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The Development Assessment Instruments Reading Appreciation Primary School

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Abstract

The purpose of this study is to develop a reading assessment instrument that can be used by teachers to assess students' reading skills in learning Indonesian Language in elementary school. In addition, the developed instrument can also be used by teachers as a learning tool or learning strategy in reading. Among the instruments that were developed are reading appreciation assessment instruments. Reading the appreciation of this study refers to Barrett's Taxonomy of appreciation levels. The study was carried out using research and development methods. The review process consists of three phases, namely the needs analysis phase, the design and development phase, and the implementation and evaluation phase. The needs analysis phase was carried out in three elementary schools in Banda Aceh City area, involving both teachers and students from the schools. Based on the data from the needs analysis (phase 1), the study continues with the instrument design and development phase (phase 2), and after the developed instrument meets the validity and reliability's prerequisite conditions set by the expert and user assessments, the next phase is implementation and evaluation (phase 3). The third phase of the study was carried out in two stages, namely the implementation and evaluation of small groups/preliminary field testing (8 students) and the implementation and evaluation involving one class students/operational field testing (26 students). The results of the third phase indicate that the developed instrument of reading appreciation assessment is effective, right on the target, in accordance with the stage of students' reading ability, according to the needs of the teacher, and can be used by the teacher as an assessment instrument and reading learning strategy.

Keywords: development research, reading appreciation, assessment instrument, primary school

Abstrak

Objektif kajian ini adalah untuk meneliti kebutuhan guru kelas tinggi Sekolah Dasar terhadap instrumen penilaian membaca penghayatan, mengembangkan instrumen berkenaan, dan melakukan proses validitas, reliabilitas, dan kebolegunaan instrumen yang telah dikembangkan. Membaca penghayatan kajian ini merujuk kepada Taksonomi Barret jenjang apresiasi. Kaidah penelitian reka bentuk dan pengembangan model Dick & Carey dipilih untuk proses reka bentuk dan pengembangan instrumen. Tiga fase kajian dijalankan untuk menjawab tiga masalah kajian. Berdasarkan hasil kajian fase pertama, analisis kebutuhan pihak pengguna telah dilakukan sebagai dasar kajian tahap kedua. Lima orang pakar, tiga orang guru dan dua belas orang siswa telah dipilih untuk menilai instrumen. Empat instrumen penilaian keterampilan membaca penghayatan telah dikembangkan pada fase kedua yang siap untuk dinilai oleh pakar dan pihak pengguna. Satu Sekolah Dasar dan delapan orang siswa dan satu orang guru kelas V telah ditetapkan untuk penilaian kelompok kecil pada fase ketiga. Masih pada fase ketiga pula, satu Sekolah Dasar, siswa satu kelas dan satu orang guru kelas V telah dipilih untuk penilaian instrumen dalam kelas sebenar. Data hasil kajian diolah menggunakan kaidah kualitatif. Hasil penilaian pakar dan pihak pengguna

menunjukkan bahwa seluruh instrumen memenuhi syarat validitas, realibilitas, dan kebolehgunaan. Hasil penilaian kelompok kecil menunjukkan bahwa ada dua instrumen penilaian membaca penghayatan yang direkomendasikan untuk diteruskan pada penilaian dalam kelas sebenar. Berdasarkan hasil penilaian dalam kelas sebenar, kedua instrumen yang dinilai memenuhi syarat kebolehgunaan. Hasil tersebut menunjukkan bahwa instrumen penilaian membaca penghayatan yang dikembangkan dalam kajian ini adalah efektif, lengkap, sesuai dengan keperluan guru atau pihak pengguna, tepat sasaran, mudah dipahami dan mudah digunakan. Implikasi kajian menunjukkan bahwa guru kelas tinggi Sekolah Dasar dapat menggunakan instrumen hasil kajian ini untuk kepentingan penilaian membaca penghayatan dalam pembelajaran bahasa Indonesia kelas tinggi Sekolah Dasar

Keywords: pengembangan, instrumen penilaian, apresiasi membaca, sekolah dasar

Introduction

Assessment in any educational context and at any level is an integral part of the learning process (Johnson, 2012; Salvia, Ysseldyke and Witmer, 2017; Cooper, Elton-Chalcraft, 2018). Assessment and learning have a complex and interrelated relationship (Klenowsky, 2012: 19). It is not only used as a measure of student learning, but is also used as a rule or learning strategy (Garies and Grand, 2015). Assessment involves making judgments about what students have learned and understood, how they are learning, and where they are along their personal learning trajectory.

Therefore, in this context, the assessment carried out by the teacher is an assessment for learning, assessment of learning, and assessment as learning (Scarino and Liddicoat, 2009:67; Siarova, H.; Sternadel, D.; Masidlauskaite, 2017:20-27).

Regarding the assessment of learning to read, it is important to understand that in the reading process, students will relate what they read to their own lives, to other texts they have read, and to other things or events in the world. The reading process involves a complex interaction between the text, the reader, and the purpose of reading which is shaped by the reader's previous knowledge and experience, the reader's knowledge of reading and writing, and the language of the reader community in a socio-cultural context (Hughes, 2007). Children as learn new words and the meaning of words through interaction with other children and

adults. However, teaching can influence the development of understanding (Duke & Pearson, 2002; Gersten, Fuchs, Williams, & Baker, 2001). Reading can be conceptualized as a combination of reading material processing skills and understanding (Morris, 2014: 7-11).

The assessment of reading appreciation in this study refers to Barrett's Taxonomy (1976). This taxonomy contains five stages of reading comprehension, namely (1) the literal comprehension stage, (2) the rearrangement stage, (3) the inferential understanding stage, (4) the evaluation stage, and (5) the appreciation stage (see Reeves, 2012; Javed et.al., 2016:207, Mamugudubi, 2014:40; Tharmalingam, 2014:6). The selection of Barrett's taxonomy as a reference for assessing reading appreciation in this study is based on (1) questions relating to reading comprehension in Barrett's taxonomy are much more detailed and (2) this taxonomy distinguishes the reading comprehension stage as a high stage and a low stage.

The stages of understanding inference, evaluation, and appreciation are considered as high-level thinking. The stage of literal understanding and the organize is considered a low stage of thought or comprehension (Tharmalingam, 2014). In addition, the assessment instrument for reading appreciation developed by using literary texts and the desired answer by the student towards the question of the instrument is related towards to the emotional response of students to the text (Arshad, 2003)

as stated in Barrett's taxonomy of the stage of reading appreciation.

Teaching learning Indonesian language starts from the level of primary school education to secondary education also includes literature learning (see Student Textbooks and Teacher's Guidebooks for High Grade Elementary School in Curriculum 2013) which involves reading activities at the appreciation stage. Literary appreciation is the process by which a person measures another's interpretive response as a reader to a literary work (Nilsen and Donnellsen, 2009). Fakoya and Ogunpitan (2014) state that literary appreciation can be classified as a process in which readers of literary works gain a meaningful understanding towards the theme and gain personal views that will help them realize the structure of literary works.

Reading the appreciation stage according to Barrett's (1976) taxonomy also includes knowledge and emotional reactions towards the literary techniques, forms, styles, and structures. There are three research questions in this research, namely: (1) What are the needs of Primary School teachers related to assessment instruments reading skills in high -class Indonesian language learning primary School? (2) How are the assessment instruments appropriate to the needs of teachers for the process of assessing reading skills in Indonesian language learning high class primary School developing? and (3) Is the instrument of assessment of reading skills in language learning Indonesia's high -class primary schools that have been developed have validity, reliability, and usability?

The purpose of this study was to (1) analyze the needs of Primary School teachers related to reading assessment instruments, (2) develop reading assessment instruments appropriate to the needs of teachers, and (3) conduct a validation process, reliability, and usability.

This research is of interest to teachers, students, Department of Education and Culture (Ministry of Education and Culture of the Republic of Indonesia), Ministry of Indonesian Language Education and Ministry of Primary School Teacher Education, education cost researchers, textbook writers, module writers, and exam question construction. For teachers, the instrument product of this study can be used as a reference to conduct the assessment of reading skills in the upper classes of Primary Schools. In addition, reading assessments conducted by teachers are based on the same assessment instruments so that the level of reading skills of one school student and another school student can be compared.

Therefore, teachers have no information on either the advantages or disadvantages of reading learning practices carried out in the classroom. For students, if the assessment of reading skills conducted by teachers is based on instruments that already have a high level of validity and reliability, the results of the assessment also have a definite standard. A student's reading skill level can be measured clearly and accurately.

Research Methodology

This research is a developmental research in which Creswell (2008: 23) referred to as the "*developing of the instruction program*". The study carried out in three phases, namely (1) the needs analysis phase, (2) the design and development phase, and (3) the implementation and evaluation phase. The three phases refer to the steps of Dick and Carey's teaching model (Dick & Carey, 2009:1; see Borg & Gall, 2007).

The Dick and Carey (2009) model includes 10 steps, namely: (1) identify instructional goal's, (2) conducting instructional analysis, (3) identify entry behaviors, (4) write performance objectives, (5) developing criterion-referenced-test, (6) developing instruction

strategy, (7) developing and selecting instructional materials, (8) developing and conducting formative evaluations, (9) performing instructional revision, and (10) developing and conducting summative evaluations.

The data collection process is based on the study phase, location of the study, the participants, and the performance, as stated in the following table.

Table 1. Data Collection Process Based on the Study Phase

Study phase	Location of study	Participant	Data collection technique
Needs analysis phase	SDN 16, SDN 19, SDN 69 Banda Aceh	Teacher and the fifth-grade students	Interview and observation
Design and development phase,	Sultan Idris Education University SDN 16, SDN 19, SDN 69 Banda Aceh	Reading expert Teaching reading expert Curriculum expert	Document analysis (assessment tool) Interview
Implementation and evaluation phase	SDN 66	Teacher and 8 fifth-grade students (preliminary field testing)	Observation Interview
	SDN 56	Teacher and 26 fifth-grade students (operational field testing)	

Results and Discussion

The results of this study based on the first phase of the study (needs analysis), the second phase (instrument design and development), and the third phase (implementation and evaluation). All three phases are related. The data from the first phase of the study is the basis to carry out the second phase. The data from the second phase of the study is the basis

to carry out the third phase. The data from the third phase of the study acts as the basic foundation in determining that the developed instrument of reading appreciation assessment meets the prerequisite requirements of an instrument that can be used by teachers for assessment purposes and the reading appreciation learning tool at the primary school level.

Instrument evaluation in the third phase includes small group or preliminary field testing and real class or operational field testing. The process and results of the evaluation can be explained as follows.

Small Group Evaluation of Reading Appreciation Assessment Instruments 1-4 (Preliminary Field Testing)

The small group evaluation or preliminary field testing of the reading appreciation assessment instrument includes four instruments, namely the reading appreciation instrument 1, 2, 3, and 4. The evaluation involved eight students of class V of primary School. Each instrument contains three questions that must be answered by students. The time allotted to answer the three questions was 70 minutes with details: 10 minutes to read the text and understand the question and 60 minutes to answer the question. Scoring of students' answers was done using holistic rubric rules. The results of the evaluation of the four instruments of reading appreciation are as follows.

1) The Results of the Evaluation Instrument Reading Appreciation 1 (Small Group Evaluation)

The reading text of the assessment instrument reading appreciation 1 entitled, "Masjid Raya Baiturrahman Kebanggaan Aceh yang Melintas Sejarah". The results of the evaluation of the instrument are as shown in table 2 below.

Table 2. The Results of the Small Group Evaluation of the Reading Instrument Assessment Appreciation 1

Code	Score	Gred	Category
P1/66	50	D	Need guidance
P2/66	56	C	Enough
P3/66	60	C	Enough
P4/66	58	C	Enough
P5/66	62	C	Enough
P6/66	65	C	Enough
P7/66	60	C	Enough
P8/66	72	B	Good

Note: P1-P8 (sample student code) 66 (school where the study was conducted) P1/66 means student sample 1, Elementary School 66

Based on table 2, the grades achieved by students from the evaluation of the assessment instrument for reading appreciation 1 are six grade C students, the category is enough. One student is grade D, category needs guidance and one student is grade B, category is good. None of the students achieved grade A or very good category.

2) The Results of the Evaluation of the Assessment Instrument Reading Appreciation 2 (Small Group Evaluation)

The reading text of the assessment instrument for reading appreciation 2 is entitled, "Cut Nyak Dien". The results of the evaluation of the instrument are as follows.

Table 3. The Results of the Small Group Evaluation of the Reading Instrument Assessment Appreciation 2

Code	Score	Gred	Category
P1/66	50	D	Need guidance
P2/66	56	C	Enough
P3/66	52	D	Need guidance
P4/66	50	D	Need guidance
P5/66	56	C	Enough
P6/66	72	B	Good
P7/66	50	D	Need guidance
P8/66	50	D	Need guidance

The result of the evaluation of the appreciation reading assessment instrument 2 is that not a student has achieved grade A or very

good category. The student achievement rankings are five students in the category need guidance or grade D, two students in the enough category or grade C, and one person in the good category or grade B.

3) The Results of the Evaluation of the Assessment Instrument Reading Appreciation 3 (Small Group Evaluation)

The reading text of the assessment instrument for reading appreciation 3 is entitled, "Helen Keller". The results of the evaluation of the instrument are as follows.

Table 4. The Results of the Small Group Evaluation of the Reading Instrument Assessment Appreciation 3

Code	Score	Gred	Category
P1/66	45	D	Need guidance
P2/66	50	D	Need guidance
P3/66	45	D	Need guidance
P4/66	45	D	Need guidance
P5/66	50	D	Need guidance
P6/66	65	C	Enough
P7/66	56	C	Enough
P8/66	50	D	Need guidance

The highest grade achieved by students from the evaluation results of the assessment instrument reading appreciation 3 is grade C under the enough category (two students). The rest of the students (six) reached grade D, which is needs guidance.

4) The Results of the Evaluation of the Assessment Instrument Reading Appreciation 4 (Small Group Evaluation)

The reading text of the assessment instrument for reading appreciation 4 is entitled, "Berburu Singa". The results of the evaluation of the instrument are as follows.

Table 5. The Results of the Small Group Evaluation of the Reading Instrument Assessment Appreciation 4

Code	Score	Gred	Category
P1/66	40	D	Need guidance
P2/66	56	C	Enough
P3/66	58	C	Enough
P4/66	57	C	Enough
P5/66	60	C	Enough
P6/66	72	B	Good
P7/66	72	B	Good
P8/66	56	C	Enough

The highest grade achieved by students based on the results of the assessment of the reading comprehension assessment instrument 4 was grade B, good category (two students). Five students achieved grade C (enough) and one student accumulated the lowest grade of D (needs guidance). However, none of the students achieved grade A or very good category.

Referring to the results of the small group assessment, the reading appreciation instrument that meets the criteria for real class assessment is the appreciation reading assessment instrument 1 and the appreciation reading assessment instrument 4. The reasons of using both of the instruments as the basis element in determining the appropriate assessment instrument in the classroom is the student achievement that was taken from the results of small group assessments, the results of the expert evaluation and the user assessments as well as the results of the interviews with the fifth grade teachers who used the instrument at the time the assessment was carried out. In addition, technical matters in the field were also taken into consideration on the number of instruments that will be assessed in the real class.

The evaluation in the real class of the assessment instrument for reading appreciation includes instrument 1 and instrument 4, each of which is entitled "Masjid Raya Baiturrahman Kebanggaan Aceh yang Melintas Sejarah ", and

"Berburu Singa". The results of the assessment of the two instruments are as follows.

5) The Results of the Evaluation Instrument Reading Appreciation 1 (Real Class Evaluation)

The results of the assessment of the appreciation reading instrument 1 in the real class evaluation are as stated in table 6 below.

Table 6. Student Score Data on Real Class Evaluation Evaluation Results Assessment Instruments for Reading Appreciation 1

Code	Score	Gred	Category
P1/56	72	B	Good
P2/56	40	D	Need guidance
P3/56	45	D	Need guidance
P4/56	40	D	Need guidance
P5/56	35	D	Need guidance
P6/56	50	D	Need guidance
P7/56	68	C	Enough
P8/56	50	D	Need guidance
P9/56	56	C	Enough
P10/56	25	D	Need guidance
P11/56	30	D	Need guidance
P12/56	30	D	Need guidance
P13/56	30	D	Need guidance
P14/56	30	D	Need guidance
P15/56	35	D	Need guidance
P16/56	35	D	Need guidance
P17/56	30	D	Need guidance
P18/56	35	D	Need guidance
P19/56	40	D	Need guidance
P20/56	40	D	Need guidance
P21/56	56	C	Enough
P22/56	52	D	Need guidance
P23/56	50	D	Need guidance
P24/56	68	C	Enough
P25/56	71	B	Good
P26/56	65	C	Enough

6) The Results of the Evaluation Instrument Reading Appreciation 4 (Real Class Evaluation)

The results of the evaluation in the real class of the assessment instrument for reading appreciation 4 are as stated in table 7 below.

Table 7. Student Score Data on Real Class Evaluation Results Assessment Instruments for Reading Appreciation 4

Code	Score	Gred	Category
P1/56	75	B	Good
P2/56	50	D	Need guidance
P3/56	72	B	Good
P4/56	50	D	Need guidance
P5/56	35	D	Need guidance
P6/56	30	D	Need guidance
P7/56	68	C	Enough
P8/56	50	D	Need guidance
P9/56	68	C	Enough
P10/56	58	C	Enough
P11/56	71	B	Good
P12/56	58	C	Enough
P13/56	35	D	Need guidance
P14/56	65	C	Enough
P15/56	72	B	Good
P16/56	35	D	Need guidance
P17/56	35	D	Need guidance
P18/56	68	C	Enough
P19/56	40	D	Need guidance
P20/56	20	D	Need guidance
P21/56	35	D	Need guidance
P22/56	56	C	Enough
P23/56	65	C	Enough
P24/56	50	D	Need guidance
P25/56	50	D	Need guidance
P26/56	70	C	Enough

Based on the score and grade data achieved by students, the results of the evaluation of the appreciation reading assessment instrument 1 (see table 6) showed that the scores of the student achievement falls under the categories of good (two students), sufficient (five students), and needs guidance (nineteen students). Furthermore, the results of the evaluation of the assessment instrument for reading appreciation 4 (see table 7) on the score acquisition and grade achievement are classified under the categories of good (five students), enough (eight students), and needs guidance (thirteen students).

Students' achievements in small group evaluation and real-class evaluation for the assessment instruments for reading appreciation

1 and 4 indicate that the questions developed based on these instruments are considered as the highest level questions within the hierarchy of Barrett's taxonomy (1968, 1976) and such questions can also be seen in Arshad' textbooks (2003: 145-146) and Reeves(2012:47).The question of assessing reading comprehension in this study can also be seen as question that requires students to interact with the text on maximum level, involves various emotional responses (Mamugudubi, 2014), demands a high-level thinking (Tharmalingam, 2014), is considered to be of personal interpretation in accordance with the schemata and transactions between the learner and the text (Tollefson, 1989; Vethamani, 2002, 2008), are challenging, covers humanitarian and environmental issues, and involves critical thinking within the framework of 21st century education (see Mansor, 2017; Ministry of Education Malaysia, 2017).

The results of the instrument evaluation found that many students are not at the level of reading comprehension stated in Barrett's Taxonomy. Among the possible causes of this reality can be associated with the limited schemata related to the reading text as well as the answers expected from the students are limited only to the demands of the questions. Students' previous frameworks and knowledge that are relevance to the text will greatly help in providing a better answer. Students who have a lot of experience/knowledge with the topic will find it easier to understand the text. On the other hand, if they have little experience/knowledge with the topic within a text, the schema will not be much of a help in processing the information within the text. Comprehension will be hindered since the student cannot build a bridge between the information contained within the text and the information that he already stored in his mind (see Arshad, 2008:159; 2016:31). Another possible reason might be on the fact that the higher-order thinking ability of the elementary school

students during this study was something new and not to mention that it was the innovation and quality improvement programs of education by the Ministry of Education and Culture of Indonesia that is in accordance with the implementation of the 2013 Curriculum (Ministry of Education and Culture of the Republic of Indonesia, 2014).

Referring to the instrument implementation process by the teacher during the evaluation of the reading appreciation assessment instrument, the data from the interview found that the instrument is complete, easy to understand, in accordance with the needs of the teacher, suitable for measuring students' reading comprehension level on reading appreciation, and can be used in accordance with the procedures stated in the instrument. Another information obtained from the interviewed teacher is that the reading text instrument is global and it can enrich students' knowledge about the world and the surrounding environment (see Mansor, 2017). Additional benefits teachers can get from this instrument are the rules for developing appreciation-reading questions, grading system (see the results of a study by the Ministry of Education and Culture of the Republic of Indonesia, 2014; Setiadi, 2017) and reading texts criteria for appreciation-reading assessments.

Another important thing for teachers or users related to reading appreciation assessment instrument is the development of a holistic scoring rubric and rules for determining student scores in open-ended essay questions. Grading system is one of the problems encountered by the elementary school teachers with regard to assessment. The results of studies conducted by the Ministry of Education and Culture of Indonesia (2014), Setiadi (2016), Subagiyo and Safrudiannur (2013/2014), Subagia and Wiratma (2016), Kamiluddin and Suryaman (2017), Setiawan (2018) also mentioned a similar problem faced by the teachers in assessment, which is developing the rubric for assessment.

Conclusion

The appreciation reading assessment instrument developed in this study can provide teachers with new knowledge about the procedure for developing a complete assessment instrument with scoring guidelines or an assessment rubric. The information obtained from teachers who use these instruments during small group evaluations and real classes evaluations is that the developed reading appreciation assessment instruments are in accordance with the teacher's needs, easy to understand, easy to use, and effective for the assessment of reading comprehension. In addition, referring to the developed instrument, the teacher gains new experience on how to develop a holistic assessment rubric.

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