

# Student's Diagnostic Ability on Review Text and Persuasive Text in Indonesian Language Test

Kasmanah Kasmanah<sup>1\*</sup>, Dika Supyandi<sup>2</sup>, Tanti Ardianti<sup>3</sup>, Evi Fitriyanti<sup>4</sup>,  
Devi Ratnasari<sup>5</sup>

<sup>1</sup>Department of Guidance and Counseling Universitas Indraprasta PGRI, Jakarta, Indonesia

<sup>2</sup>Department of Agribusiness Universitas Padjadjaran Bandung, Indonesia

<sup>3</sup>Department of Guidance and Counseling Universitas Indraprasta PGRI, Jakarta, Indonesia

<sup>4</sup>Department of Guidance and Counseling Universitas Indraprasta PGRI, Jakarta, Indonesia

<sup>5</sup>Department of Guidance and Counseling Universitas Indraprasta PGRI, Jakarta, Indonesia

\*Corresponding author. Email: Sifanaazkya87@gmail.com

## ABSTRACT

This research aimed at analyzing student's ability to mastering the review text and persuasive text on Indonesian learning. Both of the learning materials' analyses include identifying information of the text, re-concluding substation in review text, analyzing structure and language review text, providing responses on quality of work, identifying actual problem of persuasive text, summarizing actual problem of persuasive text, analyzing structure and language of persuasive text, as well as providing persuasive text. The study covered 182 students in an Integrated Islamic Junior High School. Student's ability assessment was organized based on mid-term semester results conducted in March 2019. The data analysis was completed with Rasch modeling. The results of this study indicated that students had difficulty in understanding the provided quality creation responses of the text. Conversely, in general, students understood the persuasive text, especially to establish text with opening part on the text as one of the text's structure. Other interesting points discussed in this article are quality of the test related to measure students' ability and trace student misconceptions on learning materials, and to develop a quality test for student such as reduce cheating behavior in the future.

**Keywords:** Student's diagnostic ability, Review text, Persuasive text, Indonesian language test

## 1. INTRODUCTION

Learning Indonesian language is a fundamental study that implicating students within practice skill of communication and analyze a phenomenon or a general thought in daily activities. Furthermore, Indonesian language introduces the formulation of excellent communication ethics and behaviors within national activities [1]. A very popular quote said that language reflected the nation. In line with that, Frans Boas stated that each language presented a classification of experiences [2]. Hence, moral and ethical values are also constructed by learning Indonesian language. Generally, the main aspects within Indonesian language study is an ability to analyze and establish main idea of a general thought to be practiced in daily activity [3].

Student understanding is needed in the review text and persuasive principles in Indonesian language learning in

accordance with the 2013 curriculum that was designed to meet the 21<sup>st</sup> century learning model. The curriculum is emphasizing a shift from teacher-centered learning to student-centered learning with various learning sources, beyond the educator's limits and educational units. Therefore, the role of language becomes very central. There are four new things or at least a renewal in learning Indonesian language at school. The four things mentioned are: (1) the concept of text-based Indonesian learning; (2) Indonesian language as an advocate science; (3) scientific approach in learning Indonesian; and (4) authentic assessment in learning Indonesian [4].

According to Finosa stated that language had several functions, namely: (1) as a tool/media for communication, (2) as a tool for self-expression, (3) as a tool for social integration and adaptation, and (4) as a social control. In line with the above review, it can be formulated that the higher the speaking ability of a person, the higher the ability to think; the more organized someone's language, the more organized the way of thinking [5].

Review text is a kind of study which is interesting for further research, because this text is different from another text in the last curriculum [6]. This text reviews assessment of literary works on the reef or created by other people. The works assessed in this paper include books, films, novels, and short stories. In other outline, a review text can even increase knowledge of student on literature arts [7].

The substance of review text is considering or inspecting as a literature art by some people [8]. Review text in Indonesia language learning aims to provide comprehensive information about a literature art, also to influence literature lovers to think, contemplate, and discuss further of phenomenon or problem in arts and give a consideration to reader to establish the suitability of the arts. Review text includes structure text that contains review title, data, introduction, content and conclusion [9].

On the other hand, persuasive text is an essay aims to make the reader believe, be sure, and be persuaded of things that are communicated, which might be facts, a general establishment, an opinion/idea, or opinion of someone. Persuasive discourse is a discourse that aims to influence the reader to take action as expected by the author [10].

In text-based Indonesian learning, there are at least five activities carried out by students. First, students identify information or fill in the text. Second, students examine the structure of the text. Third, students determine the linguistic elements of a text. Fourth, students distinguish one text from another. Fifth, students improve the use of language in the text. Sixth, students create the text. [11]

This research aimed to analyze student's ability to mastering the review text and persuasive text on Indonesian learning. Both of the learning materials' analysis include identify information of the text, re-conclude substitution in review text, analyze structure and language review text, provide responses on quality of work, identify actual problem of persuasive text, summarize actual problem of persuasive text, analyze structure and language of persuasive text, as well as provide persuasive text.

In this context, the level of student to understand how far they mastered material of Indonesian language learning is provided. Students will be listed as mastering the concept if they can think with it, apply within another field they studied, and express it with their manner. The material in review text consists of identifying information in review text, re-explaining substance in review text, analyzing a structure and language review text, and providing response on quality of works. Among the review aspects, it indicated that students had difficulty to establish main idea of a general thought. [12]

However, the majority of students almost had no significant difficulty to complete materials on persuasive text. Generally, the focus was identifying actual problem of persuasive text, summarizing actual problem of persuasive text, analyzing a structure and language of persuasive text, and also providing persuasive text by oral and written.

Based on actual problem that students faced, this article measured the students' diagnostic ability on review

text material and persuasive text based on Indonesian language test at school. In accordance with the current curriculum, students' ability to review the material and persuasive texts is important for the students in relation to Indonesian language learning.

## 2. METHOD

### 2.1. Participants

This research involved 182 students at a junior high school who enrolled in Indonesian language subjects with mean age = 12.3 years old. The engaged students were taken from six classes from VIII-A to VIII-F, in integrated Islamic Junior High School Darul Hikmah, Bekasi, West Java.

### 2.2. Procedure

The research was conducted to measure two basic learning competencies, namely: 1) analyze a review text and its application in daily life by identifying information in the review text, re-explaining substance in review text, analyzing structure and language of review text, and also providing responses on quality work; 2) analyze a persuasive text, including identifying actual problem of persuasive text, summarizing actual problem of persuasive text, analyzing structure and language of persuasive text, and also providing persuasive text. Students were given an exam or midterm test with 90 minutes to complete it. The midterm test was held on Friday, March 8<sup>th</sup>, 2019.

### 2.3. Measurement

The exam questions consisted of 25 multiple-choice items with 4 points per item. The students' exam results were checked based on answer keys provided by the teachers, then being calculated and inserted into the assessment value of students' abilities.

### 2.4. Data Analysis

The research applied a quantitative approach with descriptive analysis [13]. The test results were evaluated by WINSTEPS 3.73 Computer Program of *Rasch Model* [14]. Furthermore, all student actions in the research were a credential and no credit earned by students from the schools where the student joined for his/her participation in the research.

### 3. RESULT AND DISCUSSION

#### 3.1. Indonesian Language Test: Assessment Evaluation

To measure the students' success or fail in mastering the purposes of learning competence, the assessment covered each construct of the psychometrics of Indonesian language test that handed over by the teacher in the midterm test with the detailed data presented in Table 1.

**Table 1.** Summary Results based on Rasch Fit Statistics (N item = 25)

Estimation	Value
Reliabilities	.96
Separation Index of Item	5.00
Observed average (Label 0)	.25
Observed average (Label 1)	1.29

Table 1 displayed an excellent reliabilities item (.96). Moreover, the students' ability items contained in Indonesian language test were also effective to categorize the items from the most difficult to the easiest to be implemented for the students (5.00). Furthermore, the multiple choice of the answers provided in the Indonesian language test was appropriate. That issue could be indicated from the movement of specific observed variable values in the incorrect answers (.25) to the correct answers (1.29).

**Table 2.** Principal Component Analysis (PCA) (N item = 25)

Estimation	Percentage
Raw variance explained by measures	27.4 %
Raw variance unexplained by measures	72.6%

In addition, the research also evaluated the accuracy of items in Indonesian language tests through the sensitivity of students' responses patterns to ascertain difficulty items (Outfit MNSQ) and data compatibility with Rasch modeling (Outfit ZSTD) [15]. Based on table 2, the collusion validity of the Indonesian language test is unsatisfactory that was explained by the raw variance value of the action (27.4%) that was significantly below the standard (40%). The percentage showed that there were still 72.6% of collisions that had not been covered by tests on Indonesian language lessons.

**Table 3.** Outfit MNSQ and outfit ZSTD on Indonesian language test (N items = 25)

ITEM NUMBER	TOTAL SCORE	TOTAL COUNT	MEASURE	OUTFIT		
				MNSQ	ZSTD	Item
8	42	182	2.18	1.43	2.2	S8
18	49	182	1.92	1.02	.2	S18
7	69	182	1.30	1.36	3.0	S7

4	88	182	.76	1.17	1.7	S4
10	89	182	.73	1.04	.4	S10
12	89	182	.73	.70	-3.5	S12
5	94	182	.60	1.18	1.7	S5
22	96	182	.54	.81	-2.0	S22
9	97	182	.52	1.52	4.5	S9
19	112	182	.10	.98	-.2	S19
15	115	182	.01	.82	-1.4	S15
21	121	182	-.16	.95	-.3	S21
3	124	182	-.25	.87	-.9	S3
13	124	182	-.25	.85	-1.0	S13
23	124	182	-.25	1.06	.5	S23
2	126	182	-.31	1.13	.9	S2
14	127	182	-.35	.94	-.4	S14
6	129	182	-.41	.88	-.7	S6
20	133	182	-.54	.86	-.8	S20
11	138	182	-.71	.85	-.7	S11
25	138	181	-.74	.90	-.5	S25
1	141	182	-.82	.92	-.3	S1
17	146	182	-1.01	.70	-1.4	S17
24	160	182	-1.67	2.03	2.5	S24
16	164	182	-1.92	.60	-1.1	S16
MEAN	113.4	182.0	.00	1.02	.1	
S.D.	30.4	.2	.96	.30	1.7	

Note:

MNSQ = Mean-Square Fit Statistics.

ZSTD = Standardized Fit Statistics.

Based on Table 3, it was noticed that MNSQ's outfit value for 23 items was in satisfactory condition for measurement because MNSQ outfit values were still within the ideal range of 0.5-1.5. The two items that were unsatisfactory for the instrument were item no. 9 (outfit MNSQ = 1.52) and no. 24 (outfit MNSQ = 2.03). Nevertheless, item no. 9 can still be included in the test since it actually did not reduce the measurement quality (1.5 - 2.0) [16]. However, item no. 24 had to be omitted from the test.

Furthermore, another interesting empirical fact in Table 3 was to identify the suitability of data with the model. The applied parameter was the ZSTD value. Based on ZSTD value, item no. 7 had a value of ZSTD > 3.0, item no. 9 had a value of ZSTD > 4.5 and item no. 12 had of ZSTD > -3.5, which means that the data did not pair with the model. On the other hand, there were 2 items within the range of  $2.0 \geq ZSTD \geq 2.9$  that means that data cannot be accurately predicted (items 8 & 24).

The students' difficulty level in answering the questions was indicated by the logit measure value, where the most difficult questions for students had the highest logit measure value among all questions, and the easiest questions for students have the lowest logit measure value among all the questions investigated as seen in Table 3 measure column.

**Table 4.** The Hardest and the Easiest Items on Indonesian Mid Test

Item	Statement	Choice of answers	Measure	Acceptance
8	The thing that put forward the author in the novel <i>Negeri Lima Menara</i> is the theme of friendship. The series of events told in the novel are presented in a straightforward manner by relying on simple story conflicts...  Fill in the text snippet in the form of ...	a. General explanation of the overall contents of the work b. Assessment of the advantages and disadvantages of the work c. Reviewing the intrinsic elements of the work builder d. Explanation of the feasibility of the work to be enjoyed by the reader	2.18	Hardest
16	Cigarettes are intimate friends that have a negative and detrimental impact on their suckers or hobbyists...  The sentence which is the structure of the opening part is ...	a. (1) b. (3) c. (4) d. (5)	-1.92	Easiest

Table 4 performed that in the Indonesian language test, generally, the item no. 8 was the most difficult item to be explained by the students. On the other hand, the item No. 16 was the easiest material for the students to go on. The difficulty level in item no 8 was three times more difficult than item no. 16.

### 3.2. Student's Diagnostic Ability in Indonesian Language Test

Before charting students' competences in an Indonesian exam, the students' integrity in taking on each integrated science questions were re-evaluated. The evaluation was to measure students' reliability when the test was taken.

**Table 5.** Summary of Pearson Measurement based on Rasch Fit Statistics (N = 182)

Estimation	Value
Pearson Reliability	76
Separation Index of Item	1.8

Mean Measure	.71
Cronbach Alpha (KR-20) Person Raw Score	.79
"Test Reliability"	

Based on Table 5, it is noted that global average of the students' ability in performing the integrated sciences exam was above average ( $1.09 \geq 0.00$ ). Pearson reliability also pointed out that the consistency of the students in answering the exams was appropriate. Furthermore, the interaction between the students and the items was also acceptable. It also confirmed by the value of Cronbach Alpha (KR-20) Pearson Raw Score "Test" Reliability (.79), which was good. However, the student's ability level during the exam was simply categorized into 2 groups, that was students with great ability and students with poor ability. As an assessment of misfit items, the research was weighing the students' reaction that was irreconcilable with the material of the integrated sciences exam, as seen in Table 6.

**Table 6.** Pearson Misfit on Indonesian Language Test (N = 9)

Student	OUTFIT	OUTFIT	Guttman Scalogram: Item order from easiest to difficulties
No.	MNSQ	ZSTD	
	16,24,17,1,25,11,20,6,14,2,23,13,		
	3,21,15,19,9,22,5,12,10,4,7,18,8		
011L	1.33	1.2	+011110111011111000101100
015L	1.14	.6	+011111101101111001000100
034L	1.33	1.3	+011110110100111010101100
147P	1.44	1.1	+110111001111101110111101
077L	1.05	.3	+1111110010011001111000010
079L	1.05	.3	+1111110010011001111000010
075L	1.11	.6	+110110010111001111000010
039L	.81	-.6	+1101101101000010000100000
040L	.92	-.2	+1101101001000010001100000

Note: L= Male; P= Female.

Referring to Table 6, several interesting facts were identified. First, there were 11 students who suffered misfit, the students whose responses did not match the expected answers. For example, students 011L, 015L, 034L and 147P indicated the inconsistency between abilities acquired by the permitted answers. Three students were inadequate to answer the easier questions but

managed to answer the most difficult questions (no. 8); and one student (147L) on item no. 7.

Secondly, when deeply discovered, there were 2 students, that were 077L and 079L having MNSQ outfit value, ZSTD outfit, and the same Scalogram. The strengths of the students' ability to explain from the easiest questions to the most difficult questions, the two students showed misleading (probably cheating) during the exam. This was evidenced by the value of MNSQ Outfit  $\leq 0.5$  (1.05), which means that students were less productive. Furthermore, relating to the Scalegram arrangement, it is seen that the responses made by the two students was the same, while three students that were 075L, 039L, and 040L were almost the same. That underlined the students' proof of mutual cooperation (cheating each other) during the test. However, the research didn't consider to mapping the misfit student in Indonesian language exam. Totally, there were 9 students that didn't demonstrate substantial abilities. Thus, only 173 students could be mapped on their competence in Indonesian language exam.

Finally, the results of the analysis on the students' abilities of 173 students indicated that there were 11 students, namely 090P, 094P, 095P, 097P, 100P, 132P, 139P, 141P, 142P, 144P, and 146P, who had the highest ability in Indonesian language test. In contrast, one student that was student 106P, who was the only students gained the lowest performance on the exam.

#### 4. CONCLUSION

In general, students had above average skills in performing integrated test exams. Passing on to the structure of Indonesian exam, it was considered that students had difficulty to understand provided quality creation responses of the text. Conversely, students in common, understood the persuasive text, especially establishing the text which was one of an opening part as a structure on the text. Although the students' diagnostic ability in the exam could be identified accurately; on the quality side, the Indonesian exam required major attention from the teachers. Furthermore, teachers also needed to significantly reform supervision when exams were implemented. That was because teachers had to prevent students' cheating behavior during the exam.

#### ACKNOWLEDGMENT

We thank to Ms. Kasmanah and Ms. Noor Tsalist as an Indonesian Teacher in integrated Islamic Junior High School Darul Hikmah Bekasi, West Java, who pleased to use the data of the students' learning outcomes in this paper. No grants were accepted by the researchers in this study.

#### REFERENCES

- [1] I. S. Ibrahim and B. A. Akhmad, *Komunikasi dan komodifikasi: Mengkaji media dan budaya dalam dinamika globalisasi*. Yayasan Pustaka Obor Indonesia, 2014.
- [2] W. O. Nurjamily, "Kesantunan berbahasa indonesia dalam lingkungan keluarga (kajian sosiopragmatik)," *J. Humanika*, vol. 3, no. 15, 2017.
- [3] M. Rahayu, *Bahasa Indonesia di perguruan tinggi*. Grasindo, 2007.
- [4] R. Jamilah and M. M. P. B. Indonesia, "Pengembangan Bahan Ajar Teks Ulasan Berbasis Proyek Pada Siswa Kelas Viii Smp Negeri 2 Bululawang." NOSI, 2017.
- [5] D. Putri, "KEMAMPUAN MENULIS KARANGAN PERSUASI SISWA KELAS X SMAN 1 KABUPATEN SOLOK SELATAN," 2010.
- [6] B. J. F. Meyer and M. N. Ray, "Structure strategy interventions: Increasing reading comprehension of expository text," *Int. Electron. J. Elem. Educ.*, vol. 4, no. 1, pp. 127–152, 2017.
- [7] E. Novitasari, A. Mustofa, and K. Karomani, "Kemampuan Menulis Teks Ulasan/Resensi Siswa Kelas VIII SMP Negeri 2 Kotagajah," *J. Kata (Bahasa, Sastra, dan Pembelajarannya)*, vol. 3, no. 3, 2015.
- [8] J. Bennett, "Resisting the audit explosion: The art of prison inspection," *Howard J. Crim. Justice*, vol. 53, no. 5, pp. 449–467, 2014.
- [9] B. Teks, "PEMBELAJARAN BAHASA INDONESIA," 2013.
- [10] K. R. DIKA, F. D. A. N. MORFOLOGI, D. D. I. D. MATA, and S. B. D. S. NONFORMAL, "8 WACANA PERSUASI DALAM LATAR BELAKANG SKRIPSI MAHASISWA FAKULTAS ILMU BUDAYA, UNIVERSITAS AIRLANGGA," 2014.
- [11] P. B. Isodarus, "Pembelajaran Bahasa Indonesia Berbasis Teks," *Sintesis*, vol. 11, no. 1, pp. 1–11, 2017.
- [12] S. S. Bandung, T. Jenderal, S. Kebon, and R. Cimahi, "MODEL PEMBELAJARAN NEUROLINGUISTIC PROGRAMMING BERORIENTASI KARAKTER BAGI PENINGKATAN," pp. 177–186, 2012.
- [13] B. A. B. Iii and A. M. Penelitian, "Shinta Margareta, 2013 Hubungan Pelaksanaan Sistem Kearsipan Dengan Efektivitas Pengambilan Keputusan Pimpinan Universitas Pendidikan Indonesia | repository.upi.edu," 1989.
- [14] B. Sumintono and W. Widhiarso, *Aplikasi pemodelan rasch pada assessment pendidikan*. Trim Komunikata, 2015.
- [15] L. Nindi, R. Marfu, and I. Nurhudaya,

“Indonesian Journal of Educational Assessment Analisis Tes Keterampilan Berpikir Kritis Remaja (TKBKR) Pada Mahasiswa Pendidikan Biologi : Analisis Pemodelan Rasch The Analysis of Critical Thinking Skills Test of Adolescent (TKBKR) in Biology Education Students : A Rasch Model Analysis,” vol. 2, no. 1, pp. 31–38, 2018.

- [16] B. Sumintono, W. Widhiarso, and U. G. Mada, “RascH,” no. October, 2015.