

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Language is important

for everyone to communicate with others. Language is a set of rules which is used by human as a tool of communication to express our feeling, idea, emotion and share information to each other human need a language. Without language, people will be difficult to understand one each other. It is one of media which cannot be separated from human life.

English has a significant status in the world's communication since it is a global language and it is used to communicate with other nations. English is one of the important subjects in school education. In English Language, it has four skill, they are writing, reading, listening and speaking. In the study of English Language, the four skill that should be mastered by those who are interested in learning English. Studying English is not easy for many Indonesian students since it is a foreign language. English is called as the target language that has to be taught in a school in today Indonesia's Curriculum.

English has been taught from elementary school. It is necessary for people to study English from an early age so that the people can achieve good mastery in it. There are four skills taught to student in English subject is reading, speaking, writing and listening. So, to build up the other language skill such as reading, writing, speaking and listening, there are some language aspects that the people must have like vocabulary, grammar, phonology, meaning, and others. To master English means to master all skill in it, namely productive skills (speaking and writing) and receptive skills (reading and listening) as well as the language aspects such as vocabulary, pronunciation, and grammar. By mastering the language skills and the language aspects, someone will be able to communicate actively in English in both spoken and writing forms.

In English as a second language (ESL) and English as a foreign language (EFL) learning vocabulary items play a role in all language skills. It is taught in listening, speaking, reading and writing. Furthermore, the acquisition of an adequate is essential for successful second language use because without an extensive vocabulary, the people will be unable to use the structures and functions we may have learned for comprehensible communication.

In learning English in Indonesia, vocabulary is an important element that should be learnt by the students to support the four skills. Based on explanation above, it is known that vocabulary is needed in order to express an idea of someone. Without a good and accurate vocabulary, the speaker or writer will be difficult to send her/his feeling and thought to other people and tend to miscommunication. Someone can not express his idea without has enough vocabulary. The four language skills, reading, writing, speaking and listening are developed from language components: structure, vocabulary, pronunciations, and spelling. The vocabulary as one of the elements of language is important to study because without enough vocabulary mastery, the ability to communicate and convey can not be established.

Vocabulary is a basic tool for people that the people will learn a language because vocabulary can form sentences and can express the people's thought and feeling both oral speaking and writing. People do not use language fluently, probably due to lack of vocabulary possessed thereby making it difficult to learn the language. In fact, many ways to expand the vocabulary, but there are some people lazy to practice. In daily life, a human being has communication relationships with others. So, the people need to learn the vocabulary.

Learning vocabulary not only learn how to build up the language skill but also learn some component language such as idioms, pronunciation and others. Learn vocabulary will have a good skill in English Language. So, the people who has many vocabulary and more

words, the people can express more ideas, while the people who have less vocabulary they also have the lower their ability to express their idea both spoken and written. According to Adolph and Schmitt in Alharbi (2015: 501), language learners need to master, at least 3.000 word families to communicate and understand 95 percent of the language communicated by native speakers.

Vocabulary is one of basic components in learning English. It is one of important component to master English in learning English, because all the skills are related to the words. The students will be easy to follow the learning process if they have sufficient vocabulary. Unfortunately, many problems can be found in teaching and learning vocabulary. The first problem comes from the teachers. The teachers usually do not have interesting method, technique and strategy in teaching vocabulary. Therefore, the teachers are difficult to find an interesting way to motivate the student to enjoy learning vocabulary in English Subject. Not only that, the teacher still do not understand the characteristic of the students and the teacher seldom uses variation in teaching vocabulary. The teachers cannot use an appropriate technique and media in teaching vocabulary for students based on their level and potency. It makes the student unable to discover meaning of new and unfamiliar words in the classroom.

Based on the writer's experience when doing teaching training program (PPL), the writer found that many students got difficulties in the fourth skill in English because of lack of the vocabulary. It can be seen from the score of the students.

Table 1.1 The List of Preliminary Data Vocabulary Score at SMK N 5 Medan

NO	STUDENTS' NAME	RESULT
1.	Adjie Putra Pratama	20
2.	Aldika	36
3.	Aprialdy Sitanggang	28

4.	Defa Hardianta Perasi	44
5.	Dinda Stevani	40
6.	Dito Aditiansyah	32
7.	Endamiya	48
8.	Haposan Arjun Daniel	40
9.	Jhon Peter	24
10.	Ketrin Theresa Silalahi	36
11.	Like Pramesti	28
12.	Maruli Malau	32
13.	Muhammad Rafli	20
14.	Muhammad Rizky	20
15.	Muhammad Zulfan Syahputra	48
16.	Pangestu	32
17.	Rudierius	44
18.	Rudiansyah	48
19.	Siti Fatona	40
20.	Siti Hafsah	20
21.	Septa Rivalta	28
22.	Shinta Desiana	16
23.	Suci Rahma Syahfitri	48

Based on the fact above, it is necessary and important for anyone who concerns in teaching English to find out the effective technique to make learning vocabulary easier and more pleasant for the students. So, the student learn English easily. In the teaching learning vocabulary process in English Subject, the students often difficult to follow the lesson, sometimes they are difficult to conceive the new meaning and unfamiliar words and its meaning. So, to solve the problem,

the teacher must be able to choose or create the enjoying technique and interesting method to support the learning vocabulary. Certainly, the technique and method that it is suitable for the student that support their potency. One of the way that is Portfolio assesment. It can help the students to improve their vocabulary. The students will be habitual to recognize the new and unfamiliar word and its meaning.

From the data above, it can be seen that the student can not fulfill the Minimal Completeness Criteria. The writer found some problems that made that students are difficult to master the vocabulary. The first problem is most of the students still have limited vocabulary in English and second, the students felt bored with the teachers' way of teaching vocabulary, in which they were asked to find out the meaning of difficult words in the dictionary and then memorize the words. It seems that they need something different in studying the vocabulary. So, the way of teaching in the classroom needs to be improved. The use of creative and effective teaching technique and media in teaching vocabulary is needed to perform in the classroom in order to improve students' achievement. Based on the problem above, the writer is interested to make the title " The effect of using portfolio assesment in student's vocabulary mastery".

1.2 The Problem of the Study

Based on the background, the writer formulated the problem of the study as follows " Does the use of portfolio assesment affect the student's vocabulary mastery?"

1.3 The Objective of the Study

Based on problems above, the objective of the study was to know whether the using of portfolio affect student's vocabulary mastery or not.

1.4 The Scope of the Study

According to Birgin & Baki (2007 : 82), there are many types of assesments, they are journal, conferences, observation, portfolio, self and Peer- assesments and others, but the focus of assesment in this study is in portfolio assesment. According to Ecekersley (1960 :3-5), there are also many kinds of noun, they are concrete, proper, abstract, common, countable and uncountable noun but the writer focuses on abstract and concrete noun.

1.5 The Significances of the Study

The finding of the study would be expected to be significant in two ways, they are theoretically and practically:

1. Theoretically

- a. The result of this study can enrich the knowledge especially about Portfolio assesment as an alternative of teaching vocabulary
- b. The result of the study is expected to be useful for the students to enrich their vocabulary and the researcher, for further study.

2. Practically

- a. For English teachers, to provide reccomendation to increase their teaching in Students' Vocabulary and Teacher can apply the technique to improve their professionalism and improve quality of teaching and learning process in the school.
- b. For students, to improve their vocabulary
- c. For the other researcher, the result of research can be used as a reference for the next relevance research.

1.6 Hypothesis

(Ha) “ There is significant effect of using portfolio assesment students' vocabulary mastery”.

(Ho) “There is no significant effect of using portfolio assesment on students’ vocabulary assesment”.

CHAPTER II

REVIEW LITERATURE

2.1 Theoretically Framework

In conducting a research, there are some theories which are needed to explain some concepts or term applied in the research concerned. The concepts which are used must be clarified. This chapter will discuss about some literature related to the study are reviewed in order to clarify the present study.

2.2 Vocabulary

According to Willis

(2008: 80), “Rich vocabulary reflects success in almost every region of the brain, from rote memory through working and relational memory, categorizing, connecting, patterning, storage, and executive function. With enhanced vocabulary, students grow in skill of verbal fluency, writing, and comprehension”.

English

Vocabulary has a remarkable range, flexibility and adaptability McCharty(1994:9). English seems to have far more words in its core vocabulary than other languages. There are many such sets of words which add greatly to our opportunities to express subtle shades of meaning at various levels of style. Bogaards et.al.(2004 : 40) the study of vocabulary is an essential part of language learning and the question of how much vocabulary a learner needs to know to achieve a particular purpose remains an important area of research and discussion.

2.2.1 Definition of Vocabulary

Vocabulary is the most important component language because it affects the four language skills, there are listening, speaking, reading and writing. A learner, recognizing the

communicative power of vocabulary, might reasonably aim to acquire a working knowledge of a large number of words. Vocabulary is all the words that a person knows or uses. Vocabulary is the body of word use in a particular language. The development vocabulary acquisition is important as it can facilitate the people in enhancing all the language skill such as reading, writing, speaking and listening. Vocabulary is also one of the language aspects. As human being, people can not live without the other person. So, people must can communicate with other(s) person.

In some literature, the writer finds the meaning of vocabulary. There are some definitions of vocabulary. According to Hiebert and Kamil (2005:3) vocabulary is the knowledge of the meanings of word. In other opinion, Grave in Mukoroli (2011:6) defines vocabulary as the entire stock of words belonging to a branch of knowledge or known by an individual. He also states that the lexicon a language is its vocabulary, which includes words and expressions. According to Gardener in Mukoroli (2011:6) vocabulary is not only confined to the meaning of words but also includes how vocabulary in a language is structured: how people use and store words and how they learn words and the relationship between words, phrase, categories of words and phrases. According to David in Allen (2006:5) Vocabulary knowledge is related to and affects comprehension. The relationship between word knowledge and comprehension is unequivocal. Schmitt (2000:158) says that vocabulary acquisition is an incremental process, and teachers must concentrate not only on introducing new words, but also on enhancing learners' knowledge of previously presented words.

2.2.2 The Kinds of Vocabulary

There are two types of vocabulary, they are active and passive vocabulary. While learning new words, people need a lot of practice and context connections to learn them well, store the vocabulary in the memory and recall it when speaking and writing. Thus two main groups of person's vocabulary and passive vocabulary.

The first type of vocabulary refers to the one that the students have been taught and that they are expected to be able to use. Meanwhile, the second one refers to the words which the students will recognize when they meet them, but which they will probably not be able to pronounce..

Hatch and Brown in Mofareh (2015:25) indicate two kinds of vocabulary, namely receptive and productive vocabulary.

a) Receptive Vocabulary

Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing.

b) Productive Vocabulary

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore productive can be addressed as an active process, because the learners can produce the words to express their thoughts to others.

The group of passive vocabulary (receptive) is usually larger than the one of active vocabulary. Obviously, both types of vocabulary blend together. The active vocabulary seem to be more important in communication, however the aim of teaching foreign language is to expand

both the students' passive and active vocabulary and develop all the four basic language skill; speaking, writing, reading and listening.

Cummins in Mukoroli (2011:6) states that there are different types if vocabulary:

1. Reading Vocabulary

This refers to all words an individual can recognize when reading a text.

2. Listening Vocabulary

It refers to all the words an individual can recognize when listening to speech.

3. Writing Vocabulary

This includes all the words an individual can employ in writing.

4. Speaking Vocabulary

This refers to all the words an individual can use in speech.

2.2.3 The Importance of Vocabulary

Pan & Xu (2011:1) say that vocabulary is the most important element in learning well a foreign language as one of three basic parts (phonetics, vocabulary and grammar).The importance of vocabulary is demonstrated daily in and out the school. In classroom, the achieving students possess the most sufficient vocabulary.Vocabulary is one of the language aspects. Words are the most important element in language, while vocabulary is a collection of words. A collection of words from a language which is used for communication is called a vocabulary. Vocabulary learning is item learning, and it is also network building. Swan and Walter in Thornbury (2002:14) say that vocabulary acquisition is largest and most important task facing the language learning. No matter how well the students learns grammar, no matter how succesfully the sounds of second language are mastered, without vocabulary, the student can't speak a fluent sentence in English and difficult to express their opinion. So, the student too often

their speaking hard caused by missing words. David Wilkins in Thornbury (2002: 13) said “ Without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. The statement is also supported by the statement of Dellar H and Hocking D in Thornbury (2002: 13) “If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words”.

2.2.4 Teaching Vocabulary

Teaching

vocabulary is not easy. It needs some strategy, technique and method. The teacher needs a good preparation before teaching vocabulary in classroom. Depending on the teaching goal, a teacher is required to have knowledge about what words to be taught. In Vocabulary Lesson, the teacher must provide definitions in English, using words the students can understand. According to Allen (1983:14) In some classes for beginners, teachers use all three ways to show the meanings of vocabulary words :

- a. Pictures
 - b. Explanation in the students’ own language
 - c. Definition in simple English, using vocabulary that the students already know
- There are some guidelines for the communicative treatment of vocabulary instruction in Brown H. (2015: 481) :

1) Allocate specific class time to vocabulary Learning

Noting

the incremental nature of word learning. It is important to have students meet target words several times. At least some where between 7-16 encounters of any new word are required for gaining necessary knowledge. Furthermore, the spacing between the repetitions is also important

to keep in mind. For example, spreading 20 minutes across a few days at progressive intervals will be much more effective for a long-term recall than spending 20 minutes all at once.

2) Help students to learn Vocabulary in context

The

best internalization of vocabulary comes from encounters (comprehension or production) with words within the context of surrounding discourse. Data from linguistic corpora can provide real-world actual language that has been printed or spoken. Rather than isolating words and/or focusing on dictionary definitions, learners can benefit from attending to vocabulary within a communicative framework in which items appear.

3) Engage in “Unplanned” vocabulary teaching

In all

likelihood, most of the attention you give to vocabulary learning will be unplanned: those moments when a student asks about a word or when a word has appeared that you feel deserves some attention. These impromptu moments are very important. Sometimes, such impromptu moments may be extended: the teacher gives several examples and/or encourages students to use the word in other sentences. Make sure that such unplanned teaching, however, does not detract from the central focus of activity by drifting into a long and possibly irrelevant tangent.

4) Encourage students to develop word-learning strategies

An effective

way to encourage word-learning is to urge students to use *vocabulary notebooks* to enter new words, and to review them daily, once they identify their learning goals. Studies show that in order to understand television shows learners need to know about 3000 word families and have to knowledge or proper nouns.

There are some suggestions for teaching vocabulary development in Brown H.(2015: 483-484) :

1. Word Building

- a. *Suffixes*, examples: *goodness, familiar, happily*

Practice word formation through exercise in which the student adds and subtracts suffixes

- b. *Prefixes*, examples: *informal, unnatural, international*

Substitute various root stems with prefixes (*inter+* action); Add prefixes (*violent nonviolent*)

- c. *Roots*, examples: *help + ful, extra + ordinary*

2. Definition clues

- a. *Parentheses*, examples: we saw a panther (large black cat) on the Safari.

- b. *Synonyms* and *antonyms*, example: A birthday is an observance, that is, a remembrance of someone's day of birth.

- c. *Superordinate*, example: animal is the superordinate of *dog, lion, mouse*.

3. Inference clues

- a. *Specific*, example: Peru is trying to *restore* some of its deteriorated monuments. Machu Picchu is being partly rebuilt by curators.

- b. *Restatement*, example: some products are designed to stop perspiration but this bodily secretion of salty liquid can actually help to cool you.

- c. *Contextual cues*, example: The old dog *snuffled* and *moped* as he sadly walked from room to room.

4. Word associations

- a. *Linking meaning*, example: fat +pig, tall + tree

- b. *Collocations*, example: tell the truth, make a copy

Thornbury (2002: 30)

suggests some implications in teaching vocabulary. They are :

1. By building networks of association the learners need tasks and strategies to help them organize their mental lexicon.
2. The learning of new words involves a period of 'initial fuzziness' and the teacher needs to accept it.
3. Learners need to wean themselves off a reliance on direct translation from their mother tongue.
4. Words should be presented in their typical context so that learners can get a feel for the meaning, register, collocations, and syntactic environments of those words.
5. Teaching should direct attention to the sound of new words, particularly the stress.
6. Learners should aim to build vocabulary range as quickly as possible.
7. The learning of words should involve the learners.
8. Learners need multiple exposures to words and they need to retrieve words from memory repeatedly.
9. Multiple decisions about words should be made by the learners.
10. If new words are used to express personally relevant meaning, they may be reinforced.

This means that vocabulary of any language is huge and acquisition takes time, even for native speaker. So, there should be efforts to improve students' vocabulary. Nation(2001: 494) there are some principle of vocabulary teaching :

1. Content and Sequencing
 - a. Use frequency and range of occurrence as ways of deciding what vocabulary to learn and the order in which to learn it.
 - b. Give adequate training in essential vocabulary learning strategies

- c. Give attention to each vocabulary item according to the learning burden of that item
- d. Provide opportunity to learn the various aspects of what is involved in knowing a word
- e. Avoid interference by presenting vocabulary in normal use rather than in groupings of synonyms, opposites, free associates, or lexical sets
- f. Deal with high frequency vocabulary by focusing on the words themselves, and deal with low frequency vocabulary by focusing on the control of strategies

2. Format and Presentation

- a. Make sure that high frequency target vocabulary occurs in all the four strands of meaning focused input, language focused learning, meaning focused output, and fluency development
- b. Provide opportunity for spaced, repeated, generative retrieval of words to ensure cumulation growth
- c. Use depth of processing activities

3. Monitoring and Assessment

- a. Test learners to see what vocabulary they need to focus on
- b. Use monitoring and assessment to keep learners motivated
- c. Encourage and help learners to reflect on their learning

2.3 The Term of Portfolio Assessment

2.3.1 Definition of Portfolio

Grant (1999)

said that a portfolio is a purposeful collection of selective significant samples of student work accompanied by clear criteria for performance which evidence student effort, progress or achievement. The purpose for a portfolio will determine some of the items to be included, teachers will want to customize portfolio based on their classroom. A portfolio is different from a folder in that it includes:

1. Explicit guidelines for selection
2. Comprehensible criteria
3. Clear objectives
4. Selective and significant pieces
5. Students' self-reflection pieces
6. Evidence of student participation in selection of content

Portfolios are used in the assessment of students' performance in nowadays, they are used as a method by architects, painters, photographers and artist in showing their works. According to Arter and Spandel in Birgin & Baki (2007:77), portfolio is a purposeful collection of student work that exhibits to the student, or others, her efforts or achievement in one or more areas. So, a portfolio is not a collection of a students' work haphazardly over time. Thus, in developing a portfolio it is important to decide its' purpose, evidence consisting of portfolio, and its' assessment criteria.

Following are some hints for using portfolios as a form of classroom-based assessment in Brown H. (2016:526-527) :

1. Specify to students what the purpose of the portfolio is (to emphasize accomplishments, to offer tangible material for feedback from the teacher, etc)
2. Give clear directions to students on how to get started (many students will never have compiled a portfolio before and may be mystified about what to do). Showing a sample portfolio from a previous student might help to stimulate thoughts on what to include.
3. Give guidelines on acceptable material to include
4. Collect portfolios on pre-announced dates and return them promptly

5. Be clear yourself on the principal purpose of the portfolio and make sure your feedback speaks to that purpose
6. Help students to process your feedback and show them how to respond to your responses.
This processing might take place in a conference, or simply through written feedback
7. If feasible, utilize web-based or online opportunities for portfolio compilation and sharing.

Pete Cappelli in Hamp (2000:17) summarize some statement about portfolio:

1. There is a need for assessment of portfolios by scoring guides that mirror the skills, knowledge, and abilities we want to measure
2. Portfolios might not capture a wide enough range of skills
3. There is a lack of studies of reliability or validity
4. Logistical problem exist

2.3.2 The Definition of Assessment

Bryant (2002:5) stated that assessment is an integral part of the school curriculum. The feedback from assessment should be effectively used to improve teaching and learning. The different purposes and modes of assessment (e.g. objective test, projects, portfolios) need to be distinguished and made clear to schools so that they are consistent with different curriculum aims, teaching/learning processes and contents.

2.3.3 The Types of Portfolio

There are several types of portfolios with different objectives and diverse interests. Generally, the various types of portfolios could meet most or all of the educational program and learning in schools. Based on a literature, here are some types of portfolios Birgin & Baki (2007 : 82):

- a. Personal portfolio : For other students and teachers to form a more holistic view about students and to celebrate their interests, items may be included from within and outside school. The portfolio could contain pictures, awards, videos, or other memorabilia. The personal portfolio serves as a catalyst for self-reflection and sharing.
- b. Working Portfolio : the ongoing, systematic collection of student work samples and exhibits can be maintained in a working portfolio. This collection of daily, weekly, monthly, or unit work products forms.
- c. Record- keeping portfolio: This type of portfolio is usually kept by teachers. It contains necessary assessment samples and records that may be required for examples, written exams, proficiency tests).
- d. Group portfolio: Each member of cooperative learning group contributes individual items along with group items for examples: samples, picture, community project) to demonstrate the effectiveness of the entire group.
- e. Thematic portfolio: This portfolio would relate to a unit of study with a particular focus, normally lasting from 2 to 6 weeks. For example, if a portfolio is constructed related to “Rational Numbers”, “Force” unit, this portfolio could reflect cognitive and affective skills and their views about these units.
- f. Integrated portfolio: To view the whole student, works from all disciplines showing connections between or among subjects would be included.
- g. Showcase portfolio : A limited number of items are selected to exhibit growth over time and to serve a particular purpose.
- h. Electronic portfolio: Technological advances have made electronic portfolios.

- i. Multiyear portfolio : student would collect items from a cluster of grade levels over 2- 3 , or 4- intervals. The multiyear portfolio would be stored at the school. For example, this portfolio can be used to follow students' progress periodically during primary and secondary school and university education.

2.3.4 The Advantages of Portfolio

Portfolio can present a wide perspective of learning process for students and enables a continuous feedback fro them. It enables students to have a self assessment for their studies and learning, and to review their progress.

Birgin (2007:84) There are some advantage of portfolio:

1. Portfolio provides multiple ways of assessing students' learning overtime
2. It provides for a more realistic evaluation of academic content than pencil- and paper tests
3. It allows students, parent, teacher and staff to evaluate the students' strength and weakness.
4. It provides multiple opportunities for observation and assessment
5. It provides an opportunity for students too demonstrate his/her strength as well as weakness
6. It encourages students to develop some abilities neede to become independent, self-directed learners
7. It also helps parents see themselves as partners in the learning process
8. It allows students to express themselves in a comfortable way and to assess their own learning and growth as learners.
9. It encourages students to think of creative ways to share what they are learning
10. It increases support to students from their parents and enhances communication among teachers, students and parents

11. It encourages teachers to change their instructional practice and it is a powerful way to link curriculum and instruction with assessment

Martin (1999:13) one reason that teachers benefit from keeping portfolios is that portfolios allow them to take stock of their professional lives. Improving one's teaching requires an ability to capture and reflect upon a moment that has already gone by. Portfolios can become a most effective means by which teachers can examine and improve upon their work.

2.3.5 Portfolio Assessment

Nassirdoost(2015:39) stated Portfolio assessment is a systematic collection of student work and related material that depicts a students activities, accomplishments, and achievements in one or more school subjects. The use of portfolio assessment is an example of the type of good practice. Portfolio assessment has the advantage of providing parents and community members with directly observable products and understandable evidence concerning the students' performance. Portfolio assessment provides a new perspective on learning for both teachers and students.

2.4 Previous Research

In this research, the writer take two previous research studies related to this study, First Ardina Shofiyah (2014) which entitle "*Using Portfolio Assessment to Improve The Writing Skills of Grade VIII D Students of SMP NEGERI 2 PIYUNGAN in The Academic year of 2013/2014*". Portfolio Assessment is one of the way that the teachers can use to reproduce the vocabulary. Eventhough, Ardina focussed in writing skill, but ican be related with the vocabulary mastery, because indirectly, vocabulary involved in writing process. So the use of portfolio assesment is interestinga nd creative way to apply in teaching vocabulary in the classroom. In this applying this way, students are guided to understand the meaning of word and recognize the new word.

So, it is concluded that the using portfolio assessment can assist students in obtaining new vocabulary.

The second are Fitria (2012) which entitle “*Using Portfolio as Method of Assessing students’ Writing Skill*”. Most of the students agreed that the using of portfolio assessment can reach the learning goal. So, the using portfolio assessment can be one of the creative way to support the students’ skills.

2.5 Conceptual Framework

In this era, English is really popular, every level should understand and competent in English include all level students. All students will start their lesson better every day. Speaking, listening, reading and writing are skills which help the students to increasing their ability in learning English. With the skills students can express their feeling, ideas, understand about the news or something they can hear or see. To get the skills, there is a language aspect that have important role for that namely vocabulary. Vocabulary is one of the main components in a language. Vocabulary is one of the most important in learning language, without mastering vocabulary the students can not learn language well and will have the difficulties in learning English.

Teaching English vocabulary can help students to express their idea, feeling and opinion. Teaching vocabulary is not only giving and explaining new words or vocabulary, but also implementing the vocabularies in many various context such make the students understands their meanings and then able to appropriately them in different contexts. In relation to the vocabulary teaching, the teacher should present the new vocabulary within some interesting learning activities so that they can arouse students’ interest. Portfolio assessment is an alternative assessment to improve students vocabulary so that they are able to express their ability.

Students’ Problem in Vocabulary Mastery

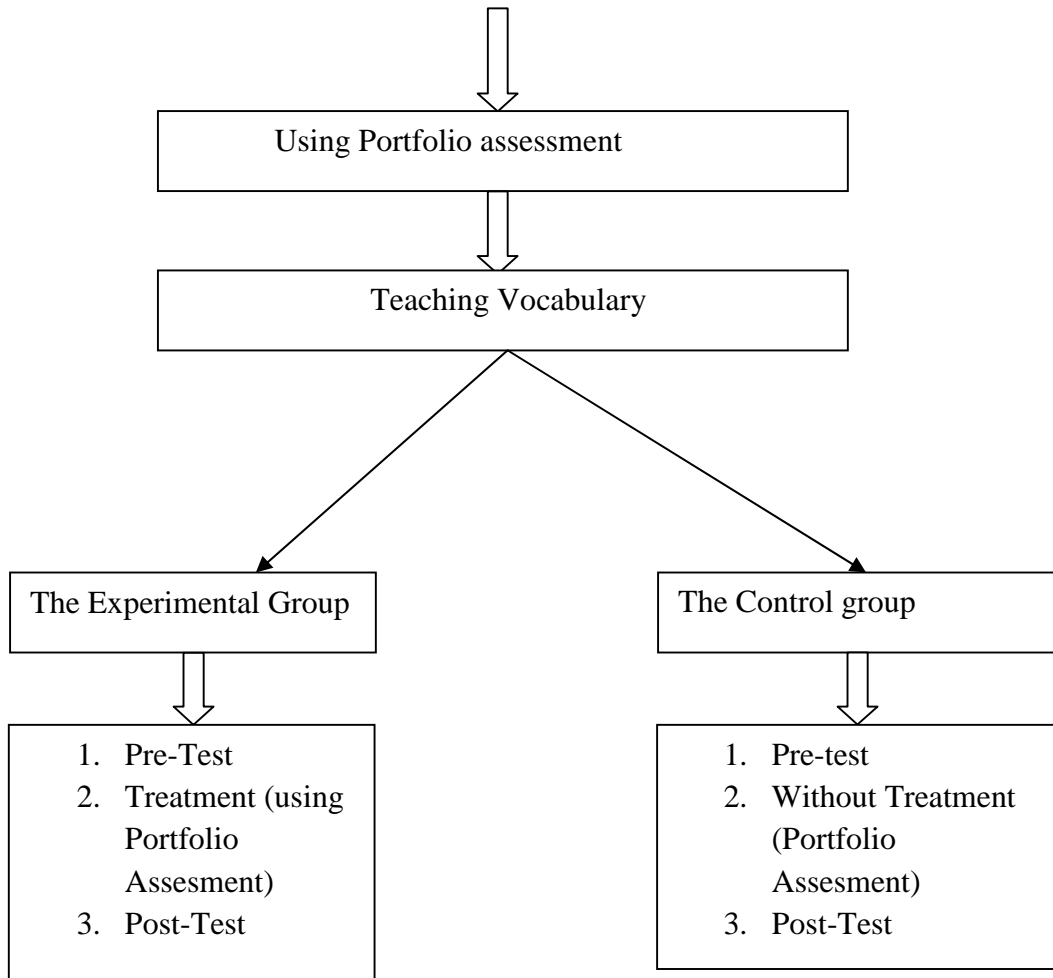


Figure 2.8 The Conceptual Framework of Students' Vocabulary Mastery through *Portfolio Assessment*(Teresia R.J Nababan. 2018)

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

Research design of this study was applied by using experimental quantitative research. This research divided into two different group namely Experimental Group and Control Group.

The writer used an experimental quantitative because the writer going to find out the effect of using portfolio assesment in students' vocabulary. The writer also used the quantitative research because there are two ways of research. First the writer chose two groups, one group was experimental and the second one was the conttrol group. In experimental group, the students were given portfolio assessment to vocabulary, meanwhile the control group did not use the portfolio assessment. The design can see as the following.

Table 3.1 Research Design

Group	Pre-test	Treatment	Post-Test
Experimental	✓	Using Portfolio assessment	✓
Control	✓	Without portfolio assessment	✓

3.2 Population and sample

In this research, the writer would find the population and sample before taking the data.

3.2.1 Population

Arikunto (2014 : 173) say that “*Populasi adalah keseluruhan subjek, apabila seseorang ingin meneliti semua elemen yang ada dalam wilayah penelitian, maka penelitiannya merupakan penelitian populasi*” (Population is the whole of research object, if someone want to observe all

the elements in the research area, so the researcher calls population research). Population is the subject of a research. The subject of this research was the first grade students of SMK N 5 MEDAN in academic 2017/2018. The first grade of SMK N 5 in academic year 2017/2018 was two classes or 60 students.

3.2.2 Sample

Arikunto (2014 :174) explain that “*sampel adalah sebagian atau wakil populasi yang diteliti* (sample is a part of population which is observed). The sample of this research would used random sampling. According to Arikunto (2014 : 177) *Teknik sampling dilakukan karena dilakukan dengan cara mencampur subjek-subjeknya didalam suatu populasi sehingga semua subjek dianggap sama* (Random sampling will be done by mixing all the subjects research in one population and then the writer chooses the sample.”

The sample of this research was the first grade students of SMK N 5 MEDAN. The sample of this research consists of two groups namely control class and experimental class. Mechanical Engineering (TPM) class consist of 20 students as a control class and Automotive Engineering (TOKR) class consists of 20 students as an experimental class

3.3 The Instrument of Collecting Data

In this study, the writer would use vocabulary test as the instrument. There was two items of the test in collecting data, they were multiple choice, matching the word. Multiple choices consist of 25 items and matching consist of 25 items. The score per item is 2, it means if the students can answer all of the question correctly, they will get 100. The writer would gave pre-test and post-test to the students and the writer collected the students' answer as the data.

3.4 The Procedure of Collecting Data

The procedure was used to solve the problems. The procedure in collecting data in this case is test. The writer conducted an experimental group and control group. The experimental group would be given the treatment by Portfolio assessment while the control group was conventional treatment. The research procedure consists of three parts namely, pre-test, the treatment and post-test.

3.4.1 Pre-test

The test was done to measure the sample's ability in vocabulary mastery. The test was done before treatment done. The forms was multiple choice and matching.

3.4.2 Treatment

The treatment was given to students after the writer get the score in pre-test. If the score in pre-test is not good so it would be done. In the experimental group, the students achieved the treatment by using portfolio assessment, while control group was taught vocabulary mastery without using portfolio assessment.

Table 3.2 Teaching Procedure for the Experimental Class and Control Class

Experimental Group	Control Group
<ol style="list-style-type: none"> 1. Teacher greets the students to open the class (introduction) 2. Teacher gives brainstorming to the students by identifying some words 3. The teacher explain the topic 4. The teacher asks to the student for difficult word or unfamiliar word based on the topic 5. The teacher help the student to know/to translate the difficult word 6. The student can know all the unknown word well 7. Teacher gives text to the student 8. Teacher asks the student to read the text 9. Teacher gives the exercise about identifying noun that have been listed 10. Teacher asks the student to answer the exercise 11. The teacher collects the paper sheet 12. Teacher and students answer the question in the textbook based on the topic 	<ol style="list-style-type: none"> 1. The teacher greets the students to open the class (introduction) 2. The teacher asks the students to open their text book 3. Teacher bagins a lesson with a short review of previous learning 4. Teacher begins the lesson with explain about the topic 5. The students pay attention from explanation about the topic 6. Teacher and students answer the question in the textbook based on the topic 7. Teacher and students make the conclusion of the lesson

13. Teacher and students make the conclusion of the lesson	
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3.4.3 Post-test

After conducting the treatment, post – test would be given to the sample. The test items in the post- test is exactly the same as those in the pre-test. It was intended to know the mean scores of experimental and control group.

3.5 Scoring the Test

The kind of the test was multiple choice and match the word. Multiple choices consist of 25 items and matching consist of 25 items. Its scores per item was 2, it means if the students can answer all of the question correctly, they would got 100. From the description of each test form above, we can see that high scores of this test is 100. The test was used to compare the students' vocabulary pre-test and the second post-test. After finishing these step above, the writer would calculated the score of the students. For scoring test, the writer used the way to score the test.

$$S = \frac{R}{N} \times 100$$

Where :

S= Score number of the test

R = Number of the correct answer (s)

N = Number of the question.

3.6 The Validity and Reliability of the Test

To validate the instrument of the study, this writer used validity and reliability of the test this two factor should be fulfilled by the test before it can be used to derive valid data in the research.

3.6.1 The Validity of the Test

Validity is a measurement which shows the levels of the instruments' validity Arikunto, 2010: 168). It means that the test which is valid give the appropriate information that was needed by the tester.

For the establishment of the test validity in this study, the items of the test was constructed in such a way that the items are representative to both curriculum and cognitive aspect. This was means that the validity use in this study is content validity. It concerned with how well the test measure the subject matter and learning matter and learning outcomes covered during the instruction period.

Table 3.3 Validity Table of Specification in Vocabulary Abstract and Concrete Noun

Content	Kinds of Noun	Test Item	Kinds of test	Score
Noun	Abstract Noun	25	Multiple Choice	50
	Concrete Noun	25	Matching word	50
Total		100		100

3.6.2 The Reliability of the Test

Reliability also determined how well he test is. It is one of a good characteristic test. The test in this research would used reading comprehension test.To find the reliability to the consistency of the test, Kuder- Richardson Method formula 21(KR21) as follows :

$$(KR21) = \frac{K}{K-1} \left[1 - \frac{M(K-M)}{K.SD^2} \right]$$

Where:

KR_{21} = Realiability of the Test

K = Number of items in the Test

M = Mean of the Test

V_t = Variant total

According to Arikunto, the categories of coeffercient correlation are as the following;

0.00-0.20 = the reliability is very low

0.21-0.40 = the reliability is low

0.41-0.60 = the reliability is fair

0.61-0.80 = the reliability is high

0.81-above = the reliability is very high

(Arikunto, 2010 :187)

3.7 Technique of Analyzing the Data

In doing the data analysis, the writer would follow these procedures :

1. Collecting the data from the scoring of experimental and control group. Scoring the students correct answer of pre-test and the second post-test

$$\text{Score} = \frac{\text{students correct answer}}{\text{Number of item}} \times 100$$

2. Tabulated the scoring of students'
3. Compared the score in pre-test and post-test by using t-test formula
4. Drawing the conclusion and answeringthe hypothesis

The test formula is as follow :

$$t = \frac{M_X - M_Y}{\sqrt{\frac{dx^2 + dy^2}{N_X + N_Y - 2} \left(\frac{1}{N_X} + \frac{1}{N_Y} \right)}}$$

Where:

t = the effect

M_x = mean of experimental group

M_y = mean of control class

D_x² = the deviation square of experimental group

D_y² = the deviation square of control group

N_x = the sample of experimental group

N_y = the sample of control group