

ABSTRAK

Astiwi, Budi Vita. 2012. *Pengembangan Instrumen Penilaian Pembelajaran Menulis Terintegrasi dengan Pembelajaran Membaca dan Berbicara Siswa Kelas XI Semester 2 SMA Stella Duce 1 Yogyakarta Tahun Ajaran 2011/ 2012*. Yogyakarta: PBSID, FKIP, Universitas Sanata Dharma.

Penelitian pengembangan ini bertujuan untuk (1) menghasilkan seperangkat instrumen penilaian pembelajaran menulis terintegrasi dengan pembelajaran membaca dan berbicara siswa kelas XI semester 2 SMA Stella Duce 1 Yogyakarta, (2) menguji dan memaparkan tingkat validitas dan reliabilitas instrumen penilaian pembelajaran menulis terintegrasi dengan pembelajaran membaca dan berbicara siswa kelas XI semester 2 SMA Stella Duce 1 Yogyakarta, dan (3) menguji dan memaparkan daya pembeda dan tingkat kesukaran butir soal instrumen penilaian pembelajaran menulis terintegrasi dengan pembelajaran membaca dan berbicara siswa kelas XI semester 2 SMA Stella Duce 1 Yogyakarta.

Proses yang dilakukan dalam mengembangkan produk instrumen penilaian pembelajaran menulis secara integratif meliputi: (1) menganalisis dokumen yang dipergunakan guru pengampu mata pelajaran Bahasa Indonesia kelas XI semester 2 SMA Stella Duce 1 Yogyakarta untuk dikembangkan, (2) melakukan wawancara dengan guru mata pelajaran Bahasa Indonesia kelas XI SMA Stella Duce 1 Yogyakarta, (3) menyusun instrumen pembelajaran menulis terintegrasi dengan pembelajaran membaca dan berbicara, (4) menguji validitas isi produk instrumen penilaian dengan meminta masukan dari expert judgment, yaitu dosen ahli dan guru Bahasa Indonesia, (5) uji coba produk instrumen penilaian pembelajaran menulis terhadap siswa kelas XI SMA Stella Duce 1 Yogyakarta, (6) menganalisis dan menghitung validitas, reliabilitas, daya pembeda soal, dan tingkat kesukaran butir soal dari hasil uji coba, (7) melakukan revisi terhadap produk yang sudah diujicobakan.

Hasil penelitian menunjukkan bahwa: (1) Skor penilaian yang diperoleh dari dosen berkisar pada angka 2-3 dari skala 2-4, sedangkan penilaian yang diperoleh dari guru berkisar pada angka 3-4 dari skala 2-4, jadi dapat disimpulkan tingkat validitas isi dinyatakan baik, (2) hasil perhitungan reliabilitas Alpha Cronbach menggunakan SPSS 16.0 menunjukkan bahwa jenis tes esai dikatakan **reliabel 100%**. Hasil perhitungan dari 15 butir soal terdapat 9 butir (60%) soal tergolong **mudah**, 5 butir (33.3%) soal tergolong **sedang**, dan 1 butir (6.67%) soal tergolong **sukar**, sedangkan perhitungan daya pembeda untuk 15 butir soal menunjukkan bahwa butir soal yang tergolong **sangat baik** berjumlah 2 (13.3%), **cukup** berjumlah 2 (13.3%), **kurang baik** berjumlah 11 (73.3%). Berdasarkan hasil penelitian tersebut, peneliti memberikan saran-saran, yaitu: (1) peneliti lain dapat mengembangkan penelitian yang sama dengan pengembangan instrumen lain yang lebih menarik dan kreatif, (2) peneliti lain dapat melakukan uji coba lebih dari satu kali, sehingga akan diperoleh data yang memiliki tingkat validitas, reliabilitas, tingkat kesukaran, dan daya pembeda yang baik, dan (3) pembelajaran integratif hendaknya lebih ditonjolkan lagi.

ABSTRACT

Astiwi, Budi Vita. 2012. *The Development of Assessment Instrument for Writing Learning Integrated with Reading and Speaking Lesson for the Grade XI Semester 2 Students of Stella Duce 1 Senior High School Yogyakarta of 2011/2012 Academic Year*. Yogyakarta: PBSID, FKIP, Sanata Dharma University.

The development is aimed for (1) producing a set of assessment instrument for integrated students of Reading and Speaking Lesson for class XI semester 2 Senior High School Stella Duce 1 Yogyakarta, (2) examining and describing the level of validity and reliability of the assessment instruments of integrated writing learning with the Reading and Speaking Lesson of students of class XI semester 2 Senior High School Stella Duce 1 Yogyakarta, and (3) examining and describing the distinguishing features and the difficulty level of the test items of the assessment instruments of integrative writing learning of students of class XI Senior High School semester 2.

The process used in developing the product of the assessment instruments of integrative learning writing includes: (1) analyzing the documents used by class IX Indonesian teacher of Senior High School semester to be developed, (2) conducting interview with the class XI teachers of Senior High School, (3) preparing an integrative writing learning instruments, (4) examining the content validity of the assessment instrument product by asking some suggestions from the expert judgments, i.e. Indonesian lecturers and teachers of class XI Senior High School Senior High School, (5) trying out the assessment instruments product in integrated writing learning to the students of class XI semester 2 Senior High School Stella Duce 1 Yogyakarta, (6) analyzing and calculating the validity, reliability, distinguishing matter and the level of difficulty of the items from the test results, (7) conducting revision to the existing products which have been tested.

The results of the research showed that: (1) the assessment score which was obtained from the lecturers was in the range of 2-3 of the scale of 2-4, while the assessment which was obtained from teachers was in the range of 3-4 of the scale of 2-4, so that it could be concluded that the level of content validity was good, (2) the reliability calculation of Alpha Cronbach using the SPSS 16.0 showed that this type of essay tests was **100% reliable**. The results of the calculation of 15 questions there were 9 questions (60%) which were classified as **easy**, 5 questions (33.3%) were classified as **medium**, and 1 question (6.67%) was classified as **difficult**, while the distinguishing features calculation for the 15 questions showed that the questions which were classified as **very good** were 2 questions (13.3%), **medium** questions were 2 (13.3%), **not really good** questions 11 (73.3%). Based on the results, the researcher gave some suggestions, i.e.: (1) the other researchers can develop the same research by developing more attractive and creative instruments, (2) the other researchers can conduct the test more than once, so that it obtained has high level of validity, reliability, level of difficulty, and the distinguishing features, and (3) the integrative learning should be focused more.