

*Quiz-Assisted Exposition Text Concepts Understanding Ability on Google Form Students of Class X SMA Muhammadiyah 1 Pekanbaru*

**Kemampuan Pemahaman Konsep Teks Eksposisi Berbantuan Kuis pada Google Form Siswa Kelas X SMA Muhammadiyah 1 Pekanbaru**

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**Abstract**

*This research has a problem formulation, namely, the student's understanding of the concept of exposition text with the help of quizzes on Google Forms. Researchers use the expository text as a reference for the main discussion that will be studied regarding students' understanding of the material taught by the teacher. The aim is to find out and describe how much the ability to understand the concept of expository text with the help of quizzes on Google form of class X SMA Muhammadiyah 1 Pekanbaru. The subjects in this analysis are students of class. The sample in this analysis was 56 students obtained from the lottery system. The data used in this research are test results obtained by students through the Google Form quiz feature. The results of the calculations that have been carried out show the value of - t table < t count < + t table (-1.674 < 0.828 < + 1.674). Thus, H<sub>0</sub> is accepted because the results of hypothesis testing prove that the student's ability test with a score of 77.07 meets the hypothesized value, namely the completeness criterion value of 75.*

**Keywords:** *ability, understanding, expository text, google form*

**Abstrak**

Penelitian ini memiliki rumusan masalah yakni berapa tingkat kemampuan pemahaman siswa terhadap konsep teks eksposisi berbantuan kuis pada *google form*. Teks eksposisi dijadikan peneliti sebagai acuan pokok pembahasan yang akan dikaji dari sisi pengertian siswa pada materi yang diajarkan oleh guru. Tujuan untuk mencari tahu dan mendeskripsikan seberapa besar kemampuan pemahaman konsep teks eksposisi berbantuan kuis pada *Google Form* siswa kelas X SMA Muhammadiyah 1 Pekanbaru. Subjek pada analisis ini ialah murid kelas X SMA Muhammadiyah 1 Pekanbaru dengan teknik *probability sampling* dengan jenis *simple random sampling*. Sampel pada analisis ini berjumlah berjumlah 56 siswa yang diperoleh dari sistem undi. Data yang dipakai dalam penelitian ini yaitu hasil tes yang didapatkan murid melalui fitur kuis *Google Form*. Hasil perhitungan yang telah dilakukan, menunjukkan nilai - t tabel < t hitung < + t tabel (-1,674 < 0,828 < + 1,674). Dengan demikian, maka H<sub>0</sub> diterima karena hasil pengujian hipotesis membuktikan bahwa hasil tes kemampuan siswa dengan nilai 77,07 melebihi nilai dugaan hipotesis yakni dengan nilai kriteria ketuntasan yakni 75.

**Kata Kunci:** *kemampuan, pemahaman, teks eksposisi, google form*

## **1. Introduction**

Renewal in the teaching world is needed in this modern learning process. These various updates are not only seen from the educational facilities provided; the educators' quality also affects the renewal of education and learning situations (Tahrim et al., 2021). The learning experience process can be carried out in several ways, one is by optimally utilizing all available learning materials and methods in serving existing learning objectives (Wibowo, 2020). Learning is another example of beneficial behaviour change that may or may not be visible. External factors, internal conditions, and learning outcomes are the three pillars on which learning is based (Gasong, 2018). Therefore, learning occurs when one's internal state interacts with one's cognitive processes in response to external stimuli. Learning outcomes from these cognitive processes include linguistic knowledge, intellectual abilities, physical skills, attitudes, and cognitive schemas. The quality of learning also depends a lot on how the learning is designed (Uno, 2023), so the learning design made by the teacher will affect the achievement of learning objectives.

So that students feel energized with the way of learning that tends to be more varied, the teacher plays a vital role in creating fun learning by developing various learning media innovations (Mauladani, 2021). In a book written by In a book written by (Tahrim et al., 2021) entitled *Development of Indonesian Language Learning Models and Strategies*, it is explained that the learning process is a system composed of various components, namely goals, resources, procedures, and assessments that depend on each other. Teachers must consider all these factors before choosing different learning media to use in the teaching and learning process. Consequently, the use of media in teaching is an effective tool. The research results prove that the effectiveness of student learning affects the use of aids or media, especially in increasing student achievement (Magdalena et al., 2021). A conducive learning process affects student activeness and motivation to learn. So that psychologically, students do not feel forced to learn so that learning objectives can be achieved easily (Sukirman, 2021).

Learning media can be used as a reference or concept to describe, demonstrate, and present a discussion material (Cholily et al., 2019). Whatever is shown in the media model is original and transformed into a more all-encompassing form, consistent with the explanation. Student personality, instructional approach, physical classroom environment, accessibility of various learning tools, and engaging media all have a role in shaping and motivating the learning process (Nabil, 2020). In addition, the classroom setting also has an impact on how well students learn. The learner's learning environment includes a variety of media. A communication process that occurs in a system that includes learning media as one of the components of the learning system is the learning process. The term media includes anything that can be used to disseminate information from one person to another in a way that interests students and motivates them to think critically and pay attention.

To understand exposition text material, teachers often carry out conventional learning processes such as using lectures in delivering material, and then the explanation will be listened to and recorded by students. Seeing that the less varied learning methods have yet to progress, the researcher tries to provide innovations to the learning media so that it is varied. However, learning objectives are still achieved as they should be. To create more effective learning, researchers apply Google Form learning media to determine mastery of material through quizzes and achieve maximum learning objectives. The learning media chosen by the teacher significantly impacts students' success in understanding the material they want to be given. In the digital era, educators must be able to use both classical and modern learning media (Hasan et al., 2021). The media impacts the learning process, making it more exciting and interactive.

Researchers use the exposition text as a reference for the subject matter to be studied in terms of student understanding of the subjects taught by the teacher (Febrita & Ulfah, 2019). Researchers chose to discuss students' understanding of this exposition text material because, according to researchers, one of the subjects of Indonesian language subjects at the high school level, especially in class X, is that exposition text is very interesting to study the level of understanding. Understanding is essential for the growth and mindset of students in order to support the growth and development of student's abilities. Comprehension is the skill a person has to understand or understand what has been learned. Four skills can support language skills, namely listening skills, speaking skills, writing skills, and reading skills (Laia, 2020).

The researcher chose to measure the level of understanding that students have. Measurement of competency-based education can be done by test or non-test. Educational measurements are usually quantitative. In the term measurement, there are two things: measuring instruments and what is measured. They measure instruments in test and non-test instruments (Febriana, 2021). The *Google Form* feature was chosen because this feature is widely recognized by the public, especially students and teachers. The *Google Form* feature is very suitable for testing students' understanding, which is cognitive in answering some of these questions. *Google Form* media is often used in various fields, especially in education. This feature provides a place for various quizzes that educators will give with exciting and efficient performances for students to use. *Google Form* can become an innovation in the teaching and learning process practically and efficiently.

## **2. Literatur Review**

### **2.1. Definition of Understanding**

Understanding can simply be a skill people have to understand or understand something. In line with this explanation, this understanding is essential for the growth and mindset of students in order to support the growth and development of students' abilities. According to Anas Sudijono in (Privana et al., 2021), understanding is the skill people have to understand or understand what has been learned. It can be concluded from these various explanations that this understanding is a person's skill in understanding or understanding something as a whole. Understanding is not only limited to understanding something but also remembering and conveying something that has been learned before.

Understanding does not just come when we are born; several factors are behind it. Two factors can affect a person's understanding: internal and external. A person can be said to have internal factors if he thinks through his intellect. In contrast, a person can have external factors if he can understand something because of the person who conveys it because the delivery will impact his understanding. If the person's delivery is good, the meaning will be easy to understand and vice versa (Sutiah & Pd, 2020).

### **2.2. Definition of Exposition Text**

We learn various forms of writing or essays while sitting in school, one of which is expository text. In Latin, the term exposition means to open or start; that is where the word exposition comes from (Grace et al., 2023). Expository writing explains, describes, or elaborates on its subject. The purpose of including an expository essay in a discourse that describes an item is to expose readers to new ideas and information. In creating an expository text, of course, we have an object that is described with the aim that the reader's knowledge can increase when reading and understanding it.

The exposition text, of course, has a purpose: provide information to knowledge. The author must not have an element of coercion or have to follow something written by the author. Exposition text has various characteristics and also types in the form of writing. The following are the characteristics contained in the exposition text. (a) the writing in the text tends to contain information or knowledge; (b) in expository texts, the content usually includes various answers to what, when, why, and how questions to present information; (c) expository texts tend to use standard language and are straightforward, (d) are generally presented in a logical order, (e) are neutral with no element of coercion and do not take sides with anyone in writing. The expository text also avoids things that can provoke the reader's emotions (Hikmah, 2021).

In expository text, several structures must be considered in writing. The following is the structure contained in the exposition text. (a) Thesis. The part includes content regarding the author's paradigm on each existing problem. These usually contain statements or theories that will later be strengthened by opinions (justification or rejection). Thesis writing is generally placed at the beginning of the text, although there is a possibility that it is placed at the end. (b) Argumentation. The part describes the evidence or reasons used to strengthen the opinion in a thesis, be it justification or rejection. Argumentation can be general statements, expert statements, data and facts based on reliable references. (c) Reaffirmation (conclusion). Reaffirmation is a reaffirmation in the final declaration of this reaffirmation. This reaffirmation or conclusion is usually placed at the end of the text because it is used as a closing that contains a reaffirmation of the argument paragraph, the addition of recommendations, and suggestions (Khatrin & Abdurrahman, 2020).

### **2.3. Definition of Google Form Media**

*Google Forms* is a subset of quizzes, forms, and worksheets that students can use alone or in small groups to collect data and feedback (Ngafifah, 2020). Like other *Google* applications, such as *Google Docs* and *Sheets*, this function is compatible with *Google Drive*. *Google Form* is a part of *Google*, which can be used for various activities such as surveys, questionnaires, and administration to create various quizzes. *Google Forms* is widely used in various fields, including education (Azis & Shalihah, 2020).

*Google Form* templates are easy to use and very easy to understand. How to utilize this *Google Form* feature is enough to connect the *Google* account of the processor or form creator; after creating the quiz, it will be shared in the form of a link to the quiz participants. For those who want to use or take the quiz, click the link shared by the form creator and then log in with a previously owned *Google* account (Sudaryo et al., 2019).

*Google Form* media is often used in various fields, especially in education. This feature provides a place for various quizzes that educators will give with an exciting appearance and is efficiently used by students. *Google Form* can become an innovation in the teaching and learning process practically and efficiently.

### **3. Research Methods**

This type of research conducted by researchers is quantitative research. The quantitative method was chosen because it can explain data mathematically so that it is suitable for knowing the level of student understanding. This type of quantitative research is a method whose data collection uses analytical instruments to test predetermined hypotheses. The data collected can be in numbers, statistics, and others related to quantitative research (Jaya, 2020). . In choosing a data collection method, the researcher chooses a descriptive method that analyses the data obtained and will be presented using language as the medium for discussion. The data collection method in this

analysis is a formative test. This formative test is carried out for evaluation on a subject material to determine the extent of the learning process according to the objectives and the abilities possessed by students.

This research took place at SMA Muhammadiyah 1 Pekanbaru. This research used a simple random sampling method, which is probability sampling. The term simple random sampling refers to the process of randomly selecting a sample from a population without considering demographic differences (Sujarweni & Utami, 2019). Determination of the number of students to be sampled based on the theory (Arikunto, 2021) namely, a random selection is made if there are less than 100 people in the population. If there are more than 100, a sample of between 10 and 15 per cent, or even 20 to 25 per cent, is selected. The researcher took 25% of the population, namely 56 people. A lottery system selected the students to be sampled. The simple random sampling technique can be done using a lottery system.

Researchers conducted a question validity test and normality test to determine whether the randomly selected data was normally distributed. Kolmogorov Smirnov type normality test. If the sample is over 50, the normality test can use the Kolmogorov-Smirnov type. For testing, a hypothesis or temporary conjecture on certain statements is needed. The hypothesis proposed by the researcher is that  $H_0$  will be rejected if  $D_{max} \geq D_{tabel}$ ; otherwise,  $H_0$  will be accepted if  $D_{max} \leq D_{tabel}$ . Space is a guideline for historians to use this research and explain why this method is suitable.

The average SMA Muhammadiyah 1 Pekanbaru students' ability to understand the text material is 75, with a moderate category. The benchmark for the ability to understand the concept of student exposition text is determined based on the provisions; if the average score of a student's ability to answer quizzes on exposition text concept material is 75 or more, then  $H_0$  is accepted, if the ability possessed by students is below the average of 75, then  $H_0$  is rejected.

## **4. Results and Discussion**

### **4.1. Research Results**

Before carrying out the analysis of the level of student's comprehension ability, the normality of the data was first tested using the Kolmogorov Smirnov type normality test and the data validity test tested through Microsoft Excel; researchers need a reliable tool to determine whether their samples are regularly distributed. The study can proceed if the test shows that the data follows a standard and accurate distribution. The assessment used in this study was a 25-question formative exam in the form of multiple-choice objectives with four options.

To find out the level of students' understanding ability, students' correct and incorrect answers are very influential in analyzing their level of understanding. Based on the data description, the data on the level of students' abilities varies, which can be seen from the number of correct and incorrect answers to each question, affecting the scores obtained by students. Students who scored 100 were 3.5%; students who scored 96 were 5.3%; students who scored 92 were 8.9%; students who scored 88 were 10.7%; students who scored 84 were 16%; students who scored 80 were 14.2%; students who scored 76 were 3.5%, students who scored 72 were 3.5%, students who scored 68 were 1.7%, students who scored 64 were 10.7%, students who scored 60 were 10.7%, students who scored 56 were 10.7%.

From these results, the average obtained by class X students of SMA Muhammadiyah 1 Pekanbaru in understanding the concept of exposition text is 77.07 in the medium category according to the value category. The researcher groups the value categories of students' ability

levels according to the frequency of each value using the value interval classification table, which is as follows.

**Table. 1.** Value Interval Categories

No	Value	Category	Frequency	Percentage (%)
1	0 – 50	Very Low (VL)	0	0%
2	51 – 60	Low (L)	12	21,4%
3	61 – 80	Medium (M)	19	33,9%
4	81 - 90	High (H)	15	26,7%
5	91 - 100	Very High (VH)	10	17,8%
Total			56	100%

After the researchers grouped the categories of students' ability level scores according to the frequency of each score, they then conducted a t-test (one sample test) to test the truth or falsity of the hypothesis. For data testing, a hypothesis is needed in the analysis. The t-test is also used to determine whether the values are equal or unequal, lower or higher than the population value against the comparison value. This one-sample t-test is a descriptive statistical technique used on a large amount of data to facilitate researchers in analyzing data. This one sample t-test is concluded from random comparisons from the existing population. The hypothesis is a temporary conjecture on the statement of something that must be tested. From the results of hypothesis testing using a one-sample t-test, the meaning of 77.07 is obtained as an average of more than 75. The average expectation of 75 is met. Then,  $H_0$  is accepted.

## 4.2. Discussion

Research on the ability to understand the concept of exposition text with the help of quizzes on Google Forms for grade X students of SMA Muhammadiyah 1 Pekanbaru is classified as moderate. The classification of this moderate category is based on the value interval and is proven by the accepted hypothesis that has been answered in the one-sample t-test. Based on the title set by the researcher, understanding the concept of exposition text is the object of study to be researched.

The assessment or determination of students' level of understanding is seen from the scores in answering the test, which amounted to 25 questions regarding the understanding of exposition text conducted in Google Form as a medium for doing quiz questions. The quiz consists of objective-type questions with answer choices A, B, C, D, and E. In this exam, the questions are formulated from the content matrix provided by educators specialising in Indonesian language subjects for Grade X, focusing on basic skills 3.3 and 3.4. In Competency 3.3, this entails recognizing (problems, arguments, insights, and suggestions) in the exposition text presented. Competency 3.4 involves dissecting the composition and linguistic aspects of the exposition text.

From the explanation of the question score, it can be seen that many students answered correctly in question number 22. If it is related to the problem achievement indicators, students understand editing words in the text that has been read so that it becomes a cohesive exposition text. Then, there is a question with the smallest number of correct answers obtained by students, namely question number 5. If it is related to the problem achievement indicators, students understand enough material about the linguistic rules in writing expository texts.

The scores obtained by students also varied, ranging from the lowest score of 56 to the highest score of 100. The diversity of these scores proves that each student's level of understanding is different in understanding the concept of expository text. The category of students' level of

understanding also varies from very low with a score range of 0-50, low ranging from 51-60, medium ranging from 61-80, high ranging from 81-90 to a very high category, which is the score range of 91-100. After processing the data, it can be concluded that the ability to understand the concept of exposition text with the help of quizzes on Google Form for class X students of SMA Muhammadiyah 1 Pekanbaru is in the medium category with an average of 77, 07.

## 5. Conclusion

From the analysis carried out at SMA Muhammadiyah 1 Pekanbaru, 56 students will be sampled in the research on the ability to understand the concept of exposition text. Students who become the research sample will answer 25 quiz questions about the concept material of the exposition text that has been taught previously by the grade X Indonesian language subject teacher. The aspect of assessment seen by researchers, namely from the ability of students to answer quiz questions, is found in the scores and scores that each student has obtained.

The researcher found the average level of understanding from the recapitulation of each student's score to process the data so that it can conclude that the ability to understand the concept of expository text assisted by quizzes on Google Form for class X students of SMA Muhammadiyah 1 Pekanbaru is in the medium category with an average of 77.07.

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