

ABSTRAK

Kalohu, Maria Gaudensiana Naba. 2012. *Pengembangan Instrumen Penilaian Pembelajaran Membaca Secara Integratif Siswa Kelas XI Semester 2 SMA Regina Pacis Surakarta Tahun Pelajaran 2011/2012*. Yogyakarta: PBSID, FKIP, Universitas Sanata Dharma. Pengembangan instrumen penilaian yang dimaksud adalah penilaian yang integratif.

Penelitian ini merupakan penelitian pengembangan untuk menghasilkan produk berupa seperangkat instrumen penilaian. Seperangkat instrumen, yaitu kisi-kisi, butir soal, pedoman penilaian, dan rubrik penilaian.

Proses pengembangan untuk menghasilkan produk instrumen penilaian meliputi: (1) Menganalisis dokumen sekolah (kisi-kisi dan soal); (2) Wawancara terhadap beberapa siswa dan guru mata pelajaran bahasa Indonesia kelas XI berkaitan dengan soal-soal yang dibuat oleh guru. Dari hasil analisis dan wawancara dapat diketahui bahwa kisi-kisi dan soal-soal yang dibuat oleh guru mata pelajaran Bahasa Indonesia kelas XI sudah baik dan perlu dikembangkan secara integratif. Misalnya KD tentang membedakan kalimat fakta dan opini, soal-soal yang dikembangkan tidak hanya berkaitan dengan KD tersebut, tetapi dapat dikembangkan dari segi ejaan, struktur kalimat, dan arti kata; (3) Uji coba soal: 40 soal pilihan ganda dan 10 soal isian singkat kepada 107 siswa kelas XI SMA Regina Pacis Surakarta; (4) Mengolah data dan menganalisis hasil tes, yaitu mengukur tingkat reliabilitas, tingkat kesukaran dan daya beda soal; (5) Menguji validitas produk instrumen penilaian dengan meminta masukan dari dua ahli yaitu guru mata pelajaran bahasa Indonesia kelas XI SMA Regina Pacis dan Dosen ahli bahasa Indonesia Universitas Sanata Dharma; (6) Revisi berdasarkan hasil uji coba dan masukan dari kedua ahli tersebut.

Dari hasil analisis data dan penilaian dari guru dan dosen ahli dapat diketahui bahwa produk yang dikembangkan oleh peneliti memiliki kualifikasi baik. Selain itu, soal pilihan ganda dan soal isian singkat yang diujicobakan, tingkat kesukaran dan daya beda soal cukup baik. Dari hasil perhitungan tingkat kesukaran butir soal pilihan ganda memberikan gambaran yang cukup jelas bahwa 40 butir soal yang dibuat peneliti tergolong soal yang mudah, sedang, dan sukar. Ada 13 butir soal (33%) tergolong soal yang *mudah*, 22 butir soal (55%) tergolong soal yang *sedang*, 5 butir soal (13%) tergolong soal yang *sukar*.

Hasil perhitungan daya beda soal pilihan ganda menunjukkan bahwa soal yang dihasilkan oleh peneliti cukup membedakan antara siswa yang pandai dengan siswa yang kurang pandai. Hasil perhitungan membuktikan bahwa soal yang tergolong *sangat baik* berjumlah 4 soal (10%), soal yang tergolong *baik* berjumlah 6

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

soal (15%), soal yang tergolong *cukup baik* berjumlah 11 soal (28%), soal yang tergolong kurang baik berjumlah 16 soal (40%), dan soal yang tergolong tidak baik berjumlah 2 soal (5%).

Dengan demikian dapat disimpulkan bahwa produk pengembangan instrumen penilaian yang disusun peneliti layak untuk digunakan dalam pembelajaran bahasa Indonesia khususnya untuk keterampilan membaca SMA Kelas XI semester 2.



ABSTRACT

Kalohu, Maria Gaudensiana Naba. 2012. *Developing a Set of Scoring Instruments in Integratively Reading Learning to the Eleventh Graders in Even Semester of Regina Pacis Surakarta Senior High School in Academic Year 2011/2012*. Yogyakarta: Language and Literature Indonesian and Local Education Study Program, Faculty of Teachers Training and Education, Sanata Dharma University.

The research aimed at producing a set of scoring instruments. A set of scoring instruments were: prediction, exercises, scoring standard, and scoring rubric.

The research procedure to produce a set of scoring instruments were (1) Analyzing school documents (prediction and exercises); (2) Conducting interview to several students and Indonesian language teachers for grade XI related to teachers-made exercises. From the result of analysis and interview, it could be indicated that prediction and teachers-made exercises were good. However, it needed to be developed integratively, for example if basic competence that was to distinguish facts and opinion sentences, developed exercises were not only related to the basic competence, but also could be developed from the spelling, sentence structure, and word meanings; (3) Try-out exercises: forty multiple choices and ten written questions to 107 eleventh graders of Regina Pacis Surakarta Senior High School; (4) Analyzing data and test: measuring the level of reliability, the level of difficulty, and the capacity of difference; (5) Testing the validity of the product by asking suggestion from one Indonesian Language teacher for grade XI in Regina Pacis Surakarta Senior High School and Indonesian Language lecturer in Sanata Dharma University; (6) Revising the product based on try-out and suggestions from two respondents.

From analyzing data and scoring from two respondents, it could be found that the product which was developed by the researcher had good qualification. In addition, multiple choices and written questions tested, the level of difficulty and the capacity of difference were good. From the result of calculating the level of difficulty of multiple choices gave clear description that forty questions were easy, medium, and difficult questions. There were thirteen questions (35%) were easy, twenty-two questions (55%) were medium, and five questions (13%) were difficult.

The result of calculation of the capacity of difference of multiple choices indicated that the question items could distinguish between smart students and not smart students. The results were four questions (10%) were very good, six questions (15%) were good, eleven questions (28%) were good enough, sixteen questions (40%) were less good, and two questions (5%) were not good.

Therefore, it could be concluded that a set of scoring instruments arranged by the researcher was good and acceptable to apply in Indonesian Language learning for eleventh graders of Regina Pacis Surakarta Senior High School, especially in reading skill.