



The Student Assessment of the Use of Online Journal-Based Google Form Media in Learning to Write Procedure Texts

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ABSTRACT

This descriptive study aims to describe: 1) students' assessment of the use of google form media based on online journal scientific articles in learning procedural text writing skills; 2) whether or not the students' assessment of the use of Google Form media based on online journal scientific articles in learning procedural text writing skills per sample group. This collaborative research was carried out at MTs Negeri 2 Pekanbaru which took place in the middle of the even semester of the 2022/2023 academic year. The population of this study was the 7th grade students of MTs Negeri 2 Pekanbaru totaling 44 students from 2 parallel classes. The sample is 40 students drawn randomly from the population group. To collect student assessment data on the use of google form media based on online journal scientific articles in learning procedural text writing skills, a non-test instrument, namely a questionnaire, was used. To answer the formulation of problem-1, descriptive statistical procedures were used, namely mode and percent. To answer the formulation of problem-2 a qualitative thematic procedure was used. The results showed that: 1) students' assessment of the use of google form media based on online journal scientific articles in learning procedural text writing skills was in the very like category; 2) student assessment of the use of google form media based on online journal scientific articles in learning procedural text writing skills did not differ per sample group.

Keywords: student assessment, google form media, online journal scientific articles, writing skills, procedural text

INTRODUCTION

Indonesian is one of the 5 compulsory group A subjects at the SMP/MTs level according to the 2013 Revised 2018 Curriculum. This subject ranks 3rd after PAI and Budi Pekerti and PPKN. After these subjects are Mathematics, English, Science, and Social Sciences. These lessons are based on narrative and non-narrative texts. The narrative text in question includes: description text, explanatory text, exposition text, and procedural text.

For grade 7 SMP/MTs, learning Indonesian on the basis of procedural text contains 2 pairs of

KD in the fifth and sixth order. The KD pairs in question are:

- 1) KD-3.5 Identify procedure texts about how to do something and how to make (how to play regional musical/dance instruments, how to make regional specialties, etc.) from various sources that are read and heard and KD-4.5 Summarize the contents of the procedure text about how to playing regional musical instruments, regional dances, how to make souvenirs, and/or regional culinary specialties) which are read and heard

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- 2) KD-3.6 Examining the structure and linguistic aspects of procedural texts about how to do something and how to make (how to play regional musical instruments/dance, how to make regional specialties, etc.) from various sources that are read and heard and KD-4.6 Presenting data a series of activities in the form of procedural text (about how to play regional musical instruments, regional dances, how to make souvenirs, etc.) by paying attention to structure, linguistic elements, and content orally and in writing.

The Covid-19 pandemic several years ago forced the relevant ministries to order schools to implement online learning. With various drawbacks and constraints, online learning lasts for at least 3 semesters. Nationally, students are stated to be able to achieve the KKM for each subject they take.

Especially for the Indonesian language subject at MTs Negeri 2 Pekanbaru, the use of online media both in quantity and quality is increasing. Therefore, the use of online media in normal times is becoming more and more intensive. For learning procedural text writing skills, the use of online media is realized by utilizing Google forms based on online journal scientific articles. This media reinforces the use of manual teaching materials to achieve procedural text writing skills in grade 7 MTs Negeri 2 Pekanbaru. The focus of this study is the student's assessment of the use of google form media based on online journal scientific articles in learning procedural text writing skills.

Based on the description above, this article contains 4 problems. The problem is formulated below:

- 1) What is the assessment of class 7 MTs Negeri 2 Pekanbaru on the use of google

form media based on online journal scientific articles in learning procedural text writing skills?

- 2) Is the assessment of grade 7 MTs Negeri 2 Pekanbaru on the use of google form media based on online journal scientific articles in learning procedural text writing skills per sample group?

In line with the formulation of the problem, there are 2 research objectives. intended purpose:

- 1) describe the assessment of grade 7 MTs Negeri 2 Pekanbaru on the use of google form media based on online journal scientific articles in learning procedural text writing skills;
- 2) to describe whether grade 7 MTs Negeri 2 Pekanbaru's assessment of the use of google form media based on online journal scientific articles in learning procedural text writing skills per sample group.

This research has several benefits. First, for school principals, this article can be used as reference material in the context of supervising school principals of teachers related to online media in teaching and learning activities. Second, for school supervisors, this article can also be used as reference material in the context of supervising school supervisors of teachers related to online media in teaching and learning activities. Third, for the MGMP Indonesian at the junior high school level, this article can be used as material for discussion on pedagogic aspects.

The google form media based on online journal scientific articles referred to in this article is an electronic device that can be accessed by 7 MTs Negeri 2 Pekanbaru students via a link sent via an Android cellphone. This electronic device is in the form of a form from Google which can contain student data and student responses to each question. However, the procedural text that forms the basis of the question is a scientific article



containing procedural text in an online journal that students can visit via a link attached to the google form itself.

Student assessment of an object, in this case the use of google form media based on online journal scientific articles by the teacher when conveying the learning of procedural text writing skills. Assessment is based on indicators through closed questions with 4 options, namely: really dislike, dislike, like, really like. This option is based on a simplified Likert scale (Budiaji, 2013:130; Azwar, 2012:19).

Several online journal scientific articles contain similarities to this article. The articles in question include:

- 1) Wulandari & Hayatun (2022) wrote article by title Keterampilan Membaca Teks Naratif dalam Artikel Ilmiah Jurnal Online Siswa SMP Negeri 2 Satap Cikakak. *Jurnal Pembelajaran Bahasa dan Sastra*, 1(6), 775–784. <https://doi.org/10.55909/jpbs.v1i6.207>;
- 2) Wulandari & Hayatun (2023) wrote article by title Pengembangan Bahan Ajar Membaca Artikel Ilmiah Jurnal Online Menggunakan Google Form untuk MKU Bahasa Indonesia. *Jurnal Pembelajaran Bahasa dan Sastra*, 2(1), 133–140. <https://doi.org/10.55909/jpbs.v2i1.233>.
- 3) Sriwismaningsih & Purnawan (2023) wrote article by title Penilaian Siswa terhadap Pembelajaran Tari Tradisional Menggunakan Metode Pembelajaran Terpadu melalui Media Audio-Video. *Gaung: Jurnal Ragam Budaya Gemilang, Volume 1, Nomor 2, Mei 2023, 81-92*. DOI: <https://doi.org/10.55909/jrbg.v1i2.xxx>.

METHODS

This descriptive research is part of qualitative research. This research relies on qualitative data compared to quantitative data (Bandur, 2014:61; Fraenkel et al., 2012:113; Cresswel, 2014:78; Meleong, 2018:61; Kusumastuti & Khoirun, 2018:91; Chaedar, 2012:81; Anggito & Setiawan, 2018:52). Among the qualitative data, there are quantitative data that are not dominant.

This collaborative research was conducted at MTs Negeri 2 Pekanbaru. This A-accredited school is located at Jl. Diponegoro, Pekanbaru, Riau. In the 2022/2023 school year, the school with NPSN 10499303 has 57 teachers and 475 students. This number is divided into: 7th grade with 165 students, 8th grade with 159 students, and 9th grade with 151 students.

This research was conducted in the middle of the even semester of the 2022/2023 academic year. At the beginning of the activity, various research preparations were carried out, such as preparing a questionnaire. The initial core activity was the implementation of learning using google form media based on online journal scientific articles in 2 classes of 10 parallel classes of class 7 MTs Negeri 2 Pekanbaru. At the end of the activity, a questionnaire was distributed to the students regarding student assessment of learning using Google Form media based on online journal scientific articles. The activity took place to analyze data and write scientific articles to be submitted in online journals.

The population was 44 grade 7 students, namely students who submitted questionnaires. The total population is divided into 2 parallel classes which are equal in number (Table 1).

The sample is set as many as 40 students. Determination of the number of samples is based on the opinion of Slavin in (Razak, 2015: 18) and Setiawan (2007: 9) regarding the minimum number of samples required from a number of

members of the population. The number of samples is also divided into sample groups whose numbers are listed in Table 1.

Sampling is done randomly without replacement. Therefore, the probability that members of the population in the first withdrawal are relatively smaller to be interested in becoming members of the sample. Conversely, members of a diminishing population group have a relatively large chance of being attracted to become members of the sample group (Fraenkel et al., 2012:113; Sugiyono, 2013:41; Syamsuddin & Damaianti, 2011:29; Sugiyono, 2013:34; Sukmadinata, 2012 :11; Morce, 2010:371; Sarmanu, 2017:41; Chapelle, 2012:86; Morce, 2010:361; Dornyei, 2011:31).

Table 1
 Total Members of the Population and Sample
 Class 7 MTs Negeri 2 Pekanbaru

No.	Seventh Class	Population	Sample
1	Class 7.1	22	20
2	Class 7.2	22	20
	Total	44	40

To collect student assessment data on the use of google form media based on scientific articles in online journals, an instrument in the form of a questionnaire was used. This instrument was prepared following objective procedures. Assessment indicators include:

- 1) acceptance of the google form link
- 2) a visit to google forms
- 3) fill in the data in the google form
- 4) journal article link on google form
- 5) visits in the journal
- 6) do the questions on the google form
- 7) submit answers in google form
- 8) place the procedure text in the article
- 9) definition structure
- 10) the structure of materials and tools

- 11) process structure
- 12) swap tabs on the HP device

Table 2
 Questionnaire Item Details of Student Assessment of Media Use per Indicator

No.	Indicators	Item Numbers	Total
1	getting google form link	1, 2	2
2	to visit google form	3,4	2
3	fill in of data google form	5, 6	2
4	getting journal online link	7, 8	2
5	to visit journal online article	9, 10	2
6	answering google for item	11, 12	2
7	procedural text located	13, 14	2
8	definition structure	15, 16	2
9	submission activities	17, 18	2
10	material and tool structure	19, 20	2
11	processing structure	21, 22	2
12	worksing in 2 tabs	23, 24	2
	Total		24

Each item of the questionnaire contains 4 options with a closed system. The first two options are identical with a negative attitude while the second 2 options are identical with a positive attitude. The questionnaire consists of 24 items based on 12 indicators. This means that each indicator is represented by 2 questionnaire items. Below is shown one question from some of the indicators.

- 1) Your assessment when you receive the Google Form link via an electronic device
 - A. very unlike
 - B. unlike
 - C. like
 - D. very like



- 2) Your assessment when filling out data on the Google form
 - A. very unlike
 - B. unlike
 - C. like
 - D. very like
- 3) Your assessment of the existence of online journal scientific article links on the Google form
 - A. very unlike
 - B. unlike
 - C. like
 - D. very like
- 4) Your judgment when you arrive at the scientific article page of the online journal
 - A. very unlike
 - B. unlike
 - C. like
 - D. very like
- 5) Your judgment when you arrive at the scientific article page of the online journal
 - A. very unlike
 - B. unlike
 - C. like
 - D. very like

Data on grade 7 students' assessment of MTs Negeri 2 Pekanbaru on the use of Google Form media based on online journal scientific articles were analyzed using the mean and percent descriptive statistical procedures. The use of mean and percent procedures is considered relevant for data sourced from calculating results such as in questionnaires (Malik & Hamied, 2014:81; Razak, 2015:11; Fraenkel et al., 2012:98; Fulcher & Davidson, 2007:71).

FINDINGS

1. Student Assessment of Digital Literation Media

Student assessment data regarding the use of google form media based on online journal scientific articles in learning procedural text writing skills is contained in the table. This data is disaggregated into 12 sub-indicators.

Table 2
 Student Assessment of the Use of Google Form Media in Learning Procedural Text Writing Skills

No.	Indicators	Category	Frequensi	Percent
1	getting google form link	very unlike	0	0
		unlike	0	0
		like	10	25
		very like	30	75
		total	40	100
2	to visit google form	very unlike	0	0
		unlike	0	0
		like	16	40
		very like	24	60
		total	40	100
3	fill in of data google form	very unlike	0	0
		unlike	0	0
		like	12	30
		very like	28	70
		total	40	100
4	getting journal online link	very unlike	0	0
		unlike	0	0
		like	14	35
		very like	26	65
		total	40	100
5	to visit journal online article	very unlike	0	0
		unlike	0	0
		like	10	25
		very like	30	75
		total	40	100
6	answering google for item	very unlike	0	0
		unlike	0	0
		like	16	40
		very like	24	60
		total	40	100
7	prosedural text located	very unlike	0	0
		unlike	0	0
		like	14	35
		very like	26	65
		total	40	100

Tabel 2 (Countinued)
 Penilaian Siswa tentang Penggunaan Media
 Google Form dalam Pembelajaran Keterampilan
 Menulis Teks Prosedur

No.	Indicators	Category	Frekuensi	Percent
8	definition structure	very unlike	0	0
		unlike	0	0
		like	16	40
		very like	24	60
		total	40	100
9	definition structure	very unlike	0	0
		unlike	0	0
		like	14	35
		very like	26	65
		total	40	100
10	submission activities	very unlike	0	0
		unlike	0	0
		like	14	35
		very like	26	65
		total	40	100
11	processing structure	very unlike	0	0
		unlike	0	0
		like	16	40
		very like	24	60
		total	40	100
12	working in 2 tabs	very unlike	0	0
		unlike	0	0
		like	16	40
		very like	24	60
		total	40	100
Total		very unlike	0	0
		unlike	0	0
		like	168	35
		very like	312	65
		total	240	100

Each indicator of grade 7 MTs Negeri 2 Pekanbaru's assessment of the use of google form media based on online journal scientific articles has a frequency of identically positive answers. None

of the students scored for the very dislike and dislike answer categories. The answer category likes between 25-40 percent. This means that the answer category really likes between 60-75 percent. Thus, the mode of student assessment of the use of Google for media based on online journal scientific articles in learning writing skills is in the very high answer category.

2. Student Assessment of Digital Literacy Media per Sample Group

Student assessment data regarding the use of google form media based on online journal scientific articles in learning procedural text writing skills per sample group is contained in the table. The data shows that there is no difference in the assessment of grade 7 MTs Negeri 2 Pekanbaru regarding the use of Google Form media based on online journal scientific articles in learning procedural text writing skills per sample group. Both groups have answers that are in the very like category.

Table 3
 Student Assessment of the Use of Google Form
 Media in Learning Procedural Text Writing
 Skills per Sample Group

No.	Indicators	Groups	Category	f	%
1	getting google form link	Class 7.1	very unlike	0	0
			unlike	0	0
			like	5	25
			very like	15	75
			total	20	100
		Class 7.2	very unlike	0	0
			unlike	0	0
			like	5	25
			very like	15	75
			total	20	100



Tabel 3 (Countinued)
 Student Assessment of the Use of Google Form
 Media in Learning Procedural Text Writing
 Skills per Sample Group

No.	Indicators	Groups	Category	f	%
2	to visit google form	Class 7.1	very unlike	0	0
			unlike	0	0
			like	8	40
			very like	12	60
			total	20	100
		Class 7.2	very unlike	0	0
			unlike	0	0
			like	8	40
			very like	12	60
			total	20	100
3	fill in of data google form	Class 7.1	very unlike	0	0
			unlike	0	0
			like	6	30
			very like	14	70
			total	20	100
		Class 7.2	very unlike	0	0
			unlike	0	0
			like	6	30
			very like	14	70
			total	20	100
4	getting journal online link	Class 7.1	very unlike	0	0
			unlike	0	0
			like	7	35
			very like	13	65
			total	20	100
		Class 7.2	very unlike	0	0
			unlike	0	0
			like	7	35
			very like	13	65
			total	20	100

Tabel 3 (Countinued)
 Student Assessment of the Use of Google Form
 Media in Learning Procedural Text Writing
 Skills per Sample Group

No.	Indicators	Groups	Category	f	%
5	to visit journal online article	Class 7.1	very unlike	0	0
			unlike	0	0
			like	5	25
			very like	15	75
			total	20	100
		Class 7.2	very unlike	0	0
			unlike	0	0
			like	5	25
			very like	15	75
			total	20	100
6	answering google for item	Class 7.1	very unlike	0	0
			unlike	0	0
			like	8	40
			very like	12	60
			total	20	100
		Class 7.2	very unlike	0	0
			unlike	0	0
			like	8	40
			very like	12	60
			total	20	100
7	prosedural text located	Class 7.1	very unlike	0	0
			unlike	0	0
			like	7	35
			very like	13	65
			total	20	100
		Class 7.2	very unlike	0	0
			unlike	0	0
			like	7	35
			very like	13	65
			total	20	100

Tabel 3 (Countinued)
 Student Assessment of the Use of Google Form
 Media in Learning Procedural Text Writing
 Skills per Sample Group

No.	Indicators	Groups	Category	f	%
8	definition structure	Class 7.1	very unlike	0	0
			unlike	0	0
			like	8	40
			very like	12	60
			total	20	100
		Class 7.2	very unlike	0	0
			unlike	0	0
			like	8	40
			very like	12	60
			total	20	100
9	material and tool structure	Class 7.1	very unlike	0	0
			unlike	0	0
			like	7	35
			very like	13	65
			total	20	100
		Class 7.2	very unlike	0	0
			unlike	0	0
			like	7	35
			very like	13	65
			total	20	100
10	submission activities	Class 7.1	very unlike	0	0
			unlike	0	0
			like	7	35
			very like	13	65
			total	20	100
		Class 7.2	very unlike	0	0
			unlike	0	0
			like	7	35
			very like	13	65
			total	20	100

Tabel 3 (Countinued)
 Student Assessment of the Use of Google Form
 Media in Learning Procedural Text Writing
 Skills per Sample Group

No.	Indicators	Groups	Category	f	%
11	processing structure	Class 7.1	very unlike	0	0
			unlike	0	0
			like	8	40
			very like	12	60
			total	20	100
		Class 7.2	very unlike	0	0
			unlike	0	0
			like	8	40
			very like	12	60
			total	20	100
12	working in 2 tabs	Class 7.1	very unlike	0	0
			unlike	0	0
			like	8	40
			very like	12	60
			total	20	100
		Class 7.2	very unlike	0	0
			unlike	0	0
			like	8	40
			very like	12	60
			total	20	100
Total	very unlike	0	0		
	unlike	0	0		
	like	168	35		
	very like	312	65		
	total	240	100		

DISCUSSION

Student Assessment of Digital Literacy Media per Sample Group

Student assessment data regarding the use of google form media based on online journal scientific articles in learning procedural text



writing skills per sample group is contained in the table. The data shows that there is no difference in the assessment of grade 7 MTs Negeri 2 Pekanbaru regarding the use of Google Form media based on online journal scientific articles in learning procedural text writing skills per sample group. Both groups have answers that are in the very like category.

The findings of this article are the 7th grade students of MTs Negeri 2 Pekanbaru assessing the use of google form media based on online journal scientific articles in learning procedural text writing skills in the very like category. None of the sample members scored in the category of dislike or strongly dislike answers. This assessment with this answer category occurs for several reasons.

First, digital literacy media. Google forms and online journal scientific articles are electronic tools that have appeal to students. Opportunities for students to own and or use cellphones basically also provide opportunities for them to use them for other purposes such as electronic communication tools. In other words, the use of HP in this subject in the context of homework gives another impetus for them to continue to be able to use the HP itself so that they are motivated to follow the procedural text writing skills subject. Motivational factors do influence the process and results of student assessments. This condition is in line with various opinions that can be referred to in various written sources, manuals and from online journal scientific articles (Emda, 2018:175; Andriani & Rasto, 2019:83; Muhammad, 2016:91; Sardiman, 2007:19; Krech at, 1987:182; Suharni & Purwanti, 2018:139; Nurdin & Iskandar, 2022:215; Sutardi & Sugiharsono, 2016:191; Astuti & Probowisi, 2022:1171; Sinamo, 2003:71).

Second, the learning media factor. Learning media is relatively very fast to mediate between written expressions from article authors and

students who want information according to what the teacher instructs in learning. Therefore, the assessment with the category of very like is believed because learning media is able to bring the author's expressions closer to their own understanding. This is indeed in line with the function of the learning media itself, namely as a mediator between teachers and students (Arsyad, 2013: 18; Awalia et al., 2019: 52; Karo-Karo & Rohani, 2018: 94; Tafanao, 2018: 110; Umar, 2014:138; Mahnun, 2012:30; Wahidin & Syaefuddin, 2018:50; Giyanto & Ghoni, 2020:929; Pratiwi, & Nugraheni, 2022:1485; Nurmadiyah, 2016:48; Heriyanti et al., 2017:215; Muyaroah & Fajartia, 2017: 82).

Third, procedural text. Through the media of online journal scientific articles several procedural texts are displayed as models. These procedural text models also make students really enjoy it. The following shows some procedural texts contained in online journal scientific articles, namely:

- 1) Manual multiplication of decimal numbers usually takes a relatively long time. At least it takes 45-90 seconds to get the product $74 \times 99 = 7,326$. In addition, the multiplication results have the potential to be wrong. Prepare a writing instrument such as a pencil. Also prepare a piece of paper. Those are the 2 tools needed for the calculation process and at the same time to get the product manually which only takes < 5 seconds. The multiplication material is a two-digit integer. They are 74×99 ; special for the 99 family with 2-digit numbers like 74. This is the quick calculation process $74 \times 99 = 7,326$. First, write the number 73 as thousands and hundreds; this number is obtained from 74 minus 1 constant. Second, determine the tens value by subtracting 9 constants by 7, namely 2, so that it becomes 732. Third, determine the unit value by sub-

- tracting 9 constants by 3, namely 6, so that it becomes 7326; adjust the spelling so that it becomes 7,326 (Razak, 2019:99).
- 2) Manual multiplication of decimal numbers usually takes a relatively long time. It takes at least 45-90 seconds to get the product $0.72 \times 99 = 0.7128$. In addition, the results have the potential to be wrong. Prepare a writing instrument such as a pencil. Also prepare a piece of paper. Those are the 2 tools needed for the calculation process and at the same time to get the product manually which only takes < 7 seconds. The material for multiplication is decimal numbers. They are 0.72×99 . This multiplication material is special for the 99 family with decimal numbers like 0.72. This is a quick calculation process $0.72 \times 99 = 71.28$. First, write down the number 71, namely 72 minus 1 constant. Second, determine the third number, namely 9 constants minus 7, namely 2. Third, determine the fourth number by subtracting 9 constants from 1, namely 8. Fourth, place the results of the 3rd and 4th steps, namely 28 behind the 1st step number, namely 71, so that it becomes 7128. Fifth, determine the decimal value by placing a comma in the 2 numbers after the comma so that it becomes 71.28 (Razak, 2019:99).
 - 3) Manual multiplication of single-digit integers by 99 manually takes a relatively long time. It takes at least 20-40 seconds to get the product $7 \times 99 = 693$. In addition, the product has the potential to be wrong. Prepare a writing instrument such as a pencil. Also prepare a piece of paper. Those are the 2 tools needed for the calculation process and at the same time to get the product manually which only takes < 5 seconds. The multiplication item is a single-digit integer with 99. They are 7×99 ; special family 99 with 1 digit number like 7. Here's the quick calculation process $7 \times 99 = 693$. First, write down the number of the subtraction of 7 with 1 constant, namely 6; as hundreds. Second, subtract 10 constants from 7, namely 3 so that it becomes 63. Third, place the number between 6 and 3 so that it becomes 693 (Razak, 2019:92) (Andriyani & Razak, 2022:63).
 - 4) Manual multiplication of decimal numbers usually takes a relatively long time. It takes at least 45-90 seconds to get the product $672 \times 999 = 671,328$. In addition, the results have the potential to be wrong. Prepare a writing instrument such as a pencil. Also prepare a piece of paper. Those are the 2 tools needed for the calculation process and at the same time to get the product manually which only takes < 7 seconds. The material for multiplication is decimal numbers. They are 672×999 . This special multiplication material is for the 999 family with 3-digit numbers like 672. This is the quick calculation process for $672 \times 999 = 671,328$. First, write down the number 671, namely hundreds of thousands, tens of thousands, and thousands; this figure is obtained from 672 minus 1 constant. Second, determine the hundreds number, namely 9 constants minus 6, namely 3. Third, determine the tens value by subtracting 9 constants from 7, namely 2. Fourth, determine the unit value by subtracting 9 constants from 1, namely 8. Fifth, combine the results of the first step, namely 671 with step-2 to step-4, namely 328, so that it becomes 671328. Sixth, adjust writing with spelling so that it becomes 671,328 (Razak, 2019:99)
- Fourth, the relationship bias between the sender and the questionnaire filler. Students who fill out the questionnaire have an emotional rela-



tionship with education. The sample member students were a group of grade 7 students at MTs Negeri 2 Pekanbaru while the sender of the questionnaire was a teacher, namely the Indonesian language teacher at MTs Negeri 2 Pekanbaru. Maybe they don't feel comfortable if they fill in for choices they don't like, let alone for choices they really don't like. It is estimated that the completed questionnaire will affect the value of Indonesian which is not in line with their expectations. From a research perspective, actually students as members of the sample who fill in according to their own attitudes are very valuable data. This is because the data can also be used as material for consideration in making any decisions related to research data.

CONCLUSION

There are 2 research conclusions that are in line with the formulation of the research problem. The conclusion is presented as follows:

- 1) assessment of 7th grade students of MTs Negeri 2 Pekanbaru on the use of google form media based on online journal scientific articles in learning procedural text writing skills in the very good category;
- 2) there was no difference in the assessment of grade 7 MTs Negeri 2 Pekanbaru towards the use of google form media based on online journal scientific articles in learning procedural text writing skills per sample group.

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