

PENGARUH PENGGUNAAN ASESMEN PORTOFOLIO TERHADAP KEMAMPUAN MENULIS BAHASA INGGRIS DAN DISIPLIN BELAJAR DENGAN KOVARIABEL EFIKASI DIRI SISWA

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ABSTRAK

Penelitian ini bertujuan untuk menginvestigasi pengaruh penggunaan asesmen portofolio terhadap kemampuan menulis Bahasa Inggris dan disiplin belajar dengan kovariabel efikasi diri siswa. Penelitian ini menggunakan desain eksperimen dengan rancangan *single factor independent group design with use of covariate*. Penelitian ini dilakukan pada dua SMK di kota Singaraja, Bali dan melibatkan 144 siswa. Instrumen yang digunakan pada penelitian ini meliputi kuisioner disiplin belajar, kuisioner efikasi diri, dan tes uji kemampuan menulis. Analisis data pada penelitian ini menggunakan analisis deskriptif dan inferensial. Hasil dari penelitian ini menunjukkan (1) terdapat perbedaan kemampuan menulis dan disiplin belajar yang signifikan antara siswa pada kelompok eksperimen dan kontrol, (2), secara simultan terdapat perbedaan kemampuan menulis dan disiplin belajar antara kelompok eksperimen dan kontrol, (3) terdapat perbedaan kemampuan menulis dan disiplin belajar yang signifikan antara siswa pada kelompok eksperimen dan kontrol setelah efikasi diri dikontrol, (4) secara simultan terdapat perbedaan kemampuan menulis dan disiplin belajar antara kelompok eksperimen dan kontrol setelah efikasi diri dikontrol, (5) efikasi diri siswa dalam belajar bahasa Inggris berkontribusi terhadap kemampuan menulis bahasa Inggris dan disiplin belajar siswa. Temuan penelitian ini menunjukkan bahwa asesmen portofolio berpengaruh signifikan terhadap kemampuan menulis bahasa Inggris dan disiplin belajar setelah mengontrol efikasi diri siswa.

Kata Kunci: *asesmen portofolio, disiplin belajar, efikasi diri, kemampuan menulis*

UNDIKSHA

THE EFFECT OF USING PORTFOLIO ASSESSMENT ON THE ABILITY OF ENGLISH WRITING AND LEARNING DISCIPLINE WITH COVARIABLE SELF-EFFICACY

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ABSTRACT

This study aimed at investigating the effect of using portfolio assessment on the ability of English writing and learning discipline with covariable self-efficacy. The study used an experimental design with a single factor independent group design with use of covariate. This research was conducted at two vocational schools in Singaraja, Bali and involved 144 students. The instruments used in this study were a learning discipline questionnaire, a self-efficacy questionnaire, and a writing ability test. The data in this study were analyzed by using descriptive and inferential statistics. The results of this study indicated: (1) there was a significant difference in writing ability and learning discipline between students in the experimental and control groups, (2), simultaneously there were differences in writing ability and learning discipline between the experimental and control groups, (3) there was a significant difference in writing ability and learning discipline between students in the experimental and control groups after self-efficacy was controlled, (4) simultaneously there was a difference in writing ability and learning discipline between the experimental and control groups after self-efficacy was controlled, (5) self-efficacy in learning English contributed to students' ability in English writing and learning discipline. The findings of this study showed that portfolio assessment had significantly effect the English writing and learning discipline after self-efficacy was controlled.

Keywords: portfolio assessment, learning discipline, self-efficacy, writing ability

