

**DEVELOPING ASSESSMENT INSTRUMENTS FOR
ENGLISH LITERACY IN BLENDED LEARNING FOR
GRADE 8 SEMESTER 1**

THESIS

BY

I GUSTI AYU MIRAWATI

NIM 2029081030



**GANESHA UNIVERSITY OF EDUCATION
POST-GRADUATE PROGRAM
ENGLISH LANGUAGE EDUCATION
DENPASAR
JANUARY 2022**

This thesis by I Gusti Ayu Mirawati has been successfully defended in front of the Board of Examiners and accepted as partial fulfillment of the requirements for the degree of Master in Education in English Education, Post Graduate Study Program, Ganesha University of Education.

Denpasar, January 26 2022

Supervisor I



Prof. Dra. Luh Putu Artini, M.A., Ph.D.

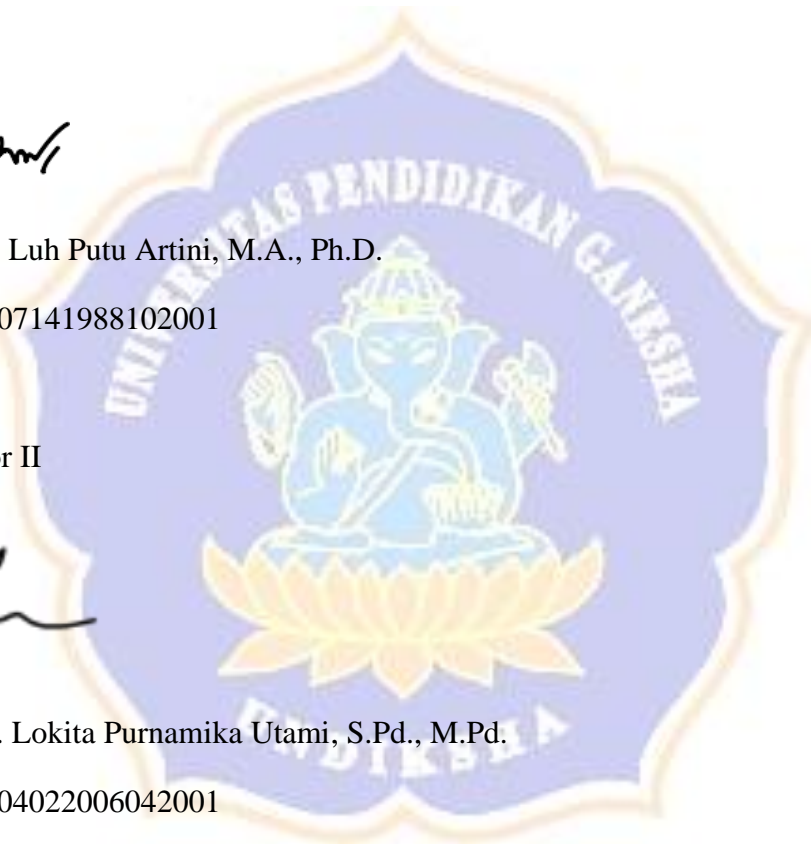
NIP 196407141988102001

Supervisor II



Dr. I G.A. Lokita Purnamika Utami, S.Pd., M.Pd.

NIP 198304022006042001



Master Thesis in Education: Language Education Study Program Approved on
January 26, 2022



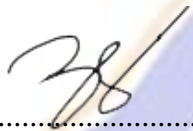
Chairman (Prof. Dra. Luh Putu Artini, M.A., Ph.D.)

NIP 196407141988102001



Member (Prof. Dr. Ni Nyoman Padmadewi, MA)

NIP 196202021988032001



Member (Dr. Ni Putu Era Marsakawati, M.Pd.)

NIP198303142008122002



Member (Dr. I G.A. Lokita Purnamika Utami, M.Pd.)

NIP 198304022006042001

Acknowledged by
Director Post Graduate Program
Ganesha University of Education



Prof. Dr. I Gusti Putu Suharta, M.Si.

NIP 196212151988031002

STATEMENT LETTER

I Hereby honestly state that this Post Graduate Thesis in Education is written as a partial requirement for the degree of Master in Education is my own work. All the information contained in this thesis which is derived from the work of others had been given an award by citing the name of the source authors correctly according to the academic norms, rules, and ethics.

If it is discovered in the future that a portion or the whole thesis is not my original work or that there is a case of plagiarism, I willingly accept the consequence of my academic title withdrawal and other sanctions as postulated by Indonesian National.

Denpasar, January 26, 2022

Statement by,



[Signature]

I Gusti Ayu Mirawati

ACKNOWLEDGMENT

First of all, the writer would like to express her greatest gratitude to the Almighty God, Ida Sang Hyang Widhi Wasa for the blessing, chance, health given to the writer in accomplishing this thesis *entitled* “DEVELOPING ASSESSMENT INSTRUMENTS FOR ENGLISH LITERACY IN BLENDED LEARNING FOR GRADE 8 SEMESTER 1” in a right moment.

The writer realizes that this thesis cannot be completed without the help of others. Many people have helped in accomplishing this thesis. Therefore, the writer would like to give the sincerest gratitude and appreciation to:

1. Prof. Dra. Luh Putu Artini, M.A., Ph.D as the first supervisor who has given guidance, advices, knowledge, and motivation in finishing this thesis.
2. Dr. I G.A. Lokita Purnamika Utami, S.Pd., M.Pd. as the second supervisor who has given guidance, advice, knowledge, and motivation in finishing this thesis.
3. Lecturers of Post-Graduate Program of English Language Education who had supported, given guidance and knowledge to the writer.
4. The writer’s beloved parents, the writer’s lovely sister and brother and also Ida Bagus Sunata Giri who always giving support in term of prayer, effort, motivations to accomplish this thesis.
5. The last but not least, thank you so much for all of the writer’s friends in Post Graduate Program of English Language Education 2020, De’Kills, Putu Ratih, and my team in this Umbrella Research for the amazing experiences and supports. The writer really grateful of it.

Denpasar, January 26, 2022



I Gusti Ayu Mirawati

TABLE OF CONTENTS

COVER	i
STATEMENT LETTER	iv
ACKNOWLEDGMENT	v
ABSTRACT	vi
TABLE OF CONTENTS	viii
LIST OF TABLES	x
LIST OF PICTURES	xi
LIST OF FIGURES	xii
LIST OF APPENDICES	xiii
CHAPTER I	
INTRODUCTION	1
1.1. Research Background.....	1
1.2. Problem Identification.....	6
1.3. Scope of the Study.....	7
1.4. Research Questions	7
1.5. Research Objectives	8
1.6. Research Significance	8
CHAPTER II	
REVIEW OF RELATED LITERATURE	11
2.1 THEORETICAL REVIEW	11
2.1.3 Kinds of Assessment	14
2.1.4 Blended Learning	17
2.2 EMPIRICAL REVIEW	18
CHAPTER III	
RESEARCH METHOD	28
3.1. Research Design	28
3.2. Research Subject	29
3.3. Data Collection Technique	29
3.4 Instrument of Data Collection	31

CHAPTER IV	
FINDINGS AND DISCUSSION	37
4.1. FINDINGS	37
4.2. DISCUSSION.....	85
CHAPTER V	
CONCLUSION AND SUGGESTION	100
5.1. SUMMARY	100
5.2. CONCLUSION	102
5.3. SUGGESTIONS.....	103
REFERENCES.....	105
APPENDICES	111

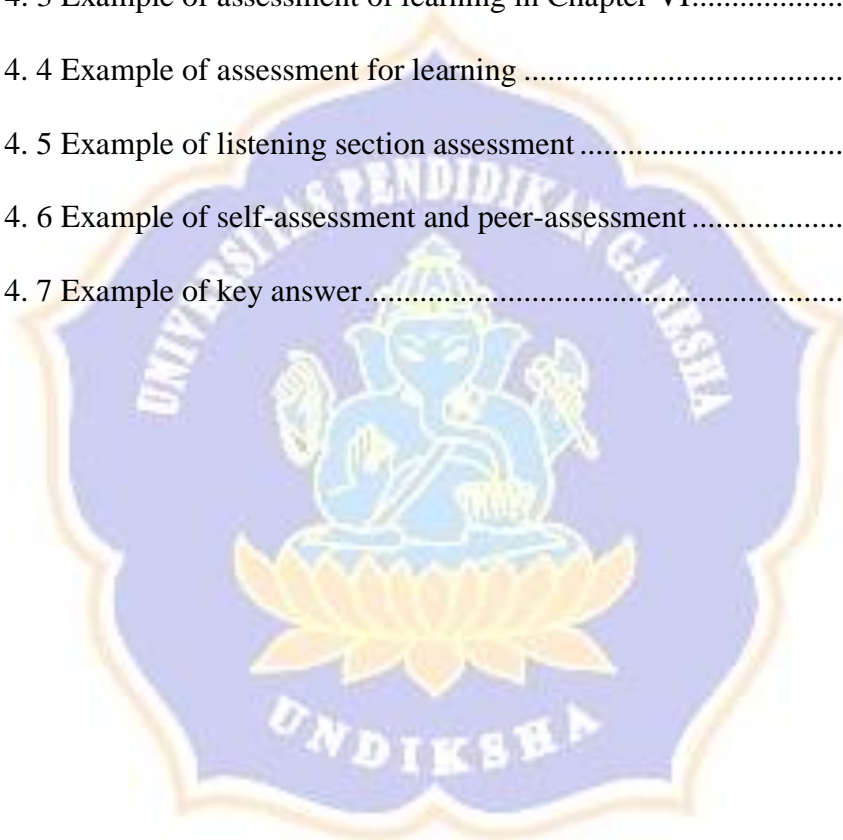


LIST OF TABLES

Table 3. 1 The method of data collection.....	30
Table 3. 2 The Blueprint of Questionnaire for Need Analysis	31
Table 3. 3 The Blueprint of Product Content Judgment Instrument	33
Table 3. 4 The Blueprint of Product Quality Judgment Instrument.....	33
Table 3. 5 Likert Scale Judgment Criteria	34
Table 3. 6 The Level of Qualification By Percentage.....	35
Table 4. 1 The framework of assessment needed to be developed	47
Table 4. 2 Blueprint of the developed assessment instrument.....	51
Table 4. 3 Example of each type of assessment instrument used	58
Table 4. 4 Suggestions for product revision.....	68
Table 4. 5 Example of grammatical mistake revision.....	70
Table 4. 6 Example of deleting the mark of the type of assessment.....	71
Table 4. 7 Addition of introduction and guidelines of the book	72
Table 4. 8 Assessment of learning instruments revision.....	73
Table 4. 9 Addition of listening test.....	74
Table 4. 10 Change inconsistent picture	75
Table 4. 11 Addition of QR code.....	76
Table 4. 12 Pictures revision.....	77
Table 4. 13 Revised unclear instruction.....	78
Table 4. 14 Content validity judgment analysis.....	79
Table 4. 15 Quality judgment analysis.....	83

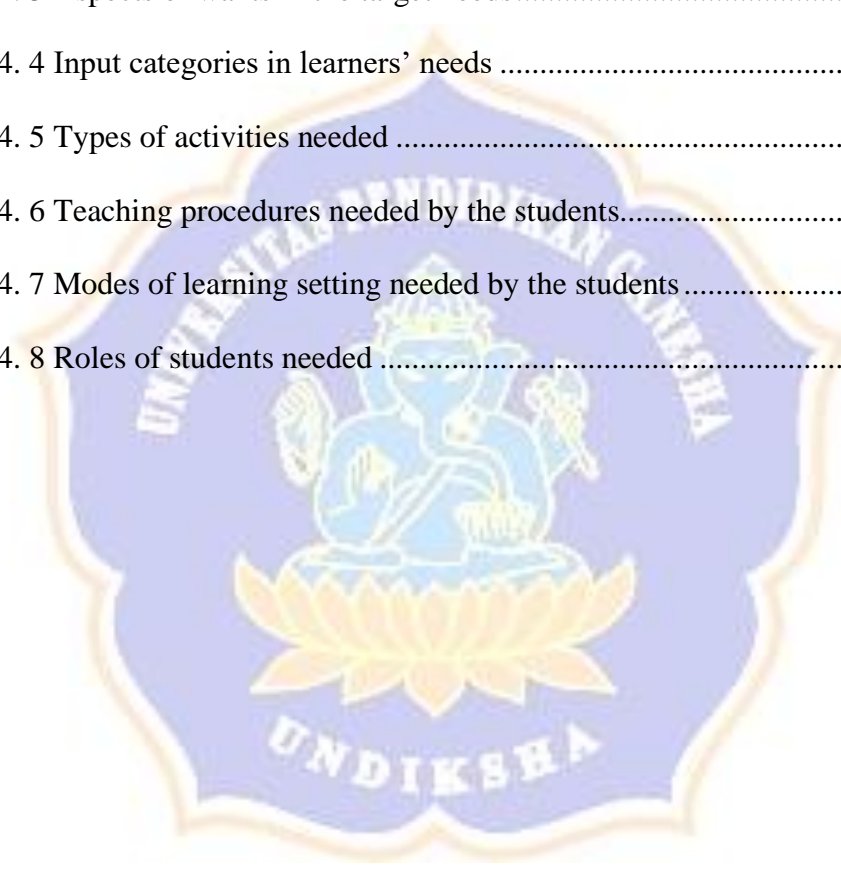
LIST OF PICTURES

Picture 4. 1 Example of the assessment instrument's cover	61
Picture 4. 2 The example of basic competency and indicators	62
Picture 4. 3 Example of assessment of learning in Chapter VI.....	63
Picture 4. 4 Example of assessment for learning	64
Picture 4. 5 Example of listening section assessment	65
Picture 4. 6 Example of self-assessment and peer-assessment	67
Picture 4. 7 Example of key answer.....	68



LIST OF FIGURES

Figure 3. 1 Steps of the 4D model.....	29
Figure 4. 1 The necessities of target needs on assessment instrument.....	41
Figure 4. 2 The students' gap of the target needs	40
Figure 4. 3 Aspects of wants in the target needs.....	43
Figure 4. 4 Input categories in learners' needs	44
Figure 4. 5 Types of activities needed	45
Figure 4. 6 Teaching procedures needed by the students.....	46
Figure 4. 7 Modes of learning setting needed by the students.....	47
Figure 4. 8 Roles of students needed	48



LIST OF APPENDICES

Appendix 1 Questionnaire for Need Analysis	112
Appendix 2 Blue Print for Instrument Content Validity.....	117
Appendix 3 Product Content Validity Judge Instrument	118
Appendix 4 Product Quality Judge Instrument	130
Appendix 5 E-Book of Assessment Instruments.....	141

