



Forms of Instruments in Assessing Vocabulary Mastery

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Article History:

Received : October 12, 2020

Revised : December 25, 2020

Accepted : December 25, 2020

Published : December 25, 2020

Keywords:

Assessment instruments, Card instrument, Vocabulary learning

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Abstract: *Arabic is the second language studied by many Madrasah and Pesantren in Indonesia. It is important to continue to improve the quality of Arabic language learning by evaluating all learning activities. One of them is evaluation of assessment instruments. The research instrument is a tool used to obtain data about the process and learning outcomes of students which are carried out systematically and continuously so that it becomes meaningful information in decision making. In education, there are many forms of assessment instruments that can be used to measure and assess the learning process and outcomes that have been carried out. Vocabulary learning as the object of study in this study also uses various forms of assessment instruments. In the seventh grade Arabic book published by the Ministry of Religion in 2014, we can find the forms of assessment instruments for Vocabulary mastery. One of them is a similar instrument that has been developed in a study such as a picture instrument (card). Other forms such as description instruments, multiple choice, wording, matchmaking and so on are popular instruments that are also used in this book.*

A. INTRODUCTION

Arabic is the main material studied by all students under the auspices of the Ministry of Religion, both *Madrasah* and *Pesantren*. The position of Arabic is a priority for learning because language is part of the distinctive and superior competencies for *Madrasah* and *Pesantren*. Learning Arabic (a foreign language) is different from learning the mother tongue, therefore the basic principles of teaching must be different, both regarding the method (teaching model), the material and the process of implementing the teaching.

National education system law number 20 of 2003 article 11 paragraph 1 mandates the government and regional governments to ensure the implementation of quality education for every citizen. The realization of quality education requires continuous efforts to always improve the quality of education. Efforts to improve the quality of education require efforts to improve the quality of learning, as well as improving the quality of learning Arabic because the source of various educational programs is the implementation of quality learning programs.¹ In the learning system there are elements that are interrelated with each other, including learning objectives, learning materials, methods, and evaluation. To get a quality Arabic learning program, an evaluation process is needed. Evaluation in the Arabic learning process is an activity that aims to obtain information related to student performance. It is hoped that the results of the evaluation can be used as a measure of the success of an Arabic learning process, and can also be used as input in order to improve the quality of learning Arabic.²

Assessment is part of the evaluation. The function of assessing learning outcomes is to correct various deficiencies in student learning outcomes in terms of knowledge, skills and attitudes during the learning process. In addition, this assessment can also function to determine the learning success of students in certain basic competencies. The results of this success determination can then be used as a basis for learning evaluation. In the Arabic learning process, evaluation and assessment are very

¹ Zainal Arifin, *Evaluasi Pembelajaran (Prinsip, Teknik, Prosedur)*, (Bandung, PT Remaja Rosdakraya Offset, 2013), hal. 14.

² *Ibid.*, hal. 22

important parts. Evaluation and assessment can provide an overview of the level of student mastery of a material, provide an overview of student learning difficulties, and provide an overview of the position of students among their peers.³

Assessment is a series of activities to obtain, analyze, and interpret data about the process and learning outcomes of students which are carried out systematically and continuously so that it becomes meaningful information in decision making. The focus of educational assessment is the learning success of students in achieving the specified competency standards. By conducting an assessment, educators know the abilities of students, the accuracy of the teaching methods used and the success of students in achieving predetermined competencies.⁴ According to Griffin and Nix, the assessment process includes gathering evidence that shows the learning achievement of students. Assessment is a statement based on a number of facts to explain the characteristics of someone or something.⁵ Assessment includes all learning processes. Therefore, assessment activities in learning Arabic in particular are not limited to the characteristics of students, but also include the characteristics of teaching methods, curriculum, facilities, and school administration.

The purpose of assessing Arabic learning outcomes is to determine the level of mastery of students towards the material that has been given, to know the skills, motivation, talents, interests, and attitudes of students towards the Arabic language learning program, to determine the level of progress and suitability of Arabic learning outcomes by students. with established competency and basic competency standards, diagnosing the strengths and weaknesses of students in participating in Arabic learning activities, determining students who are in accordance with certain types of education, determining class promotion, placing students according to their potential.⁶ Benjamin S. Bloom states that learning outcomes are divided into three domains, namely cognitive, affective, and psychomotor. In each of these domains there are several levels of ability, from the easiest to the most difficult and complex.

³ Rina Febriana, *Evaluasi Pembelajaran*, (Jakarta: Bumi Aksara, 2019), hal. 5.

⁴ Mahrens, W.A & Lehman, *Measurement and Evaluation in Education and Psychology*, (Newyork: Hold, Rinehaert and Wiston, Inc, 1973), hal. 6.

⁵ Rina Febriana, *Evaluasi Pembelajaran*, (Jakarta: Bumi Aksara, 2019), hal. 5-6.

⁶ Zainal Arifin, *Evaluasi Pembelajaran (Prinsip, Teknik, Prosedur)*, (Bandung, PT Remaja Rosdakraya Offset, 2013), hal. 15.

From these learning outcomes reports, educators can find conclusions about the characteristics and abilities of students.⁷

In the assessment of Arabic learning, various kinds of assessment techniques can be carried out complementary according to the competencies being assessed. The research techniques referred to include tests, observations, assignments, inventories, journals, self-assessments, and peer-to-peer assessments that are in accordance with the competency characteristics and level of student development. The assessment of Arabic language at Kurnas 2013 used by the education system in Indonesia includes test and non-test based assessments (portfolio), assessing processes and outputs using authentic assessments, and report cards containing quantitative assessments of knowledge and qualitative descriptions of attitudes and skills. As for each assessment technique, an appropriate assessment instrument must be made.

In connection with improving the quality of Arabic learning based on the evaluation and assessment of learning, the author will focus on the forms of assessment instruments in mastering Arabic vocabulary (*mufradat*). The skill areas of mastery of Arabic include listening competence (*maharah al-Istima'*), speaking competence (*maharah al-kalam*), reading competence (*mahaarah al-qira'ah*), and writing competence (*maharah al-Kitabah*). To master the four competences above, students first need to master Arabic vocabulary. Vocabulary mastery as the basis of Arabic language skills is important for Arabic educators to pay attention to. Therefore, vocabulary learning in Arabic is the focus of the author in this paper.

B. METHODS

1. Assessment Instruments

In general, what is meant by an instrument is a tool that meets academic requirements, so that it can be used as a tool to measure a measuring object or collect data about a variable. In the research field, the instrument is defined as a tool for collecting data on research variables for research needs, while in the field of education the instrument is used to measure student learning achievement, factors that are thought to have a relationship or influence on learning outcomes, the development of

⁷ *Ibid*, hal. 47.

student learning outcomes, the success of the teacher's teaching and learning process, and the successful achievement of a particular program.⁸ Meanwhile, according to *Permendikbud* No. 104 of 2014, the assessment instrument is a tool used to assess the learning outcomes of students, for example: tests, and attitude scales.

Another definition explains that an instrument is a measuring instrument used to collect data, either a test or a non-test. The test or assessment is a measure of data collection that encourages participants to give their maximum performance. Meanwhile, the non-test instrument is a measuring tool that encourages students to give a typical appearance, namely reporting their own condition by responding honestly according to their thoughts and feelings.⁹

In education, there are various assessment instruments that can be used to measure and assess the learning process and results that have been carried out on students. The instrument has two parts, namely; tests and non-tests. Included in the test group are learning achievement tests, intelligence tests, aptitude tests, and academic ability tests. Whereas included in the non-test group were attitude scales, rating scales, observation guidelines, interview guides, questionnaires, document checking and so on. The instrument in the form of a test is maximum performance, while the non-test instrument is typical of performance.

To clarify the assessment instrument, let's discuss further the following explanations:

1.1. Test as an assessment instrument

Tests as assessment instruments are questions that are given to students to get answers from students in oral form (oral test), written form (written test), and in the form of action (action test). There are two types of tests, namely: descriptive tests (subjective) and objective tests. The essay test consists of a free description, a limited description, and a structured description. Meanwhile, the objective test consists of several forms, namely true and false choice, multiple choice with many variations, matchmaking, and short or complementary

⁸ Rina Febriana, *Evaluasi Pembelajaran*, (Jakarta: Bumi Aksara, 2019), hal. 40.

⁹ Saifuddin Azwar, *Tes Prestasi*, (Yogyakarta: Pustaka pelajar, edisi kedua 2016), hal. 13.

entries. measures the ability to identify information based on simple relationships.¹⁰

The oral test is a test that is carried out by holding direct questions and answers between educators and students. An action test is a test where the assignment is delivered in oral or written form and the implementation of the task is stated by an act or performance. Action test assessments are carried out from the time students make preparations, carry out assignments, until the results they achieve. In order to assess the action test in general, an observation format is needed, the form of which is made in such a way that the educator can write the numbers they get in the space provided. The format can be adjusted according to your needs. For individual action tests, individual observation formats should be used. For action tests carried out in groups a certain format has been adapted for group observation purposes.¹¹

1.2. Non-test as an assessment instrument

The non-test instrument is very important in evaluating students in the affective and psychomotor domains, in contrast to the test instrument which emphasizes more on cognitive aspects. There are several types of non-test instruments, namely: observation, interview, questionnaire or questionnaire. The following is an explanation of the non-test assessment instruments:

1.3. Portfolio

Portfolio comes from the English "portfolio" which means documents or letters. Portfolio assessment (portfolio assessment) is a form of "performance assessment". Portfolio (portfolio) is a collection of results of assignments / tests or the work of participants of education that are linked to predetermined standards or criteria. In other words, an assessment model that aims to measure the ability of students to build and reflect on a job / task or work through a systematic collection of students' work in one period.¹²

¹⁰ Zainal Arifin, *Evaluasi Pembelajaran (Prinsip, Teknik, Prosedur)*, (Bandung, PT Remaja Rosdakraya Offset, 2013), hal. 127.

¹¹ Rina Febriana, *Evaluasi Pembelajaran*, (Jakarta: Bumi Aksara, 2019), hal. 50.

¹² *Ibid*, hal. 67.

2. Instruments for Assessing Vocabulary Mastery (MPM)

Based on the scope of its substance, the Arabic test is divided into two, namely the Arabic component test (structure test and vocabulary test) and the second is a language skills test (listening, speaking, reading and writing).¹³ However, the author only focuses on the discussion on the vocabulary assessment instrument as a test for the Arabic language component.

Vocabulary is one of the language elements that learners of foreign languages, including Arabic, must have. An adequate Arabic vocabulary can support a person in communicating and writing in that language. Thus, it can be said that speaking and writing which are language proficiency cannot but must be supported by a rich knowledge and mastery of vocabulary. There are many factors that support students' mastery of vocabulary, such as teaching methods, language environment and students' interest in learning Arabic. What is no less important in vocabulary learning is the instrument used in measuring the learning achievement being taught, for further evaluation is carried out to determine the direction of future learning. Because of the importance of instruments in assessment, in this paper the author will briefly present the forms of vocabulary assessment instruments. So it can be concluded that the vocabulary assessment instrument is a tool used in the assessment as a means of measuring high-low, good and bad aspects of Arabic vocabulary, for further interpretation is carried out based on predetermined norms or measures. In the context of vocabulary mastery, Rusydi Ahmad Thu'aimah in Fakrurrazi argues: "A person will not be able to master a language until he has mastered the vocabulary of the language."¹⁴ Harimurti Kridalaksana states that vocabulary is wealth or vocabulary that is owned by someone. A wealth of vocabulary resides in his memory, which will immediately cause a reaction when heard or read.¹⁵

¹³ Imam Asrori, Muhammad Thohir dan M. Ainin, *Evaluasi Pembelajaran Bahasa Arab* (Malang: Miskat, 2012), hal. 83.

¹⁴ Ahmad Thu'aimah, Rusydi, *Ta'lim al- 'Arabiyah li Ghair-al-Nâthiqîna bihâ: Manâhijuhâ wa asâlibuhâ*, dalam Aziz Fakrurrazi, "Pembelajaran Bahasa Arab : Problematika Dan Solusinya", *Jurnal Arabiyât : Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban*, Universitas Islam Negeri Syarif Hidayatullah Jakarta., Vol. I, No. 2, Desember 2014 | ISSN : 2356-153X, hal. 164.

¹⁵ Kridalaksana, Harimurti, *Tata bahasa deskriptif bahasa Indonesia: Sintaksis* (Jakarta: Pusat Pembinaan dan Pengembangan Bahasa Departemen Pendidikan dan Kebudayaan, 1985), hal. 110.

Therefore vocabulary is very important to learn, while the objectives of learning Arabic vocabulary according to Hamid in general are as follows¹⁶:

1. Introducing new vocabulary to students or students, either through listening material or *fahm al-Masmu'*.
2. Training students or students to be able to pronounce the vocabulary properly and correctly because good and correct pronunciation leads to speaking and reading skills properly and correctly.
3. Understand the meaning of vocabulary, either denotatively or lexically (stand alone) or when used in the context of certain sentences (connotative and grammatical meanings)
4. Able to appreciate and function the vocabulary in oral (speaking/*al-kalam*) and written expressions (composing/*al-insya'*) in accordance with the correct context.

Like most assessment instruments in general that use tests, vocabulary assessment instruments can also use tests as a measuring tool. The use of tests in measuring vocabulary mastery can be grouped into tests of understanding and tests of use. The comprehension test is more emphasized on measuring the teste's ability to understand the meaning of vocabulary, while the usage test is more emphasized on the ability to use vocabulary in sentences.¹⁷ Especially for understanding vocabulary, the measured competency indicators can be in the form of vocabulary meaning or word equivalents, word meanings, word opposites, word definitions and word groups.

3. Instruments for Assessing Research-based Vocabulary Mastery (MPM)

Many have developed instruments to assess vocabulary mastery (MPM). This is based on the importance of instruments in providing factual and objective assessments for evaluating vocabulary learning. vocabulary itself is assumed to be the basis for mastering Arabic so that many researchers have developed this MPM instrument. The following are some of the instruments for research-based QEM.

¹⁶ Abdul Hamid, *Mengukur Kemampuan Bahasa Arab* (Malang: UIN-Maliki Press, 2010), hal. 33.

¹⁷ Imam Asrori, Muhammad Thohir dan M. Ainin, *Evaluasi Pembelajaran Bahasa Arab* (Malang: Miskat, 2012) hal. 98.

3.1. Image media

Badrus Sholeh and Hasan Syaiful Rizal in the Arabic Studies Journal (2017), developed the MPM instrument using image media. Based on the success of the learning process which cannot be separated from the role of the media, Arabic teachers are required to master the media as an instrument in the learning process including mastery of vocabulary. Apart from achieving instructional goals, images are also an easy and inexpensive medium. For students, images provide experience and are concrete in their memory and associations. Through the media of images, students are stimulated to be able to mention objects around them.

The result, after conducting research on 4th grade students of MI Daarut Taqwa Pasuruan, there was an increase in learning outcomes and image media proved to be effective in both teaching methods and assessment instruments.¹⁸

3.2. Quartets and Memorization

Hasniati in his research compared two teaching methods and also instruments in assessing vocabulary mastery. The first instrument is memorization. This oral test is a form of conventional instrument that has been used by many traditional *Madrasah* or *Peantren* for a long time. According to Hasniati, the oral test by rote is less effective in assessing the mastery of vocabulary because students are only able to memorize and there is no memorable experience so it's easy to forget. So, Hasniati tried to make a comparison with the second instrument, the quartet.

Quartets are a type of picture card game, but each word has its own word group. Based on Plato's expression that games, roles, and simulations are effective educational methods for students, Hasniati created test methods and instruments from Quartet cards. With this, students are not only required to memorize vocabulary but enjoy a fun game in mastering vocabulary and knowing the use and function of vocabulary in communication. The fun nature of the game makes the test less rigid and stressful. Students are more relaxed so

¹⁸ Badrus Sholeh, Hasan Syaiful Rizal, "Efektivitas Penggunaan Media Gambar dalam Meningkatkan Hafalan *Mufrodah* Siswa Kelas 4 MI Daarut Taqwa Pasuruan", *Studi Arab: Jurnal Pendidikan Bahasa Arab*, (Pasuruan: Universitas Yudharta Pasuruan), Vol. 8, No. 1, E-ISSN: 2502-616X, hal. 45-56.

that they are optimal in showing their ability to master vocabulary. Hasniati's research results show that there are significant differences between the two methods and instruments above. The quartet card was proven to be more effective than memorizing for grade VII A and B students at MTs Negeri 2 Bone.¹⁹

3.3. Scrabble game

Scrabble game development is widely used as a vocabulary assessment instrument. Among them Dian Ristanto, developed scrabble as a teaching method and instrument in assessing Javanese vocabulary mastery.²⁰ Furthermore, Dwie Aries Sant and Khusnul Khotomah developed scrabble for enhancing Japanese vocabulary.²¹ Even though their objects are different (Javanese and Japanese) but the substance is the same is vocabulary. However, no scrabble development has been found to assess mastery of Arabic vocabulary. However, this scrabble can be considered as an instrument for assessing vocabulary in any language. Because basically, scrabble aims to test vocabulary. Scrabble game is a game that is popular and loved by many people. So that scrabble is used as an assessment instrument that will have a enjoyment effect and make the test less stressful. In addition, the use of scrabble does not only require students to memorize vocabulary but has a strategy in vocabulary placement.

C. RESULT AND DISCUSSION

Like most assessment instruments in general that use tests, vocabulary assessment instruments can also use tests as a measuring tool. The use of tests in measuring vocabulary mastery can be grouped into tests of understanding and tests of

¹⁹ Hasniati, "Efektivitas Permainan Kartu Kuartet dan Metode Menghafal", *An-Nabighoh*, 2019, Vol. 21, No. 02, E-ISSN 2581-2815, hal. 227-238.

²⁰ Dian Ristanto, Sukardi, Sri Susilaningsih, "Peningkatan Perbendaharaan Kosa Kata Bahasa Jawa melalui Media Scrabble", *Joyful Learning Journal* (Jurnal Pendidikan Sekolah Dasar UNS: Semarang, 2012), ISSN 2252-9047, Vol. 01, No. 01, hal 37-47.

²¹ Dwie Aries Santi, Khusnul Khotimas, "Pengembangan Media Scrabble Huruf Hiragana untuk Meningkatkan Hasil Belajar Bahasa Jepang", *Jurnal Unesa* (Surabaya: Universitas Negeri Surabaya, 2014), Vol. 01, No. 01, hal. 1-10.

use. The comprehension test is more emphasized on measuring the test ability to understand the meaning of vocabulary, while the usage test is more emphasized on the ability to use vocabulary in sentences. Especially for understanding vocabulary, the measured competency indicators can be in the form of vocabulary meaning or word equivalents, word meanings, word opposites, word definitions and word groups.

1. Example of Vocabulary Test Questions

1.1. The Vocabulary Comprehension Test

The vocabulary understanding test is more emphasis on measuring the test ability to understand the meaning of vocabulary. Comprehension tests like this can be done separately or integrated with other language elements. As in the discrete approach in language tests which only emphasizes one aspect of language at a time. Each test item measures only one aspect of language: phonology, morphology, syntax, vocabulary. Not only separately, this comprehension test can also be done together with other linguistic element tests such as the integrative approach in language tests.

1.2. Usage Tests

Vocabulary usage test is a test used to measure the vocabulary mastery of a language learner in their proficiency in using it in language. This usage test departs from an integrative approach in language testing. Integrative test is a test that measures more than linguistic elements or one language skill at a time. In an integrative test, there are several language elements or language skills that must be involved, and they are combined. In one test there are at least two aspects/skills that are measured. aspects of language are not separated from each other, but combined so that there is a linkage between elements/between skills.

In this study, the author will analyze the forms of tests and instruments used in Arabic textbooks published by the Ministry of Religion at grade 7 at *Madrasah Tsanawiyah*. The author will analyze the test questions and their suitability with what is mandated by the curriculum implementation guidelines for Arabic subjects that apply according to the level of education. So that the tests that are arranged are really able to measure what should be measured. To

further adjust the stages of the preparation of test questions as described in the above test preparation principle.

2. Class VII MTs Arabic Language Book (Publisher: Ministry of Religion, 2014)

The object of the material in this article is the Grade VII Arabic Book of *Madrasah Tsanawiyah* published by the Indonesian Ministry of Religion in 2014 using a scientific approach. More specific are the forms of assessment instruments in the mastery of vocabulary. The seventh grade level was chosen because among the three levels of *Madrasah Tsanawiyah* which contain vocabulary mastery there are at this level.

This Grade VII Arabic Book of the Ministry of Religion places mastery of *mufrodat* at the beginning of the chapter (*darsun*). After mastery of vocabulary then skills *hiwar/kalam* (conversation/speaking), *tarkib* (grammar), *qira'ah* (reading), *kitabah* (writing), and *istima'* (listening). There are seven lesson chapters, namely: *at-ta'rif bi an-nafsi*, *at-ta'rif bi al-'amaliina fi al-madrasah*, *al-adawaat al-madrasah*, *al-akwaan*, *'unwaan*, *baitii*, and *min yaumiyyati al-usroh*. Each chapter has a different vocabulary assessment as well as the assessment instrument used.

In general, the tests used are subjective and objective. The instruments used in assessing the mastery of this vocabulary are also quite diverse. There are several forms of written and oral assessment instruments. The level of difficulty of the tests and instruments used is in the form of memorization, understanding and use. The media used also varies from tables, pictures, content and others.

2.1. Subjective Tests and Instrument Forms used

The essay test, which is also called an essay, is the oldest learning outcome assessment instrument. In general, this essay test is a question that requires students to answer in the form of describing, explaining, discussing, comparing, giving reasons, and other similar forms in accordance with the demands of the question using their own words and language.

Since the 1960s this form of testing has been largely abandoned by the advent of objective testing. Even today the objective test is very popular and is used by almost all teachers or lecturers from elementary to tertiary level.

However, there is a tendency among educators to return to using essay tests as a means of assessing learning outcomes, especially in universities.

There are three types of essay test, namely: free description, limited description and structured description. In this book, there are several forms of test instruments, as follows:

Restricted Response Items, in this form questions have been directed to certain things or there are certain restrictions. In this book, the form of free description instruments is used in chapters 2, 4, 6 and 7. The form of the instrument used is different. In chapter 2, this takes the form of answering common conversational questions. The answer or description requested is directed to one general answer. Like the question in the statement "sobah al-khair: ..." and the answer in question is "sobah an-nuur". In chapter 4, the instrument used is a short fill with image media, namely students mention the color of the image on the side. In contrast to Chapters 6 and 7 which use limited entry instruments in table form as follows;

التدريبات على المفردات

أ. امل الفراغ بمضمون الغرفة المناسبة كما في المثال !

الرقم	الغرفة	مضمون الغرفة
١	غرفة الجلوس	منضدة
٢	الحمام	
٣	غرفة المذاكرة	
٤	الحديقة	
٥	غرفة النوم	
٦	المطبخ	
٧	غرفة الأكل	

Figure 1. Example of a limited description instrument in Grade VII Arabic Language Book

Structured description, structured questions are seen as a form between objective questions and essay questions. Structured questions are a series of short answer questions even though they are open and free to provide answers. We can find this form in chapters 3 and 7. The form of the instrument used in chapter 3 is the antonym of a word. Meanwhile, chapter 7 uses other structured instruments, namely by arranging words into a sentence and making sentences with the same structure as the instruction sentence as in the following example;

ب. رَتَّبْ هَذِهِ الْكَلِمَاتِ الَّتِي فِي الْمُرَبَّعِ حَتَّى تَكُونَ جُمْلَةً مُفِيدَةً كَمَا فِي الْمِثَالِ!

فِي الْمَطْبَخِ	فِي غُرْفَةِ الْأَكْلِ	فِي غُرْفَةِ الْمَذَاكِرَةِ	فِي غُرْفَةِ الْأُسْرَةِ
فِي الْمُصَلَّى	تَقْرَأِينَ	الدَّرْسَ	أَشْرَبُ
فِي مَدِينَةٍ	مَحْفُوظٌ	تَطْبِخُ	تَكْتُبُ
نَحْنُ	يَأْكُلُ	أَنْتَ	الطَّعَامَ
مَالَأَنْجٍ	الشَّأَى	الرُّزُّ	أَنَا
أَنْتِ	يَسْكُنُ	أُمِّي	أَنَا

١. أَنَا أَشْرَبُ الشَّأَى فِي غُرْفَةِ الْجُلُوسِ

٢. أَنْتَ ...

٣. نَحْنُ ...

٤. أُمِّي ...

٥. أَنْتِ ...

٦. مَحْفُوظٌ ...

Figure 2. An example of a structured description instrument in Grade VII Arabic Book

2.2. Objective Tests and Instrument Forms used

An objective test is often called a dichotomously scored item because the answer is either true or false and the score is between 1 or 0. The objective test in this Grade VII Arabic book consists of several forms, including:

Completion is the most widely used form of test instrument in this Arabic language book. The form of completion is used by instructing students to complete the sentence

with the several word choices provided, so that the sentence becomes perfect. In Chapters 1, 2, 3, 4, 6, and 7 we can find this form of test. Examples are as follows:

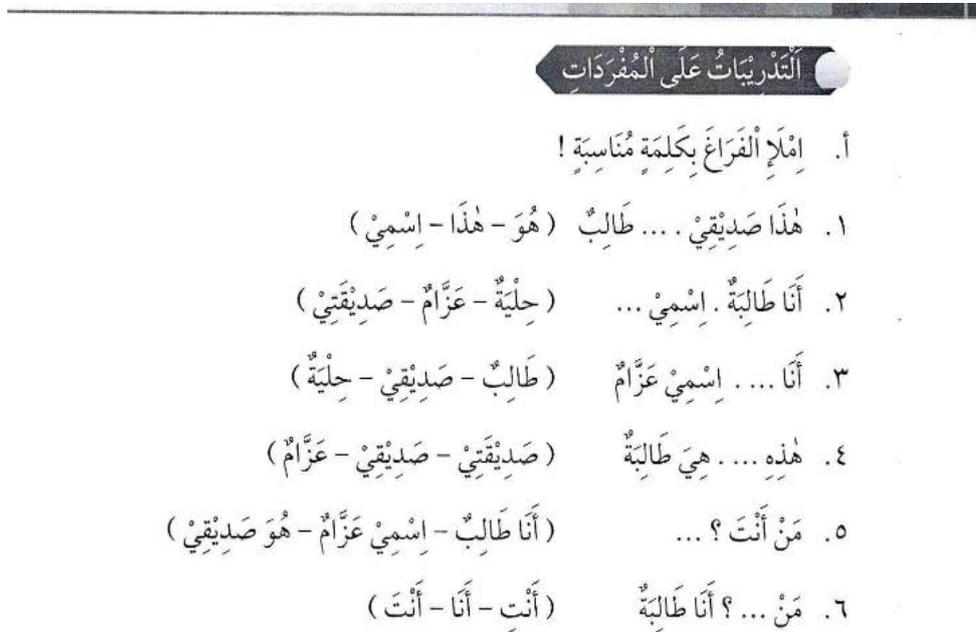
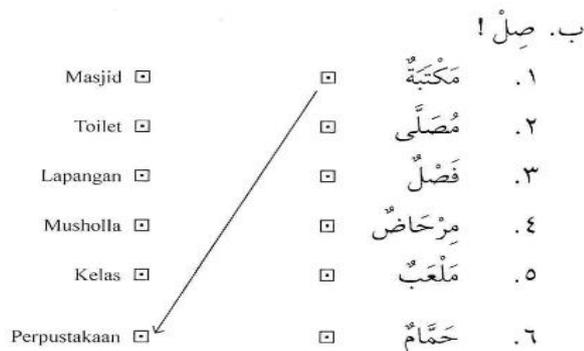


Figure 3.

An example of the form of instrument completion in Class VII Arabic Book

Matching is also one form that is widely used in this book, including in chapters 1, 2, 3, 4, and 5. The matchmaking test questions consist of a collection of questions and a collection of answers, both of which are collected in two different columns, namely the column the left shows a collection of problems, and the right column shows a collection of answers. The form of questions like this is very good for measuring the ability of students to identify the relationship between two things. An example is in the following picture.



FFigure 4. Examples of matching instrument forms in Grade VII Arabic Book

Multiple choice (multiple choice) is found in chapters 1, 4, 5 and 6. Multiple choice form test questions can be used to measure learning outcomes that are more complex and with regard to aspects of memory, understanding, application, analysis, synthesis, and evaluation. The choice of answer (option) consists of the correct or most correct answer, hereinafter referred to as the answer key and possible wrong answers which are called distractor / decoy / fails. In chapters 1 and 4 this instrument takes the form of choosing one foreign word or the right word in a word collection. The forms of the instruments in chapters 5 and 6 are questions with a choice of answers a, b, and c. This form of test is not widely used because of the difficulty level. But it is appropriate for judging some complex materials. Here's an example:

التَّدْرِيبَاتُ عَلَى الْمُفْرَدَاتِ

أ. اِخْتَرِ أَصَحَّ الْأَجْوِبَةِ !

١. يَا عَزَّامُ ! مَا رَقْمُ ... ؟ (٠٣٤١) ٥٨٧٠٨٧ .

أ. تَلِيفُونِكَ ب. مَحْمُولِكَ ج. بَيْتِكَ د. مَدْرَسَتِكَ

٢. أَنَا وَصَالِحٌ جِيرَانُ . بَيْتُ صَالِحٍ ... مِنْ بَيْتِي .

أ. قَرِيبٌ ب. بَعِيدٌ ج. جِيرَانٌ د. عُنْوَانٌ

٣. عُنْوَانُ بَيْتِ مَحْمُودٍ ... سُوْكَارْتُو ... خَمْسَةَ

أ. شَارِعٍ - رَقْمٍ ج. رَقْمٍ - بَيْتٍ

ب. رَقْمٍ - شَارِعٍ د. شَارِعٍ - بَيْتٍ

٤. مَا لَانِحٌ ... كَبِيرَةٌ فِي إِنْدُونِسِيَا

أ. مَكْتَبَةٌ ب. مَدِينَةٌ ج. قَرْيَةٌ د. مَدْرَسَةٌ

٥. ... عُنْوَانُكَ ؟ عُنْوَانِي شَارِعُ بَاتُوبَارَا رَقْمٌ ٤٣

أ. مَا ب. أَيْنَ ج. هَلْ د. مَنْ

Figure 5. Example of multiple choice instrument form in Class VII Arabic Language Book

2.3. Oral test in the form of memorization and pronunciation

The oral test is a test that is carried out by holding direct questions and answers between educators and students. In assessing the mastery of mufrodad in this book, there are still many uses of this instrument, namely in chapters 1, 3, 4, and 5. In some studies, this instrument is not recommended because it requires students to only remember and not understand. However, in this book the instrument form of memorization or pronunciation is followed by other forms to assess the understanding and use of vocabulary so that they are complementary.

D. CONCLUSIONS

The vocabulary appraisal instrument is a tool used in the assessment as a means of measuring the high-low, good and bad aspects of aspects of Arabic vocabulary, for subsequent interpretation based on predetermined norms or measures. There are many forms of vocabulary valuation instruments. The selection of the vocabulary assessment instrument must be in accordance with the form of the test. The correct selection will have implications for good and objective test results.

The seventh grade Arabic book published by the Ministry of Religion uses many forms of instruments. In one chapter of study, this book uses more than one form of instrument to assess vocabulary mastery. The forms of the instrument used are also forms that are widely researched and developed in scientific journals. When concluded in table form, we can see the forms of vocabulary's assessment instruments as follows:

No.	Assessment Instruments	<i>Dars al-awwal</i>	<i>Dars al-tsani</i>	<i>Dars al-tsalits</i>	<i>Dars ar-rabi'</i>	<i>Dars al-khamis</i>	<i>Dars as-saadis</i>	<i>Dars as-sabi'</i>
1	Memorization	X		X				
2	Completing	X	X	X	X		X	X
3	Foreign word	X						
4	Matchmaking	X	X	X	X	X		
5	Memorization		X					

6	Antonym			X	X			
7	Multiple choice				X	X	X	
8	Pronunciation				X	X		
9	Table entries						X	X
10	Construct words							X
11	Making sentence							X
12	Picture fill				X			

Table 1. Distribution of the forms of vocabulary assessment instruments in Arba class VIII books

Limited description However, there are several popular forms of tests that are not used in the assessment of vocabulary in this book including: free and true or false. In addition, this book has not yet applied an instrument of assessment in the form of a game. Meanwhile, many studies have developed games as a form of vocabulary assessment instrument. Basically, educators can develop an assessment instrument by using the game when conducting an assessment even though it is not listed in the textbook. That way, students will enjoy the assessment process without the burden more as if they were playing.

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