

**MODEL ALAT EVALUASI KETERAMPILAN MEMBACA PADA BUKU  
SEKOLAH ELEKTRONIK BAHASA INDONESIA KELAS X**  
(Penelitian *Research and Development* Di SMA Negeri 3 Bandung Tahun Ajaran  
2012/2013)

oleh  
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**ABSTRAK**

Penelitian ini dilatarbelakangi oleh belum adanya validitas dan reliabilitas terhadap alat evaluasi membaca dalam Buku Sekolah Elektronik (BSE). Penelitian ini bertujuan untuk menjawab pertanyaan-pertanyaan: (1) bagaimana validitas alat evaluasi dalam buku sekolah elektronik Bahasa Indonesia untuk SMA kelas X yang digunakan di SMAN 3 Bandung tahun ajaran 2012/2013; (2) bagaimana reliabilitas alat evaluasi dalam buku sekolah elektronik Bahasa Indonesia untuk SMA kelas X yang digunakan di SMAN 3 Bandung tahun ajaran 2012/2013; (3) bagaimana model alat evaluasi yang baik untuk meningkatkan kemampuan siswa dalam mengerjakan soal pada Standar Kompetensi membaca.

Metode penelitian yang digunakan dalam penelitian ini adalah metode penelitian *Research and Development*. Berdasarkan hasil penelitian dan uji coba, peneliti menemukan dari 50 butir soal keterampilan membaca di buku sekolah elektronik Belajar Efektif Bahasa Indonesia untuk kelas X karya E.Kusnadi diperoleh hasil uji coba 1 sebanyak 16 butir soal memiliki tingkat validitas dengan masing-masing 9 butir soal termasuk bervaliditas rendah, 6 butir soal bervaliditas cukup, dan 1 soal termasuk bervaliditas tinggi. Reliabilitas yang diperoleh sebesar 0,32 termasuk kategori rendah. Dari keenam belas butir soal masing-masing memiliki tingkat kesukaran 1 soal kategori sangat mudah, 2 soal termasuk kategori mudah, 8 soal termasuk kategori sedang, 3 soal termasuk kategori sukar, dan 2 soal termasuk kategori sangat sukar. Adapun daya pembeda soal masing-masing 3 soal berdaya pembeda jelek, 7 soal berdaya pembeda cukup, 5 soal berdaya pembeda baik, dan 1 soal berdaya pembeda baik sekali.

Hasil uji coba pemakaian/uji coba 2 dari 16 butir soal yang diujikan diperoleh 4 soal bervaliditas sangat rendah, 3 soal bervaliditas rendah, 7 soal bervaliditas cukup, dan 2 soal tidak valid. Reliabilitas yang diperoleh sebesar 0,42 yang berarti cukup. Tingkat kesukaran soal masing-masing 1 soal termasuk kategori sangat mudah, 1 soal termasuk kategori mudah, 7 soal termasuk kategori sedang, 6 soal termasuk kategori sukar, dan 1 soal termasuk kategori sangat sukar. Daya pembeda soal masing-masing dijelaskan 4 soal berdaya pembeda jelek, 4 soal berdaya pembeda cukup, dan 8 soal berdaya pembeda baik.

**Marla Erika Rifani, 2013**

Model Alat Evaluasi Keterampilan Membaca Pada Buku Sekolah Elektronik Bahasa Indonesia Kelas X (Penelitian *Research and Development* Di SMA Negeri 3 Bandung Tahun Ajaran 2012/2013)  
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# **MODEL INSTRUMENT EVALUATION COMPETENCE READ IN SCHOOL BOOK ELECTRONIC INDONESIAN LANGUAGE CLASS X**

( Reasearch and Development in SMA Negeri 3 Bandung

Learn year 2012/2013)

oleh

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## **ABSTRAC**

Research was triggered by the absence of validity and reliabilitas against instrument evaluation reading school books electronic (BSE). There were some project questions which must be answered in this project, those are (1) how the validity of an instrument evaluation in school books electronic indonesian language for high school class X used in SMAN 3 Bandung the academic year 2012/2013; (2) how reliabilitas instrument evaluation in school books electronic indonesian language for high school class X used in SMAN 3 Bandung the academic year 2012/2013; (3) how their model instrument evaluation good to improve the ability of students in doing the upon default competence read.

Research and development was a method used in this research. Based on the results of research, there are 50 grains of reading skill questions founded in electronic school book learning effective indonesian language to a class of X work E.Kusnadi obtained the result of the first experiment, there were 16 questions having a level validity including 9 questions was low level validity, 6 questions was enough, and 1 question are high. Reliabilitas obtained by 0,32 in the low category. There were twelve questions by 16 having a level, including 1 question was very easy, 2 questions were in the category of easy, 8 questions were in the moderate category, 3 questions were difficult and 2 questions were in the very difficult category. Discriminating power about each 3 questions discriminating power miscreated, 7 questions about discriminating power enough, 5 questions about discriminating power good, and 1 question about discriminating power very good.

The result in this experiment there were 2 of 16 questions about tested including obtained 4 questions were validity very low, 3 questions were validity in very low catagory, 7 questions were validity enough, and 2 questions were an invalid. Reliabilitas obtained by 0,42 which means enough. Difficulty index about questions including 1 questionis categorized very easy, 1 question about was categorized easy, 7 questions was categorized being, 6 questions was categorized involute, and 1 questions was categorized very difficult. Discriminating power for 4 questions about discriminating power not good, 4 questions discriminating power enough, and 8 questions discriminating power good.

**Marla Erika Rifani, 2013**

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