

**IMPROVING STUDENTS' SKILL IN WRITING PROCEDURAL TEXT
THROUGH PORTFOLIO ASSESSMENT**

**(A CLASSROOM ACTION RESEARCH AT SMP NEGERI 02 BANYUDONO
BOYOLALI)**



RESEARCH PAPER

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by

Dwi Kaswanti

A 320 050 158

**SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

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CHAPTER I

INTRODUCTION

A. Background of the Study

For Indonesian education world, English is one of important subjects. It is one standard for Indonesian students to be graduated from Junior and Senior high school. In fact, teaching English to the students in Junior High School in Indonesia is not easy, because English is still assessed as the second language and most of Indonesian people are not accustomed to use English in their daily life. The writer finds that teaching English to students in Junior High School is very challenging and it needs certain techniques for the students to learn it.

Studying English is very complex. It has four skills that must be mastered if someone wants to be successful in English, namely speaking skill, reading skill, listening skill, and writing skill. Each of them has close relation. Many people feel that English is a difficult subject, in order to be successful in mastering English, people need special method to be able to add their skills.

The focus of this research is writing. Writing has occupied mostly in English language course. To write well, people must have good capabilities in writing. Writing emerged in societies as a result of cultural changes which create new communicative need. (Holiday (1958) in Nunan, 1993: 8.)

“Grammar and vocabulary are used to convey ideas. If the ideas are meddled, they cannot write about them well.” (Suryadiputra, 1992: 7). To write well, people must have good capabilities in writing. Moreover someone who

wants to write the essay or story must know the steps in writing process and aspect of writing. The writer must be able to organize the idea, to construct the sentences, to use punctuation and spelling well. Besides, they must be able to arrange their writing into cohesive and coherent paragraph and texts. In teaching writing process is important, it does not mean that product is not important, but to reach the product the student have to conduct the correct process the students must produce several draft of their writing, the students not only express their ideas but also they must construct the process of writing clearly. So, the student can conduct writing as a process and writing as a product as well.

In the traditional way, teaching writing focuses more on the product, the teacher just explains the material, gives example and asks the student to write like the example. The teacher does not help the learner to develop their idea. It causes that writing activity becomes boring. The learners fell that writing is not interesting activity; most of them think that writing is a difficult subject so they do not get motivation to write well.

When the teachers teach English in the school, they will find many phenomena. They will find many students who have good writing skill ability. Many students who have middle ability and they will find many students who have low ability in writing skill, those phenomena depend on each student, and they are also influenced by the students learning style.

In SMP Negeri 02 Banyudono, Boyolali there are many problems that the teacher finds in writing subject especially in writing procedural text. First the student is lack of vocabulary, they have limited vocabulary. It makes the student

unable to write English during writing class. They don't know the meaning of some words. It causes some difficulties for them to express their idea. The second is the students also don't have the appropriate technique to write well and correctly. The student think that writing is not interesting activity, for instance when they must write some articles, they just copied from the text book. The students do not improve their skill by themselves. The teacher only gives materials and some exercises from the text book and ask to them to complete it. It makes the student bored. The third, there is no high motivation to learn English especially in writing. The students commonly have no high self- confidence, they tend to be silent to solve their problem. They are felt afraid when they must express some ideas from their mind and the students also feel shy when they must express their idea.

The teachers still use the traditional way that more focuses on the product only. The teacher just gives explanation about the material, gives example from the text book and then the student makes their writing. Some of student just copied from the text book that cause the student not creative, they don't know how to write, they confused on the grammar and the pattern, difficult to express their idea to develop their writing because they felt afraid and shy. After finishing their writing, the teachers just give point to the work and make some notes. So the students do not really understand about their writing and their mistake to revise and develop their writing.

In traditional way, teachers become centre in learning activity. Teacher is pays less attention which causes the student cannot be controlled well. Teaching

writing more focuses on the product for instance the teacher give some examples from the text book which makes the student do not creative in writing.

From the problem mentioned, we need appropriate technique to teach writing that focus both of the product and the process. Process is very important in writing, when the student is writing; the teacher is monitoring the development of the student individually. Beside that assessment can be done by the teacher and the student. The teacher helps the learner for instance give some explanation and information, give opportunity to the student to find and apply their own idea, and make the student to apply their own strategy in learning process. One of the techniques is through Portfolio Assessment.

Portfolio Assessment is a multi faced process characterized for monitoring student progress toward achieving essential outcomes. The student and teacher can work together, the student prepares some planning in their writing then they must develop their writing. The students also make some reflection and self- evaluation for their writing in order they know their mistake and can revise it. Portfolio Assessment can be used to measure the ability of the student. It is systematic, longitudinal collection of student work created in responding to specific, known instructional objectives and evaluated in relation to the same criteria. Assessment is done by measuring the individual works as well as the portfolio as a whole against specified criteria, which match the objectives toward specific purposes. Portfolio creation is the responsibility of the learner with the teacher's help and support, and often with the involvement of peers and parents. Portfolio can measure student's ability over time, the students learn how

to take responsibility, so the student must be active. It also increases student's self-confidence, facilitates student use of learning strategy and increases the students ability assess and revise work. Here, the teacher gives appropriate guide, support, opportunity to practice, and students are able to set objectives successfully.

The target in writing skill is the learners can write easily and they feel enjoy to express their idea of their brain and the most important is the student can write correctly. The other target is the students can get their spirit in order that they can create new atmosphere and high motivation in writing.

Based on the background above, the writer is interested in conducting a research on IMPROVING STUDENTS' SKILL IN WRITING PROCEDURAL TEXT THROUGH PORTFOLIO ASSESSMENT (A CLASSROOM ACTION RESEARCH AT SMP NEGERI 02 BANYUDONO, BOYOLALI).

B. Problem of the Study

Based on the background of the study above, the problem in this research is "Whether Portfolio Assessment can improve the students' writing skill or not?"

C. Objective of the Study

In general the study aims to improve the students' competency in writing procedural text. Specifically it aims to

1. describe the teaching learning process of writing skill by using strategy of Portfolio Assessment at SMP Negeri 02 Banyudono, Boyolali.

2. Find out whether the Portfolio Assessment can improve
 - a. the students' skill to write a paragraph with correct structural component.
 - b. the students' skill to write a paragraph with correct texture component.

D. Limitation of the Study

This research has boarder scope and it is impossible for the writer to handle all problems. Therefore, the writer limits the scope of the study. The writer limits her research on Improving Students' skill in writing procedural text through Portfolio Assessment at SMP N 02 Banyudono, Boyolali.

E. Benefit of the Study

In this study, the writer expects that the research paper has benefits both theoretical and practical benefits.

1. Theoretical benefit
 - a. The finding of this research can enrich the theory of teaching English writing to the junior high school students.
 - b. The reader will get a large knowledge about teaching writing using Portfolio Assessment.
2. Practical benefit
 - a. The result of the research paper can be used as an input in English teaching learning process in junior high school especially for teaching writing using Portfolio assessment.

- b. The result of the research paper can be used as the reference for those who want to conduct a research in English teaching learning process

F. Research Paper Organization

The researcher makes an organization of this paper in order to make an easy understanding. There are six chapters in this research paper.

Chapter I is introduction. It includes the background of the study, previous study, problems statement, limitations of the study, objectives of the study, benefit of the study, and research paper organization.

Chapter II is review of related literature which is consisted of previous study, the notion of writing, the notion of writing skill, strategy in writing, method in teaching writing, the notion of Portfolio Assessment, Portfolio Assessment in teaching writing, theoretical framework, action Hypothesis, and performance indicator.

Chapter III is research method. This chapter deals with the type of research, procedure of classroom research, subject of the research, object of the study, data and source of data, method of collecting data and technique for analyzing data.

Chapter IV is research finding and discussion

Chapter V is conclusion and suggestion.