

**THE APPLICATION OF PORTFOLIO ASSESSMENT IN TEACHING
WRITING AT TWELFTH GRADE OF SMAN 1 BERBEK IN ACADEMIC
YEAR 2015/2016**

SKRIPSI

Presented as Partial Fulfillment of the Requirement to Obtain The Sarjana Degree of Education
of English Department Faculty of Teacher Training and Education University of Nusantara
PGRI Kediri



Rezky Bagus Satrio

11.1.01.08.0162

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION UNIVERSITY
OF NUSANTARA OF PGRI KEDIRI**

2016

SKRIPSI

By:
REZKY BAGUS SATRIO
NPM : 11.1..01.08.0162

ENTITLED :

**THE APPLICATION OF PORTFOLIO ASSESSMENT IN
TEACHING WRITING AT TWELFTH GRADE OF SMAN 1
BERBEK IN ACADEMIC YEAR 2015/2016**


Approved and Accepted By Its All Requirements
By The Examination Committee of
University of Nusantara PGRI Kediri

Kediri, August 9th 2016

Board of Examiners:

Chairman : Drs. Agung Wicaksono, M.Pd
First Examiner : Hj.Rika Riwayatiningih,M.Pd
Second Examiner : Suhartono, M.Pd



The Dean of the Faculty of Teacher Training
Universitas Nusantara PGRI Kediri

Drs. Hj Sri Panca Setyawati, M.Pd.
NIDN. 0716046202

APPROVAL SHEET

SKRIPSI

By:
REZKY BAGUS SATRIO
NPM: 11.1.01.08.0162

ENTITLED:

**THE APPLICATION OF PORTFOLIO ASSESSMENT IN
TEACHING WRITING AT TWELFTH GRADE OF SMAN 1
BERBEK IN ACADEMIC YEAR 2015/2016**

Approved and Accepted by all its qualification
by the Examination Committee of
University of Nusantara PGRI Kediri

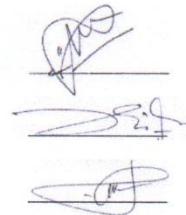
Kediri, 9th August, 2016

Board of Examiners

Chairman : Drs. Agung Wicaksono, M.Pd.

First Examiner : Hj. Rika Riwayatining Sih, M.Pd.

Second Examiner : Suhartono, M.Pd.



The Dean of the Faculty of Teacher Training
Education
University of Nusantara PGRI Kediri



Dr. H. Sri Panca Setyawati, M.Pd.
NIDN. 0716046202



**THE APPLICATION OF PORTFOLIO ASSESSMENT IN TEACHING
WRITING AT TWELFTH GRADE OF SMAN 1 BERBEK IN ACADEMIC
YEAR 2015/2016**

Rezky Bagus Satrio
11.1.01.08.0162
FKIP – Pendidikan Bahasa Inggris
Rezky_satrio@yahoo.com
Hj.Rika Riwayatiningasih,M.Pd dan Suhartono, M.Pd
UNIVERSITAS NUSANTARA PGRI KEDIRI

ABSTRACT

REZKY BAGUS SATRIO, 11.1.01.08.0162 THE APPLICATION OF PORTFOLIO ASSESSMENT IN TEACHING WRITING AT TWELFTH GRADE OF SMAN 1 BERBEK IN ACADEMIC YEAR 2015/2016 English Department, Faculty of Teacher Training and Education Nusantara PGRI Kediri, 2015

The most important information a portfolio can provide for decision making is to indicate to what extent students are benefiting from instruction. Portfolio can be particularly useful for students who are not making progress in either language based or grade-level classrooms. By focusing on actual student work teachers can share information with child study teams, assessment teams, and parents as part of the decision-making process. Because assessment portfolios are focused, they can serve as vehicles for observing gradual change and for helping teachers make professional judgments about individual students. Besides, the portfolio can provide an excellent tool for accountability. Portfolio assessment is a learner-centered activity in which the students has an input on not only what goes into the portfolio but also on how the contents will be evaluated. It means that the students has a role in assessing his or her own progress in the classroom.

Knowing the characteristics of portfolio assessment above and considering that teaching writing is not merely product oriented, it is decided to conduct a research entitled “The implementation of Portfolio Assessment in Teaching Writing at twelfth grade of SMAN 1 Berbek in academic year 2015 / 2016.

This is a qualitative research. It means that this research does not use statistical formula to analyze the data. Qualitative research is data-gathering techniques that are focused on the significance of observations made in a study rather than the raw numbers themselves. By using this method, the writer wanted know about the application of portfolio assessment in teaching writing at.SMAN 1 berbek in academic year 2015 / 2016.

The researcher gave some questionnaire to students after portfolio applied. The questionnaire is to find out about the students’ responses when port folio is used in writing class. Most of students are interested with portfolio, it can be seen from the result of questionnaire. Most of students always come and participate in doing portfolio in writing class and also completed the task given in on time.

In conclusion the writer claimed that the application portfolio conducted at SMAN 1 BERBEK it has positif responses because the researcher found more than 50% score from questionnaire and the result from the calculation of student questionnaire is 62 % it means the teacher has implemented well her explanation about portfolio assessment to her student SMAN 1 Berbek

Kata Kunci : writing ,portfolio assessment

I. Background of the Problem

English is one of the compulsory subjects in Junior High School and Senior High School In Indonesia. The main purpose of National Education of English is that students understand English communicatively. So the learners must be able to master the four language skills, such as speaking, listening, reading, and writing.

Among the four skills above, writing is the most difficult one because it requires demonstrating the control of a number of variables simultaneously; they are control of content, format, sentence structure, vocabulary, punctuation spelling, etc. Writing is a skill which gives the students experience in written language. Caswell and Mahler (2004: 3) define "Writing is a vehicle for communication and a skill mandated in all aspects of life." From that statement, the role of writing is as important as the other skill. Writing almost used in all aspect of life. People almost every day write something in their life. They use it to communicate in a written form.

Writing defines as an ability to express the idea, opinion, and feeling in the written form beginning from the simplest one to the advanced level. In writing, there is a stage where writer goes through in order to produce something in its final written form, commonly called as writing process. Harmer (2004: 4) states "Writing process

has four main elements: planning, drafting, editing (reflecting and revising), and final version (final draft)." From that statement, as learners, students must organize and prepare well before produce something. Because writing is a productive skill, students are not only writing sentences in a piece of paper, but they have to produce an organized and meaningful written form.

English teachers are difficult to create a strategy to teach writing, because most English teachers spend a lot of time to have grammatical explanation rather than writing itself. It happens because they assume that the key to a good English written production is mastering the rules of grammar rather than considering the other aspects of writing. The complexity in writing process is affected by learners' education, self-esteem, self-confidence, and motivation to write. In fact, in learning writing needs independence because writing provides an importance mean to personal self-expression. It has been explained by Byrne (1993: 1) that, "Sometimes writing comes easily if we are in the right 'mood' or have a clear and perhaps pressing need to express something but as a rule it requires some conscious mental effort we 'think out' our sentence as and consider various ways of combining and arranging them." It means, the major factors affecting writing achievement are in the individual/internal

factor and it lies on students' motivation. In the phase of such a phenomenon, it seems reasonable to suggest that the motivation students bring to class is the biggest simple factor affecting their success.

While the other essential factors supported by external factors. In this term, teacher is the main character that supports students' writing achievement. Harmer (2007: 108) explains, "At various stages in a writing activity, teachers should interfere with editorial comment, motivating suggestions, or language device. Students, indeed, expect feedback on what they are doing or what they have done." It means that the assistance of the teacher includes not only the guidance in the writing activity but also reward to motivate the students of what they have done in learning process.

Realizing those condition, in teaching learning process teacher should consider three important aspects of teaching learning process, preparation, teaching learning process, and assessment. In assessment process, teachers give less attention and rarely to assess the student's work. Learning will be on the decline if the students do not know the result of their work. The students want to know feedback of their effort in doing the work as a motivation in learning process. Students would be more motivated in learning if the students know the result of their work as a feedback. Furthermore, O'malley and Pierce

(1994: 34) state that "Assessment is process information gathering about educative participant, due to what does they know and what do they get do ". In this case, some ways that can use to get that information, for example to monitor the students, examine what they can get and their knowledge and their skill. Assessment is one of important things that has important role in education.

The teaching learning process can be said successful if it is follows by the change of teaching and learning strategy at class, the choosing of media, and the of assessment process. The new term introduced in nowadays curriculum is authentic assessment, it is used to describe a multiple forms of assessment that reflect students learning achievement, motivation, and attitudes on relevant instructionally classroom activities. The characteristics of authentic assessment are; it aims at knowing the students' learning progress, it integrates to the teaching learning process, it varies and comprehensive, it is done by both teacher and students, and the last is it is done to determine the students' competence achievement (O'Malley and Pierce, 1994). Authentic assessment aims at knowing the students' competence and specific skills by applying the knowledge and skills that they have mastered. Authentic assessments have many potential benefits; There are including, students assume an active role in the assessment process. Aauthentic

assessments includes performance assessment, portfolio, and student self-assessment (Pierce & O'Malley, 1996: 11). Portfolio as one of the authentic assessments is based on a systematic assessment procedure. It provides accurate information about student's capability in many domains of learning. Moreover, it also provides teachers with wealth of information upon which to base instructional decisions and from which to evaluate student's progress. However, it is not easy to find a model of a good portfolio that can really measure student's progress. The most important information a portfolio can provide for decision making is to indicate to what extent students are benefiting from instruction. Portfolio can be particularly useful for students who are not making progress in either language based or grade-level classrooms. By focusing on actual student work teachers can share information with child study teams, assessment teams, and parents as part of the decision-making process. Because assessment portfolios are focused, they can serve as vehicles for observing gradual change and for helping teachers make professional judgments about individual students. Besides, the portfolio can provide an excellent tool for accountability. Parents, educators and community members can learn a great deal about what is happening in a classroom or school or district by viewing and hearing

about the contents of these stories. Perhaps more importantly, the student and teacher can uncover a vivid picture of where the student was, where she has traveled to, how she got there and what she accomplished along the way.

Portfolio assessment is a learner-centered activity in which the students has an input on not only what goes into the the portfolio but also on how the contents will be evaluated. It means that the students has a role in assessing his or her own progress in the classroom. In education, portfolio concerning with collections of students work that tell the story of the student's effort. The research on the use of portfolio assessment showed that there was significant correlation of the usage of portfolio assessment both to the students' motivation and achievement .

II. Method

This is a qualitative research. It means that this research does not use statistical formula to analyze the data. Qualitative research is data-gathering techniques that are focused on the significance of observations made in a study rather than the raw numbers themselves. By using this method, the writer wanted know about the application of portfolio assessment in teaching writing at twelfth grade of SMA 1 berbek it also includes the effort to investigate the students' perception when

portfolio assessment is applied in teaching writing.

This research uses Ethnographic studies. It means that empirical and theoretical approaches that aim get in-depth description and analysis of the culture based on the intensive fieldwork. The result of ethnographic study is to describe all aspects of life completely. Ethnographic research methods consideredable to explore in depth information with vast resources. With the technique of "observatory participant", ethnography becomes a research method is unique in that it required the participation of researchers directly in a particular society or social community.

In this reseach the writer investigates deeply about the application of portfolio assessment in teaching writing by observing the teaching learning process, giving questionnaire to the students to investigate the students' perception toward the application of portfolio assessment in teaching writing.

The Presence of the researcher in the field of qualitative research is absolutely necessary. In this research, researcher acts as the key instruments in which the researcher himself acts as the data collector, data analyst and interpreter of the research result.

In here the reseacher explains the process of this research. The first was Preparation. Preparation consists of

establisging research questions and a conceptual framework. The writer also does pre-research and asking permission to the school. After that the writer collects the data. The writer collects the data by observing, interviewing and giving questionnaire. Data are collected in order to answer the research questions. After collected the data, the writer analysis the data then writes the research report.

This research was conducted 4 days, at twelfth grade of SMAN 1 Berbek in writing subject

III. Research Findings and Conclusion

The very first and most important part of organizing portfolio assessment is to decide on the teaching goals. These goals will guide the selection and assessment of students' work for the portfolio. To do this, the teacher should know what her students to learn and choose several goals to focus on; for example, general goals such as improvement in writing and specific goals such as grammar, spelling. This stage is so important because teachers have to know what their goals are in terms of what the students will be able to do. Moreover, students have to know what they need to show evidence of in their portfolios. The next step is the teacher introduces the idea of portfolio in the writing class. The teacher presents the idea

of a portfolio to the class. The teacher is directing students' attention at this stage to the main aspect of portfolios, which is their use as an assessment tool. Then tell them you are going to assess them in a fairer way, which will show the many different skills, knowledge and ideas they have acquired. In this case the teacher told her students about assessing using portfolio in writing class. She informs the students how much weight the portfolio will have in their final grade and what it is going to replace (one or more of their tests, quizzes and/or projects). Other demands should be reduced accordingly. The institution support and encouragement are required by both teacher and students at this stage. The students will get it from the understanding teacher and also the teacher gives guiding feedback. The finished portfolio may be due only at the end of the semester, but it is a good idea to set regular dates at which time several portfolio-ready items (i.e. with drafts and reflections) will be handed in, so that students know whether they are on the right track. Alternatively, the teacher has a portfolio project on a single unit of material so that both teacher and students will acquire experience in this kind of assessment over a shorter period of time. The teacher assess each portfolio relate with reference to its specific goal(s). Since the goals and weighting of the various portfolio components have been clearly fixed in writing class and she uses the rubric scoring

of writing used in the school. Self and peer-assessment can be used too as a tool for formative evaluation, with the students having to justify their grade with reference to the goals and to specific pages in the portfolio. This actually makes the teacher's job of assessing the portfolio much simpler, because the students have done the groundwork of proving how far each goal is met in the portfolio. It takes some of the burden off the teacher and helps students to internalize criteria for quality work. Students can even generate their own report cards based on their portfolios. After all the efforts that your students have invested in their portfolios, it is recommended that the teacher provides feedback on the portfolios that is more than just a grade. the Student-teacher conferences ,The teacher has conference with students after completing one task. It is very important element of the portfolio philosophy of shared and active assessment is that the teacher should have short individual meetings with each pupil, in which progress is discussed and goals are set for a future meeting. Students and teachers should document these meetings and keep the goals in mind when choosing topics for future meetings. In this way student-teacher conferences play an important role in the formative evaluation of a student's progress. the students' responses when port folio is used in writing class. Most of students are interested with portfolio; it can be seen from

the result of questionnaire. Most of students always come and participate in doing portfolio in writing class and also completed the task given in on time. Most of students asked questions when they did not understand about the subject or about portfolio itself so it can be concluded the students are more confident in participating the class activity, especially in writing class. The students tend to complete the task given well because the students felt free to ask and revise the task. They have high motivation to do portfolio as the result of interesting portfolio, interesting way of assessment and they feel like a part of the process. After having a research, there are points that can be concluded: The teacher did all the steps in applying the portfolio in writing class such as, explain what the portfolio is, the goal, the criteria of scoring, giving feedback during the conference, conference. The teacher give feedback individually, and this is one of disadvantages that portfolio is time consuming.

The portfolio used in writing class is very effective and the students can see their own improvement in writing.

IV. Bibliography

Bobak, K.A., & Mcloughlin, C.S. 2010. Education Review. A multi-lingual journal of book reviews: 2

Brown, J. D. 1991. Language Assessment Principles and Classroom Pratices. San Fransisco: Longman.

Byrne, D. 1993. Teaching writing skills. (6th ed.). London: Longman.

Caswell, Roger. & Mahler, Brenda. 2004. Strategies For Teaching Writing. United States of America: ASCD (Association for Supervision and Curriculum Development)

Dulay, Heidi, Mariana Burt, and Stephen Krashen. 1982. Language Two. New York: Oxford University Press

Ellis, Rod. 1989. The Study of Second Language Acquisition. New York: Oxford University Press.

Departemen Pendidikan Nasional. 2006. Standar Isi dan Standar Kompetensi Lulusan Tingkat SMA dan MA. Jakarta: PT. Binatama Raya.

Departemen Pendidikan Nasional, Direktorat Jenderal Pendidikan Dasar Dan Menengah, Direktorat Pendidikan Menengah Umum. 2003 – 2004. Kurikulum Berbasis Kompetensi Sekolah Menengah Atas (Sma) Pedoman Pengembangan Portofoli untuk Penilaian. Jakarta

Harmer, Jeremy. 2007. How to Teach Writing. Edinburgh: Pearson Education Limited.



Harmer, Jeremy. 2006. How to teach English. (15th ed.). Addison Wesley: Longman Limited.

Hasnunidah, Neni. 2006. Implementasi Model Portofolio Dalam Pembelajaran Biologi Di Sma Al-Kautsar Bandar Lampung (Studi Kasus pada Siswa Kelas X SMA Al-Kautsar Bandar Lampung . FKIP Universitas Lampung, Lampung

Knaapp, P., & Watkins, M. 2005. *Genre, Text, Grammar: Technology for Teaching and Assessing Writing*. Sydney: University of New South Wales.

Marhaeni, A. A. I. N. 2013. The Analysis of The Factors Affecting Undergraduate Students' Difficulties in Writing Thesis in The English Department of Mahasaraswati University. e-Journal Program Pascasarjana Universitas Pendidikan Ganesha, 2 (1): 1-12.

Miqawati, Alfi Hidayatu. 2007. A Study on the Implementation of Alternative Assessment at SMPN 13 Malang. Thesis, English Education Department

of Undergraduate Program, State University of Malang.

Nacira, G. 2010. Identification and Analysis of Some Factors Behind Students' Poor Writing Productions. Undergraduate Thesis.

O'Malley, J. Michael. Pierce, Lorraine Valdez. 1996. *Authentic Assessment for English Language Learners (Practical Approach for Teachers)*. USA: Longman.

Raimes, A. 1994. Techniques in Teaching Writing. (3rd ed.). Oxford: O.U.P.

Solikah, Maratus. 2007. The Implementation of English Portfolio Assessment at the First Grade of SMP Negeri I Malang in the Academic Year 2006/2007.

Thesis, Department of English, Faculty of Letters, State University of Malang.

Sugiono. 2009. Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Bandung: Alfabeta