: Oke, jadi yang pertama itu mempersingkat waktu sih. Kan sebelumnya aku bilang ya, ini itu fungsinya untuk menandai poin-poin yang penting. Jadi aku nggak perlu baca keseluruhan informasinya, jadi hanya tinggal lihat nih yang sudah aku tandahin. Terus, yang kedua itu untuk mempermudah aku untuk memahami informasi. Nah, selain aku menghighlighting, biasanya kan aku nulis catatan kecil untuk yang mewakili informasi itu berisi apa. Jadi aku nggak harus membaca lagi ulang secara keseluruhan dari awal. Jadi aku tinggal baca bagian kecilnya untuk membantu aku memahami informasi tersebut.

## Appendix 4: Decree of Appointment of Research Supervisors



**YAYASAN PAKUAN SILIWANGI**  
**UNIVERSITAS PAKUAN**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
*Bermutu, Mandiri dan Berkepribadian*  
 Jalan Pakuan Kota No. 453, E-mail: [kep@unpak.ac.id](mailto:kep@unpak.ac.id), Telpom (0251) 8375638 Bogor

---

**SURAT KEPUTUSAN**  
 DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PAKUAN  
 Nomor : 375/SAK/PP/19/0205

**TENTANG**  
 PENYAKSIAN DAN PENGABDIAN KEPADA MASYARAKAT  
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PAKUAN  
 DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

|                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                    |                  |                         |  |                             |                       |      |               |     |           |               |                              |               |                                                      |
|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|------------------|-------------------------|--|-----------------------------|-----------------------|------|---------------|-----|-----------|---------------|------------------------------|---------------|------------------------------------------------------|
| <b>Mengingat</b>            | 1. bahwa demi kepentingan peningkatan akademik, perlu adanya kegiatan terhadap mahasiswa dalam menyusun skripsi sesuai dengan peraturan yang berlaku;<br>2. bahwa perlu meningkatkan pengabdian mahasiswa skripsi bagi mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan;<br>3. Skripsi merupakan syarat wajib bagi mahasiswa untuk menempuh ujian Sarjana;<br>4. Ujian Sarjana harus dilaksanakan dengan baik.                                                                                                                                               |                    |                  |                         |  |                             |                       |      |               |     |           |               |                              |               |                                                      |
| <b>Mengingat</b>            | 1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;<br>2. Peraturan Pemerintah Nomor 32 Tahun 2002 tentang Perubahan Peraturan dan Peraturan Pemerintah Nomor 19 Tahun 2005, tentang Standar Nasional Pendidikan;<br>3. Peraturan Pemerintah Nomor 17 Tahun 2010, tentang Pendidikan dan Pengembangan Pendidikan;<br>4. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;<br>5. Keputusan Rektor Universitas Pakuan Nomor 158/UNP/REK/10/2021, tentang Pembentukan dan Pengangkatan Asesor MIPA Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan Masa Bakti 2021-2025. |                    |                  |                         |  |                             |                       |      |               |     |           |               |                              |               |                                                      |
| <b>Mempertalikan</b>        | Laporan dan penelitian Kerja Praktek Program Studi Pendidikan Bahasa Inggris dalam rapat staf pimpinan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                    |                  |                         |  |                             |                       |      |               |     |           |               |                              |               |                                                      |
| <b>Menetapkan</b>           | <b>MEMUTUSKAN</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                    |                  |                         |  |                             |                       |      |               |     |           |               |                              |               |                                                      |
| <b>Perintah</b>             | <table border="0"> <tr> <td>Mengangkat Sebagai</td> <td>Pembimbing Utama</td> </tr> <tr> <td>Dr. Adi Harnandi, M.Pd.</td> <td></td> </tr> <tr> <td>Lena Grahella Andika, A.Pd.</td> <td>Pembimbing Pendamping</td> </tr> <tr> <td>Nama</td> <td>Suci Adhanyah</td> </tr> <tr> <td>NPM</td> <td>031101028</td> </tr> <tr> <td>Program Studi</td> <td>PENDIDIKAN MAHASISWA INKUISI</td> </tr> <tr> <td>Judul Skripsi</td> <td>IDL STUDENTS' PRACTICES ON ANNOTATING ACADEMIC TEXTS</td> </tr> </table>                                                                                                                   | Mengangkat Sebagai | Pembimbing Utama | Dr. Adi Harnandi, M.Pd. |  | Lena Grahella Andika, A.Pd. | Pembimbing Pendamping | Nama | Suci Adhanyah | NPM | 031101028 | Program Studi | PENDIDIKAN MAHASISWA INKUISI | Judul Skripsi | IDL STUDENTS' PRACTICES ON ANNOTATING ACADEMIC TEXTS |
| Mengangkat Sebagai          | Pembimbing Utama                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                    |                  |                         |  |                             |                       |      |               |     |           |               |                              |               |                                                      |
| Dr. Adi Harnandi, M.Pd.     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                    |                  |                         |  |                             |                       |      |               |     |           |               |                              |               |                                                      |
| Lena Grahella Andika, A.Pd. | Pembimbing Pendamping                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                    |                  |                         |  |                             |                       |      |               |     |           |               |                              |               |                                                      |
| Nama                        | Suci Adhanyah                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                    |                  |                         |  |                             |                       |      |               |     |           |               |                              |               |                                                      |
| NPM                         | 031101028                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                    |                  |                         |  |                             |                       |      |               |     |           |               |                              |               |                                                      |
| Program Studi               | PENDIDIKAN MAHASISWA INKUISI                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                    |                  |                         |  |                             |                       |      |               |     |           |               |                              |               |                                                      |
| Judul Skripsi               | IDL STUDENTS' PRACTICES ON ANNOTATING ACADEMIC TEXTS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                    |                  |                         |  |                             |                       |      |               |     |           |               |                              |               |                                                      |
| <b>Kedua</b>                | Kepada yang bersangkutan diberikan hak dan tanggung jawab serta kewajiban sesuai dengan ketentuan yang berlaku di Universitas Pakuan.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                    |                  |                         |  |                             |                       |      |               |     |           |               |                              |               |                                                      |
| <b>Ketiga</b>               | Keputusan ini berlaku sejak tanggal ditetapkan selama 1 (satu) tahun, dan apabila di kemudian hari ternyata terdapat perbedaan dalam keputusan ini akan diambil keputusan seperlunya.                                                                                                                                                                                                                                                                                                                                                                                                                                  |                    |                  |                         |  |                             |                       |      |               |     |           |               |                              |               |                                                      |



Bogor  
 25 April 2020  
 Dr. Adi Harnandi, M.Pd.  
 NPM 031101028

Terselamatkan:

1. Rektor Universitas Pakuan
2. Wakil Rektor I, II, dan III Universitas Pakuan

## Appendix 5: Research Permit



**YAYASAN PAKUAN SILIWANGI**  
**UNIVERSITAS PAKUAN**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
*Bermutu, Mandiri dan Berkepribadian*  
Jalan Pakuan Raya No. 412, E-mail: [itp@unpak.ac.id](mailto:itp@unpak.ac.id), Telepon: (0251) 8375808 Bogor

---

Nomor : 9571/WADEK I/FKIP/III/2025  
Perihal : Izin Penelitian

10 Maret 2025

Yth. Dekan FKIP Universitas Pakuan  
Universitas Pakuan  
Tempat

Dalam rangka penyusunan skripsi, bersama ini kami hadapkan mahasiswa :

Nama : Susi Aslamiyah  
NPM : 031121028  
Program Studi : PENDIDIKAN BAHASA INGGRIS  
Semester : Akhir

Untuk mengadakan penelitian di instansi yang Bapak/Ibu pimpin. Adapun kegiatan penelitian yang akan dilakukan pada tanggal 11 maret s.d 01 Mei 2025 mengenai  
**EFL STUDENTS' PRACTICES ON ANNOTATING ACADEMIC TEXT**

Kami mohon bantuan Bapak/Ibu memberikan izin penelitian kepada mahasiswa yang bersangkutan.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n Dekan Wakil  
Dekan  
Bidang Akademik dan kemahasiswaan

  
Dr. Sudi Budiana, M.Pd.  
NIP. 11006025469



## Appendix 6: Letter of Willingness to Participate in the Research

[illegible][illegible]

**Tugas dan Instruksi Instrumen Baku Pendidikan**

| Item    | Indikator                                                          | Penyelesaian                                                                                                                                                                                                                                                                                      |
|---------|--------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. (10) | 1. Bagaimana pendapat anda tentang peran guru sebagai pendidik?    | 1. Menurut saya, guru sebagai pendidik memiliki peran yang sangat penting dalam membentuk karakter dan nilai-nilai siswa. Guru juga bertanggung jawab untuk memberikan pengetahuan dan keterampilan yang diperlukan siswa untuk menghadapi tantangan di masa depan.                               |
| 2. (10) | 2. Bagaimana pendapat anda tentang peran guru sebagai fasilitator? | 2. Sebagai fasilitator, guru membantu siswa dalam proses belajar mereka dengan menyediakan sumber daya, mengajukan pertanyaan yang menantang, dan memberikan umpan balik yang konstruktif. Peran ini sangat penting untuk mengembangkan keterampilan berpikir kritis dan pemecahan masalah siswa. |
| 3. (10) | 3. Bagaimana pendapat anda tentang peran guru sebagai pembimbing?  | 3. Sebagai pembimbing, guru membantu siswa dalam mengatasi masalah pribadi, sosial, dan akademik mereka. Mereka memberikan dukungan emosional, memberikan saran, dan membantu siswa dalam menetapkan tujuan dan merencanakan cara untuk mencapainya.                                              |

Kategori: **1000000000**

*Handwritten signature:* [Illegible]

[illegible][illegible][illegible]

## Appendix 7: Official Report of Research Guidance

**JUDUL TUGAS AKHIR**

ETH Students' Postures On Answering Academic Tests

---

**PROSES KONSULTASI**

| No. | Tanggal Konsultasi | Materi yang didiskusikan           | Saran Pembimbing / Hasil                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Tanda Tangan       |
|-----|--------------------|------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| 1   | 30/01/2019         | Membaca dan bikin bab 1            | Agenda Meeting, Mengetahui Tesis                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <i>[Signature]</i> |
| 2   | 05/02/2019         | Langkah-langkah penelitian (BAB 2) | Langkah-langkah penelitian (BAB 2)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <i>[Signature]</i> |
| 3   | 10/02/2019         | Topik                              | Membaca dan menulis reading statistics dan menulis                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <i>[Signature]</i> |
| 4   | 14/02/2019         | Background                         | Penjelasan background masalah / masalah yang dihadapi                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <i>[Signature]</i> |
| 5   | 22/02/2019         | Letak bab 1                        | Membaca Bab I. (Letak bab 1)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <i>[Signature]</i> |
| 6   | 26/02/2019         | Bab I                              | <ul style="list-style-type: none"> <li>Formulir penelitian (1)</li> <li>Formulir penelitian (2)</li> <li>Formulir penelitian (3)</li> <li>Formulir penelitian (4)</li> <li>Formulir penelitian (5)</li> <li>Formulir penelitian (6)</li> <li>Formulir penelitian (7)</li> <li>Formulir penelitian (8)</li> <li>Formulir penelitian (9)</li> <li>Formulir penelitian (10)</li> <li>Formulir penelitian (11)</li> <li>Formulir penelitian (12)</li> <li>Formulir penelitian (13)</li> <li>Formulir penelitian (14)</li> <li>Formulir penelitian (15)</li> <li>Formulir penelitian (16)</li> <li>Formulir penelitian (17)</li> <li>Formulir penelitian (18)</li> <li>Formulir penelitian (19)</li> <li>Formulir penelitian (20)</li> <li>Formulir penelitian (21)</li> <li>Formulir penelitian (22)</li> <li>Formulir penelitian (23)</li> <li>Formulir penelitian (24)</li> <li>Formulir penelitian (25)</li> <li>Formulir penelitian (26)</li> <li>Formulir penelitian (27)</li> <li>Formulir penelitian (28)</li> <li>Formulir penelitian (29)</li> <li>Formulir penelitian (30)</li> <li>Formulir penelitian (31)</li> <li>Formulir penelitian (32)</li> <li>Formulir penelitian (33)</li> <li>Formulir penelitian (34)</li> <li>Formulir penelitian (35)</li> <li>Formulir penelitian (36)</li> <li>Formulir penelitian (37)</li> <li>Formulir penelitian (38)</li> <li>Formulir penelitian (39)</li> <li>Formulir penelitian (40)</li> <li>Formulir penelitian (41)</li> <li>Formulir penelitian (42)</li> <li>Formulir penelitian (43)</li> <li>Formulir penelitian (44)</li> <li>Formulir penelitian (45)</li> <li>Formulir penelitian (46)</li> <li>Formulir penelitian (47)</li> <li>Formulir penelitian (48)</li> <li>Formulir penelitian (49)</li> <li>Formulir penelitian (50)</li> <li>Formulir penelitian (51)</li> <li>Formulir penelitian (52)</li> <li>Formulir penelitian (53)</li> <li>Formulir penelitian (54)</li> <li>Formulir penelitian (55)</li> <li>Formulir penelitian (56)</li> <li>Formulir penelitian (57)</li> <li>Formulir penelitian (58)</li> <li>Formulir penelitian (59)</li> <li>Formulir penelitian (60)</li> <li>Formulir penelitian (61)</li> <li>Formulir penelitian (62)</li> <li>Formulir penelitian (63)</li> <li>Formulir penelitian (64)</li> <li>Formulir penelitian (65)</li> <li>Formulir penelitian (66)</li> <li>Formulir penelitian (67)</li> <li>Formulir penelitian (68)</li> <li>Formulir penelitian (69)</li> <li>Formulir penelitian (70)</li> <li>Formulir penelitian (71)</li> <li>Formulir penelitian (72)</li> <li>Formulir penelitian (73)</li> <li>Formulir penelitian (74)</li> <li>Formulir penelitian (75)</li> <li>Formulir penelitian (76)</li> <li>Formulir penelitian (77)</li> <li>Formulir penelitian (78)</li> <li>Formulir penelitian (79)</li> <li>Formulir penelitian (80)</li> <li>Formulir penelitian (81)</li> <li>Formulir penelitian (82)</li> <li>Formulir penelitian (83)</li> <li>Formulir penelitian (84)</li> <li>Formulir penelitian (85)</li> <li>Formulir penelitian (86)</li> <li>Formulir penelitian (87)</li> <li>Formulir penelitian (88)</li> <li>Formulir penelitian (89)</li> <li>Formulir penelitian (90)</li> <li>Formulir penelitian (91)</li> <li>Formulir penelitian (92)</li> <li>Formulir penelitian (93)</li> <li>Formulir penelitian (94)</li> <li>Formulir penelitian (95)</li> <li>Formulir penelitian (96)</li> <li>Formulir penelitian (97)</li> <li>Formulir penelitian (98)</li> <li>Formulir penelitian (99)</li> <li>Formulir penelitian (100)</li> </ul> | <i>[Signature]</i> |

|    |            |           |                                                                                                                                                                     |                    |
|----|------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| 1  | 15/01/2019 | Chapter 4 | <ul style="list-style-type: none"> <li>Chapter 4: Review of literature</li> <li>Chapter 4: Review of literature</li> <li>Chapter 4: Review of literature</li> </ul> | <i>[Signature]</i> |
| 2  | 20/01/2019 | Chapter 4 | <ul style="list-style-type: none"> <li>Chapter 4: Review of literature</li> <li>Chapter 4: Review of literature</li> <li>Chapter 4: Review of literature</li> </ul> | <i>[Signature]</i> |
| 3  | 25/01/2019 | Chapter 4 | <ul style="list-style-type: none"> <li>Chapter 4: Review of literature</li> <li>Chapter 4: Review of literature</li> <li>Chapter 4: Review of literature</li> </ul> | <i>[Signature]</i> |
| 4  | 30/01/2019 | Chapter 4 | <ul style="list-style-type: none"> <li>Chapter 4: Review of literature</li> <li>Chapter 4: Review of literature</li> <li>Chapter 4: Review of literature</li> </ul> | <i>[Signature]</i> |
| 5  | 05/02/2019 | Chapter 4 | <ul style="list-style-type: none"> <li>Chapter 4: Review of literature</li> <li>Chapter 4: Review of literature</li> <li>Chapter 4: Review of literature</li> </ul> | <i>[Signature]</i> |
| 6  | 10/02/2019 | Chapter 4 | <ul style="list-style-type: none"> <li>Chapter 4: Review of literature</li> <li>Chapter 4: Review of literature</li> <li>Chapter 4: Review of literature</li> </ul> | <i>[Signature]</i> |
| 7  | 15/02/2019 | Chapter 4 | <ul style="list-style-type: none"> <li>Chapter 4: Review of literature</li> <li>Chapter 4: Review of literature</li> <li>Chapter 4: Review of literature</li> </ul> | <i>[Signature]</i> |
| 8  | 20/02/2019 | Chapter 4 | <ul style="list-style-type: none"> <li>Chapter 4: Review of literature</li> <li>Chapter 4: Review of literature</li> <li>Chapter 4: Review of literature</li> </ul> | <i>[Signature]</i> |
| 9  | 25/02/2019 | Chapter 4 | <ul style="list-style-type: none"> <li>Chapter 4: Review of literature</li> <li>Chapter 4: Review of literature</li> <li>Chapter 4: Review of literature</li> </ul> | <i>[Signature]</i> |
| 10 | 30/02/2019 | Chapter 4 | <ul style="list-style-type: none"> <li>Chapter 4: Review of literature</li> <li>Chapter 4: Review of literature</li> <li>Chapter 4: Review of literature</li> </ul> | <i>[Signature]</i> |

|    |            |           |                                                                                                                                                                     |                    |
|----|------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| 1  | 15/01/2019 | Chapter 4 | <ul style="list-style-type: none"> <li>Chapter 4: Review of literature</li> <li>Chapter 4: Review of literature</li> <li>Chapter 4: Review of literature</li> </ul> | <i>[Signature]</i> |
| 2  | 20/01/2019 | Chapter 4 | <ul style="list-style-type: none"> <li>Chapter 4: Review of literature</li> <li>Chapter 4: Review of literature</li> <li>Chapter 4: Review of literature</li> </ul> | <i>[Signature]</i> |
| 3  | 25/01/2019 | Chapter 4 | <ul style="list-style-type: none"> <li>Chapter 4: Review of literature</li> <li>Chapter 4: Review of literature</li> <li>Chapter 4: Review of literature</li> </ul> | <i>[Signature]</i> |
| 4  | 30/01/2019 | Chapter 4 | <ul style="list-style-type: none"> <li>Chapter 4: Review of literature</li> <li>Chapter 4: Review of literature</li> <li>Chapter 4: Review of literature</li> </ul> | <i>[Signature]</i> |
| 5  | 05/02/2019 | Chapter 4 | <ul style="list-style-type: none"> <li>Chapter 4: Review of literature</li> <li>Chapter 4: Review of literature</li> <li>Chapter 4: Review of literature</li> </ul> | <i>[Signature]</i> |
| 6  | 10/02/2019 | Chapter 4 | <ul style="list-style-type: none"> <li>Chapter 4: Review of literature</li> <li>Chapter 4: Review of literature</li> <li>Chapter 4: Review of literature</li> </ul> | <i>[Signature]</i> |
| 7  | 15/02/2019 | Chapter 4 | <ul style="list-style-type: none"> <li>Chapter 4: Review of literature</li> <li>Chapter 4: Review of literature</li> <li>Chapter 4: Review of literature</li> </ul> | <i>[Signature]</i> |
| 8  | 20/02/2019 | Chapter 4 | <ul style="list-style-type: none"> <li>Chapter 4: Review of literature</li> <li>Chapter 4: Review of literature</li> <li>Chapter 4: Review of literature</li> </ul> | <i>[Signature]</i> |
| 9  | 25/02/2019 | Chapter 4 | <ul style="list-style-type: none"> <li>Chapter 4: Review of literature</li> <li>Chapter 4: Review of literature</li> <li>Chapter 4: Review of literature</li> </ul> | <i>[Signature]</i> |
| 10 | 30/02/2019 | Chapter 4 | <ul style="list-style-type: none"> <li>Chapter 4: Review of literature</li> <li>Chapter 4: Review of literature</li> <li>Chapter 4: Review of literature</li> </ul> | <i>[Signature]</i> |

|    |            |           |                                                                                                                                                                     |                    |
|----|------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| 1  | 15/01/2019 | Chapter 4 | <ul style="list-style-type: none"> <li>Chapter 4: Review of literature</li> <li>Chapter 4: Review of literature</li> <li>Chapter 4: Review of literature</li> </ul> | <i>[Signature]</i> |
| 2  | 20/01/2019 | Chapter 4 | <ul style="list-style-type: none"> <li>Chapter 4: Review of literature</li> <li>Chapter 4: Review of literature</li> <li>Chapter 4: Review of literature</li> </ul> | <i>[Signature]</i> |
| 3  | 25/01/2019 | Chapter 4 | <ul style="list-style-type: none"> <li>Chapter 4: Review of literature</li> <li>Chapter 4: Review of literature</li> <li>Chapter 4: Review of literature</li> </ul> | <i>[Signature]</i> |
| 4  | 30/01/2019 | Chapter 4 | <ul style="list-style-type: none"> <li>Chapter 4: Review of literature</li> <li>Chapter 4: Review of literature</li> <li>Chapter 4: Review of literature</li> </ul> | <i>[Signature]</i> |
| 5  | 05/02/2019 | Chapter 4 | <ul style="list-style-type: none"> <li>Chapter 4: Review of literature</li> <li>Chapter 4: Review of literature</li> <li>Chapter 4: Review of literature</li> </ul> | <i>[Signature]</i> |
| 6  | 10/02/2019 | Chapter 4 | <ul style="list-style-type: none"> <li>Chapter 4: Review of literature</li> <li>Chapter 4: Review of literature</li> <li>Chapter 4: Review of literature</li> </ul> | <i>[Signature]</i> |
| 7  | 15/02/2019 | Chapter 4 | <ul style="list-style-type: none"> <li>Chapter 4: Review of literature</li> <li>Chapter 4: Review of literature</li> <li>Chapter 4: Review of literature</li> </ul> | <i>[Signature]</i> |
| 8  | 20/02/2019 | Chapter 4 | <ul style="list-style-type: none"> <li>Chapter 4: Review of literature</li> <li>Chapter 4: Review of literature</li> <li>Chapter 4: Review of literature</li> </ul> | <i>[Signature]</i> |
| 9  | 25/02/2019 | Chapter 4 | <ul style="list-style-type: none"> <li>Chapter 4: Review of literature</li> <li>Chapter 4: Review of literature</li> <li>Chapter 4: Review of literature</li> </ul> | <i>[Signature]</i> |
| 10 | 30/02/2019 | Chapter 4 | <ul style="list-style-type: none"> <li>Chapter 4: Review of literature</li> <li>Chapter 4: Review of literature</li> <li>Chapter 4: Review of literature</li> </ul> | <i>[Signature]</i> |