DEVELOPMENT OF EXPLANATORY TEXT ASSESSMENT INSTRUMENTS IN *BAHASA* INDONESIA LEARNING IN EIGHT GRADE OF SMP 2 LINGGO SARI BAGANTI, KABUPATEN PESISIR SELATAN

*Irmayacandra[1], Atmazaki[2], and Syahrul [3]

[1]Language and Literature of Bahasa Indonesia Study Program, Universitas Negeri Padang
[2]Language and Literature of Bahasa Indonesia Study Program, Universitas Negeri Padang
[3]Language and Literature of Bahasa Indonesia Study Program, Universitas Negeri PadangEmail:
Email: chandrairmaya@yahoo.co.id

ABSTRACT

This research aims to develop products of *Bahasa Indonesia* assessment instruments and learning process of the class in Eight Grade of SMP 2 Linggo Sari Baganti Kabupaten Pesisir Selatan, The products are consists of learning assessment and questionnaire assessments. This study adapted the development model. Based on the test results, the product has a validity (content and construct), reliability, practicality, applicability, as well as the attractiveness; and after revisions, the products assured as feasible to implement.

Keywords : Assessment Instrument, Explanatory text.

INTRODUCTION

In the field of education, assessment is very important. It aims to see the extent of the learning process accomplished, especially for students, as a guide for teachers to improve the learning process. The assessments result also can explain the reason why the student fail in the learning process. If there are errors in the process of retrieving information on learners it can lead to errors in the setting of the judge's decision.

Implementation of Permendikbud Number 66 of 2013 on Standards for Educational Assessment services impacts assessment system, including forms and assessment techniques that teachers do in the classroom. Rate class is an internal assessment *(Internal assessment)* done by the teachers to assess the competence of

learners at a certain level. Therefore, 2013 Curriculum has mandated the use of classroom assessment system in order to know the progress and achievement of various basic competence of learners. Based on the limited observations conducted on two Indonesian teachers, one class of Eight Grade of SMP Negeri 2 Linggo Sari Baganti and the other at eighths grade SMP Negeri 5 Linggo Sari Baganti , it is known that the Indonesian teacher in SMPN 5 Linggo Sari Baganti provide an assessment of students' writing by just giving points or grades without clear criteria and feedback on student's mistakes. While the other teacher at SMP 2 Linggo Sari Baganti has begun to determine the category of competence to be assessed, such as content, grammar, and vocabulary, but the assessment model does not describe what performances expected and unexpected from students. The assessment model also does not specify the scoring scale for each competency. The assessment form is less meet the conditions as stipulated in the Curriculum 2013 on authentic assessment. In fact, Curriculum 2013 has contained a number of standards core competency for each teaching subject. One core competence consists of four basic competencies. Basic competency is developed into a number of indicators of learning outcomes achievement. This indicator will be the reference in designing an assessment model.

Without any mean to be a know-it-all to the concerned teacher, on this observation the researchers noticed that the assessment activities carried subjective inclined, by scribbling student's work which is considered wrong and then for no apparent reason teachers give a specific score. This assessment process seem "arbitrary" or "perfunctory." Therefore, this method of assessment is less accountable for its objectivity. Zainul and Mulyana (2003) stated "subjective assessment will cause a loss of reliability and fairness in the assessment." In addition, according to the indicators of competencies achievement that have been developed by teachers in the Learning Implementation Plan (LIP), the assessment technique should be based on demanded indicators to create a writing, instead of giving a nonsense scribble in final score sheet.

Based on the above findings, it is known that both Indonesian teachers at two different schools are not using proper assessment techniques for all three domains, namely assessment of cognitive, affective, and psychomotor in assessing learning Junior High School eighth grade works. This triggers different ways of assessment done by

teachers in schools, because they do not have a standard benchmark that can be used to assess the three domains of a text for more accurate, valid, and objective evaluation. In order to overcome this, it is necessary to develop an assessment rubric of cognitive, affective, and psychomotor. Rubric is a benchmark that contains the assessment criteria in the form of instruments that can be used by teachers as a reference in assessing the learning outcomes of students.

The existence of a rubric to assess learning outcomes of Eighth graders' writings is expected to help teachers and learners in learning Bahasa Indonesia. The rubric can be used as a benchmark for teachers, in analysing the learning outcomes of students. Formally a scoring rubric is designed as a guide comprising criteria of each competency that wanted to be assessed, so that the assessment provided become more objective and accurate. Therefore, the reliability of a rubric should be accountable.

Assessment with a rubric is considered *reliable* if the results consistency values tend to be similar when the work was rated by several different teachers *(Inter-ratters reliability) (B*rown, 2004). As for the students, the use of an assessment rubric expected to foster the Self-evaluation in assessing whether the results of their learning is good or not. This will trigger the ability of Self-assessment on the learner toward the study outcomes they have made. Therefore, researchers are challenged to develop a rubric assessment to Eighth graders' text learning that can be used by *Bahasa* Indonesia teachers in assessing the learning outcomes of students in junior high school. It is intended for teachers' assessment of the learning outcomes can be more objective, reliable and accurate.

Based on the above problems, the researchers developed a scoring rubric for text learning in second year classes of Junior High school. This research produced an assessment rubric which can be a reference for teachers in measuring competences achievement of learners in accordance with basic competencies in each domain that must be mastered by the learners listed on the provisions of the Indonesian Government Regulation No. 32 of 2013 concerning amendments to the Government Regulation No. 19 of 2005 on national education standards, as well as on every aspect of the realm of the assessment also translated each realm levels based on learning objectives of Bahasa

Indonesian text that will be tested on a limited basis in the SMP 2 Linggo Sari Baganti Junior High School.

METHOD

This type of research is development research. Research and development (R & D) is a process or steps to develop a product or improving an existing product that can be accounted for (Sukmadinata, 2005). This means that the product must be applied in the learning process (adaptable) in the field. Products in the form of objects or equipment (hardware) such as books, modules, teaching aids in the classroom or laboratory. In this study, the development of learning tools and products produced in the form of explanatory text assessment instruments. This study used a qualitative approach to describe the process of the development of assessment instruments and the explanatory text using quantitative approaches to describe the quality and implementation of assessment instruments explanatory text. In this study, the development was conducted using 4-D model of development as proposed by Thiagarajan, et al (in Trianto, 2014: 232). 4-D model of the development consists of four stages, namely (1) define, (2) design, (3) develop, and (4) disseminate.

RESULTS AND DISCUSSION

The findings of this development starting from product design of explanatory text assessment. The final products aimed are in the form of explanatory text assessment guidelines used by teachers, and instruments explanatory text assessment for students. The materials selected in conducting explanatory text assessment are the explanatory text material. Originally the two drafts designed to be very simple, the first time viewed the cover were not interesting nor impressing. When researchers wanted to validate explanatory text assessment instruments, then validation III suggested to insert the image in order to make it more attractive. Further revisions were made based on validation, teachers and students feedback thus the assessment instrument become valid, practical and effective.

Product trials conducted to determine the impact on students and teachers product seen from the student activity, the outcomes scored by student, as well as the responses of students and teachers. Due to limited manpower and time, then this implementation is limited to a basic competence. The basic competencies picked are writing explanatory text. The development of explanatory text assessment instruments is done directly.

Fulfilment of student worksheets done by one person assigned as the observer named Irmaya Candra. The analysis result of overall student observation activity amounted to 93.55% with a very active category in accordance with a modified Likert scale. Students Activities classified as very active during the use of assessment instruments which include students receiving the instrument of explanatory text, doing the explanation text assignment in groups, deploying the provided materials and tools, actively participating in group activities, and doing worksheets individually. For student learning outcomes seen in the cognitive aspect taken from the four types of activities. The activities are 1) Determining an explanatory text elements 2) Determining the characteristics of text 3) Determining the identity of the general idea 4) Rewriting the explanatory text 5) Exemplifying the explanatory text. It was concluded that the average overall student learning outcomes are seen from the four types of activities which amounted 85,31 classed in excellent category in accordance with modifies Likert scale. It can be concluded that the developed assessment of explanatory text products can improve student learning outcomes.

Filling student questionnaire responses done to eighth graders to follow development of assessment instruments of explanatory text. The analysis showed that the value of the instrument practicality of explanatory text assessment as a whole is 81.39% categorized as very practical. It is seen from 8 students with a percentage of 18.61% state the assessment instruments is practical. While 35 students with 81.39% state the assessment instruments explanatory text is very practical in accordance with a modified Likert scale. From this analysis we can conclude that assessment instruments developed is very practical based on the assessment done by the students.

Analysis result of questionnaire responses of eighth grader teachers toward the explanatory text assessment instrument is 88.64% which is categorized as very practical

in accordance with a modified Likert scale. From this analysis it can be concluded that the assessment rubric developed is very practical based on the assessment done by the teacher.

Obstacles encountered in this study is the timing of the implementation which coincides with ineffective days at school, so the teacher must give special learning strategies when the implementation. The implementation also coincided with the remedial days of mid semester, which led to a very limited time available. Explanatory Text is not only a bank of work results of learners, but also a resource for teachers and learners. Explanatory Text assessments in *Bahasa* Indonesia class can be used to achieve several objectives, namely respecting the process of learning, documenting ongoing learning process, paying more attention to learners, enhancing self-reflection, and improving the effectiveness of the teaching process.

Seeing the benefits of explanatory text assessment for the advancement of learners, at least encourage school superintendent to instruct teachers in schools to use explanatory text assessment to measure the learning outcomes. The superintendent shall supervise the use of explanatory text assessment in order to avoid misapplication of it and can be applied appropriately. In addition to the school superintendent, the developer also required to continue promoting the assessment training on teacher in order to identify and understand the use of rubric explanatory text assessment, so that the ignorance of teachers concerning the assessment can be reduced, which in turn can improve the quality of school education.

CONCLUSION

Based on the analysis results of data and discussion it can be concluded that the product is valid, practical, and effective assessment tool to score explanatory text. It is seen from the validity and feasibility of the assessment includes the content, language and presentation, this product have been categorized as very valid. Further the explanatory text assessment has been considered as practical, based on the responses of teachers and students which rate the product as very practical. As for the effectiveness, it considered effective. It is seen from the student activity with a very active category, as

well as the overall student learning outcomes with excellent category. Thus, the assessment product developed assessment able to increase the activity and student learning outcomes.

REFERENCES

Ade, D. 2013. Pengembangan Instrument Rating Class Based on Material Sciences Subjects Excretion system Class XI Science High School. Thesis. Padang: Post Graduate Program UNP.

Anderson, LW. 1996. The effective Teacher Study Guide and Reading. The McGraw-Hill Companies: International Edition.

Anwar, S. 2009. Competency-Based Assessment. Padang: UNP Press.

Arikunto, S. 2010. Fundamentals of Educational Evaluation. Jakarta: PT. Earth Literacy.

Atmazaki. 2013. Assessment Alternatives in Learning Indonesian. Padang: UNP Press.

Borg and Gall. 1983. Education Research: An Introduction 4th edition. New York: Longman.

Budimansyah, D. 2002. Learning and Assessment Model Portfolio. Bandung: Genesindo.

Chodijah. 2012. Development of Physics Education Devices Using Guided Inquiry Equipped Models Portfolio Assessment at Circular Motion material. Physics Education Research Journal (online), Vol. 1, No. 1. (http://ejournal.unp.ac.id/index.php/jppf/article/view/603, Accessed February 27, 2015).

Dimyati and Mudjiono. 2006. Teaching and Learning. Jakarta: Rineka Reserved.

Fitriyeni. 2014. Development of Holistic Evaluation Instrument Class XI Science High School. Thesis. Post Graduate Program UNP.

Gani, E. 2013. Writing Scientific Work and Applied Theory. Padang: UNP Press.

Hermawan, A. 2012. Analysis and Design of Information Systems Teacher Certification Portfolio Assessment (SIPPO Segu) Case Studies Portfolio Assessment Department of Education Teacher Certification Salatiga. (http://repository.uksw.edu/handle/123456789/2457, Accessed February 28, 2015).

Riduwan. 2012) Measurement Scale Research variables. Bandung: Alfabeta.

Salvia, J. and Ysseldyke, JE 1996. Assessment 6 th Edition.Boston: Houghton Mifflin Company.

Zainul, A. 2001. Alternative Assessment. Jakarta: Inter-University Center for Instructional Activity Improvement and Development. more