

## LAMPIRAN

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## Lampiran 1 Instrumen Penelitian

## 1. Indikator literasi membaca dan indikator butir soal Instrumen

Instrumen Rasch Model yang dikembangkan dalam penelitian ini berfungsi untuk meningkatkan kemampuan literasi membaca peserta didik di UPTD SPF SMP N 10 Tegal. Terdapat lima materi yang diujikan pada pengembangan instrumen tes literasi membaca pada penelitian ini, yaitu Recount text, Descriptive Text, Procedure, Comparison, Narrative Text.

Tabel 12  
Indikator Tes Literasi Membaca dan Indikator Butir Soal Instrumen

NO	Indikator Tes Literasi Membaca	Indikator Butir soal	Nomor Butir Soal
1	Memahami Teks recount yang disajikan secara lisan dan tulis dalam konteks yang terbatas, dan sederhana terkait dengan pengalaman pribadi di masa lampau (personal recount)	1. Menemukan informasi tersirat teks dan merespon pertanyaan dengan tepat	1,10
		2. Menginterpretasikan makna tersirat teks recount pendek	2,11
		3. Menganalisis struktur teks recount pendek	3,12
2	Memahami makna Teks Deskriptif pendek tentang berbagai objek, tempat dan peristiwa	1. Mengidentifikasi informasi tersirat dalam teks deskriptif	4,7,16,22
		2. Menyimpulkan isi bacaan teks deskriptif dengan tepat	5,8,23
		3. Merefleksikan padanan kata bergaris bawah dalam teks deskriptif dengan tepat	6,24
		4. Menentukan objek yang akan dideskripsikan	9,17,18
3	Memahami makna dan fungsi teks prosedur	1. Menentukan judul yang tepat dalam teks prosedur pendek	13
		2. Memahami makna teks prosedur dalam kehidupan sehari-hari	25

NO	Indikator Tes Literasi Membaca	Indikator Butir soal	Nomor Butir Soal
		4. Merefleksikan padanan kata bergaris bawah dalam teks prosedur dengan tepat	15,27
4	Memahami makna dan fungsi kalimat perbandingan dalam konteks yang berbeda	1. Memahami makna dan fungsi perbandingan dengan kata sifat yang disajikan dalam bentuk tabel	19
		2. Menganalisis struktur teks dalam perbandingan dengan kata sifat/keterangan dalam teks	20
		3. Menginterpretasikan makna tersirat kalimat perbandingan dengan kata sifat yang setara dalam teks	21
5	Memahami makna teks naratif tentang berbagai peristiwa dalam kehidupan	1. Menjelaskan tujuan dari teks naratif pendek secara tertulis dengan tepat	28
		2. Menginterpretasikan makna tersirat teks naratif pendek	29
		3. Menganalisis struktur teks naratif pendek	30
Jumlah			30

2. Perhitungan Tingkat Kesukaran Dengan Model Rasch  
Secara kuantitatif butir tes yang dinyatakan fit atau dapat berfungsi dengan baik jika nilai Outfit MSQ antara 0.5 hingga 1.5, sedangkan nilai Outfit t antara -2 hingga 2 serta peluang  $H_0$  (kecocokan model) lebih besar dari 0.05 ( $p > 0.05$ ). Item tes disebut memiliki tingkat kesukaran yang rendah apabila  $b < 2,0$  logit; tingkat kesukaran sedang jika  $-2,0 \text{ logit} \leq 2,0 \text{ logit}$ ; dan tingkat kesukaran tinggi jika  $b > 2,0$  logit
3. Petunjuk Pemanfaatan Instrumen  
Terdapat 2 instrumen yang digunakan dalam penelitian ini, yaitu instrumen yang digunakan untuk mengukur validitas pada Tes Aspek Konten yang diserahkan kepada Ahli (expert) untuk dinilai kelayakannya, dan instrumen soal tes yang diserahkan kepada peserta didik untuk mengembangkan Literasi membaca berstandar PISA 2018 menggunakan model Rasch.

## INSTRUMEN PENELITIAN

### LEMBAR SOAL

Mata pelajaran : BAHASA INGGRIS  
 Kelas/Semester : VIII / II  
 Hari/tanggal : Senin, 20 Mei 2024  
 Dimulai Pukul : 07.00 – 09.00

#### Petunjuk Umum:

1. Tulislah lebih dahulu Nomor Peserta dan Identitas Anda pada lembar jawaban yang tersedia sesuai petunjuk yang diberikan oleh pengawas menggunakan pena/ballpoint.
2. Untuk menjawab Soal, gunakan pena/ballpoint untuk menyilang pada huruf A,B,C,D pada lembar jawaban yang telah disediakan
3. Selama pelaksanaan penilaian tidak diperkenankan bertanya atau minta penjelasan mengenai jawaban soal yang diujikan kepada siapapun termasuk kepada pengawas.
4. Dilarang menggunakan kalkulator, HP, kamus dan alat bantu lain dalam menjawab soal
5. Periksa dan bacalah soal-soal dengan teliti sebelum Anda menjawabnya.
6. Laporkan kepada pengawas bila terdapat tulisan yang kurang jelas, rusak atau jumlah soal kurang.
7. Jumlah soal sebanyak 30 butir, terdiri dari soal Pilihan Ganda
8. Dahulukan mengerjakan soal-soal yang Anda anggap mudah.
9. Periksa pekerjaan Anda sebelum diserahkan kepada pengawas dan keluar ruangan dengan tertib.

#### Petunjuk Khusus:

##### Soal Pilihan Ganda:

1. Pilihlah salah satu jawaban yang paling tepat dengan memberikan tandda silang (X) pada salah satu pilihan jawaban A,B,C,D pada lembar jawab yang disediakan.
2. Apabila ada jawaban ang Anda anggap salah, dan anda ingin memperbaikinya, tidak diperbolehkan menggunakan correction pen (tip-x) atau dengan menghapus, melainkan dengan cara seperti di bawah ini:

Semula :    ~~X~~    B    C    D  
 Dibetulkan :    ~~X~~    ~~X~~    C    D

SELAMAT MENGERJAKAN



### INTRUMEN TES LITERASI MEMBACA

Choose A,B,C,or D for the correct answer ! Text for number 1-3

After graduating from a vocational school two years ago, my brother got job in a big restaurant in my hometown. He said that his duties were to take customers' orders and then deliver them. It was a simple job, but needed patience and carefulness.

My brother went to work at 8 AM and returned home at 4 PM for a morning shift. For evening shift, he worked between 4 PM and 11 PM. He changed shifts every two weeks.

My brother went to work every day, except on Mondays. He really enjoyed his work much. He once told me that the job was exciting so that it kept him busy, not feeling bored. Though occasionally he felt so tired, especially during the lunch time when many people came to the restaurant or when the restaurant was rented for special events.

The break was the best time for him. While enjoying his lunch, provided by the restaurant, he observed how the chefs managed the orders. He often asked the chefs about the recipes of certain dishes and how to cook them. After working hours, he even learned to cook certain dishes.

Now my brother has resigned and continued his studies at college majoring culinary arts. He wants to be a good chef and hopefully run his own restaurant.

Adapted from: Mariana K., et al 82. Practice Exam for the TOEIC Test The United States of America, Hellenic American Union

1. What is the purpose of the text?
  - A To retell one's achievements
  - B. To relate one's work experience.
  - C. To describe one's work and duties.
  - D. To explain how to work at restaurant
2. What did the writer's brother's do when working?
  - A. He served customers' orders
  - B. He made drinks for customers.
  - C. He cooked for customers' order
  - D. He received payment form customers.

3. The underlined word in sentence “ ... and then deliver them. (paragraph refers to ...
- A. Customers
  - B. Restaurant staffs
  - C. Customers orders
  - D. The writer’s brother’s duties

**Text for number 4-6**

The Arctic is warming at twice the rate of the rest of the planet. This is causing a number of changes, including melting sea ice, rising sea levels, and changes in plant and animal life.

The melting of sea ice is one of the most visible effects of climate change in the Arctic. Sea ice is the frozen ocean that covers the Arctic during the winter. It is important for the Arctic ecosystem, as it provides a habitat for polar bears, seals, and other animals.

As sea ice melts, it is exposing more of the ocean to the sun. This is causing the Arctic to warm even faster. The rising temperatures are also causing sea levels to rise. This is a threat to coastal communities in the Arctic and around the world.

In addition to melting sea ice and rising sea levels, climate change is also causing changes in plant and animal life in the Arctic. Plants are flowering earlier in the year, and animals are migrating to new areas. These changes are disrupting the Arctic ecosystem and making it more difficult for animals to survive.

*Source: <http://www.bigbanktheories.com>*

4. What will unprobably occur of climate change in the Arctic
- A. Iceberg form
  - B. Animals migration
  - C. High tide in the sea
  - D. Blooming flowers
5. What can we conclude from the text?
- A. The writer will show other sign change climate in the Arctic
  - B. The writer is one of expert of climatology

- C. The writer suggest summer travel to Artic
  - D. The coastal communities in the Arctic involved
6. "The rising temperatures are also causing sea levels to rise"
- The word "rise" has closest meaning to ...
- A. Warm
  - B. High
  - C. Down
  - D. Change

**Text for number 7-9**

There is noboby at home all the day. Both of my mother and father go to work, and the children go to school. However, we usually have breakfast and dinner together. After eating, we usually talk, chat, and tell jokes.

Both my mom and dad are very good cooks. My father often makes fried noodles and fried rice for breakfast, with lots of vegetables and eggs or chicken, My sister and I make the table and clean the dishes after the meals.

Adapted from Kemendikbud, Bahasa Inggris when /english Rings a bell SMP/MTs Kelas VIII Edisi Revisi Cetakan ke-2 Jakarta, Kementerrian Pendidikan dan Kebudayaan 2021

7. The writer and his/her family have a/an ... relationship.
- A. Serious
  - B. Intimate
  - C. So-so
  - D. Calm
8. What can we learn from the text?
- A. We have to leave the home locked
  - B. Everyone has to go to school early
  - C. Everyone is involved in house chores
  - D. We should not skip our breakfast and dinner.

9. How is the house's situation at noon?
- Quiet
  - Crowded
  - Comfortable
  - Relaxed

**Text for number 10-11**

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they had to pass through wild and unsafe forests.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said "it is getting dark. Let my son, Ah Tim go with you through the forest".

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down.

At once the wolves caught him. The young woman cried to the wolves, "please eat my own son instead". Then, she put her baby son on the ground in front of the wolves and took her nephew away. Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby, the wolves were playing with him.

Source: <http://www.teacherspayteachers.com/jmfact/2022>

10. From the passage we learn that the villages were ....
- Wild and unsafe
  - Located in one huge area
  - Situated in a large district
  - Separated by untamed jungles
11. The woman gave her son to the wolves because?
- She was crazy
  - She loved her nephew more than her son
  - She thought about how her brother would be
  - She wanted her son was eaten by the wolves

12. "All men in the village fetched thick stick ...  
The word "fetched" has a similar meanign to
- Hit
  - Got
  - Caught
  - Received

Sleep is essential for students' physical and mental health. When students don't get enough sleep, they are more likely to experience problems such as fatigue, difficulty concentrating, and poor academic performance.

Sleep helps students' brains to consolidate memories and learn new information. When students are well-rested, they are better able to pay attention in class, process information, and remember what they have learned. Sleep also helps to regulate students' emotions. When students are tired, they are more likely to be irritable, moody, and easily frustrated.

The Centers for Disease Control and Prevention (CDC) recommends that adolescents ages 13-18 get 8-10 hours of sleep per night. However, many adolescents do not get enough sleep.

Here are some tips for helping students get enough sleep:: 1) Create a regular sleep schedule and stick to it as much as possible, even on weekends.; 2) Make sure students' bedrooms are dark, quiet, and cool.; 3) Avoid caffeine and alcohol before bed.; 4) Establish a relaxing bedtime routine.

Adapted from Kemendikbud, Bahasa Inggris when /english Rings a bell SMP/MTs Kelas VIII Edisi Revisi Cetakan ke-2 Jakarta, Kementerian Pendidikan dan Kebudayaan 2021

13. What is the best title for the text above?
- The benefit of sleeping
  - Tips on how to sleep well
  - How to get enough sleep
  - How the writer overcomes his/her enough sleep
14. From the text we know that ...
- Students can focus on their class due to enough sleep
  - All bedrooms should have enough ventilation
  - How to control our emotions before sleeping
  - Consume healthy food maintain our sleeping time.
15. Sleep is essential for students' physical and mental health."  
The underlined word is similar in meaning to ...

- A. Profit
- B. Important
- C. Need
- D. Fatigue

**Text for number 16-18**

I am one of the main players in my school's basketball team. There are five main players in the team. Let me tell you about them. Dania is a captain. She is serious person. She is always focused when playing basketball. No wonder, she often scores points for the team. The second main player is Vanya. She is an energetic person. She dribbles the ball and passes opponent agilely. The other are Sheila and Gina. Both are cheerful. They like to burn our spirit. The last main player is me. People say that I am disciplined. I think they are right.

*Source: <http://www.bigbanktheories.com>*

16. What does the writer tell us about?
- A. The new captain of the basketball team.
  - B. The basketball team's main players.
  - C. The election of the basketball's main players.
  - D. The basketball team's preparation for a competition.
17. What is the leader of the team like?
- A. Serious
  - B. Energetic
  - C. Cheerful
  - D. Disciplined
18. What is Vanya good at?
- A. Burning the team's spirit
  - B. Dribbling the ball
  - C. Being disciplined
  - D. Scoring points

**The table is for number 19 to 21**

Name	Height	Weight	Age
Rasya	1.58 m	48 kg	12
Prity	1.58 m	50 kg	14
Ardi	1.62 m	63 kg	13
Hans	1.60 m	63 kg	15

Source: <https://www.teacherspayteachers.com/product/2022>

19. Rasya is ... Prity
- as old as
  - younger than
  - older than
  - The oldest
20. From the table we know that ...
- Prity is taller than Hans
  - Rasya is as tall as Hans
  - Ardi is the tallest of all
  - Rasya is the heaviest
21. From the table we know that Ardi is ... Hans
- as heavy as
  - as tall as
  - Lighter than
  - Heavier than

#### Text for number 22-24

Zigha is my friend. He is a visual learner, so he is good at learning by seeing. Let me tell you about his study habits. He always pays attention to the teacher's explanation. He usually makes notes with colorful pens and draws mind maps of the materials. He studies regularly at home.

He reviews his notes and mind maps. He always writes the due dates of his school assignments on sticky notes and stick them on his study desk. He loves reading books with pictures and watching learning videos on YouTube. He often asks me to play games to improve our understanding of the materials.

Source: <https://www.teacherspayteachers.com/product/2022>

22. What is the main idea of the second paragraph?
- Zigha's study habit
  - He writes details of the schedule

- C. He is interested in reading colorful books  
 D. He writes a diary about the Zigha game
23. From the text we can conclude that ...  
 A. The writer is a visual learner  
 B. Zigha likes books without pictures  
 C. Zigha is a content creator on youtube  
 D. Zigha is a diligent student
24. He often asks me to play games to improve our understanding of the materials.  
 The synonym of the underlined word is .....
- A. cancel  
 B. fix  
 C. Simple  
 D. progress

**Text for number 25 to 27**

I always follow these study tips. First, I have a comfortable and quiet room to study. There is a desk, chair, and bookshelf to keep my books. It also has a hot-spot area, so I can access net to the internet to support my studies. Second, I have big storage data in my tablet computer and keep my data, e-books, and learning videos because I like reading e-books and watching learning videos. I often make notes or highlight important information in my e-books. Third, I always attend and review materials in the evening lastly. Lastly, I attend a course to support my studies.

Source: <https://www.teacherspayteachers.com/product/2022>

25. What is the purpose of the text?  
 A. To show the writer's study habits  
 B. To mention kinds of learning methods  
 C. To inform of the writer's daily activities  
 D. To describe the writer's ways to achieve a success
26. What can we learn from the text?  
 A. Be on time to do activities  
 B. Be wise to solve the problems  
 C. Be disciplined in your studies  
 D. Be organized in keep your belongings



27. "I often make notes or highlight important information in my e-book." What does it mean?
- A. The writer skims the books
  - B. The write reads the book fast
  - C. The write ignores several parts.
  - D. The writer reads books in detail.

**Text for number 28 up to 30**

**Why the Bear Has a Stumpy Tail**

One fine day a bear met a fox, who was skulking along with some fish he had stolen.

"Where did you get all those fish?" asked Bear. "I caught them, of course!" said Fox. "I'd love to catch fish," sighed Bear. "Would you teach me?"

"It's easy," replied Fox. "Go to the ice, cut a hole in it and stick your tail down. You must hold it there for a long time." Bear sat with his tail in the hole for ages.

He was shivering with cold. "There must be lots of fish on my tail by now," he thought. So he stood up quickly, turned around, and his tail snapped off! It had been in the water for so long that it had frozen. So poor Bear caught no fish and most of his tail had gone. And that's why the bear goes about with a stumpy tail to this very day.

Source: <https://www.teacherspayteachers.com/product/2022>

28. What is the purpose of the text?
- A. To describe the way things are
  - B. To amuse or entertain the readers
  - C. To tell she readers about someone experience.
  - D. To describe how something is accomplished orderly.

29. What can we learn from the text ?

- A. We should help other
- B. Regret often comes later
- C. Ease to trust other advice
- D. Achieve the happiness in this life

30. The last sentence in the text “ ... with a stumpy tail to this very day. .”

The underlined word has similar word with ...

- A. Nice
- B. Long
- C. Strapping
- D. Sluggish

### KUNCI JAWABAN INSTRUMEN TES LITERASI MEMBACA

After graduating from a vocational school two years ago, my brother got job in a big restaurant in my hometown. He said that his duties were to take customers' orders and then deliver them. It was a simple job, but needed patience and carefulness.

My brother went to work at 8 AM and returned home at 4 PM for a morning shift. For evening shift, he worked between 4 PM and 11 PM. He changed shifts every two weeks.

My brother went to work every day, except on Mondays. He really enjoyed his work much. He once told me that the job was exciting so that it kept him busy, not feeling bored. Though occasionally he felt so tired, especially during the lunch time when many people came to the restaurant or when the restaurant was rented for special events.

The break was the best time for him. While enjoying his lunch, provided by the restaurant, he observed how the chefs managed the orders. He often asked the chefs about the recipes of certain dishes and how to cook them. After working hours, he even learned to cook certain dishes.

Now my brother has resigned and continued his studies at college majoring culinary arts. He wants to be a good chef and hopefully run his own restaurant.

Adapted from: Mariana K., et al 82. Practice Exam for the TOEIC Test The United States of America, Hellenic American Union

1. What is the purpose of the text?
  - A. To retell one's achievements
  - B. To relate one's work experience.
  - C. To describe one's work and duties.
  - D. To explain how to work at restaurant
  
2. What did the writer's brother's do when working?
  - A. He served customers' orders
  - B. He made drinks for customers.
  - C. He cooked for customers' order
  - D. He received payment form customers.
  
3. The underlined word in sentence "... and then deliver them. (paragraph refers to ...
  - A. Customers
  - B. Restaurant staffs
  - C. Customers orders
  - D. The writer's brother's duties.

## Text for number 4-6

The Arctic is warming at twice the rate of the rest of the planet. This is causing a number of changes, including melting sea ice, rising sea levels, and changes in plant and animal life.

The melting of sea ice is one of the most visible effects of climate change in the Arctic. Sea ice is the frozen ocean that covers the Arctic during the winter. It is important for the Arctic ecosystem, as it provides a habitat for polar bears, seals, and other animals.

As sea ice melts, it is exposing more of the ocean to the sun. This is causing the Arctic to warm even faster. The rising temperatures are also causing sea levels to rise. This is a threat to coastal communities in the Arctic and around the world.

In addition to melting sea ice and rising sea levels, climate change is also causing changes in plant and animal life in the Arctic. Plants are flowering earlier in the year, and animals are migrating to new areas. These changes are disrupting the Arctic ecosystem and making it more difficult for animals to survive.

Source: <http://www.bigbanktheories.com>

4. What will probably occur of climate change in the Arctic

- A. Iceberg form
- B. Animals migration
- C. High tide in the sea
- D. Blooming flowers

5. What can we conclude from the text?

- A. The writer will show other sign change climate in the Arctic
- B. The writer is one of expert of climatology
- C. The writer suggest summer travel to Arctic
- D. The coastal communities in the Arctic involved

6. "The rising temperatures are also causing sea levels to rise"

The word "rise" has closest meaning to ...

- A. Warm
- B. High
- C. Down
- D. Change

**Text for number 7-9**

There is nobody at home all the day. Both of my mother and father go to work, and the children go to school. However, we usually have breakfast and dinner together. After eating, we usually talk, chat, and tell jokes.

Both my mom and dad are very good cooks. My father often makes fried noodles and fried rice for breakfast, with lots of vegetables and eggs or chicken. My sister and I make the table and clean the dishes after the meals.

Adapted from Kemendikbud, Bahasa Inggris when /english Rings a bell SMP/MTs Kelas VIII Edisi Revisi Cetak ke-2 Jakarta, Kementerian Pendidikan dan Kebudayaan 2021

7. The writer and his/her family have a/an ... relationship.

- A. Serious
- B. Intimate**
- C. So-so
- D. Calm

8. What can we learn from the text?

- A. We have to leave the home locked
- B. Everyone has to go to school early
- C. Everyone is involved in house chores**
- D. We should not skip our breakfast and dinner.

9. How is the house's situation at noon?

- A. Quiet**
- B. Crowded
- C. Comfortable
- D. Relaxed

**Text for number 10-11**

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they had to pass through wild and unsafe forests.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said "it is getting dark. Let my son, Ah Tim go with you through the forest".

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down.

At once the wolves caught him. The young woman cried to the wolves, "please eat my own son instead". Then, she put her baby son on the ground in front of the wolves and took her nephew away. Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby, the wolves were playing with him.

Source: <https://www.teacherspayteachers.com/product/2022>

10. From the passage we learn that the villages were ....

- A. **Wild and unsafe**
- B. Located in one huge area
- C. Situated in a large district
- D. Separated by untamed jungles

11. The woman gave her son to the wolves because?

- A. She was crazy
- B. **She loved her nephew more than her son**
- C. She thought about how her brother would be
- D. She wanted her son to be eaten by the wolves

12. "All men in the village fetched sticks ..."

The word "fetched" has a similar meaning to

- A. Hit
- B. **Got**
- C. Caught
- D. Received

**Text for number 13-15**

Sleep is essential for students' physical and mental health. When students don't get enough sleep, they are more likely to experience problems such as fatigue, difficulty concentrating, and poor academic performance.

Sleep helps students' brains to consolidate memories and learn new information. When students are well-rested, they are better able to pay attention in class, process information, and remember what they have learned. Sleep also helps to regulate students' emotions. When students are tired, they are more likely to be irritable, moody, and easily frustrated.

The Centers for Disease Control and Prevention (CDC) recommends that adolescents ages 13-18 get 8-10 hours of sleep per night. However, many adolescents do not get enough sleep.

Here are some tips for helping students get enough sleep: 1) Create a regular sleep schedule and stick to it as much as possible, even on weekends.; 2) Make sure students' bedrooms are dark, quiet, and cool.; 3) Avoid caffeine and alcohol before bed.; 4) Establish a relaxing bedtime routine.

Adapted from Kemendikbud Bahasa Inggris when /english Ringkasan a bell SMP/MTs Kelas VIII Edisi Revisi Cetakan ke-2 Jakarta, Kementerian Pendidikan dan Kebudayaan 2021

13. What is the best title for the text above?
- The benefit of sleeping
  - Tips on how to sleep well
  - How to get enough sleep**
  - How the writer overcomes his/her enough sleep
14. From the text we know that ...
- Students can focus on their class due to enough sleep**
  - All bedrooms should have enough ventilation
  - How to control our emotions before sleeping
  - Consume healthy food maintain our sleeping time.
- 15 Sleep is essential for students' physical and mental health.”  
The underlined word is similar in meaning to ...
- Profit
  - Important**
  - Need
  - Fatigue

**Text for number 16-18**

I am one of the main players in my school's basketball team. There are five main players in the team. There are five main players in the team. Let me tell you about them. Dania is a captain. She is serious person. She is always focused when playing basketball. No wonder, she often scores points for the team. The second main player is Vanya. She is an energetic person. She dribbles the ball and passes opponent agilely. The other are Sheila and Gina. Both are cheerful. They like to burn our spirit. The last main player is me. People say that I am disciplined. I think they are right.

Source: <http://www.bigbanktheories.com>

16. What does the writer tell us about?

- A. The new captain of the basketball team.
- B. The basketball team's main players.**
- C. The election of the basketball's main players.
- D. The basketball team's preparation for a competition.

17. What is the leader of the team like?

- A. Serious**
- B. Energetic
- C. Cheerful
- D. Disciplined

18. What is Vanya good at?

- A. Burning the team's spirit
- B. Dribbling the ball**
- C. Being disciplined
- D. Scoring points



The table is for number 19 to 21

Name	Height	Weight	Age
Rasya	1.58 m	48 kg	12
Prity	1.58 m	50 kg	14
Ardi	1.62 m	63 kg	13
Hans	1.60 m	63 kg	15

Source: <https://www.teacherspayteachers.com/product/2022>

19. Rasya is ... Prity
- as old as
  - younger than
  - older than
  - The oldest
20. From the table we know that ...
- Prity is taller than Hans
  - Rasya is as tall as Hans
  - Ardi is the tallest of all
  - Rasya is the heaviest
21. From the table we know that Ardi is ... Hans
- as heavy as
  - as tall as
  - Lighter than
  - Heavier than

Text for number 22-24

Zigha is my friend. He is a visual learner, so he is good at learning by seeing. Let me tell you about his study habits. He always pays attention to the teacher's explanation. He usually makes notes with colorful pens and draws mind maps of the materials. He studies regularly at home.

He reviews his notes and mind maps. He always writes the due dates of his school assignments on sticky notes and stick them on his study desk. He loves reading books with pictures and watching learning videos on YouTube. He often asks me to play games to improve our understanding of the materials.

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  - Zigha is a content creator on youtube
  - Zigha is a diligent student
24. He often asks me to play games to improve our understanding of the materials. The synonym of the underlined word is .....
- cancel
  - fix
  - Simple
  - progress

**Text for number 25 to 27**

I always follow these study tips. First, I have a comfortable and quiet room to study. There is a desk, chair, and bookshelf to keep my books. It also has a hot-spot area, so I can access net to the internet to support my studies. Second, I have big storage data in my tablet computer and keep my data, e-books, and learning videos because I like reading e-books and watching learning videos. I often make notes or highlight important information in my e-books. Third, I always attend and review materials in the evening lastly. Lastly, I attend a course to support my studies.

Source: <https://www.teacherspayteachers.com/product/3022>

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**Text for number 28 up to 30**

**Why the Bear Has a Stumpy Tail**

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"Where did you get all those fish?" asked Bear. "I caught them, of course!" said Fox. "I'd love to catch fish," sighed Bear. "Would you teach me?"

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Source: <https://www.teacherspayteachers.com/product/2022>

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30. The last sentence in the text “ ... with a stumpy tail to this very day..”

The underlined word has similar word with ...

- A. Nice
- B. Long
- C. **Strapping**
- D. Sluggish

### LEMBAR JAWABAN PERTANYAAN TERTULIS PILIHAN GANDA

Petunjuk:

Pilih dan berilah tanda silang pada salah satu jawaban A,B,C, atau D yang merupakan jawaban yang paling tepat dari pertanyaan-pertanyaan dibawah ini.

Nama Siswa Kelas	_____	Keterangan
Jumlah Jawaban Benar	VIII / NO.	

1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D
6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D
9.	A	B	C	D
10.	A	B	C	D

11.	A	B	C	D
12.	A	B	C	D
13.	A	B	C	D
14.	A	B	C	D
15.	A	B	C	D
16.	A	B	C	D
17.	A	B	C	D
18.	A	B	C	D
19.	A	B	C	D
20.	A	B	C	D

21.	A	B	C	D
22.	A	B	C	D
23.	A	B	C	D
24.	A	B	C	D
25.	A	B	C	D
26.	A	B	C	D
27.	A	B	C	D
28.	A	B	C	D
29.	A	B	C	D
30.	A	B	C	D

**LEMBAR KUNCI JAWABAN**  
**PERTANYAAN TERTULIS PILIHAN GANDA**

Kunci jawaban Pertanyaan Tertulis – Pilihan Ganda

1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D
6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D
9.	A	B	C	D
10.	A	B	C	D

11.	A	B	C	D
12.	A	B	C	D
13.	A	B	C	D
14.	A	B	C	D
15.	A	B	C	D
16.	A	B	C	D
17.	A	B	C	D
18.	A	B	C	D
19.	A	B	C	D
20.	A	B	C	D

21.	A	B	C	D
22.	A	B	C	D
23.	A	B	C	D
24.	A	B	C	D
25.	A	B	C	D
26.	A	B	C	D
27.	A	B	C	D
28.	A	B	C	D
29.	A	B	C	D
30.	A	B	C	D

Tabel 9 : Angket Analisis Kebutuhan Instrumen Literasi Membaca

<b>ANGKET ANALISIS KEBUTUHAN INSTRUMEN LITERASI MEMBACA</b>			
Identitas Responden : _____			
Nama : _____			
Guru Mapel : _____			
Satuan Pendidikan : _____			
Petunjuk pengisian:			
Berilah tanda centang (√) pada kolom jawaban yang sesuai dengan pendapat bapak/Ibu			
No	Pertanyaan	Jawaban	
		Ya	Tidak
1	a. Apakah Bapak Ibu guru pernah mengetahui pengembangan instrumen literasi membaca sebelumnya ?	√	
	b. Apakah bapak ibu guru memahami isi dari instrumen literasi tersebut?	√	
2	a. Apakah instrumen yang dibuat mampu menunjukan suatu konsep berdasarkan materi yang dipelajari peserta didik?	√	
	b. Apakah instrumen literasi membaca yang dibuat untuk mengukur kemampuan literasi membaca peserta didik ?	√	
3	a. Apakah bapak/ibu guru membutuhkan instrumen literasi membaca tersebut?	√	
	b. Apakah instrumen yaang dibuat dapat dijadikan standar penilaian pengembangan literasi membaca di SMP Kota Tegal?	√	
4	a. Apakah instrumen literasi membaca tersebut dapat untuk meningkatkan keterampilan bahasa inggris peserta didik?	√	

LAMPIRAN 2

## ANALISIS DATA PENELITIAN



Tabel 16 Hasil penilaian Validitas Isi Soal Tes Literasi Membaca

Butir	Penilai		S1	S2	$\sum s$	n(c-1)	V	Ket
	I	II						
1	3	4	2	3	5	6	0,833333	Valid
2	4	4	3	3	6	6	1	Valid
3	4	4	3	3	6	6	1	Valid
4	4	4	3	3	6	6	1	Valid
5	4	4	3	3	6	6	1	Valid
6	4	4	3	3	6	6	1	Valid
7	3	4	2	3	5	6	0,833333	Valid
8	3	4	2	3	5	6	0,833333	Valid
9	4	4	3	3	6	6	1	Valid
10	4	4	3	3	6	6	1	Valid
11	4	3	3	2	5	6	0,833333	Valid
12	4	4	3	3	6	6	1	Valid
13	4	4	3	3	6	6	1	Valid
14	4	4	3	3	6	6	1	Valid
15	4	4	3	3	6	6	1	Valid
16	4	4	3	3	6	6	1	Valid
17	4	4	3	3	6	6	1	Valid
18	4	4	3	3	6	6	1	Valid
19	4	4	3	3	6	6	1	Valid
20	4	4	3	3	6	6	1	Valid
21	4	3	4	4	5	6	0,833333	Valid
22	4	4	3	3	6	6	1	Valid
23	4	4	3	3	6	6	1	Valid
24	4	4	3	3	6	6	1	Valid
25	4	4	3	3	6	6	1	Valid
26	4	4	3	3	6	6	1	Valid
27	4	4	3	3	6	6	1	Valid
28	4	3	3	2	5	6	0,833333	Valid
29	4	4	3	3	6	6	1	Valid
30	4	4	3	3	6	66	1	Valid

**HASIL PENELAHAHAN BUTIR TES ASPEK ISI**

Nama Uji : Instrumen Literasi Membaca  
 Nomor butir : 1-30  
 Penelaah : Dr. Yoga Prihadin, M.Pd.

No	Aspek yang dinilai	Nomor Butir Soal																															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
A	Materi /Isi																																
1	Narasi sesuai dengan capaian pembelajaran pada mapel bahasa Inggris	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
2	Setiap butir soal mengandung minimal satu indikator teks bacaan	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
3	Kunci Jawaban benar	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

Tegal, 12 Mei 2024  
 Penelaah

Dr. Yoga Prihadin, M.Pd

**HASIL VALIDASI ISI ANGGKET KEBUTUHAN INSTRUMEN LITERASI MEMBACA**

No	Rubrik	Indikator 1		Indikator 2		Indikator 3		Indikator 4	
		a	b	a	b	a	b	a	b
1	Kejelasan petunjuk pengisian angket	√	√	√	√	√	√	√	√
2	Capaian isi pernyataan/pertanyaan mendeskripsikan tujuan angket yang diterapkan (kebutuhan instrumen tes literasi membaca)	√	√	√	√	√	√	√	√
3	Penggunaan bahasa komunikatif, pernyataan/pertanyaan spesifik dan tidak menimbulkan penafsiran ganda	√	√	√	√	√	√	√	√

Catatan: \* Berilah tanda √ sesuai dengan aspek yang dinilai

Komentar Reviewer:

Tegal, Mei 2024

Validator

.....

.....



Dr Yoga Prihatin, M.Pd.

**HASIL VALIDASI ISI ANGGKET KEBUTUHAN INSTRUMEN LITERASI MEMBACA**

No	Rubrik	Indikator 1		Indikator 2		Indikator 3		Indikator 4	
		a	b	a	b	a	b	a	b
1	Kejelasan petunjuk pengisian angket	√	√	√	√	√	√	√	√
2	Capaian isi pernyataan/pertanyaan mendeskripsikan tujuan angket yang diterapkan (kebutuhan instrumen tes literasi membaca)	√	√	√	√	√	√	√	√
3	Penggunaan bahasa komunikatif, pernyataan/pertanyaan spesifik dan tidak menimbulkan penafsiran ganda	√	√	√	√	√	√	√	√

Catatan: \* Berilah tanda √ sesuai dengan aspek yang dinilai

Komentar Reviewer:

.....  
 .....

Tegal, Mei 2024

Validator



Indra Saputra, S.Pd

### HASIL PENELAAHAN BUTIR TES ASPEK ISI

Nama Uji : Instrumen Literasi Membaca  
 Nomor butir : 1-30  
 Penelaah : Indra Saputra, Pd.

No	Aspek yang dinilai	Nomor Butir Soal																														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
A	Materi /Isi																															
1	Narasi sesuai dengan capaian pembelajaran pada mapel bahasa Inggris	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
2	Setiap butir soal mengandung minimal satu indikator teks bacaan	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
3	Kunci Jawaban benar	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

Tegal, 12 Mei 2024  
 Penelaah



Indra Saputra, S.Pd.













No	Aspek yang dinilai	Nomor Butir Soal																															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
	dengan revisi besar																																
	(1) Instrumen tes tidak dapat digunakan	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	

Catatan:  
Semua Butir dapat digunakan tanpa revisi, baik dari segi materi, konstruksi dan bahasa.

Tegal, Mei 2024

Dr. Yoga Prihadin, M.Pd.













No	Aspek yang dinilai	Nomor Butir Soal																															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
	dengan revisi besar																																
	(1) Instrumen tes tidak dapat digunakan	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	

Catatan:  
Semua Butir dapat digunakan tanpa revisi, baik dari segi materi, konstruksi dan bahasa.

Tegal, Mei 2024



Prof. Dr. Purwo Susongko, M.Pd.











No	Aspek yang dinilai	Nomor Butir Soal																									
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
	dengan revisi besar																										
	(1) Instrumen tes tidak dapat digunakan	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

Catatan:

Semua Butir dapat digunakan tanpa revisi, baik dari segi materi, konstruksi dan bahasa

Tegal, Mei 2024



Dr. Suriswo, M.Pd.

















### VALIDITAS KONSTRUK ASPEK ISI

Item Fit Statistic Instrumen Tes Literasi Membaca Peserta Didik Kelas VIII SMP

No Butir	Chisq	df	p-value	Outfit MSQ	Infit MSQ	Outfit t	Infit t
1	214.882	223	0.640	0.959	0.963	-0.493	-0.508
2	221.398	223	0.518	0.988	0.994	-0.103	-0.045
3	241.012	223	0.198	1.076	1.030	0.719	0.335
4	213.811	223	0.659	0.995	0.979	-0.530	-0.258
5	241.989	223	0.182	1.080	1.042	0.787	0.476
6	225.244	223	0.445	1.006	1.014	0.095	0.210
7	225.490	223	1.441	1.007	1.002	0.100	0.052
8	209.600	223	0.731	0.936	0.996	-0.625	-0.353
9	218.947	223	0.564	0.997	0.990	-0.241	-0.107
10	245.675	223	0.142	1.097	1.056	1.052	0.693
11	233.709	223	0.298	1.043	1.019	0.496	0.252
12	213.118	223	0.671	0.951	0.979	-0.429	-0.196
13	256.626	223	0.000	1.146	1.071	1.427	0.814
14	200.921	223	0.853	0.897	0.939	-0.884	-0.571
15	243.162	223	0.169	1.086	1.052	1.053	0.728
16	221.132	223	0.523	0.987	1.001	-0.099	0.037
17	194.935	223	0.913	0.870	0.930	-0.936	-0.537
18	232.252	223	0.321	1.037	1.003	0.405	0.058
19	211.343	223	0.702	0.943	0.984	-0.494	-0.138
20	207.273	223	0.768	0.970	0.970	-0.654	-0.270
21	234.161	223	0.291	1.000	1.000	0.400	0.032
22	217.224	223	0.596	0.996	0.996	-0.259	-0.016
23	205.648	223	0.792	0.958	0.958	-0.673	-0.365
24	219.226	223	0.559	1.001	1.001	-0.142	-0.046
25	221.646	223	0.513	0.990	0.990	-0.084	-0.096
26	224.423	223	0.461	1.010	1.010	0.054	0.133
27	215.002	223	0.637	0.983	0.983	-0.357	-0.155
28	236.306	223	0.258	1.048	1.048	0.553	0.536
29	222.215	223	0.502	0.998	0.998	-0.026	0.016
30	230.503	128	0.351	1.029	1.015	0.350	0.216

Dari tabel di atas tampak bahwa seluruh butir secara umum dapat diterima sebagai butir yang baik kecuali butir nomor 13. Butir nomor 13 memiliki p value < 0.01 dapat disimpulkan bahwa taraf signifikansi 0.01 butir nomor 13 tidak bisa diterima oleh model.

## Tingkat kesukaran butir-butir indrumm tes literasi membaca

No Butir	Nilai Kesukaran	No Butir	Nilai Kesukaran
1	1.087	16	-1.179
2	-2.261	17	-2.608
3	-7.610	18	-3.804
4	-2.108	19	-0.264
5	-3.443	20	-4.422
6	-1.821	21	-1.637
7	-2.563	22	-0.352
8	-3.689	23	1.563
9	-4.786	24	1.064
10	-0.057	25	1.231
11	0.076	26	-1.266
12	-8.612	27	-2.768
13	-3.104	28	3.172
14	-2.802	29	1.511
15	-2.181	30	1.080

## 2. Validitas Konstrak Aspek Substantif

Tabel . Hasil Uji Person fit tes literasi membaca peserta didik SMP Kota Tegal

Peserta	Chisq	df	p-value	Outfit MSQ	Infit MSQ	Outfit t	Infit t
P1	29.384	29	0.445	0.979	0.986	-0.07	-0.04
P2	30.462	29	0.391	1.015	1.009	-0.15	-0.12
P3	28.996	29	0.465	0.967	0.986	-0.03	0.04
P4	31.729	29	0.332	1.058	1.016	0.28	0.16
P5	29.839	29	0.422	0.995	0.998	0.07	0.08
P6	28.863	29	0.472	0.962	0.980	-0.08	-0.01
P7	30.060	29	0.411	1.002	0.991	0.10	0.06
P8	28.786	29	0.476	0.960	0.978	-0.10	-0.02
P9	29.615	29	0.433	0.987	0.999	0.02	0.07
P10	29.214	29	0.454	0.974	0.994	0.07	0.11
P11	28.863	29	0.563	0.906	0.957	-0.26	-0.07
P12	28.863	29	0.472	0.962	0.983	-0.04	0.03
P13	30.532	29	0.388	1.018	1.016	0.16	0.15
P14	28.271	29	0.503	0.942	0.960	-0.30	-0.20
P15	34.034	29	0.238	1.134	1.055	0.55	0.29
P16	21.132	29	0.000	0.987	1.001	4.49	0.07
P17	33.286	29	0.266	1.110	1.046	0.47	0.26
P18	28.702	29	0.481	0.957	0.959	-0.74	-0.71
P19	31.538	29	0.340	1.051	1.026	0.27	0.19
P20	28.147	29	0.510	0.938	0.974	-0.13	0.00
P21	31.030	29	0.364	1.034	1.016	0.21	0.15
P22	30.999	29	0.365	1.033	1.024	0.22	0.18



Peserta	Chisq	df	p-value	Outfit MSQ	Infit MSQ	Outfit t	Infit t
P23	28.531	29	0.490	0.951	0.976	-0.13	-0.03
P24	28.181	29	0.508	0.939	0.969	-0.13	-0.02
P25	31.016	29	0.365	1.034	1.033	0.88	0.87
P26	28.984	29	0.466	0.966	0.983	-0.03	0.03
P25	31.016	29	0.365	1.034	1.033	0.88	0.87
P26	19.398	29	0.000	1.015	0.994	-0.10	-0.45
P27	31.092	29	0.361	1.036	1.021	0.22	0.17
P28	30.941	29	0.368	1.031	1.021	0.21	0.17
P29	32.800	29	0.286	1.093	1.034	0.42	0.22
P30	29.799	29	0.424	0.993	0.992	-0.24	-0.25
P31	33.633	29	0.253	1.121	1.057	0.51	0.30
P32	29.549	29	0.437	0.985	0.995	0.01	0.06
P33	29.117	29	0.459	0.972	0.997	0.10	0.15
P34	30.942	29	0.368	1.031	1.010	0.23	0.18
P35	29.000	29	0.465	0.967	0.993	0.10	0.15
P36	28.808	29	0.475	0.960	0.965	-0.47	-0.43
P37	30.028	29	0.413	1.001	1.004	0.17	0.17
P38	27.710	29	0.533	0.924	0.984	0.01	0.13
P39	32.969	29	0.279	1.099	1.041	0.40	0.23
P40	32.986	29	0.278	1.100	1.048	0.44	0.27
P41	27.140	29	0.564	0.905	0.963	-0.19	-0.01
P42	28.600	29	0.486	0.953	0.976	-0.08	0.00
P43	32.494	29	0.299	1.083	1.026	0.34	0.20
P44	30.840	29	0.373	1.028	1.015	0.22	0.15
P45	24.012	29	0.001	1.567	1.030	0.71	0.33
P46	28.448	29	0.494	0.948	0.970	-0.15	-0.06
P47	33.576	29	0.255	1.119	1.023	0.40	0.21
P48	30.899	29	0.370	1.030	1.008	0.20	0.11
P49	30.678	29	0.381	1.023	1.021	0.18	0.14
P50	29.720	29	0.428	0.991	0.997	0.06	0.08
P51	31.283	29	0.352	1.043	1.028	0.26	0.20
P52	27.886	29	0.524	0.930	0.980	-0.05	-0.08
P53	23.811	29	0.003	0.979	0.979	2.53	-0.28
P54	28.513	29	0.491	0.950	0.989	0.01	0.10
P55	27.076	29	0.568	0.903	0.979	-0.04	0.12
P56	28.251	29	0.505	0.942	0.988	0.04	0.14
P57	29.502	29	0.439	0.983	1.000	0.13	0.16
P58	27.775	29	0.530	0.926	0.974	-0.06	0.06
P59	30.159	29	0.406	1.005	1.002	0.15	0.14
P60	30.656	29	0.002	0.415	1.042	0.88	0.46
P61	30.061	29	0.411	1.002	1.001	0.08	0.07
P62	32.072	29	0.317	1.069	1.033	0.37	0.22
P63	28.233	29	0.000	4.606	1.063	2.09	0.21
P64	28.445	29	0.494	0.948	0.991	0.06	0.14
P65	28.539	29	0.489	0.951	0.980	-0.04	0.05
P66	31.188	29	0.357	1.040	1.023	0.26	0.18
P67	30.241	29	0.402	1.008	0.995	0.11	0.06
P68	27.456	29	0.547	0.915	0.949	-0.29	-0.15

Peserta	Chisq	df	p-value	Outfit MSQ	Infit MSQ	Outfit t	Infit t
P69	30.535	29	0,388	1.018	1.016	0.15	0.01
P70	29.576	29	0.435	0.986	0.989	-0.01	0.10
P71	30.037	29	0.412	1.001	1.007	0.07	0.50
P72	25.490	29	0.001	1.707	1.002	0.14	0.12
P73	32.356	29	0.304	1.079	1.040	0.37	0.23
P74	28.113	29	0.512	0.037	0.960	-0.26	-0.15
P75	27.753	29	0.531	0.925	0.966	-0.18	-0.04
P76	31.549	29	0.340	1.052	1.037	0.32	0.25
P77	29.600	29	0.001	1.936	1.296	4.45	2.53
P78	30.191	29	0.405	1.006	1.005	0.09	0.08
P79	29.764	29	0.426	0.992	0.996	0.03	0.04
P80	31.266	29	0.353	1.042	1.030	0.28	0.22
P81	27.793	29	0.529	0.926	0.949	-0.32	-0.20
P82	32.495	29	0.299	1.082	1.042	0.42	0.26
P83	27.745	29	0.532	0.925	0.966	-0.18	-0.04
P84	32.077	29	0.316	1.069	1.052	0.47	0.38
P85	29.387	29	0.003	0.319	0.990	-1.24	1.17
P86	28.705	29	0.481	0.957	0.984	-0.02	-0.02
P87	34.334	29	0.227	1.145	1.073	0.67	0.39
P88	28.672	29	0.482	0.956	0.978	-0.11	-0.02
P89	31.657	29	0.000	0.980	0.995	1.05	0.69
P90	29.757	29	0.426	0.992	0.994	0.02	0.03
P91	33.705	29	0.000	1.643	1.019	0.49	0.25
P92	27.799	29	0.325	1.063	1.042	0.38	0.28
P93	29.494	29	0.440	0.983	0.992	0.01	0.04
P94	30.884	29	0.371	1.029	1.013	9.21	0.16
P95	29.853	29	0.421	0.995	0.997	0.08	0.08
P95	29.852	29	0.383	1.021	1.018	0.20	0.18
P97	30.573	29	0.386	1.019	1.009	0.17	0.11
P98	31.761	29	0.330	1.059	1.029	0.30	0.20
P99	29.301	29	0.449	0.977	0.985	-0.05	-0.01
P100	30.350	29	0.397	1.012	1.006	0.15	0.13
P101	25.968	29	0.627	0.866	0.921	-0.52	-0.27
P102	30.135	29	0.407	1.005	1.005	0.11	0.11
P103	26.733	29	0.586	0.891	0.948	-0.31	-0.10
P104	30.392	29	0.395	1.013	1.009	0.14	0.12
P105	29.052	29	0.462	0.968	0.973	-0.06	-0.04
P106	28.269	29	0.504	0.942	0.968	-0.17	-0.07
P107	28.519	29	0.490	0.951	0.979	-0.09	0.02
P108	31.317	29	0.351	1.044	1.024	0.25	0.18
P109	29.209	29	0.507	0.940	0.964	-0.24	-0.12
P110	31.871	29	0.326	1.062	1.034	0.38	0.24
P111	28.718	29	0.480	0.957	0.979	-0.06	0.01
P112	29.527	29	0.438	0.984	0.991	0.04	0.06
P113	31.542	29	0.340	1.051	1.038	0.51	0.39
P114	29.208	29	0.454	0.974	0.993	0.00	0.07
P115	28.951	29	0.468	0.965	0.978	-0.16	-0.08
P116	28.855	29	0.473	0.962	0.981	-0.05	0.02

Peserta	Chisq	df	p-value	Outfit MSQ	Infit MSQ	Outfit t	Infit t
P117	30.196	29	0.404	1.007	1.000	0.12	0.09
P118	28.445	29	0.494	0.948	0.962	-0.27	-0.19
P119	31.241	29	0.354	1.041	1.036	0.53	0.48
P120	30.288	29	0.400	1.010	1.011	0.11	0.12
P121	30.580	29	0.386	1.019	1.015	0.17	0.15
P122	30.632	29	0.383	1.021	1.018	0.18	0.17
P123	28.396	29	0.497	0.946	0.976	-0.10	0.00
P124	30.989	29	0.366	1.033	1.023	0.22	0.17
P125	28.721	29	0.480	0.957	0.988	-0.02	0.007
P126	28.606	29	0.486	0.954	0.978	-0.08	0.01
P127	32.247	29	0.309	1.075	1.031	0.33	0.20
P128	31.731	29	0.332	1.058	1.040	0.35	0.27
P129	28.791	29	0.476	0.960	0.980	-0.10	-0.01
P130	32.668	29	0.291	1.089	1.043	0.40	0.25
P131	27.426	29	0.549	0.914	0.969	-0.16	0.01
P132	29.922	29	0.418	0.997	1.001	0.10	0.11
P133	31.870	29	0.426	1.062	1.023	0.31	0.17
P134	31.044	29	0.363	1.035	1.023	0.22	0.18
P135	27.179	29	0.562	0.906	0.944	-0.33	-0.17
P136	30.761	29	0.377	1.025	1.022	0.45	0.40
P137	30.253	29	0.401	1.008	1.006	0.11	0.10
P138	26.589	29	0.594	0.886	0.962	-0.16	0.03
P139	30.603	29	0.384	1.020	1.014	0.16	0.14
P140	29.164	29	0.457	0.972	0.990	-0.01	0.05
P141	29.485	29	0.440	0.983	0.979	-0.19	-0.23
P142	31.202	29	0.356	1.040	1.033	0.30	0.26
P143	30.112	29	0.345	0.324	1.078	0.34	0.90
P144	29.234	29	0.675	0.612	0.876	0.21	0.53
P145	28.334	29	0.213	0.235	0.621	0.56	-0.78
P146	27.890	29	0.561	0.113	1.003	0.70	0.17
P147	28.089	29	0.513	0.936	0.971	-0.14	-0.02
P148	28.215	29	0.506	0.941	0.968	-0.18	-0.07
P149	30.263	29	0.401	1.009	1.007	0.12	0.12
P150	33.080	29	0.275	1.103	1.058	0.57	0.36
P151	29.880	29	0.420	0.996	0.998	0.08	0.08
P152	28.334	29	0.500	0.944	0.978	0.11	0.01
P153	29.323	29	0.448	0.977	0.988	-0.02	0.03
P154	31.317	29	0.351	1.044	1.024	0.25	0.18
P155	29.109	29	0.459	0.970	0.985	-0.05	0.02
P156	29.168	29	0.456	0.972	0.983	-0.04	0.00
P157	28.954	29	0.467	0.965	0.985	-0.03	0.03
P158	33.084	29	0.274	1.103	1.049	0.50	0.29
P159	29.470	29	0.441	0.982	0.992	0.00	0.04
P160	31.172	29	0.357	1.038	1.025	0.24	0.18
P161	26.085	29	0.621	0.870	0.957	-0.21	0.02
P162	29.836	29	0.422	0.995	0.999	0.06	0.07
P163	31.710	29	0.352	1.043	1.041	1.11	1.08
P164	30.710	29	0.379	1.024	1.020	0.22	0.20

Peserta	Chisq	df	p-value	Outfit MSQ	Infit MSQ	Outfit t	Infit t
P165	28.025	29	0.517	0.934	0.964	-0.21	-0.08
P166	31.111	29	0.360	1.037	1.019	0.22	0.17
P167	27.616	29	0.539	0.921	0.956	-0.27	-0.12
P168	29.712	29	0.428	0.990	0.987	0.04	0.02
P169	30.080	29	0.410	1.003	1.003	0.17	0.17
P170	32.346	29	0.305	1.078	1.045	0.40	0.27
P171	29.145	29	0.458	0.972	0.977	-0.17	-0.13
P172	28.226	29	0.506	0.941	0.977	-0.07	0.04
P173	32.235	29	0.310	1.075	1.031	0.35	0.20
P174	29.940	29	0.417	0.998	0.997	0.09	0.08
P175	29.164	29	0.457	0.972	0.982	-0.12	-0.06
P176	30.339	29	0.397	1.011	1.009	0.13	0.12
P177	27.481	29	0.546	0.916	0.968	-0.15	0.01
P178	30.198	29	0.404	1.007	1.007	0.12	0.12
P179	28.863	29	0.472	0.962	0.980	-0.08	-0.01
P180	32.247	29	0.309	1.075	1.031	0.33	0.20
P181	32.729	29	0.289	1.091	1.044	0.45	0.26
P182	28.455	29	0.494	0.948	0.963	-0.26	-0.18
P183	34.134	29	0.234	1.138	1.053	0.51	0.27
P184	29.281	29	0.451	0.976	0.997	0.07	0.12
P185	28.395	29	0.497	0.946	0.976	-0.10	0.00
P186	29.191	29	0.455	0.973	0.984	-0.07	-0.02
P187	33.679	29	0.251	1.123	1.074	0.66	0.44
P188	29.387	29	0.445	0.980	0.995	0.02	0.07
P189	26.336	29	0.607	0.878	0.938	-0.36	-0.14
P190	32.020	29	0.319	1.067	1.035	0.33	0.22
P191	34.419	29	0.224	1.147	1.043	0.48	0.24
P192	30.050	29	0.412	1.002	0.993	0.10	0.07
P193	29.158	29	0.457	0.972	0.988	-0.04	0.03
P194	26.267	29	0.611	0.876	0.938	-0.37	-0.14
P195	31.097	29	0.361	1.037	1.031	0.27	0.25
P196	26.793	29	0.583	0.893	0.956	-0.22	-0.03
P197	26.812	29	0.582	0.894	0.940	-0.39	-0.19
P198	31.006	29	0.365	1.034	1.019	0.21	0.16
P199	27.735	29	0.532	0.925	0.951	-0.33	-0.19
P200	30.740	29	0.378	1.025	1.011	0.19	0.16
P201	31.825	29	0.328	1.061	1.027	0.29	0.19
P202	30.104	29	0.409	1.003	1.006	0.08	0.09
P203	32.043	29	0.318	1.068	1.047	0.40	0.30
P204	28.275	29	0.503	0.942	0.969	-0.17	-0.06
P205	30.892	29	0.371	1.030	1.018	0.20	0.15
P206	29.845	29	0.442	0.995	1.003	0.12	0.14
P207	30.573	29	0.386	1.019	1.016	0.16	0.15
P208	27.308	29	0.555	0.910	0.955	-0.24	-0.08
P209	28.580	29	0.487	0.953	0.984	-0.08	0.06
P210	26.234	29	0.613	0.874	0.961	-0.19	0.08
P211	32.653	29	0.292	1.088	1.045	0.40	0.25
P212	30.405	29	0.394	1.014	1.011	0.13	0.12

Peserta	Chisq	df	p-value	Outfit MSQ	Infit MSQ	Outfit t	Infit t
P213	27.535	29	0.543	0.918	0.962	-0.21	-0.05
P214	27.660	29	0.536	0.922	0.964	-0.19	-0.04
P215	33.787	29	0.247	1.126	1.053	0.53	0.28
P216	27.085	29	0.567	0.903	0.955	-0.27	-0.08
P217	32.889	29	0.282	1.096	1.036	0.43	0.22
P218	31.399	29	0.347	1.047	1.028	0.27	0.20
P219	27.135	29	0.564	0.904	0.969	-0.11	0.05
P220	27.076	29	0.568	0.903	0.979	-0.04	0.12
P221	32.931	29	0.281	1.098	1.049	0.48	0.29
P222	27.922	29	0.522	0.931	0.971	0.16	-0.02
P223	30.276	29	0.400	1.009	1.008	0.32	0.30
P224	29.035	29	0.463	0.968	0.975	-0.10	-0.06

Peserta tes yang memiliki respons menyimpang (*aberrant response*)

Peserta	Chisq	df	p-value	Outfit MSQ	Infit MSQ	Outfit t	Infit t
P16	21.132	29	0.000	0.987	1.001	4.49	0.07
P26	19.398	29	0.000	1.015	0.994	-0.10	-0.45
P45	24.012	29	0.001	1.567	1.030	0.71	0.35
P53	23.811	29	0.003	0.979	0.979	2.53	-0.58
P60	30.656	29	0.002	0.415	1.042	0.88	0.76
P63	28.233	29	0.000	4.606	1.063	2.09	0.21
P72	25.490	29	0.001	1.707	1.002	0.14	0.12
P77	29.600	29	0.001	1.936	1.296	4.42	2.35
P85	29.387	29	0.003	0.319	0.990	-1.24	1.17
P89	31.675	29	0.000	0.980	0.995	1.05	0.69
P91	33.705	29	0.000	1.643	1.019	0.49	0.25

#### Validitas aspek struktural

Alternative hypothesis: the second eigenvalue of the observed data is substantially larger than the second eigenvalue of data under the assumed IRT model

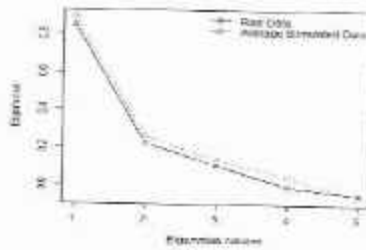
Second eigenvalue in the observed data: 0.2254

Average of second eigenvalues in Monte Carlo samples: 0.247

Monte Carlo samples: 100

p-value: 0.5842

### Uji Invariansi



**Andersen LR-test:**  
**LR-value: 29.664**  
**Chi-square df: 29**  
**p-value: 0.431**

Dari tabel diatas di peroleh nilai p value 0.431 artinua menerima  $H_0$  sehingga dapat disimpulkan bahwa estimasi parameter bersifat invarian.

**REKAPITULASI NILAI TES MEMBACA  
PESERTA DIDIK UPTD SPF SMP N 10 TEGAL**

NO.	NAMA	JK	NILAI
1	ALDY SAPUTRA RAMADHAN	P	76
2	ALFIANUR ROHMANIA	P	80
3	ANANDYA FACHRY SURYA PRATAMA	L	83
4	AZKIA RAHMA SABRINA	L	83
5	AZRIL BAGUS MAULANA	L	80
6	CALLISTA WIDYA DHANA	P	76
7	DARELL FAWWAZ RAYNAWANGGA	L	80
8	DEQI DAMARA RAMADAN	L	76
9	DHIMAS FATIR AL FATH	P	76
10	DINDA TRI MAULIZA	P	86
11	FADHIL NUR ISMAWAN	P	80
12	FAJAR ASRUL SANI	L	80
13	FARIZ PUTRA PRADITHA	L	70
14	HABSYI ZEIN ATTALY	L	70
15	IMAM AINUR RIFQI	L	80
16	INAS	P	80
17	INIESI DIVA ALHOFUNISA	L	80
18	JIHAN HUSNAA QOLBIYAH	L	56
19	MUHAMMAD FAVIAN ALRIE PUTRA	L	80
20	MUHAMMAD MUFID MURTADHO	L	80
21	NAILAH ATHAYA NAFIAH	L	80
22	NUR FITRIA SUSANTI	p	76
23	RAMADHIKA BUDI PUTRA	P	80
24	RANA NAFIATHA	P	83
25	REVALDO MAULA FAJRIEL	L	46
26	RISKIA ZASKIA DEWI	L	80
27	RISMA AULIA SHEVIA	P	80
28	RYAN ARDIANSYAH PURNOMO	L	76
29	SABILILLAH ANGGREANI	P	80
30	SELA AULIA PRATIWI	P	50
31	SHAFANADIFA AZHAR	L	80
32	SYIFA AULIA AL HAQ	P	76
33	ADINDA RAHMA YULIA	P	90
34	ALEA PUTRI JANEETA	P	90
35	ANGGITA RESTI WIDIYANI	P	90
36	ANWARUL MUDHII PANGESTU	L	60
37	ARDHAFABA YU BOUTISTA	P	90

38	CALLYSTA AURIEL GANTARY	L	90
39	ERLINDA PUTRI	L	83
40	ERVINA DWI SAPUTRI	P	80
41	ILHAM TRIYANTO	P	83
42	IZAM GAUTAMA	L	80
43	JETHRO DAITANO PUTRA BARIZ	P	86
44	JIMMY STEVANUS	P	70
45	KAYSHA NOVALINDA	L	73
46	LULU NAFISAH	L	76
47	LYLA NUR MAISYAH YUSUF	L	90
48	MAULANA MALIK ISKANDAR DINANSYAH	L	76
49	MAULINDA KUSUMA	L	83
50	MOHAMMAD FAJAR ABIYU SHOHIH	L	80
51	MOHAMMAD QOFANI	L	76
52	MUHAMAD NAUFAL AMRULLAH	L	86
53	MUHAMMAD BINTANG TERBAIK	P	83
54	MUHAMMAD HAIDAR DAWAMI	P	86
55	MUHAMMAD NAUFAL FAQIH	P	90
56	MUHAMMAD RAFA FAEYZA	L	90
57	MUTIARA TRI MAULIDYA	L	90
58	NABILA INAYATUN NAJLA	L	86
59	NAUZ YUSUF MALIK ELSANDI	P	86
60	NOOR RASHA SABINA	P	73
61	QOTRUN NADA HASNA	P	73
62	RAHMAT HIDAYAT	L	76
63	RIZKA AMALIA SALSABILA	L	76
64	YOANITA DASNIN LARASATI	L	90
65	ADIBA NAILA RAHMA	P	83
66	ARKHA WISNU ANGGORO	L	73
65	ATHIRA AYATUL HUSNA	P	76
67	BAGUS SETIAWAN	P	76
68	GALA FAHRI SATYA	P	80
69	GALUH SWARGANI	L	73
70	GANIS ANDARLA SUSANTO	L	73
71	GESHA ALDINO RAMADHAN	P	80
72	IZZA NUR'IZATI	P	80
73	KAYLA ANASYA PUTRI	L	73
74	KHANZA FATHIYA NADHIRAZMI	L	80
75	KHONSA' MUFIDAH	L	73
76	M. FAIZAL LUBIS	L	80
77	MOHAMAD IQBAL KHAQI	L	70



78	MOHAMMAD IKHSAN MAULANA	P	73
79	MUHAMMAD HAIDAR RAMZY	L	73
80	NADHIVA YASMIN	L	73
81	NAILA MAGHFIROH	P	76
82	RADITYA FAZA PRASETYO	L	80
83	RAJWA AZARIA	P	70
84	RAMADANI PRATAMA	P	80
85	RISKA TRI CAHAYA	L	83
86	RIZA HASAN	L	76
87	RIZKA ARIFIYAH	L	76
88	SAIFUL BACHRUDIN	P	76
89	SASY KIRANI JULIAN	P	73
90	SINDI AULIA	P	83
91	SYEHZI MADYAN PERWIRANA	P	73
92	TAUFIK ADAM APRIANSYAH	L	76
93	TIARA PUTRI ALFARIZZY	L	86
94	ZAHRA PUTRI AGHНИЯ	L	73
95	ZAINNUR ANDHIKA FAIRUZ	P	66
96	ALIFATUL KHUMAIRO	P	70
97	ALWI	P	80
98	ALYA NAURA AZ-ZAHRA	L	73
99	AMALIA NURUL AINY	L	83
100	ANGGI CINDE TRIHAPSARI	P	76
101	ANGGITA RESTU WIDIYANI	P	80
102	ARIF RAHMAN FADHILAH	L	80
103	ARINI QISTINA HIDAYAH	L	80
103	ARINTA NASA AFTIKHA RIZQI	L	76
104	ARYA WIDHIARTONO	L	76
105	CITRA PUTRI MAHARANI	L	80
106	DAFFA ZULFIAN PRASETYA	P	80
107	IMELDA ARDIANSYAH PUTRI	L	73
108	IQBAL TRI HANDOYO	P	73
109	JAVARES DIMITRI	L	80
110	KELVIN APRILIO	P	80
111	KIKI ANGGUN MULIA	P	63
112	LAISYA AFRILIA	P	80
113	LUTFA BARLIANA PUTRI DINANTI	P	73
114	MAULIDATUL SOLECHA	P	80
115	MICHAEL EKA WIDJAYA	L	80
116	MIKAIL AYUBI HERMAWAN	L	73
117	MOCH YUSI MAULANA PUTRA PRATAMA	L	60

202	GITA MAYSUN PERDHANI	L	73
203	HUNafa CORY SANADA	L	73
204	IRENE JUWITA SARI	L	76
205	KHADZIQ MAFTUH MAROM	P	76
206	MA'RIFATULLOH	L	86
207	MOHAMAD TEDDY SANJAYA	P	76
208	MOHAMMAD YASSIN	P	80
209	MUHAMAD FARHAN	P	83
210	MUHAMMAD ATHA RIFQY	L	86
211	MUHAMMAD FADLAN DWI RIFANI	L	80
212	NAYLA SYIFA NATHANIA	L	73
213	RADHITYA ARDAN SYAHREZA	L	80
214	RADITIA MAULANA SYAHPUTRA	P	80
215	RAFFY AFNAN NAUFAL	P	83
216	REZA NURSOFYAN AJANTO	P	80
217	RIFQI IBNU AZHAR	L	80
218	RIZKA AYU APRILIA	L	76
219	SARAH NAIFAH	P	86
220	SEBASTIAN RASHIF PRASETYO	P	90
221	TABI'IN ADITYA PUTRA	L	76
222	TAWA AZURA	P	80
223	ULFATUN KARUMA	L	50
224	YUSNA MUQORROTUL JANAN	P	73

Lampiran Dokumen Pendukung Penelitian  
(Surat Permohonan Validasi Isi)



YAYASAN PENDIDIKAN PANCASAKTI  
UNIVERSITAS PANCASAKTI TEGAL  
PROGRAM PASCASARJANA  
PROGRAM STUDI : MAGISTER EKSPLO MAGISTER MANAJEMEN, DAN MAGISTER PEDAGOGI  
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Nomor : 143/K/A-2/PPs-UPS/TV/2024 7 Mei 2024  
Lampiran :-  
Perihal : Surat Permohonan

Kepada Yth. :  
Bapak /Ibu : Prof. Dr. Purwo Susongko, M.Pd.  
Dosen Prodi : Pendidikan IPA  
Di Fakultas : FKIP

Sehubungan dengan pelaksanaan Tugas Akhir Tesis (TA) Dengan ini Saya :

Nama : Nunung Chasanah  
NPM : 7323800010  
Program Studi : Magister Pedagogi  
Judul Tesis : Pengembangan Penilaian Untuk Mengukur Kemampuan Literasi Membaca Peserta Didik Kelas VIII SMP Negeri Kota Tegal Dengan Standar Pisa 2018

dengan hormat Bapak/Ibu berkenan memberikan validasi isi instrumen Soal Bahasa Inggris sebagai bahan pertimbangan, bersama ini saya lampirkan : (1) Soal Bahasa Inggris (2) Kisi-kisi Instrumen Soal Bahasa Inggris.

Demikian Permohonan ini, atas bantuan dan perhatian Bapak/Ibu diucapkan Terimakasih.

Direktur,

Prof. Dr. Siti Hartinah DS., MM.  
NIP. 1954 1117 198308 2 002



YAYASAN PENDIDIKAN PANCASAKTI  
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Nomor : 143/K/A-2/PPs-UPS/IV/2024

7 Mei 2024

Lampiran :-

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Kepada Yth. :

Bapak/Ibu : Dr. Yoga Prhatin, M.Pd.

Dosen Prodi : Bahasa Inggris

Di Fakultas : FKIP

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Nama : Nunung Chasanah

NPM : 7323800010


Program Studi : Magister Pedagogi

Judul Tesis : Pengembangan Penilaian Untuk Mengukur Kemampuan Literasi Membaca Peserta Didik Kelas VIII SMP Negeri Kota Tegal Dengan Standar Pisa 2018

dengan hormat Bapak/Ibu berkenan memberikan Validitas isi Instrumen Soal Bahasa Inggris Sebagai bahan pertimbangan, bersama ini saya lampirkan : (1) Soal Bahasa Inggris (2) Kisi-Kisi Instrumen Soal Bahasa Inggris.

Demikian Permohonan ini, atas bantuan dan perhatian Bapak/Ibu diucapkan Terimakasih

Direktur,

  
Prof. Dr. Sitti Hardinah DS., MM.  
NIP. 1954 1117 198103 2 002



**YAYASAN PENDIDIKAN PANCASAKTI  
UNIVERSITAS PANCASAKTI TEGAL  
PROGRAM PASCASARJANA**

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Nomor : 143/K/A-2/PPs-UPS/IV/2024

7 Mei 2024

Lampiran : -

Perihal : Surat Permohonan

Kepada Yth. :

Bapak /Ibu : Indra Saputra, S.Pd.

Guru : SMP N 10 Tegal

Sehubungan dengan pelaksanaan Tugas Akhir Tesis (TA) Dengan ini Saya :

Nama : Nunung Chesanah

NPM : 7323800010

Program Studi : Magister Pedagogi

Judul Tesis : Pengembangan Penilaian Untuk Mengukur Kemampuan Literasi Membaca Peserta Didik Kelas VIII SMP Negeri Kota Tegal Dengan Standar Pisa 2018

dengan hormat Bapak/Ibu berkenan memberikan Validitasi Isi Instrumen Soal Bahasa Inggris Sebagai bahan pertimbangan, bersama ini saya lampirkan ; (1) Soal Bahasa Inggris (2) Kisi-Kisi Instrumen Soal Bahasa Inggris.

Demikian Permohonan ini, atas bantuan dan perhatian Bapak/Ibu diucapkan Terimakasih

  
Direktur,  
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NIP. 1954-1117 198108 2 002

LAMPIRAN 3

## DOKUMENTASI PENELITIAN

DOKUMENTASI PELAKSANAAN UJI COBA INSTRUMEN  
LITERASI MEMBACA



## DAFTAR HADIR

### PESERTA UJI COBA INSTRUMEN

Jenis Kegiatan: Penelitian "Pengembangan Penilaian Untuk mengukur Kemampuan Literasi Membaca Peserta Didik Kelas VIII Pada SMP Negeri Kota Tegal Dengan Standar PISA 2018"

Tempat : UPTD SPF SMP N 10 Tegal

Ruang : VIII A

Tanggal : 20 Mei 2024

NO	NAMA	TANDA TANGAN
1	ALDY SAPUTRA RAMADHAN	1. <i>Alf</i>
2	ALFIANUR ROHMANIA	2. <i>Ar</i>
3	ANANDYA FACHRY SURYA P	3. <i>Anand SP</i>
4	AZKIA RAHMA SABRINA	4. <i>Alia</i>
5	AZRIL BAGUS MAULANA	5. <i>Amil</i>
6	CALLISTA WIDYA DHANA	6. <i>Callis</i>
7	DARELL FAWWAS R	7. <i>Dell</i>
8	DEQI DAMARA RAMADAN	8. <i>Deqi</i>
9	DHIMAS FATIR AL FATH	9. <i>Dimas</i>
10	DINDA TRI MAULIZA	10. <i>Dinda</i>
11	FADHIL NUR ISMAWAN	11. <i>Fad</i>
12	FAJAR ASRUL SANI	12. <i>Fajar</i>
13	FARIZ PUTRA PRADITHA	13. <i>Fariz</i>
14	HARSI ZEIN ATTALY	14. <i>Har</i>
15	IMAM AINUR RIFQI	15. <i>Imam</i>
16	INAS	16. <i>Inas</i>
17	INIESTI DIVA ALTHOFUNISA	17. <i>Insti</i>
18	JIHAN HUSNAA QOLBIYAH	18. <i>Jihan</i>
19	M FAVIAN ALRIE PUTRA	19. <i>Favian</i>
20	M MUFID MURTADHO	20. <i>Mufid</i>
21	NAILAH ATHAYA NAFIAH	21. <i>Nailah</i>
22	NUR FITRIA SUSANTI	22. <i>Nur</i>
23	RAMADHIKA BUDI PUTRA	23. <i>Ram</i>
24	RANA NAFIATHA	24. <i>Rana</i>
25	REVALDO MAULA FAJRIEL	25. <i>Revaldo</i>
26	RISKIA ZASKIA DEWI	26. <i>Riska</i>
27	RISMA AULIA SHEVIA	27. <i>Risma</i>
28	RYAN ARDIANSYAH P.	28. <i>Ryan</i>
29	SABILILLAH ANGGREANI	29. <i>Sabilillah</i>
30	SELA AULIA PRATIWI	30. <i>Sela</i>
31	SHAFI NADIFA AZHAR	31. <i>Shafi</i>
32	SYIFA AULIA AL HAQ	32. <i>Syifa</i>

Pengawas

*Alishan*  
Alishan Rian D.S.Pd



# DAFTAR HADIR

## PESERTA UJI COBA INSTRUMEN

Jenis Kegiatan: Penelitian "Pengembangan Penilaian Untuk mengukur Kemampuan Literasi Membaca Peserta Didik Kelas VIII Pada SMP Negeri Kota Tegal Dengan Standar PISA 2018"

Tempat : UPTD SPF SMP N 10 Tegal

Ruang : VIII B

Tanggal : 20 Mei 2024

NO	NAMA	TANDA TANGAN
1	ADINDA RAHMA YULIA	1.
2	ALEA PUTRI JANEETA	2.
3	ANGGITA RESTI WIDIYANI	3.
4	ANWARUL MUDHII PANGESTU	4.
5	ARDHAFABAYU BAUTISTA	5.
6	CALYSTA AURIEL GANTARY	6.
7	ERLINDA PUTRI	7.
8	ERVINA DWI SAPUTRI	8.
9	ILHAM TRIYANTO	9.
10	IZAM GAUTAMA	10.
11	JETHRO DAITANO PUTRA BARIZ	11.
12	JIMMY STEVANUS	12.
13	KAYSHA NOVALINDA	13.
14	LULU NAFISAH	14.
15	LYLA NUR MAISYAH YUSUF	15.
16	MAULANA MALIK ISKANDAR	16.
17	MAULINDA KUSUMA	17.
18	M FAJAR ABIYU SHOHIH	18.
19	MOHAMMAD QOFANI	19.
20	M NAUFAL AMRULLAH	20.
21	M BINTANG TERBAIK	21.
22	M HAIDAR DAWAMI	22.
23	MUHAMMAD NAUFAL FAQIH	23.
24	MUHAMMAD RAFA FAEYZA	24.
25	MUTIARA TRI MAULIDYA	25.
26	NABILA INAYATUN NAJLA	26.
27	NAUZ YUSUF MALIK ELSANDI	27.
28	NOOR RASHA SABINA	28.
29	QOTRUN NADA HASNA	29.
30	RAHMAT HIDAYAT	30.
31	RIZKA AMALIA SALSABILA	31.
32	YOANITA DASNIN LARASATI	32.

Pengawas

Kadardi, S.Pd.