



## Learning to Write a Review of the *Teori Sastra* Textbook Using a Dual Strategies through Electronic Teaching Modules

Aan Hasanah<sup>1\*</sup>, Elmustian<sup>2</sup>, Muamar Abd Halil<sup>3</sup>, Neneng Maelasari<sup>4</sup>

<sup>1</sup>Prodi Pendidikan Bahasa dan Sastra Indonesia, Universitas Suryakencana, Jawa Barat, Indonesia

<sup>2</sup>Prodi Pendidikan Bahasa dan Sastra Indonesia, Universitas Riau, Riau, Indonesia

<sup>3</sup>Prodi Pendidikan Bahasa dan Sastra Indonesia, Universitas Khairun, Maluku Utara, Indonesia

<sup>4</sup>Prodi Pendidikan Bahasa dan Sastra Indonesia, Universitas Bale Bandung, Jawa Barat, Indonesia

\*E-mail: [aanhasanah@gmail.com](mailto:aanhasanah@gmail.com)

### ABSTRACT

Writing a literary review is one of the objectives of learning Indonesian in the college. This learning relies on the reading aspect and the writing aspect of the review object. Each learning requires a strategy that is appropriate to both the learning objectives and the character of the students. The dual strategies through a Google Form-based teaching module with a file upload option is believed to be effective. The textbook entitled *Literary Theory* written by Masnuatul Hawa published by Deepublish, 2017 is interesting to study scientifically. The purpose of this study is to describe: 1) the learning procedure for writing a review of the *Teori Sastra* textbook using a dual strategies through a Google Form-based teaching module with a file upload option; 2) the learning outcomes of writing a review of the *Teori Sastra* textbook using a dual strategies through a Google Form-based teaching module with a file upload option. The study took place in the odd semester of 2025/2026 at Indonesian Language and Literature Education Study Program, University of Riau. This study used a quantitative descriptive method. The research population was 37 freshmen who participated in the learning activities. The study used a total sample, namely all members of the population were sample members. Data were collected using a test instrument in the form of a Google Form-based performance test. Data were analyzed using descriptive statistics, namely mean, percentage, mode, and standard deviation. Research results: 1) the learning procedure for writing a review of the *Teori Sastra* textbook used a dual strategies through a Google form-based teaching module with a file upload option involving 3 initial activities, 12 core activities, and 3 final activities; 2) the learning outcomes for writing a review of the *Teori Sastra* textbook used a dual strategies through a Google form-based teaching module with a file upload option in the high category.

*Keywords: learning to write, textbook, dual strategies, google form, electronic teaching module*

### INTRODUCTION

Literary appreciation for students must be implemented early in both curricular and non-curricular activities (Elmustian & Razak, 2021; Rokhmansyah, 2018; Ristiani, 2012). Effective literary appreciation is introduced through planned classroom learning activities across all aspects of language: reading, writing, speaking, and listening. Reading, in this case, means students are facilitated to capture ideas from written sources such

as written texts about novels and literary textbooks (Harjasujana & Damaianti, 2003; Razak, 2005; Farr, 1969). Writing, in this case, means expressing ideas into literary works, including writing literary book reviews referring to aspects of textbook reviews. Speaking, in this case, means conveying literary reviews verbally both in class forums and in external discussions (Baron, 2020; Dalman, 2016; Kuncoro, 2009). Listening, in this case, means attending lectures orally in class, both online

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and offline, and participating in seminars on literature. This activity, which utilizes the sense of hearing, is strongly influenced by many factors, including the room's atmosphere (Pakpahan et al., 2023; Iwankovitsch, 2001; Andries, 2024).

Teaching book reviews on Literary Theory is an engaging activity for new students. The goal is for students to gain a sufficient understanding of the content of the literary work in question and to improve their writing skills. The title of the book being reviewed is the same as the name of one of the literature courses, Literary Theory.

This situation can be achieved if the learning activities are carried out in a planned and organized manner. First, the learning uses a Google Form-based teaching module with a file upload option based on the lesson plan. Through these electronic devices, students are guaranteed to read the instructional instructions contained in the teaching materials (Widiastuti et al., 2023; Karisma & Azizah, 2023; Razak, 2025; Dewi et al., 2025; Mulyadi & Wirda, 2024). Second, the constructivist approach, as the first element of the dual strategy, is an inductive approach that is believed to have its own appeal for students because at the beginning of learning it gives students freedom of opinion through the orientation phase and the idea generation phase. Several scientific articles that use the process skills approach are found in online journals, including (Pratiwi, 2025; Farianti & Amrillah, 2024; Kasim & Razak, 2023). Third, the copying task technique is a learning strategy that forces students to read by copying reading material in the teaching materials (Razak, 2020). Scientific articles that use the copying technique include those written by (Aryani & Achmad, 2025; Yulaeha & Handayani, 2024; Razak & Elmustian, 2024). Fourth, the test technique involves delivering learning material by asking questions. The lecturer facilitates the answers so that they meet objective requirements, but the answers are not used as a basis for assessing learning outcomes. Several scientific articles in online journals use the test technique in learning (Alfalah et

al., 2022; Sari, 2023; Farokhah et al., 2024; Mulyadi, 2023). The textbook entitled "Teori Sastra" was written by Masnuatul Hawa and published by Deepublish, Yogyakarta, in 2017. The book is 131 pages (15.5x23cm) and divided into six chapters. The title of each chapter (Hawa, 2017):

- 1) Concepts and Theory of Literature
- 2) Functions of Literature
- 3) Basic Principles of Poetry Form
- 4) Basic Principles of Prose Form
- 5) Basic Principles of Dramatic Form
- 6) Approaches to Literature

The mean score for the pre-test for writing a textbook review of Literary Theory using a dual strategy based on Google Forms with the file upload option for new students in the Indonesian Language and Literature Education Study Program, University of Riau, was 37.49. This score is equivalent to a standardized percentage of 74.97 and a standard deviation of 2.32. The minimum score was 33, the maximum score was 41, and the mode was 37. Thus, only six students received an A grade.

Table 1  
Results of the Pre-Test for Writing a Textbook Review of Teori Sastra

X	%	f	fX
33	66,00	3	99
35	70,00	6	210
37	74,00	13	481
39	78,00	9	351
41	82,00	6	246
total		37	1387
mean		37,49	
percent		74,97	
stdev		2,32	
mode		37	

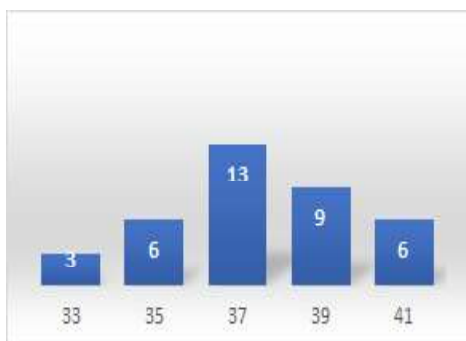


Figure-1  
Diagram of Pre-Test Results for Writing a *Teori Sastra* Textbook Review

Based on the table above, the letter grades achieved by students were: A- (6 students), B+ (9 students), B (19 students), B- (3 students).

Based on the description above, research is needed. The research uses two research questions:

- 1) What is the learning procedure for writing a *Teori Sastra* textbook review using dual strategies through Google Form-based teaching materials with the file upload option for new students in the Indonesian Language and Literature Education Study Program, University of Riau?
- 2) What are the learning outcomes for writing a *Teori Sastra* textbook review using dual strategies through Google Form-based teaching materials with the file upload option for new students in the Indonesian Language and Literature Education Study Program, University of Riau?

First, to describe the learning procedure for writing a *Teori Sastra* textbook review using dual strategies through Google Form-based teaching materials with the file upload option for new students in the Indonesian Language and Literature Education Study Program, University of Riau. Second, to describe the learning outcomes of writing *Teori Sastra* textbook reviews using dual strategies through Google Form-based teaching materials with a file upload option for new students in the Indonesian Language and Literature Education Study Program, University of Riau. These are the

two objectives of this literature-focused research. This research has several benefits. First, for Indonesian language teachers, this article is useful because it can be used as discussion material in meetings with fellow Indonesian language teachers.

Second, for supervisors, this article is also useful because it can be used as supervision material for teachers and lecturers. Third, for students in the Language and Literature Education study program, this article is also useful because it can be used as reference material for writing scientific papers related to review writing skills, learning approaches, and special modules based on the Google Form file upload option. Fourth, for literary observers, this article is also useful because it can be used as material for literary criticism in the field of literature textbook writing.

Relevant articles were found in various online journals. First, Septiani et al. (2020) entitled *Pelatihan Penulisan Resensi Karya Sastra di SMK Giri Taruna 2 Bogor*. The results of the questionnaire related to the evaluation of the quality of the training on writing reviews from the training participants (students), namely students received a positive impact in learning Indonesian (4.88); students were able to write reviews of literary works after participating in the training program (4.81); and the style of the instructor of the training on writing reviews of literary works in delivering the material and the atmosphere during the training was serious and pleasant (4.75). Therefore, it can be concluded that the training on writing reviews of literary works at SMK Giri Taruna 2 Bogor was stated to be beneficial for the participants (grade XI SMK students). Second, Murahmanita et al. (2021) entitled *Pengaruh Penggunaan Media Audio Visual Terhadap Keterampilan Menulis Teks Resensi Siswa Kelas XI SMKS Ulumuddin Lhokseumawe*. The results of the study showed a difference in the average pre-test and post-test scores between the experimental and control classes. The average pre-test score for the control class was 78.44, while the post-test score was 89.78. The average pre-test score for the experimental class was 68.22, while

the post-test score was 90.89. Third, Mohammad et al. (2021) entitled *Peningkatan Kemampuan Siswa SMA Negeri 4 Kota Palu dalam Menulis Resensi Film Laskar Pelangi melalui Model Discovery Learning*. The results showed that first, there was an increase in student learning outcomes during the learning process by learning to write a movie review of Laskar Pelangi through discovery learning models. The learning outcomes in the first cycle obtained an average value of 74.75% and the second cycle reached an average value of 84.06. The increase in classical completeness learning outcomes is 31.25% with an average value of 9.31 and the classical final test score of 90.03. Second, learning to write Laskar Pelangi movie reviews through discovery learning models to students proves that learning completeness to improve students' competence in writing Laskar Pelangi movie reviews has reached the set KKM that is 75% and is effective and the results are very good compared to learning methods conventional.

A book review can be defined as the activity of considering, discussing, reviewing, and/or discussing a book. The aspects discussed include the book's content, its strengths and weaknesses, the author's thoroughness in covering a topic, the book's ease of understanding, its classification, and its positive and negative aspects. Reviews focus more on informative aspects. (Razak, 2000; Hariyanto, 2020; Dahlan, 2020).

## METHOD

This research used a quantitative descriptive method. Through this method, research data in numerical form is described. Balaka (2012), Fah & Hoon (2015), and Razak, 2010) stated that quantitative descriptive research is commonly used by researchers because it is relatively easier than qualitative descriptive research.

This research took place in the odd semester of the 2025/2026 academic year. During the research period, several important activities were carried out. First, preparatory activities, such as preparing learning materials, such as Google for Education-based teaching modules with the file

upload option, the lesson plan, and test instruments. Second, field activities, namely collecting research data through learning activities in one class in the Indonesian Language and Literature Education Study Program, University of Riau. Third, reporting activities, namely analyzing data and writing a report in the form of a scientific article for an online journal.

The research was conducted in class 2025A, the first semester of the Indonesian Language and Literature Education Study Program, University of Riau. This class is one of three parallel classes.

The population of this study was 37 first-semester students in class 2025A of the Indonesian Language and Literature Education Study Program at the University of Riau, who were participating in a course on writing Literary Theory textbook reviews.

This study used a total sample, meaning all members of the population were included in the sample. Total samples are commonly used in educational research (Muslich & Iswati, 2019; Bogdan & Biklen, 2007; Creswell, 2008).

Data on writing Literary Theory textbook reviews, conducted through a dual-learning strategy using a Google Form with a file upload option, were collected using a test instrument. To produce a content-valid test, a test development procedure must be carried out, including test specifications as a basis for developing test items (Azwar, 1986; Fulcher & Davidson, 2007; Akbar, 2013). The steps for developing the test are outlined below.

First, determine the type of Literary Theory review writing test. This article uses an essay-type test.

Second, determine the review's aspects. This article uses 5 aspects of a Literary Theory textbook review, namely: 1) book attributes; 2) book strengths; 3) book weaknesses; 4) book readability; 5) book content adequacy (Warsidi, 2008; Razak, 2000; Sinaga, 2023).

Third, writing test items for writing a Literary Theory textbook review. Each test item is based on the test specifications.



The Literary Theory textbook review data were analyzed using descriptive statistical procedures. The statistical measures appropriate for this data are mean, percentage, standard deviation, and mode (Fraenkel et al., 2012; Darusalam & Hussin, 2016; Razak, 2005).

The Literary Theory textbook review data were based on the scoring results of the students' answer sheets. Scoring used the criteria listed below.

Table 2  
Scoring Techniques for Writing Book Reviews  
of *Teori Sastra* Textbooks

No.	Indicators	Score Range
1	book attributes	1-10
2	book strengths	1-10
3	book weaknesses	1-10
4	book readability	1-10
5	book content adequacy	1-10

## RESULT

### 1. Learning Procedures for Writing *Teori Sastra* Textbook Reviews

The learning procedures for writing Literary Theory textbook reviews using a dual learning strategy using Google Forms with the file upload option for first-semester students in the Indonesian Language and Literature Education Study Program, University of Riau, are described based on the following learning activities: 1) initial activities; 2) core activities; and 3) final activities.

#### 1.1 Initial Activities

Learning to write *Teori Sastra* textbook reviews using a dual learning strategy in the Indonesian Language and Literature Education Study Program, University of Riau, involves three initial activities. These activities are:

- 1) students respond to the lecturer's greeting when opening the learning activity; 2) students receive a link to the Google Form-based teaching module in the WhatsApp

group; 3) students listen to the lecturer's statement conveying the learning objectives.

#### 1.2 Main Activities

Learning to write *Teori Sastra* textbook reviews in the Indonesian Language and Literature Education Study Program, University of Riau, involves 12 core activities. The activities in question are:

- 1) Students are facilitated by the teacher to be in section 1 of the Google Form.
- 2) Students are facilitated by the lecturer to fill in their name and class in section 1 of the Google Form.
- 3) Students are facilitated by the lecturer to be in section 2 of the Google Form during the orientation phase.
- 4) Students are facilitated by the lecturer to freely express their ideas by writing in notebooks, taking photos, and uploading them to the Google Form during the orientation phase in section 2 of the Google Form.
- 5) Students are facilitated by the lecturer to be in section 3 of the Google Form during the idea generation phase.
- 6) Students are facilitated by the lecturer to freely express their ideas by answering questions about the *Teori Sastra* textbook review in writing in notebooks, taking photos, and uploading them to the Google Form during the idea generation phase.
- 7) Students are facilitated by the lecturer to be in section 4 of the Google Form during the idea reconstruction phase.
- 8) Students are facilitated by the lecturer to write a teaching guide review in notebooks, taking photos, and uploading them to the Google Form during the idea reconstruction phase.
- 9) Students are facilitated by the lecturer to be in section 5 of the Google Form during the idea application phase.

- 10) Students were facilitated by the lecturer to answer review questions in their notebooks, take photos, and upload them to section 5 of the Google Form for the idea application phase.
- 11) Students were facilitated by the lecturer to be in section 6 of the Google Form for the idea reflection phase.
- 12) Students were facilitated by the lecturer to write about the differences and contrasts in the content of the *Teori Sastra* textbook review between the idea generation phase and the idea application phase in their notebooks, take photos, and upload them to section 5 of the Google Form for the idea application phase.

### 1.3 Closing Activities

Learning to write a *Teori Sastra* textbook review in the Indonesian Language and Literature Education Study Program, University of Riau, involves three closing activities:

- 1) Students listen to the lecturer's statement expressing appreciation for their participation in the Google Form-based learning.
- 2) Students listen to the lecturer's instructions to complete the *Teori Sastra* textbook review writing test based on the Google Form with a take-home examination system.
- 3) Students respond to the lecturer's greeting at the closing of the learning activity.

## 2. Learning Outcomes for Writing *Teori Sastra* Textbook Reviews

Mean learning outcomes for writing *Teori Sastra* textbook reviews using a dual strategy using Google Form-based teaching materials with the file upload option in the Indonesian Language and Literature Education Study Program, University of Riau. The mean score was 42.49, equivalent to a standard score of 84.97. The standard deviation was 2.23. The mode was 42, the mini-

num score was 38, and the maximum score was 46. Complete data is shown in the table below.

Table 3  
 Post-test Data: Writing Book Reviews of *Teori Sastra* Textbooks Using Dual Strategies

X	%	f	fX
38	76,00	3	114
40	80,00	5	200
42	84,00	14	588
44	88,00	10	440
46	92,00	5	230
total		37	1572
mean			42,49
percent			84,97
stdev			2,23
mode			42

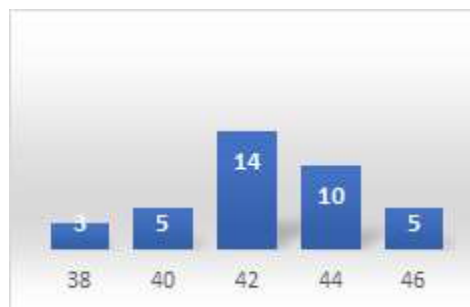


Figure-2  
 Diagram of the Results of the Process of Writing a Book Review of *Teori Sastra* Textbooks

Based on the table above, the letter grades achieved by students were: A (15 students), A- (19 students), and B+ (3 students). Referring to Tables 1 and 3, we can see the comparison between the pre-test and post-test scores. No students achieved an A on the pre-test, while 15 students achieved an A on the post-test. Twenty-two students achieved a B+ on the pre-test, while no students achieved a B+ on the post-test (Table 4).



Table 4  
Comparison of Pre-test and Post-test Results for  
the Ability to Write Textbook Reviews  
*Teori Sastra*

Letter Grade	Pretest	Post-test
A	0	15
A-	6	19
B+	9	3
B	19	0
B-	3	0
Total	37	37

## DISCUSSION

The dual strategy used in writing book reviews for *Teori Sastra* textbooks through Google Forms-based teaching materials with a file upload option, which achieved relatively high results compared to pre-test data, is thought to be influenced by several factors. These factors are discussed below.

First, the book review teaching materials are based on Google Forms with a file upload option. This electronic teaching material is very practical, even though it requires an Android phone. This practicality lies in its ease of access. This is because this electronic device is a necessity. This means that even without this research activity, students have an Android phone. This electronic learning tool is believed to motivate students to diligently participate in learning, including diligently completing various activities at each phase of the constructivist approach. Boekaerts (2002), Maharasni et al., 2024; Florina & Atmazaki (2023) describe learning motivation as playing a crucial role in learning. Scientific articles on learning motivation are found in various online journals (Al-Shourafa, 2012; Adeninawaty et al., 2019; Muhammad, 2016).

Second, specialized teaching materials. Many studies have concluded that learning outcomes are relatively high for various subjects when using modules or specialized teaching materials compared to conventional textbooks. First, Razak (2025) wrote an article entitled *Pembelajaran Menulis Daftar Pustaka Artikel Ilmiah*

*Menggunakan Strategi Ganda Berbasis Google Form Opsi File Upload*. The findings of this study indicate that the learning procedure for writing bibliographies for scientific articles using a process skills approach, a copying task technique, and a test technique through teaching materials based on Google Forms with the file upload option achieved a standard mean target of 85.00. Second, Razak & Elmustian (2024) wrote an article entitled *Penerapan Pendekatan Keterampilan Proses dalam Pembelajaran Rima Pantun Daring*. The research findings are the results of online learning on the skill of strengthening the rhyme of a single line of a pantun in a level 4 sampiran verse (high category). Third, Hasanah & Hasanah (2024) wrote an article entitled *Pembelajaran Mengedit Larik Pantun Profetik Menggunakan Pendekatan Keterampilan Proses melalui Bahan Ajar Pengayaan*. The results of the study included learning outcomes achieving relatively high standard scores.

Third, the copying task technique is also part of the dual strategy. The copying task technique is closely related to the process skills approach. Students are tasked with copying components of the teaching materials to ensure they read the teaching materials. Razak (2000b) describes learning using written teaching materials as believed to be easier for students to understand if they read. Several scientific articles use the copying task technique (Doda & Achmad, 2025; Hariyati et al., 2024; Hariyati et al., 2004).

Third, the testing technique. The dual strategy in this article is also reinforced by the testing technique, which is a teaching activity that involves asking written questions with the aim of conveying learning material, not measuring learning outcomes. However, Thus, students perceive this activity as a test, so they answer the questions seriously in the hope of achieving a high score.

Many scientific articles use testing techniques, among other strategies. They conclude that testing techniques can improve learning outcomes (Rahayu & Sukmawan, 2024; Elmustian et al., 2024).

The relatively low pre-test scores for writing a book review of the Literary Theory textbook are thought to be due to several reasons. First, as new students, they have not yet been exposed to review materials. A small percentage of them achieve a minimum standard score of 78.00, possibly due to the influence of learning from book reviews during their high school years.

The readability indicator in book reviews is the most dominant indicator not found in the reviews during the pre-test. This means that the review does not address the readability aspect of the book being reviewed.

Below is the opening paragraph of Chapter I. Its purpose is to discuss the readability of the paragraph from the perspective of paragraph unity.

### First Paragraph of Chapter I

Literary studies are essentially divided into three parts: (1) literary theory; literary history; (2) and (3) literary criticism. When we talk about literature, we cannot separate these parts of literary studies from each other. Literary theory is a field of literary studies that studies the basic concepts inherent in literature. Literary theory is a branch of literary studies that studies the principles, laws, categories, and criteria of literary works that distinguish them from non-literary works. In general, a theory is defined as a scientific system or systematic knowledge that applies patterns of relationships between observed phenomena. A theory contains concepts/descriptions of the general laws of a scientific object from a particular perspective (Hawa, 2017).

The first paragraph of Chapter I contains six sentences. This paragraph is deductive because the main sentence is at the beginning of the paragraph. The idea behind these sentences is that literary studies are divided into three parts: literary theory, literary history, and literary criticism (the numbering in the paragraph is not precise, although the reader understands the sentence's meaning).

The second sentence, believed to be supporting sentence 1, does not explain the main idea. It

stands alone, parallel to the main idea. This factor is believed to make the paragraph difficult to follow because the idea of ??the second sentence deviates from the idea of ??the first sentence, which is the main idea.

The third sentence states, "Literary theory, which is a branch of literary science, is a science that studies the principles, laws, categories, and criteria of literary works that distinguish them from non-literary works." This sentence actually explains the idea of the sentences in the paragraph above for point 1. However, the last three sentences all explain literary theory. The idea unit of literary history and literary criticism is completely different. A paragraph like this does not contain only one-third of the supporting ideas for a main idea unit that contains three idea units.

The first paragraph should be revised in one of two ways. First, revise the first sentence as the main idea. Second, add supporting sentences to explain literary history and literary criticism.

This article only presents improvements to the first sentence. The revision involves removing the words "literary history" and "literary criticism" as follows:

One of the three branches of literary science is literary theory.

### CONCLUSION

First, the learning procedure for writing a Literary Theory textbook review using dual strategies through Google Form-based teaching materials with a file upload option for new students in the Indonesian Language and Literature Education Study Program at the University of Riau involved three initial activities, 17 core activities, and three final activities.

Second, the learning outcomes for writing a Literary Theory textbook review using dual strategies through Google Form-based teaching materials with a file upload option for new students in the Indonesian Language and Literature Education Study Program at the University of Riau achieved a minimum grade of A- for 34 students (91.89 percent). The remaining 8.11 percent achieved a B+.



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