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DEVELOPMENT OF PROBLEM-BASED LEARNING BASED PERFORMANCE ASSESSMENT INSTRUMENT ON SPEAKING SKILLS OF STUDENTS GRADE VII SMP

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ABSTRACT

This study aims to produce a problem-based learning-based performance assessment instrument on the speaking skills of seventh-grade students. The problem behind this research is the low quality of teacher assessment in determining an objective assessment instrument so a proper measuring tool is needed in evaluating student learning outcomes. This research uses a Research and Development (R&D) approach that refers to four stages namely Analysis, Design, Development, Implementation, and Evaluation (ADDIE). Research data were obtained through observation, questionnaire, documentation, and performance test methods. Based on the results of the validation of material experts, evaluation experts, and linguists obtained an average of 82.5% with very feasible criteria. The results of the reliability test using Cronbach's alpha show that it is feasible at $0.64 > 0.5$, so it can be concluded that the instrument on performance assessment is reliable. This study tested the practicality aspect in the preparation of the instrument developed and obtained response results of 88.6% from educators and 92.8% from students. Based on this description, it can be concluded that the performance-type oral test assessment instrument developed in this study is very feasible to be applied to the assessment of Indonesian language learning in grade VII SMP / MTs.

KEYWORDS: Performance assessment; Oral test; Speaking Skill; Retelling; Fantasy Text.

INTRODUCTION

Introduction Effective learning is not just a conventional transfer of knowledge from teachers to students but also prioritizes a series of learning processes that are systematically designed. This is in line with the opinion (Muh. Wajedi Ma'ruf, 2021) that effective learning can create an environment that positions students to always be involved in conducive activities. Indonesian language learning is pursued to arouse language skills so that it can support the success of learning goals. In addition, the Merdeka Curriculum places Indonesian as a medium to foster and develop students' confidence as critical, creative, and imaginative communicators.

As the main component of the education process, the quality of teaching is the starting point for the quality of education that is carried out evenly. However, so far the quality of education is still one of the major problems that occur in Indonesia. This was expressed by (Estu Widodo, 2016) that

experts in Indonesia often find quality problems closely related to the process and results of education. Meanwhile, (Andrian, 2019) explained that the direction of education policy in Indonesia directs the competence of students who can compete with industry. Therefore, the world of education takes an important role in the teaching process to the evaluation of learning outcomes to produce a globally competitive generation.

Indonesian language learning is intended to achieve four language skills namely listening, speaking, reading, and writing. Speaking skills are one aspect of language that focuses on oral speech productivity to produce continuous interaction. Speaking skills are interpreted as language activities by pronouncing articulated sounds from words, phrases, clauses, or sentences to convey the information that the speaker wants to convey. This is in line with the opinion (Lisa, 2019) that speaking skills are a series of activities to issue words or sounds in the form of ideas or information that contain certain meanings.

In Indonesian subjects, there are several kinds of speaking activities in the form of storytelling. One of them is the ability to retell the contents of texts both fiction and non-fiction. Retelling the content of the text can be expressing, describing, or conveying information from the results of reading or listening to interpret the information conveyed. The ability of students to retell the contents of the text according to Musfiroh (Cahyani, 2018) can be maximized well through the fictional text that is told. The more detailed the information, the more the memory of the analysis of the story will increase. The ability to retell is centered on how children can listen to the story that the teacher tells and understand well the overall content of the story.

In practice, performance appraisals are assessed (Arikunto, 2013) to apply various forms of tasks as a medium to obtain in-depth information about the achievements of the program. Teachers monitor the performance shown by students in completing the assigned tasks. This is also expressed by (Hardianto, 2020) that the activity of retelling the content of the text can evoke the role of children's language to be applied orally appropriately. Learning fiction or literary texts is designed to actively involve learners in achieving learning objectives. Literary experience can be meaningful if it is realized in a form that is known and felt by learners such as sensations, emotions, and feelings.

Literary works with their main characteristic are stories that contain the author's imagination of his life experience. This is presented in one of the fiction texts taught at school, namely fantasy stories. Indonesian language subjects at the first level according to (Elda Rosa, 2020) qualify the ability of students to master knowledge, language skills, and attitudes towards language. Fantasy stories are identical to the imaginative setting created by the author so it is unlikely that the things the author raises are present in the real world. As stated by (Tika Sintia, 2021) elements of magic, the supernatural, and the future are the main focus packed with eccentric plots. Thus, learning to retell the contents of fantasy texts is intended to enable students to explore literary texts well.

Literature learning leads to a conscious effort to involve students directly with the literary works they study to gain actual literary experience. This is done to reach the level of creating literature in students. In line with Moddy (Br Naibaho, 2023) which states that the study of literature as learning has four benefits for students, namely supporting language skills, increasing knowledge, developing creativity, taste, and karma, and developing character building. Therefore, learning literature at the junior high school level is an important foundation in assembling the creativity of teachers and students to be able to absorb, appreciate, and create quality literary works.

Fantasy text is one of the first imaginative literary works that learners learn at the junior secondary level. Fantasy stories become a medium to encourage learners to be active in writing and increase the creativity of their imagination to enrich their vocabulary. Nurgiyantoro (2018) also stated that fantasy stories are developed through imagination which is common and accepted by readers because fantasy stories play a role in supporting high-level thinking in the learning process. Positive life norms and literary appreciation can be realized through the text of fantasy stories studied.

Teaching and learning activities begin with planning, implementation, and evaluation. Assessment is a part that cannot be separated from learning. (Kartika Pramudita, 2019) describes that all learning activities that have been taken require assessment as an evaluation language as well as concrete evidence of the learning process that students have gone through. In line with the opinion (Fathia, 2021) that the assessment stage as an integral part of learning aims to determine the degree of effectiveness and efficiency of teaching activities so that information is obtained for improving learning activities in the future. At the evaluation stage, the assessment of the ability to retell the content of the text requires a rubric related to the scope of speaking. However, in practice, teachers often make their assessment rubrics that are not by the standards (Andrian, Developing an instrument to evaluate the influential factors of the success of local curriculum, 2019) . In fact, teachers tend to give subjective assessments so that they do not reflect the real abilities of students.

This research is limited to product development in the form of a performance test instrument on the aspect of retelling the contents of fantasy texts. In summary, the activity of retelling the content of the text is a performance test intended to train students' communication skills. Storytelling skills according to (Azizah, 2018) require learners to be able to convey the contents of the text read according to what they feel, see, or think to share experiences with teachers and friends. In line with this (Hegar A. Multin, 2018) (Hegar A. Multin, 2018) argues that the communication that occurs is able to form effective and efficient ethics so that students understand and use Indonesian appropriately and creatively. Based on this phenomenon, this research comes as an alternative for teachers in developing assessment instruments in the form of rubrics for retelling the contents of the text.

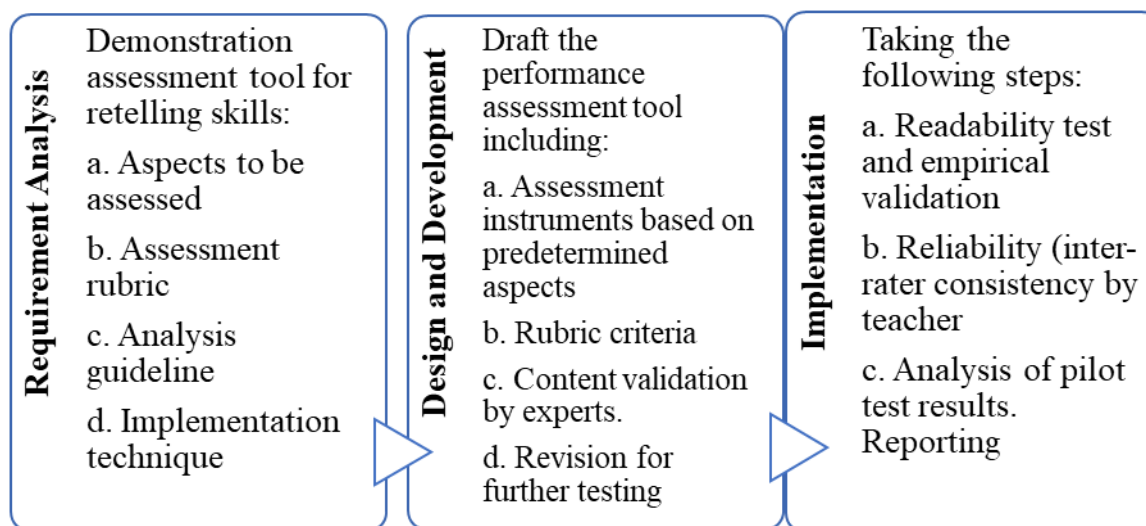
This kind of research has previously been conducted by several researchers, namely: (1) research entitled 'Development of Performance Assessment Instruments for Speaking Skills in Indonesian Language Learning' by (Bukian, 2017) showed that the assessment instrument on speech skills obtained a result of $r = 0.927$ which indicated that the instrument was very feasible to use. In addition, (Bukian, 2017) also said that Teachers use an assessment rubric based on student worksheets distributed by agents to schools. From the rubric, teachers process subjective assessments to students when practicing retelling the contents of the text. This phenomenon clearly illustrates the invalidity of an instrument on the assessment of the ability to retell the contents of the text, (2) a study entitled 'Ability to retell the contents of narrative texts of class X SMA YAPIP Sungguminasa Kabuoaten Gowa' by (Syamsia., 2019) resulted in the findings of the importance of retelling the contents of narrative texts to students. This is taken as an effort to enjoy and utilize literary texts to broaden horizons, character, and language knowledge.

Based on the problems that have been presented, the development of performance instruments to assess the ability to retell text content is very important to follow up. This is because teachers and students need an objective medium to monitor the success of learning objectives so the formulation of the problem of this study is 'How is the Development of Problem Based Learning Based Performance Assessment Instruments on Speaking Skills of Grade VII Students of SMP Negeri 2 Pagentan?' Answering these problems, this study adopts theories related to the development of

performance assessment rubrics, validity, and reliability as a reference for teachers in providing objective assessments.

METHOD

This research focuses on the type of development or Research and Development (R&D) by adopting the ADDIE model which consists of five stages, namely Analysis, Design, Development, Implementation, and Evaluation. The stages of developing a performance assessment instrument in the form of retelling the contents of fantasy texts are designed as follows:



The population to obtain data in this study were Indonesian language teachers and seventh-grade students of SMP Negeri 2 Pagentan. This research consists of qualitative and quantitative data, so the processing uses two types of calculations, namely: statistical and non-statistical data processing. Non-statistical data analysis was taken to present the research results in narrative form to provide a detailed explanation of the performance assessment instrument of retelling the content of the text. Meanwhile, statistical data processing was taken to obtain concrete validity and reliability calculations. Data collection techniques in this study include observation, interview, questionnaire, and documentation techniques. The data analysis used linguist validation by Indonesian language and literature lecturers, material experts by Indonesian language teachers, and media experts by learning technology lecturers. The formula for data analysis by experts uses the following steps:

$$P = \frac{n}{N} \times 100\%$$

Description:

P: Percentage level of the aspect

n: Number of aspect scores obtained

N: Number of ideal scores

Analysis of the performance test assessment instrument in the form of validity and reliability is taken to obtain a standardized instrument that has a sufficient level of consistency to be used by teachers. This was conveyed by (Tomoliyus Tomoliyus, 2020) that validity is used to measure whether the instrument made is by the objectives to be achieved. Reliability test according to (Septiana Farida, 2021) test between raters, namely to see the level of agreement between experts or raters in assessing each aspect of the instrument, using the SPSS Alpha Cronbach's formula, the results of the consistency of the assessment instrument will be obtained, which is $0,64 > 0,50$ so that the instrument can be said to be reliable.

FINDINGS AND DISCUSSION

Research and development of performance assessment instruments on the aspect of retelling the content of the text using the ADDIE model with the following results:

Analysis

The initial stage is in the form of analysis carried out by seeing and observing the condition of students directly, the environmental situation in class VII SMP Negeri 2 Pagentan. This is according to (Andrian, Kartowagiran, & Hadi, The Instrument Development to Evaluate Local Curriculum in Indonesia, 2018) was taken using observation and interviews so that researchers were able to find the main problems to be resolved. Based on observations that have been made, there are problems at the learning evaluation stage faced by teachers, namely the absence of a balanced assessment instrument to measure the ability to retell the contents of fantasy texts.

Design

The design stage is taken to design products in the form of performance assessment instruments that are by the results of the needs analysis. This research begins with determining learning outcomes, domains, learning objectives, strategies, and evaluation stages that use the performance oral test model.

Development

Researchers began to develop by compiling a rubric for assessing performance tests in the form of the ability to retell fantasy texts. In the rubric, six aspects are assessed, namely: aspects of content suitability, aspects of story order, aspects of language use, aspects of vocal use, aspects of gestures, and aspects of fluency.

The aspects that are assessed : (1) aspects of suitability which includes theme, plot, point of view, characterization, and safety; (2) story sequence aspect which includes the story does not deviate from the reference story and the story sequence is by the text structure; (3) language use aspect in the form of word selection used by students when telling the contents of fantasy text orally; (4) vocal use aspect includes intonation, rhythm, articulation, and pause; (5) fluency aspect.

Communalities

| | Initial | Extraction |
|------------|---------|------------|
| Tema | 1.000 | .846 |
| Alur | 1.000 | .669 |
| SP | 1.000 | .904 |
| Penokohan | 1.000 | .751 |
| Amanat | 1.000 | .927 |
| Runtut | 1.000 | .914 |
| Bahasa | 1.000 | .776 |
| Vokal | 1.000 | .928 |
| Gerak | 1.000 | .948 |
| Kelancaran | 1.000 | .839 |

Extraction Method: Principal Component Analysis.

Implementation

After obtaining a response from the validator, the researcher improved the rubric he had prepared and collected data at SMP Negeri 2 Pagentan with a population of 120 students. The sample used in this study was 80 students with details of 20 students from classes A to D. At this stage, the performance instrument was also tested for empirical feasibility with the following results:

Validity Test

Based on the results of the validity analysis, 24 instrument items were declared valid, where $\text{count} > r$ table.

| Correlations | | | | | | | | | | | | |
|--------------|---------------------|--------|-------|--------|-----------|--------|--------|--------|--------|--------|------------|--------|
| | | Tema | Alur | SP | Penokohan | Amanat | Runtut | Bahasa | Vokal | Gerak | Kelancaran | Total |
| Tema | Pearson Correlation | 1 | .138 | -.074 | .113 | -.255* | -.128 | -.067 | -.034 | -.052 | .190 | .146 |
| | Sig. (2-tailed) | | .193 | .484 | .284 | .015 | .228 | .527 | .751 | .622 | .071 | .167 |
| | N | 91 | 91 | 91 | 91 | 91 | 91 | 91 | 91 | 91 | 91 | 91 |
| Alur | Pearson Correlation | .138 | 1 | .060 | .013 | -.080 | .138 | .030 | -.012 | -.093 | -.085 | .243* |
| | Sig. (2-tailed) | .193 | | .573 | .900 | .453 | .191 | .775 | .908 | .383 | .425 | .020 |
| | N | 91 | 91 | 91 | 91 | 91 | 91 | 91 | 91 | 91 | 91 | 91 |
| SP | Pearson Correlation | -.074 | .060 | 1 | .217* | .392** | -.064 | .080 | .253* | .250* | -.021 | .558** |
| | Sig. (2-tailed) | .484 | .573 | | .039 | .000 | .545 | .450 | .016 | .017 | .845 | .000 |
| | N | 91 | 91 | 91 | 91 | 91 | 91 | 91 | 91 | 91 | 91 | 91 |
| Penokohan | Pearson Correlation | .113 | .013 | .217* | 1 | .268* | .043 | -.037 | .027 | .047 | -.071 | .428** |
| | Sig. (2-tailed) | .284 | .900 | .039 | | .010 | .684 | .728 | .802 | .660 | .506 | .000 |
| | N | 91 | 91 | 91 | 91 | 91 | 91 | 91 | 91 | 91 | 91 | 91 |
| Amanat | Pearson Correlation | -.255* | -.080 | .392** | .268* | 1 | -.049 | .018 | .246* | .298** | -.120 | .480** |
| | Sig. (2-tailed) | .015 | .453 | .000 | .010 | | .646 | .864 | .019 | .004 | .257 | .000 |
| | N | 91 | 91 | 91 | 91 | 91 | 91 | 91 | 91 | 91 | 91 | 91 |
| Runtut | Pearson Correlation | -.128 | .138 | -.064 | .043 | -.049 | 1 | .022 | -.110 | .033 | .185 | .282** |
| | Sig. (2-tailed) | .228 | .191 | .545 | .684 | .646 | | .834 | .299 | .760 | .080 | .007 |
| | N | 91 | 91 | 91 | 91 | 91 | 91 | 91 | 91 | 91 | 91 | 91 |
| Bahasa | Pearson Correlation | -.067 | .030 | .080 | -.037 | .018 | .022 | 1 | .270** | -.063 | -.019 | .352** |
| | Sig. (2-tailed) | .527 | .775 | .450 | .728 | .864 | .834 | | .010 | .556 | .859 | .001 |
| | N | 91 | 91 | 91 | 91 | 91 | 91 | 91 | 91 | 91 | 91 | 91 |
| Vokal | Pearson Correlation | -.034 | -.012 | .253* | .027 | .246* | -.110 | .270** | 1 | .253* | .055 | .515** |
| | Sig. (2-tailed) | .751 | .908 | .016 | .802 | .019 | .299 | .010 | | .016 | .605 | .000 |
| | N | 91 | 91 | 91 | 91 | 91 | 91 | 91 | 91 | 91 | 91 | 91 |
| Gerak | Pearson Correlation | -.052 | -.093 | .250* | .047 | .298** | .033 | -.063 | .253* | 1 | .221* | .510** |
| | Sig. (2-tailed) | .622 | .383 | .017 | .660 | .004 | .760 | .556 | .016 | | .035 | .000 |
| | N | 91 | 91 | 91 | 91 | 91 | 91 | 91 | 91 | 91 | 91 | 91 |
| Kelancaran | Pearson Correlation | .190 | -.085 | -.021 | -.071 | -.120 | .185 | -.019 | .055 | .221* | 1 | .327** |
| | Sig. (2-tailed) | .071 | .425 | .845 | .506 | .257 | .080 | .859 | .605 | .035 | | .002 |
| | N | 91 | 91 | 91 | 91 | 91 | 91 | 91 | 91 | 91 | 91 | 91 |
| Total | Pearson Correlation | .146 | .243* | .558** | .428** | .480** | .282** | .352** | .515** | .510** | .327** | 1 |
| | Sig. (2-tailed) | .167 | .020 | .000 | .000 | .000 | .007 | .001 | .000 | .000 | .002 | |
| | N | 91 | 91 | 91 | 91 | 91 | 91 | 91 | 91 | 91 | 91 | 91 |

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Table 1. Assessment Item Validity Results

Reliability Test

Reliability testing using Cronbach's alpha formula obtained results $0.64 > 0.5$, it can be concluded that the instrument on performance appraisal is reliable or consistent with a high category.

| Reliability Statistics | |
|------------------------|------------|
| Cronbach's Alpha | N of Items |
| .645 | 11 |

Evaluation

The utilization of this assessment rubric is considered very useful for teachers because so far teachers have not compiled an objective assessment framework. This was conveyed by Indonesian Language Teachers from both schools. In line with that, students feel more motivated and can learn more about aspects that get less than-perfect points as material for improvement on future occasions.

DISCUSSION

The results of research and product development are in the form of a performance-type oral test instrument focused on testing the ability to retell the contents of fantasy texts. This development research was taken with four stages referring to the ADDIE model. The performance assessment instrument received validation from linguists, media experts, and material experts with an average score of 82.5% with a very feasible category for use by teachers. The results of this expert validation are in line with research (Merda Agustina, 2022)) which obtained an average score of 83.7% with the type of performance development at the elementary school level for speech text material. The material expert acts as an expert judgment that assesses the substance of the material presented on the instrument in the form of a review of performance material. Linguists in this case play a role in assessing the editorial or word selection on the assessment instrument which refers to the general rules of refined Indonesian spelling. In addition, the evaluation expert is a perfect validator in this study because he acts as a party who assesses the construction of performance instruments that are in line with the rules of learning evaluation.

The performance assessment instrument to assess students' speaking skills, put forward by (Alaa Aladini, 2024) especially in the aspect of retelling the contents of fantasy texts, is considered to have 6 aspects and 18 valid indicators. The six aspects of assessment on the instrument include: (1) aspects of story suitability with indicators such as: theme suitability, plot suitability, point of view suitability, characterization suitability, and mandate suitability; (2) aspects of story sequence with indicators such as: the story does not deviate from the reference story and the story sequence is in line with the structure of the fantasy text; (3) aspects of language use with indicators such as: the selection of words or diction in accordance with the main story, the diction used is easy to understand, and the use of effective sentences in telling stories; (4) aspects of vocal use with indicators such as: the use of intonation, the use of rhythm, the use of articulation, and the use of pauses; (5) the aspect of gestures or kinesthesia with indicators such as: mimics, expressions, and gestures of students when telling the contents of fantasy texts; and (6) the aspect of fluency which assesses the ability of the entire series of stories from beginning to end.

CONCLUSION

The results of research and development (R&D) on performance assessment instrument products in the form of retelling the contents of fantasy texts for students in grade VII SMP / MTs show that the product is feasible and effective to be applied both theoretically and empirically in schools. The theoretical feasibility of the performance assessment instrument on the aspect of retelling the contents of fantasy text refers to the results of the assessment of linguists, material experts, and evaluation experts. The performance assessment instrument with 6 assessment aspects and 18 assessment indicators was declared valid to assess the ability to retell the content of the text so that it obtained a very feasible category to be implemented by Indonesian language teachers in grade VII SMP. Cronbach's alpha reliability test on the performance assessment instrument on the aspect of retelling the contents of the fantasy text shows results of $0.64 > 0.5$, so it can be concluded that the instrument on the performance assessment is categorized as reliable or consistent. Therefore, teachers, academics, and students need to continue to innovate to produce objective, valid, and reliable assessment instruments. This is done to improve the quality of educators as well as a medium for students to improve their speaking skills.

Based on the findings of the study, some ideas are suggested. Based on the findings of this study, several ideas are suggested. First, it is suggested that Indonesian language teachers at the junior secondary school level develop performance assessment instruments to evaluate the ability to retell the content of fantasy texts and assess the effectiveness of their teaching by using the developed instruments regularly. The presence of this study is a medium for continuous improvement in order to improve the quality of objective evaluation tools. Second, it is strongly

recommended that evaluators and Indonesian language teachers can understand various kinds of effective performance assessment instruments and be able to keep up with the development of Indonesian language teaching. Third, it is intended for users of this instrument to consider the number of items in the observation process, both in terms of time and effectiveness. In a sense, the preparation of instruments is better based on several study focuses in order to obtain specific results. Fourth, it is recommended to use credible performance assessment instruments to evaluate the ability to retell text content and obtain more evidence as the basis of arguments for further research.

The findings also underscore the potential for the developed instrument to serve as a benchmark for performance-based assessments in language learning beyond Indonesian subjects. By integrating specific and measurable indicators, this instrument provides a clear framework for evaluating speaking skills systematically, thus addressing common issues such as subjectivity and inconsistency in teacher evaluations. Additionally, the application of this instrument could foster higher-order thinking skills among students by encouraging deeper engagement with literary texts. This aligns with the broader objectives of competency-based education, which aims to enhance not only knowledge acquisition but also critical, creative, and communicative abilities. Future research could explore the adaptability of this instrument in different educational contexts, such as its application to other types of texts or integration with digital tools to enhance practicality and accessibility.

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AUTHOR CONTRIBUTION

In this study, the authors contributed in various ways. Dinda Amelia was responsible for designing and conducting the research, including the development of the methodology, data collection, analysis, interpretation, and the overall writing of the research manuscript. Additionally, Dinda also participated in the data validation process with two lecturers and played a role in developing the research instruments. Meanwhile, Maman Suryaman participated in the validation of data and research findings, provided guidance in developing the research instruments, and contributed to data analysis and result interpretation. Similarly, Esti Swatika Sari contributed to the validation of data and research findings, provided guidance in the development of research instruments, and took part in data analysis and result interpretation. Thus, each author made significant contributions to this research process, covering methodological aspects, data analysis, and result interpretation.

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