CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Language is one of the most important things in interaction among the nations in all over the world. It is a system of sounds and words that use to express ourselves and give our ideas. Without language people will not be able to interact in one each other. Language makes it possible for individuals to live in a society. There are many languages in the world like Mandarin Chinese, Spanish, Arabic, Malay, Russian, Bengali, and others. One of them is English.

English is one of language which is used by almost all countries in this world. Many people who come from different country can get interaction each other by using English. Beside that, English is used in technologies, industries, and sciences, all the procedures are written in English.

Writing as a skill involves a number of complex rhetorical and linguistic operations which must be taught. The act of writing is deprived of an immediate context of communication. Thus, for effective writing, the writer has to use a large number of formal features in order to help his/her readers infer the intended meaning. Teaching writing for students can improve language learning, because students start from what they think to write. The writer is focusing on writing because writing is one of the four language skills that has a very important role in learning and it takes animportant part in communication. The writing skill is more complex and difficult, requiring the mastery not only the grammatical and theoretically devices but also the conceptual and judgment. Through writing, everybody is not only able to express feeling and ideas, but also to communicate with others and have remembering facts and ideas. People need to learn English writing because it is a process of transforming thoughts and ideas into written form. Writing is

influenced by some elements such as vocabularies, grammar, organization, spelling, and punctuation.

In writing there are namedly types of genre. They are narrative, recount, procedure, news item, descriptive, report, spoof, analytical exposition, hortatory exposition, explanation and discussion. The Writer focus in Recount text.

Recount Text is a text telling the reader what happened. It retells a past event. It begins by telling the reader who was involved, what happened, where this event took place and when it happened.

Based on thewriter experience during the field experience practice (PPL).The writer found that there were many students that have less skill in writing recount text. After seeing the ability of students' with an average score of sixty five, they didn't reach the KKM (standard score) that had been determined were seventy five. Many students not able to understand the language features, determining the generic structures of recount text, and grammar. The students had some problems in writing recount text. Firstly, they did not use simple past tense. Secondly, they did not use conjunctions, and past adverbial correctly. Thirdly, they could not understand to identify and different the generic structures of recount text.

Portfolio is defined as a regular and well-conducted collection of a student's works that can beconsidered as the direct evidence of a student's efforts, accomplishments and advancement throughout a period of time. As a benefit of keeping portfolio, students represent how well they have learned subjects as well as what they haven't learned yet and what they still need to improve Portfolio can be used in evaluation (assessment) through which the activities and achievements of a learner are collected constructionally (calculationally).

One of the alternative assessment procedures is portfolio assessment, an ongoing process, which has gained interest in the field of language teaching. Furthermore, Portfolio became an accepted

tool for demonstrating abilities and performances in skill areas such as speaking, listening, reading and writing. Portfolio- based assessment of writing is one of the most alternative assessment contexts. In other word, assessment process can help the teacher knows how far students can achieve the lesson and also can motivate the students in teaching learning process. There are many assessment processes, like traditional assessment and alternative assessment. In alternative assessment there are five options of written assessment, they are self and peer assessment, journals, conferences, portfolio, and cooperative test construction. The writer chooses Portfolio Assessment to measure students' skill in writing recount text.

The writer chooses the portfolio assessment because the writer want to know the effect of portfolio assessment in writing recount text and the writer thinks that it makes students be active in the classroom because the teachers are not give score only from final test. From the background above and in order improve the students' skill in writing recount text.

1.2 The Problem of the Study

Based on the background above, the writer formulates the research problem as follow: "Does portfolio assessment technique affect students' skill in writing recount textof the second grade students' at SMAN 7 Medan?"

1.3 The Objective of the Study

Based on the research problem above, the main purposes as follow: To know the effect of portfolio assessment on students' skill in writing recount text the second grade at SMAN 7 Medan.

1.4 The Scope of the Study

There are many assessments to measure students' skill in writing. It is traditional assessment and alternative assessment. In this research, the writer just uses portfolios assessment technique to identify the effect of portfolio assessment on students' skill in writing recount text. And in the portfolio assessment, the writer chooses showcase portfolio and process portfolio.

1.5 The Significances of the Study

The results of this study are expected to give useful information about an effect of portfolios assessment technique into students' writing skill. There are two kinds significance of this study. They are:

1. Theoretically: the finding can enrich the knowledge especially about portfolio assessment in writing skill.

2. Practically: the findings of the study are expected to be useful for:

For the students: This study enables the students to study writing in pairs. They can give feedback to their partners writing. They also get the different experience in learning writing through this study. Furthermore,portfolio assessment technique can help the learners develop their skill in writing. Critical thinking,and avoid boredom.

For the English teachers:

a. This study motivates teachers to find a new method or technique which is appropriate in teaching writing.

b. This study encourages the teachers to develop their skill to improve teaching learning process.

c. This study improves the teacher capability to conduct teaching and learning activity appropriately.

d. This study gives the way of facilitating, controlling, and monitoring the students writing activity.

1.6 Hypothesis

Hypothesis is a basic assumption or temporary answer which needs the proof through the research and to know how deep the truth is. The hypothesis of this research is drawn as follows:

Ha = There is an effect of portfolio assessment on students' writing skill.

Ho = There is no the effect of portfolio assessment on students' writing skill.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoritical Framework

In order to sharpen the theoritical framework of this study, this chapter explains some concepts or terms which are applied in this research and some relevants theories and studies concerning with writing skill by using assessment.

2.2 Writing

Writing is usefully described as a process, something which shows continuous change in time like growth in organic nature (D. Gordon Rohman, 1965). Writing is one of four skills which have to be mastered in learning language. But in fact, the students still cannot transfer their idea when they are asked to write in English. Students' skill in writing can increase if they are given

opportunities to learn before the teacher gives assignment. Writing skill can develop rapidly when students' concerns and interests are acknowledged, when they are given numerous opportunities to write.

Writing is also a communication with other people. It is said because writing is related to communication with other people . According to Ruby (2001: 3), writing is one of the most powerful communication tools you will use today and for the rest of your life. With the writing, people can know easily what we share and convey to another people. Writing is not as simple as it is imaged. It is a mental process in which the learner should have an idea to express. Probably, the idea comes to min and then it is confrented with the convention of writing. The purpose of writing according to Ur, Penny (1996: 163) is the expressing of ideas, the conveying of a message to the readers, so that the ideas themselves should arguably be seen as the most aspects of writing. Some others aspects such as neat handwriting, correct spelling and punctuation, acceptable grammar and careful selection of vocabulary. Some skills are needed to produce a clear and understandable writing, such as manipulating proper words and arranging words coherently and know characteristics of good writing. It means that the writer should have the ability in arranging his or her ideas into a possible order. In addition, good writing should also be well written. Writing has a communicative function. We write to communicate to others or to communicate to ourselves. In the early stages of writing, when skillsare fairly rudimentary, this communicative function may be considerablyreduced.The writer should master the aspects of writing.

2.2.1 The Function of Writing

The function of writing according Hartig in Rukayah (2014: 243-244), Writing is used by educated people for certain purposes such as making notes, recording, assuring, giving information, and persuading.

Writing can also be used in several educational purposes such as:

a. Several activities of writing make teachers capable of presenting several kinds and styles of teaching. Students who find difficulty in self-learning through oral practice can be more comfortable should they are given an opportunity to read and write.

b. Writing gives students some factual proofs of improving in using language.

c. Expressing foreign languages through more than one media is more effective than one espacially if the skills are combined.

d. Writing gives several activities of students in class which can function as an in between activity after oral skill. It is obvious that writing is a complex matter because besides it must present concepts and ideas clearly, writing must also apply written language principles appropriately.

2.2.2 The Process of Writing

Writing is process of discovering or organizing your ideas, putting them on a paper and reshaping and revising them. In teaching writing, the teacher should be able to create a fun activity for students because teaching writing actually is not easy thing to do by the students. The teacher role is help students develop viable strategies for getting started (finding topics, generating ideas and information, focusing, and planning structure and procedure), for drafting and for editing. It helps students to be a good writer and also can make the students produce a good writing, morever, writing skill increases students understanding of text structure because it

causes them to think like writers Ruby (2001: 15) states that there are stages of the writing process:

1. Pre-writing is freely exploring topics, choosing a topic, collecting supporting information and beginning to gather and organize details before you write. It is also called determining the title of the text or paragraph.

2. Drafting is getting your idea down on paper in roughly the format you intend.

3. Revising is correcting any major errors and improving the writing's form and content.

4. Editing and proof reading is polishing the writing and fixing errors in grammar, spelling, and mechanics. It is useful to ask students to make multiple "passes" through their writing. They can know which point of grammar or punctuation problems and they will replace quickly after do editing.

5. Revision or improvement amphasizes on checking and impoving of the content of writing.

6. Publishing and presenting is sharing your writing.

Based on the process of writing above students more easily understand how to write well because it is the way for start a good writing.

2.2.3 Micro Skills and Macro Skills of Writing

In writing, there are some aspects that have to be considered. Brown (2007: 399) has summarized all those aspects into two main skills; they are the micro skills and macro skills of writing. Later they can be used in teaching writing as well as assessing writing. Those skills are described as follows:

2.2.3.1 Micro Skills

a. Produce graphemes and orthographic patterns of English.

b. Produce writing at an efficient rate of speed to suit the purpose.

c. Produce an acceptable core of words and use appropriate word order patterns.

d. Use acceptable grammatical systems (e.g. tense, agreement, and pluralisation), patterns and rulers.

e. Express a particular meaning in different grammatical forms.

f. Use cohesive devices in written discourse.

2.2.3.2 Macro Skills

a. Use the rhetorical forms and conventions of written discourse.

b. Appropriately accomplish the communicative functions of written texts according to form and purpose.

c. Convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

d. Distinguish between literal and implied meanings when writing.

e. Correctly convey culturally specific references in the context of the written text.

f. Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using pre-writing devices, writing with fluency in the first draft, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

From previous elaboration it can be concluded that writing ability is the act of expressing ideas or thoughts in communication using graphic symbols which are arranged based on certain rules

and conventions. Thr rules and conventions are concerning with the aspects of content, organization, word choice, language use, and mechanics. Aspect of content is talking about the ability to think creatively and develop thoughts, excluding all irrelevant information. Organization is the logical order of sentences presented so that the arrangement of the sentences makes sense; it involves unity and coherence. Diction is the ability to choose and use wide range of proper words and idioms. Language use is the ability to apply sentence structure and other grammatical features. Mechanical aspect is related to the ability to use correctly those conventions peculiar to the written language, counting punctuation, capitalization, and spelling.

2.2.4 Genre

Genre is an abstract, mental representation of a text type, situated within a community of readers writers. Because genres are socially constructed, audience, community, context, writer's role and other "social" fetures are central to our genre knowledge (Ann M. Johns, 2008). A genre is a category of literature, a way to organize and define various types of fiction.Writers are familiar with the main genre, such as romance or mystery, and readers are most familiar with them. Genre means the type of art, literature of music characterized by a spesific form, content and style. For example, literature has four main genres, poetry, drama, fiction and non-fiction. All of these genres have particular features and fictions that distinguish them from one another.

The genre is a kind of text which devided into some types according to Pardiyono (2007), they are:

a. Recount

The purpose of recount is to retell the events in the past. It may be personal or factual but it generally a story or report that is known to be true.

b. Procedure

The purpose of procedure is to tell the reader how to do something. This may include the tools needed to make something and the steps on how to make it.

c. Narrative

The purpose of narrative is to tell the story in the past. It is a bit like a recount but usually a made story up. It is usually has a number of events that takes place and a problem that needs to be solve by the characters.

d. Report

The purpose of report is to describe the way things are, with reference to arrange of natural, man and social phenomenon in our environment.

e. Explanation

The purpose of explanation is to explain a process such as how something works. In way involve explaining series of steps involved in why something happens and what happens.

f. Descriptive

   The purpose of descriptive is to describe a particular person, place, or things.

g. Analytical exposition

The purpose of analytical exposition is persuade the reader or listener that something in the case.

h. Hartatory exposition

The purpose of hartatory exposition is to persuade the reader or listener that something should or should not in the case.

i. News item

The purpose of news item is to inform readers, listeners, or viewers about events of the day which are considered newsworth of importance.

j. Anecdote

The purpose of anecdote is to entertain the readers with funny and unsual incidents in fact or imagination story.

2.3 Text

Text is the phenomenon in language use either oral or written. In this case, it is the phenomenon about written text. Written text depends on someone's abilities to express idea or message and compiled by a series of sentence that have meaning.The quality of the text depends on writer's writing skill. Text is a stretch of language, either in speech or in writing, that is semantically and pragmatically coherent in its real-world context. Text is linguistics realization of proposional meanings as connected passage that is stuationally relevant. Text also is the product of writing or it is the result of writing activity, so that the reader can get information from the text.

2.3.1 Recount Text

Recount text can be considered as the most common kind of text we can find inour everyday life. According to Pardiyono, recount text is a text retell events or experience in the past, the social function is to retell events for the purpose of informing and entertaining. It social function is to reconstruct to record events or activities.

The main goal of this text is to retell an event happened in the past. This is the basic form used in many story books or story telling texts and also in non-fiction usually used to make factual accounts of events, current or historical ones. Recount texts can function to inform and to tell stories of pastevents.

2.3.2Generic Structure of Recount Text

The generic structure is arrangement in writing the recount text that article to write in accordance with the existing rules in the recount text (Pardiyono, 2007). The generic structure such as: Orientation, Events, Re-orientation, significant lexogammatical features.

1. Orientation

The opening of the text, the introduction of the topic of the text. It give background information about who, what, where, and when.

2. Events

Describing series of evet that happened in the past.It is usually told in a series of paragraphs which retell the events in the order of sequence when they happened.

3. Re-orientation

It is optional stating personal comment of the writer story. Consist of simply conclusion from what we have produced inrecord of events.it ifunctions as the closing statement.

3. Significant Lexicogrammatical Features of Recount Text

There ae some characteristic of recount text to know whether the recount text or not, such as:

a. Introducing personal participant: I, My, and etc.

b. Using simple past tense.

c. Using chronological connection: then, first, eventually, next, later,

meanwhile and etc.

d. Using linking verb: was, were, saw, heard, and etc. Using action verb: look, go, change and etc.

e. Using of adjective with the purpose is for showing the personal attitude: For example: it was wonderful, we enjoy it very much, it was fun, it was terrible, we are really happy.

2.4 Assessment

In measuring how far the students can get along with the learning process, it is important to test the students as a part of assessment. Assessment is important in order to select out those

people who are unsuitable and who might engage in the kind of dangerous practices identify by Thompson in Mark doel et.al (2002: 36). Assessment is necessary to test for the presence of good practices and to maintaining the standard beyond the point of qualification. The purpose of assessing is to examine how well each students or each group has completed the work. There are two components that the teacher will assess the student in writing skill they are generic structure and language use (significant lexicogrammatical features).

Many of teachers still use traditional assessment to determine how well the writing product. Traditional assessment includes multiple choice, question, oriented on product and asking students to respond question with short answer which make the students be a passive subject. In traditional assessment process, teacher give less attention on students work. In makes the students are not their error in finishing in their work. According to Kasiram in Isabella (2008), learning will be on the decline if the students do not know the result of their work and they have feedback of their effort in doing the work. Assessment processess in Basic Curriculum are more varies. One of the is Portfolio Assessment.

2.4.1 Portfolio Assessment

One of the most popular forms of alternative assessment is the construction of portfolio. Portfolio assessment is a collection of written text written for different purposes over a period of time.According to O'Malley and Pierze in Tyas (2012: 79), states that portfolio assessment is a purposeful collection of students' work that is intended to show progress over time. In addition, Sweet in Tyas (2012: 79) also says that the portfolio assessment focuses on reflection of specific learning goals but contain systematic collection of students' work which includes writing process checklist, self assessment sheet, drafts of writing with teacher's feedback, and the final product.

Portfolio shows the students' progress, achievement and self-reflection in one or more areas (Paulson & Paulson in Omid, 2012: 138). The purpose of portfolio assessment are encourage students be active, have motivation to study, make decision and participate in the evaluation of their work.

According to Tiernet et al in Arristat.el (2013) "portfolio is the connection in making improvements on what students' do during certain time. It can be said that through portfolio, the students can depict their achievement and improving.Guidelines for using portfolios in classroom. The guidelines for using portfolios in the classroom can help the teacher to apply portfolio assessment well.

a. Specify the students what the purpose of the portfolios is (to emphasize accomplishment, to offer tangible material for feedback from the teacher).

b. Give clear direction to student on how to get started.

c. Give guidelines on acceptable material to include.

d. Collect a portfolio on pre-announced dates and return tem promptly.

e. Be clear yourself on the principal purpose of the portfolio and make sure your feedback speaks to that purpose.

f. Help students to process feedback and show them how to respond to teacher's responses.

Those above definitions are relevant to this study since they consist of the concept of portfolio which included purposeful collection; student's work, showing efforts, progress and achievement, participation, evidence of self-reflection, comprehensive view of performance.

2.4.2 The Essential Elements of Portfolio Assessment

According to O'Malley and Pierze in Tyas (2012: 79), the essential elements of portfolio are:

a. Sample of Student Work

Portfolio consists of sample of students' work that show growth over time. The sample can consists of video tapes and writing samples like homework, test, self-assessment. The content may depend on students or teacher preferences, the purposes of the portfolio, or instructional goal.

b. Students Self-Assessment

Self-assessment is an important part of portfolio. A portfolio gives a unique opportunity for students to learn, to monitor their on progress, and to take responsibility for meeting goals set jointly with the teacher.

c. Clearly Stated Criteria

Students need to know how their work will be evaluated and by what standards their work will be judge. The teacher should involve students in setting standard and clarifying them. Teacher needs to make time for students to discuss criteria and engage in goal setting. Criteria can be identified for selecting the work samples that go in portfolio as well as for judging the quality of each sample.

2.4.3 Types of Portfolio Assessment

According to Melograno (2000) there are variety of portfolio types, each designed to help assess either the process or the products of learning. They are personal portfolio, working portfolio, record-keeping portfolio, group portfolio, thematic portfolio, integrated portfolio, showcase portfolio, electronic portfolio, multiyear portfolio and process portfolio.

1. 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.

2. 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.

3. Record-keeping Portfolio

This type of portfolio is usually kept by teachers. It contains necessary assessment samples and records that may be required (e.g., written exams, proficiency tests). It could also include observational information (e.g., anecdotal notes, frequency index scales, narrative descriptors, behavior checklists) and progress reports that supplement traditional report cards.

4. Group Portfolio

Each member of a cooperative learning group contributes individual items along with group items (e.g., samples, pictures, community project) to demonstrate the effectiveness of the entire group.

5. 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.

6. Integrated Portfolio

To view the whole student, works from all disciplines showing connections between or among subjects would be included. Selected items, either required or optional, could be drawn from several or all subjects. For example, this portfolio can be prepared in math and science courses.

7. Showcase Portfolio

Showcase portfolios highlight the best products over a particular time period or course. For example, a showcase portfolio in a composition class may include the best examples of different writing genres, such as essay, a poem, a short story, a biographical piece, or a literary analysis. In a business class, the showcase portfolio may include a resume, sample business letters, a marketing project, and a collaborative assignment that demonstrates the individual's ability to work in a team. Students are often allowed to choose what they believe to be their best work, highlighting their achievements and skills. Showcase reflections typically focus onthe strengths of selected pieces and discuss how each met or exceeded required standards.

8. Electronic Portfolio

Electronic portfolio offer many advantages such as to collect, and store, and manage the information electronically according to traditional portfolios. In recent years, because of the educational opportunities supported with the technological development, electronic portfolios are used much more.

9. Multiyear Portfolio

Students would collect items from a cluster of grade levels over 2-, 3-, or 4- year intervals. The multiyear portfolio would be stored at the school. For example, this portfolio can be use to follow students' progress periodically duringprimary and secondary school and university education.

10. Process Portfolio

Process portfolio,by contrast, concentrate more on the journey of learning rather than the final destination or end products of the learning process. In the composition class for example, different stages of the process an outline, first draft, peer and teacher responses, early revisions, and a final edited draft may be required. A process reflection typically focuses on many best,

which are ineffective, information about oneself as a learner, and strategies or approaches to remember in future assignments.

2.4.4 Advantages and Disadvantages of Portfolio Assessment

In portfolio there are advantages and disadvantages for encourage reflective teaching and learning and for achieve goals in use portfolio assessment (Venn 2000: 540).

Advantages of Portfolio Assessment

a. Promoting student self-evaluation, reflection, and critical thinking.

b. Measuring performance based on genuine samples of student work.

c. Providing flexibility in measuring how students accomplish their learning goals.

d. Enabling teachers and students to share the responsibility for setting learning goals and for evaluating progress toward meeting those goals.

e. Giving students the opportunity to have extensive input into the learning process.

f. Facilitating cooperative learning activities, including peer evaluation and tutoring, cooperative learning groups, and peer conferencing.

g. Providing a process for structuring learning in stages.

h. Providing opportunities for students and teachers to discuss learning goals and the progress toward those goals in structured and unstructured conferences.

i. Enabling measurement of multiple dimensions of student progress by including different types of data and materials.

Disadvantages of Portfolio Assessment

a. Requiring extra time to plan an assessment system and conduct the assessment.

b. Gathering all of the necessary data and work samples can make portfolios bulky and difficult to manage.

c. Developing a systematic and deliberate management system is difficult, but this step is necessary in order to make portfolios more than a random collection of student work.

d. Scoring portfolios involves the extensive use of subjective evaluation procedures such as rating scales and professional judgment, and this limits reliability.

e. Scheduling individual portfolio conferences is difficulty and the length of each conference may interfere with other instructional activities.

2.4.5 The Implementation of Portfolio Assesssment

According to O'Malley and in Tyas (2012: 83) they are 6 stages in implementing portfolio assessment.

The first is establishing the purpose of Portfolio Assessment, the second, specifying the contents, the third, introducing the ideas of Portfolio Assessment, the fourth, setting the assessment criteria, the fifth, establishing the mastery standard, the last is organizing portfolio conference.

According to Iiz Hamp-Lyons & William Condon (2000: 68-71), the practice of portfolio in the writing classroom are:

1. Drafting, students write their way to richer perspective on their topic through successive drafts accompanied by peer and teacher feedback.

2. Deep-Revision, in deep revision students are taught to look below the surface of their text.

3. Writer's Workshop, which one student readsthe draft aloud to the class, after it the audiences dicuss the paper on several levels.

4. Peer Critique, provide opportunities for writers to be aware of audience response to their text in progress in revision.

5. Collaborative Learning, the writers talk together, about ideas and about their text, they learn together about what works for them and for others.

6. Reflective Writing, the purpose of reflective writing is to encourage students to reflect on what they have to learned during the writing process. They can promote their awareness of writing practice.

2.4.6 Strength of Portfolio Assessment

Portfolio assessmet can be used for many neccesities. It records the students' learning process. Berenson and Certer in Rusoni in Issabella (2008) stated that there are some portfolio assessment's strengths:

a. To make document of the student's progress for certain period of times.

Result of the students work are recorded in a list and documented in a bundle. It will be evidence of the students' learning process in certain period of times.

b. To know part of teaching learning process that needs to be repaired.

By using portfolio, teacher can analyze which material that should be explained again, which instruments that should be repaired.

c. To inspire self-confident and motivation in learning.

Students would be more motivated in learning if the students know the result of their work as a feedback.

d. To give rise to responsible to learn.

It came to the students that process of learning is more important than a mere of good score.

J. Kem and D. Toperoff in Isabella (2008) also give some ideas about it. They give some reasons why use portfolio assessment:

a. Matches assessment to teaching.

The products that are assessed are mainly products of class-work, and are not divorced from class activities like test items.

b. Has clear goals.

They are decided on at the beginning of instruction and are clear to teacher and students alike.

c. Give profile of learner abilities.

Depth: It enables students to show quality work, which is done without pressure and time constaints and with the help of resources, reference materials, and collaboration with others.

Breadth: A wide range of skills can be demonstrated.

Growth: It shows efforts to improve and develop, and demonstrates progress overtime.

d. Is a tool for assessing a variety of skills.

Written as well as oral and graphic products can easily be included.

e. Develops awareness of own learning.

Students have to reflect on their own progress and the quality of their work in relation to known goals.

f. Caters to individuals in the heterogeneous class.

Since it open-ended, students can show work on their own level. Since there is choice, it caters to different learning styles and allows expression of defferent strengths.

g. Develops social skills.

Students are also assessed on work done together, in pairs or groups, on project and assignments.

h. Develops independent and active learners.

Students must select and justify portfolio choices, monitor progress and set learning goals.

i. Can improve motivation for learning and thus achievement.

Empowerment of students to prove achievement has been found to be motivating.

j. Is an efficient tool for demonstrating learning.

Different kinds of products and records of progess fit conveniently inyo one package.

k. Provides opportunity for student-teacher dialogue

Teacher can find the student's problem in learning by the portfolio. To solve the problem teacher can dialogue with the student.

2.5 Previous Study

For differences relevant research with this a proposal, the writer take two for example thesis of relevant research, they are:

First Thesis by Jafarpour (2016), entitle *Portfolio Assessment and Process Writing: Its Effect on EFL Students' L2 Writing*. He did this study because wants to analyze how portfolio assessment affects the students in process writing. The result of the study shows that after the treatment, there is a difference on EFL students' L2 in writing between students taught using portfolio assessment and those without using portfolio assessment. The two groups are at the same level.

 Meanwhile, the final result shows that the students get better if they are taught using portfolio assessment rather than those without using portfolio assessment. The similarities between his research and the researchers' are that this thesis focused on analyzing portfolio assessment students' ability in writing ability, then the data participants are EFL learners. The previous researcher used case study in his research and the researcher uses quantitative research design as the research approach. The previous researcher was using portfolio assessment help students improve their English writing ability.

Second, Roohani & FarzanehTaheri (2015) entitled *The Effect of Portfolio Assessment on EFL Learners' Expository Writing Ability.* She did this study because she wants to analyzing portfolio assessment affectivenessin L2 learners'expository writing ability. Besides, it was to find out the significant difference of students' achievement by using portfolio assessment in writing ability.

The similarities between her research and the researchers' are on the research approach that is classroom action research, the object of study that is writing, and the data analysis that use writing test, and calculate the achievement of study. The previous researcher was also using portfolio assessment in her research, it is same with the researcher.

The results of covariance analysis and t-tests indicated that the participants in the experimental group outperformed the ones in the control group in terms of their expository writing ability, in general, and the subskills of focus, support, and organization in particular. But, the performance of the two groups in the subskills of vocabulary and convention in writing was not significantly different. The result have also some implication for assessment, teaching and learning of L2 writing. The previous researcher was using portfolio assessment help students improve their English writing ability.

2.6 Conceptual Framework

Writing is one of the language skill that the students get when they learning language. Writing also is the activity to pour the idea/thought, feeling, emotion to the reader in the written English text so that it can be understood by the reader. The purpose of writing is deverse like to give the information, to tell something, to influence the reader and to tell the readers what happen in the past through a sequence of events. When the students write recount text, there ae some important things that must be known and understood. They are organize the idea, information, message, and language use to improve the students skill about writing. The teacher must make score for students just take on the final test and generally use traditional assessment.

To solve this problem, the teacher should choose the measure that can be used to help teaching-learning process and to make the students be active. The measure is portfolio assessment. Portfolio assessment help the students can write down their idea step by step, so it becomes a

good writing and also teacher can determine the assessment based on the students' work. This activities can give students opportunities to improve their writing composition, perhaps motivate them to be better writer and of course ask them to have critical thinking in writing text. It can be concluded that portfolio assessment is the best way to ask students to write text English especially in writing recount text and teacher is effective to assess.
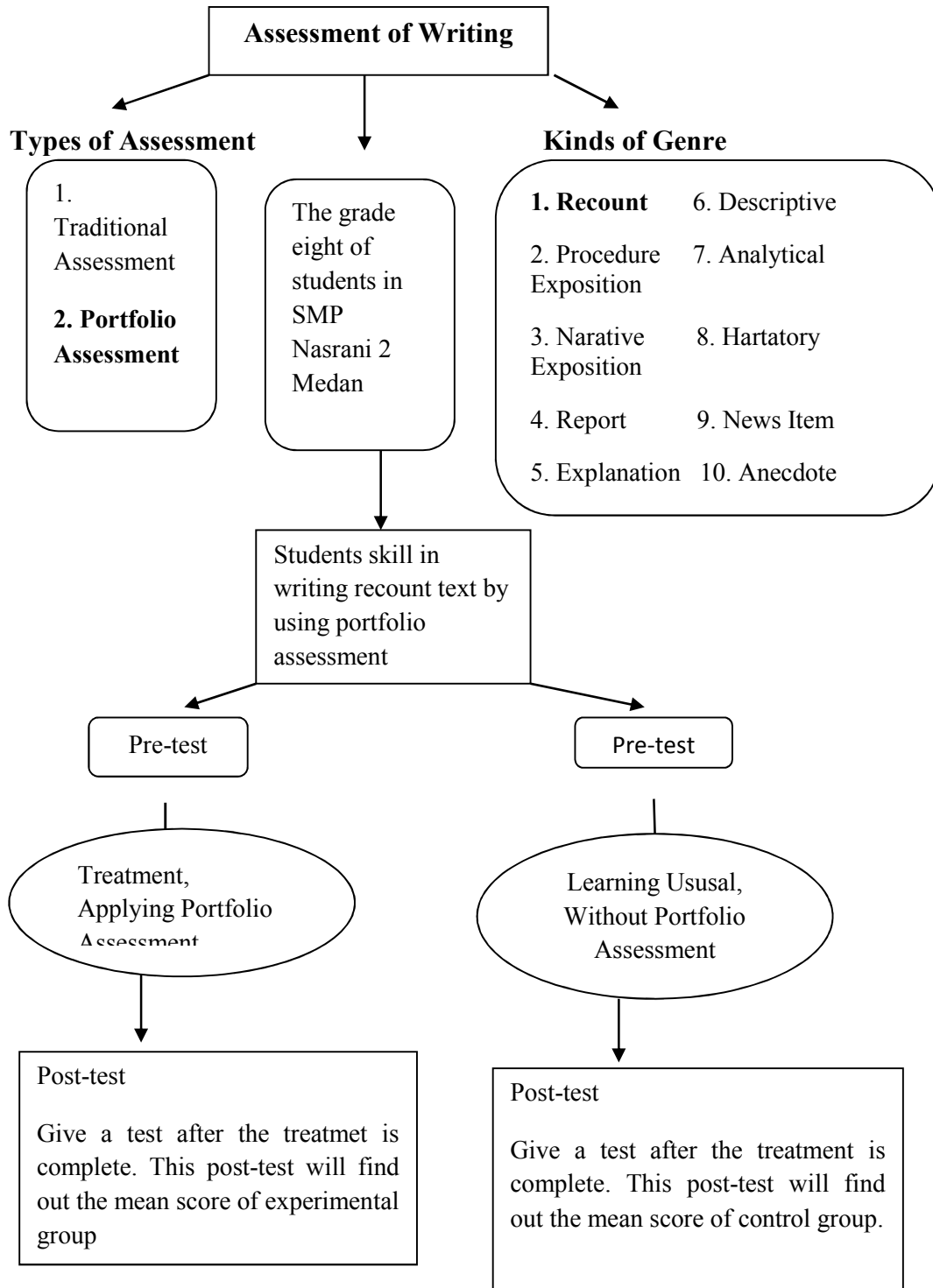
Assessment of Writing

Types of Assessment

1. Traditional Assessment

2. Portfolio Assessment

The grade eight of students in SMP Nasrani 2 Medan

Kinds of Genre

1. Recount	6. Descriptive
2. Procedure Exposition	7. Analytical
3. Narative Exposition	8. Hartatory
4. Report	9. News Item
5. Explanation	10. Anecdote

Students skill in writing recount text by using portfolio assessment

Pre-test

Pre-test

Treatment, Applying Portfolio Assessment

Learning Ususal, Without Portfolio Assessment

Post-test

Give a test after the treatmet is complete. This post-test will find out the mean score of experimental group

Post-test

Give a test after the treatment is complete. This post-test will find out the mean score of control group.

Figure 2.8 The Conceptual Framework of "The Effect of Portfolio Assessment on Students' Skill in Writing Recount Text".

CHAPTER III

RESEARCH METHOD

3.1 Research Design

Arikunto (2006: 160) states that research design is the research's way to collect the data. The research used experimental quantitative research design. Experimental method used in this research. Experimental research means that there were a certain experimentation apply to the population or the sample. There were two groups in this study. Namely, experimental group and control group. Experimental group that group was receive a new treatment. The new treatment for this group by using Portfolio Assessment. The second group that was not receive treatment will call control group. The both of them was gave pre-test and post-test with the same item.

Table 3.1

Research Design

Groups	Pre-test	Treatment	Post-test
Experimental	√	By using Portfolio Assessment	√
Control	√	By Learning Usual	√

3.2 Population and Sample

3.2.1 Population

According to Arikunto (2010), population is all of the subjects who are connected the research. The population of this research was the second grade students of SMAN 7 Medan. There were three classes of the second grade students of SMAN 7 Medan and each class consists 25 students. The total number of students were 50 students.

3.2.2 Sample

Sample is a number of inviduals for a study in such a way that the indivuals represent the larger group from which they were selected (Arikunto 2010). The sample of this research was the second grade students of SMAN 7 Medan. The writer took class XI MIPA-2 as a experimental group and class XI MIPA-3 as a control group. Each group consists 25 students.

3.3 The Instrument of Collecting the Data

In collecting the data, the writer used a test as instrument. The test is a writing test. In this research, the writer used a test so that the writer could see the skill writing. The test gave many contributions to make assessment to students and writer use portfolio as assessment. The writer gave a test make recount text. The writer gave the student 90 minutes. The students were allow to use a dictionary to help them for finding the difficult words so that they could make it or interpreted the meaning well.The instrument of the test which gave to the experimental group and control group were same in pre-test and post-test. In the end of teaching and learning process, the writer conducted the test to see the students' competence about the teaching learning process.

Table 3.3

The Scoring of WritingAccording to Reid 1993: 236-237

Aspect of Writing	Range	Score	Criterion
Content	30-27	Excellent to very	Knowledgeable. Substantive,

		good	Through development of thesis. Relevant to assigned topic.
	26-22	Good to Average	Some knowledge of subject. Adequate range. Limited development of thesis. Mostly relevant to topic, but lacks detail.
	21-17	Fair to poor	Limited knowledge of subject. Little substance. Inadequate development Of topic.
	16-13	Very poor	Does not show knowledge of subject. Non-substantive. Not pertinent, or not enough to evaluate.
Organization	20-18	Excellent to very good	Fluent expression. Ideas clearly stated/supported. Succinct. Well-organized. Logical sequencing cohesive.
	17-14	Good to Average	Some what choppy. Loosely organized but main ideas stand out. Limited support. Logical but in complete sequencing.
	13-10	Fair to poor	Non-fluent. Ideas confused or disconnected. Lack logical sequencing, and development
	9-7	Very poor	Does not communicate. No-organization, or not enough to evaluate.
Diction	20-18	Excellent to very good	Sophisticated range. Effective word/idiom choice and usage. Word form mastery. Appropriate register.
	17-14	Good to Average	Adequate range. Occasional errors of word/idiom form, choice, usage but meaning not obscured.
	13-10	Fair to poor	Limited range. Frequent error of word/idiom form, choice, usage. Meaning confused or obscured.
	9-7	Very poor	Essentially translation. Little knowledge of English vocabulary idioms. Word form or not enough toevaluate.
Language Use	25-22	Excellent to very good	Effective complex constructions. Few errors of agreement, tense,

			number, word order/function, articles, pronouns, prepositions.
	21-18	Good to average	Effective but simple constructions minor problem in complex constructions. Several errors of agreement, tense, number, word order / function, articles, pronouns, prepositions, but meaning seldom obscured.
	17-11	Fair to poor	Major problems insimple/complex constructions. Frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions, and fragments, run-ons, deletions. Meaning confused/obscured.
	10-5	Very poor	Virtually no mastery of sentence constructionsrules. Dominated by errors. Does not communicate. Or not enough to evaluate.

3.4 The Procedure of Collecting Data

The data was collected by asking the students to have writing test in the pre-test and post-test. Both control and experimental group get the material but different treatment in assessing their writing.

1. Pre-test

The writer was administered pre-test to both of groups, that is XI MIPA-2 as a experimental group and XI MIPA-3 as a control group. In experimental group, the writer gave writing test. And control group, learning usual and giving the test. After conducting the pre-test, the writer collected the sheet and giving score the pre-test as a data.

2. Treatment

Treatment was given to both of groups. The students from the control group was taught by
learning usual meanwhile the experimental group, the teacher collected the result of writing
students before teaching and learning process but no score is given at that time. Then, the writer
was taught the students based on their weakness. Then, The teacher was explained about recount
text to improving their skill.

Table 3.4

Procedure for the Experimental and Control Group

Experimental Group	Control Group

Pre-Teaching
1. Teacher greets the students.
2. Check students' attendance.
3. Giving motivation for students.
4. Teacher gives the pre-test to both of groups, to write recount text.
 	
While-Teaching
    1.   The teacher explain their weakness to improving their skill in portfolio assessment.
2. Intoduce the recount text; definition, generic structure and language use.
    3. Teacher asks several question to the students about their weakness.
4. Give the motivation to students like give the high scoring for the students that always do task.
5. The students are asked to draft their ideas.
6. Deep revising, the students check their text of the students' language error, content, and organization idea clearly. It also called editing.
7. Peer critique, asks the students to develop critical reading skill.
8. Reflective writing; to encourage the students to reflect on what they have learned during the process. Actually, they able to improve their realization of
	Pre-Teaching
	1. Teacher greets the students.
	2. Check students' attendance.
	3. Giving motivation for students.
	4. Teacher gives the pre-test to both of groups, to write recount text.
	
	While-Teaching
	1. Teacher gives the text and ask them to read.
	2. Teacher asks several question to the students about the recount text.
	3. Teacher teaches recount text without using portfolio assessment.
	4. Teacher asks students to read model text like recount text.
	5. Teacher asks students to organization of ideas.
	6. Teacher asks students to practice writing.
	7. Teacher gives post-test.
	
	Post-Teaching
	1. Review and conclude the lesson.
	2. Close the class.

writing process. 10. Give the post-test. Post-Teaching 1. Review and conclude the lesson. 2. Close the class.	

3. Post-test

After giving the treatment, both of classes was gave post-test then collected and score students sheet as a data. Post-test used to measure the effect of certain treatment. It were purpose to know the mean scores of experimental and control group.

3.5 Techniques of Data Analysis

From the data, the calculation in order to figure out whether portfolio assessment is absolutely helpful in teaching of writing recount textskill or not. To know the result between two group.

$$t = \frac{Mx - My}{\sqrt{\left[\frac{Dx^2 + Dy^2}{dx}\right]\left[\frac{1}{Nx} + \frac{1}{Ny}\right]}}$$

Where:

t   = the effect

Ny   =the sample of control group

Mx   =mean of the experimental group

My   =mean of the control class

Dx^2 =the deviation square of experimental group

Dy^2 =the deviation square of control group

Nx   =the sample of experimental group

a.   The Validity of the test

The validity determined how well a test is. A test is said to be good if it is valid and reliable. To ensure that the test is already good, the validity should be established clearly and in accordance with the points of the test. The established and procedure of each aspect is discussed in the following. According to Borg (1983:275) "Validity is that is the degree to which a test measures what it purpose to measure". This means that a test is valid to extent that measures what it is claimed to measure.