

**DEVELOPING ASSESSMENT INSTRUMENTS OF COGNITIVE COMPETENCES
FOR 11th GRADE ENGLISH CLASSES OF SENIOR HIGH SCHOOL**



A Thesis

**Submitted in Partial Fulfillment of the Requirements for the Master Degree Program of
English Language Education**

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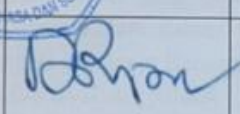
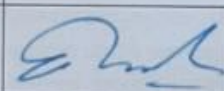
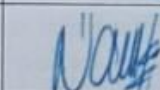
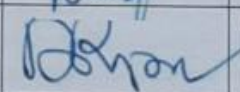
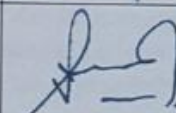
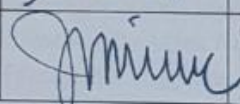
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ABSTRAK

Kristanto Aryo Wirolawe. 2021. Mengembangkan Instrumen Penilaian Kompetensi Kognitif Untuk Kelas 11 Bahasa Inggris Tingkat SMA. Thesis. Jakarta: Program Magister Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

Instrumen penilaian dianggap penting dalam dunia pendidikan karena merupakan bagian penting dalam proses belajar mengajar. Namun berdasarkan penelitian-penelitian sebelumnya, pengembangan kompetensi kognitif di lingkungan SMA masih kurang terutama dalam ranah kompetensi kognitif. Dari hal tersebut, penelitian ini bertujuan untuk mengembangkan Instrumen Penilaian Kompetensi Kognitif yang ditujukan untuk kelas bahasa Inggris kelas 11 di empat SMA yang berbeda. Metode yang digunakan dalam penelitian ini adalah model DDR yang dimodifikasi yang digunakan untuk pengumpulan data maupun analisis data. Diperlukan 10 data dalam penelitian ini diantaranya delapan Dokumen instrumen penilaian mata pelajaran Bahasa Inggris kelas 11, dan satu transkripsi wawancara SWOT untuk tahap Evaluasi produk yang diperoleh dari guru kelas 11 dari empat SMA yang berbeda yang meliputi dua SMA dari Kota Bekasi, dan dua SMA dari wilayah Bandung. Tabel checklist analisis dokumen digunakan untuk menggambarkan analisis kebutuhan, sedangkan tabel instrumen penilaian tabel perencanaan kompetensi kognitif digunakan untuk merencanakan produk, kemudian wawancara SWOT digunakan sebagai evaluasi produk instrumen penilaian kompetensi kognitif. Hasil penelitian ini menunjukkan bahwa instrument penilaian yang sudah ada kerap menggunakan tingkat kesulitan, indikasi kompetensi kognitif, dan instruksi didalam soal yang merujuk pada Lower Order Thinking dan tidak sepenuhnya mengimplementasikan indikasi kriteria Critical Thinking dan Creative Thinking. Dari hasil tersebut diperlukannya pengembangan lanjutan pada instrument penilaian yang meliputi penyesuaian tingkat kesulitan instruksi dalam instrument penilaian yang didasarkan pada kata kunci instruksi untuk HOT, perubahan jenis penilaian, perubahan instruksi soal, dan pelengkapan instruksi HOT. Pada tahap pengembangan, penelitian ini mempertimbangkan learning outcomes mata pelajaran bahasa Inggris untuk siswa kelas 11, materi yang mereka pelajari untuk Ujian Tengah Semester dan Ujian Akhir Semester, dan instruksi soal yang merujuk pada tingkat kognitif yang lebih tinggi untuk mendukung indikator kompetensi kognitif. Sedangkan pada tahap terakhir untuk mengevaluasi dan memvalidasi instrument penilaian terungkap bahwa meskipun instrument penilaian yang dikembangkan terbilang baru dan mempromosikan HOT dan kompetensi kognitif yang lebih tinggi, produk yang dikembangkan dianggap terlalu sulit bagi sebagian besar sekolah terutama bagi siswa dengan tingkat kemahiran bahasa Inggris yang rendah. Untuk itu perlu dilakukan modifikasi mengenai soal dalam produk yang dikembangkan yang meliputi perbendaharaan kata dan peristilahan yang digunakan.

Kata kunci: Pengembangan, Kompetensi Kognitif, Instrumen Penilaian

ABSTRACT

Kristanto Aryo Wirolawe. 2021. Developing Assessment Instruments of Cognitive Competences for 11th grade English Classes in Senior High School. Thesis. Jakarta: Master Program of English Language Education, Faculty of Language and Art, State University of Jakarta.

Assessment is considered to be important in the education sector as it is being the crucial part in teaching and learning process. But based on the previous studies, the development of cognitive competences in the senior high school area are still lacking especially in the terms of cognitive competences employment. This research would like to develop the Assessment Instruments of Cognitive Competences which aimed for 11th grade English classes in 4 different senior high school. The method used in this research is the modified DDR model in both collecting the data and analyzing the data. 10 data were required in this research including 8 Documents of the 11th grade English subject assessment instruments, 1 Interview recording for the Monitoring Phase, and 1 SWOT interview recording for the Evaluation phase which obtained from 11th grade teachers from 4 different senior high schools which include 2 senior high schools from Bekasi City, and 2 senior high schools from Bandung area. Document analysis checklist table is applied for portraying the need analysis, while the table of assessment instruments of cognitive competences planning table is used to plan the product, then the SWOT interview is used as the product evaluation of assessment instruments of cognitive competences. The results of this study indicate that from the existing assessment instruments there are levels of difficulty, keyword indicators, and instructions that include Lower Order Thinking and do not fully implement Critical Thinking and Creative Thinking. From these findings, changes are needed for the development of an assessment instrument which includes adjusting the level of instruction difficulty in the assessment based on keywords for HOT instructions, types of assessments, question instructions, and instructional keywords from cognitive competency indicators. During the development phase, this research considering the learning output for 11th grade English students, the materials that they have learned for Mid-term and Final Exam, and instructions that indicates the higher cognitive level to support the cognitive competences indicator. While on the last phase to evaluate and validate the products, it reveals that even though the developed products were unique and promotes the higher cognitive level and cognitive competences, the developed products were considered being too hard for most schools especially for students with low English language proficiency level. At that case, modification regarding with the instructions in developed products that covering the vocabularies and terminologies used is required.

Keywords: Development, Cognitive Competences, Assessment Instruments.

DECLARATION

. I certify that the thesis entitled “Developing Assessment Instruments of Cognitive Competences for 11th Grade English Classes of Senior High School” is my own work based on my personal research that I have acknowledge all materials and sources including books, articles, and other communication result quoted properly.

Jakarta, July 2021



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