

ABSTRAK

Hari Widayani, I Gusti Ayu (2019), *Perbedaan Hasil Penilaian Self Assessment dan Teacher Assessment Pada Kemampuan Menulis Teks Biografi Siswa Kelas X Tkj 1 di Smk Negeri 3 Singaraja*. Tesis, Pendidikan Bahasa, Program Pasca Sarjana, Universitas Pendidikan Ganesha.

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Kata kunci: kemampuan menulis, penilaian sendiri, penilaian siswa oleh guru.

Tujuan penelitian ini adalah mendeskripsikan hasil skoring/penilaian siswa terhadap kemampuan menulisnya sendiri, hasil skoring/penilaian siswa oleh guru terhadap kemampuan menulis siswa, dan ada tidaknya perbedaan hasil skoring/penilaian siswa terhadap kemampuan menulisnya sendiri dengan hasil skoring/penilaian siswa oleh guru pada kemampuan menulis teks biografi siswa kelas X TKJ 1 di SMK Negeri 3 Singaraja. Jenis penelitian ini adalah penelitian kuantitatif dengan metode studi kasus (*case study*). Populasi penelitian ini adalah seluruh siswa kelas X SMK Negeri 3 Singaraja pada semester genap tahun ajaran 2018/2019 sebanyak 839 orang yang tersebar dalam 24 kelas. Pemilihan sampel dengan teknik *cluster random sampling* melalui undian diperoleh untuk kelas X TKJ 1. Data kemampuan menulis dikumpulkan menggunakan tes esai. Data yang diperoleh dianalisis dengan menggunakan statistik inferensial. Hasil penelitian menunjukkan bahwa (1) hasil skoring/penilaian siswa terhadap kemampuan menulisnya sendiri menunjukkan rata-rata 82,79 dengan kategori sangat tinggi, (2) hasil skoring/penilaian siswa oleh guru terhadap kemampuan menulis siswa menunjukkan rata-rata 77,79 dengan kategori tinggi, (3) ada perbedaan hasil skoring/penilaian siswa terhadap kemampuan menulisnya sendiri dengan hasil skoring/penilaian siswa oleh guru pada kemampuan menulis teks biografi siswa kelas X TKJ 1 di SMK Negeri 3 Singaraja, yang ditunjukkan dengan nilai $t_{hitung} = 3,08$ lebih besar dari $t_{tabel} 2,03$. Kemudian, nilai rata-rata hasil skoring/penilaian siswa terhadap kemampuan menulisnya sendiri lebih tinggi dari hasil skoring/penilaian siswa oleh guru (82,79 > 77,79).

ABSTRACT

Hari Widayani, I Gusti Ayu (2019), *Differences in the Results of Self Assessment and Teacher Assessment in the Ability to Write Biographical Texts of Students in Class X Tkj 1 at Smk Negeri 3 Singaraja*. Thesis Language Education, Postgraduate Program, Ganesha University of Education.

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Key words: writing skills, self-assessment, teacher assessment.

The purpose of this study is to describe the results of scoring assessment of students on their own writing ability, the results of scoring assessment of students by teachers of students' writing ability, and whether there are differences in the results of scoring assessment of students against their own writing ability with the results of scoring assessment of students by teachers on the ability writing biographical texts for class X TKJ 1 students at SMK Negeri 3 Singaraja. This type of research is quantitative research with a case study method. The population of this study was all students of class X SMK Negeri 3 Singaraja in the even semester of the 2018/2019 school year as many as 839 people spread over 24 classes. Sample selection using cluster random sampling technique through lottery was obtained for class X TKJ 1. Writing ability data was collected using essay tests. The data obtained were analyzed using inferential statistics. The results showed that (1) the results of scoring assessment of students on their own writing ability showed an average of 82.79 with a very high category, (2) the results of scoring assessment of students by teachers of students' writing ability showed an average of 77.79 with high category, (3) there are differences in the results of scoring assessment of students against their own writing ability with the results of scoring assessment of students by teachers on the ability to write biographical texts of class X TKJ 1 students in SMK Negeri 3 Singaraja, which is indicated by the $t_{count} = 3.08$ greater than 2.03 table. Then, the average value of the results of scoring assessment of students against their own writing ability is higher than the results of scoring assessment of students by teachers ($82.79 > 77.79$).