



The Development of an Assessment Instrument for Learning the Meaning of Proverbs through Essay Tests Using Google Form Media

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ABSTRACT

To strengthen the skills of receiving and or expressing ideas in writing in learning factual narrative texts, proverbs are needed for students. After learning the meaning of proverbs is conveyed through certain learning strategies, the final activity is a formative test. This article aims to describe the assessment instrument for learning the meaning of proverbs through multiple choice tests for tenth grade senior high school students. The research was carried out in the even semester of the 2022/2023 school year. The research was conducted at Ujung Batu 1 Public High School, Rokan Hulu as a place to test the meaning of proverbs which aims to carry out an assessment of the meaning of proverbs for students. The sample for the trial consisted of 28 students out of 30 tenth grade students who submitted a proverb meaning test. To obtain the discussion, instruments in the form of documentation are used, both manually and online. The questionnaire is the main instrument of this article which functions to obtain data validating the assessment of the meaning of proverbs from a team of experts. The supporting instrument is a proverb meaning test which functions to obtain data for testing the application of an assessment of the proverb meaning skills for students. The results of the study show that: 1) the indicators for assessing the meaning of proverbs produced in the basis analysis procedure are in good category according to the weighing team; 2) the design of the instrument for assessing the meaning of proverbs produced in the design procedure is in the form of a good category assessment rubric; 3) the development of an instrument for assessing the meaning of proverbs produced in the basis analysis procedure is categorized as good according to the weighing team; 4) there is no change in the scoring rubric based on the trial results.

Keywords: assessment instruments, learning the meaning of proverbs, essay tests, google form media

INTRODUCTION

To strengthen the skills of receiving and or expressing ideas in writing in learning factual narrative texts, proverb learning materials are needed for students. Receptively, learning aims to achieve that students have an understanding to interpret proverbs. After learning the meaning of proverbs is conveyed through certain learning strategies, the final activity is a formative test. In the context of carrying out the formative tests above, other learning tools are needed, other assessment instruments in learning the meaning of proverbs.

The preparation of assessment instruments in learning the meaning of proverbs is related to many aspects. Aspects in question:

- 1) time allocation given to students to work on a test;
- 2) the number of proverbs that must be interpreted in a test;
- 3) the form of the test, namely consideration for choosing an essay test or multiple choice test with a certain number of options;

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- 4) the type of test as the basis for compiling the assessment instrument, namely essay tests or objective tests such as multiple choice, matching, or true-false tests.
- 5) test media, namely the consideration of choosing conventional media in the form of question sheets manually or choosing digital literacy media such as the Google form;
- 6) the type of procedure in research and development that will be chosen is choosing the original procedure in Western culture as first coined by the expert or choosing a modified procedure that is in line with the assessment of the meaning of proverbs.

The research and development in this article focuses on developing assessment instruments for learning the meaning of proverbs. The research subjects to try were class X senior high school students. The media used in the proverb meaning test is google form.

Based on the description above, this article is entitled Development of an Assessment Instrument for Learning the Meaning of Proverbs through Essay Tests Using Google Form Media. Through this title, it is hoped that one learning tool can be reproduced in the form of an assessment instrument for learning the meaning of proverbs through essay tests using Google Form media.

Research carried out to obtain answers to several research problems. The problem in question is formulated as follows:

- 1) What are the results of the assessment of the basis analysis procedure in the assessment for the development of assessment instruments in learning the meaning of proverbs for grade 10 high school?
- 2) What are the results of the assessment rubric for the development of assessment instruments in learning the meaning of proverbs for grade 10 high school?

- 3) Is there a suitability of the assessment rubric for the development of an assessment instrument for learning the meaning of proverbs when an assessment is made of the answer sheets for the use of proverbs for 10th grade high school students?
- 4) What are the changes in the scoring rubric for the development of an assessment instrument for learning the meaning of proverbs after entering the try-out procedure for 10th grade senior high school students?

This research was conducted to achieve several goals. The objectives are:

- 1) describe the results of the assessment of the basis analysis procedure in the assessment for the development of assessment instruments in learning the meaning of proverbs for grade 10 high school;
- 2) describe the results of the assessment rubric for the development of assessment instruments in learning the meaning of proverbs for grade 10 high school;
- 3) describe the suitability of the assessment rubric for the development of an assessment instrument for learning the meaning of proverbs when an assessment is made of the answer sheets for the use of proverbs for class 10 high school students;
- 4) describe the types of changes in the assessment rubric for the development of assessment instruments for learning the meaning of proverbs after entering the trial procedure on 10th grade students of senior high school.

Research has many benefits. The following presents the benefits of research from various perspectives, namely:

- 1) from the perspective of an Indonesian teacher who teaches the meaning of proverbs



- erbs, this article can be taken into consideration to be used as a reference for evaluating the meaning of proverbs;
- 2) from the perspective of the school principal, this article can be used as a consideration when supervising teachers in the field of learning outcomes assessment instruments;
 - 3) from the perspective of school supervisors in the field of Indonesian, this article can also be taken into consideration for use in efforts to supervise Indonesian language teachers for learning assessment instrument material;
 - 4) from the perspective of the Indonesian MGMP, this article can be used as material for discussion in formal meetings that discuss the assessment rubric in a lesson for certain KD and or sub-KD.

The assessment instrument for learning the meaning of proverbs referred to in this article is a learning tool that contains an evaluation rubric about the skill to grasp the meaning of a proverb in depth starting from a simple description of meaning through a dictionary, cognitive meaning, and ending with inquisitive semantic meaning. There are 5 types of proverbs that will be interpreted; each comes from marine traditions, forest traditions, kitchen traditions, carpentry traditions, and medicinal traditions.

The development of an assessment instrument for learning the meaning of proverbs uses a procedure based on the opinion of Borg and Gall (1989), which was modified by Razak (2017:73), namely:

- 1) base study (analysis related to the development plan which has the core aspects of assessment indicators);
- 2) drafting the design, namely the assessment rubric draft which contains the as-

pects analyzed in the basis study procedure;

- 3) field study, namely conducting trials on the assessment rubric prepared in the second procedure (this activity was preceded by a test via Google form so as to produce an answer sheet per student via the Excel program);
- 4) revision of the assessment rubric draft which contains the aspects analyzed in the basis study procedure based on the trial results in the 3rd procedure.

Relevant research can be found in various online scientific articles. Some of them are presented below:

- 1) Erlin Prasetyo & Wahyudi (2022) wrote an article with the title Pengembangan Instrumen Penilaian Kognitif dalam Pembelajaran Tematik Terpadu untuk Kelas 4 SD. *Sastra*, 1(4), 501–510. <https://doi.org/10.55909/jpbs.v1i4.116>
- 2) Helen Putri dkk. (2020) wrote an article with the title Instrumen Penilaian Hasil Pembelajaran Kognitif pada Tes. *Jurnal Papeda*; Vol 4, No 2, Juli 2022, 139-148.
- 3) Zazuli & Hermandra(2023) wrote an article with the title Pemaknaan dan Keterbacaan Peribahasa dalam Kebudayaan Melayu Berbasis Semantik Inkuisitif. *Gaung: Jurnal Ragam Budaya Gemilang, Volume 1, Nomor 2, Mei 2023*, 93-108. DOI: <https://doi.org/10.55909/php/aj.v1i2.xxx>.
- 4) Kharisma dkk. (2021) wrote an article with the title Pengembangan Instrumen Tes Keterampilan Menyimak untuk Siswa Kelas IX Sekolah Menengah Pertama. *Jurnal PAJAR (Pendidikan dan Pengajaran)*, 6(1), 132-139. DOI : <http://dx.doi.org/10.33578/pjr.v6i1.8388>.

METHODS

This collaborative research was conducted at SMA Negeri 1 Ujung Batu, Rokan Hulu. This school with A accreditation is located at Jalan Jendral Sudirman No. 17, Ujung Batu District, Rokan Hulu Regency, Riau Province. This school has 27 study groups; specifically for classes totaling 9 parallel classes.

The research takes place in the middle of the even semester of the 2022/2023 school year. The division of time includes: 1) preparation of instruments such as questionnaires and tests as well as manual and electronic documentation; 2) carry out a basic analysis in order to develop an assessment instrument for learning the meaning of proverbs for grade 10 senior high school; 3) weighing various aspects in the basis analysis such as indicators of the assessment instrument for learning the meaning of proverbs; 4) development of a rubric for the assessment instrument for learning the meaning of proverbs for grade 10 senior high school; 5) conducting a test of the rubric of the instrument for learning the meaning of proverbs for grade 10 senior high school by carrying out a test on the meaning of proverbs using the Google form media on grade 10 students of SMA Negeri 1 Ujung Batu, Rokan Hulu.

The research population in the context of testing the rubric of the assessment instrument in learning the meaning of proverbs was 30 students of SMA Negeri 1 Ujung Batu who submitted them on the Google form.

The sample was determined to be 28 students of SMA Negeri 1 Ujung Batu. This amount was obtained referring to the Slavin formula (Razak, 2015:13) and Setiawan (2007:9). Samples were drawn randomly with the technique without replacement. Referring to expert opinion, if the number of population and sample does not differ significantly, then the withdrawal of sample members using a return technique is not effective, so it is replaced with a technique without replacement (Fraenkel et al., 2012:176; Malik & Hamied, 2014:

92; Razak, 2017:71; Cresswel, 2010:119). Documentation instruments are used to collect data on proverbs and their meanings. Types of instruments both manual and electronic.

To validate each activity in the base study and design procedures a questionnaire was used. This instrument is addressed to a weighing team of 3 weighers. This instrument is arranged objectively and systematically so that it fulfills a valid questionnaire.

Each questionnaire sent to the weighing team must be assessed using a scale of 1-4 (values 1 and 2 indicate negative, while values 3 and 4 indicate positive). To obtain positive weighing results, each weigher assesses through a progressive system. That is, the weigher will provide a note of improvement for each indicator that has not reached a score of 4. Therefore, an assessment with this system allows a weigher to weigh more than once (Razak, 2017:81; Dornyei, 2011:61).

To collect worksheet data for the proverb meaning test, the essay test instrument was used. This test is arranged according to the test grid and uses the media google form. This answer sheet is used as an object to be assessed using the rubric of the instrument for assessing the meaning of proverbs.

FINDINGS

1. Analysis of Test Instrument Development Basis

First, the proverb meaning test uses a time allocation of 4 x 45 minutes. This time is equivalent to face-to-face study time per week. This timing is for working on essay questions about the meaning of proverbs for 10th grade high school students. This time allocation does not affect the face time allocation because the test uses the take home examination system through the Google form facility.

Second, the number of proverbs is certain to be limited, namely only 5 proverbs to be used as test objects. However, within these limitations, the selected proverbs represent: maritime tradition



(proverb-1), forest tradition (proverb-2), medical tradition (proverb-3), carpentry tradition (proverb-4), kitchen tradition (proverb-5), namely:

- 1) ada udang di balik batu;
- 2) macam pelanduk dua serupa;
- 3) macam menepuk air dalam dulang;
- 4) besar pasak dari tiang;
- 5) seperti menggenggam bara api.

Third, Indonesian language teachers have professional potential to be able to carry out in-depth learning of the meaning of proverbs. This condition is based on the factual condition that Indonesian language teachers assigned to senior high schools have at least formal education at the S-1 level of Education.

Fourth, the instrument for assessing the meaning of proverbs is based on essay tests according to the grid using Google form media. It is believed that this media can be properly used by students in line with the teaching-learning experience when Covid-19 hit.

Fifth, the unit tests are arranged based on the proverb meaning test grid. The test grid is an important part of a procedural step in preparing a test.

Sixth, each test indicator has a score of 1-4. A relatively small score is intended for students who interpret proverbs relatively inappropriately. Seventh, 4 indicators for assessing the meaning of proverbs are used. The indicators in question: 1) script semantics; 2) cognitive semantics; 3) inquisitive semantics: data, theory, knowledge, and philosophy of language (Hermandra, 2022:381).

Table 1
 Results of Weighing Proverb Meaning Indicators through the Progressive System

No.	Judgers	Score-1	Score-2	Score-3	Score-4
1	Judger-1			√	√
2	Judger-2			√	√
3	Judger-3			√	√
	Mode			√	√

In the end, all weighers scored 4. However, the score for each weigher came from a value of 3.

2. Rubric of the Proverb Meaning Assessment Instrument

The second procedure that was taken in order to develop an instrument for assessing the meaning of proverbs through an essay test using Google form was the design procedure. In this context, it is given the title of the rubric of the instrument for assessing the meaning of proverbs.

Table 2
 Proverb Meaning Test Assessment Rubric

No.	Proverbs	Semantics Indicators	Scores Range			
			1	2	3	4
1	Proverb-1	script				
		cognitive				
		inquisitif				
		subtotal				12
2	Proverb-2	script				
		cognitive				
		inquisitif				
		subtotal				12
3	Judger-3	script				
		cognitive				
		inquisitif				
		subtotal				12
4	Judger-4	script				
		cognitive				
		inquisitif				
		subtotal				12
5	Judger-5	script				
		cognitive				
		inquisitif				
		subtotal				12
Total						60
Observation						
Percent		observ :60				

The weighing team gives a value of 4 through 2 assessments. This happens for all weighers.

Table 3
 The Results of Weighing the Rubric of the Assessment of the Meaning of Proverbs through a Progressive System

No.	Judgers	Score-1	Score-2	Score-3	Score-4
1	Judger-1			√	√
2	Judger-2			√	√
3	Judger-3			√	√
	Mode			√	√

3. Trial of the Proverb Assessment Instrument

The proverb assessment instrument test was carried out in class X SMA Negeri 1 Ujung Batu, Rokan Hulu. Teachers are facilitated to be able to interpret proverbs in depth. Learning using mixed methods. After that, they were assigned to answer questions through the take home examination system via the Google form media.

The answers of the students are monitored by the teacher's excel. This answer is used as the basis for being assessed through an assessment rubric.

In terms of the types of proverbs, there is no absence of proverbs in the assessment rubric. In terms of indicators, there are also no indicators that should be in the rubric. However, from a scoring perspective, which originally had a score of 1-4, it turned out that not all of them could be included when the assessment was carried out on students who did not answer the question. Under these circumstances, the student in question should have a score of 0, not a score of 1, let alone a score of 4. Therefore, this score was revised from a score of 1-4 to a score of 0-4.

In addition to scoring, the rubric is missing for linguistic aspects. Among the many student answer sheets there are descriptions of the mean-

ing of proverbs whose language aspects are relatively weak. They still write sentences in the form of phrases, sentences that do not have a relatively strong unity in paragraph units, and inadequate spelling aspects. Therefore, the rubric of the instrument for assessing the meaning of proverbs was added for 3 types of linguistic aspects.

4. Revised the Rubric of the Proverb Assessment Instrument

In line with procedure-3, this procedure is a procedure for revising the rubric of the research instrument for learning the meaning of proverbs for class X SMA. Revisions are made by adding language indicators, namely: 1) spelling includes punctuation, capital letters, and writing of words and/or abbreviations or acronyms; 2) sentences, namely sentences that contain the elements of subject and predicate, subject, predicate and object, only subject, only object, only predicate; 3) paragraph unity.

Table 4
 Revision of the Rubric of the Proverb Meaning Tst Instrument

No.	Proverbs	Indicators	Scores Range (0-4)	Total
1	Proverb-1	script		
		cognitive		
		inquisitif		
		ejaan		
		kalimat		
		paragraf		
		subtotal		
2	Proverb-2	script		
		cognitive		
		inquisitif		
		ejaan		
		kalimat		
		paragraf		
		subtotal		



Table 4 (Countinued)
 Revision of the Rubric of the Proverb Meaning
 Tst Instrument

No.	Proverbs	Indicators	Scores Range (0-4)	Total
3	Proverb-3	script		
		cognitive		
		inquisitif		
		ejaan		
		kalimat		
		paragraf		
		subtotal		
4	Proverb-4	script		
		cognitive		
		inquisitif		
		ejaan		
		kalimat		
		paragraf		
		subtotal		
5	Proverb-5	script		
		cognitive		
		inquisitif		
		ejaan		
		kalimat		
		paragraf		
		subtotal		
Total				
Observation				
Percent		observ.:120		

The total score is 120, which is 24 x 5. The value of 24 is obtained from the number of indicators, namely 6 which is multiplied by the highest score, namely 4. If all of the students are rated at a score of 3, the score obtained is 5 x 6 x 3 = 90. Thus, the percentage of meaning of proverbs what this student achieved was 90/120 x 100 - 75.00. A score of 75.00 includes a score that exceeds the KKM 70.00 for the Indonesian language subject at SMA Negeri 1 Ujung Batu, Rokan Hulu.

DISCUSSION

Development of an assessment instrument for learning the meaning of proverbs through essay tests using Google Form media. Essay test scores range from 0-4 including minor scores. The total score is 120, which is 24 x 5. The value of 24 is obtained from the number of indicators, namely 6 which is multiplied by the highest score, namely 4. If all of the students are rated at a score of 3, the score obtained is 5 x 6 x 3 = 90. Thus, the percentage of meaning of proverbs what this student achieved was 90/120 x 100 - 75.00. A score of 75.00 includes a score that exceeds the KKM 70.00 for the Indonesian language subject at SMA Negeri 1 Ujung Batu, Rokan Hulu.

The addition of language indicators is indeed an absolute thing in the rubric of the instrument for assessing the meaning of proverbs through essay tests. This is due to the idea that the students intended in writing the meaning of proverbs did not use adequate aspects of language. Sentences are not connected to other sentences. In this context the paragraph does not meet the requirements of unity. Linguists say a good paragraph if the sentences contained in the paragraph have a unity of meaning called unity (Chaplen, 1994:11; Ewald, 1993:27; Karlsson, 2015:420; Muslich, 2010:18; Rozak et al., 2018:139; Razak, 2015:13).

Furthermore, this structure shows the meaning of 2 of 5 proverbs. The intended meaning is described below.

First, proverb-1: there is a shrimp behind the rock. This proverb illustrates the very deep meaning behind the visible meaning which only contains 5 words. Each word has meaning in such a way that it forms a true meaning in an integrated manner. That is why, it is forbidden to exchange one word for another so that the original meaning is maintained as well.

The terms shrimp and rock are an active-productive unit. They are a life in the water. For example, fighter jets and aircraft carriers, prawns

are fighter jets and rocks are aircraft carriers. To attack the enemy, the pilot flies a fighter jet towards the target, but to protect himself from enemy attack, the pilot returns to take cover to his base, namely the aircraft carrier.

Shrimp are living things that need food. Therefore, he is a predator for other living things in the water. His presence behind the rock doubles. First, as a technique to attack Planon. Second, as a place to take shelter from other predators that are always lurking, such as bigger fish, let alone attacks from the fishing gear used by fishermen. Referring to the description above, replacing this proverb with shrimp behind bakwan greatly degrades the meaning of this fourth proverb. The shrimp behind the bakwan is clearly an inanimate object. The shrimp had absolutely no ability to attack; instead he becomes soft food for humans as predators. In addition, bakwan also cannot become a shield for dead shrimp to be able to withstand attacks from human mouths to devour them.

Second, proverb-2: the two types of hornbill are similar. Pelanduk or mouse deer is the common name for a group of mammals (mammals) with even nails belonging to the *Tragulidae* clan. The hornbill is a member of the *Tragulidae* family, closely related to antelope and deer.

The scientific name of this genus, *tragulus*, comes from a combination of two words, *tragos*, from the Greek meaning 'goat', and the ending *-ulus* from the Latin meaning 'small'. This corresponds to its small body, which at maturity is about the same size as a rabbit; living in the tropical rainforests of Southeast Asia, including Indonesia (<https://id.wikipedia.org/wiki/Pelanduk>; accessed on May 24, 2023).

In folklore it is told about the battle of a flock of hornets with Pak Ande and his wife, Mak Ande. At the end of the story, Mr. Ande and his wife lost in a fight with a flock of deer.

In another story it is said that the deer is very perfect at acting. Often people living in the forest area of Lingga Island, Riau Archipelago hunt horn-

bills using trapping techniques. The day after the trap is set in the thicket and/or jungle, deer hunters visit it to find out if the trap is hit or not. One chance the Fulang visited his trap. From a distance among the bushes he knows that the trap is in the closed position which means that there is an object that the deer believes is trapped inside. As soon as he arrived at the captor, the conditions were indeed true that a deer had been trapped. However, Fulan was sad because the deer was dead and trapped by many ants. So and so opened the trap and picked up the dead deer. He also moved the carcass of the deer outside the trap while he set a new bait to visit again the next day.

When Fulan was packing, it turned out that the deer, which was said to have been caged by the ants, straightened up and suddenly ran away in the bush. The whites of Fulan's eyes saw that incident. All this time he knew that it was just a fairy tale.

The proverb of the two types of hornets has nothing to do with the story of the hornbill. The hornet has the same shape of face, the same color of fur, the same shape of legs and color, and the same shape and color of neck fur. That is, a horned animal is the same color and shape as other hornets. If we get two hornbills, the only thing that distinguishes them is the tying of the horns' legs. Two horned horns are obtained from shooting, the difference is the point of the shot; one hit on the left chest while the other on the right chest.

The proverb of kinds of horns of two is similar is interpreted as a person's reaction to seeing an object that is similar to another, for example: clothes, twins, rings, and or necklaces. The function of this proverb is to refute other people's views that something we have is stolen from someone else. Usually there is a type of communication, you can't look at two similar horns. I mean, he lost his pen. He saw the pen was in the hands of his seatmate. His seatmate argued that the pen in his hand was his pen while saying that he should not look at two similar horned deer.



Third, proverb-3: macam menepuk air dalam dulang. The term pat says basic pat. Lexically, the resulting clap by two hands that are spread means: 1) the act of slapping the palms of the hands to make a sound; 2) that sound generated by both hands slapped; 3) a slap that is not hard from behind and from the side (Alwi, 2008:1446).

According to the conventional meaning, language Malay, that's a slap and slap means similar because they are the same using palms. Clap activity wearing to the target by using palms moving from top to bottom. Slap is also the activity of wearing it to the target using the palm of the hand from the right to the left or from left to right. Lexically, dulang means bakiyan usually lipped at the edges and legged, made of wood (Alwi, 2008:346). In its development, many trays are also made from aluminum. He is approx 15-20 cm long and about 15 cm high; convex like a cauldron. At first he was a tool for seek and or find gold in the area mininga. That's known term panning for gold. When panning for gold many times, potential to get precious metals is relatively not much compared to getting water only. That is why, miners are not patient anger at the results of their own work the activity of tapping the water in the tray. As a result, the water splashed on his own face. That is, someone does the deed impact on himself. Deeds it is believed to be a bad deed should not be done. in sharia, if we do bad to others, then the first to be affected is ourselves (QS al-Israk, 17:7 in Katsir, 2018:135)

This research and development went smoothly because Allah Taala provided convenience through the availability of electronic media, namely the Google form application. Through this media, essay tests done using the take home examination system can be submitted to each student. In addition, the names and number of students who submit can be monitored quickly and accurately in the Excel program. This is because the answer sheet is easily accessible so that an

assessment of the meaning of proverbs can also be carried out quickly.

Media both for tests and for learning play a role in this research and development. The role of the media as described above is in line with the function of the media itself as written by many book authors or scientific article writers in online journals (Karo-Karo & Rohani, 2018:94; Miftah, 2013:97; Arsyad, 2013:19; Wahidin & Syaefuddin, 2018:50; Umar, 2014:135; Heriyanti et al., 2017:215; Giyanto & Ghoni, 2020:929; Mahnun, 2012:; Muryoah & Fajartia, 2017:82; Muttaqien, 2019:420; Ngubaidillah & Kartadie, 2018:100; Muryoah & Fajartia, 2017:81; Nurmadiyah, 2016:58).

CONCLUSION

There are 4 research conclusions that are in line with the formulation of the research problem. The conclusion is presented as follows:

- 1) the results of the assessment of the basis analysis procedure in the assessment for the development of assessment instruments in learning the meaning of proverbs for grade 10 senior high school are in good category for the aspect of the indicator test for the meaning of proverbs, the aspect of the number of proverbs tested based on the type of tradition, and according to indicators;
- 2) the results of the assessment rubric for the development of assessment instruments in learning the meaning of proverbs for grade 10 high school are in good category;
- 3) there is a discrepancy in the assessment rubric for the development of an assessment instrument for learning the meaning of proverbs when an assessment is made of the answer sheets for the use of proverbs for class 10 high school students; aspects that are not appropriate are

the values 1-4 and the alphaness of language indicators, namely sentences in paragraphs, paragraph unity, and spelling.

- 4) the scoring rubric for the development of an assessment instrument for learning the meaning of proverbs after entering the trial procedure for 10th grade high school students changed the score from 1-4 to 0-4 and added language indicators, namely sentences in paragraphs, paragraph unity, and spelling.

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