

ABSTRAK

Raharja, Elysabeth Citra. 2012. *Pengembangan Instrumen Penilaian Pembelajaran Menyimak Integratif Siswa Kelas XI Semester 2 SMA Stella Duce 1 Yogyakarta Tahun Pelajaran 2011/2012*. Yogyakarta: PBSID, FKIP, Universitas Sanata Dharma.

Penelitian pengembangan ini bertujuan untuk: (1) menghasilkan seperangkat instrumen penilaian pembelajaran menyimak integratif, (2) menguji dan memaparkan tingkat validitas isi dan reliabilitas instrumen penilaian pembelajaran menyimak integratif, (3) menguji dan memaparkan daya pembeda dan tingkat kesukaran butir soal instrumen penilaian pembelajaran menyimak integratif.

Proses yang dilakukan dalam mengembangkan produk instrumen penilaian pembelajaran menyimak integratif meliputi, (1) melakukan analisis dokumen dan wawancara terhadap guru pengampu mata pelajaran Bahasa Indonesia kelas XI SMA Stella Duce 1 Yogyakarta, (2) menyusun spesifikasi produk yang akan dihasilkan, (3) menyusun produk, (4) menguji validitas isi produk, (5) revisi produk, (6) uji coba produk terhadap siswa kelas kelas XI SMA Stella Duce 1 Yogyakarta (7) menganalisis validitas isi, reliabilitas, daya pembeda, dan tingkat kesukaran, (8) revisi produk berdasarkan hasil uji coba, dan (9) menghasilkan pengembangan produk instrumen penilaian pembelajaran menyimak integratif.

Hasil penelitian menunjukkan bahwa, (1) skor penilaian yang diperoleh dari dosen dan guru berkisar pada angka 3-4, nilai 3 tergolong *baik* dan nilai 4 tergolong *sangat baik*, perolehan skor tersebut menunjukkan bahwa produk yang dihasilkan dapat diujicobakan kepada siswa, (2) hasil perhitungan reliabilitas *Alpha Cronbach* menggunakan SPSS 16.0 menunjukkan bahwa jenis soal pilihan ganda KD 13.1 menunjukkan *reliabel* (0.602), soal pilihan ganda KD 13.2 menunjukkan *reliabel* (0.741), soal isian singkat KD 13.1 menunjukkan *reliabel* (0.605), soal isian singkat KD 13.2 menunjukkan *tidak reliabel* (0.467), soal uraian KD 13.1 menunjukkan *reliabel* (0.606), soal uraian KD 13.2 menunjukkan *reliabel* (0.616), dan (3) hasil perhitungan tingkat kesukaran butir soal menunjukkan bahwa butir soal tergolong *mudah* berjumlah 22 butir (44%) dan butir soal tergolong *sedang* berjumlah 28 butir (56%), dan (3) hasil perhitungan daya pembeda butir soal menunjukkan bahwa butir soal tergolong *baik sekali* berjumlah 6 butir (0.0012%), butir soal tergolong *baik* berjumlah 20 butir (40%), butir soal tergolong *cukup* berjumlah 15 butir (30%), dan butir soal tergolong *jelek* berjumlah 4 butir (8%).

Berdasarkan hasil penelitian yang dilakukan, peneliti memberikan saran-saran yaitu: (1) peneliti selanjutnya diharapkan melakukan uji coba berkali-kali sehingga mampu menghasilkan produk yang lebih baik, dan (2) peneliti selanjutnya diharapkan mampu menghasilkan produk instrumen pengembangan penilaian baik untuk kelas X, XI, maupun XII.

ABSTRACT

Raharja, Elysabeth Citra. 2012. *The Development of Integrative Listening Practice Assessment Instruments for Students Grade XI Semester 2 Stella Duce I Yogyakarta Academic Year 2011/2012*. Yogyakarta: PBSID, FKIP, Sanata Dharma University.

This development research was aimed to: (1) create a set of integrative listening practice assessment instruments, (2) examine and explain the levels of the validity and reliability of the integrative listening practice assessment instruments, (3) examine and explain distinctive features and the difficulty levels of the question items of integrative listening practice assessment instruments.

The process taken to develop the product of integrative listening practice assessment instrument consisted of: (1) analyzing the document and having interviews with the Indonesian Language teacher of grade XI Stella Duce 1 Yogyakarta, (2) setting the product specifications on the products that were developed, (3) making the products, (4) testing the validity of the product content, (5) revising the products, (6) having a product testing on the students grade XI Stella Duce 1 Yogyakarta, (7) analyzing the content validity, reliability, distinctive features, and the levels of testing question items difficulty, (8) revising the products based on the testing results, (9) creating the developed integrative listening practice assessment instruments.

The results of this research showed that: (1) the testing scores gained from the lecturer were between numbers 3-4. Score 3 was in the category of *good* and score 4 was in the category of *very good*. The scores showed that the product created were able to be tested on students, (2) the result of the reliability calculation of *Alpha Cronbach* using SPSS 16.0 showed that the multiple choice questions KD 13.1 were *reliable* (0.602), the multiple choice questions KD 13.2 were *reliable* (0.741), the essay questions KD 13.1 was *reliable* (0.605), the essay questions KD 13.2 were *reliable* (0.616), (3) the results of the calculation on the question difficulty showed that there were 22 items (44%) were *easy*, 28 items (56%) were *quite easy*, (4) the results of the calculation on the distinctive features showed that there were 6 question items (0.0012%) *very good*, there were 20 items (40%) *good*, there were 15 items (30%) *adequate*, and there were 4 items (8%) *bad*.

Based on the results of the research, the researcher would like to give some suggestions. They were: (1) other researchers were supposed to test the products more than once, so that there would be better products, and (2) other researchers were supposed to be able to create better assessment instruments for grade X, XI, and XII.