

Development of Instruments Reading Ability Short Functional Text for Eight Junior High School

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Abstract

Assessment of reading ability in English language learning is not directed to practice reading skills, so students assume the teaching of reading their goals solely answers questions. This study aims to design an assessment model of the ability to read short functional text in class VIII SMP with valid contents, constructs, reliable and practical. Instrument characteristics have valid and reliable scoring guidelines will provide the results of evaluation of learning in accordance with the achievement of competence in learning English. This research method is development research using Sugiyono development model. Samples of this study were 33 field test students and 100 students for usage test. The data were collected using interview guides, expert validation sheets, assessment sheets, rubrics and questionnaires. Data analysis was done on qualitative using expert hypothetical analysis and quantitative using character analysis of grains, field test analysis and usage test. The instrument shows valid content validity of 0.8 with medium criterion, reliably contents reliability of 0.731. Validity of valid construct with characteristic on path analysis each indicator has score > 0,4 while value of T each indicator has score > 1,96 and for model match show all indicator $R^2 > 0,5$ then model say good fit. The reliability of instrument construct on reading aloud shows $0.898 > 0,70$ and reading comprehension $0.895 > 0,70$ is said to be constructively reliable. Instrument reliability shows reading aloud 0,938 and reading comprehension 0,903 is said to be a reliable instrument. Practicality shows the result that the developed instrument is said to be practical. The developed instrument resulted in the guidance of the reading of standard functional text. The benefits of developed instruments are useful to enable teachers to administer student literacy assessments.

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INTRODUCTION

Assessment of learning outcomes is one of the important activities in the world of education as described in Permendikbud. Number 23 Year 2016, assessment is the process of gathering and processing information to measure the achievement of learners' learning outcomes. Implementation of the assessment is done with various assessment tools to obtain information how far learners learn in the achievement of competence.

The functional reading ability of the text must satisfy valid, objective, fair, integrated, open, comprehensive and continuous, systematic, criteria and accountable principles because the quality of the assessment instrument has a direct effect on the accuracy of the achievement status of students' reading ability. Reading is a creative critical reading process with the aim of gaining a thorough understanding of a reading, as well as an assessment of the circumstances, values, and impacts of reading. Also read as one of the learning language skills that use approaches according to the learning signs in the curriculum. Reading is intrinsically intricate, involving many things, not just pronunciation, but also involving visual, thinking, psycholinguistic, and metacognitive activity. As a visual process of reading is the process of translating symbols (letter) into words spoken.

The ability to read words should take precedence before understanding the contents of the text, because the failure to read the word will affect the understanding of the contents (Keenan, et al., 2008). Some students still have difficulties in understanding the content of the text, the notion of the word in the text, answering the question of insight on the mind of the student (Anggara, et al., 2018). Learning to read is not directed to practice reading skills, but the instructional model applied only refers to the existing book, so that students assume the teaching of reading the purpose solely answer the question (Handoko, 2016). The constraints on the assessment of performance faced by teachers are unclear scoring guidelines, the

components that are considered difficult to observe and thus tend to be ignored (Ambasari, et al., 2017).

Based on the result of discussion with English teacher of class VIII SMP N 2 Purwokerto stated the assessment on reading functional competence of text applied in the form of hard reading and comprehension. On reading the hard aspect that is considered only pronunciation and smoothness while understanding answers questions in writing that have been provided. Teachers admitted to paying little attention to harsh reading scores with aspects of emphasis on emphasis and speed. At the stage of scoring the teacher is still less guidelines assessment (rubric) to read hard so that teachers only assess subjectively. From result of research of Puspitasari et al. (2014) stated that rubric innovation needs to be more attention because it is used as a guidance on student performance appraisal and can improve conceptual understanding and foster student character.

Implementation of the English learning assessment curriculum 2013 requires authentic assessment. The main components that are measured are the ability to understand the content of reading and the ability to understand the meaning of words and the meaning of sentences. Learning to read in the classroom can be reading aloud and reading comprehension. Reading aloud is the ability to read with emphasis on intonation, pronunciation of words, in addition to the ability to understand the content of discourse. Reading comprehension emphasizes the understanding of discourse content both in general and in detail.

The ability to read (reading) is one important aspect in the ability to communicate that must be mastered for someone to succeed in his life (Ambasari et al., 2017, p.12). Roger Farr (2013) points out that "Reading is the heart of Education." This means that by reading (reading) we will learn and reason to get important information that can be a means to gain a better life. The ability to read (reading) is the ability to dig up written information. The main components that are measured are the

ability to understand the content of reading and the ability to understand the meaning of words and the meaning of sentences. The Metacognitive Strategy is related to their ability to manage their own process of learning, meaning that a foreign language teacher should emphasize processing in learning process (Kamil, 2017).

The importance of reading response theory in increasing literacy of readers and by the concept of transactional processes tends to take place in the continuum (Sanders, 2012, cited in Sofwan, 2017). Bennette (2001) Reading is the process of seeing and translating it into an idea into a concept and the whole dimension of thought. The visual process of taking information visually and translating it into the thinking dimension. Reading is a creative critical reading process with the aim of gaining a thorough understanding of a reading, as well as an assessment of the circumstances, values, and impacts of reading. Also read as one of the learning language skills that use approaches according to the learning signs in the curriculum.

Reading is intrinsically intricate, involving many things, not just pronunciation, but also involving visual, thinking, psycholinguistic, and metacognitive activity. As a visual process of reading is the process of translating the symbols (letters) into words spoken. Vocabulary the most important thing in reading comprehension, vocabulary can be interpreted as the most important component in a language (Hartono, 2017). With sufficient vocabulary mastery, it will make it easier for someone to understand what the other person is saying.

Evaluation is the process of assessing student growth in teaching and learning process (Sukardi, 2009). Achievement of student development needs to be measured, both student positions as individuals and groups. Assessment is broader than testing and measurement because it includes all types of sampling methods for example observing students' skills, knowledge and skills (Woolfolk, 2009). Assessment may be one or more procedures used to obtain information about student

performance (Linn & Miller, 2005). Daryanto & Amirono (2016) describes the assessment (appraisal) is the application of various ways of using various assessment tools to obtain about the extent of learners' learning outcomes or the achievement of competence (range of abilities) of learners.

Assessment is taking a decision, against something with reference to certain sizes such as good and bad, clever or stupid, high and low and so on (Supardi, 2015, p.10). The assessment process involves gathering evidence about the learning achievement of learners. This evidence is not always obtained through tests alone, but can also be collected through self-observation or reporting (Mardapi, 2016). Majid (2015) states skills learning is done using the principle of learning while doing. One that psychomotor learning is the ability to communicate. Skill assessment can be assessed by performance appraisal, performance appraisal is an assessment that asks students to perform a task and in actual situations that apply knowledge and skills. According to Berk (1986), performance assessment is the process of collecting data by means of systematic observation to make decisions about individuals (Mardapi, 2016).

Understanding (comprehension) is the ability of a person to understand or understand something after something is known and remembered. In other words, understanding is knowing something and can see it in many ways. A learner is said to understand something if he can give an explanation or give a more detailed description of it by using his own words. Understanding mean translation, interpolation, and interpretation of teaching materials and problems, in this study students try to answer the question content of the text.

This research focused on cognitive assessment tests in the form of oral tests. Oral test is a technique of knowledge assessment where the question form instrument forms. Oral test is a test used to measure the level of achievement of competence, especially knowledge (Majid, 2015). Oral tests are the questions the teacher gives (orally) so that the

learners respond to the question with the words as well, giving rise to courage. Answers can be words, phrases, sentences or paragraphs spoken.

Based on the exposure, the researcher has developed the instrument of reading ability model on the valid and reliable and valid functional text. It is expected that teachers will use the instruments that have been developed and can facilitate in the process of an objective assessment of the ability to read short functional text students.

METHODS

The research method used is research and development method, where the research used to produce the product in the form of guidebook. Sugiyono (2015) describes the research and development that produce certain products in the field of administration, education and other social very low.

Procedure of development in this research consists of development steps and development tool grid instrument of reading ability functional text. The following will explain the development procedure in research and development of the instrument of reading functional text reading ability. 1) Potentials and problems 2) Data collection 3) Product Design 4) Design Validation 5) Design Revision 6) Product Test 7) Product Revision 8) Usage Test 9) Product Revision 10) Product.

The subject of this research is done in SMP 2 Negeri Purwokerto Tahun Teaching 2017/2018. The population of this study is all students of class VIII SMP N 2 Purwokerto, subject of research is 33 students for a limited-scale trial to see the legibility of the instrument, while large-scale test or usage test conducted on 100 students class VIII. Data collection instruments used in the study were interviews, expert assessment validation sheets, scoring rubric, questionnaires and analyzed interview data with data analysis model Milles and Huberman.

Expert validation of lattice and rubric is done hypothetical study using walkthroughs technique. This technique is chosen because

researchers can interact directly with experts as a validator. The resulting data in the form of suggestions, material opinions, construction and systematic instruments. The validity of the content to the instrument item is done through expert agreement or expert judgment. Experts or experts in question are people who have expertise in the field using Aiken's V formula. Reliability of the content of the expert judgment by using the instrument items developed use Two Way Anova with SPSS software version 16 and the results convert to formula Ebel.

The construct validity in this research to know the truth of variables is significantly able to measure students' short functional reading ability. This is done using CFA is to see path analysis, T test, goodness of fit using software Lisrel version 9.30. The reliability test shows the extent to which the measuring instrument can give relatively the same results when the measurements are returned on the same object. According to Ghazali (2008) stated the suggested reliability value of the construct is > 0.7.

RESULT AND DISCUSSION

Result

Characteristics of reading ability assessment tool short functional text form 1) Grid instrument assessment model. 2) Weighting done in rate 3) rubric 4) Scale assessment 5) Instrument scoring techniques 6) Assessment criteria 7) Short functional text that has been provided for the assessment of students' reading ability. From the results of the conclusions of experts provide 4 experts with decent criteria and 1 Expert with criteria worthy of revision, it can be said that the instrument developed feasible to be used as a complete instrument in accordance with the rules of the existing theory.

Validity of the content to the instrument grain based on the experts above, all items of the instrument obtained Valid there are 5 items that have high validity criteria are 5, 6, 10, 11 and 15 and 10 items with medium criteria. The average result of the validity of the whole instrument is

0.8 is valid with the criterion is giving the conclusion that the instrument of reading ability of short functional text valid can be seen as follows.

Table 1. Expert Coefficient

Item	Index Aiken's V	Conclusion
1	0,8	Valid
2	0,7	Valid
3	0,7	Valid
4	0,65	Valid
5	0,85	Valid
6	0,9	Valid
7	0,8	Valid
8	0,8	Valid
9	0,8	Valid
10	0,85	Valid
11	0,9	Valid
12	0,8	Valid
13	0,8	Valid
14	0,8	Valid
15	0,85	Valid

Expert agreement shows that the magnitude of the inter rater variance is expressed to mean Square Expert is $S_s^2 = 0.967$. While the variance error is expressed by mean square number R * Item is $S_e^2 = 0.260$. then calculated using the Ebel formula with the average of the five experts: $r_{xx} = \frac{S_s^2 - S_e^2}{S_s^2} = \frac{0,967 - 0,260}{0,967} = 0,731$ it can be concluded reliability > 0.5 then it is said the reliability is good enough and severe experts agreed to assess the contents of the instrument grading instrument reading ability short functional text.

In the field test proves the validity of the path analysis construct seen with the standard model because it shows the factor charge (path coefficient from variable to variable). If the magnitude is not less than 0.4 then it has a significant result. Based on (*standardized solution*) shows that the path analysis of *observable* variables contributes significantly to the variables of all values of > 0.4. T value analysis is seen with standard model if T value is not red (for significance level, 0,05, value of T not less than 1,96) hence significant relation. Based on

the result of Line Significance (t test) Reading Aloud (RA) model and Reading Comprehension (RC) Standardized Solution we can see no red color, meaning that all items in each indicator are valid and can significantly measure RA and RC assessment of ability to read short functional text. This proves that the conceptual model of structural assessment instrument of reading ability of short functional text developed is correct. Shows that the calculation of regression weight or standardized estimation of the instrument construct of reading ability score of short functional text is significant because $t_{cal} > 1,96$ (at 5% significant level).

The criteria chosen to determine the suitability of the construct model in this study were RMSEA and RMR < 0.05 CFI, NFI, GFI > 0.90 AGFI, NNFI min. 0.90. based on the evaluation of goodness of fit data visible construct used to form a model assessment ability to read short functional text on the process of factor confirmatory factors already meet the criteria of goodness of fit that has been determined. The calculation of Maximum Likelihood (R2) value against the reading aloud and reading comprehension instrument on the reading function of the short functional text shows all the significant indicators and has $R^2 > 0.5$. Each measurement equation according to Joreskog and Sorbom represents the reliability of the indicator so that all indicators are said to be reliable in measuring the ability to read short functional text. The reliability test shows the extent to which the measuring instrument can give relatively the same results when the measurements are returned on the same object. According to Ghazali (2008) stated the suggested reliability value of the construct is > 0.7. Reliability is calculated by construct reliability formula and variance extract. The result of calculation of construct reliability instrument of reading aloud and reading comprehension in reading functional text, showed that the value of construct reliability equal to reading aloud is $0,898 > 0,70$ and reading comprehension $0,895 > 0,70$ result both in very high category thus it can be concluded that the reliability and variance in the construct

of reading aloud reading comprehension instruments and reading comprehension on the ability to read the short functional text has been fulfilled can be seen as follows.

Table 2. Model Good Fit

Laten	Variabel	Test	Value	Note
RA		RMSEA	0,000	<i>Good Fit</i>
		RMR	0,009	<i>Good Fit</i>
		CFI	1,000	<i>Good Fit</i>
		NFI	0,987	<i>Good Fit</i>
		GFI	0,986	<i>Good Fit</i>
		AGFI	0,957	<i>Good Fit</i>
		NNFI	1,085	<i>Good Fit</i>
RC		RMSEA	0,000	<i>Good Fit</i>
		RMR	0,010	<i>Good Fit</i>
		CFI	1,000	<i>Good Fit</i>
		NFI	0,983	<i>Good Fit</i>
		GFI	0,980	<i>Good Fit</i>
		AGFI	0,900	<i>Good Fit</i>
		NNFI	1,029	<i>Good Fit</i>
Conclusion				<i>Good Fit</i>

Usage test shows reliability calculation reliability calculation instrument reading ability short functional text shows the coefficient reliability reading aloud of 0.938 and reading comprehension of 0.903 can be interpreted variance observed scores correlated with

observed scores. The results of the analysis can be concluded that the assessment instrument of short functional text reading ability has consistency.

Practicality of reading ability assessment instrument of short functional text, taken response from practitioner through questionnaire. The selected practitioner is an English language teacher of 5 people. The statement point of the questionnaire is developed from the aspects of subjectivity, systematic, construction, language, and practicality. The result of the teacher's response to the practicality of the reading comprehension instrument of short functional text obtained the conclusion that each respondent assessed the reading skill instrument of short functional text of junior high school students on learning English is practical

DISCUSSION

Researchers also make analysis and interpretation / interpretation of the data display descriptively in accordance with the research problems and provide theoretical verification of research findings of the development of an instrument of reading ability assessment of short functional text. Here is the discussion of the development of an assessment instrument of short functional text reading skills.

Bennette (2001) describes reading is the process of seeing and translating it into an idea into a concept and the whole dimension of thought. The ability to read words should take precedence before understanding the contents of the text, because the failure to read the word will affect the understanding of the contents (Keenan, et al., 2008). The Metacognitive Strategy is related to their ability to manage their own process of learning, meaning that a foreign language teacher should emphasize processing in learning process (Kamil, 2017). From the above explanation, we can understand that the ability to read the activities of the process of vision which must prioritize the ability to read the word before comprehend the meaning of it

that we can apply in the processing of learning process.

Instrument of reading ability assessment of short functional text developed by the researcher is an instrument of reading ability skill of short functional text of junior high school student in form of performance appraisal and oral test on short functional text learning. The developed instrument aims to provide information about the dimension aspects of reading ability assessment in text learning in learning especially short functional text, so that the teacher can provide an objective assessment to the students.

Assessment is as a systematic process for collecting, analyzing, interpreting information, and determining students' success rates against learning objectives (Rosilawati, 2017). Assessment of ability to read short functional text of students on learning English is a process done at the time of learning process on the material functional text. It aims for teachers to evaluate students' reading ability is the skill and understanding of students in reading text.

Assessment of reading ability is part of the cognitive and psychomotor, where it can be observed directly. Scale is an appropriate choice in measuring the psychomotor aspect because the measured is the student behavior while reading while measuring the more suitable understanding is the test, on this I use with the technique oral. Instrument of reading ability assessment of short functional text developed by using rating scale model and questionnaire.

The model of development used by the procedures of steps (Sugiyono, 2015): (1) the potential and problems, departs from the potential and problems which researchers identified a problem with the way the study of documents from the previous study and direct observation in the field. (2) Data collection, based on findings from problem identification and potential researchers using interview instruments to collect data. (3) Product design, after the mapping the researcher designed the assessment product to read the short functional text in the form of Grid, rubric, assessment sheet, scaling, scoring. (4) Design validation,

after completion of product design in validation to the experts in their field are 3 evaluation experts and 2 experts of practice and validation of the grain against 5 experts in the field of English. (5) The design revision, in the form of input from the validation experts for the improvement of the design. (6) Testing the product, to see the characteristics of validity, reliability and practicality empty then conducted experiments. (7) Product revisions, experimental analysis data will be an improvement to the product before the test. (8) Testing of use, the test is successful then subsequently applied in real conditions. (9) Revised products, if in real usage there are deficiencies and weaknesses then improved to refine the product.

Based on the result of instrument development that has been done with Sugiyono step (2015) procedure model, an instrument of reading skill assessment of short functional text for valid, reliable and practically. The reading skill instrument of short functional text assessed by the expert, tested with the validity and reliability of the contents. Field test is used to test the validity of constructs and reliability of the construct so on the test using the test reliability test instrument reliability. Here is the exposure test that has been done by the researcher to obtain the instrument of reading ability of short functional text that is valid, reliable and reliable.

From the field test data with 33 samples of students, the percentage of scores on reading aloud ability, got 9 students have high aloud reading ability with the percentage of 27%, 16 students have reading aloud ability with 48.5% percentage, and 8 students have ability low reading aloud with 24.5% percentage, while reading comprehension ability got 19 students have ability to read high comprehension with percentage 57,5%, 12 students have medium reading comprehension with percentage 36%, and 2 students have ability to read low comprehension with 6.5% percentage. In the sample with 100 students, the percentage of scoring score on reading aloud ability, 33 students have high aloud reading ability with percentage 33%, 61 students have reading aloud

ability with percentage of 61%, and 6 students have low aloud reading skill with percentage of 6%, while the ability to read comprehension obtained 90 students have the ability to read high understanding with the percentage of 90%, 10 students have a low comprehension reading with a percentage of 10%.

The ability of reading aloud and comprehension in learning the ability to read text in English is very influential. In theory that has been exposed, if students have the ability to read reading aloud and comprehension then the results of learning, especially in reading text lessons in English will be good.

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CONCLUSION

Instrument characteristics have valid and reliable scoring guidelines will provide the results of evaluation of learning in accordance with the achievement of competence in learning English. The instrument shows the results with valid content validity characteristics with medium criterion, reliably reliable content, valid with characteristic on the path analysis of each indicator is significant, T value of each indicator has a correlation to reading ability and for model match indicates all good fit indicator. The reliability of the instrument construct shows the constructive reliability and reliability of the instrument indicating the reliable instrument and the practical test shows the result that the developed instrument is said to be practical.

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