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The Development of Portfolio Based Short Text Writing Assessment Instrument in 11th Grade of Senior High School (SMAN 1) Panai Tengah

Sri Lestari Siregar¹, M. Oky F. Gafari², Malan Lubis³

^{1,2,3}Universitas Negeri Medan, Indonesia Email: lestarisiregar171@gmail.com

Abstract: This research produces a portfolio-based short story writing assessment instrument. The research method used is the Research and Development method which refers to the development of Borg and Gall (in Tegeh et al, 2014: 7-13). The module development process is carried out with three stages: a preliminary study stage, initial product development and product trials. The results showed that the feasibility assessment by material experts consisted of 4 aspects namely content feasibility aspects obtained an average of 77 with effective criteria, aspects of the feasibility of the presentation obtained an average of 92.5 with very effective criteria, aspects of language eligibility obtained on average 77 with effective criteria, and aspects of contextual assessment obtained an average of 79.9 with effective criteria, evaluation of eligibility by instrument evaluation experts obtained an average of 85 with very effective criteria. The assessment interprets the meaning of the short story text, both verbally and in writing fulfilling the reliable criteria with a reliability of 0.7, the Assessment identifies the abstract, orientation, complications, resolution, evaluation, and koda meets the reliable criteria with a reliability of 0.7 and the assessment of writing the story text short meet the reliable criteria with a reliability of 0.97. This research impacts on the use of portfolio-based short story writing assessment instruments.

Keywords: development; instruments; portfolio

I. Introduction

The quality of education is a concern that the government is always seeking to improve. Quality control of education is essentially controlling the quality of human resources in the system. Quality control requires information about the state of learners in schools to support the implementation of educational programs so that the results can be achieved optimally. (Umma, 2020).

Assessment of the learning process so far has often been ignored, at least received less attention than the assessment of learning outcomes. Whereas education is not merely results oriented, but also process. Therefore, the assessment of learning outcomes and learning processes must be carried out in a balanced manner and if possible can be carried out simultaneously.

Assessment of the learning process and results is carried out by the teacher as an integral part of the learning activity process. That is, assessment is inseparable in the preparation and implementation of learning. Assessment of the learning process and outcomes aims to assess the effectiveness and efficiency of teaching activities as material for improvement and refinement of the program and its implementation. The object and target of the process evaluation and learning outcomes are the components of the learning system itself. This is supported by research conducted by Sri Juwariyah in her journal (2015) No: 93 entitled "Assessment in Indonesian Language Writing Learning".

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Various assessment techniques can be carried out by the teacher to find out the success of student learning. However, there is no one assessment technique that is most appropriate for all competencies at any time. The assessment technique used is highly dependent on the competency to be assessed.

In general, assessment of learning outcomes can be done by tests, self-assessment (peer assessment), peer assessment, work assessment (project assessment), project assessment, assessment of student work (product assessment), attitude assessment, and portfolio assessment (portfolio assessment). Each assessment technique has limitations.

Portfolio techniques can support the skills of teachers and encourage them to consider in depth various efforts so that students can progress and succeed in accordance with the expected goals. Through portfolio assignment techniques students can reflect and be responsible for the progress of learning, assessment of their learning outcomes and also their own learning. Portfolios can also provide credible evidence to parents and their environment towards students' learning achievement.

The focus of the tasks of learning activities in the portfolio is problem solving, thinking and understanding, writing, communication, and students' own views of themselves as learners. Assignments given to students in portfolio assessment are assignments in the context of everyday life. Portfolio assessment is also an assessment of a collection of artifacts. The focus of portfolio assessment is a collection of student work individually or in groups in a certain learning period.

Short stories as one type of literary work that is very popular among the people. Short stories as stories in the form of short prose. Short has a very relative meaning, in this case it can be interpreted to be read once sitting. Writing short stories has the goal to express the feelings of the writer and also to channel the problems of human life that often weigh on the minds of others or the writer himself. Short story is one of teaching material that can improve students' writing skills.

II. Review of Literatures

2.1 Basic Definition of Assessment

Assessment (assessment) has a different meaning from evaluation. The Task Group on Assessment and Testing (TGAT) describes assessment as all the methods used to assess the performance of individuals or groups. Popham (in Widoyoko, 2016: 4) defines that "Assessment in the context of education as a formal effort to determine the status of students with regard to various educational interests". Boyer & Ewel (in Widoyoko, 2016: 4) defines that "assessment is a process that provides information about individual students, about curriculum or programs, about institutions or everything related to the institutional system".

Measurement data in the form of numbers or scores about the characteristics of the object being measured. Therefore, the result of the assessment is the meaning or decision of the score or number obtained from the measurement results. The meaning or decision depends on the purpose and standard or evaluation criteria. If the assessment aims to determine graduation, then based on the score the measurement results can be interpreted or decided "pass" or "not pass". If the research aims at acceptance selection, then based on the score the measurement results can be decided "accepted" or "rejected". If the assessment aims to determine achievement, the meaning of the score can be "achieved", "less", or "not

achieved". If to determine quality, the score can mean "very good", "good", "enough", "less", or "very less". If the research aims to determine the quality of discipline, the scores / numbers range from "very disciplined", "disciplined", "less disciplined", to "undisciplined". And various other assessment standards.

2.2 Authentic Assessment

Curriculum Center (in Majid, 2014: 56) argued that authentic assessment (authentic assessment) is a process of collecting, reporting, and using information about student learning outcomes by applying the principles of assessment, ongoing implementation, authentic evidence, accurate, and consistent as public accountability.

This is in line with Johnson's opinion (in Majid, 2014: 56), which says that authentic assessment provides broad opportunities for students to show what has been learned and what has been mastered during the learning process. Furthermore Johnson (in Majid, 2014: 56) said that authentic assessment focuses on goals, involves direct learning, builds cooperation, and instills a higher level of thinking. Through the tasks given, students will show their mastery of the goals and depth of understanding, and at the same time it is hoped that they will be able to improve understanding and self-improvement.

The term authentic assessment is often aligned with the meaning of performance assessment, alternative assessment, direct assessment, and realistic assessment. Authentic assessment is called performance appraisal or performance-based assessment because in this assessment directly measures the actual performance (real) students in certain things, students are asked to do meaningful tasks using real world or authentic tasks or contexts. Authentic assessment is said to be an alternative assessment because it can function as an alternative to replace traditional assessment. Authentic assessment is said to be an assessment because it provides more direct evidence of the meaningful application of knowledge and skills in a real-world context. Authentic assessment is also said to be realistic assessment or related to application in real life.

2.3 Portfolio Assessment

Portfolio assessment is a new approach that is often introduced by education experts to be carried out in schools in addition to the assessment approach that has long been used. The term portfolio was first used by photographers and artists. Through a portfolio of photographers can show prospective their work to customers by showing the collection of work they have.

Widoyoko (2016: 96) defines a portfolio as a collection of student work in a certain period of time that shows effort, development, and learning achievement. A certain period of time starts from a collection of works in one semester or one year. A portfolio is usually the chosen work of a student. Determination of a student's chosen work that is considered best determined jointly between the teacher and students. In determining this, surely the criteria for a work must be agreed upon as a good work. The work can be in the form of concrete actions that reflect students' concern for their environment.

Widoyoko (2016: 97-98) believes that giving assignments to students whose results will be assessed in portfolio assessment must pay attention to the following matters:

- a. The assignment given must be in accordance with the competencies and learning objectives to be measured.
- b. Student work that is used as a portfolio in the form of test results, daily student behavior, structured assignment results, documentation of student activities outside of school that

- support learning activities
- c. The portfolio assignments include aspects: title, learning objectives, scope of study, job description, and assessment criteria.
- d. Job descriptions contain activities that train students to develop competencies in all aspects (attitudes, knowledge, skills).
- e. Job descriptions are open, in the sense of accommodating the production of diverse portfolios.
- f. Sentences used in the job description use communicative language and are easily carried out by students.
- g. Tools and materials used in completing portfolio assignments are available in the student environment and are easily obtained.

2.4 Short story

Kosasih (20011: 431) stated "Short stories are short essays in the form of prose. In a short story separated a part of the life of a character, which is full of disputes, touching or pleasant events, and contains an impression that is not easily forgotten ". Nugroho Notosusanto (in Tarigan, 1985: 176) argues, Short Story is a story that is about 5000 words in length or about 17 pages of quarto space that is centered and complete in itself. To determine the length of a short story is difficult for a common size, the short story is finished reading in 10 to 20 minutes. If the short story may be up to $1\frac{1}{2}$ or 2 hours.

The characteristics of the short story according to Lubis (in Tarigan, 1985: 177), including the following:

- 1) The short story must contain the author's interpretation of his concept of life both directly and indirectly;
- 2) In a short story, an incident must master the storyline;
- 3) Short stories must have someone who must be the principal or main character;
- 4) Short stories must have an interesting effect or impression.
- 5) The structure of the short story is generally shaped by (1) the introduction of the story, (2) the ascending to conflict, (3) the peak of the conflict, (4) the decline, and (5) the settlement. There are parts that call it abstract terms, orientation, complications, evaluation, resolution, and code.

III. Research Methods

The study was conducted at Panai Tengah 1 High School, located on Jl. Like Labuhan Bilik, Kab. Labuhan Batu. The research will be conducted in the 2019/2020 Learning Year which is planned starting from the collection of knowledge data to the writing as a whole. The subjects in this study were teachers and 11 grade students of Senior High School (SMAN 1) Panai Tengah with a total of 30 students.

Research on the development of portfolio assessment instruments is based on needs analysis which refers to learning process activities. This research uses the type of research development (Research and Development), because it is in accordance with the objectives to be achieved. The instrument development procedure uses the step of research and development of Borg, & Gall (I Made Tegeh et al, 2014: 7) which have been developed into ten stages.

IV. Result and Discussion

4.1 The Process of Developing an Assessment Instrument for Writing Short Portfolio Based Texts

The process of developing portfolio-based short story writing instrument assessment shows 73.3% of students are not familiar with portfolio-based assessment instruments. This shows students need portfolio-based assessment instruments in writing short text. Furthermore, 66.6% of students obtained data stating that so far they only used existing assessment instruments, published by the government without any other handbook. This proves that so far learning in schools has only focused on instruments already in the test book. Further data shows that 93.3% of students need this assessment instrument, mainly on portfolio-based. This means that students need this assessment instrument as an alternative to assist them in learning to write short text.

a. Phase I Preliminary Study

The process of implementing the development of assessment instruments in stage I, namely generating ideas / ideas by carrying out preliminary studies. The preliminary study was carried out by conducting a field survey (needs analysis) of the literature survey. Needs analysis is the process of determining the priority of educational needs, gathering information, and solving problems. To determine the results of the field survey (needs analysis) obtained by distributing questionnaires to 2 Indonesian language teachers and 30 students at the school by first describing the definition of portfolio-based assessment instruments on the questionnaire in order to have an overview of the questions in the questionnaire submitted. The results of the questionnaire distributed to teachers and students obtained the following conclusions.

The results of the questionnaire distributed to teachers and students obtained the following conclusions.

- 1) Some teachers (50%) said they did not know the assessment instruments developed and some students (73.3%) said they did not know the assessment instruments developed.
- 2) Some teachers (50%) stated that they had not used an assessment instrument developed in short story writing learning process and some students (66.6%) students stated that they had not used an assessment instrument developed in accordance with the 2013 curriculum.

b. Phase II Initial Product Development

The initial stage of product development is the validation of the contents of the material and evaluation, product revision and assessment and suggestions by the teacher. Based on the development stages of Borg and Gall, this stage is the development stage to obtain input from material experts, evaluation experts, and assessment and advice of Indonesian Language teachers.

The initial product of the assessment instrument developed was an instrument in the form of an instrument to write portfolio-based short story text material for 11 grade outlining the following:

- 1) Cover
- 2) Preface;
- 3) Table of contents;
- 4) Chapter I Introduction
- 5) Chapter II Portfolio Assessment Instrument in the Short Story Text
- 6) Enrichment Problems;
- 7) Bibliography; and
- 8) Glossary

c. Phase III Conducting Trial

Phase III tests the assessment instruments through 3 trial processes: 1) individual trials, 2) small group trials, and 3) limited field trials. Individual trials were conducted at Senior High School (SMAN 1) Panai Tengah on three students of 11 grade. The purpose of this individual trial is to identify product deficiencies and student responses to the product being developed. Data on the results of individual student responses to the assessment instruments that have been developed can be seen in table 1 below.

Table 1. Student Response Data on Assessment Instruments (3 Students)

No	Indicator	Average	Criteria
	Theory	79.1	Effective
1	This assessment instrument makes me happy to	75,0	Effective
	learn it		
	Presentation of the text in the assessment		
2	instrument starts from easy to difficult and from	83,3	Effective
	the concrete to the abstract		
	This assessment instrument makes questions that		NI FICC :
3	encourage me to think critically	66,7	Not Effective
,	Presentation of the text in this assessment	75.0	ELCC .:
4	instrument encouraged me to be able to answer the	75,0	Effective
	test questions		
	used This assessment instrument encouraged my	91,7	
5	This assessment instrument encouraged my curiosity	91,7	Very Effective
	This assessment instrument makes multiple choice		very Effective
	tests and descriptions that can test how far my	83,3	
6	understanding of writing story text short	00,0	Effective
	Language	83,3	Effective
7	The language used is simple and easy to understand	83,3	Effective
	The letters used are simple and easy to read	83,3	Effective
	Using this assessment instrument makes my		
9	learning more directed and coherent	83,3	Effective
	Attraction	87,5	Very Effective
	By using this assessment instrument can increase		
10	motivation to learn	91,7	Very Effective
	Using this assessment instrument can make		
11	learning short story text material fun	83,3	Effective
	Average Amount	81,8	Effective

The results of the individual trial evaluation above concluded that the assessment instruments developed were included in the "Effective" criteria with an average total percentage of 81.8 Individual trials were carried out to determine the student's initial response and to identify product deficiencies against the product developed before the test. Try a small group.

A small group trial was conducted at SMA Negeri 1 Panai Tengah. Trials were conducted on nine students with high, medium and low abilities to find out the students' perceptions of products that were developed and were revised from weaknesses after individual trials were conducted. Data on the results of the responses of small group trial students to the assessment instruments in the form of instruments that have been developed can be seen in table 2 as follows.

 Table 2. Student Response Data on Assessment Instruments (9 Students)

No	Indicator	Average	Criteria
	Theory	84,2	Effective
1	This assessment instrument makes me happy to	83,3	Effective
	learn it		
	Presentation of the text in the assessment		Effective
	instrument starts from easy to difficult and from	83,3	
	the concrete to the abstract		
	This assessment instrument makes questions that		Effective
3	encourage me to think critically	80,6	
	Presentation of the text in this assessment		Effective
	instrument encouraged me to be able to answer	83,3	
	the test questions		
	used	0.4.7	TI FICC :
	This assessment instrument encouraged my	91,7	Very Effective
5	curiosity		
	This assessment instrument makes multiple	02.2	Tr.CC .:
	choice tests and descriptions that can test how far	83,3	Effective
	my understanding of writing story text short	05.1	M ECC '.
	Language	85,1	Very Effective Effective
	The language used is simple and easy to understand	83,3	Effective
	The letters used are simple and easy to read	83,3	Effective
8			
	Using this assessment instrument makes my		Very Effective
9	learning more directed and coherent	88,9	
	Attraction	88,8	Very Effective
	By using this assessment instrument can increase		
10	motivation to learn	91,7	Very Effective
	Using this assessment instrument can make		
	learning short story text material fun	86,1	Very Effective
	Average Amount	85,4	Very Effective

The results of small group trials on students' perceptions of assessment instruments that have been developed show an average percentage of 85.4% with the criteria "Very Effective". These results are obtained after an improvement or revision of the individual trials so that the assessment instruments are revised again from the arrangement of the material and the use of language that is more easily understood by students.

Limited field trials were conducted at SMA Negeri 1 Panai Tengah. Trials were conducted on 30 students with high, medium and low abilities. Limited field trials produce data that will be used to find out how the benefits of the product for students. Data on the results of the response of field test students is limited to the assessment instruments that have been developed in the form of instruments concluded that the assessment instruments included in the criteria "Very Effective" with an average percentage score of 87.7%. Data on the results of responses from field trial students to limited assessment instruments can be seen in table 3 and the complete data in the appendix.

Table 3. Student Response Data on Assessment Instruments (30 Students)

No	Indicator	Average	Criteria
	Theory	87,2%	Very Effective
1	This assessment instrument makes me happy to		Very Effective
	learn it	88,3	
	Presentation of the text in the assessment		Very Effective
2	instrument starts from easy to difficult and from	87,5	
	the concrete to the abstract		
	This assessment instrument makes questions that		Very Effective
3	encourage me to think critically	86,7	
	Presentation of the text in this assessment		
4	instrument encouraged me to be able to answer	84,2	Effective
	the test questions		
	used		
_	This assessment instrument encouraged my		Very Effective
5	curiosity	89,2	77 770
	This assessment instrument makes multiple	05.5	Very Effective
	choice tests and descriptions that can test how far	87,5	
6	my understanding of writing story text short	05.50/	TI DCC
_	Language	87,5%	Very Effective
7	The language used is simple and easy to		Very Effective
	understand	86,7	TI DCC .:
8	The letters used are simple and easy to read	88,3	Very Effective
	Using this assessment instrument makes my	07 F	Very Effective
9	learning more directed and coherent	87,5	M ECC .
	Attraction	89,5%	Very Effective
10	By using this assessment instrument can increase	00.0	Very Effective
10	motivation to learn	90,0	Vous Effortisso
11	Using this assessment instrument can make learning short story text material fun	89,2	Very Effective
11	Average Amount	8,77	Very Effective
	Arverage Annount	0,11	very Enective

The results of limited field trials on students' perceptions of assessment instruments that have been developed show an average percentage of 87.7% with the criteria of "Very Effective". This means that the instruments developed have increased development and can meet the demands of learning needs. This limited field trial assessment becomes the final stage of the trial product portfolio writing instruments short story based portfolio of 11th grade.

4.2 Eligibility Test Instrument for Short Portfolio Based Text Writing Developed in 11th grade Students of Senior High School (SMAN 1) Panai Tengah a. Material Expert Validation

Feasibility of content is the appropriateness of the substance or content of the material presented or exposed in the developed valuation instrument. The assessment instrument for writing short text that was developed got a good response from the material experts on the aspect of content eligibility. This is evident from the results of the validation and assessment after data analysis of each sub-component and indicators on the aspect of content eligibility. The overall average on the content eligibility aspect is declared "Effective" with a total percentage of 77%. Thus, assessment instruments developed on the aspect of content eligibility are stated to have met the demands of learning. This can be seen from each score obtained. Data validation results by material experts on the feasibility of the contents can be seen in the following table 4.

Table 4. Assessment of Instruments by Material Experts on Feasibility of Content

Sub	Indicator	Average %	Criteria
Component			
A. Material	1. Completeness of material	87,5	Very effective
compatibility	2. The extent of the material	87,5	Very effective
with	3. depth of matter	75	Effective
KD			

Average Item Indicator 1-3		83,3	Very effective
	4. The accuracy of concepts and	75	Effective
	definitions		
	5. The accuracy of facts and data	75	Effective
B. Material	6. The accuracy of examples and	75	Effective
Accuracy	cases		
	7. The accuracy of drawings,	75	Effective
	diagrams and illustrations		
	8. The accuracy of the terms	75	Effective
Item Indicator A	Average 3-7	75	Effective
	9. Pictures, diagrams and illustrations	75	Effective
C. Material	in everyday life		
Expertise	10. Use case examples in everyday life	75	Effective
Item Indicator A	Average 8-9	75	Effective
D. Encourage	11. Encourage curiosity	75	Effective
Curiosity	12. Creating the ability to ask	75	Effective
Average Item Ir	Average Item Indicator 12-13		Effective
Total Average	Total Average		Effective

The percentage criteria for the appearance of indicators on the Assessment Instrument that has been developed.

No	Feasibility Level	Score	Score
1	Very effective	4	86-100%
2	Effective	3	75-85%
3	Less effective	2	64-74%
4	Ineffective	1	<65%

Based on the data presented in the above table, the average number of overall aspects of content eligibility is in the "effective" criteria with a total percentage of 77%. This is inseparable from the acquisition of scores on each subcomponent of content eligibility. The components of content eligibility include: a) the suitability of the material with BC, b) the accuracy of the material, c) the materiality of the material, and d) encouraging curiosity.

Feasibility of presentation is on the systematic and sequence of presentation of learning material in the developed assessment instruments. In the aspect of feasibility, the presentation of the assessment instruments developed also received a good response from the material experts. This can be seen from the results of validation and assessment after data analysis of each sub-component and indicators on the feasibility aspects of the presentation. The overall average in terms of presentation eligibility is stated as "Very Effective" in total 92.5% percentage. Thus, instruments developed in the feasibility aspect of the presentation are

stated to have met the demands of learning. This can be seen from each score obtained. Data validation results by material experts on the feasibility of presentation can be seen in table 5.

Table 5. Expert Material Evaluation of Assessment Instruments for Presentation Feasibility

Sub Component	Indicator	Average %	Criteria
A. Presentation	1. Conceptual dangling		
Techniques		75	Effective
Average Item Indicator	1	75	Effective
	Examples of questions in each learning		Very effective
	activity	87,5	
B.Supporting the	A matter of practice at the end of each		Very effective
presentation	learning activity	87,5	
	4. The answer key to the practice	87,5	Very effective
	question		,
	5. Introduction	100	Very effective
	6. Glossary	87,5	Very effective
	7. Bibliography	100	Very effective
Average Indicator Item	s 2-7	91,6	Very effective
C Presentation	8. Student involvement	75	Effective
Learning			
Item Point Average 8		75	Effective
	9. linkages between learning activities /	75	Effective
	learning sub-activities / paragraphs		
D. Coherence and	10. integrity of meaning in learning	75	Effective
wrinkles	activities / sub		
the mindset			
Item Indicator Average	8-9	75	Effective
Total Average		92,5	Very effective

Based on the data presented in the table above, the average number of overall aspects of the eligibility of the presentation falls within the "Very Effective" criteria with a total percentage of 92.5%. This is inseparable from the acquisition of scores on each subcomponent of the eligibility of the presentation.

Language Feasibility is the feasibility of using the language used to express ideas in the developed assessment instruments. The aspect of language appropriateness in the assessment instruments developed received good responses from material experts. This can be seen from the results of validation and assessment after data analysis of each sub-component and indicators on aspects of language feasibility. The overall average number of aspects of language eligibility is declared "Effective" with a total percentage of 77.7%. Thus, assessment instruments developed on aspects of language eligibility are stated to have met the demands of learning. This can be seen from each score obtained. Data validation results by material experts on the feasibility of the presentation can be seen in table 6 below.

Table 6. Expert Material Evaluation of Instrument Assessments in Aspects Language Feasibility

Sub Component	Indicator	Average%	Criteria
	1. The accuracy of the sentence	75	Effective
A. Straightforward	2. The effectiveness of sentences	75	Effective
	3. Rigidity of terms	75	Effective
Average Item Indicator	1-3	75	Effective

B. Communicative	4. understanding of the message or information	75	Effective
Average Item Indicator	4	75	Effective
C. Dialogical and	5. The ability to motivate students	75	Effective
interactive			
Average Item Indicator	5	75	Effective
D.Conformity with the	6. Suitability of students' intellectual	87,5	Very Effective
level of development of	development		-
students	7. Match with the level of emotional		Very Effective
	development of participants	87,5	
	students		
Item Indicator Average	6-7	87,5	Very Effective
E. Conformity with	8. Grammar Accuracy	75	Effective
the rules	·		
	9. Spelling Accuracy	75	Effective
Item Indicator Average	8-9	75	Effective
Total Average		77,7	Effective

Based on the data presented in table 4.6 above, the average number of overall aspects of language eligibility is in the "Effective" criteria with a total percentage of 77.7%. This is inseparable from the acquisition of scores on each sub-component of language eligibility.

b. Evaluation Expert Validation

The evaluation of learning evaluation was conducted by Dr. Surya Masniari Hutagalung, M.Pd., and Prof. Dr. Sumarno, M.Pd., who is a Lecturer at Medan State University. The assessment was conducted to obtain information on the quality of the assessment instruments developed to improve the quality of learning in SMA Negeri 1 Panai Tengah on writing short story texts. The results of the validation and evaluation by the evaluation experts on the assessment instruments developed received good responses. This can be seen from the results of the validation and assessment after data analysis of each subcomponent and indicators on the instrument's feasibility aspects. The overall average on the instrument's eligibility aspect was stated to be "Very effective" with a total percentage of 85%. Thus, the assessment instruments developed were stated to have met the demands of learning. This can be seen from each score obtained. Data validation results by evaluation experts can be seen in table 7.

Table 7. Instrument Evaluation Expert Evaluation

No	Rated aspect	Average	Criteria
1	Material in portfolio appraisal instruments is ap	100	Very Effective
2	The material is relevant to the competencies that must be	87,5	Very Effective
	mastered student		
3	The accuracy of the unit title with the description of the	75	Effective
	material in each sub chapter		
4	The level of difficulty and complexity of the material is	75	Effective
	adjusted with students' thinking skills		
	Average Indicator Items 1-4	84,3	Effective
5	The competency to be achieved is presented in an authentic	100	Very Effective
	assessment instrument		
6	Accuracy of learning objectives	87,5	Very Effective
	Average Point Indicator 5-6	93,7	Very Effective

7	The material presented is in accordance with the truth	87,5	Very Effective
	science		
8	Depth of material according to level	100	Very Effective
	student development		
9	Conformity between basic competencies and objectives	100	Very Effective
	learning		
10	Conformity of assessment items with the type of assessment		Very Effective
	aspects of skills in each sub-theme (demanding test of	87,5	
	conduct)		
	Average Item Indicator 7-10	93,7	Very Effective
11	Appropriateness of assessment in measuring attitude	75	Effective
	competence		
12	Appropriateness of assessment in measuring knowledge	75	Effective
	competency		
13	Appropriateness of assessment in measuring competence	75	Effective
	Skills		
14	Assessment encourages students to think critically	100	Very Effective
15	The assessment instrument can collect all data	75	
	Student assessment on short story text material.		Effective
16	Instrument assessment can be done during the process	87,5	Very Effective
	learning takes place.		
17	Assessment instruments access understanding and	75	Effective
	Kitis thought		
18	The assessment instrument is relevant to basic competencies	75	Effective
	and core competencies		
19	The assessment instruments are in accordance with the	100	Very Effective
	material		
	taught		
20	Assessments made are consistent with having accurate	87,5	Very Effective
	scoring guidelines		
	Average Item Indicator 11-20	82,5	Effective
	Total	85	Very Effective
17 18 19	learning takes place. Assessment instruments access understanding and Kitis thought The assessment instrument is relevant to basic competencies and core competencies The assessment instruments are in accordance with the material taught Assessments made are consistent with having accurate scoring guidelines	75 100 87,5	Very Effectiv

Based on the data presented in the above table, the average number of overall aspects of the appraisal of the appraisal instrument is in the "very effective" criteria with a total percentage of 85%.

V. Conclusion

The process of developing Portfolio-based short story writing assessment instruments is carried out with three stages: a preliminary study stage, initial product development and product trials. In the preliminary study stage, a needs analysis for teachers and students is conducted. The results of the needs analysis showed that 100% of teachers needed an assessment instrument as an instrument in learning Indonesian. In the initial product development stage, product design and product validation are carried out to 2 material experts, 2 evaluation experts. After the validation process, the product is declared eligible to be tested. In the third stage product trials are carried out in three ways namely individual trials, small group trials and limited field trials. Individual trials get an average percentage of 81.8 with the category "Effective", small group trials get an average percentage of 85.4 with the category "Very Effective". Limited field trials received an average percentage of 87.7 in the "Very Effective" category.

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