
DEVELOPMENT AND VALIDATION INSTRUMENTS: SCORING RUBRICS OF WRITING SYNOPSIS AND SCORING SHEETS FOR ASSESSING STUDENT'S WRITING SYNOPSIS ABILITY

¹Decenni Amelia, ²Rahman, ³Cepi Riyana

¹Indonesia University of Education
chenyamelia@student.upi.edu

²Indonesia University of Education
rahmanprofupi@gmail.com

³Indonesia University of Education
cepi@upi.edu

Abstract

This research is motivated by problems in writing synopsis in elementary school, the problems are: 1) the existence of mistakes of students' perception on the meaning of synopsis; 2) there are still many students who do not know the characteristics of the correct synopsis; 3) there are still many synopsis results of students who have not followed the rules of writing correctly; and 4) lack of understanding of teachers in evaluating and reflecting on students' writing errors in writing synopsis. To solve the problem, a validation and a scoring column were conducted and validated on the scoring sheet. This validation result will be a guide for teachers to assess the students' writing ability and it is expected to have an effect on the ability to write a synopsis of grade V elementary school students. The method used was the development and validation of the instrument, this method was part of the quasi experiment. Validation scoring section of writing synopsis along with scoring sheet was done by a lecturer in writing field, a lecturer who expert in Indonesian language, and two college graduate students of basic education of Indonesian language.

Keyword: Writing Class, Synopsis Writing, Grade V Elementary School Students

INTRODUCTION

The results of a study conducted by Central Connecticut State University (CCSU) in 2017, the results of this research put Indonesia at rank 60 of 61 countries with low literacy, a level above the country of Botswana. The low level of Indonesian literacy, particularly the interest of writing, has also had an impact on Indonesia's education level. Quoted from research data conducted by the United Nations Development Program (UNDP), the level of education based on Human Development Index (HDI) in Indonesia is still relatively low, i.e. 14.6%. This percentage is much lower than Malaysia which reached 28% and Singapore which reached 33%. The result of this study is very worrying.

In the world of education, writing skills is a demand for elementary school students. This is in accordance with the opinion of Slamet, (2007, p. 95) who stated that writing skills should be mastered by the child as early as possible in his life in school, especially the students of grade V.

According to McCrimmon (in Saddhono and Slamet, 2014, p.151) writing is an activity of exploring thoughts and feelings about an object, choosing the things to be written, determining how to write them so that readers can understand them easily and clearly.

Furthermore Nurgiyantoro (2014, pp. 422) stated that writing activity is a form of manifestation of the earliest competence of the language mastered by language learners after the competence of listening, speaking, and reading.

One of the types of writing that a child in elementary school has to master is to write a summary/ synopsis. This is evident because in the learning objectives of the 2013 curriculum students are required to be able to write a summary/ synopsis. According to the child's cognitive development, students are also considered to have been able to identify the main ideas in a story and have been able to summarize the content of the story, both of which greatly assist students in writing synopsis.

Synopsis according to *KBBI* (in Apriana, 2011, p.1) is an overview of a scientific essay usually published together with the original essay on which the synopsis is based or a summary or abstraction. Then according to Rajasa (2002, pp. 568) the synopsis is a collection of sequentially arranged articles that show the whole set of contents.

Synopsis theory such as synoptic understanding and how the characteristics of the correct synopsis should be more emphasized to the students, because many students do mistakes in interpreting the synopsis, and there are still many students who do

not know how the characteristics of a good synopsis. So when children are asked to write a synopsis, the results of their writing is poor.

In addition to the problems found from CCSU research results and research data from UNDP earlier, presented also problems found in research related to writing synopsis in primary school. Jamni (2015) in a preliminary study of his research revealed that learning to write a synopsis on grade V SDN 01 Koba students only taught and conveyed a verbal synopsis writing lesson, thus adversely affecting the students' writing ability level.

Further a research conducted by Handayani (2015) suggested that in the preliminary study research in class V SDN Jatisari 3 Karangparawitan Garut found there are still many results of students who have not followed the rules of writing properly, as in the essay of elementary school students in the form of a synopsis.

But there are other things that may be forgotten by primary school teachers, which are evaluating and reflecting on the synopsis errors of students, where after the children do the task of writing a synopsis, the student's writing is only assessed and rarely reviewed, so students do not know their mistakes.

This problem will certainly have a negative impact on student learning outcomes, especially in writing synopsis. Therefore it is necessary to develop and validate the instrument in the form of scoring rubrics and validation of the scoring sheets, the validation result of this instrument will be able to be a guide for the teacher to assess the ability to write the student synopsis. Furthermore, teachers should be able to improve the quality of children's works, by always doing evaluations of mistakes or errors of students who have often occurred in writing essays, especially synopsis text.

Validation is done to determine the percentage of scoring rubric eligibility and how the calculation of score scores that will be used to assess the ability to write a student synopsis. Aspects assessed by the validator team in the scribbling section writing synopsis are as follows.

1. Conformity of scoring rubrics and scoring sheets with KD on learning Indonesian, which is includes:
 - 3.5 Explore important information from historical narrative text presented orally and write using aspects: what, where, when, who, why, and how.
 - 4.5 Explain important information from historical narrative text using aspects: what, where, when, who, why, and how and the standard vocabulary and effective sentences.
2. Conformity of scoring rubrics and scoring

sheets with indicators on Indonesian learning, which is includes:

Explain the definition of synopsis text; raises the characteristics of synopsis text; describe the steps in writing a synopsis; analyze important information in a history-themed story related to aspects: what, where, when, who, why, and how; change the important information (main ideas) earned in a history-themed story into a synoptic text, and write a synopsis of a narrative text of the history of the nation's struggle.

3. Conformity of scoring rubrics and scoring sheets with characteristic theories of writing a synopsis according to Apriana (2011, p. 3), which includes:

There are intrinsic elements, plots or story paths arranged in order or chronologically appropriate. The plot of the synopsis should be the same as the original storyline, the language used should use a persuasive type of invitation and persuade the prospective reader to read, display the conflict briefly and appealingly, intriguing the prospective reader.
4. Conformity of scoring rubrics and scoring sheets with the theory of aspects assessment of writing according to Cahyani (2012), which include:

The quality/ suitability of the content with the story; language (grammar and sentence structure); accuracy of spelling and punctuation; and neatness of writing.
5. Compliance of scoring rubrics and scoring sheets with the theory of the use of Indonesian Spelling (*EBI*) which states that there are three points to consider in an essay by *PUEBI* (2016), which include:

Writing letters (capital letters and italics); word writing, and the use of punctuation.

Here is a scribbling section writing a synopsis that the author designed.

Table 1. Scoring Rubrics of Writing Synopsis

No.	Aspects of Assessment	Score	Criteria
1.	The presentation of intrinsic elements in the form of, themes, figures, settings, times and lessons that correspond with the original story	5	Very good The content of the story presented contains a very complete intrinsic element in the form of themes, characters, settings and lesson
		4	Good The contents of the story presented contain only 4 intrinsic elements of the 5 intrinsic elements required in assessment (theme, character, character, setting and lesson)
		3	Average The content of the story presented contains only 3 intrinsic elements of the 5 intrinsic elements required in assessment (theme, character, character, settings and lesson)

		2	Poor The content of the story presented contains only 2 intrinsic elements of the 5 intrinsic elements required in assessment (theme, character, character, settings and lesson)
		1	Very poor The content of the story presented contains only 1 intrinsic element of the 5 elements intrinsic required in assessment (theme, character, character, settings and lesson)
2.	The correctness of the plot of the story with the original plot	5	Very good The plot presented fits perfectly with the original story
		4	Good The plot is presented according to the original story
		3	Average The plot presented is quite appropriate to the original story.
		2	Poor The plot presented is less appropriate to the original story
		1	Very Poor The plot presented does not match the original story
3.	The accuracy of use of <i>EBI</i> (Indonesian Spelling)	5	Very good Error in spelling and punctuation is none
		4	Good Number of errors in spelling and punctuation use from range 1-5 errors
		3	Average Number of errors in spelling and punctuation use from range 6-10 errors
		2	Poor Number of errors in spelling and punctuation use from range 11-15 errors
		1	Very Poor Errors in spelling and punctuation use more than 16 errors
4.	The use of language and interesting style of language and persuasive language	5	Very good The language and style of language used in the movie synopsis is interesting, as well as there is a sentence of persuasion to watch the movie, so make readers interested to watch the movie
		4	Good The language and style of the language used in the movie synopsis is interesting, however there is no sentence in the form of an persuasion to watch the movie
		3	Average The language and style of the language used are quite interesting, but slightly, thus it makes the readers feel a little hesitant to watch the movie
		2	Poor The language and style of the language used are less interesting and no sentence in the form of an persuasion to watch the film, so the reader is less interested to watch the movie
5.	Neatness of writing and cleanliness of student worksheets	1	Very Poor The language and style of the language used is very bad, thus it makes the readers not interested at all to watch the movie
		5	Very good The writing is very neat, easy to read and the worksheet is very clean
		4	Good The writing is neat, easy to read and the worksheet is clean
		3	Average The writing is neat enough, but still readable and the worksheet is clean enough
		2	Poor The writing is less tidy, hard to read and the worksheet is less clean
		1	Very Poor The writing is untidy, unreadable and the worksheet is not clean

While the scoring calculation of writing a synopsis can be seen in the following table.

Table 2. The scoring calculation of writing synopsis

No.	Aspects of Assessment	Score					Quality	Total Score	Value
		1	2	3	4	5			
1.	The presentation of intrinsic elements in the form of; themes, figures, settings, times and Poorons that correspond with the original story						6	30	
2.	The correctness of the plot of the story with the original plot						4	20	
3.	The accuracy of use of <i>EBI</i> (Indonesian Spelling)						4	20	
4.	The use of language and interesting style of language and persuasive language						4	20	
5.	Neatness of writing and cleanliness of student work sheet						2	10	
Ideal score count								100	

This scoring rubric and validated score sheets will be used to assess the ability to write a synopsis that is part of the author's thesis research entitled "The Effect of Cooperative Script Method Using Cartoon Film Media on Synopsis Writing Abilities".

RESEARCH METHOD

This article is part of a quasi experimental design. This design needs instrument validation. According to Arikunto (2013) research instrument is a tool chosen and used by the researcher to collect data in order to make the research systematically and easily. Moreover, Sugiyono (2011) states that research instrument is a tool used to measure the natural and social phenomena which are observed. While Suryabrata (2008) says that data collecting instrument is a tool used to record the situation and activities.

From the previous experts' opinions, it can be implied that research instrument is a tool used to collect, to measure, and obtain data in doing research, then the data result will be analyzed.

Validity is the important consideration when preparing the instrument which will be used (Maulana, 2009). By doing the instrument validation, it will be used to measure the phenomena correctly. The researcher asks the expert to validate the content of the instrument (Creswell, 2012).

The procedures of instrument development and validation consist of 1) determine when the preliminary interview, 2) Planning the instrument: scoring rubric of writing synopsis and score calculation sheets, 3) develop the non-test instrument: review instrument and assembling, 4) demonstrate the research steps to the experts, 5) determine the scoring system, 6) analyze the instrument, 7) validate the instrument, 8) analyze the experts' suggestions, 9) interpret the result of measuring, 10) evaluate and reflect the instrument.

Validity of scoring rubric of writing synopsis and the score calculation sheet were done by a lecture who expert in writing, a lecture who expert in Bahasa and two graduate students of primary education in Bahasa Indonesia.

RESULT AND DISCUSSION

The data obtained from the development and validation step of this instrument are a score and input from the validator. Validators are required to check the score column against the suitability of the instrument with 5 assessed aspects (these five aspects have been described in introduction). The instructions for the validator in checking the score column are as follows:

- a. Score 4 is given if the research instrument has reached the level of conformity that covers 80%
- b. Score 3 is given if the research instrument has reached the level of conformity that covers 60-70%
- c. Score 2 is given if the research instrument has reached the level of conformity that covers 50-59%
- d. Score 1 is given if the research instrument has reached the level of conformity less than 50%

The result of the first validator (expert lecturer in the field of writing) is 1 aspect score score 4, 2 aspect score 3, 3 aspect got score 4, aspect 4 got score 4, aspect 5 got score 3 so average score = 3,6. They are gave some suggestions as follows:

- a. In order to calculate the score of the score, the weight given on the aspect 5 is about the neatness and cleanliness of the writing should not be too big, it is aimed to assess the ability to write a student synopsis is done fairly and balance with other aspects of assessment (aspects 1-4).
- b. The synopsis writing schema should also be linked to the theory of literacy in elementary schools, in an attempt to assist the government program on the School Literacy Movement (GLS).

Result of validator 2 (lecturer of Indonesian language) is the first aspect score 4, the second aspect score 4, the third aspect score 4, the fourth aspect score 3, the fifth aspect score 4 and the average score = 3.8. The advice from the second validator is when doing research to assess writing skills synopsis, give a briefing and explanation of what aspects will be assessed on their worksheet later (the synopsis text created by students). It intends to make the children able to evaluate and reflect themselves simply before their writing is collected to the teacher.

Result of validator 3 (fellow Indonesian graduate student of elementary education) is the first aspect score 4, the second aspect score 4, the third aspect score 4, the fourth aspect score 4, the fifth aspect score 4 so average score = 4. Evaluation from party validator 3 is just a score without any input.

Result of validator 4 (fellow Indonesian graduate student of elementary education) is the first aspect score 4, 2the second aspect score 4, the third aspect score 4, the fourth aspect score 3, the fifth aspect score 4, so average score = 3.8. The validator 3 rating is just a score without any input.

To calculate the average score total, use the following formula.

Formula :

$$\begin{aligned} \text{Total average} &= \frac{\text{Total score}}{\text{Total validator (4)}} \\ &= \frac{15,2}{4} \\ &= 3,8 \end{aligned}$$

The result obtained are = 3,8

The instrument is the form of scoring rubric writing synopsis and the calculation sheet of the value score is feasible if the total total is over 3.2.

Based on the results of the total average number of validator team assessments is 3.8. and thus, the instrument is stated to be feasible to assess the writing ability of the fifth grade of students' synopsis. Furthermore, these instruments are allowed to be used in further research of the thesis entitled "the effect of cooperative script methods using cartoon movie media toward the student's writing synopsis ability".

CONCLUSION AND SUGGESTION

Conclusion

Validation of scoring rubric instrument writing synopsis and calculation score scores in this article is done by one expert lecturer in the field of writing, one professor in Indonesian language, and two fellow graduate students of elementary education in Indonesian language. From the result of the validator assessment, it is concluded that the instrument is considered to be feasible to assess the writing ability of the fifth grade students' synopsis. Furthermore, instruments in the form of scores of synopsis writing scores and scores of scores of these scores are allowed to be used in further research of the thesis entitled "the effect of cooperative script methods using cartoon movie media toward the student's writing synopsis ability".

Suggestion

Some suggestions that can be submitted based on the results of the development and validation of these instruments are as follows; 1) For students, they should be more active in writing synopsis so that their ability in writing synopsis can be improved. 2) For teachers, make this as reference for them in the learning process in focusing on Bahasa. 3) For further researchers, encourage them to develop other types of writing scores such as writing descriptions, narratives, expositions, etc., to support the quality of Indonesian literary works in Indonesia.

Suryabrata, S. 2008. *Metodologi Penelitian*. Jakarta: PT. Raja Grafindo Persada.

Rajasa, S. 2014. *Kamus Ilmiah Populer*. Surabaya: Karya Utama.

REFERENCES

Apriana. 2011. "Kajian Teori Mengenai Sinopsis" (www.jurnalbahasadansastra.com). diakses 14 Desember 2017.

Arikunto, S. 2013. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.

Badan Pengembangan dan Pembinaan Bahasa. 2016. *Pedoman Umum Ejaan Bahasa Indonesia; Edisi Keempat*. Jakarta: KEMENDIKBUD.

Cahyani, I. 2012. *Pembelajaran Menulis Berbasis Karakter dengan Pendekatan Experiential Learning*. Bandung: Program Studi Pendidikan Dasar SPs UPI.

Cresswell, J., W. 2012. *Research Design Pendekatan Kualitatif, Kuantitatif, dan Mixed; cetakan ke-2*. Yogyakarta: Pustaka Pusat.

Handayani, R. 2015. "Model Pembelajaran Menulis Sinopsis dengan Menggunakan Teknik Rumpang di Kelas V Sekolah Dasar". *Skripsi*. STKIP Siliwangi Bandung.

Jamni. 2015. "Keefektifan Film Animasi dalam Peningkatan Kemampuan Menyimak Cerita dan Menulis Sinopsis Cerita" dalam Portal Jurnal Universitas Pendidikan Indonesia, vol.2, no.2, hlm. 362-377.

Maulana, A., Nahrowi. 2009. *Pembelajaran Pemecahan Masalah Matematika*. Bandung: UPI Press.

Nurgiyantoro, B. 2014. *Penilaian Pembelajaran Berbahasa Berbasis Kompetensi*. Yogyakarta: BPFE Yogyakarta.

Saddhono, K & Slamet, S.Y. 2014. *Meningkatkan Keterampilan Berbahasa Indonesia (teori dan aplikasi)*. Bandung: Karya Putra Darwati.

Slamet. 2007. *Strategi Belajar Mengajar*. Jakarta: Depdiknas

Sugiyono. 2011. *Metode Penelitian Pendidikan: pendekatan kuantitatif, kualitatif, dan R&D*. Bandung: Alfabeta.