



Learning to Write a Summary Story Review Using a Dual Strategy through a Google Form-Based Teaching Module

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ABSTRACT

Writing literary reviews is one of the objectives of literary theory learning in high school. This course focuses on reading the subject of the review and writing. Each lesson requires strategies that align with both the learning objectives and the student's characteristics. The dual strategy through a Google Form-based teaching module with a file upload option is believed to be effective. The purpose of this study is to describe: 1) the learning procedure for writing a review of the story of Amir Hamzah using a dual strategy through a Google Form-based teaching module with a file upload option; 2) the learning outcomes of writing a review of the story of Amir Hamzah using a dual strategy through a Google Form-based teaching module with a file upload option. The study took place in the odd semester of 2025/2026 at SMK Ar-Rahman Cianjur. This study used a quantitative descriptive method. The study population was 11th grade students who participated in the learning activity of writing a review of the Amir Hamzah saga. They numbered 17 students. The study used a total sample, namely all members of the population were made sample members. Data on writing a summary review of Amir Hamzah was collected using a test instrument in the form of a Google Form-based performance test. The data of story of Amir Hamzah summary review writing were analyzed using descriptive statistics, namely mean, percentage, mode, and standard deviation. The results of the study: 1) the learning procedure for writing a review of the story of Amir Hamzah using a dual strategy through a Google Form-based teaching module with a file upload option involved 3 initial activities, 11 core activities, and 2 final activities; 2) the learning outcomes of writing the story of Amir Hamzah review using a dual strategy through a Google form-based teaching module with the file upload option were in the high category.

Keywords: learning to write, summary story review, dual strategy, google form, teaching module

Pembelajaran Menulis Resensi Ringkasan Hikayat Menggunakan Strategi Ganda melalui Modul Ajar Berbasis Google Form

ABSTRAK

Menulis resensi karya sastra merupakan satu di antara tujuan pembelajaran teori sastra di sekolah menengah atas. Pembelajaran ini mengandalkan aspek membaca objek resensi dan aspek menulis. Setiap pembelajaran memerlukan strategi yang sesuai baik dengan tujuan pembelajaran maupun karakter siswa. Strategi ganda melalui modul ajar berbasis google form opsi file upload diyakini ampuh digunakan. Tujuan penelitian ini untuk mendeskripsikan: 1) prosedur pembelajaran menulis resensi hikayat Amir Hamzah menggunakan strategi ganda melalui modul ajar berbasis google form opsi file upload; 2) hasil postes menulis resensi hikayat Amir Hamzah menggunakan strategi ganda melalui modul ajar berbasis google form opsi file upload. Penelitian berlangsung pada semester ganjil 2025/2026 di SMK Ar-Rahman Cianjur. Penelitian ini menggunakan metode deskriptif kuantitatif. Populasi penelitian adalah para siswa kelas XI.1 yang mengikuti kegiatan pembelajaran menulis resensi hikayat Amir Hamzah. Mereka berjumlah 17 siswa. Penelitian menggunakan sampel total yakni semua anggota populasi dijadikan anggota sampel. Data dikumpulkan menggunakan instrumen tes berbentuk tes unjuk kerja berbasis google form. Data dianalisis menggunakan statistik deskriptif yakni mean, persen, modus, dan simpangan baku. Hasil penelitian: 1) prosedur pembelajaran menulis resensi hikayat Amir Hamzah menggunakan strategi ganda melalui modul ajar berbasis google form opsi file upload melibatkan 3 kegiatan awal, 11 kegiatan inti, dan 2 kegiatan akhir; 2) hasil belajar menulis resensi hikayat Amir Hamzah menggunakan strategi ganda melalui modul ajar berbasis google form opsi file upload berkategori tinggi.

Kata kunci: pembelajaran menulis, resensi hikayat, strategi ganda, modul ajar, google form

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INTRODUCTION

Literary appreciation for high school students can be introduced through all aspects of language; reading, writing, speaking, and listening. Reading, in this case, facilitates students' ability to grasp ideas from written sources, such as written texts about story. Writing, in this case, means expressing ideas in written form. Writing a book review is a writing activity based on the results of reading the book in question (Elmustian & Razak, 2021).

Teaching reviews of ancient literary components, such as story, is an engaging activity for eleventh-grade students. The goal is for students to develop a sufficient understanding of the story's content and improve their review writing skills.

This can be achieved if the learning activities are carried out in a planned and thorough manner. First, learning uses a Google Forms-based learning module with a file upload option based on the lesson plan. Through this electronic device, students are ensured to read the instructional materials contained in the learning module (Elmustian & Jalil, 2015). Second, learning strategies align with the objectives and material, namely a dual strategy (a process skills approach, a copying assignment technique, and a test technique). First, the process skills approach is a teaching strategy that presents objective demonstrations of the learning material in the learning module. Several scientific articles using the process skills approach are found in online journals, including (Pratiwi, 2025; Farianti & Amrillah, 2024; Kasim & Razak, 2023). Second, the copying assignment technique is a learning strategy that forces students to read by copying reading material in the learning materials (Razak, 2021). Scientific articles that use the copying assignment technique include those written by (Harahap & Ningsih, 2024; Doda & Achmad, 2025; Yulaeh & Handayani, 2024). Third, the testing technique is the delivery of learning material by asking questions. The teacher facilitates the answers to the questions so that the answers are correct. The answers to the questions are not used as a basis for assessing learning out-

comes. Several scientific articles use test techniques in learning, for example (Rahayu & Sukmawan, 2024; Sari, 2023; Farokhah et al., 2024).

The Hikayat Amir Hamzah is relatively long. Therefore, this article uses its synopsis. This means that learning is limited to a synopsis review of the Hikayat Amir Hamzah. Based on this, the research problem is formulated as follows:

- 1) What is the learning procedure for writing a synopsis review of the Amir Hamzah story using Google Form-based teaching materials with the file upload option for 11th-grade students at SMK Ar-Rahman Cianjur?
- 2) What are the learning outcomes for writing a synopsis review of the Amir Hamzah story using Google Form-based teaching materials with the file upload option for 11th-grade students at SMK Ar-Rahman Cianjur?

First, to describe the learning procedure for writing a synopsis review of the Hikayat Amir Hamzah using Google Form-based teaching materials with the file upload option for 11th-grade students at SMK Ar-Rahman Cianjur. Second, to describe the learning outcomes of writing a synopsis review of the Amir Hamzah fable using Google Form-based teaching materials with the file upload option for 11th-grade students at Ar-Rahman High School in Cianjur. These are the two objectives of this study.

This research has several benefits. First, for Indonesian language teachers, this article is useful because it can be used as discussion material in meetings with fellow Indonesian language teachers. Second, for school principals, this article is useful because it can be used as supervision material for teachers. Third, for students studying language and literature education, this article is also useful because it can be used as reference material for writing scientific papers related to writing skills, learning approaches, and special modules based on Google Forms with the file



upload option. Fourth, for lecturers studying language and literature education, this article can also be used as comparative material in learning.

Relevant articles can be found in various online journals. First, Prasetyo et al. (2025) concluded that storynomics enhances speaking instruction by creating a dynamic and interactive learning environment. It helps students relate to content, organize thoughts, and express ideas fluently and coherently while promoting authentic language use and creativity. Effective methods for implementing storynomics in classrooms include personal storytelling, digital storytelling, and role-playing. Challenges such as teacher preparedness, varied student proficiency levels, and time constraints in the curriculum were identified. The paper underscores the need for further research on the long-term effects of storynomics on speaking proficiency and its adaptability to different cultural contexts. Addressing these gaps will provide a more comprehensive understanding of its application in language education. In conclusion, storynomics presents a promising approach for enhancing speaking skills in higher education by making learning more engaging, practical, and interactive, ultimately contributing to improved student outcomes in verbal communication. Second, Adenawaty et al. (2018) concluded that: 1) teacher teaching activities have increased by an average of 64.71% in cycle I and an average of 87.25% in cycle II, 2) student learning activities have increased with an average of 54.44% in cycle I and an average of 84.44% in cycle II, 3) student learning motivation has increased by an average of 53.83% in cycle I and an average of 84.19% in cycle II, 4) student learning outcomes have increased with an average of 52.38% in cycle I and an average of 84.52% in cycle II. It can be concluded that the implementation of the model with this learning strategy has increased. Third, Rokhmansyah (2018) concluded that there is a varied picture regarding the author's views on LGBT groups.

A review can be interpreted as an activity of considering, discussing, reviewing and/or talking

about a book. The aspects discussed include the book's content, including its strengths and weaknesses, the author's thoroughness in covering a topic, the book's ease of understanding, its classification, and its positive and negative aspects. Reviews tend to focus on informational aspects (Razak, 2000; Hariyanto, 2020; Dahlan, 2020).

METHOD

This research uses a quantitative descriptive method. This method describes research data in numerical form. Arikunto et al. (2015), Purwanto (2023), and Razak, (2010) state that quantitative descriptive research is commonly used by researchers because it is relatively easier than qualitative descriptive research.

This research took place in the odd semester of the 2025/2026 academic year. During the research period, several important activities were carried out. First, preparatory activities, such as preparing learning materials, such as Google for Android-based teaching modules with file upload options, the lesson plan, and test instruments. Second, field activities, namely collecting research data through in-school learning activities in two parallel eleventh-grade classes. Third, reporting activities, namely analyzing data and writing a report in the form of an online journal scientific article.

The research was conducted in the eleventh-grade class of SMK Ar-Rahman Cianjur. The school, with the NPSN 69880140, is located in Cadas Gantung Village, RT 01/06, Cibodas Village, Pacet District, Cianjur Regency, West Java Province.

The population of this study was 11th-grade students participating in a writing lesson on summarizing reviews of the Amir Hamzah story. There were 17 of them; class XI.1.

This study used a total sample, meaning all members of the population were included in the sample. Total samples are commonly used in educational research.

Data for writing summarizing reviews of the Amir Hamzah story were collected using a test in-

strument. To produce a test that was deemed content-valid, the following steps were outlined:

First, determine the type of test for writing summarizing the Amir Hamzah story. This article uses an essay-type test.

Second, determine the aspects of the review. This article uses five aspects of the Amir Hamzah story review: 1) attributes of the story summary; 2) strengths of the fable summary; 3) weaknesses of the story summary; 4) readability of the story summary; 5) adequacy of the content of the story summary (Elmustian, 2020; Razak, 2021).

Third, write test specifications, write a summary of Amir Hamzah story as a basis for writing test items.

Fourth, write test items to write a summary of the Amir Hamzah story.

Data on writing a summary of Amir Hamzah's saga were analyzed using descriptive statistical procedures. Statistical measures that fit this data are mean, percent, standard deviation, and mode. Fraenkel et al. (2012), Bogdan & Biklen, 2007; Balaka, 2012).

The data for writing a summary of Amir Hamzah's saga is based on the results of scoring student answer sheets. Scoring uses the criteria as stated below.

Table 1
 Scoring Technique for Writing a Summary of the Hikayat Amir Hamzah Review

No.	Indicator	Score Range
1	summary attributes	1-5
2	summary advantages	1-5
3	weakness summary	1-5
4	readability of summaries	1-5
5	adequacy of summary content	1-5

RESULT

1. Learning Procedure for Writing a Review Summary of the Amir Hamzah Story

The learning procedure for writing a summary review of the Amir Hamzah story for grade XI students of SMK Ar-Rahman Cianjur is described based on the type of learning activities. The ac-

tivities in question are: 1) preliminary activities; 2) main activities; 3) final activities.

Table 2
 Pretest Results for Writing a Short Review of the Story of Amir Hamzah

No.	X	f	fX	Value
1	13	1	13	
2	14	2	28	
3	15	7	105	
4	16	4	64	
5	17	3	51	
	sum	17	261	
	mean			15,35
	percent			61,41
	stdev			1,13
	mode			15
	maximum			17
	minimum			13

1.1 Preliminary Activities

Learning to write a summary review of the Amir Hamzah fable for eleventh-grade students at SMK Ar-Rahman Cianjur involves three preliminary activities:

- 1) Students respond to the teacher's greeting when opening the learning activity.
- 2) Students receive a link to a Google Form-based learning module in the WhatsApp group.
- 3) Students listen to the teacher's statement conveying the learning objectives.

1.2 Main Activities

Learning to write a summary review of the Amir Hamzah story for class XI students of SMK Ar-Rahman Cianjur involves 13 core activities. The activities in question are:

- 1) The teacher facilitates students to be in section 1 of the Google Form.
- 2) The teacher facilitates students to fill in their name and class in section 1 of the Google Form.



- 3) The teacher facilitates students to understand and complete the copying, photographing, and uploading techniques in the lesson.
- 4) The teacher facilitates students to be in section 2 of the Google Form on the teaching technique for writing a review.
- 5) The teacher facilitates students to copy, photograph, and upload a teaching technique on the meaning of the summary review of the story Amir Hamzah in section 2 of the Google Form.
- 6) The teacher facilitates students to copy, photograph, and upload a teaching technique on aspects of the summary of the story Amir Hamzah in section 2 of the Google Form.
- 7) The teacher facilitates students to copy, photograph, and upload a teaching technique on the meaning of each aspect of the summary of the story Amir Hamzah in section 2 of the Google Form.
- 8) The teacher facilitates students to be in section 3 of the Google Form on writing a review practice.
- 9) The teacher facilitates students to be in section 3 of the Google Form on writing a review practice. The teacher assists students in writing the attributes of the summary of the story Amir Hamzah in a notebook, photographing their writing, and uploading them.
- 10) The teacher assists students in writing the strengths of the summary of the story Amir Hamzah in a notebook, photographing their writing, and uploading them.
- 11) The teacher assists students in writing the weaknesses of the summary of the story Amir Hamzah in a notebook, photographing their writing, and uploading them.
- 12) The teacher assists students in writing the adequacy of the summary of the story Amir Hamzah in a notebook, photographing their writing, and uploading them.

- 13) The teacher assists students in writing the readability of the summary of the story Amir Hamzah in a notebook, photographing their writing, and uploading them.

1.3 Final Activities

Learning to write a summary review of the Amir Hamzah story for eleventh-grade students at SMK Ar-Rahman Cianjur involves two final activities:

- 1) Students listen to the teacher's statement expressing appreciation for their participation in the learning process.
- 2) Students listen to the teacher's instructions to complete a Google Form-based take-home exam writing test on the summary review of the story Amir Hamzah.

2. Learning Results to Write a Summary Review of the Story of Amir Hamzah

The mean learning outcome for writing a summary review of the Amir Hamzah story for eleventh-grade students at SMK Ar-Rahman Cianjur is 20.29, equivalent to a standard score of 81.18 and a standard deviation of 0.91. The complete data is presented in the table below.

Table 3
 Learning Outcomes for Writing a the Summary of the Story Amir Hamzah

No.	X	f	fX	Value
1	18	1	18	
2	19	2	38	
3	20	8	160	
4	21	3	63	
5	22	3	66	
	sum	17	345	
	mean			20,29
	percent			81,18
	stdev			0,91
	mode			20
	maximum			22
	minimum			18

DISCUSSION

Learning to write a summary review of the Amir Hamzah fable through a Google Forms-based learning module with a file upload option using a dual strategy in eleventh-grade students at SMK Ar-Rahman Cianjur, achieved a relatively high mean score of 81.31. This result was achieved due to several factors, as discussed below.

First, the learning module is based on a Google Forms-based learning module with a file upload option. This electronic module is very practical, even though it requires an Android phone. This practicality lies in its ease of access. Furthermore, this electronic learning tool also motivates students to engage in learning, including perseverance. Boekaerts (20020), Thalib (2019), Florina & Atmazaki (2023) describe that learning motivation plays a crucial role in learning. Scientific articles containing learning motivation are found in various online journals (Florina & Atmazaki, 2023; Al-Shourafa, A. (2012; Andriani & Rasto, 2019).

Many research results conclude that learning outcomes are relatively high for various subjects when using special modules or teaching materials compared to using conventional books. First, Razak (2025) wrote an article entitled Learning to Write Bibliography of Scientific Articles Using a Dual Strategy Based on Google Form File Upload Option. The findings of this study are the learning procedure for writing bibliography of scientific articles using a process skills approach, copying task techniques, and test techniques through teaching materials based on Google Form file upload options involving 3 initial activities, 19 core activities, and 2 final activities and the learning outcomes of writing bibliography of scientific articles using a process skills approach, copying task techniques, and test techniques through teaching materials based on Google Form file upload options reached a standard mean target of 85.00. Second, Razak & Elmustian (2024) wrote an article entitled Application of Process Skills Approach and Copying Task Techniques in Online Learning Skills to Strengthen Pantun Rhyme. The results of the study are the results of online learning skills to

strengthen the rhyme of one line of pantun in a level-4 sampiran verse (the percentage of rhyme to the number of sounds in one line is 50.00-60.00; there is no difference in the results of learning online skills to strengthen the rhyme of one line of pantun in a sampiran verse per sample group. Third, Hasanah & Hasanah (2024) wrote an article entitled Learning to Edit Prophetic Pantun Lines Using a Process Skills Approach through Enrichment Teaching Materials. The results of the study; 1) the learning procedure includes 3 initial activities, 18 core activities, and 2 final activities; 2) the results of learning to edit prophetic pantun using a process skills approach through enrichment teaching materials reached a standard score of 78.20 because the t value of one sample of 1.149 is at sig. $0.260 > 0.05$ at the high category of mean expectations; 3) There was no difference in learning outcomes for editing prophetic pantun using the process skills approach through enrichment teaching materials per sample group, as the independent sample t-value of 1.694 was significant at $0.101 > 0.05$.

Second, the dual strategy (process skills approach, copying assignment technique, and testing technique) was used. The skills approach is a teaching strategy that provides learning materials through the teaching aid feature. The materials covered the nature of writing, the nature of stories, the nature of summaries of stories, and the nature of reviews. Several articles using the process skills approach, both within the dual strategy unit and independently, were written by (Mulyadi & Wirda, 2024; Banont & Nur, 2024; Debatara, 2023; Elmustian et al., 2024).

The copying assignment technique is closely related to the process skills approach. Students are tasked with copying components of the teaching aid to ensure they read the teaching aid. Razak (2018) described learning using written teaching materials as being easier for students to understand if they read. Several scientific articles use the copying task technique (Aryani & Achmad, 2025; Hariyati et al., 2024; Jarkasih & Pasanea, 2023).

The dual strategy in this article is also rein-



forced by the testing technique, a teaching activity involving written questions with the aim of conveying learning material, not measuring learning outcomes. However, this activity is a test based on students' perceptions, so they answer the questions in the hope of achieving high scores.

Many research findings demonstrate relatively high learning outcomes for various subjects when using modules or specialized teaching materials compared to conventional textbooks. First, Razak (2025) wrote an article entitled "Learning to Write Bibliographies for Scientific Articles Using a Dual Strategy Based on Google Forms with the File Upload Option." The findings of this study indicate that the procedure for learning bibliography writing skills for scientific articles using a process skills approach, a copying task technique, and a test technique through Google Forms-based teaching materials with the file upload option involved three initial activities, 19 core activities, and two final activities. The learning outcomes for bibliography writing skills for scientific articles using the process skills approach, the copying task technique, and the test technique through Google Forms-based teaching materials with the file upload option achieved a standard mean target of 85.00. Second, Lukmawati & Oktiwati (2024) wrote an article entitled Learning Appreciation of the Folklore 'Prambanan Temple' Using Reading-Writing Techniques through Short Teaching Materials. The results of the study are the procedure for learning the folktale 'Prambanan Temple' using the reading-listening technique using short teaching materials in accordance with the lesson plan and students actively participated in learning the folktale 'Prambanan Temple' using the reading-listening technique using short teaching materials. Third, Hermayuni & Widiasih (2025) wrote an article entitled Compiling a Factual Paragraph Reading Skills Test as an Integrated Learning Technique. The results: 1) the procedure for compiling a test of choice of factual paragraph reading skills involves the following activities: a) preliminary study focused on the objectives and implicit indicators of learning factual paragraph reading skills,

b) specifications of the factual paragraph reading skills test as an integrated learning technique, c) compilation of the reading skills test as an integrated learning technique, d) trial of the factual paragraph reading skills test device in grade 6 of SD Negeri 5 Kawan, e) evaluation and revision of the factual paragraph reading skills test device based on the trial results in grade 6 of SD Negeri 5 Kawan, f) reproduction of the reading skills test as an integrated learning technique; 2) the profile of the factual paragraph reading skills test as an integrated learning technique is 12 multiple-choice items of the factual paragraph reading skills test on mathematics topics.

The Amir Hamzah story is a Malay epic originating from Persian Islam that tells the story of Amir Hamzah's bravery in preaching and spreading Islam from Masyrik to Magrib. The Hikayat Amir Hamzah is very popular among the Malays and is usually read by soldiers before going to war to gain morale and courage in battle. This epic has been written in various languages of the world, the archipelago languages namely Javanese, Sundanese, Balinese, Sasak, Palembang, and Acehese as well as international languages such as Arabic, Hindi, and Turkish. As a literary work with the theme of heroism, the Hikayat Amir Hamzah is a large Malay literary work in terms of volume, recorded as having 1843 pages of folio-sized manuscripts. Currently, no less than 13 manuscripts are stored in libraries and museums in various parts of the world such as Leiden, London, Kuala Lumpur, Jakarta. One of the authors/manuscriptwriters who published the Hikayat Amir Hamzah is Abdul Samad Ahmad, with the title "Hikayat Amir Hamzah (Siri Warisan Sastra Klasik).

CONCLUSION

First, the learning procedure for writing a synopsis review of the Hikayat Amir Hamzah using Google Form-based teaching materials with the file upload option for 11th-grade students at Ar-Rahman High School, Cianjur, involved 3 preliminary activities, 13 core activities, and 2 final ac-

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