

TABLE OF CONTENTS

	<i>Page</i>
APPROVAL SHEET	i
ORIGINAL STATEMENT PAGE.....	ii
FINAL THESIS PUBLICATION APPROVAL PAGE FOR ACADEMIC INTEREST	iii
BIOGRAPHY	iv
ABSTRACT	v
PREFACE.....	vi
TABLE OF CONTENTS.....	viii
LIST OF FIGURES	xi
LIST OF TABLES	xii
LIST OF ATTACHMENTS.....	xiii
CHAPTER I INTRODUCTION.....	1
1.1. Background	1
1.2. Problem Identification	4
1.3. Scope.....	5
1.4. Problem Formulation	5
1.5. Problem Limitation	5
1.6. Research Objectives	6
1.7. Research Benefit	6
1.8. Operational Definition	7
CHAPTER II LITERATURE REVIEW	8
2.1. Theoretical Framework	8
2.1.1. Definition of Test	8
2.1.2. Learning Outcomes Test.....	9
2.1.3. Function of Test.....	11
2.1.4. Classification of Test.....	12
2.1.5. Forms of Test.....	13
2.1.5.1. Subjective Test.....	13
2.1.6. Characteristics of Good Test	16

2.1.6.1. Validity	16
2.1.6.2. Reliability	18
2.1.7. Analysis of Test Item Quality.....	19
2.2. Assessment.....	20
2.2.1. Definition of Assessment	20
2.2.2. Function of Assessment.....	21
2.3. Revised Bloom's Taxonomy.....	22
2.3.1. Cognitive Domain	24
2.3.2. Knowledge Dimension	27
2.3.3. Procedural Knowledge	28
2.3.4. Procedural Knowledge Indicator	30
2.4. Research and Development.....	31
2.4.1. Definition of Research and Development	31
2.4.2. Research and Development Stages with ADDIE Approach	32
2.5. Fluid dynamic Topic	34
2.5.1. Ideal Fluid.....	34
2.5.2. Continuity Equation.....	34
2.5.3. Bernoulli's Law	36
2.5.4. Application of Bernoulli's law	38
2.6. Relevant Research.....	45
2.7. Framework of Thinking	47
CHAPTER III RESEARCH METHOD	48
3.1. Location and Time of Research	48
3.2. Type of Research	48
3.3. Research Design.....	48
3.4. Data Collection Technique.....	49
3.5. Research Instruments	49
3.5.1. Validation Sheet	49
3.5.2. Procedural Knowledge Essay Test	49
3.5.3. Student Response Sheet.....	50
3.6. Research Procedure.....	50
3.7. Data Analysis	57

3.7.1. Qualitative Study	57
3.7.2. Quantitative Study	58
3.7.2.1. Validity	58
3.7.2.2. Reliability	58
3.7.2.3. Discriminating Power	60
3.7.2.4. Difficulty Level	61
3.8. Student Response Test	62
3.9. Eligibility Standards of Item Test	63
CHAPTER IV RESULT AND DISCUSSION.....	64
4.1. Research Result.....	64
4.1.1. Analyze.....	64
4.1.1.1. Need Analyze.....	64
4.1.1.2. Literature Analyze	65
4.1.2. Design.....	67
4.1.2.1. Research Instrument Planning.....	67
4.1.2.2. Test Instrument Design.....	68
4.1.3. Develop.....	68
4.1.3.1. Expert Validation.....	68
4.1.4. Implement.....	70
4.1.4.1. Implementing in Small Class.....	70
4.1.4.2. Implementing in Large Class.....	73
4.1.5. Evaluate	76
4.1.5.1. Students Response	76
4.1.5.2. Students Procedural Knowledge.....	78
4.2. Discussion	81
CHAPTER V CONCLUSION AND SUGGESTION	86
5.1. Conclusion	86
5.2. Suggestion.....	87
REFERENCES.....	89
ATTACHMENT.....	93

LIST OF FIGURES

	<i>Page</i>
Figure 2.1. Relationship between knowledge and cognitive process.....	31
Figure 2.2. A flow tube having a variable cross section	35
Figure 2.3 On Bernoulli's equation.....	37
Figure 2.4. Torricelli's law on effluent.....	38
Figure 2.5. Bernoulli's law-based pressure measurement	39
Figure 2.6. Venturi tube used to measure volume flow.	39
Figure 2.7. Pitot Tube.....	40
Figure 2.8. Suction of a gas by a liquid using a water-jet pump	41
Figure 2.9. Sprayer used to suck liquid into an air flow.	41
Figure 2.10. Airplane Wing Lift.	42
Figure 2.11. Sailboat sailing in the sea.....	42
Figure 2.12. A fluid escaping from a room.	43
Figure 3.1. Graph of Research Procedure	67
Figure 4.1. Validity of Small Class Test	71
Figure 4.2. Difficulty Level of Small Class Test	71
Figure 4.3. Discriminating Power of Small Class Test	72
Figure 4.4. Validity of Large Class Test	74
Figure 4.5. Difficulty Level of Large Class Test	74
Figure 4.6. Discriminating Power of Large Class Test	75
Figure 4.7. Students Procedural Knowledge on Special Skills	80
Figure 4.8. Students Procedural Knowledge on Algorithms Procedure	80

LIST OF TABLES

	<i>Page</i>
Table 2.1. Difference between Bloom's Taxonomy	23
Table 2.2. Revised Bloom's Taxonomy	23
Table 2.3. Cognitive Process Dimension	25
Table 2.4. Knowledge Dimension	27
Table 2.5. Questions Indicator Based on Procedural Knowledge	30
Table 2.6. Relevant Research	45
Table 3.1. Characteristic of Lawshe Validity	57
Table 3.2. Validity Criteria	58
Table 3.3. Intrepretation of Reability Value	59
Table 3.4. Criteria of Discrimatin Power in Test Item	60
Table 3.5. Difficulty Level Criteria	61
Table 3.6. Student Response Draft	62
Table 3.7. Criteria of Item Test Eligibility	63
Table 4.1. Research Instrument Planning	67
Table 4.2. Summary of Test Instrument	68
Table 4.3. Suggestions for Instrument Revision	69
Table 4.4. Results Calculation of Validity of Small Class Test	70
Table 4.5. Results Calculation of Difficulty Level of Small Class Test	71
Table 4.6. Results Calculation of Discriminating Power of Small Class	72
Table 4.7. Quantitative Analysis Results of Small Class Test	73
Table 4.8. Results Calculation of Validity in Large Class Test	73
Table 4.9. Result Calculation of Difficulty Level in Large Class Test	74
Table 4.10. Results Calculation of Discriminating Power in Large Class Test	75
Table 4.11. Interpretation of Implementing in Large Class	76
Table 4.12. Students response in Small Class	77
Table 4.13. Students response in Large Class	78
Table 4.14. Score of Categorization	79
Table 4.15. Students Procedural Knowledge based on Indicator	79
Table 4.16. Students Procedural Knowledge based on Types	80

LIST OF ATTACHMENTS

	<i>Page</i>
Attachment 1. Class XI Syllabus of Fluid Dynamic Topic	93
Attachment 2. Draft Test Design	95
Attachment 3. Assessment Rubric	131
Attachment 4. Expert Validation	133
Attachment 5. CVR and CVI Analyze	139
Attachment 6. Revise Development Test After Validation	140
Attachment 7. Test Instrument based on Procedural Knowledge	148
Attachment 8. Analysis Results of Small Class Implementation Test	152
Attachment 9. Discriminating Power of Small Class	154
Attachment 10. Students Response of Small Class	155
Attachment 11. Test Instrument in Implementation of Large Class.....	156
Attachment 12. Analysis Results of the Large Class	160
Attachment 13. Discriminating Power of Large Class	163
Attachment 14. Students Response of Large Class	165
Attachment 15. Student Procedural Knowledge on Special skills	168
Attachment 16. Student Procedural Knowledge on Algorithms	171
Attachment 17. Research Documentation	174
Attachment 18. Research Permission Letter.....	175
Attachment 19. Research Response Letter	176