

ABSTRAK

Aminurrasyid Firja, Waismar. 2018. *Penerapan Penilaian Otentik Keterampilan Menulis Dalam Pembelajaran Bahasa Indonesia Di SMPN 2 Gambiran*. Skripsi, Program Studi Pendidikan Bahasa dan Sastra Indonesia, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Jember. Pembimbing: Fitrotul Mufaridah, MPd.

Kata kunci: Penilaian Otentik, Keterampilan Menulis, Pembelajaran Bahasa Indonesia.

Penelitian ini bertujuan untuk mendeskripsikan pelaksanaan penilaian otentik keterampilan menulis dalam pembelajaran Bahasa Indonesia di SMPN 2 Gambiran. Deskripsi pelaksanaan penilaian otentik meliputi deskripsi pelaksanaan penilaian otentik keterampilan menulis, teknik penilaian otentik yang digunakan, kendala yang dialami guru dalam pelaksanaan penilaian otentik keterampilan menulis, dan upaya yang dilakukan guru untuk mengatasi kendala pelaksanaan penilaian otentik.

Penelitian ini merupakan penelitian kualitatif dengan pendekatan deskriptif kualitatif. Sampel penelitian ini adalah tiga guru SMPN 2 Gambiran. Data diperoleh melalui wawancara, pengamatan, dan analisis dokumen. Data-data tersebut dianalisis dengan teknik analisis data kualitatif melalui empat tahap, yaitu: pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan. Keabsahan data diperoleh melalui proses triangulasi data.

Hasil penelitian menunjukkan bahwa semua guru telah melaksanakan penilaian otentik keterampilan menulis. Teknik penilaian yang diterapkan beragam dan sesuai dengan acuan Kurikulum 2013. Teknik penilaian yang digunakan yakni: penilaian sikap (pengamatan, penilaian diri, penilaian antar peserta didik, dan jurnal), penilaian pengetahuan (tes tulis, tes lisan, dan penugasan kelompok atau mandiri), dan penilaian keterampilan (tes praktik, tugas proyek, dan portofolio). Hal tersebut ditunjukkan melalui data kualitatif yang berupa fakta-fakta di lapangan. Namun dalam pelaksanaannya, guru masih mengalami berbagai macam kendala. Kendala tersebut antara lain, peserta didik, guru, dan keterbatasan waktu. Meskipun demikian, guru melakukan sejumlah upaya untuk mengatasi kendala yang dialami. Para guru masih terus berusaha melakukan penilaian otentik keterampilan menulis dengan lebih baik dan maksimal.

ABSTRACT

Aminurrasyid Firja, Waismar. 2018. *The application of Authentic assessment of writing skills In Learning Indonesian Language On SMPN 2 Gambiran*. Thesis, education courses Indonesia language and literature, Faculty of teacher training and educational sciences, Muhammadiyah University of Jember. Supervisor: Fitrotul Mufaridah, MPd.

Keyword: Authentic Assessment, writing skills, learning Indonesian Language.

This study aims to describe the implementation of authentic assessment of writing skills in learning Indonesian Language on SMP 2 Gambiran. Authentic assessment include the implementation description description the implementation of authentic assessment of writing skills, authentic assessment techniques are used, the constraints experienced by teachers in the performance assessment of authentic writing skills, and effort do teachers to cope with the constraints of implementation of judgements are authentic.

This research is qualitative research with a descriptive qualitative approach. The sample of this research adalah three teachers SMP 2 Gambiran. Data obtained through interviews, observations, and analysis of documents. The data were analyzed with a qualitative data analysis techniques through four stages, namely: data collection, data presentation, data reduction, and the withdrawal of the conclusion. The validity of the data obtained through the process of triangulation of the data.

The research results showed that all the teachers have conducted an assessment of authentic writing skills. Assessment techniques applied to diverse and in accordance with the reference curriculum is 2013. Assessment techniques used including: assessment of attitude (observations, self-assessment, assessment between learners, and journals), the assessment of knowledge (test, oral tests, and assignment of groups or independent), and assessment skills (practice tests, tasks projects, and portfolio). It is shown through the qualitative data in the form of facts in the field. But in practice, teachers are still experiencing a variety of constraints. The constraint among others, learners, teachers, and time limitations. Even so, the teachers made a number of efforts to overcome the obstacles encountered. The teachers still keep trying doing authentic assessment of writing skills better and up.