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Learning to Write Procedural Texts on Mathematics Topic Using Mutiple Strategies Through Google Form-Based Learning Materials

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ABSTRACT

This study aims to explore the learning process of writing skills of mathematical topic procedure texts using modeling techniques and test techniques through special teaching materials, learning outcomes of writing skills of mathematical topic procedure texts using modeling techniques and test techniques. The population of the study was students of grade 7 of MTs Negeri 1 Pekanbaru who took part in the learning process of writing skills of mathematical topic procedures using modeling techniques and test techniques through special teaching materials. They numbered 61 students divided into two parallel classes; 29 students of grade 7A and 32 students of grade 7B. The sample was determined as many as 53 students divided into 26 students of grade 7A and 27 students of grade 7B. Each sample member was drawn randomly. Research instruments: simple teaching materials containing models of mathematical topic procedure texts, lesson plans, observation guidelines, checklists, test devices for writing skills of mathematical topic procedures. Learning process data were analyzed using a thematic approach. Learning outcome data were analyzed using parametric inferential statistical procedures. Research results: the learning process involved 3 initial activities, 19 core activities, and 2 final activities. learning outcomes reached the target of 85.00.

Keywords*: *learning to write, procedural texts, mathematical topics, multiple strategies, google form

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INTRODUCTION

The competence of writing procedural texts is useful for 7th grade students of junior high school/Islamic junior high school when participating in various learning programs. For the Indonesian language subject, this competence strengthens students to easily follow other narrative text writing learning such as observation report texts and short story texts. Therefore, learning to write procedural texts is urgently taught intensively and innovatively.

Teaching materials must contain various learning strategies such as modeling methods, assignment copying techniques, and examination techniques so that innovation requirements are met. Google form-based teaching materials contain procedural text models on the topic of mathematics, subtopics of area and perimeter of right triangles and rectangles. The selection of this exact topic is based on considerations about students' relatively positive attitudes towards learning mathematics material compared to learning Indonesian. In other words, students are relatively less diligent when participating in Indonesian language learning compared to learning Mathematics (Razak, 2019). In addition, the selection of this exact topic is expected to strengthen the learning of the area and perimeter of right triangles and rectangles through the Indonesian language subject. In addition to mathematics topics, Google Form-based teaching materials also contain other strategies that are in line with the learning objectives of writing procedural texts. The strategies in question are described below.

First, the modeling method. Through the modeling method, models of mathematical topic procedural texts are presented in Google Form-based teaching materials. The presentation of procedural text models is

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accompanied by media images of right triangles and images of rectangles in section-2: models of mathematical topic procedural text.

Second, the copying assignment technique. This technique is in conjunction with the modeling method. This means that models of mathematical topic procedural text are copied using the file upload option. The function of this technique is to ensure that students read the procedural texts that are the models available in Google Form-based teaching materials. Therefore, this Google Form-based teaching material contains instructions for students to copy the procedural text manually. After that, the copy is photographed to be uploaded to Google Form. The assumption of this technique is that students gain knowledge and understanding if they read the procedural text models. The copying task technique is a relatively new technique in Indonesian language learning (Razak, 2020:11-12).

Third, the test technique. Language learning such as the writing aspect usually uses the test technique. In Google Form, the test technique is located in section-3. Through this technique, students are facilitated by the teacher to be able to do the test, namely writing a procedural texts for a mathematical topic with the file upload option. In teaching materials based on Google Form, this technique uses the term Competency Test. Through this term, it is believed that students are more motivated to follow the learning compared to using the term Exercise.

The modeling method, copying task technique, and test technique as described above are termed multiple strategies which is done to meet the word limit in the article title. Based on the description above, a study needs to be conducted for writing scientific articles. The study was entitled 'Learning to Write Procedure Text for Mathematical Topics Using Multiple Strategies through Google Form Based-Teaching Material'. This title does not involve Google Form-based teaching materials in learning. In fact, the description above contains Google Form-based materials. This is also done to anticipate titles that exceed the provisions of online journal managers.

This article contains 3 problem formulations; involves the learning process and learning outcomes. First, what are the results of the pre-test of writing procedural texts on mathematics topics for 7th grade students of MTs Negeri 1 Pekanbaru? Second, how is the learning process of writing procedural texts on mathematics topics using the modeling method, copying task techniques, and test techniques, and image media through Google form-based teaching materials in 7th grade students of MTs Negeri 1 Pekanbaru? Third, what are the results of the post-test of writing procedural texts on mathematics topics for 7th grade students of MTs Negeri 1 Pekanbaru?

In accordance with the formulation of the problem, three research objectives are presented. First, to describe the results of the pre-test of writing procedural texts on mathematical topics for 7th grade students of MTs Negeri 1 Pekanbaru. Second, to describe the learning process of writing procedural texts on mathematical topics using the modeling method, copying task techniques, and test techniques, and image media through Google form-based teaching materials in 7th grade students of MTs Negeri 1 Pekanbaru. Third, to describe the results of the post-test of writing procedural texts on mathematical topics for 7th grade students of MTs Negeri 1 Pekanbaru.

LITERATURE REVIEW

The learning process for writing procedural texts on mathematical topics referred to in this article is a type of teaching and learning activity in class 7 of MTs Negeri 1 Pekanbaru by providing examples of procedural text in teaching materials based on Google Form using Figure-1, namely a right triangle and Figure-2, namely a rectangle. Figure-1 produces a procedural text model-1, namely the area of a right triangle and a procedural text model-2, namely the circumference of a right triangle. Figure-2 produces a procedural text model-3, namely the area of a rectangle and a procedural text model-4, namely the circumference of a rectangle. Four models of procedural texts on mathematical topics based on Figure-1 and Figure-2 are presented below.

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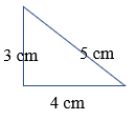

Figure 1. A right triangle with an area of 6 square cm

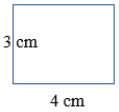

Figure 2. A rectangle with an area of 12 square cm

This is a right triangle. The base is 4 cm, the height is 3 cm, and the diagonal is 5 cm. Therefore, the area is 6 cm2.

To find out the process of calculating the area above, stationery is needed. The stationery in question is: a pen and a blank piece of paper.

This is the process of calculating the area of a 6 cm^2 right triangle based on Media-1: Figure-1. First, use the formula for the area of a right triangle, which is 0.5 (height x base). Second, substitute the formula: 0.5 (3 x 4) = 6. Third, determine the units of the calculation result, which is cm so that it becomes 6 cm^2.

2) This is a right triangle. The base is 4 cm, the height is 3 cm, and the diagonal is 5 cm. Therefore, the perimeter of this right triangle is 12 cm.

   To find out the process of calculating the area above, stationery is needed. The stationery in question is: a pen and a blank piece of paper.

   This is the process of calculating the perimeter of a right triangle based on Media-1. First, use the formula for the circumference of a right triangle, namely: base + height + diagonal. Second, substitute the formula: 3 + 4 + 5 = 12. Third, determine the units of the calculation results, namely cm so that it becomes 12 cm.

3) Here are four rectangles. The length is 3 cm and the width is 4 cm. Therefore, the area is 12 cm^2.

   To find out the process of calculating the area above, stationery is needed. The stationery in question: a pen and a blank piece of paper.

   This is the process of calculating the area of a rectangle based on Media-2. First, use the formula for the area of a rectangle, namely length x width. Second, substitute the formula: 3 x 4 = 12. Third, determine the units of the calculation results, namely cm so that it becomes 12 cm^2.

4) Here are four rectangles. The length is 3 cm and the width is 4 cm. Therefore, the circumference is 14 cm.

   To find out the process of calculating the circumference above, stationery is needed. The stationery in question: a pen and a blank piece of paper.

   Here is the process of calculating the perimeter of a rectangle based on Figure-2. First, use the formula for the perimeter of a rectangle, which is 2 times the length + 2 times the width. Second, substitute the formula: 2 x 3 + 2 x 4 = 14. Third, determine the unit of the calculation result, namely cm so that it becomes 14 cm.

Google form-based teaching materials contain copying assignment in section-3. Four models of mathematical topic procedure texts must be copied manually on separate paper and photographed. This photo must be uploaded for each copying assignment number. The goal is to ensure that students who use Google form-based teaching materials actually read the example of a mathematical topic procedure text models.

At the end of the Google form-based teaching materials, there are also 4 questions on writing mathematical topic procedure texts as a learning technique. This test technique is titled Competency Test. The

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first two questions are based on the media in Figure-3 and the last two questions are based on media Figure-4 as presented below.

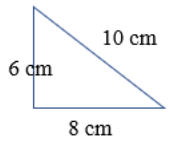

Figure 3. Right Triangle Which Area 24 cm^2

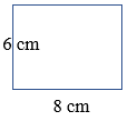

Figure 4. Four Rectangles with an Area of 48 cm^2

Instructions

a. Each procedural text is deductive, namely the main sentence is at the beginning of the paragraph as explained in this google form-based teaching material
b. Each main sentence must involve 3 supporting sentences
c. Each answer is written on paper, photographed, and uploaded
d. Click the submit button

Question

1) Write a procedural text about the results and process of calculating the area of a right triangle as in Figure-3!
2) Write a procedural text about the results and process of calculating the circumference of a right triangle as in Figure-3!
3) Write a procedural text about the results and process of calculating the area of a rectangle as in Figure-4!
4) Write a procedural text about the results and process of calculating the circumference of a rectangle as in Figure-4!

Figure 5. Screenshot of Section-1 of Google Form-Based Teaching Materials: Student Attributes

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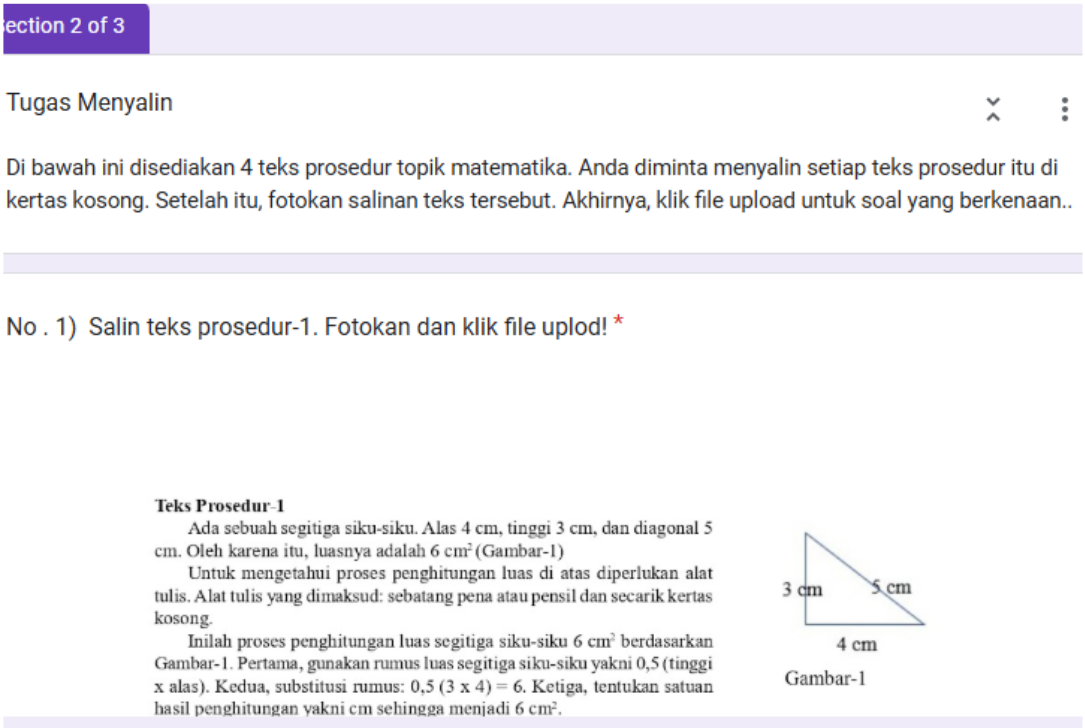

Figure 6. Screenshot of Section-2 Google Form-Based Teaching Materials: Copying Task Technique

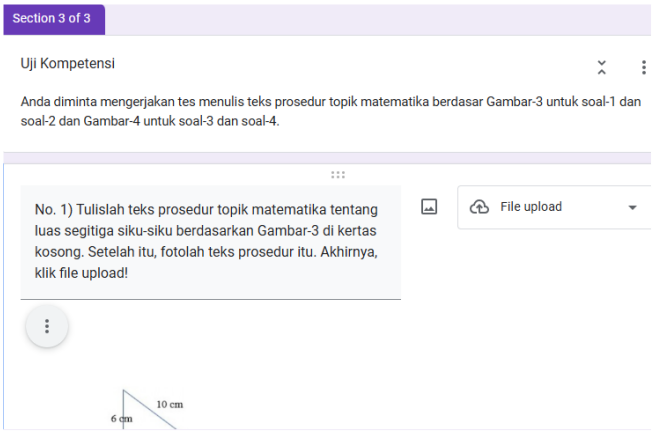

Figure 7. Screenshot of Section-3 Google Form-Based Teaching Materials: Test Techniques

METHOD

This research took place in the odd semester of the 2024/2025 academic year. During this period, three main activities were carried out. First, planning activities that include: 1) preparing teaching and learning activity plans, namely initial activities, main activities, and final activities using the modeling method, copying assignment techniques, test techniques, and learning media; 2) reproducing teaching materials based on Google Form for learning to write procedural texts on mathematical topics using the modeling method,

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copying assignment techniques, leaarning media, and test techniques; 3) compiling a test for writing procedural text on mathematical topics through teaching materials based on Google Form. Second, implementation activities: 1) learning activities for writing procedural text skills on mathematical topics using the modeling method, copying assignment techniques, image media, and test techniques; 2) test activities for writing procedural text skills on mathematical topics based on Google Form. Third, reporting activities. This activity includes data analysis activities and writing reports in the form of scientific articles to be published in online journals.

This study uses a quasi-experimental method. The design chosen is a one-shot case study design. The one-shot case study design only involves one group (X) to be treated. After that, the dependent variable is observed (O) or measured using a valid and reliable instrument (Creswell, 2014; Fraenkel et al, 2012). This design is contained in Figure-8 below.

Figure 8. One Shot Case Study Design (Creswell, 2014; Fraenkel et al, 2012)

The population of this study were students of class 7.7 MTs Negeri 1 Pekanbaru who participated in learning to write procedural texts on mathematical topics. They only numbered 31 students out of 38 students recorded in the attendance list. This number is divided into 14 male students and 17 female students. The research sample was set at 29 students. The determination of the number of samples was based on the calculation results: 31: $[1 + 31(0.05)^2 = 28.83 = 29$. This process is based on Slavin's formula, namely: n = N: $1 + N(e)^2$ with an error of 0.05 (Amin et al., 2023; Razak, 2015; Santoso, 2023). Based on the proportion, the male sample group consisted of 13 students while the female sample group consisted of 16 students.

Each sample member was drawn randomly from the population group without replacement. This is in line with the opinions of (Arikunto, 2013; Creswell, 2014; Abubakar, 2021; Razak, 2022; Malik & Hamied, 2014). For example, the drawing of a male sample group for sample members-1 is done randomly through 14 cards. The drawing of sample members-2 is done randomly through 13 cards. The drawing is done up to the 29th; each time the drawing the number of population group members is reduced by one.

Table 1. Number of Population and Sample Group Members

No.	Groups	Population	Sample
1	Male	14	13
2	Female	17	16
	Total	21	26

The mathematics topic procedure text writing test was used to collect learning outcome data. To obtain a test that has content validity, a test preparation procedure is carried out. First, determine the type of test for writing procedural texts on mathematical topics. This article contains various performance tests. Second, determine the mathematics subtopic that is the test topic. This article involves subtopics from the plane figure group, namely: area and perimeter of right triangles and area and perimeter of rectangles. All of this exact material was studied by the sample members when they were in the upper elementary classes. Third, assign numbers to right triangles and rectangles. The base of the right triangle is 12 cm, the height is 9 cm, and the diagonal side is 15 cm. The four rectangles are 12 cm long and 9 cm wide.Fourth, determine the structure of the procedural text which is the object of the test. This article is limited to the core structure, namely: objectives/materials, tools, and processes. In other words, non-core structures, namely the title and emphasis, are not the object of the test. Fifth, determine the length of each mathematics topic procedure text. This article contains a procedural text that is 74-97 words in size. Sixth, determine the number of sentences that must be

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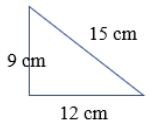
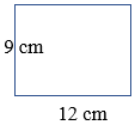
in a procedural text. The article determines 2 sentences each for the purpose/material structure and tool structure and 4 sentences for the process structure. Seventh, determine the type of paragraph. This article contains deductive paragraphs; the main sentence is at the beginning of the paragraph for all procedural text structures. Eighth, determine the content of the media in a figure. Figure-6 is a right triangle with a base of 12 cm, a height of 9 cm, and a diagonal of 15 cm. Figure-7 is a rectangle. which contains a length of 9 cm while the width is 12 cm. Ninth, determine the question items. Question 1 is about the area of a right triangle and question 2 is about the circumference of a right triangle as in Figure-6. Questions- 3 about the area of a rectangle and question 4 about the perimeter of a rectangle as in Figure-7. Tenth, compile the specifications for the writing test of the mathematical topic procedure text. The specifications are contained in a table containing 4 columns. Number column, math indicator column, question number column, flat shape image column, word count column, sentence count column, paragraph type column (Table-2).

Table 2. Specification of Writing Test for Procedural Text on Mathematics Topic

No.	Math Topic Indicators	Goal/Material		Tool		Process		Kinds of Parag-raph	Item	Media
		sentences	words	sentences	words	sentences	words			
1	Area of Right Triangle	2	18-25	2	18-25	4	38-47	deduc-tive	1	
2	Circumference of Right Triangle	2	18-25	2	18-25	4	38-47	deduc-tive	2	
3	Area of Rectangle	2	18-25	2	18-25	4	38-47	deduc-tive	3	
4	Perimeter of Rectangle	2	18-25	2	18-25	4	38-47	deduc-tive	4	
	Total								4	

Eleventh, writing questions on writing procedural texts on mathematics topics. According to the table above, there are 4 questions based on Figure-6 and Figure-7. The questions in question are:

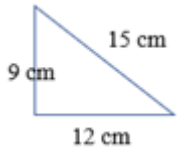


Figure 9. Right triangle with area 54 cm^2

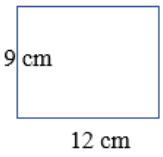


Figure 10. Four rectangles with an area of 108 cm^2

1) Write a deductive procedural text about the process and results of calculating the area of a right triangle as in Figure 6; with the following provisions:
   a. The objective/material structure contains one main sentence and one supporting sentence (18-21 words)
   b. The tool structure contains one main sentence and one supporting sentence (17-20 words)
   c. The process structure contains one main sentence and three supporting sentences (35-45 words)
2) Write a deductive procedure text about the process and results of calculating the circumference of a right triangle as in Figure-6; with the following provisions:

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a. the objective/material structure contains one main sentence and one supporting sentence (18-21 words)
b. the tool structure contains one main sentence and one supporting sentence (17-20 words)
c. the process structure contains one main sentence and three supporting sentences (35-45 words)

3) Write a deductive procedural text about the process and results of calculating the area of a rectangle as in Figure 7; with the following provisions:
   a. the objective/material structure contains one main sentence and one supporting sentence (18-21 words)
   b. the tool structure contains one main sentence and one supporting sentence (21-25 words)
   c. the process structure contains one main sentence and three supporting sentences (35-45 words)
4) Write a deductive procedural text about the process and results of calculating the perimeter of a rectangle as in Figure 7; with the following provisions:
   a. the objective/material structure contains one main sentence and one supporting sentence (18-21 words)
   b. the tool structure contains one main sentence and one supporting sentence (21-25 words)
   c. the process structure contains one main sentence and three supporting sentences (35-45 words) according to Figure-7

The maximum score for the procedure text writing test for 4 items is 256. The minimum score is 64. This score is based on the scoring rubric below:

Goal/Material Structure for 4 items (range 16-64)
1) sentence-1 that matches the media scored 4, less appropriate according to score 2
2) sentence-2 that matches the media scored 4, less appropriate according to score 2

Tool Structure for 4 items (range 16-64)
1) sentence-1 that matches the media scored 4, less appropriate according to score 2
2) sentence-2 that matches the media scored 4, less appropriate according to score 2

Process Structure for 4 items (range 32-128)
1) sentence-1 that matches the media scored 4, less appropriate according to score 2
2) sentence-2 that matches the media scored 4, less appropriate according to score scored 2
3) sentence-3 that matches the media scored 4, less appropriate according to score 2
4) sentence-4 that matches the media scored 4, less appropriate according to score 2

Observation guidelines were used to collect learning process data. The aspects observed were the suitability between the learning plan and the implementation of learning. Observation guidelines were compiled objectively and systematically using a closed system using two options, namely: a) implemented; 2) not implemented

The checklist was used to internally validate the research data with a time triangulation system. The checklist was also used to internally validate the results of the analysis of data on writing procedural texts on mathematics topics.

Learning process data were analyzed thematically. The unit of analysis was the suitability between the learning plan and the implementation of learning.

Data on learning outcomes for writing procedural texts on mathematics topics were analyzed using parametric inferential statistical procedures. The procedure that is appropriate for this test is the one-sample t-test for problem formulation-1 and problem formulation-3 because the observation mean was converted to the estimated mean. Fraenkel et al. (2014), Razak (2018) stated that the one-sample t-test is suitable for analyzing the mean observation with the estimated mean. In addition, a paired sample t-test is also used for problem formulation-3. All inferential statistical calculations use SPSS (statistics package for social sciences).

The category of writing procedural texts on mathematics topics is divided into 2 categories. These categories are presented below (Razak, 2018):

1) < 87,00: low
2) ≥ 87.00: high

The pre-test results are hypothesized to be in the low category. This is based on the fact that grade 7 students of MTs Negeri 1 Pekanbaru have not been facilitated by Indonesian language teachers to be able to

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write procedural text correctly. Moreover, if the procedural text contains the topic of mathematics subtopics of right triangles and rectangles, the competence of area and circumference.

The use of modeling methods, copying task techniques, test techniques, mathematical media, and google form-based teaching materials in learning is in line with the learning objectives of writing procedural texts on mathematical topics. Through the modeling method, students are presented with various mathematical topic procedure texts as models. The text is in deductive form with clear main sentences that are reinforced by supporting sentences that have unity requirements. Therefore, the hypothesis of this study is that the results of the post-test for writing mathematical topic procedure texts for the subtopic of right triangles and rectangles of grade 7 students of MTs Negeri 1 Pekanbaru are in the high category.

RESULTS AND DISCUSSION

Results of the Pre-Test for Writing Mathematical Topic Procedure Texts

The pre-test for writing mathematical topic procedure texts for the subtopic of area and perimeter of right triangles and rectangles of grade 7 students of MTs Negeri 1 Pekanbaru produced several descriptive statistical measurements. The mean value was only 148.28 which is equivalent to 57.92 percent; standard deviation 3.844. The standard error mean is 0.714. The lowest score was 140 which is equivalent to 54.69 percent, and the highest score was only 154 which is equivalent to 60.15 percent (Figure-8).

Table 3. Screenshot of One-Sample Statistics Score Pre-Test Writing Procedure Text on Mathematics Topic via SPSS

	One Sample Statistic					
	N	Mean	Std. Deviation	Std. Error Mean	Max	Min
Pre-test of writing procedure text	29	148,28	3,844	0,74	154	140

The one-sample t-value on the estimated mean is 148.00 is 0.386. This value is at sig 0.702 (Figure-9). Therefore, sig. 0.702 > 0.05. Thus, Ho is accepted. This means that the mean observation of the pre-test data of 148.28 (57.92 percent) is the same as the estimated mean of 148.00. (57.81 percent). The pre-test mean for writing procedural texts on mathematics topics for grade 7 students of MTs Negeri 1 Pekanbaru is low category.

Table 4. Screenshot of the Results of the Calculation of the One-Sample t-Test Score for Pre-Test Writing Procedural Texts on Mathematics Topics via SPSS

	Test Value = 148,00			
	t	df	Sig. (2-tailed)	Mean Difference
Pre-test of writing procedure text	0,386	28	0,702	0,276

The low results of the pre-test for writing procedural texts on mathematics topics are indeed in accordance with the research hypothesis. It is believed that grade 7 students have not and or do not receive learning on how to develop paragraphs including paragraphs in procedural texts. The textbooks for both elementary and junior high schools do not involve learning materials on writing paragraphs following educational learning strategies. Students are asked to practice writing procedural texts but without any paragraph models and/or paragraph writing instructions.

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Initial Activities of Learning

The initial activity of the learning process of writing procedural texts on mathematics topics for grade 7 students of MTs Negeri 1 Pekanbaru consists of 4 activities. The activities in question are:

1) students respond simultaneously to the teacher's greeting when the teacher opens the learning activity
2) students receive a link to teaching materials based on Google Form writing procedural texts on mathematics topics from the teacher via the WhatsApp group
3) students are facilitated by the teacher to be able to enter the Google Form-based teaching material page
4) each student is facilitated by the teacher to fill in student attributes in section-1 of the Google Form-based teaching material

Greeting students in activity-1 for the initial activity is a common thing to do in learning by every teacher. Saying greetings to fellow Muslims such as to grade 7 students of MTs Negeri 1 Pekanbaru gets rewards. This is in line with the hadith 'Spread greetings, then you will enter heaven safely" (HR. Bukhari in Adabul Mufrad 981, Ibnu Majah 3694, authenticated by Al Albani in Silsilah Ash Sahihah, 2/115 in https://muslim.or.id/53926-fikih-seputar-menlebar-salam.html.form

Students who answer the greeting also receive a reward. "There are five rights of fellow Muslims: to return his greetings, to visit him when he is sick, to follow his body as it is taken to the grave, to fulfill his invitation and to do tasymit when he sneezes" (HR Bukhari No. 1164, Muslim No. 4022 in https://muslim.or .id/53926-fikih-seputar-menbaru-salam.html.

For activity-2, it is the students' right to obtain teaching materials, especially special teaching materials in the form of manuals. Through this teaching material, students and teachers will easily participate in teaching and learning activities. Several scientific articles conclude that teaching materials that serve as learning guides for students are very effective in learning. Apart from that, teachers can also carry out learning in a measurable manner (Juriati & Muhamad, 2022; Zazuli at al., 2023; Yulaeha & Handayani, 2024; Muslina 2023: Zubaidah & Murni, 2024; Sari at al., 2020; Razak et al., 2021).

Activity-3 above is considered psychologically strategic. Writing one's own name on the Google form-based teaching materials received by the teacher means that the teacher acknowledges that the teaching materials belong to the student concerned. A sense of ownership is expected to increase motivation student learning. Student learning motivation also determines the process and results of student learning. This is found in several scientific articles on learning (Emda, 2018; Muhammad, 2016; Rospiati, 2022; Nurdin & Iskandar, 2022; Astuti & Probowisi, 2022).

Main Acivities of Learning

The main activities of the learning process of writing procedural texts on mathematics topics for grade 7 students of MTs Negeri 1 Pekanbaru contain 14 activities. The main activities are: 1) the students are facilitated by the teacher to be in section-2 of the google form-based teaching material for the task competency of copying the text of the procedure for the topic of mathematics; 2) the students are facilitated by the teacher to copy the model of the text of the procedure-1 of the topic of mathematics containing the process of calculating the area of a right triangle of the teaching material based on the google form on blank paper; photograph the copy results and upload the file; 3) the students are facilitated by the teacher to copy the model of the text of the procedure-2 of the topic of mathematics containing the process of calculating the circumference of a right triangle of the teaching material based on the google form on blank paper; photograph the copy results and upload the file; 4) the students are facilitated by the teacher to copy the model of the text of the procedure-3 of the topic of mathematics containing the process of calculating the area of a rectangle of the teaching material based on the google form on blank paper; photograph the copy results and upload the file; 5) the students are facilitated by the teacher to copy the model of the text of the procedure-4 of the topic of mathematics containing the process of calculating the circumference of a rectangle of the teaching material based on the google form on blank paper; photograph the copy results and upload the file; 6) the students are facilitated by the teacher to copy the model of the procedure text-5 of the mathematics topic containing the

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process of calculating the area of a right triangle of teaching materials based on google form on blank paper; photograph the copy results and upload the file; 7) the students are facilitated by the teacher to copy the model of the procedure text-6 of the mathematics topic containing the process of calculating the circumference of a right triangle of teaching materials based on google form on blank paper; photograph the copy results and upload the file; 8) the students are facilitated by the teacher to copy the model of the procedure text-7 of the mathematics topic containing the process of calculating the area of a rectangle of teaching materials based on google form on blank paper; photograph the copy results and upload the file; 9) the students are facilitated by the teacher to copy the model of the procedure text-8 of the mathematics topic containing the process of calculating the circumference of a rectangle of teaching materials based on google form on blank paper; photograph the copy results and upload the file; 10) the students are facilitated by the teacher to be in section-3 of teaching materials based on google form for the competency test of writing the mathematics topic procedure text; 11)the students are facilitated by the teacher to work on question 1, namely writing a procedural text according to Figure-3 about the process of calculating the area of a right triangle on blank paper, photographing the answer, and uploading the file; 12) the students are facilitated by the teacher to work on question 2, namely writing a procedural text according to Figure -3 about the process of calculating the circumference of a right triangle on blank paper, photographing the answer, and uploading the file; 13) the students are facilitated by the teacher to work on question 3, namely writing a procedural text according to Figure -4 about the process of calculating the area of ??a right triangle on blank paper, photographing the answer, and uploading the file; 14) the students are facilitated by the teacher to work on question 4, namely writing a procedural text according to Figure -4 about the process of calculating the circumference of a right triangle on blank paper, photographing the answer, and uploading the file

Figure 11. Screenshot of Google Form-Based Teaching Materials Section-1: Student Attributes

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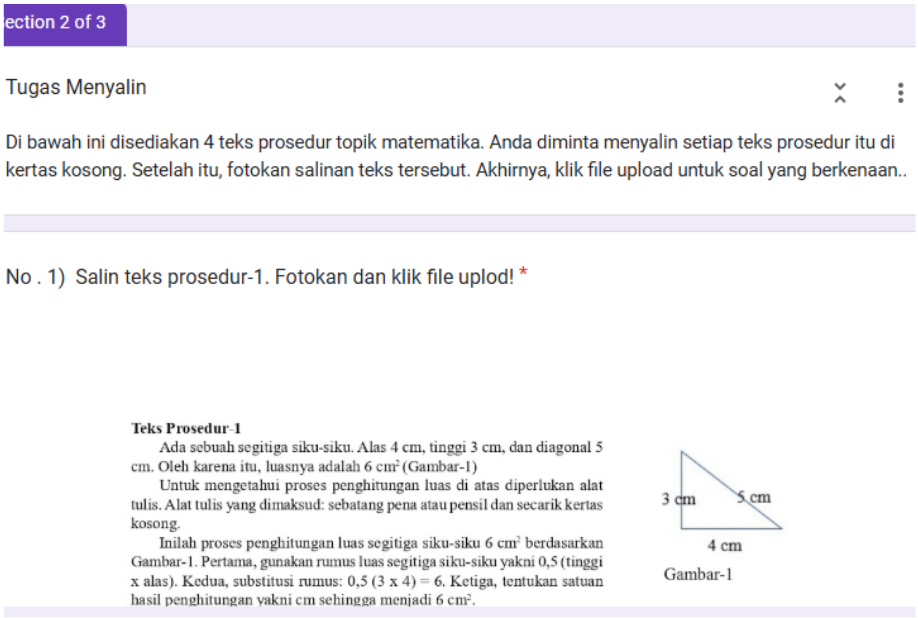

Figure 12. Screenshot of Google Form-Based Teaching Materials Section-2: Copying Assignment

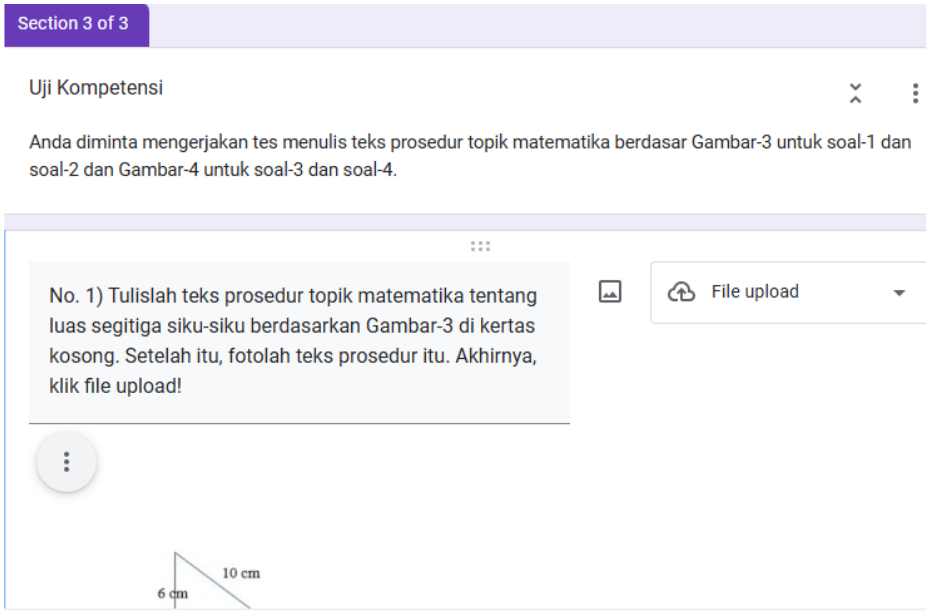

Figure 13. Screenshot of Google Form-Based Teaching Materials Section-3: Competency Test

Activities 2 to 5 in the core learning activities of writing procedural texts on mathematical topics in class 7 of MTs Negeri 1 Pekanbaru are that students are facilitated by the Indonesian language teacher to write four models of procedural texts on mathematical topics contained in Google form-based teaching materials. The writing activity is carried out on blank paper, photographed, and uploaded files. The first two models contain the process of calculating the area and perimeter of a right triangle. The last two models contain the process of calculating the area and perimeter of a rectangle. These activities are carried out because learning to write procedural texts on mathematical topics uses a modeling method that is arranged based on Figure 1 (right triangle) and Figure 2 (rectangle). To be precise, the four core activities are very beneficial for teachers

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and students of class 7 of MTs Negeri 1 Pekanbaru who participate in teaching and learning activities to write procedural texts on mathematical topics through online media. The benefits lie in the knowledge and understanding of procedural texts on mathematical topics as a result of the copying activity. Razak (2018) describes that the purpose of copying activities is for students to read the copied material. At least two readings occur to produce copies on blank paper for uploading purposes. First, students read when they are going to get copied material from Google Form. Second, students read when they are doing copying activities. Razak (2019) stated that the modeling method in learning to write or speak refers to providing examples of learning objectives. If the learning objective is to write paragraphs, then examples of paragraphs are presented. This opinion is in line with other opinions. Heryati et al. (2010) describes that various examples of language such as sentences, paragraphs, and texts must be presented in teaching materials when teachers use the modeling method.

Scientific articles that use the modeling method in language learning can be found in online journals. First, a scientific article entitled Skills in Developing Fiction Paragraphs Using the Model Method and Copying Task Technique through LPKD Media (Harahap & Ningsih, 2023). Second, a scientific article entitled The Use of the Model Method and Substitution Technique in Learning Job Application Letter Writing Skills (Widyawati & Fuadin, 2023). Third, a scientific article entitled The Effectiveness of the Model Method and Copying Task Technique in Learning Scientific Article Writing Knowledge for New Students (Damayanti, 2022).

Scientific articles that use the copying task technique in language learning can be found in online journals. First, a scientific article entitled *Antonyms of Riau Islands Malay and Integrated Learning Planning Focusing on Indonesian through the Copying Assignment Technique* (Wahyusari et al., 2024). Second, a scientific article entitled *Learning Opinion Paragraph Writing Skills Using the Model Method and Copying Task Technique* (Banont & Nur, 2024). Third, a scientific article entitled *Improving Paragraph Idea Reading Skills through the Process Skills Approach and the Lexical Meaning Copying Assignment Technique* (Debataraja, 2023).

The 11th to 14th core activities are student activities that are wrapped in the term competency test. This activity exists because learning also uses test techniques. Test techniques are very useful in learning because they train students to understand learning objectives, namely writing procedural texts on mathematical topics. This is in accordance with expert opinion which states that language in this case writing is a skill. To achieve skills, it is very effective if you practice a lot, such as practicing answering questions (Dalman, 2014; Harjasujana & Damaianti, 2013; Razak, 2004).

Scientific articles that use test techniques in language learning can be found in online journals. First, a scientific article entitled Training Students' Creative Ability through Project-Based Learning-Stem (Yoeliana et al., 2022). Second, a scientific article entitled *The Teaching Materials Using Short Answer Option Test Techniques for Integrated Learning Focusing on Indonesian* (Rahayu & Sukmawan, 2024). Third, a scientific article entitled *The Learning Exposition Text Reading Skills Using Test Techniques through Digital Literacy Media* (Sari, 2023).

All learning in this activity uses google form-based teaching materials. In other words, procedural text models, copying task activities, and test techniques are all in the teaching materials. This shows the benefits of google form-based teaching materials for achieving learning objectives. Some experts say that media that is in line with learning objectives has benefits because it is able to mediate expressions to be responded to by students (Arsyad, 2013; Razak, 2020).

That is the screenshot of 3 sections of Google Form-based teaching materials Writing Mathematical Topic Procedure Texts Using Modeling Methods and Dual Techniques through Image Media. First, screenshot-1 is section-1 of the Google form, which is where students write personal data according to learning objectives. Second, screenshot-2 is section-2 of the Google form, which is a facility for students to copy procedural text models up to uploading files. Third, screenshot-3 is section-3 of the Google form, which is where students work on writing mathematical topic procedure text exercises via the competency test icon.

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Scientific articles containing analysis of learning media can be found in online journals. First, a scientific article entitled *The Effectiveness of Using Number Pocket-Based Learning Media to Improve Mathematics Learning Outcomes of Grade I Elementary School Students* (Kundarsih et al., 2021). Second, a scientific article entitled Increasing *Students' Interest and Reading Activities by Using Flipbook Media for Grade II Elementary School Students* (Nurdiansah, 2022). Third, a scientific article entitled *Learning Media: A Study of Media Selection Steps and Their Implementation in Learning* (Mahnun, 2012).

Last Activities on Learning

The last activities of the learning process of writing procedural texts on mathematical topics for grade 7 students of MTs Negeri 1 Pekanbaru involve 4 activities. The final activities are presented below:

1) students listen to the teacher's instructions to complete the task of copying all models of procedural texts on mathematical topics, namely activities 2 to 9 in the core activities
2) students listen to the teacher's instructions to complete all competency tests, namely activities 11 to 14 in the core activities
3) students listen to the teacher's statement about the implementation of the final test of writing procedural texts on mathematical topics using Google Form with a take home examination system
4) students respond simultaneously to the teacher's greeting when the teacher closes the face-to-face learning activity of writing procedural texts on mathematical topics

Activities 1 and 2 in the final activities in the learning above are common things for teachers to do. This activity is included in the reflection activity. Dervent (2015) and Pratiwi & Yogyakarta (2012) stated that reflection activities are useful for finding out flashbacks of student and teacher learning and teaching activities. Each student is required to complete the copying task through the file upload option. Each student is also required to complete the exercises which in this case are interpreted as competency tests through the file upload option. If all these activities have been done, then students can press the submit button which is physical evidence that students are following learning using Google form-based teaching materials.

Post-test Results for Writing Procedural Texts on Mathematics Topics

The post-test of writing procedural texts on mathematics topics, subtopics of right triangles and rectangles of grade 7 students of MTs Negeri 1 Pekanbaru produced several descriptive statistical measurements. Mean 223.38 or equivalent to 87.25 percent, standard deviation 4.81. The lowest score was 214 which was equivalent to a standard score of 83.59, and the highest score was only 230 which was equivalent to a standard score of 89.84 (Figure-16).

Table 5. One-Sample Statistics Screenshot of One-Sample t-Test Post-test Score Writing Procedure Text on Mathematics Topic via SPSS

One Sample Statistics						
	N	Mean	Std. Deviation	Std. Error Men	Max	Min
Post-test of writing procedure text	29	223,38	4,814	0,894	230	214

The one-sample t-value on the expected mean is 222.72 is 0.738. This value is at sig. 0.467 (Figure-17). Therefore, sig. 0.467 > 0.05. Thus, Ho is accepted. This means that the observation mean, namely the post-test data for writing procedural texts on mathematics topics 223.38 (87.25 percent) is the same as the expected mean of 222.72. (87.00 percent). This post-test mean is included in the high category and reaches the minimum limit of 87.00.

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Table 6. Screenshot of One-Sample t-Test Calculation Results for Post-Test Scores for Writing Procedure Texts on Mathematics Topics via SPSS

	Test Value = 222,72			
	t	df	Sig. (2-tailed)	Mean Difference
Prost-test of writing procedure text	0,738	28	0,467	0,659

From the perspective of the paired sample t-test, several descriptive statistical measures were produced. First, the post-test mean was 223.38 while the pre-test mean was 148.28. The standard deviation of the post-test was 4.814 while for the pre-test it was 3.844. The standard error of the post-test mean was 0.894 while for the pre-test it was 0.714 (Figure-18).

Table 7. Screenshot Paired Samples Statistics Writing Procedural Text on Mathematics Topics via SPSS

		Paired Sample Sttistics			
		Mean	N	Std. Deviation	Std. Error Mean
Part-1	Post-tes	223,38	29	4,814	0,894
	Pre-test	148,28	29	3,844	0,714

The paired sample t value is 191.656. This value is at df 28 and sig 0.000 (Figure-19). Therefore, sig. 0.000 < 0.05. Thus, Ho is rejected. This means that the posttest mean for writing mathematical topic procedure texts of 223.38 (87.25 percent) is not the same as the pretest mean of 148.28 (57.92 percent). With this, the posttest results are much better than the pretest results.

Table 8. Screenshot of Paired Samples Test Writing Mathematical Topic Procedure Texts via SPSS

		Mean	Std. Deviation	Std. Error Mean	t	df	Sif. (2-tailed)
Pair-1	Post-test-pre-test	75,103	2,110	0,392	191,656	28	0,000

The high post-test results for writing procedural texts on mathematical topics are indeed in accordance with the research hypothesis. The 7th grade students of MTs Negeri 1 Pekanbaru were facilitated by teachers through Google form-based teaching materials to be skilled in writing procedural texts on mathematical topics. Teacher facilitation of students in learning involves modeling methods, copying task techniques, test techniques, and learning media in the form of right-angled triangle images and four rectangle images.

CONCLUSIONS AND RECOMMENDATION

This article contains conclusions that are in line with the formulation of the problem. The conclusions in question are: 1) the mean pre-test results for writing procedural texts on mathematics topics of grade 7 students of MTs Negeri 1 Pekanbaru were only 148.28 or equivalent to 57.92 percent; far below the minimum limit of 87.00; 2) the learning process for writing procedural texts on mathematics topics using the modeling method, copying task technique, and test technique, and image media through Google form-based teaching materials in grade 7 of MTs Negeri 1 Pekanbaru contains 4 initial activities, 14 core activities, and 4 final activities; 3) the mean post-test results for writing procedural texts on mathematics topics of grade 7 students of MTs Negeri 1 Pekanbaru were 223.38 or equivalent to 87.25 percent; above the minimum limit of 87.00.

Here are some recommendations from this article. First, Indonesian language teachers who teach in grade 7 of exclusive junior high schools/Islamic junior high schools should be willing to use Google form-based teaching materials to achieve the competence of writing procedural texts on mathematical topics. The use of Google form-based teaching materials is expected to improve the position of Indonesian language

teachers because it involves calculating flat shapes. Second, for further researchers, the topic of mathematics is limited to two data shapes, namely right triangles and rectangles. This exact topic can be added to other data shapes such as parallelograms and circles.

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