CHAPTER I

INTRODUCTION

A. Background of the Study

In education, there are three important points that must be mastered by teachers, namely curriculum, learning process, and assessment system. The three points should be run in balance. Professional teachers must master these three things, because they affect the learning activity, especially the process of assessment which becomes the benchmark of success or smooth a learning activity.

Assessment becomes a very important issue in education because in learning process, assessing is needed by the teacher to evaluate students’ development, ability and responsibility. So, every learning activity requires an assessment. Through learning process, students get experience continually to develop student’s ability to be good and perfect. The teachers need methods to improve students’ ability, especially in assessing on writing skill. To do so, the teacher can use portfolio method.

A portfolio is a collection of student’s work with a common theme or purpose. The use of portfolio is not new. It has been common in the fine and performing arts for years in seeking support for one’s work, to document change or improvement in style and performance, or to gain admission to special schools.
Portfolio is actually composed of two major components; the process and the product (Burke, Fogarty, and Belgrad, (1994) in Lucas (vol. 16: 2006)). Process is the stage of learning that must be done to get assessment. Product is a collection of students worksheet used as assessment tool. To get the greatest benefit from the use of portfolios, it is imperative to fully understand the relationship between the developmental process and the product.

The portfolio is the actual collection of works that results from going through the development process. The development process is at the heart of successful portfolio use. Although this process may be a new experience for students and initially a time-consuming one for their teachers, most find it well worth the time and effort. The developmental process of portfolio transforms instruction and assessment (Danielson and Abrutyn, 1997) in Lucas (vol. 16: 2006).

In writing aspect, the teacher assesses student’s writing appropriate with the principles of portfolio assessments. To use portfolio in assessing writing, the teacher can make a task to assessing students writing skills by using essay test. Harris (1996:71-76) states that objectives test consists of testing formal grammar and style, testing the ability to organize material and testing the mechanics of writing. In teaching-learning process, the teacher uses technique of learning assessment through student’s composition, short-answer and essay. Teacher implies the aspects of assessing writing such as micro skills (grammatical correct) and macro skills (organization of paragraph).
Especially in assessing writing, the teachers need some criteria to assess the student’s writing task. It is point of view by Brown (1991:356) who states that the criteria of assessing writing include content, discourse, syntax, vocabulary and mechanics. From those criteria, the result of the writing task still need rubric score to assess a writing task. In scoring writing, Cohen (1994: 142) defines three types of rating scales in extensive and intensive writing assessment commonly used holistic, primary trait and analytic scoring.

In this research, the researcher is interested in conducting analysis on the result of the student’s writing task made by the students of SMP Amal Mulya Tawangmangu. In this research the researcher divides into two contents of the portfolio assessing writing skill there are the uses of portfolio in assessing students writing skills, the instruments used to assess the students portfolio in writing skills. Considering the thing above, the writers wants to conduct a research entitled **THE USE OF PORTFOLIO IN ASSESING STUDENTS’ WRITING SKILLS AT THE FIRST GRADE OF SMP AMAL MULYA TAWANGMANGU IN 2014/2015 ACADEMIC YEAR.**

B. Scope of the Study

Hindering misunderstanding, the researcher gives limitation for this research, as follows:

1. The researcher limits the problem on the Portfolio in assessing of the students writing skill at the first grade of SMP Amal Mulya Tawangmangu in learning English.
2. The study just focuses on portfolio to assess writing skill of the students in learning English at students’ first grade of SMP Amal Mulya Tawangmangu.

C. Problem of the Study

The problem that is discussed in this research paper is stated as follows:

1. How does the teacher use portfolio in assessing students writing skills?

   Specifically the problems are as follows:
   a. What kinds of the students works are assessed by the teacher?
   b. What are the procedures of assessing students’ writing skills?
   c. How does the teacher determine the score?

2. What instruments are used to assess the students’ portfolio in writing skills?

3. What are the problems faced by the teachers in using portfolio?

D. Objective of the Study

Based on the problem of the study above, the researcher has objectives of the study are to:

1. Describe the teacher’s use of portfolio in assessing students writing skills at SMP Amal Mulya Tawangmangu.

   Specifically the objectives of the study are to describe:
   a. Describe the student’s works assessed by the teacher.
   b. Describe the procedures of assessing student’s writing skills.
   c. Describe how the teacher determines the score.
2. Describe the instruments used to assess the students’ portfolio in writing skills at SMP Amal Mulya Tawangmangu.

3. Identify the problems faced by the teacher in using portfolio assessing at SMP Amal Mulya Tawangmangu.

E. Significance of the Study

1. Theoretical Significance
   a. The researcher hope the result of this research gives the new knowledge of study about writing assessment.
   b. The result of this research can be used as the reference for those who want to conduct a research in second language acquisition study.

2. Practical Significance
   a. To improve learning achievement especially on writing skill.
   b. The result increases the knowledge of the subject of language testing.

F. Research Paper Organization

   The concern of this study is explained in order that the reader can understand the content of the paper easier. The organizations are follows:

   Chapter I is Introduction which contains Background of the Study, Limitation of the Study, Problem of the Study, Objective of the Study, Significance of the Study, Research Paper Organization.
Chapter II is review of related literature it consists of Previous Study, Notion of Writing Skills, Notion of Assessment, and Notion of Portfolio Assessment.

Chapter III is research method which contains Type of the Research, Subject of the Study, Object of the Study, Data and Data Source, Method of Collecting Data, Technique for analyzing Data.

Chapter IV is research finding and discussion.

Chapter V is Conclusion and Suggestion. After chapter V the writer presents Bibliography, Appendix.