

ANALYZING THE PRE-WRITING PROCESSES OF STUDENT-AUTHORED WRITINGS PUBLISHED IN MASS PRINT MEDIA

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Abstract: This research was motivated by students writing published in mass print media. The researcher wants to find ways the students apply the pre-writing process in student publication in print media such as newspapers. This research is qualitative research with a case study method that aims to analyze and discover how the students apply the pre-writing process before publication. The researcher found two students had applied all the stages and one student had not fully applied all the stages in pre-writing. The stages that have been taken are choosing a topic and gathering ideas. Meanwhile, the steps that have not been applied are organizing ideas, defining a topic sentence, and outlining. The conclusion is the students applied all the stages and the students not fully apply the stages in pre-writing can both publish their writing in print media.

Keywords: pre-writing process, print publication, students' pre-writing, students' publication

INTRODUCTION

Writing is one of the means of communication and is used most widely in daily life to show her thoughts through written words (Sartika, 2016). That is most students also write words in journals and mass media. Print media is a mass media that is published offline. Print media

can be found in various forms of published writing. One of the publications in printed media is the newspaper (Apuke, 2018). Print media such as newspapers are a medium for students to publish their writings. However, student publications in newspapers are relatively few. That is because

publication in the mass media is not required for students.

Based on the phenomenon, the researcher conducted pre-observation at Universitas PGRI Sumatera Barat. Some faculty, the researcher asked several students at Universitas PGRI Sumatera Barat who had published their writings in mass media. The researcher found that from several study programs such as English language education, Indonesian language education, Economics education, and History education. The researcher found only a few students published their writings in mass media. Most of these students come from history education programs. For the preliminary data, the researcher chose a department where many students publish in mass media. Therefore, the researcher chose

students of history education as preliminary data in this researcher.

Informant 1:

“Saya membuat kata kunci yang harus ada dalam ceritaa saya yang berhubungan dengan dengan judul yang akan saya tulis dalam cerita saya nanti. Saya biasanya mendapatkan kata kunci dari kejadian-kejadian penting. Kemudian saya akan membuat kerangka yang lebih Panjang dari kata kunci”

(“I create keywords that must be in my story that are related to the title that I will in my short story later. I usually get the keywords from important events. Then, I will make a longer outline than the keywords”)

Based on the statement from the interview, the researcher found that students followed and carried out the pre-writing process in writing. Whereas, various stages need to be done, namely choosing a topic, gathering and organizing ideas, defining a topic sentence, and outlining (Kamal & Faraj, 2015). In addition, the stages are still in the pre-writing process. Therefore, students should also apply all parts of

the writing process before publishing their writing.

Related to the phenomena above, some previous researchers (Alfaki, (2015); Suprpto et al., (2022); Al Mubarak, (2017) have researched the writing process. The challenges faced by most students in the four writing processes were prewriting, drafting, revising, and editing. Prewriting and revising were the most difficult stages for students to go through, especially generating ideas in the prewriting stage but drafting and editing were less difficult (Alfaki, 2015; Suprpto et al., 2022). This means that pre-writing is the most difficult process compared to the other writing processes. Moreover, students feel difficulties due to several factors like the need for more vocabulary, grammar, self-confidence, and

motivation (Dayu Pramesti et al., 2023). Therefore, all stages in the writing process had different levels of challenge in students writing.

Based on the pre-observation of several students and the previous research described above, there were still problems in the writing process proposed by experts, especially in the pre-writing process. Therefore, the researcher wants to study how are the student's pre-writing processes on students' publications.

The pre-writing process is the first component of writing. According to Dewi, (2021), the pre-writing process is the initial activity or stage of the writing process before starting to write. It means that in pre-writing, students have not yet written because they are still planning. This is similar to an artist who creates a quick sketch before starting a mural.

Thus, the pre-writing process is an activity undertaken to prepare oneself before starting a piece of writing.

In addition, Kamal & Faraj, (2015) stated that the pre-writing process is everything that comes about before writing the first draft by the writer. It means being an opportunity for students to generate and consider different possibilities as they write and before they write. Meanwhile, (Kamal & Faraj, 2015) used four steps in the pre-writing process. They are choosing a topic, gathering and organizing ideas, defining a topic sentence, and outlining. This means that the pre-writing process is the first step in preparing ideas before the writer creates the first draft. This can be referred to as planning before writing.

METHODOLOGY

The research design is qualitative research using a case study design. According to Creswell, (2012), qualitative research often mentions naturalist research methods because the research is carried out under different conditions. In addition, Yin, (2003) stated that a case study is a knowledge-seeking process to investigate and examine real-life phenomena. This means that a case study to investigate a phenomenon that happens in real life. The researcher investigated a case study of the pre-writing process on students' publications in the Faculty of Social and Humanities at Universitas PGRI Sumatera Barat. For that, the researcher used purposive sampling as a technique in selecting a sample of participants. The researcher took samples from

several students from different departments. From ten participants, only three students agreed to be a sample of participants. Therefore, three students as representatives of three departments who had published their writing in printed media became the sample of the participants in this research.

In this research, the researcher described how the pre-writing process for students' publication in mass media. The researcher selected one student from an English education, Indonesian education, and History education study program, who published their writings in the mass media.

The researcher used interviews to collect the data. Also, the researcher used the semi-structured interview to find out the Pre-writing process applied by

students of PGRI Sumatera Barat University. It means the researcher can change questions if needed during the interview with participants.

Participants in this research were 3 students from different departments of the faculty of social and humanities. These participants were chosen because the students have published many of their writings in local newspapers.

The interview was conducted in a place agreed upon by the participants. The first interview with participant 1 was conducted on August 12th, 2023. The second interview with participant 2 was conducted on August 14th, 2023. The last interview with Participant 3 was conducted on August 20th, 2023. Also, the questions were derived

from indicators and sub-indicators adapted from (Kamal & Faraj, 2015).

The researcher analyzed the data based on interviews after collecting the data. The method of analyzing the data that was used in this research is thematic analysis. According to Maguire & Delahunt, (2017), thematic analysis is a search for themes to describe the phenomenon. That means thematic analysis is a technique used to search themes that appear in the research data that occur.

RESULT AND DISCUSSION

In this section, the researcher analyzed the data to answer the research questions. The first question what is the pre-writing process for students' publication in mass media? The second question is how do the students apply the pre-writing

process in students' publications in mass media? Then the explanation of data analysis can be seen as follows.

Pre-writing Processes on Students' Publication in Mass Media and the ways

- **Choosing a Topic**

Based on the researcher's analysis of the result interview, the researcher found three ways to choose a topic choosing a topic based on interest, choosing a topic based on the characteristics of the Audience, and choosing a topic related to daily life. The following is each respondent's explanation of how to choose a topic in the pre-writing process.

"Iya, topik yang disukai..., dan itu dari pengalaman pribadi."
(Responden 1)

("Yes, topics that liked and it's from personal experience") (Respondent 1)

"Iya,..... kalua memilih topik, minggu awal dibimbing sama senior."

Seperti memberi referensi topik-topik yang baik. Tapi minggu kedua dan seterusnya sudah memilih topik berdasarkan yang saya sukai” (Respondent 2)

“yes.... When choosing a topic, the first week is guided by seniors, like giving references to good topics. But from the second week onwards, I have chosen a topic based on what I liked.” (Respondent 2)

“Iya. Tentang pemilihan topik. Saya memilih topik yang saya suka. Tapi.... Mengusulkan topik. Kalau diterima topiknya, baru terbitkan” (Respondent 3)

“Yes. When it comes to choosing a topic. If the topic is accepted, then publish it”) (Respondent 3)

Each way of choosing a topic has criteria, including Firstly, choosing a topic is based on interest such as from personal experience, based on guidance of seniors, and the approval of a supervisor or tutor. Secondly, choosing a topic is based on the characteristics of the audience such as choosing a topic to touch officials and government. Lastly, choosing a topic is related to daily life such as trading activities.

From the analysis of the interview result above, the researcher created a table to explain in detail how the respondent applied in pre-writing processes. The following is an explanation in the table below.

Table 2
The Ways of Choosing Topics in the Pre-writing Process

Ways	Descriptions
1) Based on interest	(1) Respondent 1 chose a topic based on her likes and personal experience. (2) Respondent 2 chose a topic based on her likes with the guidance of a senior. (3) Respondent 3 chose a topic based on his likes after the proposal had been accepted.
2) Based on the characteristics of the audience	Based on the three respondents, only respondent 3 chose a topic based on the characteristics of the audience. This can be seen in the topic of respondent 3 “Warga Minta Perbaikan jalan dan Drainase”
3) Related to daily life	Of all the statements made by the respondents, only respondent 2 chose a topic based on the characteristics of the audience. This can be seen from respondent 2’.

- **Gathering Ideas**

Based on the analysis of the result of the interview, the researcher found three ways to gather ideas. They are using brainstorming, reading activities, and conducting interviews. The following are each respondent's explanations below.

"Iya.... Menggunakan unsur 5W+1H. mmm.... Kapam, Dimana, dan siapa. Dengan begitu kita tahu apa yang mau kita tulis nantinya. Baru melakukan wawancara dilapangan" (Responden 2)

("Yes.... Using 5W+1H elements. Mmm.. when where and what. That way we know what we want to write about later. Then we interview in the field")

"Iya, karena yang paling utama harus memperbanyak bacaan. Karena itu tadi, harus banyak-banyak membaca dipergustakaan, seperti buku-buku dan internet. Buku-buku online juga." (Responden 1)

("Yes, because the most important thing is to read more. I had to read a lot in the library, like books and the Internet, like Online books too.")

"Iya.... Membaca dimedia online. Lebih banyak di media ANTARA. Kalua banyak yang ambik disana tentang A baru kami turun ke lapangan mencari berita A tersebut." (Responden 2)

("Yes.... Read online media. More in ANTARA media. If many people take the news about A, then we go to the field and look for the news")

"Iya... palingan lihat-lihat berita terbaru dari media sosial saja" (Responden 3)

("Yes... Just look at the latest news from social media") (Respondent 3)

"Kalau dapat topik, iya turun kelapangan untuk melakukan wawancara karena perlu data-data dari narasumber. Misalnya, pedagang-pedagang." (Responden 2)

("When we get a topic, we go to the field to conduct interviews because we need data from sources. For example, traders.") (Respondent 2)

"iya, kalau mencari ide-ide topik biasanya wawancara narasumber yang bersangkutan." (Responden 3)

("Yes, when looking for ideas for topics, I usually interview the relevant sources.") (Respondent 3)

Based on the analysis, the researcher found three ways to gather ideas. They are using brainstorming, reading activities, and conducting interviews. Firstly, the respondent used the 5W+1H elements in brainstorming. Secondly, read various sources in reading activities. Thirdly, interview with sources such as local community and traders.

From the analysis of the interview result above, the researcher

created a table to explain in detail how the respondents applied in pre-writing processes. The following is an explanation in the table below.

Table 3.
The Ways of Gathering Ideas in Pre-writing

Ways	Descriptions
1) Brain-storming	Brainstorming is done by creating questions from the 5W+1H elements, what, who, when, where, why, and how.
2) Reading	The way to do this is to do a lot of reading activities, especially from various sources. (a) On the internet: e-books and media online (b) In the library: journals, books, expert Media Social
3) Inter-viewing	Conducting sources interviews, such as interviews with: (a) Traders (b) Local community.

• Organizing ideas

Based on the analysis of the result of the interview, three respondents found ways to organize ideas in pre-writing before publication. The respondent used grouping to organize ideas. The following is each respondent's explanation of how the respondent organizes ideas in the pre-writing process.

"iya, pengelompokan. Misalnya Pendidikan dengan Pendidikan. Lalu, bagian Masyarakat dengan Masyarakat" (Responden 1)

("Yes, grouping about education with education. Then, the society section with society") (Respondent 1)

"Iya. Turun ke lapangan.... Misalnya, menanyakan harga. Kalau turun seanjlok-anjloknya, pasti rata-rata turun. Nanti dikumpulkan darisatu tempat ke tempat lainnya. Kalau memang harganya turun." (Responden 2)

("Yes. Going into the field..... For example, asking about prices. If it drops as much as it drops. The average must drop. It will be collected from one place to another. If the price does go down.") (Respondent 2)

"iya, misalnya mengelompokan hasil dari wawancara narasumber, dicatat. Setelah itu, baru disusun." (Responden 3)

("Yes. For example, categorizing the results of the interviewees is noted. After that, they were compiled.") (Respondent 3)

Based on the analysis above, the respondents used grouping to organize ideas. While, for grouping ideas there are three criteria that respondents do in organizing ideas. The criteria include grouping by organizing the same words, grouping by considering the relationship between ideas, and

grouping ideas by organizing the ideas after noting.

From the analysis of the interview result above, the researcher created a table to explain in detail how the respondents applied in pre-writing processes. The following is an explanation in the table below.

Table 3
The Ways of Organizing Ideas in Pre-writing

Ways	Descriptions
Using grouping	(a) Grouping by organizing the similar and same units. (b) Grouping by considering the relationship between ideas. (c) Grouping ideas by organizing the ideas after note.

• Defining a Topic Sentence

Based on the researcher's analysis of the result of the interview, three respondents did ways of defining a topic sentence in pre-writing before publication. Each will be described below.

"iya.... Pola piramida terbalik. Dari yang umum-umum bar uke yang khusus." (Responden 1)

("Yes.... Inverted pyramid pattern. From the general to specific.") (Respondent 1)

"Iya. Piramide terbalik. Mulai dari yang terbesar sampai yang terkecil." (Responden 2)

("Yes. Inverted pyramid. Starting from the biggest to the smallest.") (Respondent 2)

"iya langsung ditulis biasanya. Apalagi yang muncul dipikiran itu langsung ditulis atau diketik dilaptop" (Responden 1)

("Yes, usually write it down immediately. Moreover, what comes to mind immediately written and typed on the laptop")

"Iya, berpatokan di unsur 5W+1H. nanti dapat ide dilapangan bisa dikembangkan sendiri." (Responden 2)

("Yes, based on the 5W+1H element. Later, you can develop your ideas in the field.") (Respondent 2)

Based on the result of the interview above, the respondents used a pyramid pattern and made a list of sentences to define topic sentences. Each way had criteria. Then, the pyramid pattern used by respondent 1 in defining a topic sentence was an inverted pyramid pattern. After that, she explained that the inverted pyramid meant to make broad sentences of conical from the largest to the smallest. Respondent 2 did indeed define topic sentences using an inverted pyramid pattern.

From the analysis of the interview result above, the researcher created a table to explain in detail how the respondents applied in pre-writing processes. The following is an explanation in the table below.

Table 4
The Ways of Defining a Topic Sentence in Pre-writing

Ways	Descriptions
1) Create a pyramid pattern.	The respondents used an inverted pyramid pattern.
2) Make a list of sentences	(a) Listed a sentence by writing it down spontaneously. (b) Listed the sentence was used 5W+1H elements.

Outlining

Based on the researcher's analysis of the results of interviews, the respondents had a way to create an outline. The way used in listing. Each will be described below.

"iya..... Kalau saya sih dengan menulis topik utama dibagian atas kertas dulu. Setelah itu, ya... saya membuat beberapa kalimat apa saja yang muncul didalam pikiran saya. Karena itu, disarankan oleh dosen langsung. Lalu,hmm ,mengecek penulisan. Apalagi essai yang diterbitkan dikoran. Harus memperhatikan frasa, kata atau tata Bahasa yang sesuai dengan ejaan Bahasa Indonesia yang baik dan benar." (Responden 1)

("Yes.... For me, I write the main topic at the top of the paper first. After that, yes... I made up several sentences that came to my mind. Therefore, it was recommended by the lecturer directly. Always write when you think of anything. Then...hmm check the writing, especially essays published in newspapers. Phrases, words, or grammar must be corrected according to good and correct Indonesian spelling.") (Respondent 1)

"Iya. Pertama itu..... saya buat topik. Topik utama dibagian paling atas pada sebuah kertas. Selanjutnya, membuat daftar kalimat-kalimat. Kembali lagi ke unsur 5W+1H tadi. Terakhir, ya.... Saya mengecek dulu tata bahasanya. Terutama di Padang Ekspres, memang harus memperhatikan frasa, kata atau tata Bahasa dalam penulisan." (Responden 2)

("Yes, first of all... I created a topic. The main topic is at the top of the paper. Next, make a list of sentences. Back again to the 5W+1H elements earlier. Lastly, yes.... I checked the grammar first. Especially in Padang Ekspres, you have to pay attention to phrases, words, or grammar of each sentence.") (Respondent 2)

Based on the analysis of the interview above, the researcher found that respondents used listing to create an outline. Then, the respondent explained three steps in the listing. These three steps, include: firstly, make a main topic at the top of a paper. Next, make a list of sentences. Lastly, check the use of spelling, phrases, words, and grammar in sentences.

From the analysis of the interview above, the researcher created a table to explain in detail how the respondents applied in pre-writing processes. The following is an explanation in the table below.

Table 5
The Ways of Outlining in Pre-writing

Ways	Descriptions
Using listing	These three steps include: Firstly, make a main topic at the top of the paper. Secondly, make a list of sentences. Last, check the use of spelling, phrases, words, and grammar in sentences.

From the analysis above, the researcher's findings were analyzed through established theories and compared with the previous research findings. The following was a discussion of the three participants who conducted the pre-writing processes before publication.

The first way, choosing a topic. Participant 1, 2, and 3 chose a topic based on interest in their topic, personal experiences, familiarity with the topic,

and related to daily life. As claimed by (Maolida & Mustika, 2018) stated that students who choose a topic are interested in their topic, consideration of the audience, familiarity with the topic, and social life.

The second way of the pre-writing process was to gather ideas. Participants 1 2 and 3 gather ideas. As claimed by (Kamal & Faraj, 2015) are several ways students use to gather ideas, namely brainstorming, reading, and interviewing.

The third way was organized ideas. In this way, students group ideas using grouping. Participant 1, 2, and 3 all used their way. As claimed by (Dhanya & Alamelu, 2020) stated that students use grouping to organize ideas.

The fourth way was to define the topic sentence. Participants 1 and 2 used several ways to define the topic sentence. As claimed (Hsieh, 2016) students can apply several activities to a defined topic sentence, including, first a pyramid

pattern, a list, a web of ideas, an outline, or a schema. This means only Participants 1 and 2 made a way to define the topic sentence and Participant 3 did not define the topic sentence.

The fifth way was outlining. Respondents 1 and 2 did outline. However, participant 3 did outline but it was not by what was in the theory. As claimed by Miftah (2015), the procedure of listing can help in outlining: First, write a general topic at the top of your paper, list every word or phrase that comes to mind about the topic, and last use words, phrases, spelling, or grammar.

It is clear from the discussion that the three respondents did engage in a pre-writing process before publication. However, the pre-writing process they engaged in was not fully executed. Respondent 1 carried out all stages in the prewriting process, namely choosing a topic, organizing ideas, and outlining. Meanwhile, respondent 2 carried out all

stages in the prewriting process, namely choosing a topic, gathering ideas, defining a topic sentence, and outlining. however, respondent 3 carried out only 2 stages in the prewriting process, namely choosing a topic and gathering ideas.

For more details, see the table below

Table 6
Summary of Processes on Students' Publication

Findings	Pre-writing process	Respondent
Finding 1	Choosing a topic	All respondent
Finding 2	Gathering ideas	All respondent
Finding 3	Organizing ideas	Respondent 1 and Respondent 2
Finding 4	Defined a topic sentence	Respondents 1 and respondent 2
Finding 5	Outlining	Respondents 1 and respondent 2

Table 7
Summary of Ways of Pre-writing Process

Process	Ways
Choosing a topic	<ol style="list-style-type: none"> 1. Choosing a topic is based on her liked 2. Choosing a topic is based on the characteristics of the audience 3. Choosing a topic related to daily life
Gathering ideas	<ol style="list-style-type: none"> 1. Brainstorming 2. Reading 3. Interviewing
Organizing ideas	Using grouping
Defining a topic sentence	<ol style="list-style-type: none"> 1. Create a pyramid pattern 2. Make a list of sentences
Outlining	Using listing

CONCLUSION

Based on the purpose of the research discussed. The researcher wants to find a way for students' pre-writing process before publication at the Faculty of Social Sciences and Humanities. Based on the data analysis and research findings, the researcher found the students use the five stages of the pre-writing process: choosing a topic, gathering ideas, organizing ideas, defining a topic sentence, and outlining.

In conclusion, the researcher found two students had followed all

stages in the pre-writing processes.

However, one student did not follow all the stages in the pre-writing process.

Meanwhile, the stages that had been not done were organizing ideas, defining a

topic sentence, and outlining. Students

who apply all the stages and students

who do not apply all the stages in pre-

writing can both publish their writing in

the newspaper. Students who apply all

the stages and student who do not apply

all the stages in pre-writing can both

publish their writing in newspapers.

This means students do not have to

follow all the stages in the pre-writing

process to achieve publication in a

newspaper. This was because of the

motivation and encouragement from

lecturers, tutors, or seniors who

provided opportunities for students to

write as well as publish their writing in

print mass media. Therefore, students

did not have to apply all stages in the

pre-writing process to publish in print mass media.

After doing the investigations phase in the field and collecting data, the researcher stated insightful suggestions in this section. In this suggestion, the researcher hopes that lecturers provide direction and motivation to other students who are interested in writing and creating write that could be published not only in writing but publish in mass media. Also, the researcher hopes other researchers will continue and develop this research with participants who use a lot of qualitative research.

The research aimed to find out the path of students' pre-writing process before publication and found students publish their essays in newspapers. Moreover, students who publish writing in the mass media could continue to write and become an example for other students to be motivated to write. Not

only write but also publish their writing in the mass media. Overall, this research provides us with information about the pre-writing process of students' publications in higher education.

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Appendix 1. List of Interview

1. Apakah anda memilih topik yang anda sukai? Jelaskan bagaimana anda melakukannya!
2. Apakah anda memilih topik berdasarkan karakteristik audiens dengan topik? Jelaskan bagaimana anda melakukannya?
3. Apakah anda memilih topik yang berkaitan dengan kehidupan sehari-hari? Jelaskan bagaimana anda melakukannya
4. Apakah anda mengumpulkan data dari berbagai sumber? Darimana saja sumber-sumber tersebut berasal?
5. Apakah anda melakukan brainstorming untuk mengumpulkan data? Bagaimana kamu melakukannya?
6. Apakah anda melakukan kegiatan membaca untuk mengumpulkan ide-ide? Jelaskan bagaimana anda mendapatkan sumber bacaan!
7. Apakah anda melakukan wawancara terhadap narasumber untuk menemukan ide? Jelaskan bagaimana anda melakukannya?
8. Apakah anda menggunakan grouping untuk mengelompokkan ide? Bagaimana anda melakukan grouping?
9. Apakah anda membuat pola piramida untuk menentukan kalimat topik? Jelaskan pola piramida apa yang kamu gunakan?
10. Apakah anda membuat daftar kalimat topik? Jelaskan bagaimana anda melakukannya?
11. Apakah anda membuat jaringan ide atau skema untuk menentukan kalimat topik? Jelaskan bagaimana anda melakukannya
12. Apakah anda menggunakan listing to membuat outlining? Bagaimana anda melakukannya?