The Development of SOLO Taxonomy Based Assessment Tool on Text of Observation Reports of X Grade Students of Senior High School 1 NA. IX-X

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Abstract: *This study is aimed to describe the process of developing SOLO Taxonomy-based assessment tools on the text of observation reports for X grade students of Senior High School 1 NA. IX-X; describe how the appropriateness of the assessment tool, and describe the effectiveness of the assessment tool. This study uses Borg & Gall development model. The analysis is done by determining the characteristics of the will of students and teachers by determining the percentage of answers to each question / statement. The data obtained in this study were quantitative descriptive data. The results showed that: (1) the development of Solo Taxonomy-based assessment tools on the text of observation report was carried out in several stages, there were: research and information collecting; planning; develop preliminary form of product; preliminary field testing; main product revision; and main field testing. This stages has been restricted to the entire stage of the Borg & Gall development model. Restrictions on the stages of development are tailored to the needs of researchers. All stages are carried out until the product is said to be of good quality based on validity and is suitable for use in learning; (2) the average percentage of all sub-components from the results of the validation of material experts was 81%. The average percentage of all indicators of results to content eligibility was 85.49%; Presentation Feasibility has an average of 88.4%; language worthiness has an average of 90.3%; all three components were in the "excellent" category. The average percentage of all sub-components from the results of the evaluation expert for the multiple choice instrument was 94.38% with "excellent" criteria and the description form had a total percentage of 91.65% with "excellent" criteria. The results of the teacher's response to the assessment tools has an average total percentage of 90.38% with the criteria of "excellent". The results of student's response to the application of assessment tools has a total percentage of 91.31% with the criteria of "excellent"; and (3) The effectiveness of the Solo taxonomy-based assessment tool on the text of the observation report obtained an average of 82.57. The lowest student score was 75 and the highest was 95. This shows that student learning outcomes were better when compared to without teachers using assessment tools.*
Keywords: *Assessment tools; SOLO taxonomy; text of observation reports.*

I. Introduction

Various studies show that students are more successful in gaining new competencies when they develop strong metacognitive abilities, do objective reflection on newly learned concepts, and integrate that information with existing knowledge and skills. Assessment in the 21st century must be carried out on deeper understanding and competence. The teacher can use student responses as an opportunity to evaluate their readiness to learn more deeply, and introduce new concepts that are appropriate and challenge their thinking.

One taxonomy that is considered more appropriate to assess the quality of student responses is the taxonomy developed by Biggs and Collis in 1982 known as the taxonomy of The Structure of Observed Learning Outcomes which will then be used by SOLO (as an abbreviation). Hamdani (2009: 16) states that this taxonomy classifies the ability of students at

five different levels and is hierarchical, there are prestructural, unistructural, multistructural, relational, and abstractly extended abstract. This classification are based on the diversity of students' thinking when responding (read: answering) the problem (read: problem) presented. Characteristics of assessment on the SOLO taxonomy of student learning outcomes is to observe how students respond to the problems presented, while in the Revised Bloom taxonomy only assesses the achievement of student learning outcomes towards learning objectives that have been formulated. The process of how students achieve these goals is not observed in detail in Bloom Revised taxonomy-based assessments.

Indonesian language subjects in high school have a variety of basic competencies that must be achieved by students. Curriculum based learning in 2013 uses text as its basis. Specifically in X grade students are taught on a variety of texts, such as observation report text, exposition text, anecdote text, saga text, negotiation text, debate text, biography text, and poetry text (Permendikbud 2013 in Priyatni, 2014: 67).

The Observation Report Text Material for X grade students of senior high school emphasizes mastery of concepts and critical problem solving. Text observation results require student responses in observing problems, analyzing and providing solutions to problems found to be used as reports. These characteristics require a more careful effort to see the response given by students to each problem in the text.

The results of the analysis of teacher needs obtained by conducting a preliminary study showed that students' mistakes in responding to every problem presented in the text often did not receive the attention and follow-up from the teacher. The teacher does not track the background of the occurrence of wrong response by the student. The teacher only focuses on the final test results that are given. The accuracy of the test items compiled and the quality of the responses given by students are less of a matter of concern. These problems occur because of the unavailability of the manuals for the preparation of assessment tools in Senior High School 1NA.IX-X North Labuhanbatu Regency.

Referring to the problem, the researchers will compile an assessment tool in the form of a grid of questions, and items with different levels of difficulty in Indonesian language subjects especially the text material of the observation report based on SOLO's taxonomy. The quality of learning outcomes will be seen from the results of responses shown by students after completing the questions given.

II. Review of Literature

2.1 The Nature of Assessment

Assessment is an activity that cannot be separated from general learning activities. All learning activities carried out must always be followed or accompanied by assessment activities. (Nurgiantoro, 2013: 3). Educational assessment is the process of gathering and managing information to measure the achievement of student learning outcomes. (Permendikbud No.23, 2016). Klizik (2009: 19) says, "Assessment is a process by which information is obtained relative to some known objective or goal. Assessment is a broad term that includes testing. A test is a special form of assessment ".

Assessment is a series of activities to obtain, analyze, interpret data about the learning process and learning outcomes of students which are carried out systematically, accurately and continuously by using certain measurement tools, such as questions and observation sheets, so

that it becomes meaningful information in decision making related to the achievement of participant competencies students (Kunandar, 2014: 66).

Based on the experts' ideas above regarding the meaning of assessment, it can be concluded that assessment is one of the tools used by teachers to determine the value of an object, and a series of activities to obtain, analyze, interpret data about the learning process and learning outcomes of students carried out systematically, accurate and continuous. That is, to say that students get good grades, moderate, and less attention to clear size criteria. Through these criteria, the teacher can find out whether the student learning process is successful or not.

2.2 SOLO Taxonomy

SOLO's taxonomy is a systematic way of describing how learners' performance can grow from complexity to the level of abstraction, when mastering much of the information received, especially the sort of work done at school. In addition, students are required to propose clear implications and this taxonomy can also provide solutions related to how schools develop programs systematically (Biggs and Collis in Kuswana, 2014: 95). SOLO's taxonomy is seen as interesting to be applied in assessing learning outcomes in schools, especially as an alternative in evaluating learning outcomes because it also requires the ability of students to provide several alternative answers or solutions and be able to link some of the answers or solutions (Subyantoro, 2014: 68).

Based on the opinion of some experts above, it can be concluded that SOLO Taxonomy is one of the models for developing evaluation tools that is used to analyze students' answers to a problem that is divided into several levels of the quality of student responses in processing information held in problem solving.

2.3 Levels of Questions / Questions Based on SOLO Taxonomy

The SOLO level of a question in this study is defined as the level of student answers to the questions given. Levels of questions based on SOLO's taxonomy are presented below.

1. Pre-structural questions (P): questions with criteria using clear information directly from the problem. In the problem there is one information that students can easily find a solution.
2. Unstructural Questions (U): questions with criteria use clear information about the questions. In the problem there are two pieces of information contained in the problem, but in finding a final solution using only an information. Some verbs that can indicate activity at this stage are; identify, remember and perform simple procedures
3. Multistructural Questions (M): questions use two or more separate information contained in the problem. Multistructural questions may require the use of formulas, in this problem there are two separate information that can be directly used in problem solving. As for a number of verbs that describe the ability of students at this level, among others; classify, explain, make lists, and combine.
4. Relational Questions (R): questions use an understanding of two or more information contained in the problem. All information is provided but cannot be immediately used to solve the problem. In solving problems, new information is needed which, if connected with existing information, can only produce a solution. The verbs that indicate ability at this level include; comparing, differentiating, explaining cause and effect relationships, combining, analyzing, applying, and connecting.
5. Expanded Abstract Questions (E): questions using abstract general principles or hypotheses derived from information in the system or suggested by the information in the problem. New

information needs to be synthesized with general principles which then produce new understanding conclusions so that problems can be solved.

2.4 Text of Observation Reports

The text of the observation report is the text that conveys information about something as it is as a result of systematic observation and analysis, not spiced with personal responses about the reported object (Priyatni, 2014: 76). The text of the observation report is the text that functions to provide information about an object or situation, after systematic investigations / research (Ministry of Education and Culture, 2017: 135). The text of the observation report is a text that states the facts obtained through observation. With the text, the reader gains a certain amount of knowledge or insight, not imagination. Therefore, this type of text contains facts that are accompanied by pictures in the form of tables, graphs, or charts. (Kosasih, 2017: 43).

Based on the expert opinion above about the text of observation report, it can be concluded that the text of the observation report is the text that conveys fact-based information from the observations and analysis systematically and does not include the opinion of the author.

III. Research Method

Development of the SOLO taxonomy-based assessment tool on the text material of the observations report of X grade students of Senior High School 1 using the type of Research and Development research using the Borg and Gall models. The subjects in this study were X grade students of Senior High School 1 with a total of 30 students, validators of assessment tools, and Indonesian language teachers. Based on the data collected, there are three research instruments, namely (1) instruments for students and teachers needs for SOLO taxonomy-based assessment tools, (2) assessment instruments / expert testing of SOLO taxonomy-based assessment tool sets, (3) field trial instruments. The method used in analyzing research data is qualitative and quantitative. Research data in the form of answers and assessments are grouped qualitatively. Data analysis was continued by determining the characteristics of the will of students and teachers by determining the percentage of answers to each question / statement. The data obtained in this study are quantitative descriptive data. The proportion of mastery learning outcomes from the SOLO taxonomy-based assessment instrument compared with the proportion of daily test completeness can be known by the comparison formula as follows:

$$Completeness\ Proportion = \frac{Number\ of\ students\ who\ have\ completed}{Total\ number\ of\ students}$$

IV. Discussion

4.1 Development Process of SOLO Taxonomy-Based Assessment Tools on Observation Report Texts

Research and development is carried out with the aim of producing a SOLO taxonomy-based assessment tool on the text of the observation report as well as testing the feasibility and effectiveness of the products utilized by X grade students of Senior High School 1NA.IX-X. This study as one of the strategies to improve the quality of learning and learning outcomes. Therefore, the research and development process is carried out and begins with several stages,

among others: The initial stages in this research development are to conduct: a) the stage of gathering information (research and information collecting. The first is conducting a review of the content standards: a review of the content standards is carried out by developing a learning plan; b) planning stage. The second stage consists of making a research instrument grids which becomes the evaluation criteria for a SOLO taxonomy-based assessment tool on the text of the observation report; c) develop preliminary form of product. Initial product development is done first by making product designs, designing attractive covers, determining the study of discussion in each product sub-chapter, making a glossary, to the bibliography. d) The validation and preliminary testing stage. Validators that are suitable for research needs and adjusted to the object of research are material and evaluation experts. Products that have been validated by the validator are given to the teacher to find out the results of the assessment and the advice given. The final stage, testing the application of assessment tools is carried out. The trials are carried out with individual trial stages, small group trials; e) make improvements to the initial product (main product revision). Based on the results of validation and testing, it will be known weaknesses of the product being developed. Therefore, making improvements to the initial product is the most important step so that the product is feasible and effective; and f) main field testing is carried out when the limited field group trials are assessed based on aspects and indicators of assessment. This stage has been restricted to the entire stage of the Borg & Gall development model. Restrictions on the stages of development are tailored to the needs of researchers.

4.2 Product Feasibility of SOLO Taxonomy-Based Assessment Tool on Observation Report Text

Products developed must go through a validation and initial trial stage. It aims to find out the weaknesses or shortcomings of the product being developed. Validation is carried out by experts who are competent to assess the assessment tools, while the test is conducted to the teacher, then the teacher applies the developed assessment tools to students.

1. Data on Validation Results by Expert Material I and II

Expert material of SOLO Taxonomy-Based Assessment Tool in the text of the observation report validates the product that has been developed. The validation of the Assessment material was carried out by Dr. Evi Eviyanti, M.Pd, (material expert I) and Prof. Amrin Saragih, Ph. D., (material expert II) who is a lecturer at Universitas Negeri Medan. The assessment of the material for the assessment tools is carried out to improve the quality of the material developed assessment tools.

SOLO taxonomy-based assessment tool on the text of the observation report was worthy of being tested in the field after it was validated by material experts I and II. The results of the validation of the two material experts can be seen in the table below. Validation results can be seen in detail in the appendix.

Table 1. Percentage of Assessment from Expert Material I and II on Content Feasibility

No	Sub of Assessment Components	Percentage I	Percentage II	Average	Criteria
1	Material compatibility with KI and KD	91.66%	83.33%	87.5%	Excellent
2	Material accuracy	92.85%	78.57%	85.7%	Excellent

3	Material updates	81.25%	81.25%	81.25%	Excellent
4	Encourage curiosity	100%	75%	87.5%	Excellent
Average		**91.44%**	**79.53%**	**85.49%**	**Excellent**

The results of the percentage of material experts about the contents feasibility above are obtained that the sub-component assessment of the suitability of the material with KI and KD has an average percentage of 87.5%, the accuracy of the material with an average of 85.7%, the material expertise with an average of 81.25%, and encourages curiosity with an average of 87.5%. The results of the average percentage of the overall sub-component assessment aspects of the content feasibility is 85.49% with the criteria "excellent." The average number of each sub-component of the assessment is at an interval of 81% ≤X <100%. Therefore, the average is included in the excellent criteria. A comparison of the results of the validation of the two material experts for the presentation feasibility can be seen in the table below.

Table 2. Percentage of Assessment from Expert Material I and II on Presentation Feasibility

No	Sub of Assessment Components	Percentage I	Percentage II	Average	Criteria
1	Presentation technique	100%	75%	87.5%	Excellent
2	Presentation of learning	100%	83.33%	91.7%	Excellent
3	Completeness of presentation	93.75%	78.12%	85.9%	Excellent
Average		**97.91%**	**78.81%**	**88.4%**	**Excellent**

The results of the percentage of material experts about the presentation feasibility above is obtained that the sub-component assessment of presentation techniques has an average percentage of 87.5%, the presentation of learning with an average of 91.7%, and completeness of the presentation with an average of 85.9%. The results of the average percentage of all sub-components of the assessment of the presentation feasibility aspect is 88.4% with the criteria of "excellent". "The average number of each sub-component of the assessment is at a percentage interval of 81% ≤X <100%. Therefore, the average is included in the excellent criteria.

The results of the average percentage comparison of the results of the validation of the two material experts for the feasibility of the language sub-component of the assessment of straightforward, communicative, dialogic and interactive, conformity with the level of development of students, the complexity and integration of the flow of thought and the use of terms, symbols, and icons can be seen in the table the following.

Table 3. Percentage of Assessment from Expert Material I and II on Language Assessment

No	Sub of Assessment Components	Percentage I	Percentage II	Average	Criteria
1	Straightforward	100%	83.33%	91.7%	Excellent
2	Communicative	100%	75%	87.5%	Excellent

3	Dialogical and Interactive	87.5%	100%	93.8%	Excellent
4	Conformity with the level of development of students	100%	75%	87.5%	Excellent
5	Tuning and cohesiveness of the mind	100%	75%	87.5%	Excellent
6	Use of terms, symbols and icons	100%	87.5%	93.8%	Excellent
	Average	**97.91%**	**82.63%**	**90.3%**	Excellent

The results of the percentage of material experts on language assessment above is obtained that the sub-component assessment of the appropriateness has an average percentage of 91.7%, communicative with an average of 87.5%, dialogic and interactive with an average of 93.8%, conformity with the level of development of students with an average of 87.5%, wrinkling and integrated thought flow with an average of 87.5%, and the use of terms, symbols, and icons with an average of 93.8%. The average percentage results of all sub-components of aspects of language assessment are 90.3% with "excellent" criteria. The average number of each sub-component of the assessment is at a percentage interval of 81% $\leq$X $<$100%. Therefore, the average is included in the excellent criteria

2. Presentation of Validation Data by Evaluation Experts
The evaluation expert of Assessment tool validates the product that has been developed. The evaluation expert to validate the assessment tools is Prof. Dr. Khairil Ansari, M.Pd as material expert I and Dr. Surya Masniari Hutagalung, M.Pd. as a material expert II who is a lecturer at Medan State University.
The results of the validation of SOLO taxonomy-based assessment tool on the text of the observation report by the evaluation experts I and II differed on average for each of the sub-components. The difference in the validation results can be seen in the following table.

Table 4. Assessment Instrument of Multiple Choice Test by Evaluation Experts I and II

No	Sub Component	Percentage of Validator I	Percentage of Validator II	Average	Criteria
1	Material / Substance	100%	95%	97.5%	Excellent
2	The realm of construction	87.5%	90%	88.75%	Excellent
3	Domain Language	93.7%	100%	96.9%	Excellent
	Average	**93.7%**	**95%**	**94.38%**	**Excellent**

The results of evaluation expert's validation I and II for the assessment of multiple choice test instrument items in the sub-component of the material / substance domain have an average percentage of 97.5% with the criteria of "excellent". The construction component sub-component has an average percentage of 88.75% with the criteria of "excellent". The language

sub-component has an average percentage of 96.9% with "excellent" criteria. The average percentage of all sub-components is 94.38% with the criteria of "excellent", while the results of the evaluation expert's validation for the assessment of test items in the form of description can be seen in the following table.

Table 5. Assessment Instrument of Description Forms Test by Evaluation Experts I and II

No	Sub Component	Percentage of Validator I	Percentage of Validator II	Average	Criteria
1	Material / Substance	87.5%	93.75%	90.6%	Excellent
2	The realm of construction	81.25%	100%	90.6%	Excellent
3	Domain Language	100%	87.5%	93.75%	Excellent
Average		**89.58%**	**93.75%**	**91.65%**	**Excellent**

The validation results of the evaluation experts I and II for the assessment of test items in the form of description in the sub-component of the material / substance domain have an average percentage of 90.6% with the criteria of "excellent". The construction real estate sub-component has an average percentage of 90.6% with "excellent" criteria. The language sub-component has an average percentage of 93.75% with the criteria of "excellent". The average percentage of all sub-components is 91.65% with the criteria of "excellent".

3. Assessment Results of Indonesian Language Teacher on Assessment Tools
The results of the teacher's response to SOLO taxonomy-based assessment tool in the text of the observation report developed had an average total percentage of 90.38% with "excellent" criteria. Based on the results of these percentages it was concluded that the SOLO taxonomy-based assessment tool on the text of the observation report that has been developed can meet the demands of learning needs that will be taught to X grade students of Senior High School 1 NA.IX-X.

4. Trial of the Assessment Tool
The stage of testing the SOLO taxonomy-based assessment tool on the text of the observation report through 3 trial processes, namely: 1) individual trials, 2) small group trials, and 3) limited field trials. The assessment tool developed is a product for teachers, while the application is for students.
a. Individual Trial Results
The results of the average percentage of assessment on material sub-component assessment has an average percentage of 70%, sub-component of language assessment with an average of 70.83%, and interest assessment sub-component with an average of 58.33%. The average percentage of all individual trials was 66.38% with the criteria of "good". This means that the instruments in the assessment tools that have been developed are in accordance with the needs of students.
b. Small Group Trial Results
The results of the average percentage of assessment on material sub-component assessment has an average percentage of 79.44%, sub-component of language assessment with an average of 77.77%, and sub-component of interest assessment with an average of 76.85%.

The average percentage of all small group trials was 78% with the "good" criteria. This means that the instruments in the assessment tools that have been developed are in accordance with the needs of students.

c. Limited Field Trial Results

The results of the average percentage obtained that the assessment of material assessment sub-component has an average percentage of 87.83%, the language assessment sub-component with an average of 95%, and the interest assessment sub-component with an average of 91.11%. The average percentage results of all limited field tests were 91.31% with the criteria of "excellent". The results of responses from X grade students of Senior High School 1NA.IX-X concluded that SOLO taxonomy based assessment tool on the text of the observation report that was developed was declared feasible and met the needs with the overall criteria of "excellent". This means that the assessment tools developed have increased development and can meet the demands of learning needs. For more details, the results of obtaining graph data empirically can be seen in the following Figure.
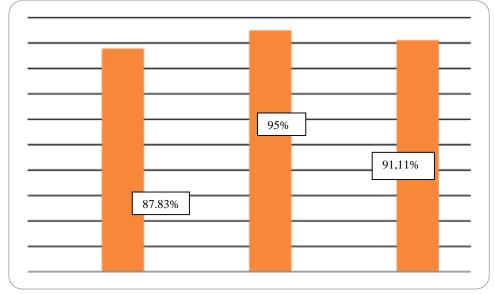

Figure 1. *The results of obtaining graph daata empirically*

4.3 The Effectiveness of SOLO Taxonomy-Based Assessment Tool on the Observation Report Text

Learning using SOLO taxonomy-based assessment tools obtained an average of 82.57. The lowest student score is 75 and the highest is 95. Based on the average score of the student's posttest data above, it can be concluded that the ability of students has increased significantly high and reached KKM as expected. The difference in students' pretest and posttest scores can be seen more clearly in the table below.

Table 6. Summary of Pretest and Posttest Average Score

Data source	Average pretest score	Average posttest score	Different
Siswa Kelas X	66,77	82,57	15,8

Based on the table above, it can be concluded that learning using SOLO taxonomy-based assessment tool on the text of the observation report can improve student learning outcomes in

Indonesian language subjects especially the text of the observation report. Furthermore, the effectiveness of the assessment tools is obtained as follows:

Effectiveness $= \dfrac{jumlah\ skor\ yang\ diperoleh}{jumlah\ skor\ ideal}$ x 100%

So that for the effectiveness of the text of the report of the observation that the total acquisition score of 2003 with an ideal score of 3000, the scores obtained are as follows:

Effectiveness $= \dfrac{jumlah\ skor\ yang\ diperoleh}{jumlah\ skor\ ideal}$ x 100%

$= \dfrac{2003}{3000} = 66.77\%$

The effectiveness of the textbook in the learning process with an acquisition score of 2477 with an ideal score of 3000, then the acquisition score as follows:

Effectiveness $= \dfrac{jumlah\ skor\ yang\ diperoleh}{jumlah\ skor\ ideal}$ x 100%

$= \dfrac{2477}{3000} = 82.57\%$

It was concluded that SOLO taxonomy based assessment tool in the text of the observation report developed was more effective than without an assessment tool. The effectiveness of the developed assessment tools was 82.57% and the effectiveness before the assessment tools was 66.77%.

V. Conclusion

Based on the formulation, objectives, results, and discussion of research on the development of SOLO taxonomy-based assessment tool on the text of the observation report on X grade students of Senior High School 1 NA. IX-X described previously, it can be concluded as follows:

1) The process of developing a SOLO taxonomy-based assessment tool on the text of the observation report of X grade students of Senior High School 1NA.IX-X is carried out in several stages, there are: research and information collecting stage; planning stage; develop preliminary form of product stage; preliminary field testing stage; main product revision stage; and main field testing stage. This stages has been restricted to the entire stage of the Borg & Gall development model. Restrictions on the stages of development are tailored to the needs of researchers. All stages are carried out until the product is said to be of good quality based on valid and suitable for use in learning.

2) The feasibility of SOLO taxonomy-based assessment tool on the text of observation report developed for X grade Senior High School 1 NA. IX-X meets the requirements and is suitable for use in learning. Based on expert material assessment, evaluation expert, assessment of Indonesian language teachers, and student responses. The product is said to be fit for use if it reaches a score of 61% ≤ X <80% with the criteria of "good" and a score of 81% ≤ X <100% with the criteria of "excellent". Products are suitable for use if they are in the "good" and "excellent" criteria with the notes "without revisions". The average percentage of all sub-components from the results of the validation of material experts I and II to the suitability of the contents was 85.49% with the criteria of "excellent"; Presentation Feasibility has an average of 88.4% with "excellent" criteria; language feasibility has an average of 90.3% with "excellent" criteria. The average percentage of all sub-components of the results of the validation of evaluation experts I and II for the multiple choice

instrument was 94.38% with the criteria of "excellent" and the description form had a total percentage of 91.65% with the criteria of "excellent". The results of the teacher's response to the assessment tools have an average total percentage of 90.38% with the criteria of "excellent". The results of student responses to the application of the assessment tools have a total percentage of 91.31% with the criteria of "excellent". Therefore, the product that has been developed is declared feasible and meets the needs with the overall criteria of "excellent".

3) The effectiveness of SOLO taxonomy-based assessment tools on the text of observation report obtained an average of 82.57. The lowest student score is 75 and the highest is 95. This shows that student learning outcomes are better when compared to without the teacher using SOLO taxonomy-based assessment tool on the text of observation report. Based on the average score of students' posttest data it can be concluded that the ability of students has increased significantly high and reached KKM (75) as expected. It was concluded that SOLO taxonomy-based assessment tool developed in the observation report text was used effectively in learning.

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