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Daftar Isi

Redaksi	li
Daftar Isi	i
QUO ANIMO KARAKTER BANGSA: REVITALISASI PERGURUAN TINGGI ISLAM DALAM MEWUJUDKAN SUMBERDAYA PROFESIONAL DAN BERMORAL	8
MAKSIM KUANTITAS DAN KUALITAS TINDAK TUTUR MENYAMPAIKAN INFORMASI PADA PEMBELAJARAN BAHASA INDONESIA DI MAN TAMBAKBERAS JOMBANG	18
IMPLEMENTASI STRATEGI TERBIMBING DALAM KEGIATAN PRAKTIKUM IPA DI SD UNTUK MENUNJANG PENINGKATAN NILAI PROSES DAN KETUNTASAN MAHASISWA	25
PENGARUH KENAIKAN UPAH MINIMUM TERHADAP PENYERAPAN TENAGA KERJA BERDASARKAN GENDER DI SEKTOR INDUSTRI DI INDONESIA	35
IMPLEMENTASI NILAI-NILAI UTAMA DALAM PANDUAN KULTUR UNIT UNTUK PENGURUS POKJAR DI UPBJJ-UT SURABAYA	45
THE CORRELATION BETWEEN SELF-ASSESSMENT AND TEACHER ASSESSMENT SCORE ON WRITING SKILL	56
HARD BOILED DETECTIVE STORY AS IT REFLECTED IN ERLE STANLEY GARDNER'S THE CASE OF THE SLEEPWALKER'S NIECE AND SARA PARETSKY'S DEAD LOCK	62
PERGESERAN PARADIGMA TEKNOLOGI PENDIDIKAN DAN PERANNYA DALAM PEMBELAJARAN	67
MENGGAGAS TEKNOLOGI PEMBELAJARAN YANG TEPAT DALAM PENGEMBANGAN MUTU PEMBELAJARAN SENI TARI BERBASIS LIFE SKILL	74
ANALISIS FAKTOR-FAKTOR YANG MEMPENGARUHI KEPUASAN KONSUMEN : STUDI TERHADAP KPRI "SLAMET" DINAS PENGAIRAN JOMBANG	82
KESALAHAN BERBAHASA DAN PERBANDINGAN KARAKTERISTIK BAHASA INDONESIA DAN BAHASA ARAB	92

THE CORRELATION BETWEEN SELF-ASSESSMENT AND TEACHER ASSESSMENT SCORE ON WRITING SKILL

Tatik Irawati
STKIP PGRI Jombang

Abstract: Penelitian ini dilakukan untuk mengetahui apakah penilaian diri (*self-assessment*) dalam menulis (*writing*) bisa di percaya atau tidak. Selama ini, apa yang diperkirakan oleh pengajar adalah bahwa penilaian yang dapat di percaya hanya untuk mengukur kemampuan dan prestasi siswa di kelas. Oleh karena itu, inti masalah dalam penelitian ini adalah untuk menjawab apakah penilaian diri dan penilaian guru (*teacher assessment*) mempunyai hubungan. Dalam proses pengambilan data di mulai dengan melatih siswa tentang bagaimana melakukan penilaian yang bertujuan untuk memahami dan mengenalkan penilaian diri sebelum mereka menilai karangannya. Setelah siswa dilatih melakukan penilaian diri, kemudian siswa menulis karangan paling sedikit 300 kata. Setelah selesai mengarang, mereka disuruh untuk melakukan penilaian diri pada karangannya berdasarkan rubrik penilaian yang telah disediakan.

Kata Kunci: Studi korelasi, penilaian diri, penilaian guru, kemampuan menulis

Abstract: This research conducted to investigate whether the self-assessment is reliable or not if it is used by the students in assessing their own writing skills. So far, what many teachers assume is that teacher assessment is the only reliable assessment to measure the ability and performance of the students in the classroom. Therefore, the main problem of the research is to answer whether the self-assessment and teacher assessment is significantly correlated. The data collection process was begun by training the students how to do the self-assessment in order to understand and familiar with self-assessment before they self-assess their own writing skill. After they were trained in doing the self assessment, then the students wrote compositions at least 300 words in length. When they had finished writing, they were asked to self-assess their own writing based on the provided scoring rubrics for writing

Keywords: A Correlation Study, Self-assessment, Teacher Assessment, Writing skill

INTRODUCTION

In the early 1900s, assessment was conducted to extensively measure the students' ability and intelligence but this wasn't done to help them learn better or otherwise to progress (Becker & Shute, 2010:5). In contrast, the purpose of assessment in twenty-first century context, is to integrate appropriate assessment and instruction to enhance the students learning and education with the belief that the goal of assessment should shift from obtaining numbers and rankings to provide insight on learners and learning, as well as on instructors and instruction (Becker & Shute, 2010:1).

In 1990s, the notion, that all people and all skills could be measured by traditional test,

was rejected. Consequently the new model of assessment was proposed that is the so called 'alternative assessment' (Brown, 2004:251). According to Brown (2004:252) alternative assessment is the counterproductive because the term implies something new and different that may be exempt from the requirement of responsible test construction. So they proposed to refer to 'alternatives' in assessment instead.

Basically two functions are commonly identified in the assessment; formative and summative assessment. Noonan and Duncan(2005:1) define that formative assessment refers to feedback provided by teacher during the formation stage of learning