

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Perception is the process by which a person experiences input from their environment through their sensory receptors. Teachers need to use more creativity and innovation to handle this scenario. In this situation, the teacher's ability to recognize the students' needs in relation to the recently learned ability will be important in supporting students. The first step in determining what students need to learn English is a needs analysis. In this context, the perception process is meant to determine how teachers and students' perception on the use of portfolio assessments to support the skills students are learning, as well as to determine what materials teachers should present. As we all know, how various people interpret the same thing. The reason that the perception will influence by many factor that are circumstances, expertise, familiarity, and other elements all had an impact on how people perceived things. Even though perception is an abstract concept, it has an important role in determining how individuals will react to certain situations.

Teachers must know the level of student understanding of the material taught in class. Consciously having an experience may not necessarily be the same as having an experience strategically, visually, or aurally. How people see their surroundings has an impact on their perceptions. As a result, each person's perception of sensory data will depend on their personal beliefs Risti (2022). Thus, perception plays an important role since information on how teacher and students' tutors viewed and experienced clinical and classroom evaluations of their writing ability was gathered from them. This study aims to ascertain the teacher's and student's

perceptions of SMP HKBP Sidorame about portfolio assessments, which researcher use to teaching writing recount text. The teacher and students' was have benefit from learning how the assessment process will produce data important for future lesson preparation. The implementation of portfolio assessment in the classroom was forced upon teachers due to the students' perceptions that it was useful. Choosing a goal or theme, introducing and showing examples of portfolios, defining portfolio content, developing an appropriate grading system, assessing, and providing feedback to students are all part of these tasks.

According to Brown (2004) said that portfolios are a popular alternative assessment tool for assessment. "A portfolio is a collection of intentional student work that shows students and others about their effort, progress, and achievement in a particular area. The collection should include student participation in selecting content, criteria for assessing achievement, and evidence of student self-reflection." This is in accordance with the opinion of who states that a portfolio is a collection of student work done in a regular and organized manner that can be considered as direct evidence of student efforts, achievements, and accomplishment. portfolios are alternative assessments that help students become active learners and critical thinkers. A typical portfolio, according to Richards and Renandya (2002), includes all of a student's written work and serves as a representation of the student's performance or work from the beginning of the semester to the end of the semester, allowing teachers and students to evaluate how much their performance has improved. All of the definitions mentioned above share the belief that they are effective, although each of them provides a different explanation. The researcher will use portfolio to teach junior high school because based on researcher observation most teachers carry out assessment by used multiple choice and composing sentences with one paragraph which cannot be use to evaluate writing skill. The researcher teach by use portfolio because that school

has never used a portfolio as an alternative assessment so the researcher want to use portfolio to evaluate students' writing recount text.

The research conclude that student portfolios are intended to help students assemble portfolios that demonstrate aptitude, writing ability, and school achievement. In other words, these portfolios consist of evidence prepared by students and evaluated by teachers to demonstrate mastery, understanding, application, and synthesis of the various ideas taught. Students benefit a lot from portfolio assessment. It enhances student collaboration and interaction between students and teachers and encourages student-centered learning. Portfolio assessment is essential in the teaching and learning environment as it has the ability to drive student learning in the desired direction. In addition, it is very important to know the strengths and weaknesses of each person.

According Saeed (2018) to that assessment is the process of collecting data to determine how far objectives are achieved and using the information collected to make decisions. to know the progress of students in the teaching and learning process, assessment is very important. Portfolio assessment, which is simply a collection of student work, is one of the innovations in the alternative assessment framework. Assessment can be done in various ways; alternative assessment includes five methods: self and peer assessment, conferences, portfolios, and cooperative test-taking. The researcher decided to use portfolio assessment to evaluate students' ability in writing recount texts.

Teaching English focuses on improving students' abilities in four language skills: reading, writing, speaking and listening. According to Yunus (2009:12) Writing is the activity of writing notes or information on media using characters and using tools such as pens or pencils. Writing is usually done on paper. One of the language skills is writing. In the field of language, writing is

generally defined as the act performed by a person to write down ideas or notions with the aim of providing information to others. Writing skills don't come alone. Famous writers became famous because they kept learning and practicing until they were able to create great works that continue to be read. They could not write from birth, but had to learn through effort and practice. One of the important skills that students must master is writing, which requires hard work of thinking to come up with ideas, words, sentences, paragraphs, and compositions.

There are types in writing that is narrative text, recount text, descriptive text and others. In this research the researcher will use recount text because based on observation students' already study recount text for English learning so that portfolio will be very suitable to assess writing when writing recount text and to know the perception teacher and student on the use of portfolio to assess progress in writing recount text.

Based on the statement above the researcher conclude that portfolios are alternative assessments that help students become active learners and critical thinkers. this enhances student collaboration and interaction between students and teachers, and promotes student-centered learning.

The researcher would want to draw conclusion from all of the precoding explanation The researcher used the portfolio assessment because the researcher want to know "*Teacher and Student's perception on the use of portfolio to assess progress in writing recount text in the second grade at SMP HKBP Sidorame*".

1.2 The problem of the Study

Based on the background above the researcher problem as follow: How are teacher's and student's perception on the use of portfolio to assess progress in writing recount text in the second grade at SMP HKBP Sidorame?

1.3 The Objective of the Study

Based on the researcher problem The objective of the research was to find out teachers' and students' perception on the use of portfolios to assess progress in writing recount text at second grade in SMP HKBP Sidorame.

1.4 The Scope of the Study

There are many assessments to measure a student's writing ability. That are traditional and alternative assessment. In this study, the researcher uses portfolio assessment to identify the Teacher and Student's Perception on the use Portfolio to Assess Progress in Writing Recount Text in second grade at SMP HKBP SIDORAME. The subject of this research was teachers and second grade students at SMP HKBP SIDORAME.

1.5 The Significances of the Study

This research has the following benefits, mainly theoretical and practical:

1. Theoretically

By using portfolio assessment, the findings of this study will most likely become valuable knowledge for researchers to enrich previous research on English language learning using portfolio assessment.

2. Practically

a. For Teacher

The results of this study are expected to help in the alternative teaching English or writing in the classroom.

b. For Student

It can help students with many things, such as improving their writing skills, increasing their knowledge of the foreign language English and learning experience of writing in English. Portfolio assessment can help students improve their writing skills by increasing their knowledge of a foreign language, especially English, and understanding of how to convey their ideas in writing.

c. For Researcher

This research is designed to be used as a guide, direction, and reference as well as research material for further consideration that is relevant or in accordance with the findings of this research.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. Theoretical Framework

In conducting research, theories are needed to explain and clarify some concepts or terms used in the study concerned. The terms used in this study are needed to be theoretically explained.

This framework absolutely useful in order to give clearer understanding about all of things related to the study. The theoretically elaboration on the concepts and terms will be presented in the following

2.2. Perception

Perception is the act of combining and arranging the information from our senses in order to modify it into something that would assist us become aware of our surroundings. Perception is a process of organizing and evaluating the system of stimulus in our surroundings, according to Nashir (2021). perception is a person's knowledge of particular things, situations, or connections achieved through analysis of data and message interpretation. Perception is one of the key components to understanding effective teaching and learning. Only after exposure to stimuli can learning take place, and every day, each person is exposed to a range of stimuli that influence their various senses. However, perception might be defined as the material that we understand.

Based on the definitions above, it can be said that perception is a process in the brain that deals with understanding data in the form of stimuli collected by the sensory organs and influences how inferences and interpretations of messages and information. The capacity we have to recognize and understand sensory information, as well as how we react to it, is what is called perception.

2.2.1 Types of Perception

There are five types of perception through hearing, perception through smell, perception through taste, and perception through touch or skin. These two types of perception are created by the interaction between humans and objects, according to Hadi (2020). That are:

1. Positive Perception

Positive perception is one that views every piece of information and knowledge positively, both known and unknown. It is also a positive interpretation that involves people assessing the surrounding world in a positive way. In this case, a person who has a positive perception will accept and support what is perceived without considering what is judged as negative.

2. Negative Perception

Negative perception is when someone perceives something around them negatively or not in accordance with what they see. In this case, negative perception will always influence a person to take action. In addition, positive or negative perceptions depend on how a person describes their knowledge of the perceived object or how interested they are in the object.

2.2.2 Factor that Affect Perception

The way an individual perceives the world around them greatly influences their focus and ignore Nashir and Laili (2021). Speaking of this description of an individual's internal components as a preparatory set, refers to the collection, intensity motive, and familiarity of stimuli; the stimuli that individuals choose to focus on depend on their internal components and their external environment. The set of items that people are more likely to perceive according to their internal state is referred to as the preparatory set. The way in which a person reacts to certain physical stimuli is called orientation, and this is usually based on their own internal experience and culture. Motive intensity refers to the needs that a person has yet to fulfill. Exposure to stimuli that are familiar to a person is called stimulus familiarity.

As each respondent concentrates on stimuli from both the internal and external environment, factors that influence perception are crucial to the study. Cultural factors, unmet

needs, reactions to internal conditions, or preferences to respond to familiar stimuli may influence the way the participants perceive English language teaching. Students' and teachers' perceptions are very important in this study because data were collected from teachers and students to determine their classroom and clinical perceptions and experiences in writing recount text using the portfolio.

2.3 Portfolio Assessment

2.3.1 Definition of portfolio

Assessment is an important part of overall learning. For teachers, assessment can serve as quality control and feedback. According to Moya (1994), authentic assessment should be implemented by teachers, and one form of authentic assessment is portfolio. Many activities in the English classroom can be assessed by teachers. The author will explain what portfolio assessment is and how it can be used to teach English. To begin explaining what portfolio assessment is, we must understand what a portfolio is and how it is used.

There are several definitions created by experts for a portfolio. According to Emily and Nairobi (2020) A portfolio is defined as "a systematic collection of student work that is analyzed to show progress over a period of time with respect to specific instructional objectives" A portfolio is a collection of different writing samples written over time that can demonstrate a student's progress and abilities in a given situation Hyland (2003). In short, a portfolio is a collection of work done by students that can be used to assess how well students are doing in a particular area of learning.

2.3.2 The role of Teacher in Portfolio Assessment

Because of the many different vocabularies and grammars, as well as the different writing styles between the two languages, writing is considered the most difficult skill for EFL students to master. For the most part, the writing style of Asian languages, especially Indonesian writing, tends to follow a circular pattern which means that the more general things are written first, and then the writing moves towards a specific idea or topic that does not need to be sequenced according Eridafithri (2015). However, writing in English usually follows a logical evolution that leads to the main topic. In addition, teachers can help students with the things they need without using grades or numbers which can make students insecure if they receive lower grades. Rankings, grades and numbers do not seem to provide students with the psychological motivation to continue learning. Students are more likely to concentrate on grades rather than subject matter.

Teachers should tell students what learning success is, which is not just getting higher grades or rankings, but most importantly improving their abilities through the knowledge they acquire. As a result, their competence, intelligence and critical thinking do not improve because of their focus on grades rather than materials. In order for students to know what to do next, teachers should help and guide them with step-by-step learning. Thus, portfolios are considered to help teachers in assessing students' writing. Therefore, teachers should use portfolios in assessing writing in the second grade at SMP HKBP Sidorame.

2.3.3 Portfolios in Assessing Writing

Many education professionals are now concentrating on portfolio assessment. In addition, Stiggins (1999) talks about the possible use of performance assessment, which includes portfolios, as an aid in classroom assessment. Teachers should consider how they can track and evaluate students' achievements in writing, as well as their progress from low to higher levels of

proficiency. Ideally, teachers should have a record of each student's progress so that they can clearly assess their students' progress. Portfolios are considered useful to help teachers assess the teaching and learning process in the classroom. With respect to writing assessment, Winch et al. (2001) state that most teachers assess the way students write different types of writing based on their experience of different content and genre structures, knowledge of the purpose or target audience of the writing, control of linguistic aspects such as spelling, grammar, and grammar. In addition, which helps teachers understand students' learning process and provide sufficient assistance to students if they encounter problems related to writing assessment.

Based on the above description of how written assessment should work, it is clear that teachers should use portfolios to encourage learners to create products and provide feedback on what they have produced. Assessment tools such as these allow students to assess themselves retrospectively. portfolio assessment will also encourage students to reflect on what they have learned and how they can improve on their weaknesses. This seems to be good for both teachers and learners as it will encourage a culture of self-directed learning where learners concentrate on knowledge or ability rather than rank or grade. As a result, portfolios can gradually improve learners' learning outcomes. Portfolios can help students get gradually better at writing because it gives them the opportunity to learn from their own work that has been commented on by the teacher and studied independently. In addition, the teacher's comments will not make failing students feel down. This is due to the fact that no score indicates the quality of the student.

Writing assessment portfolios can also play an important role in building learning communities. That is, with portfolios as an assessment tool, educational institutions can provide reliable records and evidence if the community or parents of students are asked about their learning progress Shen (2018). In this case, portfolios are reliable results and documents that can

show that students' abilities have improved consistently. From this, teachers, parents and students can assess what needs to be improved and changed in the teaching and learning process. Clearly, these materials will implicitly show parents, students and teachers the responsibility they take for doing their job.

2.3.4 Strengths and Weaknesses of Portfolios in assessment of Writing Recount text.

The advantages of portfolio assessment can be explained by many experts. According to Moya and O'Malley (1994), portfolio evaluation can be used to determine students' strengths and weaknesses. In addition since portfolios keep records of students' knowledge and skills, they provide tangible information about their learning development. Portfolio assessments can also be beneficial for students. As they concentrate on multidrafting, feedback, and revision, they can track their own progress in learning and determine their strengths and weaknesses (Hyland, 2003). Portfolios can also encourage students to think and self-assess. reviewing their own work can make them more self-aware and better understand what they are learning. Brown (2004) further discusses some of the benefits of portfolio assessment.

- 1) Can increase students' motivation and responsibility.
- 2) Can improve student-teacher interaction.
- 3) Can prepare for learning and celebrate students' unique talents.
- 4) Can provide actual data on student work.
- 5) Facilitate critical thinking, self-evaluation, and revision
- 6) Provides opportunities for students to work with peers; and

7) Allows for the evaluation of various aspects of language learning. When all is said and done, portfolio assessment has many benefits for language learning.

Since students will get regular feedback from the teacher and the opportunity to revise their work, this can increase students' intrinsic motivation. In addition, students will benefit from doing self-reflection and self-assessment. This is because it allows them to identify their abilities and their shortcomings during learning. Reviewing their work can also help them become more self-aware and better understand what they have learned. Portfolios can also help teachers see students' learning progress and identify their strengths and weaknesses.

Teachers must do several things so that portfolios can be used as a tool to assess students' learning development. Virgin and Baki (2007) state that developing a portfolio assessment consists of three stages: determining the purpose of the portfolio, the evidence included in the portfolio, and the assessment criteria. The first, and most important, stage is to determine the purpose of the portfolio.

The purpose of the portfolio will influence the process of creating the portfolio as well as the evidence Demirel (2015). After considering the purpose of the portfolio, the next step is to determine what evidence should be collected, who will collect it, how often it should be collected, and how it should be evaluated. Finally, the rules that each product included in the portfolio must follow. Identifying assessment standards is essential. This allows students to achieve the best level of their work; in other words, they will strive to produce high-quality work. Consequently, to determine the criteria, a rubric should be used. Brown (2004) suggests additional steps for the preparation of portfolio assessment in line with those mentioned earlier. The steps are presented below.

- 1) Determining Portfolio Objectives: The teacher must determine what objectives are expected to be achieved through the portfolio, which should be related to the integrated objectives of the school curriculum.
- 2) After determining the purpose, the teacher should tell the students what to put in the portfolio. The teacher can provide examples of portfolios from previous students for students to better understand the contents of the portfolio.
- 3) By addressing Brown's assessment standards, it is considered that this component is the most important and complicated part of portfolio development. In order for students to benefit more, teachers should combine self-assessment and teacher assessment.
- 4) Setting time for portfolio development teachers should ensure that students have sufficient time to study the material and think about it.
- 5) Establish a regular schedule for reviewing and discussing portfolio materials: Students and teachers should do this regularly. Teachers should also make time to talk privately with students about their learning progress.
- 6) Determining a place to store the portfolio: Students will not feel comfortable if asked to take their portfolios home. It would be easier for both teachers and students to store the portfolios in the school library or reading room.
- 7) Provide positive feedback and final evaluation Wolcott in Brown (2004) states that teachers are advised to thoroughly examine portfolios of completed written assignments. In summary, teachers should do several things before deciding to use portfolio assessment to capture and assess student learning. First, they should determine the purpose of the portfolio.

The objectives of the portfolio should not conflict with the objectives of the school's integrated curriculum. After considering all the items in the portfolio, teachers need to set

assessment standards and inform students of the standards. The next step is the determination of the assessment schedule by the teacher. It is to talk to students personally about their progress. After that, teachers should carefully consider where students' portfolios will be stored. Finally, teachers should assess students' work after the portfolio is completed.

2.4 Writing

One of the four English language skills is writing, which is used to convey ideas, opinions, thoughts, and feelings through writing. According to Abbas (2022), writing skills are the ability to use language to convey ideas, thoughts, opinions, and feelings. In addition, writing is the process of producing language and conveying these ideas, feelings, and opinions. If students are to take full advantage of their educational, occupational, and civic responsibilities, they must master writing, a complex yet essential skill. One of the responsibilities of schools is to teach students to write. If you want to know more about how to teach writing, you can use various sources, such as your own experience in teaching or being taught writing, seeing how others teach writing, and getting advice from experts. Without scientific testing, it is difficult to determine whether the knowledge teachers acquire through these methods is effective, generalizable, or reliable (Graham and Alves 2021).

according to Simanjuntak, Kammer Tuahman Sipayung, (2023) writing is the process of making language readable. In this task, not only do you have to use symbols to construct language, but you also have to use the right words to combine them into sentences. Writing ability can help students in conveying their thoughts, feelings, and experiences through writing. In addition, writing can help students become independent, skill full, and creative writers. Therefore, students should get a lot of practice to fulfill their needs as language learners.

In summary, writing is a way for students to convey their feelings, ideas, and even personal experiences. Students can improve other skills with writing. Writing is considered the most difficult skill when compared to other skills. A student has to practice a lot to become a good writer. As a result, teachers should help them by providing enough practice, both inside and outside the classroom.

2.4.1 The Purpose of Writing

Writing with the purpose of explaining, or expository writing, is the most common purpose. According to Graham and Alves (2021) the writer's goal is to gather facts and information, combine it with their own knowledge and experience, and tell the audience who or what happened, how it happened or should happen, and/or why it happened. Providing an explanation of who, what, how, why, and for what the writer should analyze the topic divide it into important parts and show the relationship between the parts.

2.5 Recount text

There are many types of writing texts, including recount, story, report, procedure, description, exposition, explanation, discussion, new item, anecdote, and review. In this paper, the researcher was discuss recount texts. According to Hyland, recount is "telling what happened". That is, recount is a text that tells about something that has happened in our lives or is used to tell events in the past, such as vacations, accidents, activities, and so on. recount is the simplest type of text in this genre. A recount, formally, is a sequential text that simply lists a series of events. Every story, regardless of its simplicity, needs an orientation. That is, texts that explore informative facts from past experiences are called recounts Framana (2017).

2.6. Previous of the Research

The results of this study are supported by several other relevant studies. The following explanation relates to this research.

The first research was Taken by (Kunhiyatun Nikmah at al 2020) that was conducted entitle "teacher perception about using portfolio and their practices assessment Using Portfolio Assessment In Teaching English of second grade in Mts Assyafi'iyah Gondang Tulungagung in academic 2019/2020". The journal was published in 2020. Data was obtained through observation, questionnaires, and interviews. The data was analyzed qualitatively. The purpose of this study is to teach students many things, such as how they can learn and enjoy lessons, especially in writing skills; improve their knowledge of English foreign languages and experiences for learning; and how best to convey their thoughts through writing in English. It can encourage students to learn writing skills. The results of interviews, questionnaires addressed to teachers, and documentation to answer questions about the application of portfolios in the classroom as well as teachers' understanding of the application of portfolios.

The second research was done by Muiruri E. Nungari (2022) that was conducted entitle" Teacher and Student Perception on Portfolio Assessment in Kenya School". This journal was published in 2022. The research was qualitative research. The Purpose of the study was to determine teachers and student's perception on their experience in using portfolio as a learning and assessment tool, an alternative assessment strategy in the classroom. According to the research results, portfolio assessment is a legitimate tool used by secondary education teachers 88% of the research participants agreed with the use of portfolio assessment, 8% percent did not know about portfolio assessment, and 4% did not use it at all. The process portfolio was considered the most common method used by secondary education teachers 46%. Product portfolio evaluation style was also favored by 36%. With 70%, teachers of science prefer

process portfolios, product portfolios are popular with humanities teachers at 56%, and language teachers prefer evaluation portfolios at 55%.

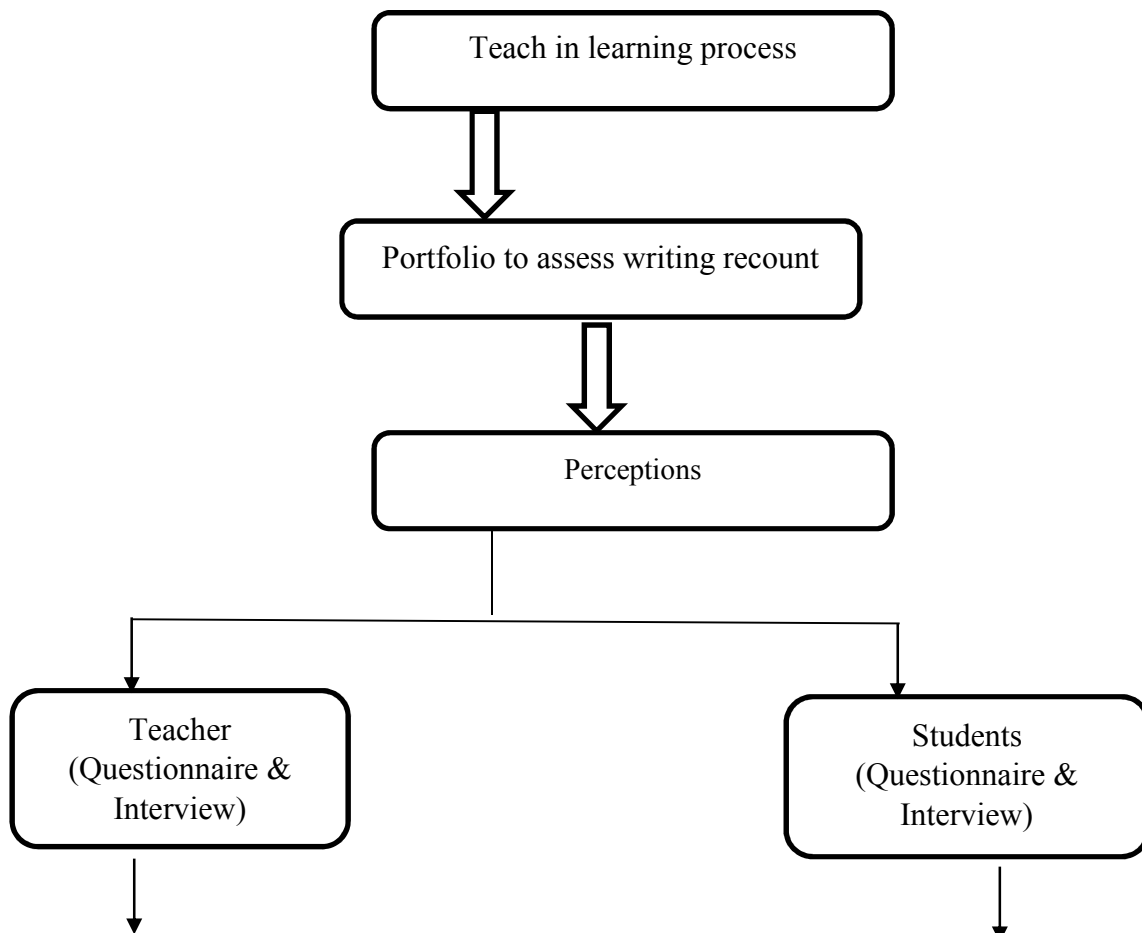
The third research entitled Portfolio as a Tool for Assessing Economics Student Learning Outcomes in Ebonyi State Junior Secondary School was done by sibomi ojima at al 2019. This study assess at how portfolios can help assess affective learning outcomes of economics students in Ebonyi secondary schools. The study applied a descriptive survey design. The book "Portfolio as a Tool for Assessing Students' Affective Learning Outcomes in Economics" (PTASALOE) was the data source for data collection. The data collected for this study were analyzed using descriptive and inferential statistics. The study found, among other things, that teachers should have the ability to assess students' affective learning outcomes in economics subjects by using portfolios. The results show that, if implemented by teachers, portfolio assessment can improve students' affective learning outcomes in economics subjects. Based on these findings, this study suggests that the government should provide training to economics teachers on how to use portfolios in the classroom.

Based on the explanation above, the three researchers assessed students' and teachers' perceptions and related them to their practice of using portfolio assessment to find out each student's perception. Furthermore, in this study, the researcher wanted to find out how teachers and students perception used portfolios to assess their progress in writing recount texts. In the difference of the three types of previous study with this study is the object, subject also the topic the researcher also wanted to find out whether teachers and students use portfolios to write recount texts.

2.7. Conceptual Framework

In language teaching and learning, particularly writing, to examine the students' achievement in what they have learned, the teacher can use various traditional types of assessment and can use the alternative ones. The kinds of alternative assessment are portfolio. Portfolios are various samples of writing that are written over time which can represent the students' development and ability in a certain context (Hyland, 2003). This research focuses on analyzing what are teacher's and student's perception on the use of portfolio assessment to assess progress in writing recount text.

The conceptual framework of the research can be seen as follow:



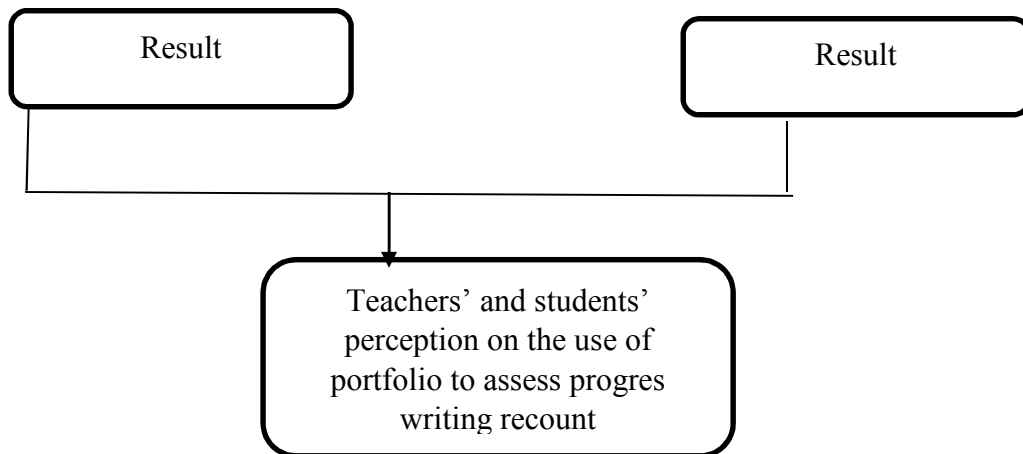


Figure 2.1 Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The research design was Descriptive Qualitative research. According to Fitrah and Luthfiah (2017: 44), qualitative research is a process that uses descriptive data from observable people or actors. In addition, as stated by Walidin et al. (2015: 76), qualitative research does not conduct quantitative research that focuses on positivism, but seeks to gain a deeper understanding of social and human problems.

According to Moleong (2004) the purpose of qualitative research is to study the experiences experienced by research subjects such as perceptions, behavior, motivation, and actions as a whole using various scientific methods in a special natural context. Description is related to qualitative research. Collecting, organizing, and interpreting data are part of qualitative

descriptive methodology. Based on data collected from teacher and student perceptions through portfolios, to assess progress in writing recount texts.

Based on the explanations of the experts above, it can be concluded that qualitative research is a research method that aims to understand the phenomena experienced by research subjects, such as behavior, perceptions of motivation, actions, and others, comprehensively with descriptions using words and language in a natural context, by utilizing various research approaches. Researchers use descriptive qualitative research because they only want to know how teachers and students' perception on the use of portfolios to assess their progress in writing recount texts.

3.2 The Subject of the Study

Subject in this study are required to get needed information. Depending on the type of question being asked, researchers wanted to select subjects so that they can provide information that is important to the study. Subject in this study was teachers and students of SMP HKBP SIDORAME. In this case, the researcher chooses teachers and students in the second grade with the total of 26 students and three English teachers in this school. The researcher used this class because based on observation second grade students' already studied recount text for English learning so that portfolio was very suitable to assess writing when writing recount text.

3.3 Data and Source Data

Data is material information about the object of research. Therefore, data refers to the initial information that researchers collect from their research subjects. The data of this study chosen what teachers and students' perception on the use of portfolios to assess their progress in

writing recount texts. Data sources are very important for this research. Without data, the research cannot get information. The data sources of this study was teachers and students.

3.4 The instrument of collecting data

According to Raco (2010:108), data is collected if the purpose and objectives of the research are clear, and the data sources are informants or participants who have been identified, contacted, and have agreed to provide the necessary information. There are many ways to collect data, such as documentation, observation, testing, interviews, and questionnaires. In this study, the researcher used questionnaires and interviews to find out how students use portfolio assessment. In addition, in the interview, the researcher was interview teachers and students about their opinions on using portfolios to evaluate their progress in writing recount texts.

3.5 Technique of Collecting Data

1. Teaching writing

Teaching writing is the process of interaction between students and teacher in the classroom that results in writing production. Writing stands as an act of interaction that present in a writing form and it could be ready by reader. In this research the researcher was teach students writing recount text by use portfolio assessment.

2. Assessing with the portfolio

Portfolio assessment is a continuous assessment based on a collection of information that shows the development of students' ability in a certain period. This information can be in the form of assessment work and academic or non-academic achievements that are done or achieve by students in a certain period. But in this research the researcher just showed a assignments of

students to write recount text properly and correctly by use portfolio. The step assessing with portfolio are :

1. Provided portfolio sheet to students.
2. Told the students what to write in the portfolio.
3. Notified the students when the portfolio will be collected.
4. Asked the students to do their work in folder of portfolio then researcher was read and check students work.
5. The researcher gave supervision and feedback.

3. Questionnaires

According to Brace (2004), questionnaires are constructed in a variety of ways and used in a variety of situations with different types of data collection media. The term "questionnaire" in research refers to questions that are available for the interviewer to answer in a face-to-face or telephone interview or written on a questionnaire sheet. The researcher was distribute questionnaires to English teachers and second grade students at SMP HKBP SIDORAME Medan to know teachers and students' perception. Data collection techniques in the questionnaire that are:

1. The researcher was take the data directly to the respondent through filling out the questionnaire that asked about teachers' and students' perceptions of the use of portfolio assessment in writing recount texts.
2. The researcher asked the students to filled in the questions on the questionnaire to collect the answers

4. Interview

Talking to people with a specific purpose is known as an interview. In descriptive qualitative research, interviews are usually conducted using open-ended questions with the aim of obtaining more in-depth information and are conducted using a formal unstructured approach to gain an understanding of the subject from various aspects, which can help obtain further information. researchers was conduct interviews with English teachers and second grade students. The purpose of these interviews will to obtain information directly from teachers and students to compare their perceptions. Data was collected through interviews:

- 1) The researcher interview participants about the factors that influence teachers' and students' perceptions of the use of portfolio to assess progress in writing recount texts.
- 2) The researcher asked teachers and students some questions to find out what factors influence their perceptions.

3.6 Technique of Analyzing Data

The collection, modeling, and transformation of data into useful information, making inferences, and aiding decision-making is known as data analysis. The following data analysis that are:

1. Reading the data that had already filled by the participants.
2. Categorizing the participants answers. into 4 scales (Strongly Agree, Neutral, Disagree, Strongly disagree).
3. Analyzing the data, the researcher differentiated and analyzed participant responses to find information about teachers and students perception on the use of portfolio to assess progress in writing recount text.

4. Then, analyzed the teachers' and student's interview. The interview conducted to the teachers and students to gain information about the teachers' and student perception on the use of Portfolio assessment in writing recount text.