



Selected Anecdote Texts in Learning Using the Copying Assignment Technique via Google Form Media File Upload Option

Aitirah binti Hamim^{1*}, Norfatiha binti Rusdi²

^{1,2}Sekolah Menengah Kebangsaan Presint 9(1), Putrajaya, Malaysia

*E-mail: aitirahhamim@gmail.com

ABSTRACT

Anecdote text learning is included in the Malay Language book for Level 4 published by the Library and Language Council, Ministry of Education, Malaysia. Anecdote text learning is included in Theme 16, pages 224-225, for three anecdote texts: Anecdote Text 1, Anecdote Text 2, and Anecdote Text 3. This study aims to describe: 1) one anecdote text chosen by students in learning using the copying task technique through the Google Form media with the file upload option; 2) the similarity of the anecdote text chosen by students in learning using the copying task technique through the Google Form media with the file upload option per sample group. The study took place in 2025. The population of this study consisted of 116 4th-grade students from Sekolah Menengah Kebangsaan Presint 9(1), Putrajaya, Malaysia, who completed a questionnaire on Google Forms after finishing the learning. This number was divided into four parallel classes with the same number of students, namely 29. The study used a total sample. Data were collected using a Google Form-based questionnaire. The data were analyzed using descriptive statistics, specifically frequency and percentage, for the first problem formulation, and nonparametric inferential statistics, such as contingency correlation, for the second problem formulation. The results of the study: 1) anecdote text 3 is an anecdote text chosen by students in learning using the copying task technique via Google Form media with the file upload option; 2) anecdote text chosen by students in learning using the copying task technique via Google Form media with the file upload option is not the same per sample group. Students in Group 1 and Group 3 chose Anecdote Text 1, while students in Group 2 chose Anecdote Text 2, and students in Group 4 chose Anecdote Text 3.

Keywords: selected anecdotal texts, copying assignment technique, google form media, file upload option

Teks Anekdot Pilihan dalam Pembelajaran Menggunakan Teknik Tugas Menyalin melalui Media Google Form Opsi File Upload

ABSTRAK

Pembelajaran teks anekdot termuat dalam buku Bahasa Melayu Tingkatan 4 yang diterbitkan oleh Dewan Pustaka dan Bahasa, Kementerian Pendidikan, Malaysia. Pembelajaran teks anekdot termuat di tema 16 halaman 224-225 untuk tiga teks anekdot yakni teks anekdot 1, teks anekdot 2, dan teks anekdot 3. Penelitian ini bertujuan untuk mendeskripsikan: 1) satu teks anekdot pilihan siswa dalam pembelajaran menggunakan teknik tugas menyalin melalui media google form opsi file upload; 2) sama-tidaknya teks anekdot pilihan siswa dalam pembelajaran menggunakan teknik tugas menyalin melalui media google form opsi file upload per kelompok sampel. Penelitian berlangsung pada tahun 2025. Populasi penelitian ini adalah 116 siswa kelas 4 Sekolah Menengah Kebangsaan Presint 9(1), Putrajaya, Malaysia yang submit kuesioner di google form setelah selesai mengikuti pembelajaran. Jumlah ini terbagi dari empat kelas paralel dengan jumlah siswa yang sama banyak yakni 29. Penelitian menggunakan sampel total. Data dikumpulkan menggunakan kuesioner berbasis google form. Data dianalisis menggunakan statistik deskriptif yang frekuensi dan persen untuk rumusan masalah pertama dan statistik inferensial nonparametrik yakni korelasi kontingensi untuk rumusan masalah kedua. Hasil penelitian: 1) teks anekdot 3 adalah teks anekdot pilihan siswa dalam pembelajaran menggunakan teknik tugas menyalin melalui media google form opsi file upload; 2) teks anekdot pilihan siswa dalam pembelajaran menggunakan teknik tugas menyalin melalui media google form opsi file upload tidak sama per kelompok sampel. Siswa kelompok satu dan kelompok tiga memilih teks anekdot 1 sedangkan siswa kelompok dua memilih teks anekdot 2, dan siswa kelompok empat memilih teks anekdot 3.

Kata kunci: teks anekdot pilihan, teknik tugas menyalin, media Google form, opsi file upload

Submitted
19/08/2025

Accepted
27/09/2025

Published
31/09/2025

Citation	Hamim, A., & Rusdi, N. (2025). Selected Anecdote Texts in Learning Using the Copying Assignment Technique via Google Form Media File Upload Option. <i>Gaung: Jurnal Ragam Budaya Gemilang</i> , September 2025, 171-178. DOI: https://doi.org/10.55909/gj.v3i2.95
----------	--

Publisher
Raja Zulkarnain Education Foundation

INTRODUCTION

Three anecdotes are found in a Grade 4 Malay language textbook published by the Language and Literature Council, Ministry of Education, Malaysia in 2022. Anecdotes 1 and 3 are on page 224, while anecdotes 3 and 4 are on page 225. All anecdotes tell of Tuk Ketua Nasmi.

Anecdotes 1 tells of Tuk Ketua Nasmi's kindness. One day, Muthu met Tuk Ketua Nasmi and complained that he had no money to send to his son who was studying at university.

Anecdotes 2 tells of Tuk Ketua Nasmi's kindness. One day, Muthu met Tuk Ketua Nasmi and complained that he had no money to send to his son who was studying at university.

Anecdotes 3 tells of Tuk Ketua Nasmi's kindness. One day, Muthu met Tuk Ketua Nasmi and complained that he had no money to send to his son who was studying at university.

This study examines a single anecdote chosen by students. This means that among three anecdotes, one selected text will be described in a learning activity at grade 4, using anecdotes found in the Grade 4 Malay Language textbook. To ensure students read the anecdotes, a copying assignment technique was used using a Google Form file upload option. Razak (2020) described the copying assignment technique as effective in motivating students to read.

The files uploaded by students to the Google Form were image files. Initially, the teacher instructed students to manually copy three anecdotes into their notebooks. Afterward, each copy of the anecdote had to be photographed using a mobile phone. Finally, each photo was uploaded to the Google Form. All uploaded images were transferred to the teacher's Excel account after students clicked the submit button at the end of the Google Form. Therefore, this study was titled "Selected Anecdotal Texts in Learning Using the Copying Assignment Technique Using the Google Form File Upload Option."

This study has two research questions:

- 1) Which anecdotal texts are preferred by fourth-grade students in learning using the copying task technique using Google Forms with the file upload option?
- 2) Are the anecdotal texts chosen by fourth-grade students in learning using the copying task technique using Google Forms with the file upload option similar to each sample group?

These are two research objectives that align with the research problem. First, to describe the anecdotal texts chosen by fourth-grade students in learning using the copying task technique using Google Forms with the file upload option. Second, to describe the similarity of the anecdotal texts chosen by fourth-grade students in learning using the copying task technique using Google Forms with the file upload option for each sample group. This study has several benefits. First, for Malay language teachers using the Grade 4 Malay Language textbook, this article is useful because it provides information about one student-chosen anecdotal text among three. Second, for fellow teachers, this article is also useful because it provides important information about the anecdotal texts chosen by students. Third, for writers and editors of Grade 4 Malay textbooks, this article is useful because it provides information about students' chosen anecdotal texts.

Relevant articles can be found in e-journals. Some of the relevant articles include:

- 1) Andriyani, S. S. (2024). Amanat Teks Anekdot menurut Interpretasi Siswa dalam Pembelajaran Sekilas Menggunakan Bahan Ajar Sederhana. *Jurnal Pembelajaran Bahasa dan Sastra*, 3(3), 381–388. <https://doi.org/10.55909/jpbs.v3i3.594>
- 2) Hilmi, H. S. & Sumiharti, S. (2022). Detil Cerita Humor Yong Dolah untuk Pemanfaatan Perencanaan Pembelajaran



- Teks Anekdote: Riset Keperpustakaan. *Jurnal Pembelajaran Bahasa dan Sastra*, Volume 1, Nomor 2, Maret 2022, 235-242. DOI: <https://doi.org/10.55909/jpbs.v1i2.30>
- 3) Suhana, P., Erlina, E. & Thahir, A. (2022). Amanat Teks Anekdote 'Anak Anjing' menurut Interpretasi Siswa. *Jurnal Pembahasan: Pembelajaran Bahasa dan Sastra*, Volume 1, Nomor 1, Januari 2022, 75-84. DOI: <https://doi.org/10.55909/jpbs.v1i1.19>
 - 4) Rasdana, O., & Akhmad, I. (2025). Anecdotal Text Theme 'Gulai Nangka' According to Student Choice Using Google Classroom Media. *Jurnal Pembelajaran Bahasa dan Sastra*, 4(3), 309–316. <https://doi.org/10.55909/jpbs.v4i3.756>
 - 5) Doda, L. B. K. A., & Sabarullah, I. (2024). Pesan Utama dan Pendukung 'Tanam Bambu' dalam Kumpulan Humor Interaktif 'Celakanya Bibir' menurut Interpretasi Siswa. *Jurnal Pembelajaran Bahasa Dan Sastra*, 3(3), 405–412. <https://doi.org/10.55909/jpbs.v3i3.597>

METHOD

This study employed a descriptive-quantitative method. Through this method, the anecdotal text data selected by sample members were described using tables containing absolute and nominal frequencies per sample group. Cohen et al. (2000), Fah & Hoon (2015), and Konting (2005) described descriptive-quantitative methods commonly used in various educational research. From the perspective of data processing and presentation, this article employed a descriptive-quantitative method. Through this method, the research results were described quantitatively through nonparametric inferential statistics, namely the contingency correlation test.

The study was conducted in early 2025 at Sekolah Menengah Kebangsaan Presint 9(1). The school is located at Jalan P9F, Presint 9, 62250 Putrajaya, Wilayah Persekutuan, Malaysia.

The study population was 116 fourth-grade students of Sekolah Menengah Kebangsaan Presint 9(1) who submitted a questionnaire about the anecdotal texts selected by the students. They were divided into four parallel classes. Each parallel class had 39 students.

This study of student-selected anecdotal texts used a total sample. This means that all members of the population were included in the sample.

Data on student-selected anecdotal texts in learning using the copying technique through Google Forms was collected using a closed-ended questionnaire. This questionnaire is valid and reliable because it was developed using objective and systematic procedures. The questionnaire development procedure is described below.

First, determine the type of questionnaire. This article uses a closed-ended questionnaire. Each sample member must answer one of the three options provided.

Second, determine the questionnaire medium. This article uses the Google Form, located in the last section of the Google Form, as the learning medium.

Third, determine three anecdotal texts to be the primary choices for learning using the copying technique through Google Forms with the file upload option. The three anecdotal texts are from a Grade 4 Malay Language textbook.

Fourth, reproduce the three anecdotal texts. The anecdotal texts are reproduced in PDF format as a requirement for uploading to Google Forms.

Fifth, write a single statement about the anecdotal text chosen by fourth-grade students. The single question in question: Choose one anecdotal text from the three listed in the attached Google Form.

Data for the first problem statement were analyzed using descriptive statistics. The statistical measures relevant to the data were frequency and percentage.

Data for the second research question were analyzed using nonparametric inferential statistics. This type of statistical procedure is a contingency

test to ensure equality of anecdotal text choices per sample group. The contingency correlation test is commonly used to analyze nominal data for sample groups with more than two (Creswell, 2020; Fraenkel et al., 2012; Weaver et al., 2023; Muzari et al., 2022; Hair et al., 2010). The formula for the contingency correlation test (r) is the chi-square root divided by the number of samples plus the chi-square (Guilford & Fruchter, 1986).

The r value of the contingency correlation has five criteria. First, the choices are not at all similar if the r value is <0.20 . Second, the choices are slightly similar if the r value is $0.20-0.40$. Third, the choices are largely similar if the r value is $0.40-0.70$. Fourth, the relationship options are considered to be the same if the r value is $0.70-0.90$. Fifth, the options are all the same if the r value is >0.90 .

The checklist instrument was used to validate the research data on anecdotal texts selected by students at Precinct 9 National High School (1). Validation was carried out in two stages. First, validation at the data collection stage. Second, validation at the data analysis stage.

RESULT

1. Student Choice Anecdotal Text

Anecdote text 3 is an anecdote text chosen by 4th grade students of Present 9(1) National High School in learning using the copying task technique through the Google Form media with the upload file option. This is because anecdote text 3 was chosen the most by the students, namely 43 students or 37.93 percent. This number comes from sample group 1 with 10 samples, sample group 2 with 12 samples, sample group 3 with 10 samples, and sample group 4 with 12 samples (Table 1).

Table 1
Anecdotal Text Data Selected by Students in Learning Using the Copying Assignment Technique via Google Forms with File Upload Option per Sample Group

No.	Sample Group	Anecdote Text			Total
		Text 1	Text 2	Text 3	
1	Sample Group 1	12	7	10	29
2	Sample Group 2	4	13	12	29
3	Sample Group 3	13	6	10	29
4	Sample Group 4	10	7	12	29
	Total	39	33	44	116
	Percent	33,62	28,45	37,93	100

2. Student-Chosen Anecdotal Texts per Sample Group

The similarity of the selected anecdotal texts of grade 4 students of SMA Kebangsaan Present 9(1) in learning using the copying task technique via Google Form media with the upload file option per sample group was analyzed using a contingency correlation test. According to Table 1, each cell, namely the intersection of columns and rows, is the observation frequency value (f_o). For example, a frequency value of 4 is the number of members for sample group 1 who have anecdotal text 1. The contingency correlation test requires an expected frequency (f_e) for each observation frequency. The f_e formula is $\text{sigma column} \times \text{sigma row}$ divided by n , namely 116. For example, f_e for cell 4 as f_o in Table 1 has a f_e value equal to 9.75. Furthermore, the last column in Table two is the chi-square value, namely $(f_o - f_e)^2$ divided by f_e . For example, $(12 - 9.75)^2$ divided by 9.75 equals 0.52. The complete calculation results are shown in Table 2.



Table 2
 Preparation for Contingency Correlation
 Calculations of Student-Chosen Anecdotal Text
 Data in Learning Using the Copying
 Assignment Technique via Google Forms with
 File Upload Option per Sample Group

No.	Sample Group	Text	fo	fe	(fo-fe) ²
					fe
1	Group 1	Text 1	12	9,75	0,52
		Text 2	7	8,25	0,19
		Text 3	10	11	0,09
2	Group 2	Text 1	4	9,75	3,39
		Text 2	13	8,25	2,73
		Text 3	12	11	0,09
3	Group 3	Text 1	13	9,75	1,08
		Text 2	6	8,25	0,61
		Text 3	10	11	0,09
4	Group 4	Text 1	10	9,75	0,01
		Text 2	7	8,25	0,19
		Text 3	12	11	0,09
Total					9,09

The contingency correlation (rk) value of the research data is the square root of 9.09 divided by $9.09 + 116 = 0.2695 = 0.27$. This means that the anecdotal texts chosen by students differ per sample group. The synthesis of this data is: anecdotal text 1 was chosen by sample group 1 and sample group 3, anecdotal text 2 was chosen by sample group 2, anecdotal text 3 was chosen by sample group 3 and sample group 4.

DISCUSSION

The differences in the choice of anecdotal texts among the three anecdotal texts indicate that they do not contain significant anecdotal content, and therefore all have the same anecdotal value.

Below are three anecdotal texts. First, the anecdote "Gulai Nangka" in the article by Rasdana & Akhmad (2025). Second, the anecdote "Anak Anjing" in the article by Suhana et al. (2022).

Third, the anecdote "Tanam Bambu" in the article by Doda & Sabarullah (2024).

First, anecdote text 3 was chosen by fourth-grade students at SMA Kebangsaan Present 9(1) in a learning session using the copying assignment technique via Google Forms with the file upload option. This is because anecdote text 3 was chosen most often by students, with 43 students, or 37.93 percent.

Second, the anecdotal texts chosen by fourth-grade students at SMA Kebangsaan Present 9(1) differed per sample group. Anecdote text 1 was chosen by sample group 1 and sample group 3. Anecdote text 2 was chosen by sample group 2. Anecdote text 3 was chosen by sample group 3 and sample group 4.

CONCLUSION

First, anecdote text 3 was chosen by fourth-grade students at Present 9(1) National High School in a learning process using the copying assignment technique via Google Forms with the file upload option. This was because anecdote text 3 was chosen by the most students, namely 43 students or 37.93 percent.

Second, the anecdote texts chosen by fourth-grade students at Present 9(1) National High School differed per sample group. Anecdote text 1 was chosen by sample group 1 and sample group 3. Anecdote text 2 was chosen by sample group 2. Anecdote text 3 was chosen by sample group 3 and sample group 4.

Gulai Nangka Anecdote

Yong went to the kenduri person's house. Incredibly, there are lots of side dishes in the homes of people from Kenduri, including chicken curry.

There is also jackfruit curry. The jackfruit curry looks fantastic, and it is also the right way to cook it. Yong also ate.

Listener : Thus, Yong eats jackfruit curry?

Yong Dolah : Not that all. Yong eats chicken curry (Razak, 2004).

Anak Anjing Anecdote

In the Bukit Lintang forest area, Singkep District, Lingga Regency, Riau Islands Province, three people (a father and two sons; brother and sister) often hunt hornbills. They must have used sniffer dogs to chase the four-legged animal so that it was trapped in a special net.

While resting, the father fell asleep soundly. The brother and sister rubbed their bloodhounds. For a moment, the sister asked his brother.

Sister : Why do newborn puppies have their eyes closed?

Brother : It is still small.

Sister : Wrong!

Brother : Menyanyah. That is right. Why is it wrong?

Sister : Grandma said that newborn puppies used to have it eyes open. Once it looked at it mother, it looked like a dog. It also looked at it father. It really the dog too. Puppies become embarrassed because of it mother and his father are a dog. That is why newborn puppies have closed it eyes tightly.

Brother : It is not funny.

Not long after his brother spoke, he immediately entered the bushes. His sister asked about his purpose. His brother said he was going to pee.

Is it true that his brother wanted to pee in the bush behind him? No, never. The his brother is not 'fair' towards his sister sibling. Why? In the thicket, he let go of his amusement when he heard his sister's reasoning about the newborn puppy's eyes being closed (Razak, 2008).

Tanam Bambu Anecdote

At that time, Soeripto still held power in Riau Province. As a ruler, he had ample freedom to visit every region he worked in. Recognising the important issue of sand excavation/dredging

exceeding the tolerance limit on Karimun Island, at that time it was still part of the Riau Islands district, the governor visited there to seek various solutions to address the community's concerns.

In a field, Malay, Javanese, Bugis, Chinese, Sundanese, and Minang people gathered to listen to their leader's speech. After exhausting themselves with constant back-and-forth about the importance of maintaining unity for national development, the governor posed a question to the audience.

Governor : What is suitable for planting in this area?

Minang people : Vegetables, sir.

Governor : Why?

Minang people : Vegetable trading is very profitable, sir.

Governor : For the Javanese people, what is suitable for planting in this area?

Javanese people : Vegetables too, sir.

Governor : Why?

Javanese people : We can we work here, sir.

Governor : For the Bugis people, what is suitable to grow in this area?

Bugis people : Same, sir. Vegetables too.

Governor : Why?

Bugis people : So we can take them sailing, sir.

Governor : For the Chinese people, what is suitable to grow in this area?

Chinese people : Same, sir. Vegetables too.

Governor : Why?

Chinese people : Singapore is right before our eyes, sir. Certainly a bright export market.



Governor : For the Sundanese people, what is suitable to grow in this area?
Sundanese people : Vegetables too, sir.
Governor : Why?
Sundanese : We can make salads, sir.
Governor : For the Malay people, what is suitable to grow in this area?
Malay people : Bamboo, sir.
Governor : What is bamboo?
Malay people : If this island sinks because the sand is dredged, all these immigrants will return to their respective areas. Where are we going next? This is where our blood lives. If we have reeds, we can easily make a raft to raise children (Razak, 2006).

REFERENCES

- Abdol, Z., Lin, A. H., & Tarkep, L. (2023). *Bahasa Melayu Tingkatan 4. Cetakan Keempat*. Editor: Hamzah binti Yusof dan Norma binti Sanid. Kuala Lumpur. Dewan Bahasa dan Pustaka.
- Andriyani, S. S. (2024). Amanat Teks Anekdot menurut Interpretasi Siswa dalam Pembelajaran Sekilas Menggunakan Bahan Ajar Sederhana. *Jurnal Pembelajaran Bahasa dan Sastra*, 3(3), 381–388. <https://doi.org/10.55909/jpbs.v3i3.594>
- Cohen, L., Manion, L. & Morrison, K. (2000). *Research Methods in Education*. London: Routledge Falmer.
- Creswell, J. W. (2020). *Research Design: Quantitative, Qualitative, and Mixed Methods Approaches, Fourth Edition*. Los Angeles : Sage Publications.
- Doda, L. B. K. A., & Sabarullah, I. (2024). Pesan Utama dan Pendukung ‘Tanam Bambu’ dalam Kumpulan Humor Interaktif ‘Celakanya Bibir’ menurut Interpretasi Siswa. *Jurnal Pembelajaran Bahasa dan Sastra*, 3(3), 405–412. <https://doi.org/10.55909/jpbs.v3i3.597>
- Fah, L. Y. & Hoon, K. C. (2015). *Pengenalan kepada Pendekatan Kuantitatif dalam Penyelidikan Pendidikan*. Kota Kinabalu: Penerbit Universiti Malaysia Sabah.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to Design and Evaluate Research in Education*. Eighth Edition. New York: McGraw-Hill.
- Guilford, J. P. & Fruchter, B. (1986). *Fundamental Statistics in Psychology and Education. Sixth Edition, International Student Edition*. Singapore: McGraw-Hill Book Company.
- Hair, J.F., Black, W.C., Babin, B. J., & Anderson, R.E. (2010). *Multivariate Data Analysis. Seventh Edition*. Englewood Cliffs: Prentice Hall.
- Hilmi, H. S. & Sumiharti, S. (2022). Detil Cerita Humor Yong Dolah untuk Pemanfaatan Perencanaan Pembelajaran Teks Anekdot: Riset Keperpustakaan. *Jurnal Pembelajaran Bahasa dan Sastra*, Volume 1, Nomor 2, Maret 2022, 235-242. DOI: <https://doi.org/10.55909/jpbs.v1i2.30>
- Konting, M. M. (2005). *Kaedah Penyelidikan Pendidikan*. Kuala Lumpur: Dewan Bahasa dan Pustaka.
- Muzari, T., Shava, G. N., & Shonhiwa, S. (2022). Qualitative Research Paradigm, a Key Research Design for Educational Researchers , Processes and Procedures : A Theoretical Overview. *Indiana Journal of Humanities and Social Sciences*, 3(1), 14–20.
- Razak, A. (2004). *Kapal Tanker: Kumpulan Cerita Yong Dolah dan Analisis Singkat*. Pekanbaru: Autografika.



- Razak, A. (2005). *Celakanya Bibir: Kumpulan Humor Interaktif*. Pekanbaru: Autografika.
- Razak, A. (2000). *Membaca Pemahaman: Teori dan Aplikasi Pengajaran*. Pekanbaru: Ababil Press.
- Razak, A. (2020). *Pendekatan Konstruktivisme dalam Pembelajaran Membaca Pemahaman*. Pekanbaru: UR Press.
- Razak, A. (2017). *Menggapai Mixed Methods Bidang Pembelajaran Bahasa Indonesia*. Edisi-1. Pekanbaru: Yayasan Pendidikan Raja Zulkarnain.
- Rasdana, O., & Akhmad, I. (2025). Anecdotal Text Theme ‘Gulai Nangka’ According to Student Choice Using Google Classroom Media. *Jurnal Pembelajaran Bahasa dan Sastra*, 4(3), 309–316. <https://doi.org/10.55909/jpbs.v4i3.756>
- Suhana, P., Erlina, E. & Thahir, A. (2022). Amanat Teks Anekdote ‘Anak Anjing’ menurut Interpretasi Siswa. *Jurnal Pembelajaran Bahasa dan Sastra*, Volume 1, Nomor 1, Januari 2022, 75-84. DOI: <https://doi.org/10.55909/jpbs.v1i1.19>
- Suharti, S. (2009). Pengembangan Model Pembelajaran Teks Anekdote dengan STAD dan Make a Match pada Siswa Kelas X SMA, *Jurnal LOA*, Volume 14, Nomor 1, Juni 2019, 55-66.
- Weaver, T. E., Lott, S., McMullen, P., Leaver, C. A., Zangaro, G., & Rosseter, R. (2023). Research Focused Doctoral Nursing Education in the 21st Century: *Curriculum, Evaluation, and Postdoctoral Considerations. Journal of Professional Nursing*, 44, 38–53.