

**THE EFFECTIVENESS OF PORTFOLIO AS AN ASSESSMENT
INSTRUMENT FOR STUDENTS WRITING SKILL OF
PROCEDURE TEXT AT SMP NEGERI 2 IDI RAYEUK
(An Experimental Study at the Seventh Grade of
SMP Negeri 2 Idi Rayeuk)**

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THE EFFECTIVENESS OF PORTFOLIO AS AN ASSESSMENT INSTRUMENT FOR STUDENTS WRITING SKILL OF PROCEDURE TEXT AT SMP NEGERI 2 IDI RAYEUK (An Experimental Study at the Seventh Grade of SMP Negeri 2 Idi Rayeuk)

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a partial Fullfillment of the Requirements
for degree of Sarjana Pendidikan (S.Pd) in English Education Department.

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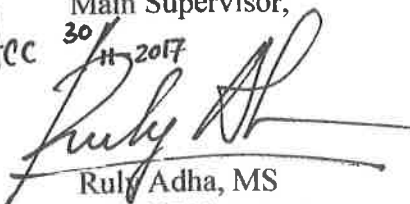
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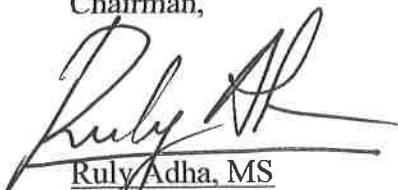
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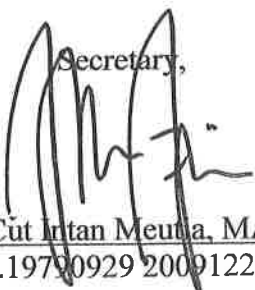
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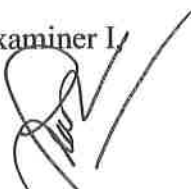
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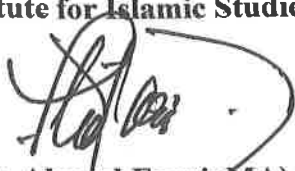

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I realize that my thesis is far from being perfect, any criticisms, ideas and suggestions for the improvement of this thesis are greatly appreciated. I expect that this thesis gives some contributions for the improvements of the English teaching and learning and for the readers.

Langsa. 15 November 2017

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ABSTRACT

This study is aimed at finding out the implementation of the portfolio in teaching writing skill of procedure text at the seventh grade students of SMP Negeri 2 Idi Rayeuk. This study is categorized as an experimental research, because it is intended to investigate the effectiveness of portfolio in teaching writing of procedure text. Besides, this study is included in quantitative research, because the researcher used some numerical data which is analyzed statistically. The subject of this study is an English teacher and 56 students which were taken from two classes at seventh grade (VII-A and VII-B) VII-A as an experimental class and VII-B as a control class. The instrument that were used to collect the data were classroom test. The test was used to investigate students' competence before and after the experiment was done. There were two kinds of test pre-test and post-test. The mean of writing skill of procedure text score of experimental class (assessed by using portfolio) was 73.75 and the mean of writing skill of procedure text score of control class (the students assessed by not using portfolio) was 64.64. There was a significant difference in students' writing skill of procedure text that was showed by the mean of experimental class was higher than control class. On the other hand, the test of hypothesis using t-test formula showed the t-value was higher than the t-table. The score of t-value was 3.77, while t-table on = 5% with *df* 54 was $2.00 < 3.77 > 2.39$. So, the hypothesis was accepted. Based on the results of the research, it could be concluded that portfolio is effective for students' writing skill of procedure text. It helped the students to solve their problems in writing skill and improve students' writing skill of procedure text.

Keyword : Portfolio, Experimental, Writing Skill and Procedure Text

CHAPTER I

INTRODUCTION

A. Background of The Study

Language is an important tool for communication. There are two kinds of communication, Verbal and nonverbal communication, Verbal communication means spoken and written forms, and nonverbal communications includes gestures and body languages. To communicate means to understand, learn, think, socialize, and express many ideas, information, feelings and also develop science, technology, and culture between speakers and listeners or writers and readers. Human being always needs to interact with others to fulfill needs. To achieve that, we use a means of communication called language. Ramelan says that language as a means of communication with other people as a tool to express ideas and wishes.¹We use language to convey our ideas, feeling, and thought. We combine the idea in our mind into verbal expressions using the language and create a communication. It is not only used for daily conversations but also used in many important fields such as educations, science, government, international relationship and so on. Language has an important role in human life and it can be the reason why people never stop learning English.²So that way, English has been taught formally in many countries, since the student in elementary school, even more in preschool study.

¹ Ramelan, *English Phonetics*, (Semarang: UPT UNNES Press, 1997), p. 1.

² Zahroatin, *The Use of Portfolio as an Alternative Assessment in Writing Procedure Text (A Case Study of Year IX Student of SMPN 3 Tanjungan, Blora in the Academic Year 2008/2009)*, (Semarang: UNNES, 2009)

The students study four skills in English that consist of reading, writing, listening and speaking. To master English, the students must study the four skills well. However, the fact that, many students do not master it, especially writing. In writing skill, students will study how to describe the idea to be a paragraph, story, and other kinds of writing product. Writing is the representation of language in a textual medium through the use of a set signs or symbols, and writing itself occurs in as a chain process, that is a process to put ideas, opinion, and combination of meaningful letters into written form.³ Many factors cause writing difficult to students among them are difficulty to deliver idea, has problem with grammar, lack of vocabulary and do not understand the teachers' explanation.

Ideally, the seventh grade of students junior high school is able to write a procedure text. Because write a procedure text can mastery when they make something. And every step to make procedure text has been given by a teacher when study procedure text in the class.

The researcher found some problem in SMP Negeri 2 Idi Rayeuk that they are not able to write a procedure text. And the researcher wants to do a research collaboration with a portfolio as an assessment in learning writing procedure text. One thing that is also important in writing class is the assessment. The teachers' technique in assessing students' performance sometimes can motivate the students to give their best performance. The most popular alternatives in assessment, especially within a framework of

³Sumarsih, *Improving Students' Achievement In Writing Narrative Text Through Think-Pair-Share Technique*.1, 2006, P.1-7.

communicative language teaching is portfolio development. Portfolio will give a lot of practices in writing to the students. Students will not get score from their test only, but they will get point in very progress in their writing. So it will motivate them to write better and better. To give the students role in assessment, teacher's role in authentic assessment of students is multifaceted. The teacher models approaches to learning and assessment, facilitates student self-assessment, and manages the evidence of learning. The teacher provides guidance and support to students as they generate and apply evaluation criteria, reflect on their learning, set goals ,and organize samples of their work in their portfolios. The teacher plays crucial role in providing feedback to students, in setting realistic goals, and in evaluating students progress.⁴

Based on the matter above, the researcher are encouraged to do research with title "*The Effectiveness of Portfolio As An Assessment Instrument For Students Writing Skill of Procedure Text at SMP Negeri 2 Idi Rayeuk (An Experimental Study at the Seventh Grade of SMP Negeri 2 Idi Rayeuk)*"

B. The Research Question

The writer states only one research question namely:

Is portfolio effective as assessment instrument for students' writing skill of procedure text at the seventh grade student of SMP Negeri 2 Idi Rayeuk ?

⁴ O'Malley, J.M., and L. Valdez Pierce, *Authentic Assessment for English Language Learners, Practical Approaches For Teachers*, (USA: Longman, 1996), p.42

C. The Purpose of Study

The purpose of this study is to find out whether the portfolio can be an effectiveness assessment in students' writing skill of procedure text at the seventh grade student of SMP Negeri 2 Idi rayeuk

D. The Significance of Study

Theoretically, this study can be an additional information for the English teachers who teach writing. Practically, this study can be a guidance for English teachers in teaching writing and the English teacher can use the result of this study as a reference when they want to improve their ability in teaching writing.

E. Hypothesis

The hypothesis is a tentative answer to the problem of research, until proven by the data collected.⁵

The statistic hypothesis states:

1. Alternative Hypothesis (Ha): portfolio assessment is effective in students' achievement in writing of procedure text SMP Negeri 2 Idi Rayeuk.
2. Null Hypothesis (Ho): portfolio assessment is not effective in students' achievement in writing of procedure text SMP Negeri 2 Idi Rayeuk.

⁵Suharsimi, Arikunto, *Prosedur Penelitian*, (Jakarta: Rineka Cipta, 1998).p. 67

F. Terminology

There are some terms that may be needed to be defined in this study, for instance.

1. Portfolios are collections of students work overtime. A portfolio often documents a student's best work and may include other types of process information. Such as drafts of the students work, the student's self-assessment of the work, and the parents, assessment. Portfolio may be used for evaluation of a student's abilities and improvement.⁶
2. Writing is not just write graphic symbols to form words, and words are arranged into sentences according to certain rules, describe the idea into a written language through sentences, so that the idea or mind can communicate to reader.⁷ Based on the definition above the researcher can be pulled summarize that writing is important skill must be mastered by students and this skill needs the fresh idea to write become a good paragraph.
3. Procedure Text is kind of text in teaching English. Procedure text as a piece of text that tells the reader or listener something, doing something, or getting somewhere.⁸ It means procedure text explain how to do something.
4. Effectiveness is the capability of producing a desired result or the ability to produce desired output. When something is deemed effective, it means it

⁶ <http://www.ncrel.org/sdrs/ares/issues/methods/assment/as8ik30.htm>. Accessed on 18 october 2016

⁷ Bukhari, *Keterampilan Berbahasa Membaca dan Menulis*. (Banda Aceh: Yayasan Pena, 2010), P.99

⁸ Mark Anderson and Kathy Anderson, *Text Types in English 3*, (South Yarra: Mcmillan Education LTD, 1998) p. 28

has an intended or expected outcome, or produces a deep, vivid impression.⁹ Based on the definition above, the writer summarize that effectiveness is activeness, efficiency, and the suitability in an activity that is carrying out the task with the intended target.

⁹ <https://en.wikipedia.org/wiki/Effectiveness> Accessed on 20 February 2018

CHAPTER II

REVIEW OF LITERATURE

A. Writing

1. The definition of writing

A language is used for many kinds of purposes. Thus, it has many functions as well. Furthermore, there are two macro skills of a language; they are receptive and productive skills. Writing skill is one of the productive skills that should be mastered in using a language. It is because writing skill has significances in improving a communicative competence of learning the language. Students learn and acquire language through both written and spoken ways so that they can improve their communicative competence. In the process of communication, ideally students know the rules on how to communicate to others, how to get information, and how to communicate about the language itself. When the students understand the knowledge of the language, it means that they have a language competence.

Writing is a useful tool for human being; it is used for written communication and transcribing ideas of their main. Writing is not only for written communication, it is a way of thinking and developing ideas and thoughts which can be improved and making them take a visible form outside their mind. Wallace states that writing is the final product after students learn several stages of writing separately before. Those stages are note-taking, identifying a central idea, outlining, drafting, and editing. It means that writing is a complex skill. It covers many sub skills that have to be passed before producing a good piece of

writing. Writing seems so complicated with its sub skills, but it is actually can be learned with fun.¹⁰

According to Jack C. Richard writing is the most difficult skills for second language learner to master of putting together strings of grammatically correct sentences.¹¹ On the other hand Lado said that learning to write a foreign language is learning to put down at a speed greater than that of drawing the conventional symbol of the writing system that represent the utterances one has in mind.¹² Writing is one of basic tools of civilization. Without it, the world as we know it could not exist.¹³

Brown states that writing is the written products of thinking, drafting, and revising that require specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions coherently into a written text, how to revise text for clearer meaning and how to edit text for appropriate grammar and how to produce a final products.¹⁴

In other words, the researcher can says that writing is an indicator whether students have gained all skills or not. Before the students have writing, they should be able to listen, to speak, and to read. Writing skill differs from other skills like speaking and listening. Jeremy Harmer says that writing is frequently

¹⁰Trudy,Wallace, *Teaching Speaking, Listening and Writing*. (Australia: International Academy of Education, 2004).p. 15

¹¹ Jack C. Richard, *Methodology in Language Teaching: An Anthology of Current Practice*, (New York: Cambridge University Press, 2002) p. 303

¹² Robert Lado, *Language Teaching*, (New York: McGraw-hill, Inc., 1964), p. 143

¹³ Victoria Fromkin and Robert Rodman, *An Introduction to Language*, (New York: CBS College Publishing, 1983), p. 160

¹⁴H.Douglas Brown, *Language Assesment Principles and Classroom Practices*, (New York: Longman, 2004) p. 80

useful as preparation for some other activity, in particular when students write sentences as a preamble to discussion activities.¹⁵

Wallace states that writing is the final product after students learn several stages of writing separately before. Those stages are note-taking, identifying a central idea, outlining, drafting, and editing. It means that writing is a complex skill. It covers many sub skills that have to be passed before producing a good piece of writing. Writing seems so complicated with its sub skills, but it is actually can be learn with fun.¹⁶

Writing is not just write graphic symbols to form words, and words are arranged into sentences according to certain rules, describe the idea into a written language through sentences, so that the idea or mind can communicate to reader.¹⁷

Based on some definitions above the researcher concluded that writing is important skill for the learner, writing skill can explore the leaner's idea to be a good paragraph. In writing leaner have to master the grammatical and vocabulary correctly.

2. Aspect of Writing Skill

Discussing the aspects of writing skill, there are some important matters that need to be outlined in this discussion. They include micro and macro skill of writing, mechanical components of writing, and cohesion and coherence of writing.

¹⁵Jeremy, Harmer, *How to Teach Writing* (New York: Longman, 2007) .p.35

¹⁶Trudy,Wallace, *Teaching Speaking, Listening and Writing*. (Australia: International Academy of Education, 2004).p. 15

¹⁷ Bukhari, *Keterampilan Berbahasa Membaca dan Menulis*. (Banda Aceh: Yayasan Pena, 2010), P.99

The first aspect of writing skill is its micro and macro components. Brown mentions a list of micro and macro skills for written communication which focuses on both the form of language and the function of language. Firstly, the micro skills of writing mentioned by Brown covers several important aspects. They are producing graphemes and orthographic pattern of English, producing writing at an efficient rate of speed to suit the purpose, producing an acceptable core of words and using appropriate word order patterns, using acceptable grammatical systems such as tense, subject verb agreement and etc, expressing a particular meaning in different grammatical form, using cohesive devices in written discourse and using the rhetorical forms and conventions of written discourse.

Secondly, the macro skills of writing cover some other aspects. They are accomplishing the communicative functions of written texts according to form and purpose, conveying links and connections between events and communicating such relations as main idea, supporting ideas, new information, given information, generalization, and exemplification, and finally developing a battery of writing strategies that include such as accurately in using pre writing devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.¹⁸

In writing, there are some aspects that have to be considered. Brown has summarized all those aspects into two main skills; they are the micro skills and

¹⁸H.Douglas Brown, *Language Assesment ...* p.324-343

macro skills of writing. Later they can be used in teaching writing as well as assessing writing. Those skills are described as follows:

Micro skills:

- a. Produce graphemes and orthographic patterns of English.
- b. Produce writing at an efficient rate of speed to suit the purpose.
- c. Produce an acceptable core of words and use appropriate word order patterns.
- d. Use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules.
- e. Express a particular meaning in different grammatical forms.
- f. Use cohesive devices in written discourse.

Macro skills:

- a. Use the rhetorical forms and conventions of written discourse.
- b. Appropriately accomplish the communicative functions of written texts according to form and purpose.
- c. Convey links and connections between events, and communicative such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- d. Distinguish between literal and implied meanings of writing.¹⁹

In conclusion, we can say that the earlier micro skills apply more appropriately to imitative and intensive types of writing performance in which they tend to describe about the mechanical of writing and at the level of word,

¹⁹H.Douglas Brown, *Language Assesment ...* p.221

such as cohesive devices, past verb, etc. On the other hand, the macro skill covered wide areas of writing, such as the form and the communicative purpose of a written text, main idea and supporting idea, the literal and implied meaning writing, etc. thus, it is not only about a word but it is about the whole written text.

3. The Writing process

Writing process is the stage a writer goes through in order to produce something in its final written form. This process may, of course, be affected by the content (subject matter) of the writing, the type of writing (personal writing, public writing, social writing, study writing, or institutional writing), and the medium it is written in (pen, paper, computer, word files, etc.).

John Langan stated that writing is a process that involves the following steps:

- a. Discovering a point-often through prewriting.
- b. Developing solid support for the point-often through more prewriting.
- c. Organizing the supporting material and writing it out in a first draft.
- d. Revising and editing carefully to ensure an effective, error-free paper.

Learning this sequence will help you to be confidence when the time comes to write. You will know that you can use prewriting as a way to think on paper and to discover gradually just what ideas you want to develop. You will understand that there are four clear-cut goals to aim in your writing unity, support, organization, and error-free sentences. You will realize that you can use revising

to rework a paper until it is strong and effective. And you'll be able to edit a paper so that your sentences are clear and error-free.²⁰

In other source stated that there are stages in the writing process, (1) getting ideas together, (2) planning and outlining, (3) making notes, (4) making a first draft, (5) revising, re-drafting, (5) editing, and (6) final. Writing is a process that includes several different activities. Although these are usually called "stages," they are not as separate or as linier as that term might suggest. Learning to write is a matter of learning about the stages and about efficient methods of working through each stage and combining them into and efficient process. There are stages in the writing process: prewriting, drafting, revising, and editing

a. Prewriting

Prewriting is the term given to all of the activities that prepare us to write a first draft. These generally include defining the writing task, gathering material, and planning the first draft.

Prewriting can help you find a topic and test it by seeing how well it holds up under development. It also helps you generate ideas and allows you to see the connections among those ideas. Your choice of prewriting options should be guided by two factors: (1) your rhetorical context (purpose and audience) and (2) your learning style. Drafting Fist draft are made to be thrown out or at least buried beneath revisions, but they are an important part of the writing process. Draft purposes: (1) they allow us to put all of our material on paper, and thus to see it all at once as we never could in our heads; (2) but putting all of our material before

²⁰ John Langan, English Skills, (New York: McGraw-Hill Companies, Inc, 2001) 7th edition, p.17

us, they unable use to evaluate it. As we draft, we put our thoughts and our supporting data into words, sentences, and paragraphs, and we can see and hear it all together for the first time.

b. Drafting

First draft are made to be thrown out or at least buried beneath revisions, but they are an important part of the writing process. Draft purposes: (1) they allow us to put all of our material on paper, and thus to see it all at once as we never could in our heads; (2) but putting all of our material before us, they unable use to evaluate it. As we draft, we put our thoughts and our supporting data into words, sentences, and paragraphs, and we can see and hear it all together for the first time.

c. Revising

To revise is to *reenvision*, to see again. When our ideas have been shaped into a draft, warts and all, they are before us, and we can evaluate them.

d. Editing

Making sure that the words are correctly spelled and that the sentences are correctly constructed and punctuated may seem to be minor consideration. In other source stated that writing process is an interrelated set of recursive stages which include:

1) Drafting

Before made the ideas into words, sentences, and paragraphs. The researcher notes some ideas in draft. This activities called drafting.

2) Structuring

The sentence must be in good structure contain of ordering information, experimenting with arrangements, etc.

3) Focusing

That is making sure you are getting the message across you want to get across

4) Generating ideas and evaluation

Before made the writing task, must take the generating ideas to can add in our writing, assessing the draft and or subsequent drafts.²¹

4. Types of writing

Four categories of written performance that capture the range of written production are considered here. Each category resembles the categories defined for the other three skills, but these categories, as always, reflect the uniqueness of the skill area.

- a. Imitative. To produce written language, the learner must attain skills in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences. This category includes the ability to spell correctly and to perceive phoneme grapheme correspondences in the English spelling system. It is a level at which learners are trying to master the mechanics of writing. At this stage, form is the primary if not exclusive focus, while context and meaning are of secondary concern.

²¹ Julia Dietrich and Marjorie M. Kaiser, *Writing Self Expression and Communication*, (San Diego: Harcourt Brace Jovanovich, Publisher, 1986), p.35

- b. Intensive (controlled). Beyond the fundamentals of imitative writing are skills in producing appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to the length of a sentence. Meaning and context are of some importance in determining correctness and appropriateness, but most assessment tasks are more concerned with a focus on form, and are rather strictly controlled by the test design.
- c. Responsive. Here, assessment tasks require learners to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. Tasks respond to pedagogical directives, lists of criteria, outlines, and other guidelines. Genres of writing include brief narratives and descriptions, short reports, lab reports, summaries, brief responses to reading, and interpretations of charts or graphs. Under specified conditions, the writer begins to exercise some freedom of choice among alternative forms of expression of ideas. The writer has mastered the fundamentals of sentence level grammar and is more focused on the discourse conventions that will achieve the objectives of the written text. Form focused attention is mostly at the discourse level, with a strong emphasis on context and meaning.
- d. Extensive. Extensive writing implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report, or even a thesis.

Writers focus on achieving a purpose, organizing and developing ideas logically, using details to support or illustrate ideas, demonstrating syntactic and lexical variety, and in many cases, engaging in the process of multiple drafts to achieve a final product. Focus on grammatical form is limited to occasional editing of proof reading of a draft.²²

According to the theories above, the teaching of writing skill should be well constructed. Those types of writing activities that will be applied in teaching writing are based on the students' level and capacity. Also, the writing practices, including writing paragraphs or simple essays should be based on the standards of competence and the basic competencies. Those efforts above should be done well to improve the students' writing skill.

5. Approaches in Teaching Writing

In the teaching of writing the teacher can focus on the product of that writing or on the writing process itself. When concentrating on the product teacher are only interested in the aim of task and in the end product. Those who advocate a process approach to writing, however pay attention to the various stages that any piece of writing goes through. By spending time with learners on pre-writing phases, editing, redrafting, and finally 'publishing' their work, a process approach aims to get to the heart of the various skills that should be employed when writing. Harmer cited that writing approach consisting of process and product.

²²H.Douglas Brown, *Language Assesment Principles and Classroom Practices*, (New York: Longman 2004) p.220

a. Product Approach in Teaching Writing

Product approach views writing activity as a linear process, starting from planning, writing the plan, and ending with the product (finished composition). In the linear process, writing is viewed as finished product that is free from errors: the language is grammatically correct and the ideas are well organized. As the product is expected to be perfect, in developing writing skill, the proponents of product approach believe that accuracy must be prioritized rather than fluency. Accuracy relates to students ability to produce correct language but fluency relates to the ease of producing the ideas. As accuracy becomes the first target, in teaching learning process, a lot of time is devoted to improve students' ability to produce correct language, rather than train students to use strategies in developing topic and organizing ideas. In such monotonous activities, the time to do planning, drafting, and revising is very limited.

b. Process Approach in Teaching Writing

By understanding the complex process in writing, it is not adequate to give students assignments, to let students write, and then to evaluate the product of their work. The process approach in teaching writing believe that writing is a messy process, i.e. a process of making meaning through the act prewriting, drafting, and revising according to Gorel. In prewriting, the students discover and explore what they want to write about. In drafting, they create more than one rough draft of what they want to say about the topic. In revising, students craft their writing by focusing on

contents and organization by adding, deleting, and moving sections, and polishing their writing to produce a final version. Another writer, Tomkins adds two other writing processes: editing and publishing. In editing, students proofread to identify and correct mechanics of writing. Lastly, in publishing students make final copies of their compositions. The final copy might be compiled into books or printed from a computer.²³

6. Writing Assessment

On the teaching of writing, an evaluation should be done to measure or to know the students' ability in writing. The effectiveness of a learning process of writing skill can be measured through an evaluation activity. According to Brown, the categories for evaluating writing as follows :

a. Content

It includes thesis statement, related ideas, development of ideas, and development of ideas through personal experience, illustration, facts, and opinions.

b. Organization

It includes the effectiveness of introduction, logical sequence of ideas, conclusion and appropriate length.

c. Discourse

It includes topic sentences, paragraph unity, transitions, discourse markers, cohesion, rhetorical conventions, reference, fluency, economy, variation.

²³ Jeremy, Harmer, *How to Teach Writing*. (New York: Longman, 2007) .p. 257-259

d. Syntax

It includes the meaning of sentence, grammatically and content

e. Vocabulary

It includes the contents of sentence and vocabulary

f. Mechanics

It includes spelling, punctuation, and citation of references, neatness and appearance.²⁴

The scoring of the students' writings is based on the writing scoring type which is suggested by Jacobs in Brown.

Table 2.1 Criteria of Writing Scoring

| | |
|--------------|-----|
| Content | 30 |
| Organization | 20 |
| Vocabulary | 20 |
| Syntax | 25 |
| Mechanics | 5 |
| Total | 100 |

Table 2.2 Composition for Scoring Writing²⁵

| SCORE | LEVEL | CRITERIA |
|---------|-------|---|
| CONTENT | 30-27 | EXCELLENT TO VERY GOOD: knowledgeable, |

²⁴H.Douglas Brown, p.357

²⁵ Haswell, R. H. *Rubrics, prototypes, and exemplars: Categorization theory and systems of writing placement. Assessing Writing*1998, 5, 231-268.

| | | |
|---------------------|-------|---|
| | | substantive, thorough development of ideas, relevant to assigned topic |
| | 26-22 | GOOD TO AVERAGE: some knowledge of subject, adequate range, limited development of ideas, mostly relevant to topic, but lacks detail |
| | 21-17 | FAIR TO POOR: limited knowledge of subject, little substance, inadequate development of ideas |
| | 16-13 | VERY POOR: does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate |
| ORGANIZATION | 20-18 | EXCELLENT TO VERY GOOD: fluent expression, ideas clearly stated/supported, succinct, well organized, logical sequencing, Cohesive |
| | 17-14 | GOOD TO AVERAGE: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing |
| | 13-10 | FAIR TO POOR: non-fluent, ideas confused or disconnected, lacks logical sequencing and development |
| | 9-7 | VERY POOR: does not communicate, no organization, not enough to evaluate |
| VOCABULARY | 20-18 | EXCELLENT TO VERY GOOD: sophisticated |

| | | |
|---------------|-------|--|
| | | range, effective word/idiom choice and usage, word form mastery, appropriate register |
| | 17-14 | GOOD TO AVERAGE: adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured |
| | 13-10 | FAIR TO POOR: limited range, frequent errors of word/idiom, choice, usage, meaning confused or obscured |
| | 9-7 | VERY POOR: essentially translation, little knowledge of English Vocabulary |
| SYNTAX | 25-22 | EXCELLENT TO VERY GOOD: effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, preposition |
| | 21-18 | GOOD TO AVERAGE: effective but simple construction, minor problems in complex constructions, several errors of agreement, tense, number, word order/function, articles, pronouns, preposition but meaning seldom obscured |
| | 17-11 | FAIR TO POOR: major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, preposition and/or |

| | | |
|------------------|------|---|
| | | fragment, runons, deletions, meaning confused or obscured. |
| | 10-5 | VERY POOR: virtually no mastery of sentence construction rules,dominated by errors, does not communicate, or not enough to evaluate |
| MECHANICS | 5 | EXCELLENT TO VERY GOOD: demonstrate mastery of convention, few errors of spelling, punctuation, capitalization,paragraphing |
| | 4 | GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning obscured |
| | 3 | FAIR TO POOR: frequent errors of spelling, unctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured |
| | 2 | VERY POOR: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate |

Based on the scoring rubric above, it can be known that the range of each level is not in the same range. Haswell states that the scoring rubric encourages an evaluation of student proficiency that is complex, perhaps recording a high accomplishment in content, but low in mechanics a complexity that befits writers

who often show uneven writing skills in a second language. In this scoring rubric, it seems to contrast with holistic scoring methods, which erase this possible unevenness of writing accomplishments in reporting a single score. In addition, he states that the limited number of traits allows comparison of group rating behavior, perhaps contrasting the way native and non-native people evaluate ESL essays.²⁶ The scaling of traits and subtracts allows study of rater reliability along with the development of training methods that produce high interpreter reliability. It is because the composition covers the five aspects or categories (content, organization, vocabulary, language use and mechanics) of writing and provides a clear scoring rubric to assess each writing aspect. In addition, the level for each category is different because each category has certain points with certain ranges. In assessing the students writing, the researcher considers each point for each aspect or category of the students' writing by referring to the criteria column of the scoring rubric above. The final score of the students' writing is the sum of those five aspects points for writing.

7. The Purpose of Writing

When the students do their writing, they certainly have some purposes. They have to consider the purpose of their writing since this will influence, not only to the type of text they wish to produce, but including the language they use, and the information that they choose. According to David Nunan, written language serves a range of functions in everyday life, including the following:

²⁶ Haswell, R. H. *Rubrics, prototypes, and exemplars: Categorization theory and systems of writing placement. Assessing Writing* 1998, 5, 231-268.

a. Primarily for action

Public signs, e.g. on roads and stations; product labels and instructions, e.g. on food, tools or toys purchased; recipes; television and radio guides; bills; menus; telephone directories; ballot papers; computer manuals, monitors and printouts.

b. Primarily for information

Newspapers (news, editorials) and current affairs magazines; hobby magazines; nonfiction books, including text books; public notes; advertisement; political pamphlets; scholastic, medical, etc. reports; guidebooks and travel literature.

c. Primarily for entertainment

Light magazines, comic strips, fiction book, poetry and drama, newspaper features, film subtitles, games, including computer games.²⁷

Betty Mattix Dietsch said that there are general purpose and specific purpose of writing. Writing has general purpose: to inform, to persuade, to express, and to entertain. More often than not, these general purposes are combined in various ways. For example, most writing is intended to inform, but it also has a secondary persuasive element: to convince the reader that it is factual and reliable. Other writing is primarily persuasive, designed to argue a point and secure agreement, yet it is also informative.

²⁷ David Nunan, *Language Teaching Methodology*, (New York: Prentice Hall, 1991), p.84

The degree of persuasion varies according to the occasion, purpose, and audience. The specific purpose involves responding to a certain need for writing. The topic is the subject.²⁸

B. Text

Text is a unit of meaning which is coherence and appropriate for its context. It can be spoken or written but mostly people think that text is only in a form of a written work. Susan Feez said that “A text is any stretch of language which is held together cohesively through meaning”.²⁹ It means that when we use language to write, we are creating and constructing a text. When we read, we are interpreting texts. Moreover, when we talk and listen, we are also creating and interpreting texts.

According to Jack C Richard, text is a segment of spoken or written language. It has some characteristic it is normally made up of several sentences, has distinctive structure and, has a particular communicative function or purpose, and often can be understood relation to the context.³⁰

Thus from the definition above, the researcher pulled the summarize that text is everything we hear or say in spoken language, and what we read or write in written language that has structure and function.

²⁸ Betty Mattix Dietsch, *Reasoning and Writing Well*, (New York: McGraw Hill Company, 2003), p.4

²⁹ Susan Feez and Helen Joyce, *Text-Based Syllabus Design*, (Sydney: Macquarie University, 2002), p. 4.

³⁰ Jack. C Richard and friends, *Longman Dictionary of language teaching and Applied Linguistics 4th ed*, (England: Pearson Education Limited, 2010) p. 594

C. Procedure Text

1. The definition of procedure text

A procedure text is a text which is used to tell someone how to make or to do something. This type of text comes in many forms, such as instruction manuals and recipes. Procedures are also more about process than things but explain how people perform different processes in a sequence of steps. Procedures are found in the written texts to do with science, art and craft, cookery, media studies and health as well as other subjects. According to Otong Setiawan, “Procedural text is one of text types that explain the process of thing which can be followed or done by the reader”.³¹

Mark and Kathy Anderson through their book *Text Types in English 3* defined a procedure text as a piece of text that tells the readers or listeners how to do something. Its purpose is to provide instructions for making something, doing something, or getting somewhere.³² In addition, Professional Development Service for Teachers stated that a procedure text has a social function to explain how something is done, in a series of sequenced steps.³³ The examples of procedure text are directions, Instruction manual, recipes, and itineraries.

As it can be seen above, procedure text is defined as a text that explains, tells or shows someone how to do something, to make something and to get someplace, that have to be done in a series of sequenced steps.

³¹ Otong Setiawan Djuharie, *Genre*, (Bandung, Yrama Widya, 2008), 2nd Ed., p. 39

³² Mark Anderson and Kathy Anderson, *Text Types in English 3*, (South Yarra: Mcmillan Education Ltd, 1998), p.2

³³ Mark Anderson and Kathy Anderson, *Text Types in English 3*...p.3

2. Characteristics of Procedure

In describing a procedure, there are three aspects that should be defined in the following.

a. Social function.

The social function of a procedure text is to describe how something is accomplished through a sequence of actions or steps. Procedures are also more about processes than things but explain how people perform different processes in a sequence of steps. Procedures are found in the written text to do with science, art and craft, cookery, media studies and health as well as other subject.

b. Schematic structure

It has a goal, which means it states the goal to be achieved. Usually it presents on the title. For example: How to make salad. And then the schematic structure has the materials. It lists the materials needed. It often gives detail on the size, color, number, shapes, quantity, etc. For example: 1/3 cup of orange juice, 1 tablespoon of honey, 1 ½ cups honeydew melon, 1 green apple, 2 oranges, and so on. The third of characteristics of procedure is step. It describes steps in logical order to achieve the goal. The steps are often marked with numbers (1, 2, 3, ...), letter (a, b, c, ...), or bullet marks (┆, ┆, ┆, ...). Sometimes the steps include caution (s) or warning (s). There are also drawings or pictures to make the steps clear. For examples:

- a. First, make the dressing by putting the orange juice and honey in a large bowl and mix them well.

- b. Then, add the fruit.
- c. Next, mix until all the fruit is highly coated with the dressing
- d. Put in the refrigerator for one hour.
- e. Finally, serve it cold.

3. Language Features of Procedure Text

According to Anderson, procedure text usually includes the following language features:

- a. Sentences begun with action verb (*imperative sentences*). e.g., *pour hot water into the cup.*
- b. Sequence words or temporal conjunctions (e.g. firstly, next, then) and numbers (e.g. 123) that show the order for carrying out the procedure.
- c. Adverbs of manner to describe how the actions should be performed. e.g. quickly, firmly.
- d. Precise terms and technical language. e.g. ml, grams, etc.³⁴

In addition, the other sources added some of language features of procedure text which are not included in Anderson's book. They are:

- a. Nouns or noun groups are used in the listed material or equipment.
- b. The person following the instructions may not be referred to or may be referred to in a general way as one or you. There is little use of personal pronouns.

³⁴ Mark Anderson and Kathy Anderson, *Text Types...*p.3

- c. Words related to direction and specific locations are found. e.g. left, north, Jamison street.
- d. Adjectives add details relating to size, shape, color, and amount.
- e. Present tense is generally used.³⁵

To sum up, all of the points of language features of procedure text above are usually used in writing procedure text.

4. Structure of Procedure Text

Generally, a procedure text is arranged of three main parts. Aim or Goal of the procedure, List of materials which needed to complete the procedure, and sequence of steps in correct order that need to be taken to accomplish the task.

- a. An introductory statement giving the aim or goal
- b. This part can be the little of the procedure text, it is also may include an introductory paragraph.
- c. List of materials needed for completing the procedure. This part usually takes form in kind of list, though sometimes it also can be in form of paragraph. In certain procedure text this part sometime is omitted or left out.
- d. Sequence of steps in the correct order. This is the last part of procedure text which shows a sequence of steps that need to be taken by readers to complete the task. The sequence usually is shown by numbers (1,2,3 ...) or by using words such as first, second, third, etc. Words such as now,

³⁵ Mark Anderson and Kathy Anderson, *Text Types in English 3...*p.4

next, and after this sometimes are used as well. Commonly, the steps usually begin with a command such as add, stir, or push.³⁶

Thus from the explanation above, it can be concluded that there are three points of generic structure of procedure text. Nevertheless, the structure above is sometimes not found in certain types of procedure texts. For example, in procedure text that tells the readers direction of how to get to certain place or procedure text of rules of behavior, there is no list of materials needed. In a procedure text of how to operate something, sometimes list of materials needed is not included.

D. Portfolio

1. The Definition of Portfolio

Portfolios are collections of students work overtime. A portfolio often documents a student's best work and may include other types of process information. Such as drafts of the students work, the student's self-assessment of the work, and the parents, assessment. Portfolio may be used for evaluation of a student's abilities and improvement.³⁷ There are three types of portfolios: the first is showcase portfolios. This kind of portfolio typically was used to display a student's best work to parents and school administrations. The second is collections portfolios. It is contains all of a student's work that shows how a student deals with daily class assignments. The third is assessment portfolios. Unlike showcase and collection portfolios, assessment portfolios are focused

³⁶ Mark Anderson and Kathy Anderson, *Text Types...*p.33

³⁷ <http://www.ncrel.org/sdrs/ares/issues/methods/assment/as8ik30.htm>. Accessed on 18 october 2016

reflections of specific learning goals that contain systematic collections of student work, student self-assessment, and teacher assessment.

The most popular alternative in assessment, especially within a framework of communicative language teaching, is portfolio development. Portfolios include materials such as: Essays and compositions in draft and final form, reports, project, outlines, poetry and creative prose, artwork, photos, newspaper or magazine clippings, audio and/or video recordings of presentations, demonstrations, etc. journals, diaries, and other proposal reflections, tests, test scores and written homework exercises, notes on lectures, and self-and peer assessment- comments, evaluation and checklists.

2. Types of Portfolio

Portfolios are used in all stages of education: elementary, higher education and in professional and vocational programmers. Portfolios are used in elementary school classrooms as part of ongoing assignments according to Herman & Winter opinion cited in Friedman Ben David M.³⁸ Students prepare draft written assignments over time and, at a pre-determined date, choose the best work for a “show case”. Such portfolios could be scored at a school level or at state level (at a state scoring site) for high stakes examinations or for quality control procedures.

In the USA, the State of Vermont introduced in 1992 a large-scale portfolio assessment for grades 4 to 8 in two subjects, mathematics and writing. Students select from their on-going assignments in mathematics, five to seven best pieces

³⁸Friedman Ben David M et al, “Portfolios as a method of student assessment”. Vol.23 No.6 (Medical Teacher: AMEE Medical Education Guide, 2001), p.5

of work which are scored on seven dimensions of performance, three pertaining to communication and four to problem solving. The students submit a portfolio with one best piece of work and other specified pieces.

The best piece was scored separately and the remaining pieces were scored as a set. The writing pieces were scored on five dimensions: purpose, organization, details, voice or tone, usage or mechanism or grammar. According to Koretz cited in Friedman Ben David M portfolio materials were scored by teachers to provide individual scores and by the State to provide school profiles in those two subjects.³⁹ The State of Kentucky developed a similar large-scale portfolio assessment in writing for 4th grade students. Over a period of one year, the students compiled a portfolio comprising six pieces: a personal narrative, a poem, a play, a piece of fiction, one information or persuasive piece, one piece from any subject area other than English and language arts, a best piece and a letter to the reviewer about the best piece and student's growth as a writer.⁴⁰

In the professions, portfolios are used, for example, in recording nurses' career and professional development through formal and experiential learning for periodic registration with the UK Central Council. In medicine, portfolios are used to study critical thinking and self-directed learning in the daily practice of general practitioners.

The Royal College of Physicians and Surgeons of Canada introduced a learning portfolio, The Maintenance of Competence Program (MOCOMP),

³⁹ Friedman Ben David M et al, "Portfolios as a method of student assessment". p.5

⁴⁰ Friedman Ben David M et al, "Portfolios as a method of student assessment". p.6

using computer software for physicians to create a personal learning portfolio. The collection of information shows how physicians learn, which factors affect changes in practice and what sources of learning physicians use. It also creates databases for establishing standards of physicians' performance and for continuing medical education programmes.

The National Council for Vocational Qualifications established assessment procedures for qualification in England, Wales and Northern Ireland in which portfolios play a central role. It is aimed for young people in upper secondary schooling and young people and adults in work or in government training. Wolf reports cited in Friedman Ben David M that the portfolio approach to assessment has affected the desired learning styles, but major problems have arisen relating to the manageability of the approach and reliability of assessors' judgments. The General Medical Council in UK has put forward a revalidation proposal for practicing physicians. The 3 stage proposal suggests a portfolio (folder) which will include information and evidence regarding doctors' cumulative performance to be assessed by groups of doctors.⁴¹

The use of portfolios for students' assessment enables students and teachers to engage in a process of learning through assessment. This implies that the assessment procedure not only measures and reinforces the desired learning outcomes but rather enhances the development of strategies, attitudes, skills and cognitive processes essential for life long learning. Consequently, the use of

⁴¹Friedman Ben David M et al, "Portfolios as a method of student assessment". p.6

portfolios not only broadens the scope of assessment but also introduces a number of educational benefits.

Portfolios' contribution to assessment

a. *The assessment of learning outcomes:*

This includes outcomes not easily assessed by other methods, e.g. personal growth, self-directed learning, reflective ability, self-assessment of personal growth, professionalism and more. An extended discussion of the use of portfolios for assessment of professionalism appears at the end of this section.

b. *The provision of evidence of performance:*

This evidence may be collected from a range of sources, e.g. student's ongoing work over time, over settings and over subject matters.

c. *The representation of evidence collected over a period of time:*

Portfolios provide evidence of student development over time and not just a snapshot at one time or a series of snapshots, as in traditional assessment methods.

d. *Student progression towards the learning outcomes:*

Portfolios allow assessment of progress towards the learning outcomes by using chronological work samples collected at different points of time.

e. *Summative and formative assessment:*

The evaluation of the portfolio content generates summative statements regarding student performance for promotion or pass/fail decisions. It also provides an in-depth profile of student abilities. Summative evaluation statements may also contain information regarding students' strengths and

weaknesses, thus integrating summative decisions with formative profiles. The current challenge facing portfolio assessment is to judge the qualitative and quantitative evidence and yet maintain reliability and validity of the judgment. Section C in this guide expands the discussion of this issue.⁴²

In addition to the contribution that the portfolio makes to student assessment, it also reinforces other important educational aspects central to effective teaching and learning.

Focus on personal attributes:

- a. Provides personal and professional educational evidence for student learning
- b. Makes provision for students to receive feedback about their own personal values, feelings, styles of interaction and ways of handling significant experiences.
- c. Provides a personalized sensitive portrait of what students know and are able to do.
- d. Contextualizes learning and links experience with personal interpretation.

Enhances interactions between students and teachers:

- a. Allows dialogue between students and educators and ensures individual protected time.
- b. Reminds students that learning is a two-way process between learner and educator.

⁴²Friedman Ben David M et al, "Portfolios as a method of student assessment". p.7

- c. Mirrors students' and teachers' work and stimulates teachers to re-assess teaching strategies.
- d. Raises teachers' expectations in relation to thinking ability and problem solving.

Stimulates the use of reflective strategies:

- a. Facilitates the use of past experiences to define learning and to recognize progress.
- b. Stimulates the use of reflective skills in order to analyze and synthesize experiences. Students can also describe and analyze learning strategies thus engaging in meta cognitive processes.
- c. Allows educators to separate the quality of evidence from the student ability to reflect on the evidence.

Expands understanding of professional competence

- a. The variations in student perception and interpretation of their experiences increases understanding of students' professional growth. Those newly acquired insights inform medical education and practice .
- b. Encourages a holistic and integrative approach to medical practice.⁴³

3. Step of Portfolio Assessment

Although many variations of portfolio assessment are in use, most fall into two basic types: process portfolios and product portfolios. These are not the only kinds of portfolios in use, nor are they pure types clearly distinct from each other. It may be more helpful to think of these as two steps in the portfolio assessment

⁴³Friedman Ben David M et al, "Portfolios as a method of student assessment". p.9

process, as the participant and staff reflectively select items from their process portfolios for inclusion in the product portfolio.

Step 1: The first step is to develop a process portfolio, which documents growth over time toward a goal. Documentation includes statements of the end goals, criteria, and plans for the future. This should include baseline information, or items describing the participant's performance or mastery level at the beginning of the program. Other items are "works in progress", selected at many interim points to demonstrate steps toward mastery. At this stage, the portfolio is a formative evaluation tool, probably most useful for the internal information of the participant and staff as they plan for the future.

Step 2: The next step is to develop a product portfolio (also known as a "best pieces portfolio"), which includes examples of the best efforts of a participant, community, or program. These also include "final evidence", or items which demonstrate attainment of the end goals. Product or "best pieces" portfolios encourage reflection about change or learning. The program participants, either individually or in groups, are involved in selecting the content, the criteria for selection, and the criteria for judging merits, and "evidence" that the criteria have been met. For individuals and communities alike, this provides opportunities for a sense of ownership and strength. It helps to show-case or communicates the accomplishments of the person or program. At this stage, the portfolio is an

example of summative evaluation, and may be particularly useful as a public relations tool.⁴⁴

3. Implementing Assessment Portfolio in Writing Procedure Text

The use of portfolios encourages students to reflect on their work, to analyze their progress, and to set improvement goals. Portfolios can contain samples of work in the native language as well as in English, depending on the medium of instruction and the goals of each class. As in whole language classrooms, there is the role of teachers and students using portfolios for assessment. Portfolio assessment is very much learner-centered, which means that the student has input on not only what goes into the portfolio but also on how the contents will be evaluated. In addition, the student has a role in assessing his or her own progress in the classroom.⁴⁵ Assessment portfolios can include materials such as tests, test scores, and written exercises from the students. Writing procedure text can be used to improve student in writing, students can understanding about generic structure of procedure text and then assessing by portfolio. The use portfolio as an assessment instrument writing procedure text teacher can begin the lesson by tells the students about how to make something and then teacher gives an examples of procedure text about recipe. Teacher asks the students; have you ever read a recipe? Where do you usually find this kind of text?

After teacher delivers a recipe to the students, teacher discuss the generic structure of procedure text and introduces vocabulary related the topic. For the

⁴⁴ Meg Sewell, Mary Marczak, & Melanie Horn, "The Use of Portfolio Assessment in Evaluation" <http://methodenpool.unikoeln.de/portfolio/USE%20OF%20PORTFOLIOS%20IN%20EVALUATION.htm>. Accessed on 13 March 2018

⁴⁵O'Malley J.M and L. Valdez Pierce, *Authentic Assessment for English Language Learners, Practical Approaches For Teachers*, (USA: Longman, 1996), p. 34

students work, teacher asks students to practice writing of procedure text about recipe, makes goal, noun phrase, and imperative sentences. For the assessing, teacher uses portfolio as an alternative assessment. Portfolio encourages students to reflect on their work and to analyze their progress. This assessing technique can motivate students to give their best performance and help students to develop their writing and to be good writers.

CHAPTER III

RESEARCH METHOD

A. Research Design

The research design of this study is categorized as an experimental research about using portfolio as an assessment instrument for student's writing skill of procedure text at the seventh grade students of SMP Negeri 2 Idi Rayeuk. An experimental study focuses on treatment and outcome.

According to Donald Ary this research involves a study of the effect of the systematic manipulation of one variable and another variable. The manipulated variable called the experimental treatment or the independent variable. The observed and measured variable is called the dependent variable.⁴⁶ This study may also include two classes of 7th grade students they are VII-A and VII-B of SMP Negeri 2 Idi Rayeuk.

The approach used is quantitative. It means the method and instrument involve numerical measurement and then statistical quantification was conducted. In experimental design, a pre-test was administered and then followed by separate methodological treatments to a number of different groups of pupils. After a fixed period of time a post test was given.

This study used experimental with two group experiment and control design. In this group were measured not only exposing by a treatment, but also before exposing by a treatment. The procedures of experimental research with group experiment and control design:

1. Giving a pretest before applying portfolio as an assessment instrument to measure the students' writing skill of procedure text to respondent.

⁴⁶Donald Ary, et. al., *Introduction to Research in Education*, (Belmont: Harcourt Brace Publishers, 1996), p. 24

2. Applying the experimental treatment in teaching writing skill. The students write the procedure text with instruction from the teacher by using portfolio.
3. Giving a posttest after applying portfolio as an assessment instrument with a purpose of measuring the students' writing skill in procedure text to respondent. In this study, the hypothesis were tested by comparing the pretest and posttest scores in experiment and control class to know the effectiveness of using portfolio as an assessment instrument for the students' writing skill of procedure text.

Table 3.1 The Procedure of Experimental Design

| | | | |
|------------------------|---------------|---------------|----------------|
| Experimental Group (A) | Pre-test (O1) | Treatment (X) | Post-test (O2) |
| Controlled Group (B) | Pre-test (O3) | | Post-test (O4) |

Where :

O1 = Pre test from experimental group

O2 = Post test from experimental group

X = The application of portfolio

O3 = Pre test from control group

O4 = Post test from experimental group.

B. Location and Time of study

This research took the data at the seventh grade students of SMP Negeri 2 Idi Rayeuk. The researcher chose this school because the students can not write a procedure text correctly and they did not motivate to write because they have no ideas and did not master vocabulary well.

The researcher needs some month to finish this research. The researcher start from July 2017 until September 2017.

C. Population and Sample

Population is generalization area that consist of subject or object that have quality and characteristic certain and was decided by researcher to be learned and then can be pulled its summary.⁴⁷The population was the 7th grade students of SMP Negeri 2 Idi Rayeuk. The researcher chose two classes as object of the research.

Sample is a part of population to be researched.⁴⁸ Sample is a subset of individuals from a given population. The sample might be categorized in paired sample because there are experimental and control group that are compared. Two classes were chosen randomly. In this case, the researcher took sample from seventh grade students of SMP Negeri 2 Idi Rayeuk. The researcher chose VII-A and VII-B consist of 54 students. The class VII-A as a experimental class and class VII-B as an control class.

D. Technique of Collecting Data and Instrument

⁴⁷Sugiyono, *Metode penelitian kuantitatif kualitatif dan R & D* (Alfabeta : 2009). P. 80

⁴⁸ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan praktik*, 13th Ed, (Jakarta: PT.Rineka Cipta,2006), p. 131

To collect the data, the researcher used test as instrument, therefore the researcher applied a set of tests: pre-test and post-test test. Test is draft of question or drill used for to know the skill, intelligence and ability of individual of group.⁴⁹ The researcher use writing test. The test was done to find out the effectiveness of using portfolio as an assessment instrument for student's writing skill of procedure text. The writer applied two tests namely pre-test and post-test for the experiment and control class, both of them will be named "data". Pre-test was given before doing an experimental research or before teaching by portfolio. And post-test was given after doing the treatment or after teaching by portfolio.

The collect the data, the researcher gave pre-test to respondent. The test of pre test form was command writing test of procedure text with a recipe. The test is given to know the basic competence for student and to know they earlier knowledge before they get treatment. The test of pretest is 1 command writing test about procedure text.

After gaining the pre-test, the researcher gives the treatment by using portfolio. In the last the researcher gained the post-test. It was given after the researcher giving the treatment. The test is given to know the basic competence for student and to know they earlier knowledge after they get treatment. It is done to know the final score and to know the student difference achievement before and after they get treatment. The test of posttest is 1 command about procedure text.

⁴⁹ Suharsimi Arikunto, *Prosedur Penelitian...* p. 18

Because this method was portfolio the post test was done six times to get the students' writing progress of procedure text.

E. Technique Analysis Data

The writer uses t – test to find out the differences score of students' writing skill of procedure text and of students' writing skill of procedure text without using portfolio use the formula as follow:

- a. Determine Mean of Variable X with the formula :

$$M_x = \frac{\sum X}{N}$$

M_x = The average of gained score (mean of variable x)

$\sum X$ = Sum of gained score (Variable x)

N = Number of student

- b. Determine Mean of Variable Y with the formula :

$$M_y = \frac{\sum Y}{N}$$

M_y = The average of gained score (mean of variable y)

$\sum Y$ = Sum of gained score (Variable y)

N = Number of student

- c. Determining of standard deviation score of variable X, with formula :

$$S_x = \frac{\sqrt{\sum X^2}}{N}$$

SD_x = Standard deviation of gained score of variable X

$\sum X^2$ = Sum of square gained score (variable X)

N = Number of student;

- d. Determining of standard deviation score of variable Y, with formula

$$S_y = \frac{\sqrt{\sum Y^2}}{N}$$

SD_y = Standard deviation of gained score of variable Y

X² = Sum of square gained score (variable Y)

N = Number of student

e. Determining of standard error mean of variable X, with formula :

$$S_m = \frac{S_x}{\sqrt{N-1}}$$

Se_{mx} = Standard error mean of variable X

SD_x = Standard deviation of variable X

N = Number of student

f. Determining of standard error mean of variable Y, with formula :

$$S_m = \frac{S_y}{\sqrt{N-1}}$$

Se_{my} = Standard error mean of variable Y

SD_y = Standard deviation of variable Y

N = Number of student

g. Determining of standard error Mean of difference Mean of variable

X and Mean of variable Y with formula :

$$S_M = \sqrt{S_{Mx}^2 + S_{My}^2}$$

SE_{MxMy} = Standard error of difference mean of variable X and mean of variable Y

SE_{Mx}² = Sum of squared standard error mean of variable X

SE_{My}² = Sum of squared standard error mean of variable Y

h. Determining t_o with formula :

$$t_o = \frac{M_x - M_y}{S_{M_x M_y}}$$

t_o = t observation

M_x = Mean of variable x

M_y = Mean of variable y

$SE_{M_x M_y}$ = Standard error of difference mean of variable X and

mean of variable Y

i. Determining *t-table* in significant level 5% and 1% with *df*.

$$df = (N1 + N2) - 2$$

df = Degree of freedom

N1 = Number of students (control class)

N2 = Number of students (experiment class)⁵⁰

⁵⁰ Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: PT Raja Grafindo Persada, 2008) p. 315

CHAPTER IV

FINDING AND DISCUSSION

A. Description of Research Finding

To find out the difference between the students who were assessed by portfolio and the students who were not assessed by portfolio in writing procedure text in class VII-A and VII-B of SMP Negeri 2 Idi Rayeuk, the researcher did an analysis of quantitative data. The data was obtained by giving test to the experimental class and control class after giving a different learning both classes. The subjects of this research were divided into two classes. They were experimental class (VII-A) control class (VII-B). Before the activities were conducted, the writer determined the materials and lesson plan of learning. Learning in the experimental class was conducted by adding treatment assessing the students' works by portfolio, while the control class without using portfolio. After the data was collected, the researcher analyzed it. The first data analysis is from the beginning of control class and experimental class that is taken from the pre test score

In analyzing the data, the writer scored each element of the students' writing skill. Then the writer calculates the mean score and the total score of each element. The pre test in experimental group command writing test of procedure text with a recipe. The test is given to know the basic competence for student and to know they earlier knowledge before they get treatment. The test of pretest is 1 command writing test about procedure text. The test was done before treatment process by portfolio as an assessment instrument in teaching writing

skill of procedure text. This test was intended to know the students writing skill achievement before the students getting treatment. The data of the students' achievement before being taught by using portfolio as an assessment instrument could be seen in the following table:

Table 4.1

The Students' Scores of Pre Test in Experimental Class (VII-A)

| NO | Students Initial (N) | Pre Test |
|-----------|-----------------------------|-----------------|
| 1 | CN | 65 |
| 2 | IW | 50 |
| 3 | SW | 50 |
| 4 | MR | 50 |
| 5 | FT | 60 |
| 6 | HM | 70 |
| 7 | WM | 60 |
| 8 | RM | 55 |
| 9 | SWY | 65 |
| 10 | RZ | 70 |
| 11 | NY | 60 |
| 12 | AA | 65 |
| 13 | HN | 50 |
| 14 | TM | 55 |
| 15 | MB | 65 |
| 16 | PB | 60 |

| | | |
|----|-------|------|
| 17 | MN | 50 |
| 18 | MT | 70 |
| 19 | RT | 65 |
| 20 | RU | 65 |
| 21 | RMR | 70 |
| 22 | IK | 65 |
| 23 | DN | 55 |
| 24 | ES | 60 |
| 25 | NA | 50 |
| 26 | KU | 70 |
| 27 | NI | 60 |
| 28 | LR | 60 |
| | TOTAL | 1690 |

The table above shows that the student's score of pre test is under the criterion minimum mastery in the school namely 75 (seventy five). It means that all the students have problem in writing procedure text. Then, the writer give a treatment process by portfolio as an assessment instrument in teaching writing skill of procedure text in experimental class. The writer applied this method the students to know the students writing skill achievement after the students getting treatment. The writer did the post test as many as six times by using portfolio. After the six times did treatment and test, the writer get the student's score of post test in experimental class could be seen in the following table:

Table 4.2

The Student's Score in Experimental Class (VII-A)

| NO | Students Initial (N) | Pre Test | Post Test | Gained Score (x) |
|-----------|-----------------------------|-----------------|------------------|-------------------------|
| 1 | CN | 65 | 75 | 10 |
| 2 | IW | 50 | 65 | 15 |
| 3 | SW | 50 | 65 | 15 |
| 4 | MR | 50 | 70 | 20 |
| 5 | FT | 60 | 75 | 15 |
| 6 | HM | 70 | 80 | 10 |
| 7 | WM | 60 | 70 | 10 |
| 8 | RM | 55 | 70 | 15 |
| 9 | SWY | 65 | 80 | 15 |
| 10 | RZ | 70 | 85 | 15 |
| 11 | NY | 60 | 75 | 15 |
| 12 | AA | 65 | 80 | 15 |
| 13 | HN | 50 | 70 | 20 |
| 14 | TM | 55 | 70 | 15 |
| 15 | MB | 65 | 75 | 10 |
| 16 | PB | 60 | 75 | 10 |
| 17 | MN | 50 | 70 | 20 |
| 18 | MT | 70 | 85 | 15 |
| 19 | RT | 65 | 75 | 10 |

| | | | | |
|----|-------|------|------|-----|
| 20 | RU | 65 | 75 | 10 |
| 21 | RMR | 70 | 80 | 10 |
| 22 | IK | 65 | 75 | 10 |
| 23 | DN | 55 | 70 | 15 |
| 24 | ES | 60 | 70 | 10 |
| 25 | NA | 50 | 65 | 15 |
| 26 | KU | 70 | 80 | 10 |
| 27 | NI | 60 | 65 | 5 |
| 28 | LR | 60 | 75 | 15 |
| | TOTAL | 1690 | 2065 | 370 |

The table 4.2 above clarified that, in pre-test there were 6 students who got score 50, 3 students who got score 55, 7 students who got score 60, 7 students who got score 65, and 5 students who got score 70. In post-test their score higher than pre-test it can be seen in table 4.2 above. The highest score in post-test is 85 got by 4 student and the lowest score is 65, only 4 students who got the score. In the post test their score higher than pre test it can be seen in table 4.2 above.

Based on students' score of post test in experimental class, the researcher concluded that the highest score of the test is 85. On the other hand, the lowest score was 65.

The next step was to find out the *mean of post test* of students' score used the following formula:

$$M = \frac{\sum x}{n}$$

$$= \frac{2}{2}$$

$$=73.75$$

After did a treatment in experimental class, the writer entered to the control class. In control class, the writer did not give a treatment by using portfolio as an assessment instrument, the writer only gave them material of procedure text and then the writer explain about it. After explain the material the writer gave them pre test and post test. Before give post test in control class, the writer gave pre test for the control class to know the student's writing ability of procedure text in control class. The result of pre test in control class could be seen in table below:

Table 4.3

The Students' Scores of Pre Test in Control Class (VII-B)

| NO | Students Initial (N) | Pre Test |
|-----------|-----------------------------|-----------------|
| 1 | AD | 50 |
| 2 | AS | 60 |
| 3 | AZ | 65 |
| 5 | FR | 70 |
| 5 | HD | 65 |
| 6 | IR | 60 |
| 7 | IK | 75 |
| 8 | MA | 70 |
| 9 | MRS | 55 |
| 10 | MR | 65 |

| | | |
|----|-------|------|
| 11 | MS | 60 |
| 12 | MN | 50 |
| 13 | MSF | 65 |
| 14 | RZ | 65 |
| 15 | RH | 60 |
| 16 | SM | 65 |
| 17 | TA | 70 |
| 18 | MRA | 70 |
| 19 | MRD | 75 |
| 20 | NA | 60 |
| 21 | NU | 55 |
| 22 | PS | 60 |
| 23 | RS | 60 |
| 24 | RA | 50 |
| 25 | RT | 70 |
| 26 | SY | 55 |
| 27 | SA | 65 |
| 28 | YA | 60 |
| | TOTAL | 1750 |

The table above shows that the student's score of pre test is under the criterion minimum mastery in the school namely 75 (seventy five), only 2 students who get score 75. It means that almost the students in control class also

have problem in writing procedure text like in experimental class. But, in control class the writer did not give a treatment by using portfolio. The writer only explained the text clearly using discussion method to the students. In this research, the writer wants to know the differences using portfolio as an assessment instrument and without using portfolio as an assessment instrument in both of class.

Then, the writer did the post test in control class. The result of post test could be seen in table below:

Table 4.4

The Student's Score in Control Class (VII-B)

| NO | Students Initial (N) | Pre Test | Post Test | Gained Score (y) |
|-----------|-----------------------------|-----------------|------------------|-------------------------|
| 1 | AD | 50 | 55 | 5 |
| 2 | AS | 60 | 60 | 0 |
| 3 | AZ | 65 | 65 | 0 |
| 5 | FR | 70 | 75 | 5 |
| 5 | HD | 65 | 65 | 0 |
| 6 | IR | 60 | 60 | 5 |
| 7 | IK | 75 | 75 | 0 |
| 8 | MA | 70 | 70 | 0 |
| 9 | MRS | 55 | 55 | 0 |
| 10 | MR | 65 | 65 | 0 |
| 11 | MS | 60 | 60 | 0 |

| | | | | |
|----|-------|------|------|----|
| 12 | MN | 50 | 55 | 5 |
| 13 | MSF | 65 | 65 | 0 |
| 14 | RZ | 65 | 65 | 0 |
| 15 | RH | 60 | 60 | 0 |
| 16 | SM | 65 | 65 | 0 |
| 17 | TA | 70 | 70 | 0 |
| 18 | MRA | 70 | 70 | 0 |
| 19 | MRD | 75 | 75 | 0 |
| 20 | NA | 60 | 65 | 5 |
| 21 | NU | 55 | 60 | 5 |
| 22 | PS | 60 | 65 | 5 |
| 23 | RS | 60 | 65 | 5 |
| 24 | RA | 50 | 60 | 10 |
| 25 | RT | 70 | 75 | 5 |
| 26 | SY | 55 | 60 | 5 |
| 27 | SA | 65 | 65 | 0 |
| 28 | YA | 60 | 65 | 5 |
| | TOTAL | 1750 | 1810 | 65 |

The table 4.4 above clarified that, in pre-test there were 3 students who got score 50, 3 student who got score 55, 8 students who got score 60, 7 students who got score 65, 5 students who got score 70 and only 2 student who got score 75. In post-test their score higher than pre-test it can be seen in table 4.2 above. The

highest score in post-test is 75 got by 2 students and the lowest score is 50, only 2 students who got the score. In the result of post test in control class did not have much differences from the result of pre test.

The next step was to find out the *mean of post test* in control class used the following formula:

$$\begin{aligned} M &= \frac{\sum x}{n} \\ &= \frac{1}{2} \\ &= 64.64 \end{aligned}$$

From two table presented above the researcher can conclude the experiment class's score (learning writing of procedure text using portfolio) is higher than the control class's score (without using it) when they had learn about procedure text.

As mentioned before, that in analyzing the data from the result of pre-test and post-test, the writer uses statistic calculation of the t – test formula with the degree of significance 5% and 1% as follows:

Table 4.5

The Comparison Scores of each Student of the Experiment Class and Control Class

| Students | X | Y | X ² | Y ² |
|----------|----|---|----------------|----------------|
| 1 | 10 | 5 | 100 | 25 |
| 2 | 15 | 0 | 225 | 0 |
| 3 | 15 | 0 | 225 | 0 |
| 4 | 20 | 5 | 400 | 25 |

| | | | | |
|----|----|----|-----|-----|
| 5 | 15 | 0 | 225 | 0 |
| 6 | 10 | 5 | 100 | 25 |
| 7 | 10 | 0 | 100 | 0 |
| 8 | 15 | 0 | 225 | 0 |
| 9 | 15 | 0 | 225 | 0 |
| 10 | 15 | 0 | 225 | 0 |
| 11 | 15 | 0 | 225 | 0 |
| 12 | 15 | 5 | 225 | 25 |
| 13 | 20 | 0 | 400 | 0 |
| 14 | 15 | 0 | 225 | 0 |
| 15 | 10 | 0 | 100 | 0 |
| 16 | 10 | 0 | 100 | 0 |
| 17 | 20 | 0 | 400 | 0 |
| 18 | 15 | 0 | 225 | 0 |
| 19 | 10 | 0 | 100 | 0 |
| 20 | 10 | 5 | 100 | 25 |
| 21 | 10 | 5 | 100 | 25 |
| 22 | 10 | 5 | 100 | 25 |
| 23 | 15 | 5 | 225 | 25 |
| 24 | 10 | 10 | 100 | 100 |
| 25 | 15 | 5 | 225 | 25 |
| 26 | 10 | 5 | 100 | 25 |

| | | | | |
|--------|---------|--------|-----------------------|----------------------|
| 27 | 5 | 0 | 25 | 0 |
| 28 | 15 | 5 | 225 | 25 |
| N = 28 | X = 340 | Y = 65 | X ² = 5250 | Y ² = 375 |

Based on the data presented in the table 4.3 above, it can be discussed that the lowest gained from the experiment class (X) is 0 and from the control class (Y) is 0, and the highest gained from (X) is 20 and from (Y) is 10. While the sum of gained score (X) is 340 and (Y) is 65. And the sum of squared of gained score (X) is 5250 and (Y) is 375

Then, she calculated them based on the step of the t – test. The formulation as follow:

- a. Determining Mean of Variable X, with formula

$$M_x = \frac{\sum X}{N} = \frac{340}{28} = 12.14$$

- b. Determining Mean of Variable Y, with formula

$$M_y = \frac{\sum Y}{N} = \frac{65}{28} = 2.32$$

- c. Determining of Standard of Deviation Score of Variable X, with formula:

$$S_x = \frac{\sqrt{\sum X^2}}{N} = \frac{\sqrt{5250}}{28} = 2.58$$

- d. Determining of Standard of Deviation Score of Variable Y, with formula:

$$S_y = \frac{\sqrt{\sum Y^2}}{N} = \frac{\sqrt{375}}{28} = 13.3$$

- e. Determining Standard Error Mean of Variable X, with formula:

$$S_m = \frac{S_x}{\sqrt{N-1}} = \frac{2.5}{\sqrt{2-1}} = \frac{2.5}{\sqrt{2}} = \frac{2.5}{5.1} = 0.49$$

f. Determining Standard Error Mean of Variable Y, with formula:

$$S_m = \frac{S_y}{\sqrt{N-1}} = \frac{1.3}{\sqrt{2-1}} = \frac{1.3}{\sqrt{2}} = \frac{1.3}{5.1} = 2.56$$

g. Determining of Standard Error Mean of difference Mean of Variable X and Mean of Variable Y, with formula:

$$\begin{aligned} S_M &= \sqrt{S_x^2 + S_y^2} = \sqrt{0.49^2 + 2.56^2} \\ &= \sqrt{0.24 + 6.55} \\ &= \sqrt{0.34} \\ &= 2.60 \end{aligned}$$

h. Determining t_o with formula:

$$t_o = \frac{M - M}{S_M - M} = \frac{1.1 - 2.3}{2.6} = \frac{9.8}{2.6} = 3.77$$

i. Determining t – table in significant level 5% and 1% with df .

$$\begin{aligned} df &= (N1 + N2) - 2 \\ &= (28 + 28) - 2 \\ &= 56 - 2 \\ &= 54 \end{aligned}$$

$df = 52$ (see the table of “t” values at the degree of significant of 5% and 1%).

T_t (tt) at significance 5% = 2.00

T_t (tt) at significance 1% = 2.39

j. Statistic Hypothesis

To prove the hypothesis, the data obtained from the experiment class and the control class were calculated by using the t – test formula with the assumption as follows:

$t_{\text{c}} > t_{\text{t}}$: The alternative hypothesis (H_{a}) is accepted and the null hypothesis (H_{0}) is rejected. It means, there is significant differences between the result of using portfolio in teaching students writing skill of procedure text and without using portfolio in teaching students writing skill of procedure text.

$t_{\text{c}} < t_{\text{t}}$: The alternative hypothesis (H_{a}) is rejected and the null hypothesis (H_{0}) is accepted. It means, there is no significant differences between the result of using portfolio in teaching students writing skill of procedure text and without using portfolio in teaching students writing skill of procedure text.

From the result of statistic calculation, it is obtained that the value of t_{c} is 3.77 and the degrees of freedom (df) is 54 obtained from $(N_1 + N_2 - 2) = (28 + 28 - 2) = 54$. In the table significance, it can be seen that on the df 52 and on the degree of significance of 5% and 1% the values of the degree of significance are 2.00 and 2.39. By comparing the values of $t_{\text{c}} = 3.77$ and $t_{\text{t}} = 2.00$ and 2.39. So, the writer made the conclusions of the hypothesis that t_{c} is bigger than t_{t} namely $2.00 < 3.77 > 2.39$, so the alternative hypothesis (H_{a}) is accepted and the null hypothesis (H_{0}) is rejected. It means that there is a significant difference between using portfolio in teaching students writing skill of procedure text than without

using it. If the result of calculation to is higher than $t_{tt} - t_{tt} > t_{tt}$ so, the null H_0 is rejected. It means that the experiment technique is accepted and if the result of calculation to is lower than $t_{tt} - t_{tt} < t_{tt}$ so, the H_{tt} is accepted. It means that the experiment technique is accepted.

Based on the increasing of the students writing skill of procedure text score by using portfolio, it proved that the use of portfolio in teaching students writing skill of procedure text will be effective to encourage the students' achievement.

B. The Discussion of Research Finding

Based on the finding of the research, it was found that the students who were assessed using portfolio have been improved in writing skill of procedure text than the students who were not. Based on data analysis, the t_0 is bigger than t_t . It means that the alternative hypothesis (H_a) is accepted and the null hypothesis is rejected. So there is significant different score in control class between experimental class (taught by using portfolio) on students writing skill of procedure text at seventh grade students of SMP Negeri 2 Idi Rayek. Based on the research method, the teaching learning process was divided into three steps. First step is giving pre test for the students in experimental class and control class to know the students writing skill of procedure text before taught by portfolio. The second steps is giving treatment with applying portfolio method for the only student in experimental class, while in control class did not give treatment. In experiment class the treatment is applying portfolio in teaching students writing skill of procedure text done six times, because the researcher

use portfolio method, so can need the longtime to finish this research. The third steps is giving post test for the students to know the students writing skill of procedure text after they gave a treatment by using portfolio in experimental class and without using it in control class.

The result of test from teaching students writing skill of procedure text by using portfolio shows that students can write the procedure text well. They feel enjoy and more active. It could be seen in the treatment process, the students are more interested when the researcher applies this method. They felt enthusiastic and independent to write procedure text with a recipe. In fact, portfolio can improve students writing skill of procedure text. When the teacher gives a test to the students and asks them to write the procedure text with a recipe, they are able to understand from the example giving before and motivated to improve their writing. Portfolios are collections of students work overtime. A portfolio often documents a student's best work and may include other types of process information. Such as drafts of the students work, the student's self assessment of the work, and the parents, assessment. Portfolio may be used for evaluation of a student's abilities and improvement.

The testing hypothesis indicated that the experimental group was significant higher than the control group. The mean score of the experimental group was 73.75 and the control group was 64.64 and differences between the two means was 9.11. The t-test score showed that t_{c} is bigger than t_t ($2.39 > 2.00$) with $\alpha = 5\%$.

Based on the statement above, it is proven that there was a significant different achievement between the students who were assessed by using portfolio and the students who were not.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research conducted at SMP Negeri 2 Idi Rayeuk, the researcher concluded that the teaching of writing skill of procedure text using the portfolio at the seventh grade students of SMP Negeri 2 Idi Rayeuk, there was a significant different achievement between the students who were assessed by using portfolio and the students who were not. The improvement of students' achievement in writing skill of procedure text using the portfolio is significant enough. $t_0 > t_t$: The alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. It means, there is significant differences between the result of using portfolio in teaching students writing skill of procedure text and without using portfolio in teaching students writing skill of procedure text. $t_0 < t_t$: The alternative hypothesis (H_a) is rejected and the null hypothesis (H_0) is accepted. It means, there is no significant differences between the result of using portfolio in teaching students writing skill of procedure text and without using portfolio in teaching students writing skill of procedure text.

B. Suggestion

The writer gives some suggestions as follows:

1. The teacher should make variation in teaching learning process. The teacher should use a good method in helping the student's learning. One of techniques that can be used is portfolio because portfolio often documents a student's best work and may include other types of process information.

The English teacher should use the compatible evaluation with the students' ability. The English teacher should make the teaching learning process more fun and easier

2. The students should understand the teachers' explanation about the procedure text. It is hope that students are more easier in writing procedure text by using portfolio.

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