

**USING PORTFOLIO TO ASSESS WRITING
IN SENIOR HIGH SCHOOL**

PAPER

Submitted as a Partial Fulfillment of the Requirement

To Obtain the Strata One (S₁) Degree



**By:
MILA FITRITA. Z
77045/2006**

**Advisor
Drs.Saunir Saun. M.Pd.**

**ENGLISH DEPARTMENT
FACULTY OF LANGUAGE AND ARTS
STATE UNIVERSITY OF PADANG
2011**

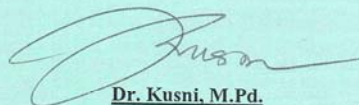
HALAMAN PERSETUJUAN MAKALAH

Judul : USING PORTFOLIO TO ASSESS WRITING IN SENIOR
HIGH SCHOOLS
Nama : Mila Fitrita.Z
Nim / BP : 77045 / 2006
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Padang, Oktober 2011

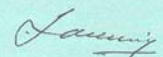
Disetujui oleh,

Ketua Jurusan,



Dr. Kusni, M.Pd.
NIP. 19620909 198803 1 004

Dosen Pembimbing,



Drs. Saunir Saun, M.Pd.
NIP. 19541228 197903 1 002

HALAMAN PENGESAHAN MAKALAH

Dinyatakan Lulus Setelah Dipertahankan di Depan Tim Penguji Makalah
Jurusan Bahasa dan Sastra Inggris
Fakultas Bahasa dan Seni
Universitas Negeri Padang

USING PORTFOLIO TO ASSESS WRITING IN SENIOR HIGH SCHOOLS

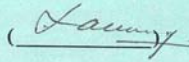
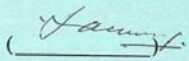
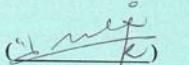
Nama : Mila Fitrita.Z
Nim / BP : 77045 / 2006
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Padang, Oktober 2011

Tim Penguji

Tanda Tangan

- | | |
|------------------------------|---------|
| 1. Drs.Saunir Saun. M.Pd. | Ketua |
| 2. Drs. Don Narius, M.Si. | Anggota |
| 3. Yuli Tiarina, S.Pd. M.Pd. | Anggota |

()
()
()

ABSTRAK

Fitrita. Z. Mila (2011). Using Portfolio to Assess Writing in Senior High Schools.

Makalah ini bertujuan untuk membahas tentang beberapa tahapan dalam melakukan penilaian kelas dengan menggunakan teknik Portfolio yang merupakan kumpulan kerja siswa yang menunjukkan usaha kemajuan dan pencapaian siswa.

Guru mempersiapkan latihan untuk kerja yang akan dikumpulkan dan di sebut dengan portfolio, dengan hasil untuk kerja tersebut guru dapat melihat, mengetahui dan menilai perkembangan belajar siswa karena portfolio merupakan karya siswa yang sesungguhnya. Siswa juga dapat mengetahui apakah telah memahami materi atau tidak.

Siswa dapat juga merefleksikan sendiri kemampuan mereka dalam belajar bahasa inggris dan dengan demikian dia dapat menyadari kelebihan dan kelemahannya dalam setiap kompetensi dasar. Siswa akan dapat meningkatkan kemampuan mereka dalam menguasai bahasa Inggris, karena guru dapat memeberikan tindak lanjut.

ACKNOWLEDGEMENTS



First of all, I would like to express my praises to Allah SWT, The Lord of the Universe, the Most Gracious and the Merciful, who has given strength, knowledge and chance to me to complete this paper entitled “Using Portfolio to Assess Writing in Senior High School” as one of the requirements of achieving the Strata One (S1) degree at English Department of Languages and Arts Faculty of State University of Padang. I also send Shalawat and salam to Prophet Muhammad SAW, who has lightened the life of human beings.

I would like to express my gratitude to Drs. Saunir .Saun. M.Pd as my advisor, who has patiently given his ideas, suggestions, correction, beneficial opinion, great willingness and time to support this paper. It is a pleasure to send my special gratitude to the examiners, Drs. Don Narius, M.Pd and Yuli Tiarina, S.Pd. M.Pd who have contributed their suggestions and comments to this paper, I would like to thanks for their time, contribution of thoughtful and ideas toward the development of this paper. Then, I sincere thanks and appreciation also go to Havid Ardi, S.Pd., M.Hum as my academic advisor whose guidance has been beneficial for me during my study in English Department.

I also present my gratitude to the chief and secretary of English Department UNP Dr. Kusni, M.Pd. and Dra. An Fauzia Rozani Syafei, M.A. Moreover, collective and individual acknowledgments are also owed to all of English Department lecturers who had taught me during my study in English Department and had shared their inspirational experience to me.

In accomplishing this paper, I also say thank you very much for my parents (Zulherman. S.Pd and Suherti Erita.) and my brother (Mico Slamet. Z) for your inseparable support, boundless love and prays. And also special thanks to all of my friends in English Department 2006 of UNP especially for NR B 06 for the friendship and time for changing ideas in any discussion. I would also like to thank everybody who was important to the successful realization of this paper and to express my apology that I could not mention personally one by one. May Allah bless you all!

Padang, 2011

Mila Fitrita.Z

TABLE OF CONTENTS

ABSTRAK	i
ACKNOWLEDGEMENTS	ii
TABLE OF CONTENTS	iii
CHAPTER I INTRODUCTION	
1.1 Background of the Problems	1
1.2 Limitation of the Problems	3
1.3 Formulation of the Problems	4
1.4 Purpose of the Paper	4
CHAPTER II REVIEW OF RELATED LITERATURE	
2.1 The Concept of Writing	5
2.2 Teaching Writing	6
2.3 Teaching Writing at Senior High School	9
2.4 The Concept of Assessment	10
2.5 The Nature of Portfolio	11
2.6 Purpose of Portfolio	13
2.7 Portfolio Assessment in Writing	15
CHAPTER III Using Portfolio to Assess Writing in Senior High School	
3.1 Steps in Making Portfolio	18
3.2 How to Use Portfolio Assessment in Writing	20
3.3 The Advantage of Portfolio	23
CHAPTER IV CONCLUSION AND SUGGESTIONS	
4.1 Conclusion	25
4.2 Suggestions	25
BIBLIOGRAPHY	
APPENDIX	

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Writing is one of the important skills that have to be mastered by Senior High Schools students. The students are expected to be able to write because of several purposes. One of the reasons is that students should be able to share their idea into written form. As the matter of fact, sharing their idea in writing student can make it into real product which can be seen by other people. Furthermore, writing can encourage students to be focus on material. It means, through writing students can send the message to the reader. Moreover, writing is a productive skill in which students are expected to produce a various types of the text. When the students are studying about many texts in the learning process, there is a need for them to make it into the written form. The students try to produce a text based on what they have learned. Because of the several purposes stated above, students should master writing as one of the productive skills.

In teaching writing to the Senior High School students, the teacher has to notice several aspects such as the teaching process, writing process and assessing process. In the teaching process, the teacher can encourage the students to think what they are going to share. It can be done by planning the content and its sequences. The teacher can ask students to think about their own idea or share the idea with other friends. When the activity comes to the process of writing, the teacher guides the students to make draft by telling them what they are going to write, which point they must do first and also what the next point is. At last, in the

assessing process, teacher should give the reaction for everything that student has done while the process of writing.

Assessment is a crucial aspect in teaching writing. Assessment itself can be defined as the process of evaluating students during the learning activities. Commonly, it can be in the form of test or non test. It is an ongoing process involving the students and the teacher in making judgments about the students' progress in writing which can be done at the whole process of teaching and learning writing. Assessment is one aspect of evaluation system that should be implemented. In the teaching and learning process, through assessment teacher can observe how well the students understand the educational material being taught especially in writing. In this way, teachers also can observe how well the materials are given and how well their students can do the task. So that, through assessment we can see the development of students' writing progress during the learning activities.

In the field, it was found that assessment is not related to the concept of assessment as previously explanation. Teacher tends to assess students ability only two times in one semester. Based on an informal interview to three English teachers in SMA 1 Lubuk Alung there are some problems in assessing writing. First most of today's teachers do not have appropriate methods to assess the students' ability in writing. The teachers tend to assess students' ability in two times that are in the middle and the last semester. The teachers usually do that assessment in the form of test. What the students have studied in first term would be tested in the mid test and also the second term lesson also would be tested in the final. The final score of the student is calculated based on their mark in both

mid and final test. The teacher tends to judge the students by looking at their final score without looking at other aspect of learning. Sometimes students that are not in good condition may fail in those two tests. Thus, final score the students get which is calculated based on mid n final test may no reliable.

Second, the writing skill is only the sequence of the reading skill in English lesson. That is commonly less noticed by the teacher. At the time students study about a text or a text is given, the teacher usually encourages them to comprehend the generic structure of the text and it's continues by answering the questions. At the last part, teacher asks student to write a text based on what they have got in reading. In this part, students got only little time write. In other words, writing is not the central of lesson but only a continuation of reading activity. As the result, in assessing process it will more focus sing on assessing reading rather than on assessing writing itself.

Third, because there is no writing task given to the students, the students do not know their score in writing. As the matter of fact, writing task is obviously needed to see student's progress in writing. For that need that should be writing task and also writing assignment in order to show the student evaluation of what they have studied. Nowadays, some teachers just give student's writing score based on their own judgments and only see the score of final test. Therefore students cannot see their progress in writing because they get lack of writing task.

There are many kinds of assessment that can be done by the teacher to assess writing skill. One of the appropriate methods that can be used is by using the portfolio assessment. Portfolio itself is a collection of student's work through time by time. This authentic assessment can be used to see the progress of the

students in writing skill through the time. Both the teacher and the students can notice the improvement of students' writing based on the collection of student's writing tasks.

1.2 Limitation of the Problem

Based on the problem above the problem in this paper is limited to the use of portfolio assessment to assess Senior High School students' writing.

1.3 Formulation of the Problem

The formulation of the problem is "How can the teacher use portfolio to assess writing in Senior High Schools?"

1.4 Purposes of the Paper

The purpose of this paper is to describe how to use portfolio assessment in assessing writing in Senior High Schools. It helps teacher to understand about application in writing assessment.