



## Learning Outcomes of Reading Skills for Prophetic Topic Exposition Texts Using the Process Skills Approach and Copying Assignment Techniques

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### ABSTRACT

This study aims to explore: 1) the learning outcomes of reading skills of prophetic topic exposition texts using the process skills approach and the technique of copying assignments through Google Form media; 3) the equality of learning outcomes of reading skills of prophetic topic exposition texts using the process skills approach and the technique of copying assignments through Google Form media per submission time. This study uses a quantitative descriptive method. Through this method, data on learning outcomes of reading skills of prophetic topic exposition texts are described using descriptive statistical procedures. The study was conducted at SMA Negeri 7 Pontianak and SMA Negeri 4 Pontianak. The study took place in the odd semester of the 2024/2025 academic year. The population of this study consisted of grade X students from SMA Negeri 7 Pontianak and SMA Negeri 4 Pontianak who participated in learning the skills of reading exposition texts. The students from SMA Negeri 4 Pontianak used the process skills approach and the technique of copying assignments through Google Forms media. They numbered 66 students. The sample was set to include as many members of the population as possible. Data on learning outcomes of reading skills of prophetic topic exposition texts were collected using a four-option multiple-choice test instrument. The data were analyzed using descriptive statistics, namely mean and percentage. The results of the study: 1) the learning outcomes of reading skills for prophetic topic exposition texts using the process skills approach and copying task techniques through Google Form media are in the high category; 3) the learning outcomes of reading skills for prophetic topic exposition texts using the process skills approach and copying task techniques through Google Form media per submission time are not different.

*Keywords: learning outcomes, reading skills, prophetic topic, exposition texts, process skills approach*

### INTRODUCTION

Reading, in the sense of skillfully grasping the meaning of written texts, is a crucial activity for students at all levels of education. Therefore, students need to master the skills of reading narrative texts.

For upper-grade elementary school students, narrative text reading skills are essential to facilitate learning activities across all subjects, both through autonomous and integrated learning.

For junior high school students, narrative text reading skills are also crucial because they can strengthen learning in all subjects that utilize

textbooks as teaching materials, including Indonesian language instruction itself.

At the senior high school level, reading narrative texts becomes even more crucial. Internally, narrative text reading skills are essential because they are the goal of Indonesian language learning, particularly in the reading aspect. Externally, narrative text reading skills empower students to generate diverse ideas for every subject that uses written teaching materials. This means that if students possess high narrative text reading skills, their chances of understanding subjects such as Islamic Education and Character Education,

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Pancasila and Citizenship Education, Natural Sciences, Social Sciences, and Mathematics are significantly increased, or vice versa.

Learning narrative text reading skills is deemed necessary. The narrative text chosen as the learning material is expository text. The expository text was selected for two reasons. First, the structure of expository texts is closely related to that of narrative texts in various high school science and social science subjects. Second, expository text has recently been removed from Indonesian language textbooks, both those published by the state and those published privately nationally.

Expository texts use topics related to everyday life. To support character education, this article examines prophetic issues, specifically those related to Islamic teachings. Several researchers use prophetic topics in Indonesian language learning. This is evident in scientific articles in online journals (Farokhah et al., 2024; Dewi et al., 2025; Hasanah & Hasanah, 2024).

Learning is more engaging for students when innovative strategies are employed. The strategies in question are the use of Google Forms and expository texts, which incorporate process skills approaches and copying assignment techniques.

The process skills approach is a deductive teaching strategy. This traditional approach is highly effective in teaching reading expository texts, which have an expository structure (thesis and argumentation as the core structure and title and interpretation as the non-core structure).

Through the process skills approach, teachers facilitate students' knowledge and understanding of the linguistic rules governing expository texts, including the nature of paragraphs, various paragraph types, sentence types, and functions within paragraphs, as well as the ideas and tasks that occur within paragraphs. Therefore, this article is titled "Learning Outcomes of Reading Expository Texts on Prophetic Topics Using the Process Skills Approach and Copying Technique." Learning strategies, presented in the form of media

such as Google Forms, are not included in this title. This was done to consider the maximum number of words allowed in the title of scientific articles in online journals.

The process skills approach is commonly used in research for writing scientific articles in online journals. The authors of scientific articles that can be found randomly using the process skills approach include Amelia and Artemis (2024:649), Suyono (2007:247), and Wilujeng (2020:360).

This article contains several research problem. The research problem are presented below:

- 1) How are the reading skills of prophetic exposition texts using the process skills approach and the copying assignment technique using Google Forms among tenth-grade students of SMA Negeri 7 Pontianak and SMA Negeri 4 Pontianak?
- 2) Are the reading skills of prophetic exposition texts using the process skills approach and the copying assignment technique using Google Forms equal per submission time on Google Forms?

Next, the research objectives are presented. The research objectives are to describe

- 1) the reading skills of prophetic exposition texts using the process skills approach and the copying assignment technique using Google Forms among tenth-grade students of SMA Negeri 7 Pontianak and SMA Negeri 4 Pontianak;
- 2) the reading skills of prophetic exposition texts using the process skills approach and the copying assignment technique using Google Forms among tenth-grade students of SMA Negeri 7 Pontianak and SMA Negeri 4 Pontianak.

The research has several benefits. First, from the perspective of school supervisors, this article is helpful because it can serve as material for principals' supervision of Indonesian language teachers, in particular, and teachers of other subjects in general. Second, from an electronic



media perspective, this article is helpful because it motivates other teachers to use Google Forms. Third, from a reader's perspective, this article is helpful because it teaches high school and vocational school students to recognize and interact with scientific articles in online journals. Fourth, from an academic perspective, this article also has many benefits. Both students and lecturers teaching courses on text-based Indonesian language learning can critique this article from various aspects. Fifth, from the perspective of school principals as supervisors, this article is also valuable because it can serve as a resource for supervision, covering aspects such as materials, learning strategies, and learning media.

Relevant articles can be found in online journals. Some relevant articles are:

- 1) Zita. (2023). Keterampilan Membaca Teks Eksposisi: Perbandingan antara Topik Profetik dan Topik Matematika. *Jurnal Pembelajaran Bahasa dan Sastra*, 2(4), 489–498. <https://doi.org/10.55909/jpbs.v2i4.320>
- 2) Sabariah, S. & Norisah, N. (2023). Peningkatan Keterampilan Membaca Teks Eksposisi melalui Media LKPD Menggunakan Teknik Tes Pilihan Ganda Opsi Unik. *Jurnal Pembelajaran Bahasa dan Sastra*, 2(2), 223–232. <https://doi.org/10.55909/jpbs.v2i2.252>
- 3) Karisma, B. (2023). Teknik Tes File Upload dan Multiple Choice di Google Form dalam Pembelajaran Membaca Teks Eksposisi. *Jurnal Pembelajaran Bahasa dan Sastra*, 2(6), 775–786. <https://doi.org/10.55909/jpbs.v2i6.548>
- 4) Sari, T. H. (2023). The Learning Exposition Text Reading Skills Using Test Techniques through Digital Literacy Media. *DISCUSSANT: Journal of Language and Literature Learning*, 1(2), 111–120. <https://doi.org/10.55909/dj3l.v1i2.12>

## METHOD

This study of learning outcomes in reading expository texts on prophetic topics used a quantitative descriptive method. Descriptive methods are commonly used by researchers in the fields of education and learning (Abubakar, 2021:19; Arikunto, 2013:71; Balaka, 2012:61; Razak, 2017:13). This method describes the research results from various perspectives, using tables and diagrams.

The research took place at SMA Negeri 7 Pontianak and SMA Negeri 4 Pontianak from September to October 2024. The research activities during this timeframe included:

- 1) preparation activities,
- 2) implementation activities, and
- 3) writing a research report in the form of an online journal article.

The preparation activities included determining the prophetic text that would serve as the basis for learning and two procedural texts that would form the basis of the test. These preparatory activities included developing a lesson plan, developing Google Form-based learning media, and developing a test instrument for reading expository texts on prophetic topics.

The implementation activity involved learning reading skills on prophetic expository texts using a dual strategy through Google Forms. This activity was conducted in two high schools.

The reporting activity referred to in this article involved processing research data using descriptive statistics. This was followed by writing a research report in the form of a scientific article.

The population of this study consisted of 10th-grade students from SMA Negeri 7 Pontianak and SMA Negeri 4 Pontianak who participated in a reading skill course on prophetic exposition texts, utilizing a process skills approach and copying assignment techniques via Google Forms. There were 67 students, divided into 33 students from

10th-grade E at SMA Negeri 7 Pontianak and 34 students from 10th-grade B at SMA Negeri 4 Pontianak.

This study used a total sample. Therefore, all members of the population were included in the sample. This total sample study was conducted due to the small population size (Amin et al., 2017:72; Razak, 2015:11; Santoso, 2023:41).

To collect learning outcome data, a test instrument was used. The test was a reading skill test on prophetic exposition texts. The reading skill test was a multiple-choice test that contained exposition text indicators and language indicators, utilizing Google Forms as a learning medium.

This Google Form contains three sections. First, Section 1 includes the attributes of the students taking the test: name, gender, WhatsApp number, high school name, and class 10. Second, Section 2 covers learning materials on the structure and language of expository texts, accompanied by copying and photographing tasks for upload. Third, the questions section tests reading skills on prophetic expository texts using Google Forms. This test is structured using objective procedures to meet the requirements of content validity. Azwar (2016:19) and Razak (2020:76) state that determining content validity does not involve statistical calculations but instead uses objective procedures to arrive at the test outline. The test construction procedures are outlined below.

First, determine the factual narrative text that will form the basis of the test. The factual narrative text in this article is an expository text on a prophetic topic.

Second, determine the scope of the expository text structure. The expository text is limited to the core structure, namely the thesis and argumentation structure.

Third, determine the number and size of the expository text. Only two expository texts on prophetic topics were used as the subjects of the reading skills test. These expository texts were 100-110 words each.

Fourth, determine the type of expository text structure that would be used as the subject of the reading skills test—only the core structures used in the expository text reading skills test, namely thesis and argumentation. Therefore, non-core structures (titles and interpretations) were not included in the expository text reading skills test.

Fifth, determine the test format. The expository text reading skills test for students was a four-option multiple-choice question. Sixth, determine the source of the expository text that would serve as the basis for the test. The expository texts in this article were sourced from scientific articles in online journals.

Seventh, determine the media for the expository text reading skills prophetic topic test for students. This article uses a Google Form as the test medium.

Eighth, determine the implicit indicators for the expository text reading skills test on prophetic topics. This test contains eight implicit indicators, namely (Razak, 2018:61):

- 1) main sentence;
- 2) supporting sentence-1;
- 3) supporting sentence-2;
- 4) supporting sentence-3;
- 5) main idea
- 6) supporting idea-1;
- 7) supporting idea-2;
- 8) supporting idea-3.

Ninth, develop a test outline for reading expository texts based on scientific articles from online journals. The test outline is presented in the following table.



Table 1  
 Expository Text Reading Skills Test Outline on  
 the Prophetic Topic

Indicator per Text	Main Structure		Total
	thesis	argument	
Text-1			
main sentence	1	9	2
supportingsentence-1	2	10	2
supportingsentence-2	3	11	2
supportingsentence-3	4	12	2
main idea	5	13	2
supporting idea-1	6	14	2
supporting idea-2	7	15	2
supporting idea-3	8	16	2
Text 1 Sum of Item	8	8	16
Text-2			
main sentence	17	25	2
supportingsentence-1	18	26	2
supportingsentence-2	19	27	2
supportingsentence-3	20	28	2
main idea	21	29	2
supporting idea-1	22	30	2
supporting idea-2	23	31	2
supporting idea-3	24	32	2
Text 2 Sum of Item	8	8	16
Total	16	16	32

Ninth, develop test items for reading skills on prophetic exposition texts using Google Forms. The Google Form contains two sections namely:

- 1) Section 1, which asks about student attributes, includes the following: name, class, and WhatsApp number.
- 2) Section 2 comprises 32 multiple-choice questions on reading skills related to prophetic exposition texts drawn from scientific articles published in online journals.

The maximum possible score for each sample member of the 10th-grade students at SMA Negeri 7 Pontianak and SMA Negeri 4 Pontianak, West

Kalimantan Province is 48. A score of 48 is achieved if the sample member answers all questions correctly according to the answer key. Each question about sentences is scored 1 (one) because it is relatively easy due to its concrete nature. In contrast, each question about ideas is scored 2 (two) because it is relatively complex due to its abstract nature.

Data on reading skills for prophetic exposition texts were analyzed using descriptive statistical procedures. The descriptive statistical measures used are frequency, mean, and percentage. The results are presented in tables and histograms.

The learning target is for tenth-grade students at SMA Negeri 7 Pontianak and SMA Negeri 4 Pontianak, West Kalimantan Province to achieve a standardized percentage score of 81.25. Therefore, each student must achieve a raw score of 39.

The percentage value determines the equality in reading expository texts on prophetic topics within each sample group. If the percentage value of the two sample groups differs by more than 10.00 percent, then the two sample groups have different reading skills on prophetic topics.

## RESULTS

### 1. Expository Text Reading Skills

The mean score for reading expository texts on prophetic topics, based on learning using the process skills approach and the copying technique via Google Forms, for tenth-grade students at Sekolah Menengah Atas Negeri 7 Pontianak and Sekolah Menengah Atas Negeri 4 Pontianak, West Kalimantan Province was 40.03 (standardized percentage score of 83.40). This score applies to  $n = 67$ , with a standard deviation of 1.111, a minimum core of 38, and a maximum score of 42.

Table 2  
 Frequency Distribution of Prophetic Topic Expository Text Reading Skills Data

SMA Negeri 7 Pontianak				SMA Negeri 4 Pontianak				Total			
X	f	%	fX	X	f	%	fX	X	f	%	fX
38	5	15,15	190	38	2	5,88	76	38	7	10,45	266
39	8	24,24	312	39	5	14,71	195	39	13	19,40	507
40	12	36,36	480	40	13	38,24	520	40	25	37,31	1000
41	6	18,18	246	41	9	26,47	369	41	15	22,39	615
42	2	6,06	84	42	5	14,71	210	42	7	10,45	294
	33	100	1312		34	100	1370		67	100	2682
mean			39,76	mean			40,29	mean			40,03
stdev			1,12	stdev			1,09	stdev			1,13
percent			82,83	percent			83,95	percent			83,40

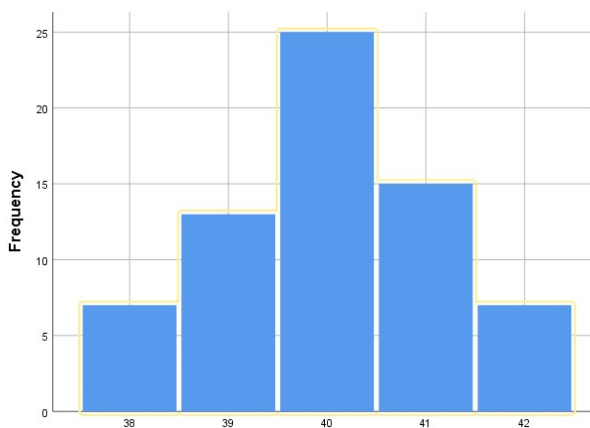


Figure 1  
 Histogram Keterampilan Membaca Teks  
 Eksposisi Topik Profetik

## 2. Reading Skills of Prophetic Topic Exposition Texts per Sample Group

First, the mean score for the reading skill test on prophetic topic exposition texts, based on learning using a process skills approach and copying assignments through Google Forms, for 10th-grade students at SMANegeri 7 Pontianak, West Kalimantan Province, was 39.76, or a standard deviation of 82.83. This score is for n = 33, with a standard deviation of 1.12.

Second, the mean score for the reading skill test on prophetic topic exposition texts, based on learning using a process skills approach and copying assignments through Google Forms, for 10th-grade students at SMANegeri 4 Pontianak, West Kalimantan Province, was 40.29, or a standard deviation of 83.95. This score is for n = 34, with a standard deviation of 1.09

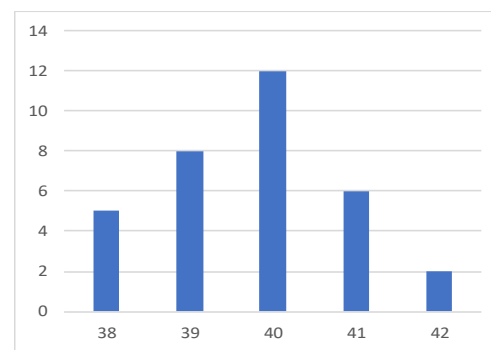


Figure 2  
 Histogram of Reading Skills of Prophetic Topic  
 Exposition Texts at SMA Negeri 7 Pontianak,  
 West Kalimantan Province

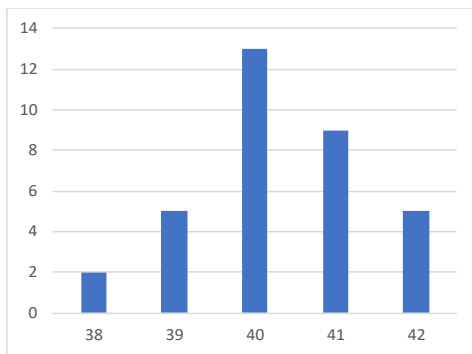


Figure 3  
Histogram of Reading Skills of Prophetic Topic Exposition Texts at SMA Negeri 4 Pontianak, West Kalimantan Province

Based on the data above, there was no difference in reading skills between prophetic expository texts learned using the process skills approach and those learned using the copying technique, as measured by Google Forms, for each sample group. The difference in standard scores between the two sample groups was 1.62, calculated as  $83.95 - 82.33$ . This completion score did not exceed 10 percent.

## DISCUSSION

The high learning outcomes achieved are likely due to several factors. These influencing factors are discussed below.

First is the learning innovation factor. This article uses an innovative strategy to achieve the learning objective of reading expository texts for grade 10 students of SMA Negeri 7 Pontianak and SMA Negeri 4 Pontianak, West Kalimantan Province. The innovation of this strategy lies in the integration of the learning strategy itself. Students are provided with easy access to online scientific journal articles to obtain expository texts for both learning activities and tests. In this context, students alternate between the Google Form tab and the online journal scientific article tab on their phones. The Google Form itself contains teaching materials divided into 28 types of learning about the structure of expository texts

and their linguistic aspects within 35 core activities. This is done to apply a process skills approach.

Several articles in the field of learning often use Google Forms as a learning medium. This medium is combined with other electronic media, namely scientific articles from online journals. The articles in question were written by (Harahap & Ningsih, 2024:179–186; Alfalah et al., 2022:693–700; Aryani & Achmad, 2024:199–214; Yuniarti et al., 2023:13–22; Sariasih & Praditha, 2023:23–32).

Second the learning motivation factor. Learning expository reading skills using innovative strategies increases students' learning motivation. Relatively high learning motivation significantly impacts learning activities, which in turn produces optimal results. Thus, this article also reinforces the role of motivation in teaching and learning activities, as has been explored by many researchers through online journal articles, namely Emda (2018:87-97), Mukhlis (2017:145-159), and Rospiati (2022:547-557).

Third is the learning media factor. Google Forms, as an electronic learning medium, plays a crucial role. This medium is very economical because it does not require hard copying. Therefore, this article also reinforces the numerous findings in online journal articles regarding the role of learning media in the teaching and learning process. This aligns with statements in online journal articles (Efendi et al., 2022:689; Mahnun, 2012:30; Muhson, 2010, p. 6; Umroh et al., 2023, p. 113; Yassin & Harun, 2024:87).

Fourth, the topic factor in expository text. This article incorporates prophetic topics in both the lesson and the post-test. This topic is believed to increase students' enthusiasm for learning. It is also believed that learning expository texts with prophetic topics reminds them of learning about Islamic Cultural History in Islamic Religious Education lessons.

Scientific articles in online journals that use prophetic themes in narrative texts have been written by several authors, including (Rahayu & Ikhtiaruddin 2024:99–110; Mulyadi, 2023:499–508; Indariawan et al.,2022:651–660; Daeng et al., 2023; Amril, 2022:511–522).

Below is three expository text that serves as a test object in this study. The expository text contains a thesis structure and an argumentative structure.

### Text-1

One morning, an adult man slaughtered a sheep. Afterward, he assigned his wife to cook the meat. When he returned from his travels in the afternoon, he did not eat the lamb dish she had prepared for him. His wife was amazed.

His wife asked him why he refused to eat the lamb he had slaughtered. He explained that the dish was forbidden for him because the sheep was slaughtered while he was still a kafir. During his brief journey, he received guidance from Allah and converted to Islam under the guidance of a scholar. The scholar stated that it was forbidden for every Muslim to eat meat from the slaughter of a kafir. Upon hearing this explanation, his wife forbade him from eating lamb because he had also recited the two sentences of the shahada (the declaration of faith). (Asy-Syinawi, 2013:93; Priatno & Zulfadhli, 2022:277) <https://pebahas.dialeks.id/index.php/jp/article/view/258/117>.

### Text-2

King Nimrod provided a vast fire. Any bird flying in the sky that passed through the fire would fall and die in the flames. The goal was to burn Prophet Ibrahim. Using a giant catapult-like device, Prophet Ibrahim was thrown into the flames. Forty to fifty days later, Prophet Ibrahim emerged from the flames safe and sound.

What prevented Prophet Ibrahim from being burned in the flames? When he fell into the

flames, thrown with a giant catapult-like device, a creature greeted him. The creature asked, "Do you need help?" Prophet Ibrahim did not answer but instead asked, "Who are you? If you are Satan, go away!" The creature replied, "I am the angel of shade (az-Zil) sent by Allah Almighty to save you." Therefore, at that time, he was in a green garden. Azar's son also felt that living in the flames of fire was the best life because Allah Taala ordered the fire to cool (Katsir, 2012:198-199; Priatno et al., 2022:556).

### Text-3

A man from the children of Israel, owner and shepherd of goats. The goat started from a pregnant goat mother given to her by someone. With the permission of Allah Taala, the livestock multiplied so that they filled a fertile valley in the pasture. One day, he was visited by an angel disguised as a blind man. 'I am a poor man, running out of provisions on my journey; by Allah who has restored your sight, I ask for just one goat to continue my journey,' said the angel. Hearing the request, he said, take as many of these goats as you want as long as they are used for the cause of Allah Taala.

The unknown person asked why the goat owner wanted to give him as many goats as he wanted. The shepherd and goat owner said, 'I used to be blind, then Allah Ta'ala gave me back my sight, and I was also a poor man, then He gave me enough, so take whatever you like. By Allah, I will not prevent you from taking something as long as you take it for Allah Taala'. Upon hearing this explanation, the angel, disguised as a blind traveler, confirmed the incident, stating that Allah Almighty had healed his sight through him in the past, given him a healthy pregnant goat, and prayed for its reproduction. The angel then departed, declaring that the shepherd had passed the test (Narrated by Bukhari, No. 3205 in An-Nawawi, 2009; Priatno et al., 2022:556-667).



## CONCLUSION

The conclusion of this article is presented at the end of this article. The intended conclusion:

- 1) The reading skills of expository texts on prophetic topics using the process skills approach and the copying task technique using Google Forms in grade 10 students at SMA Negeri 7 Pontianak and SMA Negeri 4 Pontianak reached a mean of 83,40, above the target.
- 2) The reading skills of expository texts on prophetic topics using the process skills approach and the copying task technique using Google Forms did not differ between sample groups.

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