

**THE EFFECT OF PORTFOLIO ASSESSMENT ON STUDENTS'
WRITING QUALITY AT SMA NEGERI 7 PADANG**

THESIS

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at the English Department of FBS UNP Padang*



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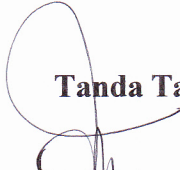
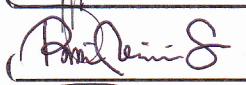
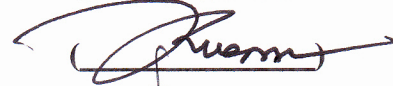

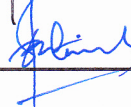
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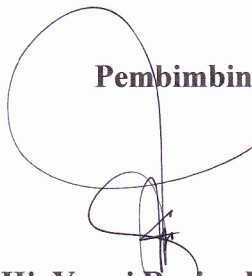
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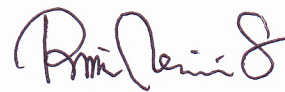
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ABSTRAK

Sativa, Refi Aksep. 2011. "The Effect of Portfolio Assessment on Students' Writing Quality at SMA Negeri 7 Padang". *Skripsi*. Universitas Negeri Padang.

Kemampuan menulis siswa sekolah menengah dalam bahasa Inggris masih dirasakan rendah. Beberapa masalah dari sudut pandang guru dan siswa ditemukan selama proses pengajaran dan pengevaluasian. Pengajaran menulis dalam bahasa Inggris masih menerapkan sistem tradisional yang masih menilai kegiatan menulis sebagai sebuah produk akhir dan bukan sebuah proses. Oleh karena itu, penelitian ini ditujukan untuk mengetahui pengaruh penilaian portofolio pada kemampuan menulis siswa di SMA Negeri 7 Padang.

Penelitian ini merupakan penelitian percobaan yang menggunakan dua kelompok dengan perlakuan pengajaran bahasa Inggris yang berbeda. Kelompok percobaan diajar dengan menerapkan penilaian portofolio sedangkan kelompok kontrol diajar dengan menerapkan penilaian tradisional atau tanpa menerapkan penilaian portofolio. Populasi penelitian ini adalah siswa kelas XI SMA Negeri 7 Padang tahun ajaran 2010/2011 yang terdiri dari sembilan kelas. Sampel penelitian ini adalah kelas XI IPA 3 dan XI IPA 4 yang diambil dengan menggunakan teknik *cluster sampling*.

Data berupa nilai tes menulis oleh kedua kelompok sampel dianalisis secara statistik dengan menggunakan rumus *t-test*, dan ditemukan bahwa *t*-hitung (-0,2) lebih rendah dari *t*-tabel (2,00) pada tingkat signifikansi 0,05. Berdasarkan hasil hitungan ini, disimpulkan bahwa hipotesis alternatif dalam penelitian ini ditolak. Penilaian portofolio tidak membawa peningkatan yang signifikan terhadap kemampuan menulis siswa.

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She also delivers the thanks to her mother for praying every time, for giving her a life, and for the kindness and patience. At last, the writer would like to express her endless love to her 'Mama' Jamuar. The writer would also like to express thanks to her beloved sisters; Yola "Aga" Rahmadhani and Nenci Felina. The writer is blessed to have these two sisters who admired her so much.

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At last, it is hoped that this thesis will be useful for the readers, especially for the improvement of students' writing quality.

Padang, Januari 2011

Refi Aksep Sativa

TABLE OF CONTENTS

ABSTRAK	i
ACKNOWLEDGEMENTS.....	ii
TABLE OF CONTENTS.....	iii
LIST OF TABLES	vii
LIST OF CHARTS	viii
LIST OF APPENDICES	ix
CHAPTER 1 INTRODUCTION	1
A. Background of the Problem.....	1
B. Identification of the Problem.....	5
C. Limitation of the Problem.....	6
D. Formulation of the Problem	6
E. Purpose of the Study	7
F. Hypothesis.....	7
G. Significance of the Study	7
H. Definition of the Key Term	8
CHAPTER 2 REVIEW OF RELATED LITERATURE	9
A. Writing.....	9
1. Definition of Writing	9
2. The Process of Writing	11
B. Teaching Writing.....	13
C. Assessment	17

1. Definition of Assessment.....	17
2. The Purpose of Assessment	21
D. Portfolio.....	23
1. Some Concepts of Portfolio	23
2. The Advantages of Portfolio.....	25
E. Portfolio Assessment on Writing.....	27
F. Previous Related Studies.....	29
G. Conceptual Framework	30
CHAPTER 3 RESEARCH METHOD.....	32
A. Research Design	32
B. Population and Sample	34
C. Research Procedure	35
D. Instrumentation.....	37
E. Techniques of Data Collection	44
F. Techniques of Data Analysis	44
CHAPTER 4 RESEARCH FINDINGS	46
A. Data Description.....	46
B. Detailed Description of the Test.....	47
C. Data Analysis.....	51
D. Hypothesis Testing	54
E. Discussion.....	56
F. Limitation of the Research.....	60

CHAPTER 5 CONCLUSION AND SUGGESTIONS.....	61
A. Conclusions	61
B. Suggestions	61
BIBLIOGRAPHY	63
APPENDICES	66

LIST OF TABLES

Table 1. The differences between portfolio assessment and traditional assessment.....	25
Table 2. The roles of teachers in applying portfolio assessment.	27
Table 3. The roles of students in applying traditional assessment.....	28
Table 4. The design of the research.	33
Table 5. The design of teaching procedure.	36
Table 6. The narrative scoring rubric.....	42
Table 7. The analytical scoring rubric.....	43
Table 8. The scale to score the test.	43
Table 9. The list distribution of chosen prompts writing.	48
Table 10. The posttest scores for experimental group.	50
Table 11. The posttest scores for control group.....	51
Table 12. The formula of range, interval size, and class interval.	52
Table 13. The frequency and the class interval of posttest result.	52
Table 14. The mean scores and sums of squares of posttest.....	54

LIST OF CHARTS

Chart 1. The result of posttest	47
Chart 2. The mean scores of narrative text	49
Chart 3. The mean scores of analytical exposition text	50

APPENDICES

Appendix 1. Time schedule of the experimental group	66
Appendix 2. Time schedule of the control group.....	67
Appendix 3. Prompts for narrative.....	68
Appendix 4. Prompts for analytical exposition.....	69
Appendix 5. The result of tryout.....	71
Appendix 6. Chart 1 and 2. The result of tryout	72
Appendix 7. The format of writing test.....	73
Appendix 8. The result of posttest in experimental group	74
Appendix 9. The result of posttest in control group.....	75
Appendix 10. The mean score of narrative test in experimental group	76
Appendix 11. The mean score of narrative test in control group.....	77
Appendix 12. The mean score of analytical exposition test in experimental group	78
Appendix 13. The mean score of analytical exposition test in control group..	79
Appendix 14. The sums of squares of post-test and the result of t-calculated.	80
Appendix 15. The result of students' first daily test in experimental group	81
Appendix 16. The result of students' first daily test in control group	82
Appendix 17. The lesson plan samples of the experimental group.....	83
Appendix 18. The lesson plan samples of the control group	85
Appendix 19. The samples of students' writing in the experimental group	87
Appendix 20. The samples of students' writing in the control group.....	91

Appendix 21. The samples of students' portfolio	95
Appendix 22. Surat izin penelitian dari Fakultas Bahasa dan Sastra UNP.....	106
Appendix 23. Surat izin penelitian dari Dinas Pendidikan kota Padang	107
Appendix 24. Surat keterangan selesai penelitian dari SMA Negeri 7 Padang	108

CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is a way people use to communicate among them. People can share their ideas by presenting them on written products so that it can be read by others. In showing their thinking through written language, people need to have an ability to write. In learning English, for instance, people who use English as their first language, or their second or foreign language develop their ability in writing along with listening, speaking, and reading skill. This is also claimed by Harmer (2004:3) who says that the competence on writing is essential for both speakers of a foreign language and people who use it as their first language.

Teaching English in Indonesia considers writing as an essential skill that has to be taught by the teachers and learnt by the students. Referring to the English curriculum of 2006, it is stated that teaching writing is demanded to develop students' skills so that they are to communicate in spoken and written language in informational level. It can be said that when the students want to obtain higher education or apply for high-salary job, the ability to write is needed. For these reasons, the students have to practice writing in English under the teachers' guidance.

Teaching writing, especially in Senior High School, faces certain problems. The problems are sorted from teachers' side and students' side. From teachers' side, there are some influential problems. First, most teachers, from

some interviews during the preliminary research that was done to several English teachers who was teaching in different school, regard that writing as a difficult skill to be taught. They got some barriers in choosing an appropriate strategy in teaching this skill. Consequently, the teachers found that the students did not get any significant improvement, even when the teachers had formulated a method in teaching writing.

Second, the students were assumed good at English by looking at their active participation in the class or when they gained higher score in test. The teachers themselves rarely asked the students to write a composition and revise it. Moreover, based on observation during a student teaching program, the teachers required the students to write a given topic at the end of every unit of the course book and gave marked directly to that writing. It seems that writing is only in the purpose of taking test and grading.

Third, some of these teachers thought that teaching writing spent a lot of time which does not match with the time allocation that has been arranged. In writing, the students start from generating ideas that they are going to write. Then, the students must create a draft. There are more steps that should be done in order to make students understand how to develop a good writing. Considering the time allocation in syllabus, school calendar, and total number of students in one class, the teachers tend to simplify the methods or steps for teaching writing.

Fourth, many teachers were still using traditional assessment to measure their students' competence in writing. The students, for instance, are asked to answer questions with multiple choices or fill the missing blank word to value

their ability in writing. The teachers believe that this kind of assignment can be corrected easily. It is also more efficient to diagnose students' competence, rather than giving correction during the process of writing. As a result, the teachers could not analyze students' individual weaknesses in writing, so that the teachers can not give any appropriate treatment for each student. That is why most of students had limited competence in writing.

These four problems can be classified as positive activities which do not empower the students to be active participants. Although student-centered learning is being encompassed now, active involvement from the teachers is also needed. It can be the main key to run the class well. The teachers must work on a little bit harder to make sure all students get guidance in their writing.

In addition, there were some other problems from students' perspective. First, most of the students, based on some informal interviews with a number of students from varied schools, said that they rarely experienced "the writing class". Commonly, the teachers only gave a task to create a writing product related to the material and collected it. Then, the students together with the teachers discussed some general problems faced in their writing. As a result, the students did not feel it as a greater satisfaction because they did not get any treatment relevant to their weaknesses.

Second, the students still had some limitations on lexicogrammatical features and English vocabulary. Meanwhile, writing is a complex skill that needs structural understanding. By improving the lexicogrammatical features and

English vocabulary under the teachers' guidance, problem in writing will be reduced.

Third, the students were not seen as unique individuals with their own thought when producing their writing. The teachers treated them equally without realizing notice their need as an individual. As a result, in a classroom, the students who still had some limitations in writing left behind compared to their friends who have already understood their lesson. This situation affected the motivation of the low level students to write.

Fourth, the students could not enlarge their ideas and critical thinking on writing that they were working on. It is caused by the consideration to place writing as product. Harmer (2004:11) supports that for many years, the teaching of writing only concentrated to the product rather than the process of writing. From the explanations above, it can be concluded that teaching writing in Indonesia has some barriers. One way to solve those problems is by conducting careful assessment on writing.

Assessment plays an important role in effective teaching. Teachers need to assess their students through ongoing process during the learning activities. By conducting an assessment, the teachers can discover how far students have achieved the objectives. The teachers can also use the result of assessment to analyze which material that should be explained again and which instruments that should be repaired. Especially in writing skill, assessment involves several steps in instructional that enhance students' learning. One of the most popular assessments that are suitable to assess students' writing is a portfolio assessment.

A portfolio assessment can be applied by the teachers to instruct and to assess students' progress in writing.

Portfolio is a collection of students' works during certain times. Through portfolio, the teachers can offer the students to develop their writings. It gives some wide possibilities to show what the students can do. Then, the students can see the development of their projects elaborated with their creativity. It is also useful for motivating the students in teaching and learning process. Moreover, the students can see their improvement in writing. They can keep their drafts and at the same time, they get experience for preparing their final project of writing.

In order to see students' efforts on learning and their progress in a writing skill, an alternative assessment that is portfolio assessment will be applied. This assessment can evaluate students' progress especially in developing their writings quality. Hence, students are expected to get an assessment that follows their development up in certain times. Additionally, they can be more motivated in improving their writing.

B. Identification of the Problem

There are many problems encountered in teaching writing. First, come from the teachers' side which commonly skips to teach writing. The reasons proposed by these teachers are teaching writing is considered as time consuming and difficult to be taught. Meanwhile, writing is also seen as a product; not a process of learning. Then, many teachers still use traditional assessment to measure their students' ability on writing. Consequently, traditional assessment cannot give complete description of students' effort on writing. Last, students are

rarely involved in developing their ideas. Therefore, the students are still lack in writing.

There are also some problems come from students' side. After that, most of the students also have some limitations in understanding grammatical structure and vocabulary. The activities in the writing classroom rarely develop their comprehension related to these language features. Next, it is difficult for the students to improve their critical thinking since writing is not seemed as a process which the students actively involve on it. As a result, the teachers need to assess the students' writings with an appropriate assessment to figure out these problems.

Portfolio assessment is a kind of assessment that shows what students can do in their writings. By applying portfolio, the problems related to the process of teaching writing above can be solved. Furthermore, students' effort and teachers' feedback during the teaching writing process can be seen and evaluated. Portfolio provides powerful meaning to estimate students' achievement and to give valuable input to the teachers in evaluating their students' writing.

C. Limitation of the Problem

Based on the identification above, the problem is limited to the effect of portfolio assessment on students' writing quality at the second grade of SMA Negeri 7 Padang.

D. Formulation of the Problem

Related to the limitation of the problem above, the problem is formulated into the following question: Does portfolio assessment have a significant effect on students' writing quality at the second grade of SMA Negeri 7 Padang?

E. Purpose of the Study

The purpose of the study is to see whether the portfolio assessment has a significant effect on students' writing quality at the second grade of SMA Negeri 7 Padang.

F. Hypothesis

“There is a significant difference on students' writing quality between the students who are applying portfolio assessments and those who are applying traditional assessment.”

G. Significance of the Study

The result of this research is expected to give significant contributions for teaching writing in second language. It gives information to the teachers and the students about how the implementation of portfolio at senior high school students is. Furthermore, hopefully it will help the teachers and the students understand the benefits and weaknesses of using portfolio assessment especially in improving students' ability in writing. Besides, it can also be a reference for further researches, especially a research about portfolio assessment.

H. Definition of the Key Term

1. Portfolio assessment : a purposeful collection of students' works that demonstrates their effort, progress, and achievements in given areas (Genesee and Upshur in Brown: 2004). In this research, portfolio assessment is defined as a

purposeful collection of students' works in learning English at SMA Negeri 7 Padang Semester 1.

2. Writing : marks on a page or a screen, a coherent arrangement of words, clauses, and sentences, structured according to a system of rules (Hyland: 2003).

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Writing

1. Definitions of Writing

There are some ways that can be used to communicate with others; one of them is through writing. This skill is used as a medium of delivering view from the writer to the reader in a written form. Hyland (2003:3) defines writing as a way of sharing personal meaning and emphasizing the power of the individual to construct his or her own views on a topic. He also gives a more complete definition of writing by including the features on how to develop good writing. He explains that writing is arrangement of knowledge on grammar. This arrangement is commonly caused by reflecting the sample that is given by the teacher. It means that through writing, someone can produce and share his or her opinion about something by looking at the model that is presented.

Along with this view, Harmer (2004:4) states that writing is the process of producing something from the writer to its final form that is affected by the content like subject matter or the type of writing by using media. He explains that media are needed to put the ideas and to arrange them in a good order so that they can be understood easily. It means that the type of writing which is chosen or the issue that is being discussed influence the final form of the writing.

Moreover, Raimes (in Yan, 2005) defines writing as a cognitive process and learning experience. He explains that through writing people can convey what they want to say. He adds that writing is an activity that combines words into a

form of meaningful message in a paper consists of experiences, ideas, and thoughts. It can be said that writing is a way to express ideas, feeling, thought and information through media of paper.

In a wider scope, Ayelrod and Copper (in Asis, 2005) clarify that writing involves the way of people to think in a form of simple letter or complicated essay and report work. They also say that writing provides unique way to learn. They also explain that through writing, the writer can divide the information and focus on what is important. Furthermore, the writer produces meaningful sentences that are connected to each other to convey the message in that writing.

Similarly, Almita (2008) also states that writing is a meaningful component in language learning. She explains that the ability to develop a cognitive awareness is needed in language learning so that the writer can think critically. By applying this awareness, the information can be transferred by using appropriate language features. It means that a writer has to select the way how they present their ideas. The writer also has to make the readers understand and interpret the meaning of that writing accurately.

In summary, there are so many definitions of writing which are proposed by the experts. They have different focus on defining what writing is. Although the focus on defining this skill is different for one to another, it can be concluded that writing is the process of combining words into meaningful message contains of ideas, feeling and information about something. It is presented in the media so that the readers can read the message.

2. The Process of Writing

Developing a good writing is determined by the process. It needs some considerations; begin from finding the ideas up to finish them until they become a product of writing. Tribble in (Yan, 1996) categorizes stages in writing into four steps. They are prewriting, composing or drafting, revising, and editing. He also states that the stages are flexible. It means that the writers, for instance, may start from stage one then jump up to stage three and four, and finally come back to stage two while gathering the ideas to accomplish their writing. So, writing is not seen as a linear process which is started from one stage to the next stage.

Some experts give more detail steps in the process of writing. Hyland (2003:11) divides the process of writing instruction into several stages. First, the writers select a topic whether their own choice or choosing the teachers. Second, the writers do prewriting. In this activity, the writers may do kind of brainstorming, collecting data related to the topic, or outlining. Third, the writers compose their ideas into a paper. Fourth, it is a stage in which others respond to writers' idea. Teachers or peers may give some beneficial inputs to the students' work. Fifth, the writers need to revise their draft. They may reorganize the ideas or fix some grammatical errors. Sixth, the teachers and peers are involved to give any respond to the stage before. Seventh, in proofreading and editing process, the writers check the evidence or form of their writing. Eighth, the teachers evaluate students' progress. The final stages are publishing and Follow up task the writers publish their writing and see some input from the audiences.

Then, Harmer (2004:4) differentiates the model of writing process into planning, drafting, editing, and final version. He explains that in planning stage, the writers need to decide a topic that they are going to write. The writers have to consider three issues which affect their writing. The three issues are such as the purpose of their writing, the readers or the audiences, and the content structure that must be included.

In drafting, as Harmer suggested, the writers create a number of rough ideas before comes to the final version. Then, in editing, the writers usually read their writing again, enlarge some new ideas, and edit some errors in grammar or in diction. At this stage, the writers may reflect and revise their writing by asking someone to be an editor. After editing the draft, and making some important improvement, the writers come to the final version of their writing. There is no limitation on how much time do we need on each stage, it depends on type of writing that we are doing. Along with Tribble, Harmer explains that writing is a recursive process. When the writers plan, draft, edit and has come to the final version of their writing, they might change their ideas in one of those stages and re-order it.

Similar with Hyland, Wang and Liao (2006) classify writing process into eight stages. They are discovering ideas for writing, deciding on a writing topic, brainstorming and free writing, writing an outline, drafting, redrafting, revising, and finally submitting a formal paper. It means that in composing good writing, the ideas should be valuable and can be enlarged from one stage to another.

Although there are a lot of stages in developing writing, it can be simplified as long as the ideas still connected.

To conclude, there are several steps in the process of writing. Each expert clarifies those steps differently; however the main concepts of arranging a good writing consist of planning the idea, composing the idea into the draft, revising it and submitting the final version. The writers may jump from one step to another rather than follow the linear process. They can start from planning, then drafting, re-planning, revising, next re-drafting, and coming to the complete form. These steps are considered as recursive model.

B. Teaching Writing

Teaching writing in second or foreign language has been an interesting topic for many researchers. Many theories and methodologies have discovered different perspectives that can be applied in the classroom. The main point in seeing this situation is to find out what students need to learn and what teachers need to provide for effective writing instruction. Characteristics of teaching writing according to Brown (1994) consist of four points.

First, classroom technique should be integrated on students' writing creativity. Then, the task should give positive stimulation on students' writing. Next, feedback is needed for both teachers and students. The progress on students' progress can be monitored. After that, rewriting is also considerable as an important point. The students can check their writing and reorganize the idea. Last, peer correction also should be encompassed. Students can practice to make a reflection and become reflective learners. It can be said that there are some

characteristics that need to be considered in creating the instructions of teaching writing effectively.

According to Hyland (2003:3) the focus of teaching writing in second or foreign language are language structures, text functions, themes or topics, creative expression, composing processes, content, genre and context of writing. Moreover, in classroom performance, Brown (2004:220) lists several types of writing as follows:

- a. Imitative; it is a level in which learners are trying to master the mechanics of writing. At this stage, form is the primary focus, while context and meaning are secondary concern.
- b. Intensive; it is a skill in producing appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to the length of a sentence.
- c. Responsive; it requires assessment tasks which performs at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs.
- d. Extensive; it implies successful management of all the processes and strategies of writing for all purposes, up to length of an essay, a term paper, a major research project report, or even a thesis.

From these four types, the teachers have a duty to arrange the writing activity in their class. The appropriateness of this process depends on the students' level of understanding and the teachers' strategy in the classroom.

Referring to the English curriculum of 2006, the purpose of writing for the senior high school is to encourage the students to write some kinds of texts in the form of functional texts (advertisements, brochures, personal letters, announcements, and notice) and short essays (descriptive, procedure, recount, narrative, and report). These texts have their own characteristics, such as social function, generic schematic structures, lexical items, and grammatical features. It means that teaching writing in Indonesia curriculum is related to the kinds of writing which has specific characteristics to be considered.

Commonly, there are some activities which were involved during the process of teaching writing. Some experts give the details of the activities which were related to the genre approach. According to Yan (2005), the teaching procedure of the genre approach consists of several activities. First, the pre-writing activity, the teachers prepare the students to the specific text and allow the students to anticipate the structural features of this genre. At this stage, the teachers also can activate their students' background knowledge by doing brainstorming and discussion. The aims of these activities are to develop students' interest to the topic.

Second, whilst-writing activities, the teachers together with the students begin writing a text. At this activity, the students give their ideas and the teachers generate the text on the board. The rough draft of this activity can be a sample for the students in their individual construction. Third, post-writing activity, the students start to write based on the genre of the text that they have seen in the

whilst-writing activity. In this stage, the students may involve their friends or the teachers to edit and improve their text outside the classroom.

Moreover, the importance of feedback during the teaching writing process is needed to improve students' writing. Since writing consists of several steps, teachers and students work together to see the development of students' writing. Although, it tends to spend more time and more energy, the improvement of each student can be monitored easily. Then, the correct treatment for each individual can be given depends on their demand. It is supported by Haines (2004: 19) who says that the teachers demonstrate to the students that the teachers notice what are they doing and care enough to put any comments on their students' writing

In conclusion, there are three activities in teaching writing skill. Each activity is considered as an important step which contributes to the development of students' writing. Pre-writing can be said as an introduction topic to the students. In this stage, the students gain the information about the genre and how they are attracted to the given topic. Meanwhile, whilst-writing is the process of constructing the text based on the feature. Last, post-writing activity is the step to enhance students' understanding by letting them to create their own writing and of course they can ask an editor, peer or the teacher, to revise their writing. Additionally, some importance feedbacks can give significant improvement on students' writing. They can see whether their ideas is along with their supporting sentences or not, their use of language is grammatically correct or still make some errors.

C. Assessment

1. Definitions of Assessment

Assessment has an important role in teaching and learning process. Many experts have defined assessment in some different ways. First, Bachman (1990) looks assessment from the students' side. He states that language assessment can provide opportunity for the students to learn about what they know and do not know, but only if the feedback from its assessment is intelligible to them. Assessment is a way to see the effectiveness of instructional by looking at the development of students' learning starts from the beginning, identification of the goal, up to giving judgment at the end of learning program.

Similarly, Tierney et al (1991) see assessment as students' opportunity to reflect and celebrate their effort, progress, and improvement through the process and the products. They categorize some essential features in assessment. First, assessment is based on what the child actually does. Students' achievement is observed through their work. Second, assessment gives experience to the students' in which skill they engage. The students are seen as the active participant in forming the task. Third, assessment is an interactive and collaborative process where the information is collected in natural classroom situation. Assessment should contribute to the teachers' and the students' knowledge and empowering their ability.

According to Cohen (1994) assessment is non-threatening activities and it is developed in nature setting, which is allowing the students sufficient opportunities to demonstrate what they know and do not know, and provide useful

feedback both for the students and the teachers. Moreover, Hoy and Gregg (1994) say that assessment is a continuous process to gather information about students' input of learning. That is why it is valuable for educators especially for the teachers to understand its development and how it is widely used in teaching.

Assessment includes all activities during the learning and teaching process which involve students' participant. Athanasou (2002:2) states that assessment is the steps in gathering and connecting information from many kinds of tasks. He explains that collections of assignments, exercises, projects, quizzes, and other tasks can be included in assessment. Moreover, Department of education and children services in South Australia, Australian national Training authority, Victorian Curriculum and assessment authority (in Athanasou, 2002: 2-3) define assessment as the process of identifying, gathering, and interpreting evidence about students' achievement.

In applying assessment, Johnson and Johnson (2002) urge that the teachers have a natural responsibility in doing careful assessment. They add that considering the quantity and the quality of learning and grading, assessment is needed during period of time. They mention that assessment can see the effectiveness of instruction and certify the process of learning. It can be said that assessment must be applied by the teachers in their classroom to evaluate the progress of learning.

Along with this idea, Hyland (2003) looks assessment as a collection of information about students' language ability which is diagnosed by using varieties ways. The term includes kind of test, short essays, long projects report, writing

portfolios or any other tasks. These experts believe that assessment consist of all kind of students' task, so that there will be some evidences for the teachers to interpret students' accomplishment. They propose to use assessment since the beneficial of applying assessment in teaching and learning process.

Butler and Mc Munn (2006) support the idea of Cohen. They say that assessment is an understanding individuals or groups through the act of storing up the information. Assessment is intended into all information about students' development in learning. Moreover, it gives important opportunities for the teachers to see the progress of their students. It means that assessment contains of students' achievement in learning by diagnosing all components of their participation.

In more details explanation, Miller et al (2009) define assessment as a general term that includes the full range of procedures or projects, paper-and pencil tests, and the formation of value judgment concerning learning progress. They add that assessment is an integrated process for determining the nature and extent of students learning and development. There are some principles to make the assessment more effective based on their explanation. It is described as follows:

- a. Clearly specifying what is to be assessed. Teachers need to establish a careful description on their intended goals learning before preparing the assessment plan to use.
- b. Selecting appropriate assessment based on performance to be measured. In assessing students' achievement, teachers have to

consider which procedure of assessment that really meets their expectation to measure students' achievement.

- c. Requiring different procedures to comprehend the assessment. A complete picture of student development demand on varieties instrument that can assess students' out come in broad scale of learning.
- d. Realizing the limitations of assessment procedures. Assessment is not answers all problems related to the understanding of instructional or objectives progression. Only a sample or relevant questions is presented. However, it is possible to use meaningfully by knowing its limitation and how far it can measured the standard of learning.
- e. Understanding the purpose of assessment both teachers and students. By taking the assessment seriously, the process of obtaining information can be important in decisions making. The negative effect such as wasting time and effort can be reduced.

From the explanation above, assessment can be done effectively by fulfilling all the principles. Through following guidance, teachers or educators can manage their planning on doing careful assessment meaningfully.

There are some criteria of assessments. Coombe and Barlow (2004) define as follows:

- a. Focus on documenting students' growth over time, rather than on comparing students with one another.
- b. Emphasis is on students' strengths.

- c. Consideration is given to the learning styles, language proficiencies, cultural, and educational backgrounds, and grade levels of students.
- d. Assessment is authentic because it is based on activities that represent actual progress toward instructional goals and reflect typical classrooms and real-life setting.

It can be said that assessment focuses on students' improvement in certain times. During this time, the teachers can see students' strengths and weaknesses and give correct treatment for each individual needs. Assessment is also considered as an authentic method because it comes from students' work in classroom and outside classroom.

To conclude, there are many experts do some research about assessment and explore the benefit of this method in teaching and learning process. They find that assessment is the reflection of students' progress, effort, and improvement collected from varieties activities. It means that by doing assessment, the teachers can find out which materials that should be improved and the students can see how far they have gained the learning goals. It means that assessment is an important part of learning process which has a lot of beneficial.

2. The Purpose of Assessment

Assessment can be differentiated into several types. It depends on the purpose of the assessment. Brown (2004: 5-6) classifies assessment into formal and informal assessment, and formative and summative assessment. Formal assessment is a planned technique to measure specific skill and knowledge. Informal assessment, on the other hand, can be categorized as all unplanned responses or impromptu feedback to the students. Furthermore, he explains that formative assessment is evaluating students' skill and competencies in order to

continue the process while summative assessment defines as a summarize at the end of instruction.

Similarly, according to Miller et al (2009:38) assessment of student performance can be classified into four types as follows:

- a. Placement assessment determines students' performance at the beginning of instruction.
- b. Formative assessment is used to monitor learning progress during instruction.
- c. Diagnostic assessment is specialized procedure in diagnose learning difficulties during instruction.
- d. Summative assessment comes at the end of instruction to determine to which instructional goals have been achieved.

These four types of assessment can be used to assess students' performance or ability depends on the objectives of instructional programs.

The assessment purposes are also defined by the others experts. Miller et al (2009:140) describe the purpose of assessment into three segments related their location during the instructional process. First, assessment may be given at the beginning of the lesson. The function is to determine how far the students have achieved the instructional planning. At this stage, the teachers may use kind of pretest to measure students' readiness. Second, during the learning process, the teachers assess the students to monitor the learning progress, encourage students to study, and give directly feedback for both students and teachers. Third, assessment that is used at the end of course study. The purposes are to measure

students' achievement which given them more advanced work, to assign for remedial task, and to grade as the requirement of instruction. From these classifications, it can be concluded that assessment can be applied in the instructional process depends on the purpose of the learning.

D. Portfolio

1. Some Concepts of Portfolio

Portfolio has become one of the most popular alternative assessments. It has been widely used in learning and teaching program. According to Tierney et al (1991:4) portfolio is the connection in making improvements on what students' do during certain time. They add that portfolio involves students in reflection upon their achieving and improving. It can be said that through portfolio, the students can reflect their achievement.

Furthermore, Hancock (in Coombe and Barlow, 2004) says that alternative assessment is the process of making judgment that includes the students and the teachers about their development using non-conventional strategies. The increasing of applying this kind of assessment in the classroom occurs because of the consideration to find out a method that is applicable and gives significant improvement on language learning. In recent years, many teachers use this method in order to see their students' improvement during certain times in teaching and learning process.

Additionally, Zubizarreta (2004) says that portfolio performs the reflection, documentation, and collaboration of the students in learning. In reflection, the students can reflect and show what they can do in their process of

learning. Through documentation, students can keep their drafting and place it in their portfolio folder. Moreover, it is easier to recall all materials that they have worked on. In collaboration, students can be involved and motivated to learn by cooperated with other students by activating group work or peer assessment. Even, together with teachers, the students can be more actively built their portfolio.

Similarly, Valencia (in Wang and Liao, 2006) states that portfolio focuses on students' participation during the varieties instruction where the assessment is an elaborating activity rather than criticizing students' error. Through portfolio, students' weaknesses can be diagnosed without judging. Then, it empowers the students to make important improvement on their works. In short, under portfolio assessment, students are not justified because of their mistakes; in fact, it is to measure how far they gain the instruction of learning.

Miller et al (2009:289) view portfolio as the documentation of student growth. Moreover, they explain that not all of students' work can be put in portfolio, instead only some pieces that serve the intended purpose of the portfolio. Moreover, they realize building portfolio may be time consuming and need extra effort for both students and teachers, in spite of that; portfolio will be worthy to spend time and energy on this work. It can be summarized that portfolio assessment spends more energy and time, but it can show students' effort.

2. The Advantages of Portfolio

Portfolio has many benefits for both of the teachers and the students. It has some positive contributions to the process of language learning. There are some experts explain the advantages of applying portfolio in the classroom. Tierney et al (1991:44) compare the differences between portfolio assessment and traditional assessment in the following table:

Table 1. The differences between portfolio assessment and traditional assessment

Portfolio Assessment	Traditional Assessment
Represent the skills students engage	Assesses students through limited assignments which not match what students do
Engage students in assessing their accomplishments and establishing on-going learning goals.	Scores by teachers who have little input
Allow for individual differences between students' while measuring each students' achievement	Assesses all students on the same dimensions
Represents a collaborative approach to assessment	Assessment process not collaborative
Has a goal of student self-assessment	Students assessment is not a goal
Addresses improvement, effort, and achievement	Addresses achievement only
Links assessment and teaching to learning	Separates learning, testing, and teaching.

Adapted from Tierney et al: 1991, *Portfolio Assessment in the Reading-Writing Classroom*.

From the table above, it can be seen that portfolio assessment has some benefits in learning. Students' outcome will not only be evaluated at the end of the instruction, but also during the process of instruction where their accomplishment followed. While traditional assessment limits its focus on achievement, portfolio serves improvement, effort and achievement in learning.

Moreover, Tierney et al (1991:44) differentiate the profitable of portfolio into two perspectives. From students' view, through portfolio they have

opportunities to review the strategies that is using and what they have done, to formulate their assessment of their progression, and to present their effort to others. Hayes (in Wang and Liao, 2006) supports this statement that under the application of portfolio assessment, the students become active participant. He adds that students can develop their academic skills, learning to learn skills, have critical thinking ability, and experience problem-solving.

From teachers' side, Tierney et al (1991:44) state portfolio offers evidence for conferencing, observing, assessing, and evaluating the students' processes, progress goal, and self evaluations. Furthermore, teachers have clear understanding about the students' achievement across the time. Portfolio has become wide information for teachers in the development of students and programs that is ongoing.

Additionally, Miller et al (2009:290) list some potential strengths of applying portfolio in the classroom as follows:

- a. Portfolio can be adapted with classroom instruction.
- b. Portfolio gives the students chance to show their work and progress.
- c. Portfolio encourages the students to be reflective learners and to improve their skill in diagnose their strengths and weaknesses.
- d. Portfolio can provide both teachers and students to collaborate and make a reflection on students' learning.

It can be inferred that portfolio assessment is suitable to be applied in the classroom. Teachers and students can collaborate together and provide useful input to the learning so that it can be improved.

In summary, portfolio assessment has some beneficial for improving students' ability in writing. Both teachers and students can work together to see students' improvement. For students, they can evaluate their progress and feel that they are really working with their projects. Teachers, on the other hand, can diagnose students' strengths and weaknesses individualize, and give meaningful feedback to guide the students.

E. Portfolio Assessment on Writing

Applying portfolio in the classroom has been empowered in teaching and learning process. In implementing portfolio on writing, the difference roles between teachers and students are explained by Carol and Chris (in Tierney et al, 1991:63) in the following tables:

Table 2. The roles of teachers in applying portfolio assessment.

No	Teachers Roles
1	Provide a well provisioned classroom
2	Plan for students involvement, interaction, and input in classroom activity
3	Provide time for assignments that encourage decision-making, drafting, reflecting, discussing, reading, and responding
4	Provide instruction and modeling of expectations
5	Assess students' process, effort, progress, and achievement, as well as products.
6	Help students manage portfolio
7	Collect and analyze student work samples
8	Develop an interactive style of teaching
9	Use information gathered from interactions with the students about their portfolio to guide instructional direction
10	Use analysis and samples to report to stakeholders

Table 3. The roles of students in applying portfolio assessment.

No	Students Roles
1	Choose writing topics
2	Choose reading materials
3	Organize, maintain, and accept responsibility for writing portfolio
4	Involvement in self and peer assessment
5	Collect, analyze, compare, and select writing samples
6	Collaborate with others to understand personal strengths and weaknesses
7	Set goals

Adapted from Tierney et al: 1991, *Portfolio Assessment in the Reading-Writing Classroom*

Comparing to other writing assessments, writing portfolio consists of some differences. Gearhart and friends (in Miller et al, 2009:303) analyze it in five ways as follows:

- a. Portfolio contained samples of classroom writing that occurred in a wide range of conditions and that might address a variety of topics rather than responses to prompts under standardized conditions and time limits.
- b. Portfolio contained multiple and varied forms of writing samples obtained in varied contexts over a period of time rather than responses to a single or limited number of prompts at single point in time.
- c. Portfolio included considerable variation in the types or genres of writing tasks (e.g., narratives, summaries, or letters) rather than a task from a single genre.
- d. Portfolio gave more of a window into the writing process by the inclusion of drafts and repeated revisions rather than only a single draft of an essay.
- e. Portfolio contained a variety of supplemental materials, such as notes, students reflections on the writing experiences, self-evaluations, and evolutions by others (e.g., teacher, peer), rather than only the written response to a prompt.

From the explanation above, it can be said that applying portfolio in writing has some principles which differs from other assessments. It has more activities to be explored so that students' writings become more valuable.

In summary, applying portfolio in writing is different with writing assignment in general. Portfolio consists of all materials during the development of students' writing. It can be students' rough draft, teachers' note and peer-editor

sheets. Portfolio may also include many kinds of writing genre. So that teachers can measure students' ability in writing from varied samples rather than a single task.

F. Previous Related Studies

Portfolio assessment has become an alternative assessment applying in wide aspects. Many researchers had done some investigation related to the application of portfolio assessment and the beneficial of using this kind of assessment. However, there are only few studies reviewing the effect of portfolio assessment on writing. The studies show that there are some positives effects on applying portfolio assessment in the classroom.

Researchers who had done the research about portfolio assessment were Wang and Liao (2006) from Chung-Shan Medical University, Taiwan. The title of this research was "The Application of Learning Portfolio Assessment for Students in the Technological and Vocational Education System". The researchers used a student satisfaction questionnaire and interviews to elicit whether portfolio assessment offered an effective and continuous measure of students' learning outcome and progress in the writing course of vocational students. The results showed that the students under portfolio assessment experienced greater satisfaction in writing class than those under traditional test assessment in terms of instructional objective, instructional material or method, teacher's qualities, class climate or environment, assessment, and overall satisfaction.

Moreover, Widayati (2001) from State University of Malang studied the improvement on students' writing through portfolio assessment. She used scoring

rubric, self-reflection sheet, field notes, and questionnaire to collect the data. Her research was conducted into twenty-six students who taking writing II course in State University of Malang. She found that portfolio assessment has increased the quality of students' writing as indicated by the difference scores they achieved for the pre-test and post-test, and by the rise of scores that they achieved for the three selected in the portfolio. The previous researches above show that there are some positive achievements applying portfolio assessment in the classroom. Therefore, the researcher is interested in conducting research about the effect of portfolio assessment on students' writings quality at senior high school.

G. Conceptual Framework

There are some factors that influence the success of teaching writing process. Two main factors are teaching and learning activities and assessment. First, teaching and learning activities which are divided into three stages. They are pre-writing, whilst-writing, and post-writing. Each of these activities places significant contribution to the development of students' writing. In pre-writing, the students start to plan their writing. Then, in whilst-writing, the students make a draft of their writing. Next, in the post-writing, the students revise their writing.

Second, assessment which is the focus of this research is divided into two ways. They are by conducting portfolio assessment and test. The aim is to collect the information about how far the students achieve the goals of learning. Furthermore, portfolio assessment can be an alternative in doing assessment. It has a unique way to assess students' ability in writing.

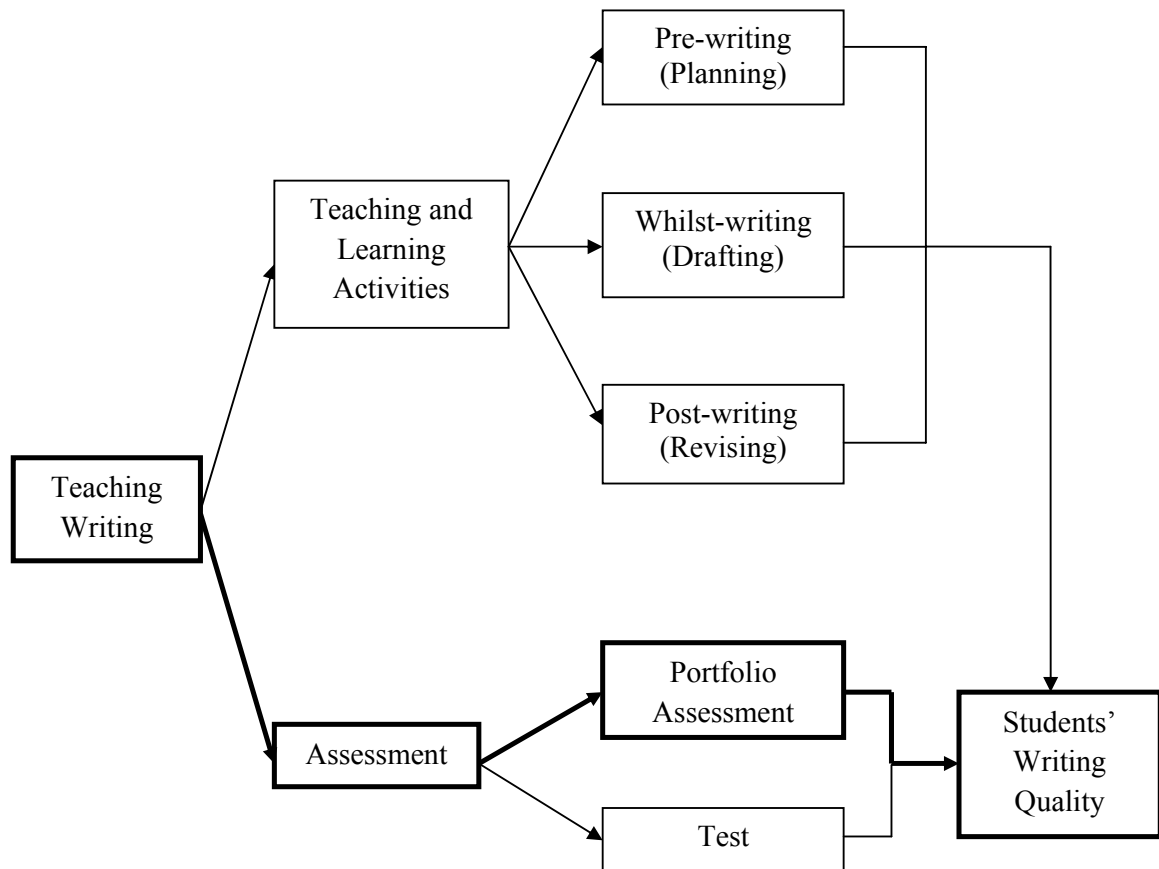


Figure 1. Conceptual Framework

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the findings in chapter IV, it was concluded that the portfolio assessment on students' writings quality did not give any significant improvement. The alternative hypothesis cannot be accepted because the posttest scores showed that the mean score of the experimental group was similar to the control group. Besides, it has been proven by using statistical analysis that applying portfolio assessment in the teaching and learning process did not give any significant effect on students' writing quality. This finding can be seen from the data that showed the value of t -calculated (-0.2) was lower than the value of t -table (2.00). Based on the data, it was concluded that the students who were taught by applying portfolio assessment have similar ability in writing than those students who applied traditional assessment or without applied portfolio assessment.

B. Suggestions

Considering the result of this research which was contradict with the assumption that portfolio assessment brings significant effect on students' writings quality, it is suggested to further researchers to do a research longer than two months to see students' development. Then, to verify that portfolio assessment is an appropriate method to be applied, further researchers are also suggested to prepare the procedures of the research so that all factors that threat

the internal validity and reliability of the test can be minimized. The extraneous variables which appear on this research can also be deleted through carefully control the variables. For English teachers who want to apply the portfolio assessment, it is suggested to conduct the treatment in a long-time schedule and continuously review the treatment to see the effect on students' ability.

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