

Developing Evaluative Descriptive Text with Rebecca M. Valette's Taxonomy and CLIL Approach

Arin Nur Khomsah^{1✉} & Subyantoro²

¹ Public Junior High School 2 Singorojo, Kendal, Jawa Tengah, Indonesia

² Language, Indonesian Literature and Regional Education, Universitas Negeri Semarang, Indonesia

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Abstract

Learning evaluation is an important factors of learning success. The results of monitoring and evaluating the implementation of the 2013 curriculum at the junior high school level in 2014 showed that one of the difficulties of educators in implementing the 2013 curriculum was assessment. The purpose of this study was to analyze the needs of teachers, produce characteristics, produce tools, find out the effectiveness of evaluation tools in composing description text with the taxonomy of Rebecca M. Valette and CLIL approach for grade VII junior high school students. The research method used in this study was the Research and Development research design (research and development) from Borg and Gall. The evaluation tools compiled description texts using Rebecca M. Valette's taxonomy and the CLIL approach were stated to be effective and feasible to assess aspects of the knowledge, attitudes, and skills of Indonesian language learning in seventh grade junior high schools, especially the basic competencies in composing description texts. This is because in this tool has been equipped with the aim of learning Indonesian language which includes aspects of language, culture, and communication in accordance with the 2013 curriculum. It was expected this evaluative instrument could support assessment of Indonesian language learning in 2013 curriculum based on text.

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✉ Correspondence address:

Raya Ngareanak RT.01/RW.05 Singorojo, Kendal,
Jawa Tengah, 51382
E-mail: arinnurkhomsah@gmail.com

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INTRODUCTION

Indonesia language learning in Junior High School in 2013 curriculum makes the CLIL (Content and Language Integrated Learning) approach as the language learning foundation. The language integrated approach and CLIL content create natural language learning conditions in the classroom, having a positive impact because it emphasizes meaning rather than form. CLIL is a more realistic development of language teaching that development communicative competence. This is the main reference for the 2013 curriculum (Subyantoro 2014:180).

Evaluation in learning is needed to determine the achievement of learning outcomes. In text-based Indonesian learning, the evaluation tools available so far are still not specific enough to assess a particular text. The teacher also had difficulty in assessing the texts in the 2013 curriculum. One of the texts was the description text.

Related research was carried out by Purnomo (2007). It was found that the questions used during the Final Examination (UAS) were partially unable to be used because they did not fulfill the requirements of validity, reliability, questions difficulty level, and different questions power. The next study was carried out by Utami (2010). It aims to develop an evaluation model in learning Javanese with an integrative-communicative approach in senior high school.

Next article belongs to Subyantoro (2014). The research aims to analyze the needs, explain development principles, and tested the effectiveness of evaluation tools based on the Structure of Observed Learning Outcome (SOLO) taxonomy in Indonesian subjects.

Research on CLIL was conducted by Febriani (2015). The research aims to analyze the needs, explain the development, and determine the effectiveness of the fairy tale appreciation enrichment book containing CLIL for third grade elementary school students. Further research on the use of CLIL was conducted by Neina (2015). It aims to analyze needs, describe development, and determine the effectiveness of enrichment books for writing children's stories with character

values based on CLIL for high grade elementary schools.

Similar research articles from Dewi and Ida Zulaeha (2016), the purpose research is to analyze the teachers' and students' needs, produce characteristics, produce devices, know the learning devices effectiveness for anecdotal texts competency.

The next study was carried out by Setyomurdian and Subyantoro (2018). The purpose was to analyze the teachers and students, to produce characteristics, to produce reading teaching materials, find out the reading teaching materials effectiveness for learning to read complex procedure texts with CLIL approach for vocational students.

The next article belongs to Leksono and Subyantoro (2017). The purpose of to describe the characteristics, development principles, and test the effectiveness of evaluation tools producing short text story based on Rebecca M. Valette's Taxonomy and CLIL Approach to Senior High School eleventh Grade Students.

The purpose of this study is to describe the characteristics, principles of development, and test the effectiveness of evaluation tools in composing description texts using the Rebecca M. Valette taxonomy and CLIL approach for grade VII Junior High School students.

The results of this study are expected to inspire other researchers to conduct research on evaluation tools in other types of texts.

METHODS

This *Research & Development* has stages, such as (1) stage I - preliminary and initial development, (2) stage II – development, and (3) stage III – test and validation. The data of this research covered from development needs of evaluative instruments according to teacher's perceptions, expert judgment data result, and limited trial run test in the form of test. The sample was evaluative instruments to arrange descriptive text with Rebecca M. Valette's taxonomy and CLIL approach for seventh graders of Junior High School.

The data was collected by test and non-test techniques. Test technique was done to find out abilities of arranging descriptive texts. Meanwhile, the non-test technique covered development need of evaluative instruments based on teacher perspective questionnaire which was tested by the experts and observation on evaluative instruments. Before the research, needs of evaluative instrument development was done based on teacher perception and expert judgment. Techniques of analyzing data were grouped into three, then the data was analyzed. Three analyzed data groups were 1) analysis data need results from teacher questionnaire, 2) expert validation result data, and 3) product effectiveness data test results (validity and reliability).

RESULTS AND DISCUSSION

The findings were characteristics of descriptive text writing evaluation by using Rebecca M. Valette's taxonomy and CLIL approach based on teacher's perception, the development of a description text evaluation tool using the Rebecca M. Valette taxonomy and CLIL approach, and the results of the validity and reliability test of the prototype evaluation device.

The characteristics of evaluation tools compile description texts using Rebecca M. Valette's taxonomy and CLIL approach based on teacher perceptions which include the purpose of language assessment, the purpose of cultural assessment, and the purpose of communication assessment.

The purpose of the language in the evaluation tool compiles the description text with the taxonomy of Rebecca M. Valette and CLIL approach there are eleven aspects. The eleven aspects include the assessment of general knowledge of description text, assessment of knowledge about the use of vocabulary (general and special words), sentence management knowledge, differentiating assessment and topics and details, evaluating comparing text content, evaluating concluding text content, evaluating analyzing text structure, evaluating analyzing the use of vocabulary, evaluating analyzing sentence

structure, evaluating analyzing spelling, evaluating composing text, evaluating analyzing the resulting text.

The cultural objectives of the evaluation tool compose a description text with Rebecca M. Valette's taxonomy and the CLIL approach consists of three aspects. The three aspects are the assessment of general knowledge of cultural elements, the assessment of general knowledge of artistic elements, the assessment of composing description texts that contain cultural elements.

The purpose of communication on the evaluation tool is to compose a description text with the taxonomy of Rebecca M. Valette and the CLIL approach has two aspects. These two aspects are the assessment expressing the meaning of the terms in the description text and evaluating the communication in composing the written description text.

These three dimensions were developed into the principles of developing evaluation tools composing description texts with the taxonomy of Rebecca M. Valette and the CLIL approach for grade seventh junior high school students based on the results of analyzing the characteristics of teacher needs.

The principles of developing evaluation tools are based on theoretical, practical analysis, and teacher needs analysis including language assessments, cultural assessments, and communication assessments. The assessment includes an assessment of knowledge and skills.

On language assessment, the suitable realizations of cognitive assessment on Basic Competence 3.1 were multiple choice, the numbers of paragraphs in the question-2 paragraphs, limitation of assessment with correct and absolute answers, combination of difficulty levels from 30% easy; 40% medium; and 30% difficult. The suitable realizations of psychomotor assessment on Basic Competence 4.1 were performance assessment, numbers of paragraphs in the questions-3 paragraphs, and the numbers of aspects or assessing indicators-three aspects of indicators.

The selected cognitive assessment realizations on Basic Competence 3.2 were performance, project, and multiple choice with

expected indicators on Basic Competence 3.2. The suitable realizations of cognitive assessment on Basic Competence 4.2 were project, numbers of paragraph— consisting of three paragraphs, numbers of aspects/assessment indicators—consisting of 4 aspects /indicators.

On cultural assessment dimension the suitable realizations of cognitive assessment on Basic Competence 3.1 were multiple choice, the limitation of the assessment consisting of absolute answers, the social values consisting of loving to local cultures, the upbringing culture such as local tourism object. The suitable realizations of cognitive assessment on Basic Competence 4.1 were multiple choice, the assessment limitation consisting of absolute answers, the upbringing arts consisting of local art exhibition. The suitable realizations of cognitive assessment on Basic Competence 4.2 were performance, number of aspects/assessing indicators-3 aspects/indicators, the upbringing cultures such as local tourism object, the upbringing art such as local art exhibition.

On communication assessment, the suitable realizations of Basic Competence 3.2 were essay, consisting of two paragraphs, and answers based on the rubrics. The suitable realizations of Basic Competence 4.2 were performance assessment and 3 assessment aspects/indicators.

The developed evaluative instrument is a guidance consisting of evaluation of descriptive text writing competence based on Basic Competence 3.1, Basic Competence 3.2, Basic Competence 4.1, and Basic Competence 4.2 for the seventh graders. The competences were integrated and adjusted to Rebecca's taxonomy and CLIL approach, it resulted to manual book of descriptive writing text evaluation instrument development.

The book development consisted of two stages: the initial stage—consisting of 2 packages cognitive questions which were integrated to the validated and reliability tested cognitive assessment and the final product was manual book consisting of evaluative instruments to compose descriptive text. It consisted of five chapters which were arranged after validation

and reliability tests. The initial products of the cognitive question package were multiple choice, essay, and psychomotor question package in the form of independent tasks (performance/project). The final product consisted of chapter 1, covering principles of the development, purposes, targets, and scopes; chapter 2, consisting of concepts and theories of learning evaluation, descriptive text, Rebecca's taxonomy, CLIL approach; Chapter 3, consisting of evaluative instrument development principles, lesson plan, question rubrics based on cognitive, affective, and psychomotor competences; chapter 4, consisting of syllabus manual guidance, lesson plan, rubrics of questions based on cognitive, affective, and psychomotor aspects, plus answer keys; chapter 5, consisting of evaluative instrument development started from syllabus, lesson plan, the rubrics, question test, competences, and answer keys.

The evaluation tool guide compiles the description texts assessed by two expert lecturers and one Indonesian language teacher. The results of the validation of experts and practitioners are taken into consideration in carrying out the stage of improvement of the product being developed. Suggestions for improvement are given by experts and practitioners to improve quality. Then, improvements were made according to the advice and input provided by experts and practitioners. Expert assessment covers five aspects, namely graphics, language, evaluation, CLIL content, and Rebecca M. Valette's Taxonomy.

The results of expert and practitioner assessments on graphic aspects are 82.5%. Thus, it can be said that the assessment on the musty graph can be categorized as good. Furthermore, in the aspect of content and language, the average value obtained from experts is 83% which shows good. Next in the aspect of evaluation tools, the average value obtained from experts by 86% is included in either category. The average expert judgment on the aspects of CLIL content contained in the evaluation tools was 85% in the good category. The last aspect is Rebecca M. Valette's taxonomy in the evaluation tool, the average expert judgment is 79.5% in the good category. Based on the results of expert

assessments, it can be concluded that the manuals compiled description texts using Rebecca M. Valette's Taxonomy and the CLIL approach for grade seventh junior high school students are feasible to proceed to the limited trial phase.

Based on the validity and reliability test of the prototype on the first stage, there were several invalid and not reliable questions. Thus, a revision would be needed on the second stage. It was done by lowering the difficulty level into moderate or easy, and to change the comparative power from bad into good so on the second stage could be judged valid and reliable for each number of the questions.

Based on the findings, the needs of evaluative instruments in composing descriptive text by using Rebecca's taxonomy and CLIL approach for the seventh graders were: 1) three principle groups of evaluative instrument development started from purposes of language, cultures, and communication, 2) development of the instrument content started from developments of conceptual material of descriptive text Basic Competence, syllabus, lesson plan, rubric, and question, 3) validity and reliability of the instrument prototype

Those were in line with previous study done by Hardiyanto (2012) titled "Development of Evaluative instrument by *Structure of the Observed Learning Outcome (SOLO)* Taxonomy on Writing Competence of Seventh Graders of Pekalongan Junior High School". It concluded about principles of evaluative instrument developments arranged by analysis of theory, practice, teacher – student perspective, characteristics of the evaluative instrument, and effectiveness test of the instrument such as validity, reliability, difficulty level, and comparative power.

Study by Subyantoro (2014) published in accredited journal-LITERA, titled "the Development of Indonesian Language Learning Evaluation based *Structure of Observed Learning Outcome (SOLO)* Taxonomy", described characteristics, development principles, and effectiveness test of the instrument with *Structure of Observed Learning Outcome (SOLO)* on Indonesian language lesson.

The cultural goals in Rebecca M. Valette's taxonomy are in line with research conducted by Zulaeha (2013) in the LITERA accredited journal entitled "Development of Multicultural Contextual Learning Indonesian Language Learning Models". The research described the multicultural context learning model of Indonesian language learning instilling students with cultural values such as respecting differences ethnicity, religion, socioeconomic status, in multicultural societies. Students need self-potential in a culturally diverse society. Students need adaptation in understanding diverse cultures (Zulaeha, 2011).

The principles in developing evaluative instrument were based on four purposes taken from Rebecca's taxonomy. They are cultural purpose, communicative purpose, literary purpose, and language purposes. The purposes have been in line with purposes of 2013 curriculum. It can be seen on the textbook of Junior High School Indonesian language. Furthermore, evaluative instrument has important role in 2013 curriculum Indonesian language learning.

It was in line with Valette (1973) in her article "Developing and Evaluating Communication Skills in the Classroom" that explained development and evaluation methods of communication skill in the classroom where it became the purpose of learning. Evaluation of Indonesian language learning was frequently only focused on pronunciation, spelling, or its grammars. To evaluate communicative competence, teacher should test students' abilities to communicate. The students should be directed to perform their communicative competence and not only dealing with linguistic feature achievements. Thus, the assessment system should not be only about grammar but it should have purpose to make students able use it in communicative functions based on real context they faced in daily life.

In composing process of the instrument based on Rebecca's taxonomy and CLIL approach which were in line with the curriculum was the current used taxonomy which was actually adopted from Bloom's taxonomy. The

taxonomy, Rebecca's taxonomy, consists of three domains: cognitive, affective, and psychomotor domains.

Rebecca's taxonomy is special compared to Bloom's taxonomy. It has four specific purposes: language, culture, literature, and communication purposes. Furthermore, Rebecca's taxonomy focuses on four skills of language (reading, listening, speaking, and writing). Therefore, the taxonomy is appropriate for learning language.

CLIL is a learning approach integrated to language. Coyle (2006, 2007) proposed 4C as its implementation: *content, communication, cognition, and culture* (community/citizenship). *Content* deals with what kind of topic (in this case dealing with Science topics, such as ecosystem). *Communication* deals with types of the used language (in this case dealing with comparing or reporting). In this part, genre concept is applied: how a certain text is made up and what language is frequently used.

Cognition deals with reasoning skill to what is being demanded by the topic (identifying, classifying). *Culture* deals with surrounding local content dealing with the topics, such as specific plan growing in the surrounding place of the students, and character and language behaviors.

CLIL approach is suitable for Indonesian language learning on 2013 curriculum. It is strengthened by Mehisto (2012) in his article titled "*Criteria for Producing CLIL Learning Material*". It explained about criteria to produce CLIL learning materials (*Content and Language Integrated Learning*). It was purposed to provide description of general criteria to be implemented in developing all types of learning materials, specifically CLIL.

Based on validity and reliability test of the prototype, it was gained 100% validity and reliability of all questions (multiple choice, essay, and skill). It was done twice. The first step showed from 20 numbers of multiple choice questions tested for the seventh graders, 7 of them were not valid. They were number 9, 14, and 17 since they were considered very difficult with $r < r_{table}$ score ($N = 32.5\%$) or 0.349. The valid questions were 17. The reliability of 20 questions

tested for the students was 0.748. The comparative power for well-criteria question was 6, sufficient-question criterion was 11, and poor-question criterion was 3. The difficulty criterion levels showed 7-easy question criterion, 10-moderate question, and 3-difficult questions

The next, 5 essay questions were tested to the students. There were only 2 invalid questions, number 2 and 4, due to $r < r_{table}$ scores ($N = 32.5\%$), or 0.349. Then, to the questions reliabilities were 0.451. Finally, the psychomotor questions consisted of 7 assessing aspects tested for the students. There were only 2 invalid aspects, number 2 and 4, with $r < r_{table}$ score ($N = 32.5\%$), or 0.349. Then, the reliability was 0.525. Based on the first step result, there were still invalid and nor reliable questions. Thus, revision was needed dealing with validity and reliability analysis on the second step. It was done by lowering the difficulty level into moderate or easy and changing the comparative power from bad into good so on the second stage could be valid and reliable.

Based on the findings, then the instrument was effective and reliable to assess cognitive, affective, and psychomotor aspects of Indonesian language learning at seventh grade of Junior High School, specifically basic competence of arranging descriptive text. This instrument is believed to be able to support assessment of 2013 curriculum Indonesian language learning based -text. It was due to the instrument had been complemented by learning purposes of Indonesian language, covering from language, culture, and communication aspects based on 2013 curriculum (Kemendikbud, 2016). Furthermore, the instrument was completed by multiple choice, essay, and psychomotor questions which facilitated teacher to assess.

CONCLUSION

The conclusion of this research is the teacher needs a learning evaluation tool compiling description text, the principles of developing evaluation tools can be grouped into three language learning objectives, based on the validity and reliability test it is stated that the

evaluation tools with the Rebecca M. Valette taxonomy and CLIL approach are effective and feasible to assess aspects of knowledge, attitudes, and learning skills composing the description text.

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