



Anecdotal Text Theme ‘Gulai Nangka’ According to Student Choice Using Google Classroom Media

Oki Rasdana^{1*}, Imam Akhmad²

¹Indonesian Language and Literature Education Study Program, University of Riau, Riau, Indonesia

²Institut Seni Budaya Indonesia (ISBI) Bandung, Jawa Barat, Indonesia

*E-mail: oki.rasdana@lecturer.unri.ac.id

ABSTRACT

This study aims to describe: 1) the central theme of the anecdote text ‘Gulai Nangka’ according to students’ choices using google classroom media; 2) supporting theme-1 of the anecdote text ‘Gulai Nangka’ according to students’ choices using google classroom media; 3) supporting theme-2 of the anecdote text ‘Tangga Sakti’ according to students’ choices using google classroom media. The study was conducted in the odd semester of 2024/2025 at the Indonesian Language and Literature Education Study Program, University of Riau. The population consisted of students in the 3rd semester of the 2024/2025 academic year who submitted the Google form. There were 88 students divided into three parallel classes. The sample was determined to be 73 students based on the Slavin formula. This number is divided into 25 students in class 2023A and 25 students in class 2023C. Data on the theme of the anecdote text ‘Gulai Nangka’ according to students’ choices were collected using a closed questionnaire in the electronic version of the Google using google classroom media. This questionnaire is valid because it is compiled using objective and systematic procedures. The data on the main themes of the anecdote text ‘Gulai Nangka’ according to students’ choices were analyzed using descriptive statistical procedures that focused on frequency, percentage, and mode. The results of the study: 1) the central theme of the anecdote text ‘Gulai Nangka’ according to students’ choices is that people always choose the best; 2) the supporting theme-1 of the anecdote text ‘Gulai Nangka’ according to students’ choices is that a good way of processing determines the deliciousness of a dish; 3) the supporting theme-2 of the anecdote text ‘Gulai Nangka’ according to students’ choices is the shifting of focus from good things to bad things.

Keywords: anecdotal text appreciation, ‘Gulai Nangka’, students choice, google classroom media

Tema Teks Anekdot ‘Gulai Nangka’ menurut Pilihan Mahasiswa Menggunakan Media Google Classroom

ABSTRACT

Penelitian ini bertujuan untuk mendeskripsikan: 1) tema utama teks anekdot ‘Gulai Nangka’ menurut pilihan mahasiswa menggunakan media google classroom; 2) tema pendukung-1 teks anekdot ‘Gulai Nangka’ menurut pilihan mahasiswa menggunakan media google classroom; 3) tema pendukung-2 teks anekdot ‘Gulai Nangka’ menurut pilihan mahasiswa menggunakan media google classroom. Penelitian dilaksanakan pada semester ganjil 2024/2025 di Prodi Pendidikan Bahasa dan Sastra Indonesia, Universitas Riau. Populasi adalah para mahasiswa semester-3 tahun akademis 2024/2025 yang melakukan submit di google form. Mereka berjumlah 62 mahasiswa yang terbagi dari dua kelas paralel. Sampel ditetapkan sebanyak 54 mahasiswa atas dasar formula Slavin. Jumlah ini terbagi dari 28 mahasiswa kelas 2023A dan 26 mahasiswa kelas 2023C. Data tema teks anekdot ‘Gulai Nangka’ menurut pilihan mahasiswa dikumpulkan menggunakan kuesioner tertutup jenis elektronik versi google classroom. Kuesioner ini valid karena disusun menggunakan prosedur objektif dan sistematis. Data tema utama teks anekdot ‘Gulai Nangka’ menurut pilihan mahasiswa dianalisis menggunakan prosedur statistik deskriptif yang berfokus kepada frekuensi dan persen serta modus. Hasil penelitian: 1) tema utama teks anekdot ‘Gulai Nangka’ menurut pilihan mahasiswa adalah orang selalu memilih yang terbaik; 2) tema pendukung-1 teks anekdot ‘Gulai Nangka’ menurut pilihan mahasiswa adalah cara mengolah bahan yang baik menentukan enakny suatu masakan; 3) tema pendukung-2 teks anekdot ‘Gulai Nangka’ menurut pilihan mahasiswa adalah pengalihan fokus tentang hal yang baik kepada hal yang kurang baik.

Kata Kunci: tema, teks anekdot, ‘Gulai Nangka’ pilihan mahasiswa, google classroom

Submitted
4/6/2025

Accepted
6/6/2025

Published
6/6/2025

Citation	Rasdana, O., & Akhmad, I. (2025). Anecdotal Text Theme ‘Gulai Nangka’ According to Student Choice Using Google Classroom Media. <i>Jurnal Pembelajaran Bahasa dan Sastra, Volume 4, Nomor 3, Mei 2025, 309-316</i> . DOI: https://doi.org/10.55909/jpbs.v4i3.756
----------	---

Publisher
Raja Zulkarnain Education Foundation

Oki Rasdana & Imam Akhmad, Mei 2025, 309-316

anecdotal text appreciation, ‘Gulai Nangka’, students choice, google classroom media

309

INTRODUCTION

Anecdotal text is one type of narrative text (Kosasih, 2014; Mahsun, 2013; Kosasih & Kurniawan, 2019). Usually, anecdotal text has the following structure: 1) an abstract that describes the contents of the text so that readers can provide illustrations of the contents of the text; 2) orientation is the beginning of a story event or the part that explains the background of why the main event in the story can occur; 3) crisis is the part that explains the main problem in a story; 4) reaction is a complementary part in the form of a solution to the problem; 5) coda is the closing part of the story in anecdotal text.

Anecdotal text is also taught in grade X of high school. The purpose of learning this narrative text is for students to understand the text structure and language rules of anecdotal text.

For students of the Indonesian Language and Literature Education Study Program, for example, anecdotal texts are one of the many studies in the Prose and Poetry Appreciation course. The goal is for students to have knowledge and skills about anecdotal texts. This knowledge and skills will later be used for learning Indonesian based on anecdotal texts.

Anecdotal texts based on Malay culture can be found in printed books and/or online journal scientific articles, namely:

- 1) Kapal Tanker: Kumpulan Cerita Humor Yong Dolah dan Singkat (Razak, 2021).
- 2) Celakanya Bibir: Kumpulan Humor Interaktif (Razak at el., 2005)

In the first book, there are 25 humorous stories by Yong Dolah. Five of the 25 humorous stories are:

- 1) Kapal Tanker
- 2) Tangga Sakti
- 3) Gulai Nangka
- 4) Kapten Kapal
- 5) Bermain Bola

In the second book there are 40 interactive humor stories. Five of the 40 humorous stories are:

- 1) Anak Anjing
- 2) Tanam Bambu

- 3) Nila Singkep
- 4) RS12
- 5) Sekolah Gajah

Below are presented three themes randomly from the three stories above' according to the author's interpretation. Sequence theme 1 is the central theme. Sequence theme-2 is supporting theme-1, Sequence theme-3 is supporting theme-2.

Kapal Tanker Themes

- 1) every job has risks
- 2) understanding of marine climate through astronomy
- 3) disasters of fishermen working at sea

Tangga Saakti Themes

- 1) people can find solutions to a problem
- 2) groups of words that are not interpreted literally
- 3) people who dare to face challenges at work

Gulai Nangka Themes

- 1) people always choose the best
- 2) shifting focus from good things to bad things
- 3) good processing methods determine the taste of a dish

The theme is appreciative. This means that the theme is primarily determined by the reader's understanding and/or interpretation. The reader's understanding of the theme is primarily determined by their knowledge and experience (Elmustian, 2022; Sumiyadi & Durrachman, 2014).

The central theme of a short story, according to reader assessments, such as those from students, has the potential to change. This change is directly proportional to the increase in their experience and knowledge. A short story that was initially positioned as the central theme has the potential to change into a second supporting theme and/or vice versa.

This article presents a study of the theme in the anecdote text, as chosen by students, limited to one story, namely 'Gulai Nangka.' That is why this article is entitled 'Theme of the Anecdote Text 'Gulai Nangka' according to Students' Choices through Google Form Media.



Based on the description above, this article contains three research problem. The research problem presented below, namely: others:

- 1) What is the central theme of the anecdote text 'Gulai Nangka' according to students' choices through Google Classroom media?
- 2) Is the central theme of the anecdote text 'Gulai Nangka' the same according to students' choices through Google Classroom media per sample group?
- 3) What is the supporting theme-1 of the anecdote text 'Gulai Nangka' according to students' choices through Google Classroom media?
- 4) Is the supporting theme-1 of the anecdote text 'Gulai Nangka' the same according to students' choices through Google Classroom media per sample group?
- 5) What is the supporting theme-2 of the anecdote text 'Gulai Nangka' according to students' choices through Google Classroom media?
- 6) Is the supporting theme 2 of the anecdote text 'Gulai Nangka' the same according to students' choices through Google Classroom media per sample group?

First, to describe the central theme of the anecdote text 'Gulai Nangka' according to students' choices through Google classroom media. Second, to describe the similarity of the central theme in the anecdote text 'Gulai Nangka' as chosen by students through Google Forms per sample group. Third, to describe the supporting theme-1 of the anecdote text 'Gulai Nangka' according to students' choices through Google classroom media. Fourth, to describe the supporting theme-1 of the anecdote text 'Gulai Nangka' according to students' choices through Google classroom media per sample group. Fifth, to describe the supporting theme-2 of the anecdote text 'Gulai Nangka' according to students' choices through Google classroom media per sample group. Sixth, to describe the supporting theme-2 of the anecdote text 'Gulai Nangka'

according to students' choices through Google classroom media per sample group. Those are the six objectives of the research in this article.

Here are some of the benefits of this scientific article. First, as a material for planning and implementing literary appreciation lectures in universities in relevant study programs. Second, from the perspective of literary criticism, the article can be used as a material for criticism. Third, from the perspective of supervision, this article can serve as material for supervising literary learning at both the higher education level and the high school level. Fourth, for groups of Indonesian language teachers, this article can be used as discussion material in scientific meetings with fellow Indonesian language teachers.

Relevant research can be found in several articles in online journals. The articles in question include:

- 1) Andriyani, S. S. (2024). Amanat Teks Anekdot menurut Interpretasi Siswa dalam Pembelajaran Sekilas Menggunakan Bahan Ajar Sederhana. *Jurnal Pembelajaran Bahasa dan Sastra*, 3(3), 381–388. <https://doi.org/10.55909/jpbs.v3i3.594>
- 2) Hilmi, H. S. & Sumiharti. (2022). Detil Cerita Humor Yong Dolah untuk Pemanfaatan Perencanaan Pembelajaran Teks Anekdot: Riset Keperpustakaan. *Jurnal Pembelajaran Bahasa dan Sastra*, Volume 1, Nomor 2, Maret 2022, 235-242. DOI: <https://doi.org/10.55909/jpbs.v1i2.30>
- 3) Sari, T. H. (2023). Nilai Humor Teks Anekdot 'Anak Anjing' menurut Penilaian Siswa Kelas X. *Jurnal Pembelajaran Bahasa dan Sastra*, 2(5), 675–682. <https://doi.org/10.55909/jpbs.v2i5.533>

METHOD

The research was conducted at the Indonesian Language and Literature Education Study Program, University of Riau; Pekanbaru, Riau. This study program, which holds a superior accreditation certificate, offers 3 semester-long classes for the

2024/2025 academic year, with a total of 113 students.

The research was conducted at the beginning of the odd semester of the 2024/2025 academic year. The time spent on this scientific activity was 30 days. During this period, three types of activities were carried out. First, planning activities such as compiling a questionnaire instrument in the Google classroom version. Second, data collection and analysis activities. Third, reporting activities, namely writing scientific articles in the online journal version.

The study population consisted of 3rd-semester students from the Indonesian Language and Literature Education Study Program at the University of Riau, who completed and submitted the questionnaire via Google Form. There were 88 students. This number is divided into 30 students in class 2023A, 30 students in class 2023B, and 28 students in class 2023C.

The sample was selected using simple random sampling from a pool of 73 students. This number was determined using the Slavin formula, as presented in Razak (2018) and Setiawan (2007). This number is divided into 25 students in class 2023A, 25 students in class 2023B, and 25 students in class 2023C.

To obtain data on the theme of the anecdote text 'Gulai Nangka' according to student choice, a questionnaire was used via Google Forms. The questionnaire consists of two parts: first, the sample member attribute section, which includes the student's name, NIM, class, and WA. Second, the questionnaire item section presents a statement about the central theme and supporting themes of the anecdote text 'Gulai Nangka' based on student choices. This article contains five options about the central theme and also for supporting themes, namely:

- 1) people always choose the best
- 2) shifting focus from good things to bad things
- 3) the food tastes good because it is prepared in a good way

- 4) people who accept invitations from others
- 5) people who do not orbit goodness to others

To ensure a valid questionnaire, a weighing activity was conducted by a team of experts. The weighing used a closed questionnaire with four options: Option 1 is terrible, option 2 is bad, option 3 is good, and Option 4 is perfect. This option is a simplification of the 1-10 scale from Likert (Budiadji, 2013; Azwar, 2012).

The weighing was carried out using a progressive validation type as opposed to result validation (Razak, 2020). Through this weighing, the weighers were asked to provide revision notes for each item that had not reached a minimum value of 3. This progressive validation has positive and negative sides. For the negative side, the weighers were sure to weigh more than once if the first weighing result had an item with a value of 1 or 2. On the positive side, the weighing results had high objectivity because they were assessed repeatedly with a supervision nuance. The weighing results had a value mode of 4 on a value scale of 1-4. This means that the questionnaire on the anecdote text theme 'Gulai Nangka' chosen by students is classified as very valid.

The data of the anecdote text theme 'Gulai Nangka' according to students' choices were analyzed using descriptive statistical procedures. The analysis focused on the frequency distribution table, which involved percentages. The central theme and supporting themes chosen by students were determined using the mode principle.

RESULTS

1. Central Theme of the Anecdote Text 'Gulai Nangka' According to Student Responses

Mengacu kepada tabel 1, tema utama teks anekdot 'Gulai Nangka' menurut pilihan mahasiswa melalui media google classroom adalah 'people always choose the best'. Hal ini ditandai bahwa persen pilihan para anggota sampel menempati urutan pertama yakni 44,44 persen (baris pertama tabel 1).



Table-1
Main Theme of the Anecdote Text 'Gulai Nangka' According to Student Responses

No.	Theme Alternatives	2023A Class		2023C Class		Total	
		f	%	f	%	f	%
1	a person who always chooses the best option	16	57,14	8	30,77	24	44,44
2	shifting focus from good things to bad things	5	17,86	6	23,08	11	20,37
3	the food tastes good because it is prepared in a good way	7	25,00	12	46,15	19	35,19
4	a person who fulfills another person's invitation	0	0	0	0	0	0
5	a person who does not orbit goodness towards others	0	0	0	0	0	0
	Total	28	100	26	100	54	100

2. Central Theme of the Anecdote Text 'Gulai Nangka' According to Student Responses per Sample Group

Referring to Table 1, the central theme of the anecdote text 'Gulai Nangka' according to students' choices through Google Classroom media per sample group differs. The sample group of class 2013A chose the first theme, namely 'people always choose the best,' because the percentage of sample members who chose this theme was the highest, at 57.14 percent. However, the sample group of class 2013C chose the 3rd theme, namely 'the food tastes good because it is prepared in a good way' and 'a person who always chooses the best' because the percentage of sample members who chose this theme was the highest, namely 46.15 percent.

3. Supporting-1 Theme of the Anecdote Text 'Gulai Nangka' According to Student Responses

Referring to Table 1, the supporting theme-1 of the anecdote text 'Gulai Nangka' according to

students' choices through Google Classroom media is 'the food tastes good because it is prepared in a good way.' This is indicated by the percentage of sample members' choices being in second place, namely 35.19 percent (third row of Table 1).

4. Supporting-1 Theme of the Anecdote Text 'Gulai Nangka' According to Student Responses per Sample Group

Referring to Table 1, the supporting theme-1 of the anecdote text 'Gulai Nangka' according to students' choices through Google Classroom media per sample group differs. The sample group of class 2013A chose the theme of order-3, namely 'the food tastes good because it is prepared in a good way.' After all, the percentage of sample members who chose this theme was the highest, namely 25.00 percent. However, the sample group of class 2013C chose the theme of order-1, namely 'a person who always chooses the best' because the percentage of sample members who chose this theme for order-2 was the highest, namely 30.77 percent.

5. Supporting-2 Theme of the Anecdote Text 'Gulai Nangka' According to Student Responses

Referring to Table 1, the supporting theme-2 of the anecdote text 'Gulai Nangka' according to students' choices through Google Classroom media is 'shifting focus from good things to bad things.' This is indicated by the percentage of sample members who ranked a choice third, namely 20.37 percent (third row of Table 2).

6. Supporting-2 Theme of the Anecdote Text 'Gulai Nangka' According to Student Responses per Sample Group

Referring to Table 1, the supporting theme-2 of the anecdote text 'Gulai Nangka' according to students' choices through Google Classroom media per sample group is not different. Namely, they both choose to support theme 2 (shifting focus from good things to bad things). This is indicated by the third percentage being in the third place.

Table 2
Comparison of Theme Choices between Class 2023A and Class 2023C

No.	Kind of Theme	2023A	2023C
1	Central Theme	first order theme	third order theme
2	Supporting-1 Theme	third order theme	first order theme
3	Supporting-2 Theme	second order theme	second order theme

DISCUSSION

The principle of themes, such as the theme of anecdotal texts, is interpretive. This means that the central theme and supporting themes are highly dependent on the student's interpretation. A theme is determined as the central theme by a student; it does not necessarily apply to other students in the same sample group. The central theme for class

2023A is the first-order theme, but for class 2023C, the central theme is the third-order theme.

The same thing also happens for the first supporting theme. The 2023A sample group selected the first supporting theme as the third-order theme, while the 2023C sample group chose the first-order theme.

Something unique happened to the second supporting theme. Sample groups 2023A and 2023C both chose the second order as the second supporting theme.

The different conditions of themes, according to the sample members' choices, also apply to relevant articles. This means that all television articles found different interpretations of the theme of literary work

Furthermore, several other scientific articles have also found the same thing regarding the differences in interpretation of the central theme and supporting themes in other narrative texts. The authors who produced the same work are Elmustian et al. (2014), Harahap & Nugroho (2022), Juriati & Fitrianingrum (2022), and Juriati & Razak (2023).

This study also has limitations. As a descriptive study, the results should be oriented toward qualitative descriptions (Bandura, 2014; Creswell, 2014). This article focuses on quantitative descriptions, which are marked by the presence of descriptive statistics such as frequency and percentage.

CONCLUSION

At the end of this article, a conclusion is presented. There are six conclusions, namely:

- 1) the central theme of the anecdote text 'Gulai Nangka' according to students' choices through Google Classroom media is a person who always chooses the best option
- 2) the central theme of the anecdote text 'Gulai Nangka' according to students' choices through Google Classroom media is not the same per sample group



- 3) supporting theme-1 of the anecdote text 'Gulai Nangka' according to students' choices through Google Classroom media is the food tastes good because it is prepared in a good way
- 4) supporting theme-1 of the anecdote text 'Gulai Nangka' according to students' choices through Google Classroom media is different per sample group
- 5) supporting theme-2 of the anecdote text 'Gulai Nangka' according to students' choices through Google Classroom media is shifting focus from good things to bad things
- 6) supporting theme-2 of the anecdote text 'Gulai Nangka' according to students' choices through Google Classroom media is different per sample group

REFERENCES

- Andriyani, S. S. (2024). Amanat Teks Anekdot menurut Interpretasi Siswa dalam Pembelajaran Sekilas Menggunakan Bahan Ajar Sederhana. *Jurnal Pembelajaran Bahasa dan Sastra*, 3(3), 381–388. <https://doi.org/10.55909/jpbs.v3i3.594>
- Azwar, S. (2012). *Reliabilitas dan Validitas: Interpretasi dan Komputasi*. Yogyakarta: Liberty.
- Bandur, A. (2014). *Penelitian Kualitatif: Metodologi, Desain, dan Teknik Analisis Data dengan NVIVO10*. Jakarta: Mitra Wacana Media.
- Budiaji, W. (2013). Skala Pengukuran dan Jumlah Responden Skala Likert. *Jurnal Ilmu Pertanian dan Perikanan*, Vol. 2, No. 2, Desember 2013, 127-133.
- Creswell, J. W. (2014). *Research Design: Pendekatan Kualitatif, Kuantitatif, dan Mixed*. Penerjemah: Ahmad Fawaid. Editor: Saifudin Zuhri Qudsy. Yogyakarta: Pustaka Pelajar.
- Elmustian, E., Rasdana, O., & Alfalah, A. (2024). Tema Utama Cerpen Profetik menurut Respon Mahasiswa Baru. *Jurnal Pembelajaran Bahasa dan Sastra*, 3(2), 203–212. <https://doi.org/10.55909/jpbs.v3i2.576>
- Harahap, A. Z., & Nugroho, R. A. (2022). Amanat Utama Cerpen Faktual Profetik 'Sengketa Bayi' menurut Respon Siswa Kelas X dan XI. *Jurnal Pembelajaran Bahasa Dan Sastra*, 1(3), 321–332. <https://doi.org/10.55909/jpbs.v1i3.49>
- Hilmi, H. S. & Sumiharti. (2022). Detil Cerita Humor Yong Dolah untuk Pemanfaatan Perencanaan Pembelajaran Teks Anekdot: Riset Keperpustakaan. *Jurnal Pembelajaran Bahasa dan Sastra*, Volume 1, Nomor 2, Maret 2022, 235-242. DOI: <https://doi.org/10.55909/jpbs.v1i2.30>
- Juriati, & Razak, A. (2023). Tokoh, Tema, dan Amanat Cerita Rakyat 'Wak Wang' menurut Penilaian Siswa SMA Negeri 2 Senayang. *GAUNG: Jurnal Ragam Budaya Gemilang*, 1(2), 141–148. <https://doi.org/10.55909/gj.v1i2.15>
- Juriati, & Fitrianingrum, E. (2022). Pesan Utama Cerpen Profetik menurut Interpretasi Siswa SMA Negeri 2 Senayang, Kabupaten Lingga. *Jurnal Pembelajaran Bahasa dan Sastra*, 1(5), 585–594. <https://doi.org/10.55909/jpbs.v1i5.142>
- Kosasih, E. (2014). *Jenis-Jenis Teks Dalam Mata Pelajaran Bahasa Indonesia SMA/MA/SMK*. Bandung: Yrama Widya.
- Kosasih, E & Kurniawan, E. (2019). *Jenis-Jenis Teks*. Bandung: Yrama Widya
- Mahsun. M. (2014). *Teks dalam Pelajaran Bahasa Indonesia Kurikulum 2013*. Jakarta: Raja Grafindo.
- Elmustian, E.(2022). *Teori Sastra*. Pekanbaru: Labor Bahasa, Sastra, dan Jurnalistik, Universitas Riau



- Razak, A. (2018). *Statistika: Pengolahan Data Sosial Sistem Manual*. Pekanbaru: Autografika.
- Razak, A. (2020). *Pendekatan Konstruktivisme dalam Pembelajaran Membaca Pemahaman*. Pekanbaru: UR Press.
- Razak, A. (2017). *Menggapai Mixed Methods Bidang Pembelajaran Bahasa Indonesia*. Edisi-1. Pekanbaru: Yayasan Pendidikan Raja Zulkarnain.
- Razak, A., Yusuf, Y., & Tanjung, S. (2005). *Celakanya Bibir: Kumpulan Humor Interaktif*. Pekanbaru: Autografika.
- Razak, A. (2022). *Kapal Tanker: Kumpulan Humor Yong Dolah dan Analisis Singket*. Pekanbaru: Yayasan Pendidikan Raja Zulkarnain.
- Sari, T. H. (2023). Nilai Humor Teks Anekdota 'Anak Anjing' menurut Penilaian Siswa Kelas X. *Jurnal Pembelajaran Bahasa dan Sastra*, 2(5), 675–682. <https://doi.org/10.55909/jpbs.v2i5.533>
- Setiawan, N. (2007). Penentuan Ukuran Sampel Memakai Rumus Slavin dan Tabel Krejcie-Morgan: Telaah Konsep dan Aplikasinya'. Makalah: Diskusi Ilmiah Jurusan Sosial Ekonomi Fakultas Peternakan Unpad, Kamis 22 November 2007, 1-10.
- Sumiyadi & Durrachman, M. (2014). *Sanggar Sastra: Pengalaman Artistik dan Estetik*. Sastra. Bandung: Alfabeta.