

ABSTRAK

Deriwita, Veronika Tasya. 2012. *Pengembangan Instrumen Penilaian Pembelajaran Berbicara secara Integratif Siswa Kelas XI Semester 2 SMA Stella Duce 1 Yogyakarta Tahun Ajaran 2011/2012*. Yogyakarta: PBSID, FKIP, Universitas Sanata Dharma.

Penelitian ini merupakan penelitian pengembangan untuk menghasilkan produk berupa instrumen penilaian pembelajaran berbicara untuk siswa kelas XI semester 2. Instrumen penilaian yang dihasilkan dalam penelitian ini adalah kisi-kisi, soal, rubrik penilaian, dan kriteria penilaian untuk pembelajaran berbicara.

Proses pengembangan untuk menghasilkan instrumen penilaian meliputi: (1) analisis kebutuhan di SMA Stella Duce 1 Yogyakarta. Berdasarkan hasil analisis kebutuhan tersebut, peneliti mulai menyusun instrumen penilaian pembelajaran berbicara secara integratif; (2) menyusun spesifikasi produk instrumen penilaian pembelajaran berbicara; (3) menyusun instrumen penilaian pembelajaran berbicara; (4) menelaah instrumen penilaian; (5) melakukan revisi I berdasarkan hasil penilaian dosen ahli dan guru bahasa Indonesia kelas XI SMA Stella Duce 1 Yogyakarta; (6) melakukan uji coba produk instrumen penilaian kepada siswa kelas XI IPA-IPS di SMA Stella Duce 1 Yogyakarta; (7) melakukan analisis hasil uji coba produk instrumen penilaian; (8) melakukan revisi terhadap produk instrumen penilaian berdasarkan hasil uji coba siswa kelas XI IPA-IPS di SMA Stella Duce 1 Yogyakarta; (9) menghasilkan produk pengembangan instrumen penilaian pembelajaran berbicara.

Berdasarkan hasil penilaian guru dan dosen ahli, penilaian yang diberikan oleh dosen adalah kisi-kisi sangat baik, soal baik, rubrik penilaian dan kriteria penilaian sangat baik. Penilaian yang diberikan oleh guru adalah kisi-kisi sangat baik, soal baik, rubrik penilaian dan kriteria penilaian baik. Berdasarkan hasil uji coba, dapat disimpulkan bahwa (1) hasil perhitungan reliabilitas baik uji coba besar maupun uji coba kecil menunjukkan bahwa 50% reliabel dan 50% tidak reliabel, (2) hasil analisis butir soal uji coba kecil, soal praktik menunjukkan bahwa tingkat kesukaran komponen penilaian 50% *sedang* dan 50% *mudah*, daya pembeda yang dihasilkan adalah 50% *baik* dan 50% *cukup*, soal tertulis menunjukkan bahwa tingkat kesukaran komponen penilaian 100% *sedang*, daya pembeda yang dihasilkan adalah 25% *sangat baik*, 25% *baik*, dan 50% *kurang baik*. Untuk uji coba besar soal praktik, tingkat kesukaran yang diperoleh adalah 60% *sedang* dan 40% *mudah*, daya pembeda yang dihasilkan adalah 20% *baik*, 40% *cukup*, dan 40% *kurang baik*, soal tertulis menunjukkan bahwa tingkat kesukaran komponen penilaian 100% *sedang*, daya pembeda yang dihasilkan adalah 25% *sangat baik*, 25% *cukup*, dan 50% *kurang baik*. Berdasarkan hasil uji coba, dilakukan revisi pada bagian-bagian komponen penilaian yang mendapat tingkat kesukaran *mudah* dan daya pembeda *cukup* dan *kurang baik*.

Berdasarkan hasil penelitian tersebut, peneliti memberikan dua buah saran. Pertama, untuk keperluan pemanfaatan produk, guru dapat memakai produk yang

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dihasilkan oleh peneliti untuk melakukan penilaian pembelajaran berbicara di kelas. Kedua, untuk peneliti lain, uji coba produk sebaiknya dilakukan berkali-kali sehingga instrumen penilaian yang dihasilkan benar-benar valid dan reliabel. Peneliti harus lebih ketat dalam mengawasi siswa pada saat uji coba produk sedang berlangsung.



ABSTRACT

Deriwita, Veronika Tasya. 2012. *The Development of Integrative Speaking Practice Assessment Instruments for XI Grade Students in the 2nd Semester, Academic Year 2011/2012 of Stella Duce 1 Senior High School Yogyakarta*. Yogyakarta: PBSID, FKIP, Sanata Dharma University.

This development research was to create a set of integrative speaking practice assessment instruments for XI grade students in the 2nd semester of Stella Duce 1 Senior High School Yogyakarta. The assessment instruments which were created in this research were modules, questions, assessment columns, and assessment criteria for speaking practice.

The processes were taken to develop the product of integrative speaking practice assessment instrument consisted of: (1) analyzing the needs Stella Duce 1 Senior High School. Based on the results of the needs analysis, the researcher began to set the integrative speaking practice assessment instruments; (2) setting the specification of the integrative speaking practice assessment instruments; (3) setting the integrative speaking practice assessment instruments; (4) examining the assessment instruments; (5) doing revision I based on the assessment results and lectures, and Indonesian language teachers of grade XI Stella Duce 1 Senior High School Yogyakarta; (6) conducting trials on the assessment instrument to students grade XI of Natural Science and Social Science at Stella Duce 1 Senior High School Yogyakarta; (7) doing an analysis on the results of the trial on the assessment instruments; (8) doing a revision on the assessment instruments based on the trial results done to grade XI of Natural Science and Social Science students at Stella Duce 1 Senior High School Yogyakarta; (9) creating a development product of speaking practice assessment instruments.

Based on the assessment results which are done by teachers and lecturers, the assessments that is given by the lecturers are: the modules are very good, the questions are good, the assessment columns and assessment criteria are good. Based on the results of the trial, it is able to be concluded that (1) the result of the reliability calculation of the big and small trials shows that 50% is reliable and 50% is not reliable, (2) the analysis results on questions of the small trial, practice test shows that the difficulty levels of the assessment components are 50% *quite easy* and 50% *easy*, the distinctive features are 50% *good* and 50% *enough*, the written questions shows that the difficulty levels of the assessment components are 100% *quite easy*, the distinctive features are 25% *very good*, 25% *good*, and 50% *not good enough*. For the practice test of big trial, the difficulty levels of the assessment components are 60% *quite easy* and 40% *easy*, the distinctive features are 20% *good*, 40% *quite good*, and 40% *not good enough*, the written questions shows that the difficulty levels of the assessment components are 100% *quite easy*, the distinctive features are 25% *very good*, 25% *good*, and 50% *not good enough*. Based on the results of the trials, there is a revision on the parts of the assessment components with the level the level of difficulty *easy* and distinctive features *enough* and *not good enough*.

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Based on the results of this research, the researcher would like to give two suggestions. First, for the use of the product, teachers are able to use the product which was made by the researcher to do assessment on speaking practice in class. Second, for other researchers, product trials should be done for many times in order to create valid and reliable assessment instruments. Researchers should monitor the students strictly while the trials were in progress.

