

Development of Written Assessment Instruments in Learning Exposition Text Materials for Class X Students of Sma Negeri 1 Bagan Sinembah

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Abstract: This article is part of the final project research entitled the development of Indonesian language teaching materials on exposition text material. The problem in this research is how is the written assessment instrument in the realm of knowledge and skills in the learning of exposition text material for class X students. The purpose of this study is to produce a written assessment instrument for the realm of knowledge and skills that will be applied to the exposition text material in Indonesian class X learning that can be used. as an assessment in class. The research method used is the Research and Development (R&D) design method. The steps of the development procedure used are: (1) potential and problems; (2) data collection; (3) product design; (4) design validation; (5) design revision; (6) product trial; (7) product revision; (8) trial use; (9) product revision; and (10) production. The results of this study are said to be feasible because the average score obtained from the expert test questionnaire for the construction aspect is 3.5, the substance aspect is 3.6, and the language aspect is 3.65 so that the assessment tool is feasible to use.

Keywords: Exposition, Instrument Development, Assessment.

Introduction

Assessment is important in learning, without an assessment the teacher cannot know the students' ability to receive the information that has been given. The assessment is designed and implemented by the teacher in accordance with the planning and implementation of learning (Arikunto, 2012: 35). The assessment system must be developed in line with the development of the learning model and strategy used. Assessment is used by teachers to determine the ability of students to master the learning objectives that have been set, also to find out which parts of the teaching program are still weak and need to be improved. One of the methods used in the assessment includes using test data collection techniques, through tests. we can find out the ability of students to accept the learning that has been given.

In the 2013 Curriculum learning, an assessment is needed that can be used to assess all aspects comprehensively. Comprehensive means that the assessment is carried out starting from the input, process, to the output of students in learning or known as authentic assessment (Kemendikbud, 2013: 3). Authentic assessment consists of several types, including performance assessment, project, portfolio, and written. Authentic assessment is done by assigning students to carry out a task and teachers use rubrics in assessing student performance (Kunandar, 2013: 35). One of the test assessments is a written test in the form of a common description to be implemented in the 2013 Curriculum because this test requires students to be able to remember, understand, organize, apply, analyze, synthesize, evaluate, and so on for the material that has been studied. Every test or assignment related to students' knowledge and skills should have a reference or benchmark in assessing. The assignments given can help students further develop their knowledge and skills and can be assessed objectively.

The purpose of learning Indonesian at school is to improve students' language skills which consist of four skills, namely listening, speaking, reading, and writing. (Dalman, 2012: 3). Learning to write is one of the skills that must be mastered by students. In writing skills, students can express their ideas or ideas in written form. In learning Indonesian, there is material about

writing exposition text which is one of the activities of students to express ideas or ideas about the knowledge that students already have. Exposition text is a type of text that describes or describes a main idea that can broaden the view or knowledge of the reader (Kosasih, 2013: 39). After doing the writing activity,

Based on observations made at SMA Negeri 1 Bagan Sinembah, it can be seen that the school has implemented the 2013 Curriculum in classroom learning, but the problem is in the assessment carried out by the teacher, it has not fully used the assessment recommended by the 2013 Curriculum, there is no specific assessment for each class. the material being studied. Teachers judge more on knowledge (cognitive), students are given assignments and then the teacher assesses them. Whereas skills are also very closely related to student knowledge, and assessment is needed in assessing student skills. From this skill assessment, teachers can find out how students develop their knowledge in the form of writing skills. From the observation, the researcher believes that the assessment needs to be developed again. A good teacher needs to have the skills to develop various forms of instruments to measure the achievement of student competencies. In this case, the researcher is interested in developing an authentic written assessment instrument in the realm of students' knowledge and writing skills in the even semester X class material, namely KD exposition text material 3.1 Understanding a coherent exposition text in accordance with the characteristics of the text to be made both orally and in writing and 4.2 Producing a coherent exposition text in accordance with the characteristics of the text to be made both orally and in writing. With these instruments and assessments, it is hoped that teachers can be more objective in assessing students, in addition to being objective in assessment, teachers can also find out the weak points of students in learning so that teachers can make improvements to the material. As for students, to improve their ability and thinking power, as well as develop skills from the knowledge they have in written form.

Research Methods

The design used in this study is a research and development design (Research and Development). The development in question is the creation of a written assessment tool for exposition text material for high school. It is hoped that the resulting written assessment can be used as an evaluation in learning and can assess learning outcomes objectively through the application of a scientific approach. According to Sugiyono (2014: 297) development research is often known as Research and Development (R&D) is a research method used to produce certain products, and test the effectiveness of these products.

The development procedure used is according to Sugiyono (2013: 298) with the steps, (1) potential and problems; (2) data collection; (3) product design; (4) design validation; (5) design revision; (6) product trial; (7) product revision; (8) trial use; (9) product revision; and (10) production.

Data collection techniques in this study using a questionnaire. Questionnaire is a data collection technique by giving a set of written questions to respondents to answer. In this study, the distribution of questionnaires was carried out at the design validation stage, product trial, and usage trial stage. To find out the suitability, convenience, and usefulness of the developed device, it was done by distributing questionnaires to Indonesian language lecturers and Indonesian language teachers. At the product trial stage, a questionnaire was given to 1 Indonesian teacher at SMA Negeri 1 Bagan Sinembah. Then at the trial stage of use, questionnaires were given to 2 Indonesian teachers at SMA Negeri 1 Bagan Sinembah. At the product trial stage and usage trial, the provision of questionnaires to Indonesian language teachers aims to determine the suitability,

Results and Discussion

Development Research Results

The main result of this research is a written assessment instrument set for exposition text learning in high school. The results obtained are written assessment instruments in the form of

question grids, question sheets, rubrics and scoring guidelines to obtain final grades, assessment sheets, final score recapitulation, and adding self-assessment (students' honest attitude in working on questions). There were 30 questions consisting of 15 multiple choice questions, 10 BS questions, and 5 description questions. The discussion of each stage carried out in the development procedure is carried out as follows.

1. Potential and Problems

Potentials and Problems was conducted to collect information about the need for written assessment tools in exposition text learning in high school. The search for potentials and problems was carried out at SMA Negeri 1 Bagan Sinembah by conducting interviews with Indonesian language teachers. Based on the results of interviews conducted at SMA Negeri 1 Bagan Sinembah, schools have used learning tools that refer to the 2013 Curriculum, teachers have also used written assessment tools to assess student learning outcomes, but they are still subjective in assessing student work. Written assessment is one of the authentic assessment tools to assess student learning outcomes,

2. Data Collection

Data collection is carried out starting from collecting data such as the results of interviews to reveal potential and problems, collecting theories to develop products that will be made based on existing problems, seeking information from books or the internet regarding written authentic assessments. The results of this data collection are used for additional researchers in developing the product to be made. The theories collected are also to guide researchers in producing products that will be made in accordance with the objectives to be achieved to be able to assess the aspects that have been studied.

3. Product Design

The resulting product design is in the form of an overview of the authentic assessment tool that will be made. The product developed by the researcher consists of a cover (the cover made is a cover containing the author's title), the content section (written assessment tool grids, question sheets, answer keys, assessment rubrics (the rubrics are made referring to answers that reduce subjectivity) students in answering questions), scoring guidelines, assessment sheets, self-assessment (honest attitude) and student final score recapitulation sheets.

4. Design Validation

Design or product validation is carried out by an evaluation expert lecturer and a lecturer in Indonesian language and literature. Expert validation was carried out on three aspects, namely the construction aspect, the substance aspect, and the language aspect. Overall, the written assessment tool is good (adequate) to use, because it has fulfilled all three aspects (construction, substance, and language), the construction aspect is 3.33 which has good criteria (decent), while validator 2 gives a score of 3.67 which has very good criteria. good (very decent), the substance aspect of validator 1 gives an assessment of 3.6 and validator 2 gives a score of 3.4 which has very good criteria (very decent), and the language aspect of validator 1 gives a score of 3.5 and validator 2 gives a score of 3.75 which has very good criteria (very worthy). From the results of the validity of the two validators,

5. Design Revision

The design revision was carried out after expert testing by the validator regarding the written assessment tool. Design revisions are carried out to improve product design before the product trial and usage trials are carried out. Improvements are made by referring to suggestions and input from experts.

6. Product Trial

Based on product trials that have been carried out by researchers on teachers at SMA Negeri 1 Bagan Sinembah 2 Indonesian language teachers, the product developed by researchers is very useful for assessing students' knowledge and skills and assisting teachers in assessing student work. The usefulness test got a score of 3.15 from teacher 1 and teacher 2 gave a score of 3.30 both of which had good criteria (useful), the suitability test of teacher 1 gave a score of 3.30 and teacher 2 gave a score of 3.5 which had very good criteria (very suitable), and the convenience test of teacher 1 gives a score of 3.6 and teacher 2 gives a score of 3.7 which has very good criteria (very easy).

7. Product Revision

Product revisions are carried out based on suggestions and input from assessors. Based on the results of product trials that have been carried out to teachers, the product has been considered good and feasible to use because the average suitability, convenience, and usefulness test has good and very good criteria and there are no suggestions given by the assessor so there is no need for improvement.

8. Trial Usage

The experiment was carried out by the researcher on class X students at SMA Negeri 1 Bagan Sinembah to determine the effectiveness of the product. The effectiveness of the product is seen from the test results of 35 students.

a. ANATES Results for Multiple Choice Questions

The results of the test to students were analyzed using ANATES to analyze each item to see the reliability of the test, the differentiating power of the questions, the level of difficulty of the questions, the superior group and the asor group. Based on the test to students, obtained reliability of 0.77 for multiple choice questions (PG) with high criteria and an average of 7.78. High reliability indicates that authentically written assessment tools are consistent for use at other times and with different subjects.

b. Results for Problem Description

The results of the test to students were analyzed using ANATES to analyze each item to see the reliability of the test, the differentiating power of the questions, the level of difficulty of the questions, the superior group and the asor group. Based on student trials, it was obtained that the reliability was 0.79 for essay questions with high criteria and an average of 47.83. High reliability indicates that the authentic written assessment tool is stable to be used at other times and with different subjects.

9. Product Revision

Revisions are made to improve the product again after trial use. Revisions were made based on student results after the product was tested. Based on the results of testing to students, it can be seen that the questions are accepted or can be used, need to be revised, and discarded. The researcher made improvements to the questions with the revised category. Improvements are made by changing the sentences or choices in the answers and using language that is easier to understand and writing procedures and EYD rules. Of the 15 multiple choice questions, there are 3 questions that need to be revised, of the 10 BS questions with reasons there are 2 questions that need to be revised, and from the 5 essay questions there are 2 questions that need to be revised.

10. Production

The final product in this development research is a written assessment tool for expository text learning that contains a grid of questions, question sheets, rubrics and scoring guidelines for obtaining final grades, assessment sheets, recapitulation of final grades, and adding self-

assessment (students' honest attitude in doing work). question). There were 30 questions consisting of 15 multiple choice questions, 10 BS questions, and 5 description questions. Questions are used to measure students' knowledge and skills. The questions made in this assessment are aimed at improving students' abilities and knowing students' writing skills. Researchers also added student self-assessment (honest attitude) after working on the given questions and process assessment. A set of written assessment instruments was developed to assist teachers in assessing aspects of students' knowledge and skills in the classroom and to help teachers measure students' thinking and memory skills about the material they have learned. The feasibility of this written authentic assessment tool has been tested by expert evaluation lecturers. Based on the results of the study, the written assessment tool was declared feasible as an evaluation tool for the realm of knowledge and skills in Indonesian language learning. After the evaluation expert test stage and was declared feasible, then the implementation of the written assessment tool was tested on 35 students of class X SMA Negeri 1 Bagan Sinembah. The results of this product trial refer to the results of the differentiating power of the questions, the level of difficulty of the questions and the reliability of the test. The feasibility of this written authentic assessment tool has been tested by expert evaluation lecturers. Based on the results of the study, the written assessment tool was declared feasible as an evaluation tool for the realm of knowledge and skills in Indonesian language learning. After the evaluation expert test stage and was declared feasible, then the implementation of the written assessment tool was tested on 35 students of class X SMA Negeri 1 Bagan Sinembah. The results of this product trial refer to the results of the differentiating power of the questions, the level of difficulty of the questions and the reliability of the test. The feasibility of this written authentic assessment tool has been tested by expert evaluation lecturers.

Based on the results of the study, the written assessment tool was declared feasible as an evaluation tool for the realm of knowledge and skills in Indonesian language learning. After the evaluation expert test stage and was declared feasible, then the implementation of the written assessment tool was tested on 35 students of class X SMA Negeri 1 Bagan Sinembah. The results of this product trial refer to the results of the differentiating power of the questions, the level of difficulty of the questions and the reliability of the test. Furthermore, the implementation of the written assessment tool was tested on class X SMA Negeri 1 Bagan Sinembah as many as 35 students. The results of this product trial refer to the results of the differentiating power of the questions, the level of difficulty of the questions and the reliability of the test. Furthermore, the implementation of the written assessment tool was tested on class X SMA Negeri 1 Bagan Sinembah as many as 35 students. The results of this product trial refer to the results of the differentiating power of the questions, the level of difficulty of the questions and the reliability of the test.

Discussion

In this discussion, a description of the usefulness, suitability, and convenience of the product developed according to the teacher's opinion is presented.

a. Description of the Benefits of Using Developed Products According to Teacher's Opinions

The usefulness of using the product developed according to the teacher's opinion is obtained by filling out a usefulness test questionnaire, respondents' opinions about the usefulness of the product at the test stage with the criteria of good (useful) and very good (very useful). Useful for teachers to use in assessing students' knowledge and skills. The benefits that teachers feel include the usefulness of the assessment rubric, the usefulness of the contents of the written assessment tool developed from the results, the usefulness of the scoring guideline, the usefulness of the product for teachers to assess aspects of student knowledge, and is useful for assessing various aspects of student skills, so that the written assessment tool developed as a result can be used. for the next stage, namely the use trial stage

b. Description of the suitability of the use of the product developed according to the teacher's opinion

Based on the results of product trials, the suitability of the use of the developed product was obtained by filling out a conformity test questionnaire by the teacher. The average teacher's opinion regarding the suitability of the product at the product trial stage with very suitable criteria, which means that the written assessment tool developed is in accordance with the existing assessment guidelines. The suitability of the product can be seen from the aspects contained in the written assessment tool developed as a result of such assessment rubrics, scoring guidelines, use of language, assessed knowledge abilities, assessed skills abilities, explanations for the use of written assessment tools developed as a result of the teacher's opinion and can be used to The next stage is the use trial stage. The suitability of the assessment tool can be seen from the material aspect, substance and language. so that the developed written assessment tool can be used to assess the knowledge and skills of students in the exposition text material.

c. Description of Ease of Use of Developed Products According to Teacher's Opinions

This convenience trial is used to find out how easy it is for teachers to use the resulting development tools. Based on the results of product trials and usage trials, the ease of use of the developed product was obtained by filling out a convenience test questionnaire. The average teacher's opinion about the ease of the product at the product trial stage has very easy criteria, which means the teacher states that the authentic assessment tool developed is easy for teachers to use. The ease of the product is known based on the aspects contained in the convenience test questionnaire such as instructions for use, questions in the assessment tool for development results, the focus of the indicators being assessed, and the ease of scoring guidelines.

Conclusion

The conclusions obtained by this development research are as follows. 1. This research produces an authentic written assessment instrument for exposition text learning in high school which has been validated with very good criteria (very feasible). The average score for the construction aspect is 3.5, the substance aspect is 3.6, and the language aspect is 3.65 so that the assessment tool is feasible to use. 2. The benefit of the developed product reached an average score of 3.18 with good (decent) criteria. 3. The suitability of the product developed has an average score of 3.43 with very good criteria (very feasible). 4. The ease of developing the product achieved an average score of 3.43 with very good criteria (very feasible). 5. The reliability of the test for multiple choice questions is 0.77 and for essay questions 0,

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