



The Student Responses to the Application of Copying Assignment Techniques in Student Worksheet through Pantun Writing Learning

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ABSTRACT

This study aims to describe: 1) students' responses to the application of copying assignment techniques in special teaching materials through learning to write pantun; 2) the equality of students' responses to the application of copying assignment techniques in special teaching materials through learning to write pantun per sample group. This study was conducted at the beginning of the odd semester of the 2024/2025 academic year. The study was conducted in class X of SMA Negeri 1 Singkep. The population of this study consisted of students from class X.1, class X.3, and class X.5, who participated in learning to write pantun through copying assignment techniques in special teaching materials. They numbered 110 students divided into class X.1, as many as 37 students; class X.2, as many as 36 students; and class X.5, as many as 37 students. This study used a total sample. Data on student responses to the application of copying assignment techniques in student worksheets in learning to write pantun were collected using a closed questionnaire instrument containing four options. The questionnaire met the requirements for content validity because it was compiled by objective and systematic procedures. Student response data on the application of copying assignment techniques in student worksheets in learning to write pantun were analyzed qualitatively through a thematic approach. Data on the similarity of student responses to the application of copying assignment techniques in student worksheets through learning to write pantun per sample group were analyzed using descriptive statistics through a percentage approach in manual frequency distribution. All data analysis results were also subjected to internal validation. The results of the study: 1) student responses to the application of copying assignment techniques in special teaching materials through learning to write pantun were categorized as like; 2) there was no difference in student responses to the application of copying assignment techniques in student worksheets through learning to write pantun per sample group.

Keywords: student response, application, copying assignment technique, student worksheets, pantun writing learning

INTRODUCTION

This article uses a learning strategy involving specialized teaching materials. Therefore, it allows for a correlation between the procedures for using the teaching materials and the various techniques within the teaching materials.

This is a lesson on writing pantun in grade X of SMA Negeri 1 Singkep. The lesson involves specially designed teaching materials, consisting of nine A4 pages, two columns, and size 11. They include copying assignment techniques to achieve pantun writing competency. The lesson utilizes a time allocation of 2 x 2 x 45 minutes per parallel class.

From a structural perspective, the teaching materials above have several structures. First, the structure of the teaching material title, namely the cover of the teaching material itself. This structure includes the names of the students and the parallel class (grade X), and the name of the school. Second, the structure of the content. This structure is divided into two parts: a teaching guide on pantun, pantun writing exercises, and a competency test.

The structure of the teaching guide for writing pantun uses 14 teaching guides. The eleven teaching guides are: 1) the meaning of pantun; 2)

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ethical requirements for pantun; 3) requirements for not causing disgrace; 4) type of pantun-1 according to the relationship between the sampiran and the content; 5) type of pantun-2 according to the relationship between the sampiran and the content; 6) aesthetic requirements for pantun; 7) meaning of the end rhyme; 8) meaning of the middle rhyme; 9) instruction-1 for writing pantun; 10) instruction-2 for writing pantun; 11) instruction-3 for writing pantun; 12) instruction-4 for writing pantun; 13) instruction-5 for writing pantun; 14) instruction-1 for revising pantun; 15) instruction-2 for revising pantun; 16) instruction-3 for revising pantun; 17) instruction-4 for revising pantun; 18) instruction-5 for revising pantun.

Each instructional guide is interrupted by a blank space. Its function is for students to copy the relevant instructional guide. The goal is to ensure that students who own the teaching materials carry out reading activities regarding the instructional guide itself. Razak (2022:197), Elmustian et al., (2022:23) state that the blank space provided for copying the instructional text is a teacher's effort to ensure students read the instructional text. In other words, an indicator of students reading the instructional text is when there is a copy in the blank space.

Through the teaching materials above, teachers facilitate students' achievement of the ultimate goal. The intended goal is for students to become skilled at writing pantun. Razak (2022:199) refers to this as the use of the copying assignment technique.

Below are three examples of the copying assignment technique in teaching materials for writing pantun. The first example concerns the instructional text on the objectivity or ethics of pantun, the second example concerns the instructional text, and the third example concerns the sampiran (introduction) and content of the pantun.

Pantun must meet the requirements of objectivity. This means there is nothing dishonest or untrue within the lines of the pantun. However, it is essential to remember that pantun lines may incorporate figurative language, such as proverbs.

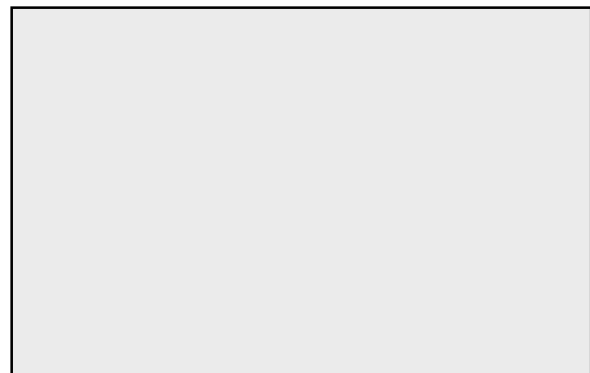
penakik pisau seraut
ambil galah batang lintabung
seludang jadikan nyiru
yang setitik jadikan laut
yang sekepal jadikan gunung
alam terbentang jadikan guruh

Copying Assignment-1

Copy in the blank field the paragraph above in its entirety. It's more important to use a pencil. Not Opening Disgrace



Allah Taala covers our many disgraces. Just one or two open things make us very embarrassed of each other. Therefore, we should not reveal disgrace, including in rhyming activities. This teaching material does not provide examples of pantun that reveal disgrace. The reason is that when we review examples of disgrace, it means we have also exposed disgrace.





Copying Assignment-2

Copy in the blank field the paragraph above in its entirety. It's more important to use a pencil. Perspective of the Relationship between Sampiran and Content

From the perspective of the quality of the relationship between the sampiran lines, pantun can be divided into three types. First, causal pantun, where there is a cause-and-effect relationship between lines 1 and 2, as in example 1. Second, non-causal pantun, where there is no relationship between lines 1 and 2, as in example 2.

Example 1

menuju masjid di waktu fajar
mengejar pahal secara maksimal
selagi SLTA berdoa dan belajar
banyak ilmu dasar beramal

Example 2

berakit-rakit di sungai sempit
sampai di muara untuk berlabuh
bekal terkumpul hanya sedikit
perjalanan akhirat sangat jauh

The learning strategy for writing pantun as described above needs to be understood from the perspective of student responses. The goal is to provide consideration for self-correction, both in terms of the use of learning strategies and in terms of the objectivity of the subject matter.

Based on the explanation above, research is necessary. This study is entitled *Students' Responses to the Application of Copying Techniques in Student Worksheet for Learning Pantun Writing*.

This study was conducted based on a specific research problem. The research problem formulation in question is as follows:

- 1) How do students respond to the application of the copying task technique through special teaching materials in learning pantun writing?
- 2) Are student responses to the application of the copying task technique through special teaching materials in learning pantun writ-

ing similar across sample groups?

- 3) What is the brief reason why sample members assign categories to each item of copying task techniques in special teaching materials through learning to write pantun?

The following are three research objectives.

First, to describe student responses to the application of the copying task technique in special teaching materials in learning pantun writing. Second, to describe the similarity of student responses to the application of the copying task technique in special teaching materials in learning pantun writing across sample groups. Third, to describe the brief reasons why sample members assigned categories to each item of copying task techniques in special teaching materials through learning to write pantun.

These are some of the benefits of language learning research. First, for Indonesian language teachers, this research is useful because it can be used as one of many considerations in developing lesson plans. Second, for school principals who serve as supervisors, this article is useful because it can be used as supervision material for teachers on the topic of student responses to learning strategies.

The student responses referred to in this article are the categories of student assessments of the application of the copying technique in teaching materials for writing pantun. Response category options are: strongly dislike, dislike, like, and strongly like.

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

- 1) Rosnawati, R. (2022). Peningkatan Keterampilan Menulis Tegak Bersambung Berbasis Teks Pantun melalui Metode Latihan Kelompok Kecil. *Jurnal Pembelajaran Bahasa dan Sastra*, 1(4), 543–552.
- 2) Mulyadi, & Mondolalo, D. (2023). Pencapaian Belajar Menulis Pantun Berbasis Teks Eksplanasi Bermedia LKPD. *Jurnal Pembelajaran Bahasa dan*

- Sastra, 2(3), 315–324.
- 3) Harahap, A. Z., & Ningsih, S. D. (2024). Keterampilan Mengembangkan Paragraf Fiksi Menggunakan Metode Model dan Teknik Tugas Menyalin melalui Media LPKD. *Jurnal Pembelajaran Bahasa dan Sastra*, 3(2), 179–186. <https://doi.org/10.55909/jpbs.v3i2.577>

METHODS

This research is descriptive. Syamsuddin & Damaianti (2011:58) and Razak (2020:23), state that the purpose of descriptive research is to describe the results of both quantitative and qualitative data.

This research was conducted in the 10th grade of SMA Negeri 1 Singkep. That school located at Jalan Pelajar, Kelurahan Dabo, Kecamatan Singkep, Kabupaten Lingga, Provinsi Kepulauan Riau.

The research took place at the end of the odd semester of the 2024/2025 academic year. During this period, several activities were carried out. First, the procurement of special teaching materials, which constitute secondary data. Second, the preparation of instruments, namely questionnaires, regarding student responses to the application of copying techniques in teaching materials in learning to write pantun. Third, the implementation of the learning process. Fourth, the distribution of questionnaires to sample members. Fifth, the data analysis. Sixth, the writing of the research report in the form of a scientific article.

The population of this study was 10th-grade students who participated in a pantun writing course using a copying assignment technique in a student worksheet. There were 110 students, divided into 37 students in grade X.1, 36 students in grade X.3, and 37 students in grade X.5.

This study used a total sample, meaning all members of the population were included in the sample. Total sample research is commonly conducted, especially for research that analyzes data without using parametric inferential statistical procedures.

Table 1

Sum of Population and Sample			
No.	Group	Population	Sample
1	X.1 Class	37	37
2	X.3 Class	36	36
3	X.5Class	37	37
	Total	110	110

Statistically, a total sample is used because the researcher intended to process the data using descriptive statistics from the outset. This procedure does not require sampling (Razak, 2020; Fraenkel et al., 2012). Several scientific articles using total samples are found in online journals, such as (Haria & Mondolalo, 2024; Hasanah & Suhendar, 2025).

A questionnaire was used to collect research data, containing several items according to student response indicators. The questionnaire met content validity requirements because it was structured according to objective and systematic procedures. The questionnaire was closed-ended with four options:

- 1) really dislike;
- 2) dislike;
- 3) like;
- 4) really like.

This is the procedure for developing a questionnaire describing student responses to the application of the copying assignment technique in special teaching materials in pantun writing lessons. First, the questionnaire type was determined, namely a closed-ended questionnaire. Second, determine indicators of student response to the application of the copying technique in specific teaching materials for learning to write pantun, namely:

- 1) the meaning of pantun;
- 2) ethical requirements for pantun;
- 3) the requirement to avoid causing disgrace;
- 4) pantun without a cause-and-effect relationship;
- 5) cause-and-effect pantun;
- 6) aesthetic requirements for pantun;
- 7) the meaning of end rhyme;
- 8) the meaning of middle rhyme;
- 9) Instruction 1: writing pantun;



- 10) Instruction 2: writing pantun;
- 11) Instruction 3: writing pantun;
- 12) Instruction 4: writing pantun;
- 13) Instruction 5: writing pantun;
- 14) Instruction 1: revising pantun;
- 15) Instruction 2: revising pantun;
- 16) Instruction 3: revising pantun;
- 17) Instruction 4: revising pantun;
- 18) Instruction 5: revising pantun.

Third, determine the number of items for each indicator. This article contains one item for each indicator. Fourth, develop questionnaire specifications that include the procedures above. Fifth, write questionnaire items as listed below.

- 1) Student responses to the application of the copying assignment technique in student worksheet for learning to write pantun, regarding the meaning of pantun, as stated on page 4, column 1...
A. really dislike
B. dislike
C. like
D. really like
Brief reason:
- 2) Student responses to the application of the copying assignment technique in student worksheet for learning to write pantun, regarding the ethics of pantun, as stated on page 4, column 2...
A. really dislike
B. dislike
C. like
D. really like
Brief reason:
- 3) Student responses to the application of the copying assignment technique in student worksheet for learning to write pantun, regarding the ethics of pantun, namely not revealing shame, as stated on page 5, column 1...
A. really dislike
B. dislike
C. like
D. really like
Brief reason:

- 4) Student responses to the application of the copying assignment technique in student worksheet for learning to write pantun, regarding the aspect of pantun types without causal relationships, as stated on page 5, column 2...
A. really dislike
B. dislike
C. like
D. really like
Brief reason:
- 5) Student responses to the application of the copying assignment technique in student worksheet for learning to write pantun, regarding the aspect of pantun types with causal relationships, as stated on page 6, column 1...
A. really dislike
B. dislike
C. like
D. really like
Brief reason:
- 6) Student responses to the application of the copying assignment technique in student worksheet for learning to write pantun, regarding the aesthetic aspects of pantun, as stated on page 6, column 1...
A. really dislike
B. dislike
C. like
D. really like
Brief reason:
- 7) Student responses to the application of the copying assignment technique in student worksheet for learning to write pantun, regarding the aspect of end rhyme, as stated on page 7, column 1...
A. really dislike
B. dislike
C. like
D. really like
Short reason because

- 8) Student response to the application of the copying assignment technique in student worksheet in learning to write pantuns with the middle rhyme aspect contained on page 7 column 2 ...
A. really dislike
B. dislike
C. like
D. really like
Short reason because
- 9) Student response to the application of the copying assignment technique in student worksheet in learning to write pantuns with the instructional aspect of instruction-1 writing pantuns contained on page 8 column 1 ...
A. really dislike
B. dislike
C. like
D. really like
Short reason because
- 10) Student response to the application of the copying assignment technique in student worksheet in learning to write pantuns with the instructional aspect of instruction-2 writing pantuns contained on page 8 column 2 ...
A. really dislike
B. dislike
C. like
D. really like
Short reason because
- 11) Student response to the application of the copying assignment technique in student worksheet in learning to write pantuns with the instructional aspect of instruction-3 writing pantuns The pantun contained on page 9, column 1...
A. really dislike
B. dislike
C. like
D. really like
Short reason because
- 12) Student response to the application of the copying assignment technique in student worksheet in learning to write pantun, instructional aspect-4, writing the pantun contained on page 9, column 2...
A. really dislike
B. dislike
C. like
D. really like
Short reason because
- 13) Student response to the application of the copying assignment technique in student worksheet in learning to write pantun, instructional aspect-5, writing the pantun contained on page 10, column 1...
A. really dislike
B. dislike
C. like
D. really like
Short reason because
- 14) Student response to the application of the copying assignment technique in student worksheet in learning to write pantun, instructional aspect-1, revising the pantun contained on page 10, column 2...
A. really dislike
B. dislike
C. like
D. really like
Short reason because
- 15) Student responses to the application of the copying assignment technique in student worksheet through learning to write pantuns, aspect 2, revising the pantun on page 11, column 1 ...
A. really dislike
B. dislike
C. like
D. really like
Brief reason:
- 16) Student responses to the application of the copying task technique in special teaching materials in learning to write pantuns, aspect 3, revising the pantun contained on page 11, col-



- umn 2 ...
A. really dislike
B. dislike
C. like
D. realy like
Brief reason:

- 17) Student responses to the application of the copying task technique in special teaching materials in learning to write pantuns, aspect 3, writing pantun contained on page 12, column 1 ...
A. really dislike
B. dislike
C. like
D. realy like
Brief reason:
- 18) Student responses to the application of the copying assignment technique in student worksheet in learning to write pantuns, aspect 3, writing pantun contained on page 12, column 1 column-2 ...
A. really dislike
B. dislike
C. like
D. realy like
Short reason because

Student response data was analyzed using descriptive statistics. This type of statistics analyzes data by determining the mode (frequency and percentage) for each answer category for each indicator per sample group. Fraenkel et al. (2012:199), and Razak (2015:26-27) state that nominal data is suitable for analysis using a mode system through frequency and percentage tables.

RESULTS

1. Student Responses to Indicator 1

The sample responded with a "like" response to the implementation of the copying technique in special teaching materials through learning to write pantun. This is indicated by the high frequency of responses in this category, at 60.91 percent. Another category was "really like," at 39.01 percent.

No sample members chose the negative category (Table 2, indicator-1, total row).

All sample groups had a "like" category. Class X.1 had 56.76 percent, class X.3 had 61.11 percent, and class X.5 had 64.85 percent (Table 2, indicator-1, rows for groups X1, X2, and X.3).

2. Student Responses to Indicator 2

The sample responded with a "like" response to the implementation of the copying technique in special teaching materials through learning to write pantun. This is indicated by the high frequency of responses in this category, at 70.00 percent. Another category was "really like," at 30.00 percent. No sample members chose the negative category (Table 2, indicator-2, total row).

All sample groups had a "like" category. Class X.1 had 67.57 percent, class X.3 had 69.44 percent, and class X.5 had 72.97 percent (Table 2, indicator-2, rows for groups X1, X2, and X.3).

3. Student Responses to Indicator 3

The sample responded with a "like" response to the implementation of the copying technique in special teaching materials through learning to write pantun. This is indicated by the high frequency of responses in this category, at 64.45 percent. Another category was "really like," at 35.55 percent. No sample members chose the negative category (Table 2, indicator-3, total row).

All sample groups had a "like" category. Class X.1 had 67.57 percent, class X.3 had 63.891 percent, and class X.5 had 64.86 percent (Table 2, indicator-3, rows for groups X1, X2, and X.3).

4. Student Responses to Indicator 4

The sample responded with a "like" response to the implementation of the copying technique in special teaching materials through learning to write pantun. This is indicated by the high frequency of responses in this category, at 73.64 percent. Another category was "really like," at 26.36 percent. No sample members chose the negative category (Table 2, indicator-4, total row).

All sample groups had a "really like" category. Class X.1 had 56.76 percent, class X.3 had 61.11

percent, and class X.5 had 64.85 percent (Table 2, indicator-4, rows for groups X1, X2, and X.3).

5. Student Responses to Indicator 5

The sample responded with a "like" response to the implementation of the copying technique in special teaching materials through learning to write pantun. This is indicated by the high frequency of responses in this category, at 71.82 percent. Another category was "really like," at 28.28 percent. No sample members chose the negative category (Table 2, indicator-5, total row).

All sample groups had a "like" category. Class X.1 had 572.97 percent, class X.3 had 72.22 percent, and class X.5 had 70.27 percent (Table 2, indicator-5, rows for groups X1, X2, and X.3).

6. Student Responses to Indicator 6

The sample responded with a "like" response to the implementation of the copying technique in special teaching materials through learning to write pantun. This is indicated by the high frequency of responses in this category, at 59.09 percent. Another category was "really like," at 40.91 percent. No sample members chose the negative category (Table 2, indicator-6, total row).

All sample groups had a "like" category. Class X.1 had 56.76 percent, class X.3 had 61.11 percent, and class X.5 had 59.46 percent (Table 2, indicator-6, rows for groups X1, X2, and X.3).

7. Student Responses to Indicator 7

The sample responded with a "like" response to the implementation of the copying technique in special teaching materials through learning to write pantun. This is indicated by the high frequency of responses in this category, at 64.86 percent. Another category was "really like," at 35.14 percent. No sample members chose the negative category (Table 2, indicator-7, total row).

All sample groups had a "like" category. Class X.1 had 72.97 percent, class X.3 had 66.67 percent, and class X.5 had 64.86 percent (Table 2, indicator-7, rows for groups X1, X2, and X.3).

8. Student Responses to Indicator 8

The sample responded with a "like" response to the implementation of the copying technique in special teaching materials through learning to write pantun. This is indicated by the high frequency of responses in this category, at 71.82 percent. Another category was "really like," at 28.18 percent. No sample members chose the negative category (Table 2, indicator-8, total row).

All sample groups had a "like" category. Class X.1 had 70.27 percent, class X.3 had 72.22 percent, and class X.5 had 72.97 percent (Table 2, indicator-8, rows for groups X1, X2, and X.3).

9. Student Responses to Indicator 9

The sample responded with a "like" response to the implementation of the copying technique in special teaching materials through learning to write pantun. This is indicated by the high frequency of responses in this category, at 72.73 percent. Another category was "really like," at 27.27 percent. No sample members chose the negative category (Table 2, indicator-1, total row).

All sample groups had a "like" category. Class X.1 had 72.97 percent, class X.3 had 75.00 percent, and class X.5 had 70.27 percent (Table 2, indicator-9, rows for groups X1, X2, and X.3).

10. Student Responses to Indicator 10

The sample responded with a "like" response to the implementation of the copying technique in special teaching materials through learning to write pantun. This is indicated by the high frequency of responses in this category, at 74.55 percent. Another category was "really like," at 25.45 percent. No sample members chose the negative category (Table 2, indicator-10, total row).

All sample groups had a "like" category. Class X.1 had 72.97 percent, class X.3 had 75.00 percent, and class X.5 had 75.68 percent (Table 2, indicator-10, rows for groups X1, X2, and X.3).

11. Student Responses to Indicator 11

The sample responded with a "like" response to the implementation of the copying technique in



special teaching materials through learning to write pantun. This is indicated by the high frequency of responses in this category, at 62.16 percent. Another category was "really like," at 37.84 percent. No sample members chose the negative category (Table 2, indicator-11, total row).

All sample groups had a "like" category. Class X.1 had 62.16 percent, class X.3 had 66.67 percent, and class X.5 had 62.16 percent (Table 2, indicator-11, rows for groups X1, X2, and X.3).

12. Student Responses to Indicator 12

The sample responded with a "like" response to the implementation of the copying technique in special teaching materials through learning to write pantun. This is indicated by the high frequency of responses in this category, at 67.57 percent. Another category was "really like," at 31.43 percent. No sample members chose the negative category (Table 2, indicator-12, total row).

All sample groups had a "like" category. Class X.1 had 67.57 percent, class X.3 had 69.44 percent, and class X.5 had 67.57 percent (Table 2, indicator-12, rows for groups X1, X2, and X.3).

13. Student Responses to Indicator 13

The sample responded with a "like" response to the implementation of the copying technique in special teaching materials through learning to write pantun. This is indicated by the high frequency of responses in this category, at 74.55 percent. Another category was "really like," at 25.45 percent. No sample members chose the negative category (Table 2, indicator-13, total row).

All sample groups had a "like" category. Class X.1 had 72.97 percent, class X.3 had 75.00 percent, and class X.5 had 75.68 percent (Table 2, indicator-13, rows for groups X1, X2, and X.3).

14. Student Responses to Indicator 14

The sample responded with a "like" response to the implementation of the copying technique in special teaching materials through learning to write pantun. This is indicated by the high frequency of responses in this category, at 62.16 percent. Another

category was "really like," at 37.84 percent. No sample members chose the negative category (Table 2, indicator-14, total row).

All sample groups had a "like" category. Class X.1 had 62.16 percent, class X.3 had 66.67 percent, and class X.5 had 62.16 percent (Table 2, indicator-14, rows for groups X1, X2, and X.3).

15. Student Responses to Indicator 15

The sample responded with a "like" response to the implementation of the copying technique in special teaching materials through learning to write pantun. This is indicated by the high frequency of responses in this category, at 74.55 percent. Another category was "really like," at 25.45 percent. No sample members chose the negative category (Table 2, indicator-15, total row).

All sample groups had a "like" category. Class X.1 had 72.97 percent, class X.3 had 75.00 percent, and class X.5 had 75.68 percent (Table 2, indicator-15, rows for groups X1, X2, and X.3).

16. Student Responses to Indicator 16

The sample responded with a "like" response to the implementation of the copying technique in special teaching materials through learning to write pantun. This is indicated by the high frequency of responses in this category, at 62.16 percent. Another category was "really like," at 37.84 percent. No sample members chose the negative category (Table 2, indicator-16, total row).

All sample groups had a "like" category. Class X.1 had 62.16 percent, class X.3 had 66.67 percent, and class X.5 had 62.16 percent (Table 2, indicator-16, rows for groups X1, X2, and X.3).

17. Student Responses to Indicator 17

The sample responded with a "like" response to the implementation of the copying technique in special teaching materials through learning to write pantun. This is indicated by the high frequency of responses in this category, at 74.55 percent. Another category was "really like," at 25.45 percent. No sample members chose the negative category (Table 2, indicator-17, total row).

All sample groups had a "like" category. Class X.1 had 72.97 percent, class X.3 had 75.00 percent, and class X.5 had 75.68 percent (Table 2, indicator-17, rows for groups X1, X2, and X.3).

18. Student Responses to Indicator 18

The sample responded with a "like" response to the implementation of the copying technique in special teaching materials through learning to write

pantun. This is indicated by the high frequency of responses in this category, at 56.36 percent. Another category was "really like," at 44.67 percent. No sample members chose the negative category (Table 2, indicator-18, total row).

All sample groups had a "like" category. Class X.1 had 56.76 percent, class X.3 had 58.33 percent, and class X.5 had 54.05 percent (Table 2, indicator-18, rows for groups X1, X2, and X.3).

Table 2
 Summary of Student Responses to the Implementation of Copying Assignment Techniques in Special Teaching Materials through Pantun Writing Learning per Indicator

No.	Indicators	Group	N	Really Dislike		Dislike		Like		Really Like	
				f	%	f	%	f	%	f	%
1	Indicator-1	X.1	37	0	0	0	0	21	56,76	16	43,24
		X.3	36	0	0	0	0	22	61,11	14	38,89
		X.5	37	0	0	0	0	24	64,86	13	35,14
		Total	110	0	0	0	0	67	60,91	43	39,09
2	Indicator-2	X.1	37	0	0	0	0	25	67,57	12	32,43
		X.3	36	0	0	0	0	25	69,44	11	30,56
		X.5	37	0	0	0	0	27	72,97	10	27,03
		Total	110	0	0	0	0	77	70,00	33	30,00
3	Indicator-3	X.1	37	0	0	0	0	25	67,57	12	32,43
		X.3	36	0	0	0	0	23	63,89	13	36,11
		X.5	37	0	0	0	0	24	64,86	13	35,14
		Total	110	0	0	0	0	72	65,45	38	34,55
4	Indicator-4	X.1	37	0	0	0	0	27	72,97	10	27,03
		X.3	36	0	0	0	0	27	75,00	9	25,00
		X.5	37	0	0	0	0	27	72,97	10	27,03
		Total	110	0	0	0	0	81	73,64	29	26,36
5	Indicator-5	X.1	37	0	0	0	0	27	72,97	10	27,03
		X.3	36	0	0	0	0	26	72,22	10	27,78
		X.5	37	0	0	0	0	26	70,27	11	29,73
		Total	110	0	0	0	0	13	11,82	31	28,18
6	Indicator-6	X.1	37	0	0	0	0	21	56,76	16	43,24
		X.3	36	0	0	0	0	22	61,11	14	38,89
		X.5	37	0	0	0	0	22	59,46	15	40,54
		Total	110	0	0	0	0	65	59,09	45	40,91



Table 2
 Summary of Student Responses to the Implementation of Copying Assignment Techniques in Special Teaching Materials through Pantun Writing Learning per Indicator

No.	Indicators	Group	N	Really Dislike		Dislike		Like		Really Like	
				f	%	f	%	f	%	f	%
7	Indicator-7	X.1	37	0	0	0	0	27	72,97	10	27,03
		X.3	36	0	0	0	0	24	66,67	12	33,33
		X.5	37	0	0	0	0	24	64,86	13	35,14
		Total	110	0	0	0	0	12	10,91	35	31,82
8	Indicator-8	X.1	37	0	0	0	0	26	70,27	11	29,73
		X.3	36	0	0	0	0	26	72,22	10	27,78
		X.5	37	0	0	0	0	27	72,97	10	27,03
		Total	110	0	0	0	0	79	71,82	31	28,18
9	Indicator-9	X.1	37	0	0	0	0	27	72,97	10	27,03
		X.3	36	0	0	0	0	27	75,00	9	25,00
		X.5	37	0	0	0	0	26	70,27	11	29,73
		Total	110	0	0	0	0	13	11,82	30	27,27
10	Indicator-10	X.1	37	0	0	0	0	27	72,97	10	27,03
		X.3	36	0	0	0	0	27	75,00	9	25,00
		X.5	37	0	0	0	0	28	75,68	9	24,32
		Total	110	0	0	0	0	82	74,55	28	25,45
11	Indicator-11	X.1	37	0	0	0	0	23	62,16	14	37,84
		X.3	36	0	0	0	0	24	66,67	12	33,33
		X.5	37	0	0	0	0	23	62,16	14	37,84
		Total	110	0	0	0	0	70	63,64	40	36,36
12	Indicator-12	X.1	37	0	0	0	0	25	67,57	12	32,43
		X.3	36	0	0	0	0	25	69,44	11	30,56
		X.5	37	0	0	0	0	25	67,57	12	32,43
		Total	110	0	0	0	0	75	68,18	35	31,82
13	Indicator-13	X.1	37	0	0	0	0	27	72,97	10	27,03
		X.3	36	0	0	0	0	24	66,67	12	33,33
		X.5	37	0	0	0	0	23	62,16	14	37,84
		Total	110	0	0	0	0	74	67,27	36	32,73
14	Indicator-14	X.1	37	0	0	0	0	24	64,86	13	35,14
		X.3	36	0	0	0	0	22	61,11	14	38,89
		X.5	37	0	0	0	0	22	59,46	15	40,54
		Total	110	0	0	0	0	68	61,82	42	38,18

Table 2
 Summary of Student Responses to the Implementation of Copying Assignment Techniques in Special Teaching Materials through Pantun Writing Learning per Indicator

No.	Indicators	Group	N	Really Dislike		Dislike		Like		Really Like	
				f	%	f	%	f	%	f	%
15	Indicator-15	X.1	37	0	0	0	0	22	59,46	15	40,54
		X.3	36	0	0	0	0	23	63,89	13	36,11
		X.5	37	0	0	0	0	23	62,16	14	37,84
		Total	110	0	0	0	0	68	61,82	42	38,18
16	Indicator-16	X.1	37	0	0	0	0	24	64,86	13	35,14
		X.3	36	0	0	0	0	22	61,11	14	38,89
		X.5	37	0	0	0	0	22	59,46	15	40,54
		Total	110	0	0	0	0	68	61,82	42	38,18
17	Indicator-17	X.1	37	0	0	0	0	20	54,05	17	45,95
		X.3	36	0	0	0	0	20	55,56	16	44,44
		X.5	37	0	0	0	0	20	54,05	17	45,95
		Total	110	0	0	0	0	60	54,55	50	45,45
18	Indicator-18	X.1	37	0	0	0	0	21	56,76	16	43,24
		X.3	36	0	0	0	0	21	58,33	15	41,67
		X.5	37	0	0	0	0	20	54,05	17	45,95
		Total	110	0	0	0	0	62	56,36	48	43,64

1.5 Sample Members' Reasons

Here are some reasons why sample members gave positive feedback on learning pantun using the copying task technique in student worksheets. Below, the reasons are ranked based on student choices (Table 3):

- 1) all teaching materials are available
- 2) each teaching material is systematically structured
- 3) the content of the pantun is captivating
- 4) the copying task is something new
- 5) there is a blank space for copying teaching materials

Table 3
 Rating of Students' Reasons for Providing Responses in Pantun Learning Using the Copying Task Technique in Student Worksheets

No.	Reason Category	f	%
1	All teaching material are available	52	47,27
2	each teaching material is syste	33	30,00
3	the content of the pantun is captivating	17	15,45
4	the copying task is something new	5	4,55
5	there is a blank space for copying teaching materials	3	2,73
	Total	110	100



DISCUSSION

The questionnaire responses were categorized as "like" and "really like". Therefore, from the students' perspective, the pantun writing teaching materials that use the copying task technique do not need to be revised.

The above conditions imply that the use of the copying task technique in other aspects of learning using Indonesian language teaching materials should be considered. These teaching materials include:

- 1) Application of the Copying Assignment Technique in Student Worksheet for Learning to Read Observation Report Texts;
- 2) Application of the Copying Task Technique in Special Teaching Materials for Learning to Write Observation Report Texts;
- 3) Application of the Copying Assignment Technique in Student Worksheet for Learning to Read Prophetic Short Story Texts;
- 4) Application of the Copying Assignment Technique in Student Worksheet for Learning to Write Prophetic Short Story Texts;
- 5) Application of the Copying Assignment Technique in Student Worksheet for Learning to Read Procedural Texts.

Short paragraphs, which serve as teaching aids in learning to write pantun using the copying technique, provide motivation for students. This means that students who complete the copying assignment are highly motivated because the material being copied is short.

Based on the description above, teaching materials can motivate students to read through copying activities. Motivation is essential in various activities, including learning. This condition aligns with expert opinion (Muhammad, 2016:87-97; Sinamo, 2002:71; Emda, 2018:175).

The motivational factors underlying students' copying assignments in learning to write pantun are reinforced by the availability of teaching

materials that function as media. In other words, students' learning motivation arises from being reinforced by learning media. Thus, this condition strengthens the role of media in learning, as found by many authors of scientific articles in online journals (Umar, 2014:131-144; Wahidin & Syaefuddin, 2018:47-65).

Alasan anggota sampel sebagaimana termuat dalam tabel 3 tidak terlalu selaras dengan respon mereka terhadap pembelajaran. Memang diakui bahwa respon itu berada pada arah positif

CONCLUSION

The final section of this article presents the research conclusions. These conclusions are as follows:

- 1) The responses of 10th-grade students at SMA Negeri 1 Singkep to the application of the copying assignment technique on the student worksheet in learning to write pantun were categorized as "like";
- 2) There was no difference in the responses of 10th-grade students at SMA Negeri 1 Singkep to the application of the copying assignment technique on the student worksheet in learning to write pantun per sample group.
- 3) The main reason sample members chose the learning indicators was that all teaching materials were available.

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