

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Language is the ability possessed by humans to communicate with each other in the form of a system symbol of sound and movement produced by human speech tools to convey meaning. Language can be considered as the nature of human criteria, to express the overflowing of one's heart which is conveyed to someone's speaking in live activity. People use language to find and convey the messages each other, express idea to give others, also they believe that language are the way to bring and inform the culture and introduce their identities to others, and build good relations, and interact to other people.

The fact shows that the result of teaching learning English is still low. Somantri said (2003) that there can be a wonder about "The condition of the students' English ability". The students have learned English from the first-grade of junior high school until senior high school, but most of them still cannot use English as tool of communication. Zamroni in Somantri (2003) found that it does not only happen to students who have scores below five, but students who have also scores over eight grades, in junior high school. Most of them can't use English in real communication in their level. Besides, their receptive skills they are also below the expectation. For example, the students who have graduated from senior high school, they still find difficulty in reading English literatures BalitbangDepdiknas (2002:1).

Assessment is gathering process various data which can provide learning growth, draw students growth. It is due to assessment can emphasize a study process. Hence, collected data have to be obtained from directly learning and teaching activities in classrooms. Teachers who

wish to know the learning growth of English have to collect data of activities at the moment of reality, all students' use non English at the time of all students do English test as data taken during and after study process take place Zinas (2006: 81).

Based on the earlier observation, the researcher finds that most of teachers still use traditional assessment. Traditional assessment includes multiple-choice questions and asking students to respond questions with short answers. Many kinds of tasks are given in order that the students can respond the questions with correct answers in the final test. The product of learning is more emphasized than the process itself. Teacher gives quizzes and tests to assess cognitive aspect only. This kind of assessment is just recall student's memorization. Zinas (2006:81).

Furthermore, according to Collins and Barton (1997), "Portfolio is to represent document corps in the form of object of assessment used by someone, groups, institutes, organizations, companies, and others which have aim to document and evaluate growth of a study process in reaching target". Portfolio used by educative participants to collect all documents related to sciences studied in either class or outside, including extramural. In other words, portfolio is the collection of student works and documentation about the students learning progress (namely the students' task, test, performance, and activities) collected regularly and continuously. Portfolio can be in the form of the students' work, the students' answer to the teacher's questions, anecdotal records of the students, reports of the students' activities, and the students' composition or journals. Translation studies and the translation is the easiest way and alternative solution to accelerate knowledge and technology in a developing country like Indonesia KammerSipayung (2018).

Problem which is in SMP NEGERI 17 MEDAN that is instruction of English which is still humble in junior high school most of them cannot use English in real communication in their

level. Besides, their receptive skills they are also below the expectation. For example, the students who have graduated from senior high school, they still find difficulty in reading English literatures. So it is requires to be done by the system assessment which show growth of students especially in English skills such as speaking, writing, listening and reading.

The researcher will conduct this study on the students of SMP NEGERI 17 MEDAN, with the title “STUDENTS’ LEARNING ACHIEVEMENT WITH TRADITIONAL ASSESSMENT AND PORTFOLIO ASSESSMENT AT VIII GRADE OF SMP NEGERI 17 MEDAN”

1.2 The Problems of the Study

Based on the background explained above, the research in the problems of the study questions that should be investigated, as follows:

1. How is the students’ learning achievement with traditional assessment?
2. How is the students’ learning achievement with portfolio assessment?

1.3 The Objectives of the Study

Based on the problem of the study above, the main objective of the study are to find out the following targets:

1. To describe the students’ learning achievement with traditional assessment.
2. To describe the students’ learning achievement with portfolio assessment.

1.4 The Scope of the Study

Data collected to be used as traditional assessments and portfolio assessments are practicum reports that are assessed based on research rubric, questions in the form of description, self-assessment. What is meant in this research is to motivate students in learning as measured by instruments adapted from the ARCS model (attention, relevance, confidence, and satisfaction) Keller (2000).

Then the measured student learning outcomes are learning outcomes in the cognitive realm. This problem is based on the revised Bloom Taxonomy, which was tested with Traditional assessment includes 20 multiple-choice questions and 5 asking students to respond the questions with short answers. The types of questions used are levels of knowledge, application, analysis, evaluation, and synthesis.

1.5 The Significance of the Study

This study is expected to have two benefits. They are:

a. Theoretically

This research results are expected to contribute to the development of education, especially in an analysis students' learning which is related to learning achievement with traditional and portfolio assessment.

1.5.2 Practically

This study is expected to give benefit for:

1. For English teachers

The research result is expected to able to give some benefits for the teachers English at SMPN 17 Medan,

2. For the students

This research hopefully will be useful for students in their English,

3. For the other researcher

The result of the research can be a referential contribution for those who want to conduct a further in depth research,

4. For research

This research purposes to enrich the knowledge in education.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

In conducting a study, there are some theories are needed to explain some concept and term applied in the research concerned. This study also uses some concerns and terms that need

to the theoretical explained. The theoretical elaboration on the concepts and terms used will be presented in this following part.

2.2 Learning Process

The learning process in general can be interpreted as an effort that is intended to make changes in every effort made by an individual Seifert (2012). Effective learning certainly cannot be solved by creativity, because what was rejected by Beetlestone (2013), creativity is part of the learning process itself. Creativity is more than one process or learning outcome that suddenly comes upon a learning period that passes from time to time.

2.3 Students' Learning Achievement

Students' learning achievement is a combination of two syllables of achievement and learning. According to ZaenalArifin (2012: 12-13), the word achievement comes from Dutch, namely *prestatie* and in Indonesian is an achievement. Learning achievement is different from learning outcomes.

Skinner (in Dimiyati and Mudjiono, 2006: 9) holds that view learning is when learning then the response will be better, conversely if not learning then the response decreases. According to Dimiyati and Mudjiono (2006: 7) learning is a complex student action and behavior. As an action, learning is only done by students themselves. Students are undergoing a learning process. The learning process occurs because students accept something in the Surrounding Environment. Purwanto (2010: 46) states that learning outcomes are a process of change resulting from the ongoing learning process teach. Changes that can be seen from the ability of a

person who is conveyed in the learning process carried out. Learning outcomes can change cognitive in cognitive, affective, and psychomotor aspects. From some of the above opinions can be concluded from achievement learning is the result obtained by people containing the knowledge obtained from learning and obtained by assessment or assessment. Learning achievement is the result obtained by students in the cognitive, affective, and psychomotor fields. After doing some learning process with the teacher then starts using the test realized using a score.

2.4 Traditional Assessment

Traditional assessment refers to the conventional methods of testing which usually produces written document, such as quizzes or exams. Standardized test, most state achievement test such as BECE (Basic Education Certificate Examination) and WASSCE (West African Senior School Certificate Examination) are also examples of traditional assessment. These comprise tests given to students by teachers to measure how much the students have learned. The most widely used traditional assessment tools include multiple-choice tests, true/false, Tests, short answers, and essays. Multiple choice tests involve items which consist of one or more introductory sentences followed by a list of two or more suggested responses. They are commonly utilized by teachers, schools, and assessment organizations because they are economical, objective and easily scored Bailey (1998).

True/false items require students to make a decision and find out which of two potential responses is true. They are easy to score and administer. However, guessing might increase the chance of success by 50% Simonson et al (2000). In short-answer test, “items are written either as a direct question requiring the learner to fill in a word or phrase or as statements in which a

space has been left blank for a brief written answer” Simonson et al (2000 : 270). Lastly, essays are effective. Assessment tools since the questions are flexible and assess the higher order learning skills. However, they are not very practical due to the fact that it is very difficult and time consuming to score the essays. Moreover, subjectivity might be an issue in scoring Simonson et al (2000).

2.5 Strength of Traditional Assessment

The times that are oriented towards human development are changes that are expected to answer today's challenges. Humans are required to be able to support everything in the environment. The progress of a nation will be determined by the quality of a formidable generation, creative innovative and noble character. To produce the generation that is expected to spearhead education. Both the education carried out at school, at home and education in the community environment. Education is the most important part that cannot be ignored from human life. Education will discuss the progress of a nation; if the nation wants good then improve education. 20 of 2003 above, one of them is about the teaching and learning process, adequate infrastructure and professional teachers, so that they are able to produce a generation that is intelligent and has good character. To find out the achievement of the ability of learning outcomes, it is necessary to hold an evaluation of the learning outcomes of students through assessment. This assessment is used as an indicator of the success of a teaching and learning process both in the affective, cognitive and psychomotor domains. Assessment the good will be seen the development of good students too.

Existing reality that is applied in schools has not implemented Authentic; in fact it still uses traditional methods to win the final result without regard to the process. Determined

whether or not graduated from KKM is determined by the final results. Assessment of final results is only taken from the learning outcomes which consist of tests not from complete learning outcomes related to it including other aspects, so the results of the larger assessment are dominantly seen as achievement in the cognitive domain. Other aspects such as the affective and psychomotor domains are not very visible. Because not yet optimal the realm, the results become unbalanced between the cognitive, affective and psychomotor domains. The application of authentic assessment is expected to be able to measure the achievement of students' competencies in the realm of attitudes, knowledge and skills possessed Complete Uno and Koni (2013). Approval Standards for approval:

- 1) Planning of student participation in accordance with the competencies to be achieved and based on principles.
- 2) Implementation approval of participants is carried out professionally, openly, seductively, effectively, effectively, efficiently and in accordance with the socio-cultural context.
- 3) Reporting the results of objective, accountable and student learners informative.

This assessment standard is made by the government as a reference for educators, education units, and the government in education units for primary and secondary levels. Educational assessment is a consideration of procedures, procedures, and instruments for assessing student learning outcomes. Educational assessment as a process of gathering and processing information to measure student learning outcomes includes: Authentic rotation, self-talk, based on portfolio, tests, daily tests, midterm tests, and end of semester tests, competition level tests, competition level tests, national level exams, and school exams Kunandar (2013).

Authentic assessment consists of complete and comprehensive whole, complete principles that are also known to be complete. With this principle, evaluation of learning outcomes can be completed well carried out on the assessment carried out completely and completely. The evaluation function, which describes the learning skills of students, understanding the educational process and understanding at school, determines actions further research results, namely to make improvements and improvements in education and teaching programs and implementation strategies Purwanto (2008). Evaluating learning outcomes must include various aspects that can describe the development or change in behavior in students. The evaluation does not have to be done solely by using learning test kits, non-test techniques also occupy positions what is important in the context of evaluating learning outcomes is more evaluation related to the mental condition of students Sudijono (2011).

The assessment in the 2013 curriculum emphasizes differences in assessment such as from assessment through tests (measuring knowledge competency based on results only) to authentic assessment (overall assessment, namely the assessment of attitudes, skills, and knowledge based on process and results. Authentic assessment has the following characteristics:

- 1) Focus on important material, big ideas or special skills.
- 2) Is a deep assessment.
- 3) Easy to do in class or in the environment school.
- 4) Emphasizing product quality or performance rather than a single answer.
- 5) Can develop strength and mastery of learning material in students.
- 6) Provides many ways that students can demonstrate their abilities as a result of learning and.
- 7) The grading of scores is based on the essence of the task Moon (2005).

Authentic assessment is a form of assessment in which students are asked to present assignments in real situations that demonstrate the application of essential skills and knowledge that is meaningful". One emphasis in the 2013 curriculum is authentic assessment (authentic assessment). Actually in the previous curriculum, the Education Unit Level Curriculum (KTSP) had already given space for authentic assessment, but implementation in the field is not yet optimal. Through this 2013 curriculum authentic assessment becomes a serious emphasis where the teacher when assessing student learning outcomes by paying attention to several aspect. Authentic assessment is the activity of evaluating students who emphasize what should be assessed, both the process and the results with a variety of assessment instruments that are adjusted to Competency Standards (SK) or Core Competencies (KI) or Competencies Basic (KD) Hartati (2010). Authentic assessment refers to Benchmark Reference (PAP), which is the achievement of learning outcomes based on the scores obtained against the ideal score (maximum). Thus, the achievement of student competencies is not in context compared to other students, but compared to certain standards or criteria namely the Minimum Mastery Criteria (KKM) set by the school.

2.6 Weakness of Traditional Assessment

Weakness of traditional assessment, they are:

1. Traditional ways of testing can sample only a fraction of what we want to produce and play a judgmental role and not a developmental.
2. Summative and usually designed and administered by people outside the learning process.

3. Takes a lot teaching time and are very often not followed up as a basis for future teaching.
4. Provision of discriminative numerical marks, useless descriptions rather than the provision of formative feedback.
5. Learners as powerless victims rather than active participants in the learning process.
6. Teacher-centered.
7. Limited time frames, it is a “one shot” event that gives the learner only one chance to show competence.
8. Not individualized and cannot be tailored to the needs of individual learners.
9. Tests are not always fair as they do not account for individual differences (multiple intelligences / different learning styles etc.).

2.7 Portfolio Assessment

1. Definition and Component of Portfolio Assessment

It has been commented on in the previous section about portfolio opinions included in the performance appraisal group. Compared to other forms of getting ranked, it provides a collection of documents to prove the process and student learning outcomes. Portfolio assessment is carried out on a collection of student work (a number student work documents). Portfolios are defined as a collection of student work and notes about their learning progress, which is about two main points:

- 1) About what students have learned and how they have succeeded in learning.
- 2) About how these students think, ask, analyze, synthesize, produce, and be creative and how these students interact intellectually, emotionally, and socially with others.

Based on the understanding, portfolio assessment can assess students' knowledge, attitudes, and skills.

Assessment of all aspects is only possible if students are assessed through various documents (assignments, test results, teacher notes about students, attendance documents, etc.) put together. Although portfolio assessment can assess all aspects of students, in practice teachers can only assess cognitive abilities or skills in accordance with the learning indicators to be achieved. In practice the teacher too can collect only one type of work, for example only papers or practicum reports / journals. From this collection of student work, the teacher can also use only the student's best work to be graded.

Portfolio assessment involves self-assessment by students. In this case the student concerned can also participate in assessing the process and learning outcomes based on a collection of work and their learning outcomes. Thus the assessment process will be more meaningful and enjoyable for students. The results of self-assessment in addition to providing feedback for improvement of student learning, also helps teachers in knowing student learning difficulties and learning progress, so that teachers and students can plan appropriate learning methods and techniques. Data collection in portfolio assessment is carried out in many ways. This data collection is done through the collection of work or systematic observations that are objective, selective, inconspicuous (does not interfere with students' learning), and are carefully recorded. Basically all student assignments can be part / component of a portfolio such as journals and reports practicum, clipping, herbarium, observation report, etc. Students' daily tests can also be part of a student's portfolio. The attendance list of students during English lessons can be the basis for consideration of students' attention in learning. Portfolio assessment is a continuous and continuous process. At the end of each teaching period, the teacher can assess the

results and progress of students. This assessment is then continued in the next teaching and learning process. Given this time, portfolio assessment makes it possible to monitor student process skills. Nonetheless, biology teachers need to limit the time for carrying out portfolio assessments whether only on certain material or for one semester.

2. Strengths and Weaknesses

Besides having several advantages, portfolio assessment also has a weakness. The validity and reliability of portfolio assessments are considered lower when compared to tests). Carrying out portfolio assessments takes a lot of time and cannot be done in a short and immediate time. Biology teachers also often do not have much time to do portfolio assessments because of the large amount of learning material that must be completed.

Portfolio assessment involves many components as an assessment tool which means it requires more teacher attention when compared to other types of assessment. The teacher must also be diligent and patient in collecting student work, chronologically ordering and interpreting it. For teachers who lack perseverance and have little time, this will be very difficult.

3. Implementation of Portfolio Assessment

The steps regarding the preparation and implementation of portfolio assessments can be described as follows.

1. Preparation phase:

- a. The teacher determines the learning objectives to be assessed through the student portfolio and determines what tasks / jobs will be given to students to achieve these goals.

- b. The teacher communicates to students about the portfolio plan, discusses it with students and accommodates student proposals. In this case, it is necessary to communicate about the process that students must go through in carrying out the portfolio assessment. Apart from that it also needs to be communicated about the assessment criteria, student performance to be assessed and examples of work that will be collected. Students in terms of being able to provide input on criteria and types of work that are will be collected.
- c. The teacher is assisted by students preparing folders / folders / bags for storing student documents. Each folder / folder is given a student identity.

2. Implementation phase:

- a. Teachers and students regularly discuss the learning process that guides students to produce their work.
- b. The teacher collects student work / assignments. Student assignments are examined and commented on by the teacher. Students can improve their assignments if they still have many shortcomings.
- c. Assignments / notes about students are given a date and put in a folder / folder in chronological order in order of time.
- d. The teacher provides feedback continuously to students so that students can always improve their weaknesses. The teacher reviews students' work in chronological order, looks at the progress of their learning, and examines the level of achievement of student learning competencies. The teacher then provides notes about student achievement and learning progress. The teacher's notes are attached to the student portfolio.

- e. Discussion activities between teachers and students should be sought to provide input on student work, not intended to provide an assessment but used to bring out the power of student work.
 - f. Selection of the work is done by students with the help of teachers. In this case students can choose entirely, in part, or only the best work that is included in their portfolio.
3. Assessment stage:
- a. Assessment is done by referring to the assessment criteria prepared by the teacher for student participation.
 - b. The agreed criteria are applied consistently, both by the teacher and by students.
 - c. Reflections are carried out by students in the form of self-assessment. Self-assessment is done by students to assess the strengths and weaknesses of learning. Students assess their own learning abilities and weaknesses based on data collected on the portfolio, the results of student self-assessments are written down and included as portfolio components.
 - d. The results of teacher and student assessments of the portfolio are used as material for the preparation of new goals for the next learning process.

2.7.1 Different of Types of Portfolio

A portfolio is a collection of all one's achievements, skills, qualifications, education, etc. It is a very valuable tool when seeking employment because it acts as a moving diary of all previous successes and accomplishments. It is also often used by students when applying to a university or joining advanced classes. Regardless of the industry they're looking to work in or a

school they're looking to apply to, everyone should invest some time and effort into creating a great portfolio. However, not all portfolios are the same. There are three main categories:

1. Assessment Portfolio

The main purpose of assessment portfolios is to document and showcase one's achievements and skills, so the employer would be able to assess whether they are competent for the job in question. Students can also use assessment portfolios to show off their success in respective areas of interest. This type of portfolio should be designed to demonstrate one's mastery, and it should contain specific examples. For example, if someone was to claim that they're an amazing writer, they should include some writing samples. Or, if a student is applying for a program that requires great mathematical problem-solving skills, then they should include entries of problem-solving.

2. Working Portfolio

A working portfolio should demonstrate the owner's growth and development. This type of portfolio is often referred to as a project "in the works" because it showcases both works in progress and work that's already been finished. They highlight one's strengths and weaknesses and are often used as a prelude for creating any of the remaining two types of portfolios. Working portfolios are frequently updated and should always be organized due to the high volume of information they contain.

3. Showcase Portfolio

Lastly, showcase portfolios are among the most frequently used because they showcase one's best work. When looking at it, a showcase portfolio should evoke a sense of

achievement and success because it highlights one's greatest accomplishments. If a showcase portfolio is used to seek employment, then it should contain all important qualifications and achievements in that particular area of interest. If it's used for education purposes, then it should contain a representation of students' projects and coursework.

Investing time and effort into creating a great portfolio is a must for everyone who'd like to advance in their careers or education. It is important to have a well-designed, clean, and organized portfolio. Since portfolios are used to assess one's competencies before a face-to-face meeting, it is important to have yours stand out in a sea of other boring portfolios.

2.7.2 Basic Principle Assessment in Portfolio Assessment Model

Arifin's portfolio assessment principles (2011: 202-203) state that there are several principles that need to be considered and used as guidelines in using portfolio assessment at school, namely:

1. Mutual trust means that there is no mutual suspicion between the teacher and students and between students. They must both trust and need each other, help each other, be open, honest and fair so that they can build a more conducive atmosphere of evaluation.
2. Confidentiality means the teacher must maintain the confidentiality of all student work and existing documents. This is so that students who have weaknesses don't feel embarrassed.
3. Shared property means all the work of students and existing documents must be shared by the teacher and students because they must be maintained together, both deviations and placement.

4. Satisfaction means that all documents in the context of achieving competency standards, basic competencies, and indicators must be able to satisfy all parties, teachers, parents and students.
5. Conformity means that existing documents must be in accordance with competency standards, basic competencies and expected indicators.

In addition to the above principles, Surapranata&Hatta (2006: 77-80) added three other principles, namely:

1. Creation of a teaching culture means that portfolio assessment can be done if the teaching is also with a portfolio approach. Portfolios will be effective if teaching requires students to demonstrate tangible abilities that illustrate the development of aspects of knowledge, sequestration, and skills at higher tariffs.
2. Joint reflection means giving an opportunity to reflect together where students can reflect on their own thinking processes, about their own understanding abilities, problem solving or decision making and observes their understanding of the basic competencies and indicators they have obtained.
3. Process and results means the learning process that is assessed, for example, is obtained from the daily behavior record of students regarding attitudes in learning, whether or not enthusiastic in participating in lessons and so on. Another aspect of portfolio assessment is in the assessment of results, which assesses the final results of an assignment given by the teacher. Therefore, portfolio assessment does not merely assess the final outcome of learning but also needs to provide an assessment of the learning process.

2.7.3 Indicator of Portfolio Assessment

The following four sources provide confirmation of the need to establish an assessment policy with portfolios, in addition to other assessments. In their studies of assessment practices in the field, the Curriculum Center (2000) found that classroom assessment practices did not use more varied methods and tools. Even the assessed aspects emphasize cognitive aspects, with little psychomotor, and almost no touched by the assessment of affective aspects, it is still not at a high cognitive level. From the policy makers, such a reality, of course, is seen as detrimental to students. That is why a policy called class-based assessment (PBK) was issued, with the aim that there would be a balanced assessment of the three psychological domains, using various forms and models of assessment both officially and unofficially, and on an ongoing basis Puskur (2000).

The policy set out in the PBK also mandates that (1) what is assessed is competency (not material), and (2) is carried out by (a) written tests, (b) performance tests, (c) assignments, (d) project evaluations, (e) product assessment, (f) attitude assessment, and (g) portfolio assessment Surapranata and Hatta (2006: 18-21); and (3) whatever type of assessment must allow the best opportunities for students to show what they know and understand, and demonstrate their abilities. From this policy began to be introduced assessment with the portfolio.

In the Special Portfolio Development Guidelines document for Assessment, the 2004 High School Curriculum MONE (2004: 2) noted six problems relating to the assessment of learning outcomes — which led to assessment with portfolios — as stated below.

1. Standardized tests usually don't assess students' ability to solve problems broadly.
2. Closed tests (tests with single answers) do not provide an adequate description of students' abilities.

3. Assessment is not adjusted to the way students learn which usually varies.
4. Assessment does not provide an opportunity for students to show their abilities, not their inability.
5. Assessment does not consider student progress in the eye particular lesson.
6. Assessment is not used as a way to improve learning.

Another source Sinaradi in Suparno (2001), mentions several reasons for applying the portfolio appraisal policy, among others:

1. Until now all teachers have done is looking for mistakes, not students' excellence, including assessments through the UUB, or the UN.
2. What is assessed is sectorial: only the cognitive domain, and a little psychomotor, whereas the ideal of education is the formation of a whole person.
3. Rating is only the result of a momentary recording, such as a momentary photograph.

In some countries, in fact, it was found that some teachers did not understand the assessment in depth because most teachers did not have a formal educational background specifically in educational assessments Surapranata and Hatta (2004: 70).

2.8 Strength of Portfolio Assessment

Portfolio assessment succeeds in finding strengths in weaknesses of student work and is carried out jointly between students and teachers. Implementation like this will increase students' high awareness in recognizing their strengths and weaknesses which in turn will challenge / motivate the instructor to improve their weaknesses.

1. Can see the growth and development of students' abilities from time to time based on feed-back and self-reflection.
2. Helping teachers make assessments in an honest, objective, transparent and accountable manner without reducing the creativity of students in the classroom.
3. Invite educated participants to learn responsibly for what they have done, both in the classroom and outside the classroom in the context of implementing the learning program.
4. Increasing the role of students actively in learning and assessment activities.
5. Give students an opportunity to improve their abilities.
6. Help teachers classify and identify learning programs.
7. The involvement of various parties
8. Allows students to do self-assessment
9. Allows teachers to make flexible evaluations, but still refers to the basic competencies and indicators of determined learning outcomes.

2.9 Weakness of Portfolio Assessment

Weakness of portfolio assessment, they are:

1. Require time and extra work.
2. Portfolio assessment is considered to be reliable compared to other forms of assessment.
3. Some teachers tend to only pay attention to the achievement of the end so that the process of assessing less attention.

4. Parents of students often think skeptically because there are no learning outcomes reports.
5. No clear evaluation criteria are calculated.
6. Analysis of the portfolio is still relatively new so there are still many teachers, parents, and students who have not yet learned and understood it.
7. Difficult to do Very difficult tests on a national scale.

2.10 Previous Study

Some relevant studies show that assessment is one of issues in education system. Sanlik (2003) analysis of data revealed that participants have agreed the effectiveness of the online assessment system. Most of students argued that features of obtaining immediate score and feedback motivated them and contributed positively to their achievement in the exam. Most of students suggested that this kind of the online assessment should be applied to other courses as well. The other study was conducted by Özden (2004) which is has similar research on student's perception about assessment using computer technology was conducted and resulting the conclusion. This research concluded that the participants reported the effectiveness of the online assessment system. Although there is much room for improvement in online assessment systems in the near future, such systems are accepted by computer-friendly youth. Refers to study which is used one of alternative assessment held by Yastibas&Yastibas (2014) showed the result of this research indicates that portfolio-based as part of alternative assessment can develop students' self-regulated learning in ELT (English Language Teaching). The other research was about the effectiveness of assessment showed that there are no significant differences among the effects of the three types of assessment on self-regulation Zarei&Uselfi, (2015). The combination of using assessment with skill such writing also give positive impact by using the portfolio assignment

according to research conducted by Roohani&Taheri (2015) stated that it give the significant impact on improving the EFL (English as a Foreign Language) learners' abilities in terms of focus, support, and organization aspects of writing skill. The last previous study was about the influence of assessment on students' motivation held by Salimi&Larsari (2015) stated that the research provided empirical evidence on the comparative study of the effectiveness of self-assessment and the impact of it which is collaborated with teacher-assessment on Iranian EFL learners' academic motivation. According to the obtained findings, the researcher take conclusion that self-assessment has an important impact on learners' academic motivation.

2.11 Conceptual Framework

Writing as one of the important skills in English has many benefits for the language learners. First, writing can be used as a tool to reinforce the other skills of English. Second, the students can express their feelings and thoughts freely without being distracted when they are writing. Another benefit is that writing is one of the indicators that determine their success in language learning because writing is one of the vital skills of English.

In the contrary, the writing skills of grade VIII students of SMP NEGERI 17 MEDAN were low. Based on the observations and the interviews, the researcher and the collaborator concluded that the main factor causing the problem was the writing assessment that did not run well. The teacher simply asked the students to write and it was done at home. After they submitted their work, she did not give correction to their writing. Usually, there were only marks on it. It made the students not know their errors. Moreover, the teacher did not give opportunities to them to revise their writing. Meanwhile, considering they were Junior High School students, it meant that their writing was considered as responsive writing. Responsive writing needs multiple

drafting before it becomes final product. Because of this problem, the students had difficulties in some aspects. First, they had difficulties in generating ideas. They did not know how to begin their writing and took a long time to generate ideas when they were dealing with the writing test. Next, they were confused how to organize their ideas into good writing. Moreover, they had difficulties in using appropriate sentence structure. They were confused about the tense that should be used in their writing. They also often made many errors of agreement, word order, and articles. Furthermore, their vocabulary mastery was relatively low. The researcher found that they often used inappropriate words in their writing. In addition, they often made errors of mechanics aspects. For example, they often made errors of spelling, punctuation, and capitalization.

To overcome the problems found, the researcher thought that the portfolio assessment was an effective way so the students' writing skills can improve. It was because portfolio assessment has many advantages. First, it can promote the students' intrinsic motivation since they get regular feedback from the teacher and they will get opportunities to revise their writing. Next, it involves reflection and self-assessment in which the students will get benefit from that. It can make them know what they can do and what they cannot do in their learning. Moreover, they also can have better understanding of what they have learned by reviewing their work after getting feedback from the teacher. Therefore, it was expected that they will not repeat the same errors in their writing. In addition, the portfolio can help the teacher see the students' progress of their learning and identify the strengths and weaknesses of the students. By knowing those strengths and weaknesses, the teacher can evaluate and improve the teaching and learning plans. Finally, this assessment can promote the students-teacher interaction since the teacher has to discuss the learning progress with the students.

Learning
Achievement

Traditional
Assessment

Portfolio
Assessment

Process

Process

1. Warming up
2. Explain the material
3. Conclude the material

1. Information
2. Explain the material
3. Conclude the material
4. Collect and correct the

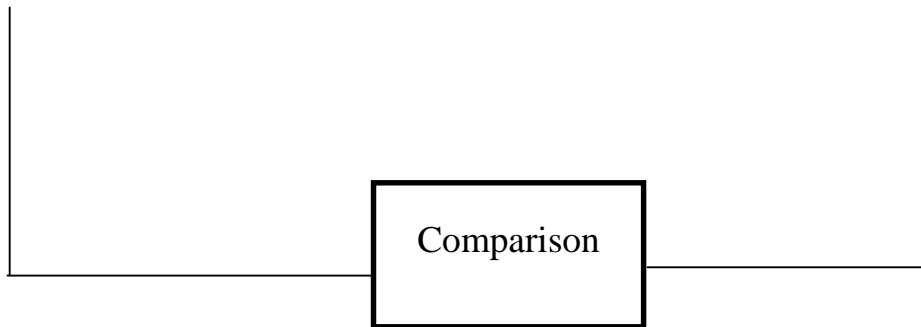


Fig.2.11 Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research is conducted in Ex Post Facto design. According to Furchan (1982:50), “Ex post facto is a systematic empiric research where the researcher can’t set up the independent variable directly because it happened, or because of the independent variable can’t be manipulated”. The researcher does an observation without any manipulation; just choose the class that still uses traditional assessment and the class that uses portfolio assessment. The

observation progresses at SMP N 17 Medan. The design of this research can be seen at the table below:

Table 3.1

Ex Post Facto Design

Group	Independent Variable	Dependent Variable
1 st	(X)	Y
2 nd	-	Y

Source: Furchan (1982:404)

Explanation:

(X) : The using portfolio assessment that have been run;

Y and Y : The student's learning achievement.

3.2 The Population and Sample

3.3 .1 Population

The population of this research is the second grade students of SMP N 17 Medan in the academic year 2019/2020.

Table 3.3.1 Number of Students at 2nd Class of SMP Negeri 17 Medan. 2019/2020

Academic Years

CLASS	STUDENTS		
	MEN	WOMEN	TOTAL

1 A	17	15	32
1 B	15	16	31
TOTAL	32	31	63

3.2.2 Sample

Sample is a number of individuals for a study in such a way that the individuals represent the larger group from which they were selected Arikunto (2002:109). In this research, the sample is selecting by using clustered random sampling. The steps to select the cluster random sample are arranged as bellow:

1. Choose the class which use portfolio assessment as the first group. Class 1A is the only one class that uses portfolio assessment. Then researcher decides Class 1A as the first group.
2. Choose other classes, which still use traditional assessment. To step up the credibility of ex post facto design should be used criteria to choose the sample in Furchan (1982:393) as the following:
 - a. Have the same English teacher with the first group;
 - b. Given the same material with the first group;
 - c. Given the same process of learning except the process of assessment;
 - d. Find that the classes are normally distributed, have homogeny variances, and have the same class average of English ability.

(To get this data, researcher asked the document of first English daily test score to the teacher then found mean and standard deviation of each class). The last step is choosing one class that uses traditional assessment by using roll of papers randomly.

3.3 Instrument of Collecting Data

The data in this research are from observation and documentation. The documentation involve the data about number of the students, English score at first daily test to know the average ability, and the score of final test to find the difference of students' learning achievement between the two classes. Method in this study the research used the descriptive quantitative method to collect and describe something or data available with the fact. The study can do Significance of The Difference between Traditional and Portfolio Assessments, Normality test, Homogeneity test and Analysis of variance.

3.3.1 Observation

Observation done to Students, English Teacher of 1st Class and Administrative office, observation done during three times, observation done to know situation of student, data about numbers of the students, get document of daily test and final test, to know how teaching process held, to find the differences of assessment process at the two class.

3.3.2 Documentation

Documentation done to students' and English Teacher of 1st Class, documentation obtained from English Teacher of 1st Class is document of the first English daily test (formative test) and final test (summative test) score at first semester in 20019/2020 academic years and teachers made test. Documentation done to growth of result learns student for made assessment can be seen in Table 3.3.

Table 3. 3

The Indicator of Students' English Learning Achievement

Indicator	English learning achievement	Value
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A	80-100	Very good
B	66-79	Good
C	56-65	Fair
D	40-55	Poor
E	39	Fail

3.4 Procedure of Collecting Data

In the procedure of analysis the writer will do the following steps of study: the first procedure of this study, the writer observed the content of the achievement with traditional assessment and portfolio assessment. After that, the writer start to analyze the data found on the students achievement in traditional assessment and portfolio assessment in learning English.

3.5 Reliability

Reliability is the extent to which measurement results using the same object will produce the same data Sugiyono (2012: 177). The reliability of the questionnaire in this study used the split half item method. The item was divided into two groups, namely the odd item group and the even item group. Then each group's score for each item is added up to produce a total score. If the correlation is 0.7, it is said that the item provides a sufficient level of reliability, on the contrary, if the correlation value is below 0.7, it is said that the item is less reliable.

The formula for finding reliability is as follows.

$$r = \frac{n(\sum AB) - (\sum A)(\sum B)}{$$

$$\sqrt{[(n\sum A^2) - (\sum A)^2][n(\sum B^2) - (\sum B)^2]}$$

Where:

r = correlation coefficient

n = number of respondents

A = score of the odd question item

B = even question score

After the correlation coefficient is known, the result will be followed put into the Spearman Brown formula with the formula as follows.

$$r = \frac{2rb}{1 + rb}$$

Where:

r = reliability value

rb = product moment correlation between the first (odd) hemisphere and the second (even) hemisphere.

Table 3.5
Reliability Coefficient Correlation (r) Interpretation

Coefficient Correlation (r)	Interpretation
0.00-0.20	Not Reliable
0.21-0.40	Less Reliable
0.41-0.70	Reliable Enough
0.71-0.90	Reliable
0.91-1.00	Very Reliable

3.6 Validity

For the validity and realibity of the test, here the writer shows the readers what is the validity. Validity is a measurement which shows the leves of the instrument validity. An instrument can

be said valid if it can measure what is supposed to be measured. To get the validity of the data, Anderson et al. (1994) in Burns (1999) argues that there are five criteria of validity. They are democratic, outcome, process, catalytic, and dialogic validity. The research used those five criteria of validity.

3.7 Techniques of Analyzing Data

In this research, researcher would conduct the data analysis through the following steps:

- a. Doing tabulation to the first English daily test (formative test) score at first semester in 2019/2020 academic years.
- b. Classifying the sample based on the result of the tabulation.
- c. Analyzing the final test score. Goal of data analyze is to find whether there is a difference of the students' learning achievement between the two class, by using t-test. According to Faisal (in Yasril, 1998: 47), there are some conditions must be shared by the data before doing t-test: (1) they must be interval data; (2) they have normal distribution; and (3) they have the same variance.
- d. Interpreting the data that have been analyzed.