USING PORTFOLIO AS METHOD OF ASSESSING STUDENTS' WRITING SKILL

THESIS

Submitted in partial fulfillment of the requirement for the degree of Sarjana Pendidikan Islam (S.Pd.I) in teaching English

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ABSTRACT

Fitria. 2012. *Using Portfolio as Method of Assessing Students' Writing Skill.* A Thesis. English Department, Faculty of Tarbiyah, State Institute of Islamic Studies Sunan Ampel Surabaya. Advisor: Dr. Muhammad Salik M. Ag, Auliya Ridwan M. Pd. I

Key Words: Portfolio, Assessing, and Writing Skill

Assessment is an important component in teaching writing. Portfolio is one of alternatives in assessing the students' work. It is the collection of the students' work in order to measure and monitor the students' work, especially in writing.

This study tries to answer the research questions dealing with the implementation of portfolio assessment. The questions are: 1) How the teacher implements portfolio assessment in teaching writing; 2) The result of student's writing portfolio assessment; and 3) The students' responses about assessment using portfolio?

This study was descriptive qualitative study. The researcher described the implementation and the result of portfolio assessment. In this case, the study was conducted in three meetings, which took the teacher of the eighth grade students in junior high school as the subject of the study. This study was conducted at SMP Negeri 5 Surabaya. Data of the study was collected by observing the teacher's and the students' activity. The researcher used the observation field note to answer the first question. Meanwhile, the researcher used students' work to answer the second question. Last, the researcher used questionnaire to answer the third question.

Based on the result of portfolio assessment, the researcher described students' progress in writing descriptive reflected in the implementation of portfolio assessment. It can be seen from the increasing score, the usage of right grammar and vocabulary.

It can be concluded that the implementation of portfolio assessment as method of assessing students' writing is able to improve the quality and skills of students work. It's suggested that using portfolio assessment recommended in the teaching writing.

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CHAPTER I

INTRODUCTION

A. Background of the Study

In Indonesia, the government considers English as one of the important languages spoken all over the world. Therefore, English taught at Elementary School, Junior High School, Senior High School, and University. It has become compulsory subject at schools. The government pays much attention to English especially in educational system of curriculum. The curriculum is called "Kurikum Tingkat Satuan Pendidikan (KTSP)". There are four skills in teaching English: listening, speaking, reading and writing.

Writing is very important in life, not only in education life, but also in environment.[1] Thus, writing itself is an important skill for learner because they can express ideas or opinion and feelings by writing. It also can develop the power of their thought and creativity by writing. Writing it self is influenced by other skill such as speaking, reading, listening, vocabulary, use of spelling and punctuation. Therefore, the teacher can uses assessment to monitor the process of writing activity.

[1] Tarmizi Ramadhan, "Penerapan Model Pembelajran Berbasis Mencari Informasi dalam keterampilan Menulis Karangan Argumentasi", (http://tarmizi.wordpress.com/2010/02/01/penerapan-model-pembelajaran-berbasis-mencari-informasi-dalam-keterampilan-menulis-karangan-argumentasi/, accessed on December 12, 2011)

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Assessment is one of important things that has important role in education. By assessment process, teacher can discover how far students have achieved the lesson. Teacher also can use the result of assessment to analyze which the material to be explained and which instruments to be repair.[2] Besides, assessment is useful for the students to motivate them in learning process. One of assessment is portfolio assessment.

In this study, the researcher uses portfolio assessment for Junior High School at eighth grade students of SMPN 5 Surabaya. The reason why the research takes in this school is not all Junior High Schools in Surabaya using portfolio assessment, especially in writing. Although portfolio implemented in that school, but most of students do not understand, what is the portfolio and the used of it is not optimal. In addition, the researcher uses portfolio assessment, because it has clear goals, gives a profile include the ability of learners and the quality of students' work skill, it can increase motivation to learn and an efficient tool to demonstrate learning.

Portfolio is a file or folder that contains various information about the document student experience and achievement.[3] Portfolio is a collection of students' work that aims to show student's effort, progress and achievement

[2] Timothy F. Slater, *Portfolio*, (Department of Physics: Montana State University), 2
[3] D. A Archbald, - F. M. Newmann, *Approaches to Assessing Academic Achievement, In Berlak et al, Toward a New Science of Educational Testing and Assessment*, (Albany, NY: State University of New York Press, 1992)

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in one time or more.[4] The portfolio overall goal is to enable the student to demonstrate an effort to improve and develop, and show progress of learning all the time. The largest value of portfolio is students become active participants in the learning and assessment.[5]

Based on what discussed above, the researcher uses portfolio as a method to assess the student.

B. Statement of the Problems

Based on the background, the problem of the research is formulated as follows:

1. How does the teacher implement portfolio assessment in teaching writing?
2. What is the result of student writing portfolio assessment?
3. What are the students' responses about portfolio?

C. Objectives of the Study

Referring to the problem formulation above, this research is aimed to:

1. To describe the implementation of portfolio assessment.
2. To know the result of the students writing portfolio assessment.
3. To know the students' responses about portfolio.

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[4] Sara Cushing W, *Assessing Writing*, (Cambridge University Press, 2002), 198

[5] Sok-Han (Monica) Lau, "The Implementation of Portfolio Assessment in ESL/EFL Classroom", (http://homepage.mac.com/kintyre/admin/resources/portfolio/Lau%282006%29.pdf, accessed on April 18, 2010)

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KEMENTERIAN AGAMA PERPUSTAKAAN IAIN SUNAN AMPEL SURABAYA

D. Significance of the Study

The result of this research is significant for education field, in the form of giving information to the teachers and the students about how portfolio is implemented at school. Furthermore, it might be able to help the teachers and the students understand benefits and weakness of using portfolio assessment. It also can be a reference for further research, especially a research about portfolio assessment.

E. Definition of Key Terms

Portfolio is a collection of written texts written for different purposes over a period of time.[6] In this research, the portfolio is a collection of students' writing work, which shows how much effort they have put in their work, progress and achievement in learning.

Method is a means or manner of procedure, especially a regular and systematic way of accomplishing something. In this study, method is a way that used to implement portfolio of assessing the student's writing skill.

Assessment is a process of gathering and documenting information about the achievement, skills, abilities, and personality variables of an individual. In this study, it means to assess the students' writing skill by using portfolio.

[6] Sara Cushing W, *Assessing Writing*, (Cambridge: Cambridge University Press, 2002), 198

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In addition, the thesis entitled *Using Portfolio as Method of Assessing Students' Writing Skill* is an effort to know the increase or improvement of students' writing quality and skill after using portfolio.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Writing

1. The Nature of Writing

Writing is a creative process of expressing ideas or thought, feelings and experiences in written language.[7] To express an idea, thought, feeling, experience or other, a person using the language to express it.[8] The content of expression thought the language it will be understood other people or readers when s/he used good language, simple and easy to understand.

As stated by Liang Gie that:

> "Untuk dapat menyampaikan gagasan dan fakta secara lincah dan kuat, seseorang perlu memiliki pembendarahaan kata yang memadai, terampil menyusun kata-kata menjadi beraneka kalimat yang jelas, dan mahir memakai bahasa secara efektif"[9]

According to Liang Gie, writing is an activity of a person to collect and convey ideas through written language to the reader to understand.[10] In the process of writing, every idea involved in word,

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[7] Wawan Junaidi. "Pengertian Menulis". (http://wawan-junaidi.blogspot.com/2011/11/pengertian-menulis.html, accessed on January 26, 2011)

[8] NA Suprawoto Sunardjo. "Pembelajaran Menulis". Direktorat Jenderal Peningkatan MutuPendidikan Tenaga Kependidikan Depdiknas, 2009. (http://www.slideshare.net/NASuprawoto/pembelajaran-menulis, accessed on December 12, 2011)

[9] Liang Gie, *Pengantar Dunia Karang Mengarang* (Yogyakarta: Liberty, 1992), 18

[10] Ibid.17

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the words arrange into sentences, sentences into paragraphs and arrange paragraphs into writing.

However, expressing through writing is not easy for most people. In order to get an interesting idea, we should read a lot. One of the ways is by reading an article.

Writing is a way of making meaning from experiences for themselves for other. Writing used for indirect communication because the reader is not physically present.

2. The Teaching Writing

Writing is a productive skill. It is most importance reason for teaching writing. Students need to write an essay, letter, how to put written reports together and how to write using electronic media. They also need to know some of writing's special conventions (punctuation, paragraph, construction etc). According to Nunan, every teacher should consider a few principles for teaching writing while teaching the subject[11]. The principle can be adapted to many different learning situations:

[11] David Nunan, *Designing Task for the Communicative Classroom,* (Sidney: Cambridge University Press, 1989), 132

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a. Understanding the students' reason for writing

Its common for the student dislike the writing process, they feel writing is takes too long.[12] As the teacher and parent, s/he should help students overcome the lack of pleasure the writing process, so students are able to develop a better understanding and appreciation for writing.

b. Providing many opportunities for students to write

Teacher guides students to work together or to participate actively in the learning process. It can help students to develop in accordance with the level of intellectual, and students' understanding of the concept. For that reason, teachers should motivate the students were able to get out of learning difficulties.

c. Making feedback helpful and meaningful

Feedback is very important. Someone who is learning it is necessary to obtain information about the results of his efforts in learning. Feedback given in the right way will give a large effect on the learning process of a student.[13] It can motivate students.

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[12] Regina G. Richards, "Understanding Why Students Avoid", (http://www.ldonline.org/article/5892/ accessed on January 28, 2012)

13 Suhadi, "Motivasi Belajar-Feedback Bisa Dijadikan Sarana untuk Tujuan Ini Lho!", (http://suhadinet.wordpress.com/2008/07/26/motivasi-belajar%E2%80%94feedback-bisa-dijadikan-sarana-untuk-tujuan-ini-lho, accessed on Januari 28, 2012)

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d. Clarifying ourselves and our students, how our writing will be evaluated

Evaluation is an act or a process to determine the value of something. The purpose of evaluation of education is an activity or process of determining the value of education, to know the quality or outcomes.[14] In the assessment process, using a comparison between the information has collected by certain criteria, and then decision was made or formulated a specific policy.[15]

It means that learning writing is very important for students. It is not only useful for their life but also has an essential role for each part of their life. Clause states that however if you think writing is important and useful only at school or work, you are wrong. Writing can help the students solve the problems, work confusion, and come up with the ideas.

Writing is one of the skills, which are learning by most of students' levels. Most of junior high school students find difficulty in doing writing tasks and assignment. The capability to write is rather difficult: expressing opinions, thoughts or experiences in

[14] Moh Syafifuddin, "Evaluasi dan Prestasi Belajar", (http://www.syafir.com/2011/11/30/evaluasi-dan-prestasi-belajar, accessed on December 11, 2011)

[15] Irfad Faiq Abdillah, "Pengertian Evaluasi", (http://irfadfaiq.blogspot.com, acscessed January 28, 2012)

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grammatically correct, organized word and attractive in order to become habit. [16]

B. Descriptive Text

Descriptive text is a kind of text which describes a particular person, or thing.[17] Descriptive genre tries to give a description what something is like. It has own characteristic, namely, generic structure and language feature.

a. Generic Structure

The generic structure of descriptive text is different from other text. It contains classification or definition and description of features based on the importance sequence. Descriptive text has two significant generic structures. They are includes:[18]

a. Identification or definition which identifies phenomenon to be described

b. Description. It may describe the parts, qualities, and characteristics.

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[16] Filda Rahmi Khanifa, Thesis: *"Peningkatan Keterampilan Menulis Pengalaman Pribadi Berbasis Multikultural dengan Sistem Pembelajaran Portofolio pada Siswa KelasVII 5 SMP I Wiradesa.* (Semarang: Universitas Negeri Semarang, 2011), 5

[17] Madee Widya, "Descriptive Text", (http://specialelf3424.blogspot.com/2012/02/descriptive-text.html, accessed on November 29 2011)

[18] Eka Guru Nesama, "Jenis Teks dalam Bahasa Inggris", (http://ekagurunesama.blogspot.com/2012/01/jenis-teks-dalam-bahasa-inggris.html, accessed on November, 29 2011)

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b. Language Features

Language feature is consequence of the communicative purpose of the text, which involves several linguistics components. The language features includes:[19]

a. Noun

b. Adjective that form noun phrase

c. Time connectives and conjunctions

d. Adverb and adverbial phrase

e. Action verb (present tense)

f. Saying verb (said, told, promise and thinking)

C. Portfolio

In defining the word portfolio, people have different points of views. Some teachers consider the use of a portfolio as part of an alternative assessment that can contain either students' best work or their accomplishments.[20] According to Yang, the portfolio is a collection of structured student work, which shows how much effort they have put in their work, progress and achievement in their learning, and their ideas on the

[19] Fatkhur Rozi, "Language Features", (http://peperonity.com/go/sites/mview/descriptive/14825324, accessed on November 29, 2011)

[20] Alexandra Nunes, "Portfolio in the EFL Classroom: Disclosing An Informed Practice", (http://203.72.145.166/ELT/files/58-4-2.pdf, accessed on November 30, 2011)

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material selected for portfolio.[21] The portfolio is beneficial not only to students but also to teachers.

The assessment result is not only from final test. Final test sometime is not shows the student's ability because the students' work at the final test can be influenced by the situation and condition at the time, for example the students is in pain or less concentration, so they can't make good work.

In this way, portfolio is a continuous assessment process based on the collection of information that shows the development of skills in particular aspect of psychomotor/performance of learners in a certain period.[22] Portfolio assessment requires learners to collect and show the result of their work. In this case, portfolio assessment can be considered as one tool to assess. In portfolio assessment, learners have more opportunities to assess themselves from time to time.

Portfolio assessment is able to use as a tool of formative and summative.[23] Portfolio as a formative instrument used to monitor the progress of learners from day to day and to encourage learners to reflect their own learning. Portfolio assessment also used for the purpose of summative assessment at the end of the semester or at the end of the school year or academic year. The results of portfolio as a summative instrument

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[21] N. D. Yang, *Integrating Portfolios into Learning Strategy-Base Instruction for Efl College Students*, (IRAL, 2003), 41(4), 293-317

[22] Sukarto, *Penilaian Portofolio*, (http://is.shvoong.com/social-sciences/education/2089180-penilaian-portofolio, accessed on January 28, 2012)

[23] Sumarna Surapranata – Muhammad Hatta, *Penilaian Portofolio: Implementasi Kurikulum 2004*, (Bandung: PT Remaja Rosdakarya, 2006), 12

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able to used to fill in the numbers of learners report cards that showing the achievements of learners in the subjects.[24] In addition, the purpose of using portfolio assessment is to give information to parents about the progress of learners completely with accurate data and documents.

Portfolios include materials such as: essays and compositions in draft and final forms; reports, project outlines; poetry and creative prose; artwork, photos, newspaper or magazine clippings; audio and/or video recording of representations or demonstrations; journals, diaries, and other personal reflections; test, test scores, and written homework exercises; notes on lectures; and self and peer-assessments (comments, evaluation, and checklists).

It can be summarized that portfolio is the collection of student work and documentation about the students learning progress (i.e., the students' task, test, performance, and activity) regularly and continuously. Portfolio can be in form of the students' work, the students' answer to the teacher's questions, report of the students' activity, and the students' composition or journal.

[24] Ahmad Yazid Muarrif, "Portfolio Penilaian Dalam PAIKEM", (http://yazidmuarrif.blogspot.com/2010/05/portofolio-penilaian-dalam-paikem.html, accessed on Januari 28, 2012)

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1. Strength of Portfolio Assessment

Portfolio assessment can be use for many necessities. It records the students' learning process. The strengths of portfolio assessment are:[25]

a. Teacher and parent can know the student's learning progress

Result of the students works are recording in a list and documenting in a bundle. It will be evidence of the students' learning process in certain period. Teacher, students, and parents can know clearly the student's learning progress.

b. Give positive influence in learning by stressing to the best student work;

Teacher assesses the students systematically and continually. Teacher gives attention to the students' work and turns the students to correct errors in their previous work. The best work will be choose as an example for another student.

c. Make comparisons between the present work with the last work that will give more motivation rather than make comparisons with peers' work;

[25] N. E. Gronlund, *Assessment of Student Achievement Sixth Edition*, (Boston: Allyn Bacon. 1998), 157

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Students will be more motivated when they compare their own present work with the past work. Students can find that their effort in learning is useful, and they can see it from their portfolio.

d. Can develop the skill to give own assessment;

Sometimes teacher asks the students to make self-assessment. Teacher turns the students to see their ability in learning.

e. Give opportunity to the students to work according to individual differences (i.e., the students write according to their level but still in the same goal);

Students have their own ability. By using portfolio teacher gives opportunity to the students to work according to individual differences. Students can make creative work, like short story, poetry, comic, and collect it into portfolio or put it on "Majalah Dinding".

f. Become communication tool about the students' learning progress for themselves, parents, and the others.

Teacher can shows student's portfolio to parents or another parties as an evidence of the student's learning progress.

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2. Weakness of Portfolio Assessment

Although there are some strength of portfolio assessment have been extolled in a number of sources, but it also has weakness, they are:

a. Students need more time in doing the work;

Teacher gives many kinds of task in order the students become more creative in using English in real life. Besides, students should correct the errors in their work and make revision of the work.

b. Teacher needs more time in completing portfolio of the students;

In portfolio assessment process, students' work should be give feedback as a motivation for the students. Therefore, teacher needs more time to check over the students' work and give feedback to each work. Teacher also should assess students' attitude in class.

c. School' parties need more cost to give portfolio to each student.

To record the student's work needs kind of folder for each student.

Portfolios can be failing if objectives are not clear, if guidelines are not giving to students and feedback are not present.

D. Types of Portfolio

When we think of portfolio, most of us think of collection of student work, including samples of their best work. We have realized that portfolio tend to mean different things to different people and are by no means

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standardized to suit every student's need. A number of attempts have made to describe different types of portfolios, there are three basic types of portfolio:[26]

1. **Showcase Portfolio**

   Showcase portfolio are typically use to display a student's work to parents and school administrators. As showcase pieces, entries in the portfolio are carefully selected to illustrate student achievement in the classroom. The limitation to showcase portfolio is that, in showing only students' best work, they tend to leave out the path by which student arrived. The process itself is missing. A showcase portfolio is one, which tends to hold only finished products and therefore may not successfully illustrate student learning over time.

2. **Collections Portfolio**

   A collections portfolio literally contains all of a student's work that shows how a student deals with daily class assignment. This type of portfolio may contain evidence of both process and product and has the advantage of containing everything produced by the student throughout the year. However, it becomes rather unwieldy for assessment purposes because it has not been carefully plan and organized for a specific focus.

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[26] J. M. O'Malley - L. Valdez Pierce, *Authentic Assessment for English Language Learners*, (MA: Addison-Wesley, 1996), 89

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3. Assessment Portfolios

Unlike showcase and collections portfolio, assessment portfolios are focused reflections of specific learning goal that contains systematic collections of student work, student self-assessment, and teacher assessment. The contents are often select show growth over time. The teacher used the rubric to evaluate the students. the rubric was taken from *Concepts and Challenges in Physical Science, Teacher's Resources CD-ROM © by Pearson Education, Inc. Globe Fearon/Pearson Learning Group. All rights reserved* (see appendix 1).

From the types above, the researcher uses assessment portfolio. It focused reflections of specific learning goal that contains systematic collections of student work.

E. The Steps of Portfolio

1 Writing

During the teaching learning process, the students expected to write descriptive text involves three assignments with different topics in each meeting.

2 Feedback

The teacher gave feedback to the students' work for each assignment. Feedback has given to the students after they have handed their works.

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3 Revising

The students started to revise their works based on the comments that given by the teacher after receiving feedback. Revising could be done by developing ideas and correcting the mistakes of grammar, spelling and punctuation. Thus, the students revised their work but they did not submit their revision.

F. Key Characteristics of Portfolio Assessment[27]

1. A portfolio is a form of assessment that students do together with their teachers.
2. A portfolio is not just a collection of student work, but a selection – the student must be involved in choosing and justifying the pieces to be included.
3. A portfolio provides samples of the student's work which show growth over time. By reflecting on their own learning (self-assessment), students begin to identify the strengths and weaknesses in their work. These weaknesses then become improvement goals.
4. The criterion for selecting and assessing the portfolio contents must be clear to the teacher and the students at the outset of the process.

[27]L. Hamp-Lyons, - W. Condon, Assessing *the Portfolio: Principles for Practice Theory and Research.* (Cresskill, NJ: Hampton Press, 2000), 139

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5. The entries in an EFL portfolio can demonstrate learning and growth in all language domains/skills, or can focus on a specific skill such as appreciation of literature, or writing.

G. Previous Study

The previous related study has been conducted by Indah Muji Rahayu, *"The Use of Documentary Portfolio Assessment to Measure the Students' Growth and Accomplishment in Narrative Writing"*.[28] The use of documentary portfolio on writing becomes the main interest of this study. By using it, teachers have clear evidence, which determines students' writing ability. She also stated that documentary assessment is appropriate to develop students' skill, because teacher gave input and correction on students writing work. The finding showed that most students got satisfactory result from narrative writing by using documentary portfolio.

My research is different from the above study, if the above study is used narrative text, while my study used descriptive text. The above subject of study is eleventh grade of senior high school, while my subject of study is eighth grade of junior high school.

Other previous related study has been conducted by Paramita Isabella, *"Student's Learning Achievement with Traditional Assessment and Portfolio*

[28]Indah Muji Rahayu, Thesis: *The Use of Documentary Portfolio Assessment to Measure the Students' Growth and Accomplishment in Narrative Writing* (Universitas Negeri Surabaya, 2005)

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Assessment".[29] There is a significant difference between the students' learning achievement with traditional assessment and portfolio assessment. It can be seen from means of the two classes, mean of the class with portfolio assessment is 70.31 and mean of the class with traditional assessment is 60.00. It can be concluded that the student learning achievement with portfolio assessment is better than the student learning achievement with traditional assessment at the level 95%.

My research is different from the above study, if the above study compare between traditional and portfolio, while my study is not. The above research method used quantitative research while my research used descriptive research.

[29]Paramita Isabella, Thesis: *Student's Learning Achievement with Traditional Assessment and Portfolio Assessment*, (English Study Program of Language and Arts Department. Faculty of Teacher Training and Education: Jambi University, 2008)

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CHAPTER III

RESEARCH METHOD

Research methodology is an important aspect in a research study. Research methodology provides the basic for judging possible alternative hypotheses and explaining the results. This chapter was design to describe the research methodology; research design, subject the study, setting, data collection technique, and data analysis technique.

A. Research Design

To answer the questions of how and what which have been stated in the statements of problem, the researcher uses descriptive research. This research is use to obtain the information about existing/factual condition without giving any special treatments to the subject of the study.[30]

B. Subject of the Study

The subject of this study is the students of eighth grade in SMP Negeri 5 Surabaya. The researcher chose this subject because the students have studied about portfolio before.

[30] Arief Furchan, *Pengantar Penelitian Dalam Pendidikan,* (Yogyakarta: Pustaka Pelajar Offset, 2007) , 447

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C. Setting

This research takes study at SMP Negeri 5 Surabaya. The reason why the researcher takes in this school is that not all of Junior High School in Surabaya using portfolio as method to assess students especially in writing.

D. Data Collection Technique

Observation is a data collection method used to collect research data, research data can be observed by the researcher.[31] Observation used to find out the correlated data in process and implementation of this technique in the classroom. The researcher used non-participant observation in conducting the research. She only observes and she did not participate in the group activities and did not pretend to be a member.[32]

This observation is about the situation of teaching and learning process when the teacher implements the portfolio in teaching writing. The situations that will be observed are about how teacher implements the technique and how students' activities in the class.

E. Research Instruments

To get the data as stated above, the researcher had arranged the instruments properly. The research instruments had been designed by

[31] Margono S., *Metodologi Penelitian Pendidikan*, (Jakarta: Rineka Cipta, 2005), 38
[32] Louis Cohen, *Research Method in Education, Fifth Edition*, (London and New York: Taylor and Francis Group, 2000), 310

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considering the characteristics of research variables.[33] Therefore, the researcher used the instruments below:

1. Documentation

As the instrument of documentation, the researcher used the copy of students' worksheet.

2. Observation

In the observation, the researcher observed the class during the teaching and learning process. The aspects that taken in the observation were:

a) Teacher's activities during the learning process.

b) Students' activities during the learning process.

Here, the researcher acted as the non-participant observer.[34] The researcher used observation field note.

3. Questionnaire

This instrument was used to gather other information to find what the students felt after the implementation of portfolio in task based learning technique. The researcher gave the questionnaire in the last meeting. The questionnaire consists of 10 questions.

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[33]Ine Amirman Yousda - Zainal Arifin, *Peneitian dan Statistika Pendidikan,* (Jakarta: Bumi Aksara, 1993), 45.

[34] M. Iqbal Hasan, *Metodologi Penelitian dan Apikasinya,* (Bogor: Ghalia Indonesia, 2002), 87.

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F. Data Analysis Technique

All the data collected by using observation field note, documentation and questionnaire. The data analyzed using descriptive analysis technique.

First, the researcher described the data by classifying them into the finding based on the thesis problem. Those were the implementation portfolio used by teacher in teaching and learning process.

Second, the researcher explained the students' progress based on the result of the students' writing portfolio assessment.

Third, the researcher fills the number of respondents in the table of tabulation and calculates the data. Then, data questionnaire will be analyzed uses formula below:

$$P = \frac{F \times 100\%}{N}$$

P = Percentage
F = Number of frequency of respondent answer
N = Number of respondent

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CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter deals with the result and discussion of data description that have been analyzed. The researcher would like the answer the research question which have stated in the first chapter, covering; how the teacher implemented assessment in teaching writing, the result of portfolio from students and the conclusion of the students' responses.

To find out the first question, the researcher observed the teaching learning process especially in the teacher and students' activities. It has to describe the implementation of portfolio assessment in writing descriptive text. The data was obtained from the observation field note. Related to the second research question, the researcher described the result of portfolio assessment itself by analyzing the students' work, for the third research question, the researcher uses the conclusion of questionnaire responses to answer it.

This chapter was divided into three sections. The first is the implementation of portfolio assessment that includes teacher and students' activities. The second section is the result of portfolio assessment, and then last section is the students' responses about portfolio.

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A. The Implementation of Portfolio Assessment

The researcher used non-participant observation when conducted the research. She observed the teaching learning process including the teacher and students' activities. The researcher did not involve the activity in the classroom. She just took a seat at the back and observed the activity. There were three meetings of this observation. The topic was different in each meeting. The teacher had prepared the topic, which would use in the teaching writing process. There were three observations in the class. During the observation, the researcher took a note in each meeting. She used observation sheet, which have been prepared. The teacher's activities in implementing the portfolio assessment especially in writing activity could be seen as follow:

The first meeting was conducted on September 20th 2011. The class began at 07.50 am. The teacher went to the classroom and greeted the students. Then, he checked the students' attendance list. After checking the attendance list, the teacher introduced the material (1).

(1) Teacher : "Have you ever heard about the descriptive text?"
Students : "Yes Mom…"
Teacher : "Good…what is the descriptive text? Anybody knows about the descriptive text?"
Students : "describe something mom"
Teacher : "Good...Is there any other idea?"
Students : "Description people Mom"

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Teacher : "Excellent...Descriptive text is a kind of text which describes a particular person, place or something. Descriptive text has two components: generic structure and language feature"

The teacher writes on the whiteboard. She explained the definition and composition of descriptive text. Then the teacher gave more explanation about the generic structure and language feature in descriptive text (2). It was not difficult for the students to understand the teacher's explanation because the teacher explained the material attractively (3).

(2) Teacher : "There are two components, generic structure and language feature. Generic structure includes identification and description. Identification identifies the phenomena, which will be described. *Identification itu menjelaskan tentang fenomena (fakta) yang akan digambarkan (diuraikan).* While, description describes parts, qualities and characteristics of something which will be described. *Sedangkan, description menjelaskan tentang bagian, kualitas dan karakteristik (ciri khas) dari hal yank akan diuaraikan.*

Students : (silent)

(3) Teacher : "Ok, to make you understand about it, please open your book on page 1. [35]

Student1 : "Hahaha...sepatu"

Student2 : "Ada tas juga"

Teacher : "Yah...this is shoes. What do you think about it?"

Student1 : "It is sport shoes Mom"

Student2 : "It is white color"

Student3 : (raise his hand) "It is from cloth"

Teacher : "Good...The shoes is sport shoes. It is white color. Nah kalimat tadi termasuk description. Then, you can describe the information of thing in description.

Students : "Owh...I see"

[35] Scaffolding. English for Junior High School Students Grade VIII (p.1)

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Teacher : "Anyway, the second one is language feature which includes nouns, adjective, and also tenses. Descriptive text used simple present tense.

After explaining the generic structure and language feature of the descriptive text, the teacher asked the student about everything related to the topic. During the teaching process, the teacher asked the student about the difficulties faced during the learning process. There were interaction between teacher and students. Some students asked question related to the material. The teacher answered the question clearly.

Before giving the first assignment, the teacher explained to the students what they had to do and how the assignment would be assessed. (4)

(4) Teacher : "Ok students...dsini kalian akan menggunakan portfolio"
Student 1 : "Portfolio itu apa bu?"
Student 2 : "Iya bu apa?"
Teacher : "Ok, portfolio itu adalah kumpulan dari tugas-tugas kalian yang akan kalian kerjakan sekarang. Nah, langkah-langkahnya yaitu: 1. Writing, 2. Feedback dan yang terakhir adalah revisi. Dan penilaiannya adalah seperti ini (see appendix 1)

The teacher showed the portfolio assessment rubric and gave short explanation about the different topic in each meeting. She explained the instruction well and briefly. The teacher asked the student to do some assignment as follow (5):

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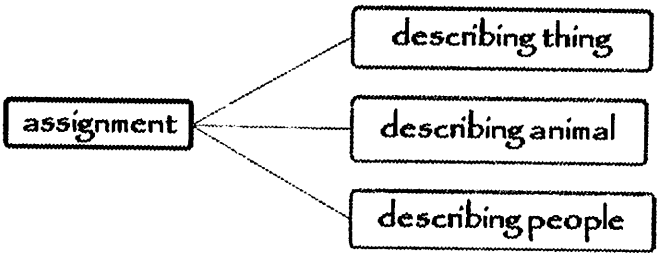
(5)



Then, the teacher asked the students to write a descriptive text with the first topic that "describing thing" as the first assignment

In the last teaching process, the teacher asked the students to submit their work. The teacher said that she would like to give some comments on their work and give evaluation for the next meeting.

The second meeting was conducted on Wednesday, September 21st 2011. The teacher gave a new topic for the second meeting. As usual, the teacher started the class by greeting the students. After greeting, the teacher checked the students' attendance list.

The teacher gave feedback and evaluated the students' work. The teacher gave the score for each criteria based on the students' writing composition. They were organization, content, vocabulary and grammar. There were four criteria of levels in scoring the students' work; they are excellent, good, fair and poor. The teacher gave the score for each criterion from 10 to 25 (see appendix 1).

After evaluating, she reviewed the previous lesson, which had the topic "describing thing"

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After gave short explanation about language feature in descriptive text, the teacher introduced a new topic for their second assignment. The teacher asked the students to do the second assignment, which have a new topic that "describing animal"

The third meeting was conducted on Tuesday, September 27th 2011. The teacher evaluated the students' work by correcting and giving comment to their work. She discussed the students' writing composition for the second assignment. She assessed the students' work by giving mark, some comments or advices about the students' weakness and strength. The result of the students writing used to know the students' progress from the first assignment to the final assignment. However, most of the first and the second assignment of students' work improved to the better result.

Then, the teacher gave the final assignment that had a new topic "describing people". As usual, the teacher gave 45 minutes to do the final assignment

The students' were very noisy when the time was up. Most of the students could finish their work. After all of the students' works submitted, the teacher left the class and the researcher followed her.

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Based on the activities in the class, in the implementation of portfolio assessment there were some step done by the students and the teacher: writing, feedback and revising.

1. Writing

   During the teaching learning process, the students expected to write descriptive text, covering three assignments with different topics in each meeting.

2. Feedback

   The teacher gave feedback to the students' work for each assignment. Feedback was given to the students after they have handed their works.

3. Revising

   The students started to revise their works based on the comments that given by the teacher after receiving feedback. Revising could do by developing ideas and correcting the mistakes of grammar, spelling and punctuation. Thus, the students revised their work but they did not submit their revision.

B. The Result of Portfolio Assessment

In this part, the researcher described the result of portfolio. The teacher implemented portfolio assessment during the teaching writing activity. The teacher gave a new topic in every meeting. Since writing is process, there

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should be a continuous practice in it. Thus, the teacher asked the students to do more than one assignment. There were three assignments that given by the teacher: (1) describing thing, (2) describing animal and (3) describing people.

Based on the implementation of portfolio assessment, the teacher used portfolio assessment rubric in measuring the students' work.

1. The Use of Portfolio Assessment Rubric

Assessment rubric is a kind of evaluating rules, which elaborate the students' activity and learning result. The teacher uses it to evaluate the students' work in certain skill.

In assessing the students' writing, the teacher dedicated to use portfolio assessment rubric from internet (see appendix 1).[36] The portfolio assessment rubric was taking from The portfolio assessment which was used the teacher has four components to be scored. They are content, organization, vocabulary and grammar. There are four criteria of levels in scoring the students' work; they are excellent, good, fair and poor.

[36] *Concepts and Challenges in Physical Science, Teacher's Resources CD-ROM © by Pearson Education, Inc. Globe Fearon/Pearson Learning Group. All rights reserved* (http://www.teachervision.fen.com/curriculumplanning/printable/57581.html?detoured=1).

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The teacher gave the score for each criteria based on the students' writing compositions. The teacher gave the score for each criterion 10 to 25.

The portfolio assessment was covered three assignments, which had the different topic for each of them. There was describing thing, describing animal and describing people.

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2. The Result of the Students' Work

The essential component in the teaching learning process is assessment. In assessing the students' work, the teacher used portfolio assessment rubric to measure the students' progress especially in writing descriptive text. The first assignment was about "describing thing". The teacher asked the students to submit their work. In the second meeting, the teacher gave back the students' work that corrected. The examples of the students' portfolio assessment from the first assignment to the final assignment can be seen as below:

The first students' portfolio assessment (9), (10) and (11)

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(6) 1st Assignment

Name : **Student 1** **Date** : **20-09-2011**
Assessment Period : **First** **Class** : **VIII**
Chapter(s) : **Describe Thing**

Pair Sock

I have a pair of sock. My sock color is white. In midle my sock fine SMPN 5 Sby. I use my sock in my school in day Monday, Tuesday, and Wednesday. I like my sock.

Component	Excellent 25	Good 20	Fair 15	Poor 10	Comment
Content			√		*It's too short*
Organization		√			
Vocabulary			√		*Midle = middle, in day=every*
Grammar		√			

TOTAL POINTS: 70

Areas in which you need improvement:
The content of your work is too short. Please read a lot to get more vocabularies.

Areas in which you have improved:
-

The teacher analyzed the students' writing in content, organization, vocabulary and grammar into four levels: excellent, good, fair and poor. The content in first assignment was too simple and short. Thus, there were some comments, which given by the teacher. The purpose of giving comments is that students were able to write a better composition than the first assignment.

The scoring criteria of students' writing organization depended on how well, logic, cohesive, ideas clearly. In writing descriptive text, the text should consist of identification and description. However, the criteria of evaluating the aspect of content were knowledgeable,

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substantive development of topic, and relevant the text to the topic or genre.

The students' writing ability in vocabulary dealt with word choice and usage, word from mastery, meaning, and appropriate register. Furthermore, the aspect of grammar dealt with tenses, number, word order/function, articles, pronouns, preposition, and construction.

(7) 2nd Assignment

Name : **Student 1** **Date** : **21-09-2011**
Assessment Period : **Second** **Class** : **VIII**
Chapter(s) : **Describe Animal**

My Canary Bird

I have a bird. My kind bird is canary bird. My canary bird like singing. My bird sound is sweet in my ears. My bird have feather and my bird feather color is yellow. My bird like eat lettuce. My bird like singing in morning and afternoon. I love my bird and my father too. Every morning I clean my bird and my bird cage. My bird like eat little seed.

Component	Excellent 25	Good 20	Fair 15	Poor 10	Comment
Content	√				
Organization		√			
Vocabulary		√			
Grammar			√		*Don't forget to use this pattern (simple present tense): He/She/It+V-s/es+O My canary bird like singing. The correct sentence is My canary bird likes singing*

TOTAL POINTS: 80

Areas in which you need improvement:
The use of present tense in descriptive text
Areas in which you have improved:
Content of your work is very good

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The student's content of writing description text showed improvement from good to excellent in the second assignment. On the other hand, the teacher gave some comment about grammar because there were some mistakes in the use of present tense.

(8) 3rd Assignment

Name : **Student 1** **Date** : **27-09-2011**
Assessment Period : **Third** **Class** : **VIII**
Chapter(s) : **Describe People**

My Friend

My friend's name is Izam. Izam is twelve years old. His face is oval, his hair is short and black. His body is slim and his skin is white. Now He is studying at SMPN 5 Surabaya. His class is at eight F. He is my classmate. His hobby is play football. He wants to be doctor. He has Islam religious. He is like drinking frutamin.

Component	Excellent 25	Good 20	Fair 15	Poor 10	Comment
Content	√				*Your work is very good*
Organization	√				
Vocabulary	√				
Grammar		√			

TOTAL POINTS: 95

Areas in which you need improvement:
-

Areas in which you have improved:
The use of present tense

Based on the examples above, in the first student's assignment included the component generic structure and language feature. However, the content in first assignment was too simple and short. Thus, there were some comments, which given by teacher. The purpose of giving comments was that students were able to write a better composition than the first assignment.

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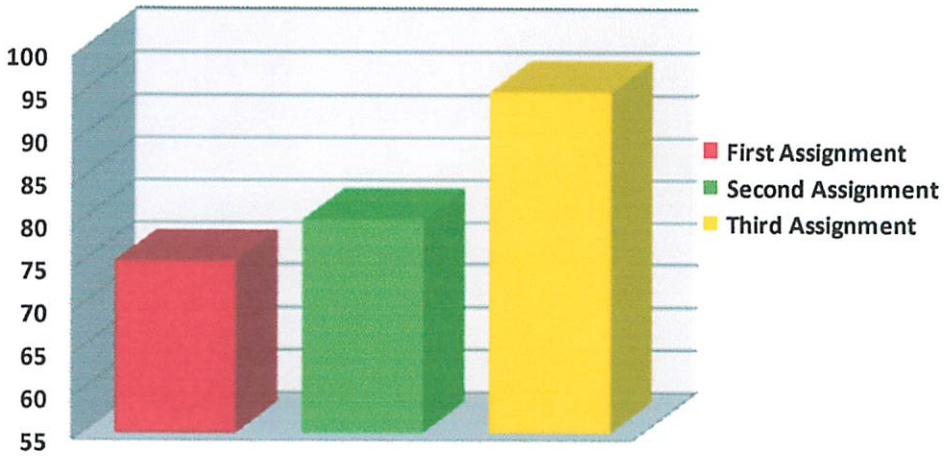
In the first assignment, most of students understood about the topic given but some of them were still confused about arranging the words. However, the second and the third assignment, the content of students' work improved to the better result.

Portfolio can provide more evidence of student is writing ability than a single piece of writing. The student's descriptive writing shows some progresses from the first assignment to the final assignment. It can be seen from the teacher's feedback and suggestion for the student's writing.

Figure 4.1 the diagram of first student's progress in writing descriptive text



First student's work

Based on the student's composition, there were some progresses from the first assignment to the third assignment (figure 1.1). The student's composition improved significantly. Another

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example as follow: The second students' portfolio assessment (12), (13), and (14).

(9) 1st assignment

Name : **Student 2** **Date** : **20-09-2011**
Assessment Period : **First** **Class** : **VIII**
Chapter(s) : **Describe Thing**

Bruno Mars Picture

I have idol this name Bruno Mars. Bruno Mars in picture very handsome and so cute. Her have curly hair and color hair brown. In this picture, he wearing black clothe. He skin color brown.

Component	Excellent 25	Good 20	Fair 15	Poor 10	Comment
Content		√			
Organization		√			
Vocabulary			√		*Her = His, clothe = cloth*
Grammar			√		*Bruno Mars in picture very handsome. The correct sentence is Bruno Mars in picture is very handsome.*

TOTAL POINTS: 70

Areas in which you need improvement:
You can use the simple present tense and don't forget to read a lot to get more vocabularies.

Areas in which you have improved:
-

Based on the student's composition above, the content and organization can categorized as a good one. On the other hand, there was mistake in grammar especially in the result the used of to be. Commonly, the students have weakness to write in the beginning. Thus, the teacher gave some advice in which area the student need improvement. The teacher hoped by using portfolio assessment, the

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student could write better than the first assignment and the students' progress could measure in writing descriptive text.

(10) 2nd assignment

Name : **Student 2** **Date** : **21-09-2011**
Assessment Period : **Second** **Class** : **VIII**
Chapter(s) : **Describe Animal**

My Monkey

My pet has a monkey, her male. This name Bruno. My monkey is a cute and sweet, her also funny. Her very like banana. Bruno have feathers very thick, and color feathers her brown. And her have eyes color brown. Bruno so fat, her weight about 21 kg and her height is 80 cm. He very obedient. My very lovely her and her my friend.

Component	Excellent 25	Good 20	Fair 15	Poor 10	Comment
Content		√			*Your work is good*
Organization		√			
Vocabulary		√			*Her = His*
Grammar				√	*- My pet has a monkey, her male =My pet is a monkey and he is male* *- This name Bruno = His name is Bruno(use to be)* *- Her very like banana = He is very like banana (as subject)* *- My very lovely her and her my friend = I very love him and his is my friend.*

TOTAL POINTS: 70

Areas in which you need improvement:
Study more about simple present tense.
Areas in which you have improved:
The vocabulary of your work is good

Based on the second assignment above, there is a progress from the first assignment to second assignment that the used of vocabulary. However, there are some mistakes in grammar. The student was still confused in using to be and subject.

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(11) 3rd assignment

Name	**: Student 2**	**Date**	**: 27-09-2011**
Assessment Period	**: Third**	**Class**	**: VIII**
Chapter(s)	**: Describe People**		

Mesut Ozil

Mesut Ozil is my idol in football player. He is star in football. He is stay in Germany country. And now He plays in team F.C. Real Madrid. His skin is white, his nose is pointed, and He has short black hair. For football player He tall, handsome and have age young. Her face is oval. And her has beautiful black eyes.

Component	Excellent 25	Good 20	Fair 15	Poor 10	Comment
Content	√				*Your work is good*
Organization	√				
Vocabulary		√			*Age young = young age*
Grammar			√		- *... he tall, handsome and have age young = He is tall, handsome and has young age.* - *Her has... =He has... (subject)*

TOTAL POINTS: 85

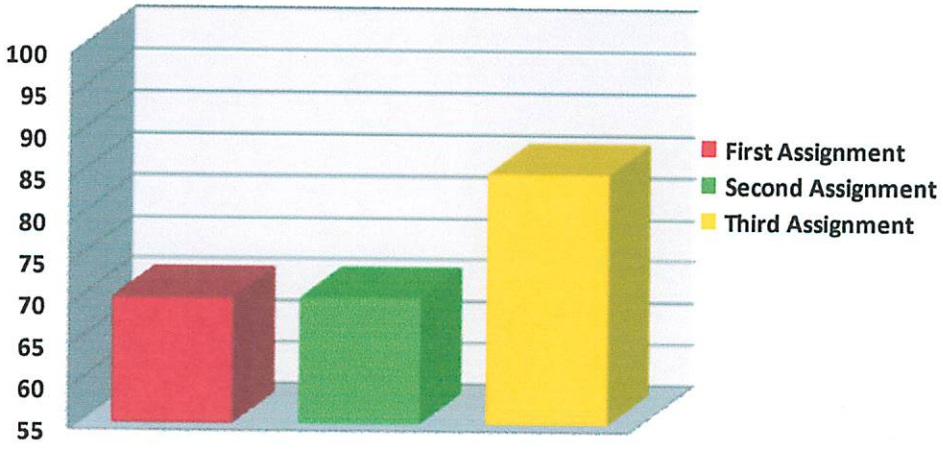
Areas in which you need improvement:

The use of present tense in descriptive text

Areas in which you have improved:

Your content of your work is very good.

Figure 4.2 the diagram of second student's progress in writing descriptive text



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Based on the example above, the student's work in the final assignment showed the progress from the first and second one.

The teacher didn't only focus on the product of writing itself, but also on the process of students' writing activity. Most of the students' composition in writing descriptive text became better. Therefore, by more practicing in writing activity, the student is able to identify their weakness in their capability to produce a good writing.

(12) 1st assignment

Name : **Student 3** **Date** : **20-09-2011**
Assessment Period : **First** **Class** : **VIII**
(13)
Chapter(s) : **Describe Thing**

Table

Table the color is brown. From squre. The table made from wood and there is in the classroom. Table to for studying student.

Component	Excellent 25	Good 20	Fair 15	Poor 10	Comment
Content				√	*Your work is too simple and short*
Organization		√			
Vocabulary			√		*From=form. squre=square*
Grammar			√		- *From squre. Where is the subject? You can use "it". It is square form.* - *Table to for studying student = table is for studying student.*

TOTAL POINTS: 60

Areas in which you need improvement:
Read a lot to get more vocabularies and you can use simple present tense to describe the detail information of thing

Areas in which you have improved:
-

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From the student's work above, it can be analyzed that there were some problems dealing with the content is too short and the grammar. The teacher gave some comments and corrections in order to motivate the student write better fir the next assignment.

(16) 2rd assignment

Name : **Student 3** **Date** : **21-09-2011**
Assessment Period : **Second** **Class** : **VIII**
Chapter(s) : **Describe Animal**

Cat

My cat name is Opal. Opal is a big male. His hair is orange with black markings. I put a pink ribbon on his neck. Opal has two big eyes. Opal weight is about 4 kg and height is 30 cm. the cute cat makes people amazing and smiling. I love my pet.

Component	Excellent	Good	Fair	Poor	Comment
	25	20	15	10	
Content	√				
Organization	√				
Vocabulary	√				
Grammar		√			

TOTAL POINTS: 95

Areas in which you need improvement:

-

Areas in which you have improved:

The content and organization of your work is very good. Keep it! In addition, your grammar is good. Improve it to be excellent.

From the composition above, it can be seen that there were improvements in student's content, organization and vocabulary.

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(17) 3rd assignment

Name	**: Student 3**	**Date**	**: 27-09-2011**
Assessment Period	**: Third**	**Class**	**: VIII**
Chapter(s)	**: Describe People**		

Im Yoon Ah

Yoon Ah is a Korea actress and singer. Her full name is Im Yoon Ah. She knew for her role "Sebyuk in the You Are My Destiny series film". Her height is about 170 cm. She has a slim body. She has two slanting eyes. She has straight black hair and has oval face. She is tall, beautiful and smile readily.

Component	Excellent	Good	Fair	Poor	Comment
	25	20	15	10	
Content	√				
Organization	√				
Vocabulary	√				
Grammar		√			

TOTAL POINTS: 95

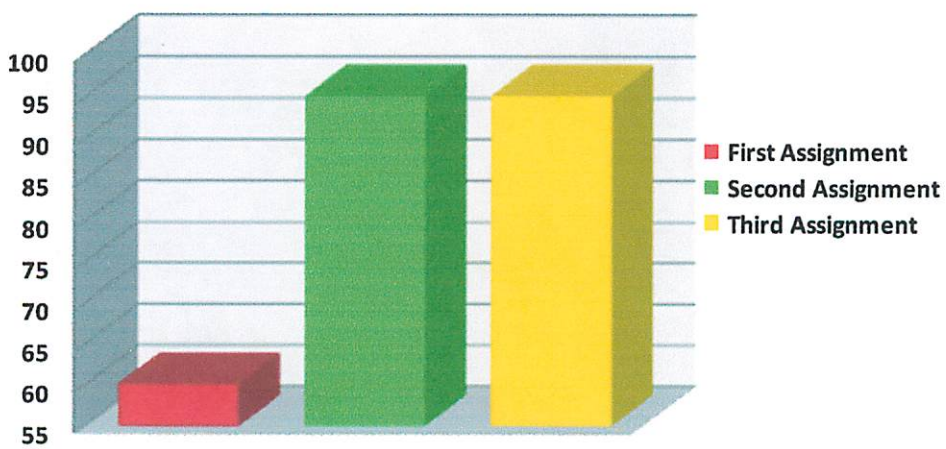
Areas in which you need improvement:

-

Areas in which you have improved:

-

Figure 4.3 the diagram of third student's progress in writing descriptive text



Third student's work

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From the figure 1.3, it can be seen that there was significant improvement of the student's writing ability from the first to the final assignment. Thus, the teacher gave excellent in her content, organization and vocabulary of writing.

Those three examples above represent the students' progress in writing descriptive text. The teacher assessed the students' work by using portfolio rubric. It was to measure the students' progress in writing descriptive text. The assessment was given to the students so, the students can motivate themselves to be better in writing descriptive text and reached the competence as stated in curriculum.

Based on the result of the students' work, using portfolio could provide students with the opportunity to enhance their writing ability. It referred to strength of portfolio assessment that know clearly, the student's learning progress, give positive influence and make comparisons between the present work with the last work that will give more motivation

C. The Students' Responses about Portfolio

In this study, questionnaire aimed to know students' opinion about the teaching learning process-using portfolio as method of assessing students' writing skill. It was give at the end of the research to enable students to answer all the questions.

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After collecting the result of the questionnaire, the researcher made tabulation and formulated the result of the questionnaire in the percentage form. The results of the questionnaire were explained as follows:

For question number 1, do the students like English? The results are:

Table 4.1 Result of Question Number 1

No.	Criteria	Result
1.	Ya	89.5 %
2.	Tidak	10.5 %

For question number 2, do the students like writing lesson? The results are:

Table 4.2 Result of Question Number 2

No.	Criteria	Result
1.	Ya	86.8 %
2.	Tidak	13.2 %

For question number 3, do the students know what portfolio is? The results are:

Table 4.3 Result of Question Number 3

No.	Criteria	Result
1.	Ya	76.3 %
2.	Tidak	23.7 %

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For question number 4, is the portfolio interesting? The results are:

Table 4.4 Result of Question Number 4

No.	Criteria	Result
1.	Ya	86.8 %
2.	Tidak	13.2 %

For question number 5, do the students like the topic? The results are:

Table 4.5 Result of Question Number 5

No.	Criteria	Result
1.	Ya	81.6 %
2.	Tidak	18.4 %

For question number 6, does the portfolio given easy to understand? The results are:

Table 4.6 Result of Question Number 6

No.	Criteria	Result
1.	Ya	89.5 %
2.	Tidak	10.5 %

For question number 7, is portfolio appropriate in writing? The results are:

Table 4.7 Result of Question Number 7

No.	Criteria	Result
1.	Ya	89.5 %
2.	Tidak	10.5 %

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For question number 8, do the students like portfolio method? The results are:

Table 4.8 Result of Question Number 8

No.	Criteria	Result
1.	Ya	94.7 %
2.	Tidak	5.3 %

For question number 9, are there the improvements when the portfolio implemented? The results are:

Table 4.9 Result of Question Number 9

No.	Criteria	Result
1.	Ya	78.9 %
2.	Tidak	21.1 %

For question number 10, is portfolio required in the next teaching writing? The results are:

Table 4.10 Result of Question Number 10

No.	Criteria	Result
1.	Ya	84.9 %
2.	Tidak	15.8 %

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D. Discussion

1. The Implementation of Portfolio Assessment

The implementation of portfolio assessment was applied in three meeting with three different topics.

In the first meeting, the teacher introduced the material to the students. It is not difficult for the students to understand the teacher's explanation because the teacher explained the material attractively. Before giving the first assignment, the teacher explained to the students about the portfolio, what they had to do and how the assignment would be assessed. The teacher and the students discussed about the topic that would be assignment.

In the second meeting, the teacher gave a new topic. The teacher gave feedback the score for each criteria based on the students' writing composition.

In the third meeting, the teacher evaluated the students' work by correcting and giving comment to their work. She discussed the students' writing composition for the second assignment. She assessed the students' work by giving mark, some comments or advices about the students' weakness and strength. However, most of the first and the second assignment of students' work improved to the better result. Then, the teacher gave the final assignment with a new topic.

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Based on the data above, the implementation of portfolio was successful. This finding is relevant according to Manoy, 3 steps in the implementation of portfolio they are:[37]

a. Preparation:

(1) The teacher must determine how many times the portfolio will be applied in the class.

(2) Discuss the topic that will be used in portfolio assessment.

(3) Using the rubric for assess the students' work

(4) the teacher asked the students to write the topic that they have agreed.

b. Feedback

The teacher gave feedback to students' work for each assignment. Feedback was given to the students after they have finished their work.

c. Revising

The students revise their work based on the comment that given by the teacher after receiving feedback.

[37] Manoy Nur, *Pengajaran dan Pembelajaran Kontekstual.* (Makalah disajikan pada Pelatihan Calon Guru Pelatih SLTP. Surabaya:2001)

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2. The Result Of Students' Work

In this research, the first meeting is not yet successful, because in the first meeting, there some mistakes when used portfolio especially about the content. Most of the students' content of their assignment was too simple and short. At the first meeting, the first student got 70, the second student got 70 and third student got 60. While the second meeting, the students scores are better than the first. The first student got 85, the second student got 70 and third student got 95. And the last meeting, most of the students got the good score. The first student got 95, the second student got 85 and third student got 95.

This finding is relevant according to David and Roger in Nonika, which said that portfolio is a collection of evidence or information about the student or group of students who show academic progress, achievements, skills, and attitudes.[38] Its also show that portfolio has some advantages as it stated by Rosoni:

> "*Penerapan portofolio sebagai asesmen otentik memiliki beberapa keuntungan, antara lain sebagai berikut: 1) kemajuan belajar siswa dapat terlihat dengan jelas, 2) menekankan pada hasil pekerjaan terbaik siswa dapat memberikan pengaruh positif dalam belajar, 3) membandingkan pekerjaan sekarang dengan yang lalu yang akan memberikan motivasi kepada siswa*"[39]

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[38] Nonika, Vera, dkk. "*Asesmen Portofolio dalam Pembelajaran*". (Proseding Seminar Nasional MIPA dan Pembelajarannya dan Exchange Experience of IMSTEP. Malang: Universitas Negeri Malang 2005)

[39] E Rosoni. "*Portofolio dan Paradigma Baru dalam Penilaian Matematika*". (Online), (http://www.pdk.go.id/publikasi-buletin/pppg-tertulis/-08-2001/portofolio-paradigma-baru. html).

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In conclusion, the result of students work is increased. Each student got the progress; even the progress is not significant. The students can increase their score because with the portfolio they make comparisons between the present work and last work that will give more motivation to them.

2. The Students' Responses Of Portfolio

Based on the result of the questionnaire, the explanation is presented here. In students' preference of English, 89.5 % the students said that they like English lesson, 10.5% the students do not like English lesson. For the writing, 86.5 % students like it, 13.5 % they do not like writing.

The students' responses of portfolio were good. For question about the method, 81.6 % students said that portfolio is interesting, 18.4% they do not interest. 89.5% the students said that the portfolio is easy to understand, 10.5 % they said it is difficult. For the improvement, 78.9% the students said that they got the improvement when the portfolio implemented, 21.1% they feel less improvement.

Based on the data above, the students' response of portfolio was good. It can be seen from the result of questionnaire that more than 50% students got improvement in writing when the portfolio

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implemented. In addition, most of students want the portfolio to use as the method in the next teaching writing at their school.

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CHAPTER V

CONCLUSION AND SUGGESTION

In the last chapter, the researcher will present the conclusion and give some suggestion that may be useful for the readers or the next in order to know the brief result of this study.

A. Conclusions

There are some conclusions in this research, the first is about the implementation of portfolio assessment in writing skill, and the second is the result of portfolio students and last is about the students' responses use the portfolio method.

1. In implementation of portfolio assessment, the teacher used descriptive text. It's based on the syllabus of eighth grade. There were three assignments with three different topics, which should be submitted by the students. The topics they do were the topics that discussed between the teacher and students. In the implementation of portfolio assessment there were some steps covering writing, feedback, and revising. For writing, the teacher asked the students to make composition based on the topic they agreed. For feedback, the teacher gave feedback on the students' work. She gave comment and advice on the students' worksheet. For revising, the students revise their work that given feedback by the teacher, but they did not collect it.

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