

**IMPROVING STUDENTS' WRITING SKILL BY USING
PORTFOLIO ASSESSMENT METHOD AT THE
ELEVENTH YEAR STUDENTS TEHNIK
KENDARAAN RINGAN (TKR) OF
SMKN 2 PALOPO**



A THESIS

*Submitted to the English Study Program of S1 Tarbiyah Department of State
Collage for Islamic Studies of Palopo in Partial Fulfillment of
Requirement for S.Pd Degree in English Education
Study English*

**By,
MINARSIH
REG. NUM. 08.16.3.0127**

**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
THE STATE COLLEGE FOR ISLAMIC STUDY
(STAIN) PALOPO
2013**

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(STAIN) PALOPO
2013**

THESIS APPROVAL

This thesis entitled “**Improving Students’ Writing Skill By Using Portfolio Assessment Method At The Eleventh Year Students Tehnik Kendaraan Ringan (TKR) Of SMKN 2 Palopo**” which is written by MINARSIH, REG. NUM. 08.16.3.0127, English S1 study program of Tarbiyah Department of State College for Islamic Studies Palopo, and has been examined and defended in MUNAQASYAH session which is carried out on Wednesday, May 22th 2013, it is authorized and acceptable as partial fulfillment of requirement for S.Pd. degree in English language teaching.

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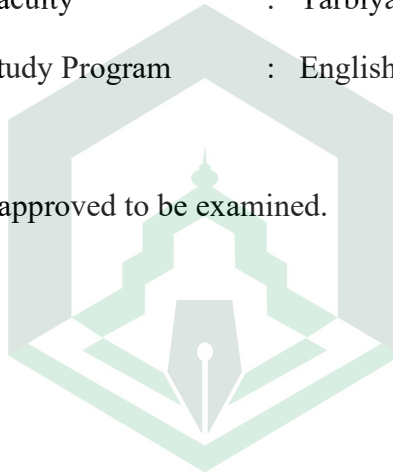
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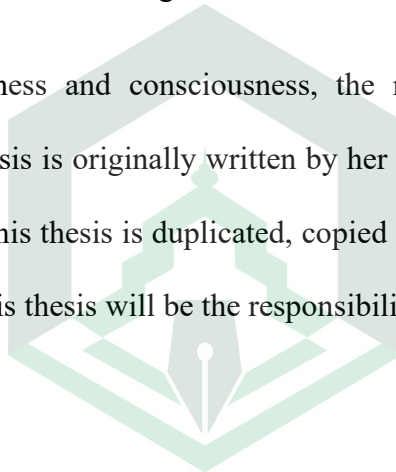
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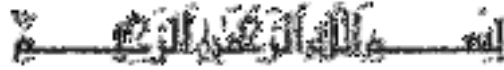


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4. Drs. Hasri, M.A. as the head of Tarbiyah Department of STAIN Palopo.
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Finally, the researcher prays to the God, and may Allah SWT give reward to all of the people, who have helped the researcher. The researcher hopes this thesis can be useful for the other.

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Palopo, May 10th 2013

The Researcher

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ABSTRACT

Minarsih, 2013. *Improving Students' Writing Skill By Using Portfolio Assessment At The SMKN 2 Palopo*. Thesis, English Study Program Department in the State Collage for Islamic Studies (STAIN) Palopo. This thesis supervised by Amalia Yahya, S.E., M.Hum as the first supervisor and Wisran, S.S., M.Pd as the second supervisor.

Key words : Improving, Writing, and Portfolio Assessment

This research entitled: Improving Students' Writing Skill By Using Portfolio Assessment at the SMKN 2 Palopo. This research aimed to find out whether or not the use of portfolio assessment method improve the students in writing skill at the eleventh year students of SMKN 2 Palopo.

This researcher employed pre-experimental method. The population of this research was taken from the eleventh year students TKR of SMKN 2 Palopo, especially in class X TKR by using total sampling technique. The number of sample was 20 students. In collecting data the researcher used pre-test, after that the researcher gave treatment with four meeting and the last the writer gave post-test.

Having analyzed the data, it was founding out that the students writing skill through portfolio assessment at the eleventh year students of SMKN 2 Palopo. There was a significance difference between the result of the pre-test and post-test, where the mean score of post-test 83.75, which was greater than the mean score of the pre-test 56.5. From the t_{test} value 4121 was greater than t_{table} 1.73. It means, null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. So, it can be said that the students' writing skill got improved through portfolio assessment to the eleventh year students of SMKN 2 Palopo.

The Researcher

CHAPTER I

INTRODUCTION

A. Background

English as international language has an important role in this globalization era. It is a key to open the word of scientific and technical knowledge which is needed for the economic and politic development of many countries and it is also as a top requirement of those seeking job applicant who master either active or passive English are more favorable than those who do not from that fact, it is obvious that everybody need to learn English. In English learning, there are four skills to improve the language namely: listening, reading, writing, and speaking. The goal of people learning language is to be able to write it.

Writing is a process of expressing ideas thoughts in words should be done at leisure.¹ So, writing is the mental work in inventing ideas, thinking about how to express and organize it into statement and paragraph that will be clear to a reader.² Writing is important to learn because students can express our ideas, and process some information through writing. Writing skill is difficult to be mastered because there are many devices that needs, namely grammatical, rhetorical, conceptual, and judgment elements, all of the component relation each other. Another that, many

¹ Susanto Leo, *English for Academic Purpose, Essay Writing*, (Yogyakarta: Andi, 2000), p. 21.

² David Nunan,, *Practical English Language Teaching* , Ed.International, p. 88.

people hard to face writing skill because there are some factors that may effects the difficult in writing the lack of knowledge how to express the writes ideas in form of writing and the lack of knowledge about teacher have present to their students.

In addition, the teacher should give more attention to teach writing skill to increase the students writing. The success of competency based curriculum maybe consider successfully if followed by the change of teaching and learning strategy at class, the choosing of media, and the choosing of assessment process. Assessment processes portfolio can be viewed as a systematic and organized collection of evidence used by the teacher and students to monitor the growth of student's knowledge, skills, and attitudes in a specific content area, especially in writing class.

Assessment is one of important thing that has important role in education. The importance of assessment in education is stated by Hughes who says that the proper relationship between teaching and assessment is partnership.³ By assessment process teacher can discover how far students have achieved the objectives of a course of study. Teacher also can use the result of assessment to analyze which material that should be explained again and which instruments that should be repaired. Besides, assessment is useful for the students to motivate in teaching learning process.

Portfolio for assessment is a parts of learning and have a positive relationship with the achievement of the cognitive and affective. Therefore, in addition to the use of other types of instruments, the use of portfolios to assess students achievement or

³Nahadi, <http://www.id//.nahadiuksw//.blogspot.com//2009//01//model-penilaian-berbasis-portfolio.html?zs=3ba5a1cb6f173b9a>, accesses January 2009.

progress in the implementation of competency-based learning. If we look at the present state, the assessment model developed at the school in general is a model written test (paper and pencil test) or standardized tests that only measure the student's cognitive abilities. In fact, the assessment is to measure psychomotor and affective aspects as well and the process of teaching and learning in the classroom teacher or the subject matter just give problems to students and collect duties without assess student learning. As a result, students are just collecting their job without knowing the performance results they achieve.

Based on the above, it can be said that be learning process in schools is an attempt by teachers to make students learn. Activities in class that does not make students learn can't be said to be a learning process. In fact, after made an observation at SMKN 2 PALOPO, researchers can conclude that the learning process that occurs in the classroom is relatively not good. Most of the students do not pay attention and follow the learning process optimally, the students don't understand well the material, the students is in pain or less concentration, and just write the paragraph without knowing the detail of the text. And in this research, the researcher will be focus in writing.

By using portfolio assessment, the writing class will be easier for the students as a short paragraph, make them interested, and motivated to join and participate in the writing class from the beginning until finishing. So, it can help the researcher in using of the portfolio assessment method.

Researcher will be conducting this study on the students of SMKN 2 Palopo, with the title “Improving Students’ Writing Skill by Using Portfolio Assessment Method at The Eleventh Year Students Teknik Kendaraan Ringan (TKR) of SMKN 2 Palopo”.

B. Problem Statement

Based on the background above, the researcher formulated the problem statement of this research as follows:

“To what extent does the use of portfolio assessment improve students writing skill at eleventh year students Teknik Kendaraan Ringan (TKR) of SMKN 2 Palopo?”.

C. Objective of the Research

The research question set above, the researcher states the objective of this research as follows: To find out whether the use portfolio assessment can improve students writing skill at eleventh year students Teknik Kendaraan Ringan (TKR) of SMKN 2 Palopo or not.

D. Significance of the Research

The result of this research will be significant for education field,

1. Theoretically, the result of the research is expected in the form of giving information to the teachers and the students about how to use portfolio assessment in learning process.

2. Practically, to improve students' skill in writing by portfolio assessment especially at SMKN 2 Palopo.

E. Scope of The Research

The scope of this research will be restricted to improving students' learning achievement writing skill through the portfolio assessment for the eleventh class Teknik Kendaraan Ringan of SMKN 2 Palopo. The portofolio assessment will be focused on assessing students' writing of narrative paragraph.

F. Definition of Terms

To get general understanding about the aim of the title of this research, the researcher gives definition of terms as follow:

1. Portfolio is a purposeful collection of student work that exhibits the student's efforts, progress, and achievements in one or more areas.
2. Assessment is essentially measures the assessment of acquisition and essentially measure students' progress (on going assessment).⁴
3. Writing as a process of expressing ideas or though in words should be done at leisure.⁵

⁴ Suyanto, Kasihani K.E, *English For Young Learners*. (Jakarta:Bumi Aksara,2007), p. 142.

⁵ Sutanto Leo, *English for Academic Purpose Essay Writing*. (Yogyakarta: Andi 2007), p. 21.

G. Hypothesis

There is two hypothesis of this research, there are:

1. H_0 = There is no significant difference of students achievement after giving treatment in pre-experimental class.
2. H_a = There is significant difference of students achievement after giving treatment in pre-experimental class.

H. Outline the Contents of The Thesis

To get general understanding about outline the contents of the thesis, the researcher gives definition of contents as follows:

1. Based on the background, by using portfolio assessment, the writing class will be easier for the students as a short paragraph, make them interested, and motivated to join and participate in the writing class from the beginning until finishing. So, it can help the researcher in using of the portfolio assessment method. Researcher will be conducting this study on the students of SMKN 2 Palopo, with the title “Improving Students’ Writing Skill by Using Portfolio Assessment Method at The Eleventh Year Students Teknik Kendaraan Ringan (TKR) of SMKN 2 Palopo”.

2. Based on the review of literature, the researcher to conclude: previous study, writing skill the instrument or instruments used for recording, and the medium on which the recording is done can be almost infinite, and can be done by any instrument capable of making marks on any surface that will accept them, paragraph is a group of related statements that writer develops about a subject. The first sentence states the

specific point, or idea, of the topic. The rest of the sentences in the paragraph support that point or idea, narrative paragraph is organized with generic structure of identification in the first paragraph to introduce what is exactly going to be described, and theoretical framework.

3. Based on the method of the research, the researcher to use pre-experimental method and this research use design pre-test and post-test.

4. Based on the findings and discussion, the researcher to conclude in analyzing the data, the researcher used “t” test analysis, and the researcher used analytical rating scale for writing evaluation. Component of writing consisted five items. They were about content, organization, vocabulary, grammar and mechanics. Those had different rating score scale. Content had rating scale 5-30, organization had rating scale 5-20, vocabulary had rating scale 5-20, grammar had rating scale 5-25 and mechanics had rating scale 1-5, and every item above had categorical criteria. The section presents the result of data analysis. It aimed to describe the students’ improvement in studying writing skill through portfolio assessment method.

5. Based on the conclusion and suggestions, the researcher to conclude there was a significance difference between the result of the pre-test and post-test, where the mean score of post-test 83.75, which was greater than the mean score of the pre-test 56.5. From the t_{test} value 4121 was greater than t_{table} 1.73. It means, null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. So, it can be said that the students’ writing skill got improved through portfolio assessment to the eleventh year students of SMKN 2 Palopo. To develop students’ motivation and

interest in English writing class, the teacher may apply Portfolio Assessment Method as one of the best ways of instrument in learning process.

Finally, the researcher realized that this thesis was still not perfect. However, the researcher really hopes that this thesis can be meaningful for contribution for english teachers as well as students.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

In writing this thesis, the researcher found some researchers which are closely related to this research, those researchers:

1. Fahed Al-Serhani, found that portfolio assessment significantly improving students' writing performance in general and the product skills of purpose, content, organization, vocabulary,. Fahed Al-Serhani's study showed that portfolio assessment affected the sub-skill of conventions (structure and mechanics); however, this was not statistically significant in the present study.¹

2. Elahinia, found that portfolio assessment significantly improving students' overall writing ability. The results of quantitative data analysis showed that portfolio assessment affected the students' achievement in their overall writing as well as their achievement in terms of focus, elaboration, organization and vocabulary.²

Based on previous researcher above, the researcher to conduct an experimental, that will used Portfolio Assessment Method to improving writing skill

¹ Fahed Al-Serhani, *The Effect of Portfolio Assessment on The Writing Performance of EFL secondary school students in Saudi Arabia*. (Unpublished thesis, Taibah University: Saudi Arabia, 2007).

²Elahinia, H. *Assessment of Writing Through Portfolios and Achievement Tests*.(Unpublished thesis, Teacher Training University: Iran, 2004).

which correlation student ability. The difference of all the researchers, had difference focus in writing ability.

B. *Writing Skill*

1. The Definition of Writing

Writing a composition means we compose meaning of something what we want to tell through a written material. Writing is a major tool for learning. Writing is productive skill. Writing is the process of inscribing characters on a medium, with the intention of forming words and other larger language constructs.³ Most forms of writing are very durable, potentially lasting for centuries, while other forms of writing last only for a few hours or minutes, such as writing in the sand, or writing on a blackboard.

The instrument or instruments used for recording, and the medium on which the recording is done can be almost infinite, and can be done by any instrument capable of making marks on any surface that will accept them. Langan says that writing is a skill that anyone can learn with practice. When we write, we give full shape to our thought and feelings then put into written form.⁴

³ Jeremy, Harmer, *The Practice of English Language Teaching*, (America: 1991), p.54.

⁴ John, Langan. *English Skill, Seventh Edition*, Atlantic Cape Community College (New York:2000), p.2.

Writing is the activity or occupation of writing for instance book, story and article.⁵ Writing is one of language skills in English and it is one activity that students should do most in their study. Through writing assignment, the students can express their ideas, respond the other ideas tell stories and convey information and they are expected to be able to compose well organized pieces of writing.

Writing is the ability to express ideas, feeling opinion and other in the written form.⁶ Writing as studying to focused our mind on important matters, and learning about them.⁷ By this activity, a person can find the solution of difficult problem, master the fact even by writing, a person can also communicate their mind that cannot be done through other way. We can say that writing is the act of expressing something through the application of language system. So, when we writing, there are two problematic areas namely “what to write an how to write it”. It is then understandable that language skills are meant as the ability to manipulate the rules of language usage conventionally, while extra linguistic system or knowledge of the world refers to what the writer knows about the subject to write.

Writing is not a simple language skill to perform because of it is large areas that must be involved. In producing a piece of writing, linguistic competence and extra linguistic competence are always involved.

⁵ Harnby, A. S. *Oxford Learner's Dictionary of Current English*, (fifth edition; New York: Oxford University Press, 1995), p. 1383.

⁶ Abdul Rafab, *Increasing Student's Writing Ability Through Free Topic Writing*. (A thesis, Universitas Muhammadiyah Makassar, 2008), p.4.

⁷ Lingdblom, Peter, *Writing With Confidence*, New York. Harper Collins Publisher: 1983, p.1.

The fact is that writing is not only a means of expression, but it is also an essential criterion of competence in any field. This means that to write is to seek expression or to have something to say through the application of linguistic system.

Writing is one of form linguistic competence of expressing idea of language use form in written and beside that in oral.⁸ Michael McCarthy said that written is problem associated whit spoken transcripts are absent: we do not have to contend with people all speaking at once, the writer has usually had time to think about what to say and how to say it, and the sentence are usually well formed in a way that the utterances of nature, spontaneous talk or not.⁹

Writing is also often used to describe the craft of creating a larger work of literature. This is an extension of the original meaning, which would include the act of writing longer texts. (Interestingly, if this is done on a typewriter, the physical act of making the marks on the paper in the typewriter would be called typing, whereas the intellectual activity involved in generating the letters, words and sentences would be called "writing," and there are similar situations, such as painting letters or words on a canvas or the like, in which the act of painting forms the letters, but the letters

⁸ Pardiyono, M.Pd. *12 Writing Clues for Better Writing Competence*, (Yogyakarta: C.V Andi Offset, 2006), p. 9.

⁹ Michael, Mc.Carthy, *Discourse Analysis for Language Teacher* (Cambridge University Press: 1997), p. 25.

themselves are "writing".) Writing in this sense can refer to the production of fiction, non-fiction, poetry and letters.¹⁰

Based on the definition above, the researcher concludes that writing just not writing and speaking but we must think about what you write, the researcher must has idea, express about some imagination, and writer have to usually think about what to say and how to say it.

2. The Components of Writing

There are five components of writing namely: content, organization, vocabulary, languages use, and mechanic.

a. Content

The content of writing should be clear to a reader. So that the reader can understand message conveyed and gain information from it. There are at last think that can be measure in connecting with component, the composition should contain one central purpose only, should be developed.

b. Organization

In organization of writing concert with the way he writes arrange and organization the ideas or the message in the writing the purpose of organizing materials. In writing involves coherence order of importance, general of which happened from the beginning to the end.

¹⁰ Andi yuni, *Developing student's writing ability of the fifth (5th) Semester Students At STAIN Palopo through Critical Thinking Skill*. (unpublished thesis) STAIN Palopo.

c. Vocabulary

The effective use of words will always result in good writing both in specific and technical writing, the dictionary is very considerable. Vocabulary is one of the components of writing to express ideas, we always deal with to compose what they are going to say, because she/he feels difficult to choose what appropriate will help the writers to compose the writing and also make readers easy to understand.

d. Language Use

Language use in writing description and other from writing involves correct language and point of grammar. An adequate grammar should be one that is capable of producing grammar. We should not be able to do anything more than litter separate items of language function. And also grammar can help students improve the use of formal language.

e. Mechanics

There are two parts of mechanics in writing, namely function and capitalization. Function is important as the way to clarify meaning. In English writing capital letters have to participate first they are used to distinguish between particular and thing second, it is used as an adjective, act. This aspect is very important since it leads the reader to understanding or recognize immediately what the writer means to express definitely.¹¹

¹¹J.B. Heaton, *Writing English Language Test*, (New York: Longman, 1998), p. 148.

3. The Stages of the Writing Process

Before writing we have to know the stage in writing such as: Planning, Drafting, and Revising.

a. Planning

Planning is state of strategies to find and produce information in writing when the people begin to write project; people had discovered what it possible. People need to located and explore a variety of subject.

b. Drafting

Drafting is as series of strategies designed to organized develop a sustained of writing. Once planning has enabled people to identify several and encouraged people to gather information on this subject perspective, additional draft can be written that further shape, organize, and clarify that work.

c. Revising

Revising is a series of strategies designed to examine and reevaluate the choices that have created a place of writing. After people have complete their primary draft they need to stand back from their text and decade action would seen to be most production.¹²

4. The Purpose of Writing Ability

Suggest that has involved in societies as a result of culture change creating communicative needs which connect be rapidly met by the spoken language. He

¹² Mc Crimmon, James M, *Writing With a Purpose.*(Eight Edition, Houghton Mifflin Company, 1984) p. 10-11.

speculates that with emergence of culture based on agricultural rather than hunting and gathering, there develop a need permanent record. In the modern word, writing language serves a range of function in everyday life. Include the follow.

a. Primarily for Action Public Signs

Road and situations: Product Label and Instructions, en on foot, tads or toys purchased: recipes, map, television, and radio guides bills menu, telephone directory, ballot papers, computer manuals, monitors and print outs for social contact personal correspondence: letters, postcards, greeting cards.

b. Primary for Information

Newspaper (New, edition) and current affairs magazines hobby magazines; nonfiction books, text book; public notice; advertisements; political pamphlets; scholastic etc. report guide books and travel literature.

c. Primary for Entertainment

Light magazine, comic strips: fiction books: poetry and drama: newspaper features: film subtitles: game, including computer games. This different purpose for language will be reflected in the text through which the functions are realized; letters have different characteristic from newspaper editorial, which have different characteristic from poem, and so on. As me have seen these different exist within sentence at the level of grammar, and beyond the sentence at level structure.¹³

¹³ J.B. Heaton, *Writing English Language Test*, (New York: Longman, 1998), p. 16.

5. How to Write Academic Writing

Micro skills for Writing:

- a. Produce graphemes and orthographic pattern 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 (tense, agreement, pluralization, pattern and rules).
- e. Express particular meaning in different grammatical form.
- f. Use cohesive devices in written discourse.
- g. Use the rhetorical forms and conventions of written discourse.
- h. Appropriately accomplish the communicative function of written texts according form and purpose.
- i. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, generalization, and exemplification.
- j. Distinguish between literal and implied meanings when writing.
- k. Correctly convey culturally specific references in the context of the written test.
- l. Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first draft, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.¹⁴

¹⁴ Brown, H. Douglas, *Teaching by Principles*, (New York: Longman, 2001), p. 343.

6. Principle for Designing Writing Techniques

- a. Incorporate practice of “good” writers.
- b. Balance process and product.
- c. Account for cultural/literary backgrounds.
- d. Connect reading and writing.
- e. Provides as much authentic writing as possible.¹⁵

7. Personal writing

Personal writing is expression of the writer’s ideas of feeling based on his own experience, which written down for the sake of him or his pleasure, or for the pleasure of his family and friends. According its form, personal writing can be classified as follows:

- a. Journal/ diary
- b. Autobiographical narrative
- c. Personal essay
- d. Autobiographical encode

Personal writing should be:

- a. Lively
- b. Interesting, fascinating, attracting
- c. Refreshing
- d. Natural and honesty.

¹⁵Ibid p. 346.

Anything that is being written as personal experience or writing must be focused on the writer's idea or feeling, not other's. The benefits of personal writing are as follows:

- a. Personal writing guides us to analyze ourselves and we can recognize our own personality.
- b. Personal writing guides us to the activity of writing more complex writing.

C. Paragraph

1. Definition of Paragraph

A paragraph is a group of related statements that writer develops about a subject. The first sentence states the specific point, or idea, of the topic. The rest of the sentences in the paragraph support that point, or idea.¹⁶ It is a group of related sentences that develops one main idea, which is the topic of the paragraph. Each paragraph is a separate unit. It is marked by indenting the first word from the left-hand margin or by leaving extra space above and below the paragraph.¹⁷ It is division of a piece of writing that started on a new line.¹⁸ It is made up of three kinds of sentences that develop the writer's main idea, opinion, or feeling about subject. These sentences are:

¹⁶ Alice Oshima dan Ann Hogue. *Introduction to Academic Writing*. (New York: Longman, 1997), p. 6.

¹⁷ Ibid, p.71.

¹⁸ *Oxford Learner's Pocket Dictionary*. (New York, 2000), p. 309.

- a. The topic sentence is the most general statement of the paragraph. It is the key sentence because it names the subject and the controlling idea. The writer's main idea, opinion, or feeling about that topic.
- b. Supporting sentence is the next part of paragraph. They develop the topic sentence by giving specific details about the topic. In order to choose detail to support the topic sentence, rephrase it as a question, and then answer that question with your supporting sentences.
- c. The concluding sentence is like the topic sentence because both are general statements. However, the topic sentence is usually the first sentence, a general statement that introduces the topic to be discussed in the paragraph. The concluding sentence is also a general statement, but it is the last sentence and the paragraph.¹⁹

2. Structure of Paragraph

The structure of paragraph is involved in two types as follow:

- a. Deductive

The deductive structure places the controlling idea for the near beginning and the topic of paragraph is the first few sentences and provides some background information or makes general statement.

¹⁹Alice Oshima dan Ann Hogue , opcit, p.71-80.

b. Inductive

The inductive paragraph structure begins with evidence and reason leading to the statement of the writer's claim at the end of the paragraph. The main conclusion is the most important part of reasoning and usually comes at the end of a paragraph.²⁰

3. Types of Paragraph

There are seven types of paragraph, such as:

- a. Narration
- b. Exposition
- c. Definition
- d. Description
- e. Comparison
- f. Process Analysis
- g. Persuasion



D. Narrative Paragraph

In broad sense, description as described by Kane is defined as in the following sentences and is about sensory experience how something looks, sounds, tastes.²¹ Mostly it is about visual experience, but narration also deals with other kinds of perception.

²⁰Wikipedia, The Free Encyclopedia, *Deductive and Inductive Paragraph Organization* (<http://www.english-software.org/articles/writebetter-english/deductive-inductive-paragraph-organization>) online December 4th 2013.

²¹Efendi, [Http://www.id/belajarbahasainggris.us/2012/01/teks-descriptive-descriptive-text.html](http://www.id/belajarbahasainggris.us/2012/01/teks-descriptive-descriptive-text.html). accessed on January, 2012.

So, to conclude from the above explanation Kane, writing narrative paragraph is describing the meaning associated with the sensory experience, such as what form, sound, and taste. Most text is narrative of the visual experience, but in fact the experience apart from the sense of sight can be used in the narrative paragraph.

But specifically, narrative paragraph is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. So, we can say that the paragraph narrative is the text that describes what kind of person or an object described, good shape, properties, number and others. Goal of the descriptive paragraph was clear, namely to explain, describe or express a person or an object.²²

A narrative paragraph is organized with generic structure of identification in the first paragraph to introduce what is exactly going to be described. After stating the identification, a narrative text will show the narration of the object. Paragraphs of narration may contain parts or physical characteristic, value or quality, usage or function.

1. Generic Structure in Narrative Paragraph

When writing narrative paragraph, there are several sets of common generic structure, the structure is:

- a. Identification, contains the identification of matter a will be described.

²²Ahmad Sugeng, [Http://www.englishindo.com/2012/01/descriptive-text-penjelasan-contoh.html](http://www.englishindo.com/2012/01/descriptive-text-penjelasan-contoh.html).accesses, on January, 2012.

b. Narration, contains the explanation narration of the thing person to mention a few properties.

2. Characteristic of Narrative Paragraph

- a. Narrative paragraph using present tense, for example: *go, eat, fly, etc.*
- b. Narrative paragraph using a variety of adjectives are adjectives describing, numbering, and classifying, for example: *two strong legs, sharp white fangs, etc.*
- c. Narrative paragraph relating verbs used to provide information about the subject for example: *my mum is really cool, it has very thick fur, etc.*
- d. Narrative paragraph using thinking verbs, (believe, think, etc) and feeling verbs to express the author's personal views about the subject for example: *Police believe the suspect is armed, I think it is a clever animal.*
- e. Narrative paragraph adverbs are also used to provide additional information regarding the adjective described for example: *it is extremely high, it runs definitely past, etc.*

3. Postcard

Postcard is card for sending messages by post without an envelope.²³

²³ *Oxford Learner's, Poket Dictionary new edition*, (Oxford University Press: New York, 2000), p. 334.

The example of narrative paragraph as follows:



Picture 1, Narrative paragraph

NIAGARA WATERFALLS

Niagara waterfall is a famous area of waterfalls. It is one of the most beautiful natural wonders of North America. It is on the Niagara River, about halfway between Lake Erie and Lake Ontario. The Niagara river forms part of the border between Canada and the United States. At Niagara Falls, Ontario, Canada is on one side of the river, and the US' State, New York, is on the other side.

Niagara Falls really has two waterfalls. The Horseshoe Falls is in Canada, and the American Falls is in the United States.

The Niagara Rivers drops into a steep gorge or canyon, at the falls. Most of the water flows over the Horseshow Falls. They are not as high as the American Falls, but they are 2,600 feet (792 meters) wide-about 0.5 mile (0.8 kilometers). The American falls are about 1,000 feet (305 meters) wide. Beyond the falls are the Whirlpool Rapids. There, the powerful swirling water has carved a bowl out of the

rock. At night, colored light shine on the thundering falls. About 10 million people visit Niagara Falls each year.²⁴

E. Portfolio Assessment

1. Definition of Portofolio Assessment

A portfolio can be defined as ‘a purposeful collection of student works that exhibits to the student’s effort, progress, or achievement in given area’ (The Northwest Evaluation Association). More specifically in terms of writing assessment, a portfolio is a collection of written texts written for different purposes over a period of time. Because portfolio assessment is used in so many settings, there is wide variation in terms of how portfolios are assembled, evaluated, and used; however, certain common characteristic in these points can be found and many, if not most, portfolio assessment programs.²⁵

The portfolio includes a variety of examples of student work that depends on the breadth of goals and provided rationale for the advancement of learning that can be communicated to students, parents and other interested parties. So that the portfolio can be use to document student progress in each activity and the learning process.

²⁴Ahmad, Doddy, <http://halloenglish.web.id/descriptive-text/in> (*PR Bahasa Inggris SMA kelas X Semester 2, 2010*).

²⁵Weigle, S. C. *Assessing Writing*, (Cambridge: Cambridge University Press, 2002), p. 198.

Portfolios can be shaped tasks do students, students' answers to the teacher, the teacher records observations, notes of interviews with student teachers, student activity reports and fabrications made a journal student.

Portfolio in this senses, can be used as an assessment tool or one of the components of the assessment instrument, to assess the competence of students, or assess student learning outcomes. Portfolio assessment is a method of continuous assessment, by collecting information or data systematically on the work of someone (Pomham).Portfolio assessment can be defined as a physical object (bundle or documents), as a social process, as adjective (concept-based learning portfolio).²⁶

According S.Bloom Benjamin and his friends, which is measured spec portfolio assessment are the three domains, namely cognitive development of child psychology, affective and psychomotor.

a. Cognitive behavior.

Knowledge, comprehension, application, analysis, synthesis, and evaluations

b. Affective behavior

Includes assessment of feelings, attitudes, interests, preferences, emotions and motivations.

c. Psychomotor behavior²⁷

²⁶Wahyudi,<http://wahyudiuksw.blogspot.com/2009/01/model-penilaian-berbasis-portofolio.html>. accesses on January, 2009.

²⁷ Sudijono, Anas. *Pengantar Evaluasi Pendidikan*. (Cet IV; Jakarta: PT Raja Grafindo Persada, 2003), p. 49.

Psychomotor assessment is assessment of learning that many use practices such as religion, art, sports, science and language. Shape and type of instrument used for portfolio assessment is a written test (objective and non-objective), oral test (interview), the test works (observation checklist), non-test (questionnaire), and the works (check lists, product and reports).

Each addition is carefully selected by the student for a specific reason which he will explain. The overall purpose of the portfolio is to enable the student to demonstrate to others learning and progress. The greatest value of portfolio is that, in building them, students become active participants in the learning process and its assessment.

According to Hamp-Lyons Condon, a portfolio must include a collection of writing samples, rather than a single piece of writing, since the goal of portfolio assessment is to provide more evidence of a student's ability in writing than a single piece of writing can provide. The collection is very a long a number of parameters it can include finished products only, or earlier drafts of finished products, to reflect the writer's process of writing and revision; it can be assembled number very strict guidelines or be left to the students discretion; it can contain just a few writing samples or a large number but the essential point is that a portfolio is not a portfolio unless it contains more than one piece of writing.²⁸

²⁸ Weigle, S. C, *Assessing Writing*, (Cambridge: Cambridge University Press, 2002) p. 199-200.

2. The Main Principle of Portfolio Assessment

The main principle of portfolio assessment shows how to documentation portfolio is used for student growth. Aware of the learning process is critical to the success of life, the portfolio can be used by students to see their own progress, especially in terms of development, skills and attitude expression to something.

3. The Principles of the Portfolio Assessment

The portfolio includes a variety of examples of student work that depends on the breadth of purpose. Examples of student work provided a basis for consideration for the advancement of learning and can be communicated to students, parents and other interested parties. So that the portfolio can be used to document student progressed in each activity in the learning process. In general, in the education portfolio is a collection of student work or records of students who are well-documented and organized.

Portfolios can be shaped tasks do students, students' answers to the teacher, the teacher records observations, notes of interviews with student teachers, student activity reports and essays or journal that the students make.

The portfolio is a collection of the work of a student, as a result of the implementation of the task performance, which is determined by the teacher or by the students and teachers, as part of efforts to achieve learning goals, or achieve specified competencies in the curriculum.

Portfolio assessment method has eight principles truths remain. These principles are:

a. Mutual trust

This means do not exist mutual suspicion between teachers and learners and between learners. They must both trust each other, need each other, help each other, open, honest, and fair so as to build a more conducive environment assessment.

b. Confidentiality

This means that teachers must maintain the confidentiality of all the work of learners and documents, either individually or in groups, should not be given or shown to anyone before the exhibition is held. It is intended that students who have not felt the disgrace weakness.

c. Joint ownership

That is all the work of the students and the documents must be owned jointly by the teacher and learners must therefore be on guard with both storage and placement. Give it easier for students to view, store, and retrieve their portfolios. It is also intended to foster students' sense of responsibility.

d. Satisfaction

This means that all documents in the achievement of standards of competence, basic competence, and indicators should be able to satisfy all parties, including teachers, parents and students, because it document be an evidence of the best work of students as a result of coaching teachers.

e. Relevance

This means that documents must comply with the standards of competence, basic competence, expect indicator. Conformity in turn is related to the principle of satisfaction.

f. Culture Learning.

Assessment portfolio should be able to develop a culture of learning. For the assessment of the portfolio its self is essentially contains the learning process. Performance which is reflected in each evidenced is basically the process of learning.

g. Reflection

Assessment portfolio should provide ample opportunity for students to reflect on the learning process that has been done. Through reflection, students can live on their own thought processes, skills they have acquired, as well as their understanding of competence he had.

h. Process and Results Oriented

Portfolio assessment rests on two sides of the same importance, namely the learning process and results in a balanced way. Portfolio assessment to follow every aspect of the development of students, how students learn, how learning motivation, attitudes, interests, habits, and so forth and ultimately assess how student learning outcomes obtained.

4. Model of Portfolio Assessment

Portfolio assessment model relates to a number of assessment basic principles (Budimansyah). The assessment basic principles are:

a. Anecdotal notes

The form of specially sheet that record all forms of events regarding student behavior, especially during the learning process. This sheet contains the identity of the observed, time of observation and recording sheet events.

b. Checklist.

The list has been compiled based on development goals to be achieved students.

c. Students' responses to the questions.

d. Test screening useful to identify the skills students after teaching done, example: achievement test, homework, worksheets, and reports of field activities.

5. The Learning Steeps of Portfolio Assessment

In learning process, the teachers have to have a good is steps to learn the students in the classroom. A good is steps that take it in a lesson planning can help the teacher to manage the learning process. And according to Budimansyah, the steps of the portfolio assessment are:

a. Define the purpose and focus of the portfolio.

b. Determine the contents of the portfolio

After determining the goal, the next step is to determine the contents of the portfolio. Thus, the contents of the portfolio must be in accordance with the purpose of the portfolio, the portfolio contents skill learners must demonstrate competence in accordance with the expected.

c. Develop criteria

The assessment criteria should be clearly, whether related to the learning process and the learning outcomes expected. The criteria depends on the competency assessment, how to assess and assessed.

d. Develop assessment format

As content and assessment criteria, the assessment format must refer to the assessment format many models. One can use a scale model of the three criteria, such as good, fair, less.

e. Identify the organization's portfolio. Who will be involved in the portfolio.

f. Using portfolios in practice

g. Assess the implementation of portfolio

h. Assess the portfolio in general.²⁹

6. Correlation Between Writing and Portfolio Assessment

Writing assessment primarily in terms of collecting and evaluating individual writing samples as single performances, and making inferences from these performances about the writing ability of the test takers . However, as has been noted earlier, this approach to writing assessment is limited in several ways. Two of the most serious limitations are:

²⁹Budimansyah, http://Budimansyah.blogspot.com/2012/07/model-penilaian-portofolio_06.html. accesses on July, 2012.

1. The fact that writing done under timed conditions on an unfamiliar topic does not accurately reflect the conditions under which most writing is done in non testing situations of writing as it is thought and practiced in the classroom.

2. The fact that it is difficult to generalize from a single writing sample to a much broader universe of writing in different genres and for different purposes and audiences.

In that classroom evaluation of writing can be accomplished through untimed as well as timed writing, but different approach is needed to deal with the second limitation. Portfolio assessment is seen by many as an alternative approach to writing assessment that can allow broader inferences about writing ability than are possible with single shot approaches to evaluating writing, both in the individual classroom and on a larger scale.

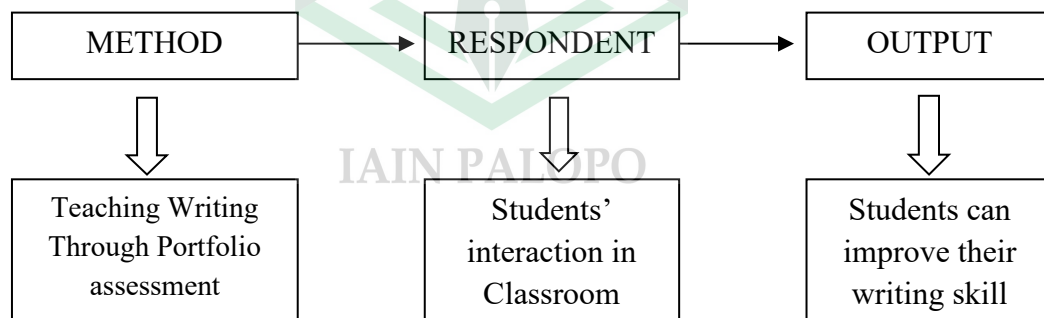
Portfolios have long been a standard form of assessment in fields related to the visual arts such as architecture, design, and photography. In first language writing as well, portfolios have a fairly long history, although they have only recently become used in large scale assessment.

As Hamp-Lyons and Condon note in their history of writing assessment, instructors have used writing folders in the British educational system for over 50 years, and individual instructors in the US began using portfolios in their classes in the early 1970s. Portfolio assessment as a tool for program wide assessment began to be popular only in the mid 1980s when Belanoff and Elbow demonstrated that

program wide portfolio assessment was not only feasible, but also offered benefits to students, teachers, and program administrators.

Currently portfolio assessment is being used in a wide variety of first language setting, at all levels of education from primary school through university studies, to assess students' progress and achievement in writing. Like other movement in writing assessment, portfolio assessment has spread from L1 settings to second language writing, particularly in academic context. However, most of the available literature on portfolio assessment comes from first-language contexts, and the discussion below derives largely from the first language literature, with applications for second language writing assessment where appropriate.

F. *Theoretical Framework*



Picture 2, Theoretical framework

1. Method refers to the in using of Portfolio assessment.
2. Respondent refers to the students' interaction in classroom.
3. Output refers to the result of the students can improve in writing skill.

CHAPTER III

METHOD OF THE RESEARCH

A. Approach and Design of the Research

1. Approach

This research, used pre-experimental method. The researcher gave portfolio assessment in teaching writing.

2. Design

This research used design pre-test and post-test. The design of the research show as follows:

Pre-test	Treatment	Post-test
O ₁	T	O ₂

Notes:

O₁ : Pre-test

T : Treatment

O₂ : Post-test¹

B. Variable of Research

This research was consisted of two variables, namely:

1. Independent variable was portfolio assessment.

¹ Suharsimi Arikunto, *Prosedur Penelitian*, (Cet. XII; Jakarta: PT Rineka Cipta, 2002), p. 77.

Portfolio assessment was an approach to language teaching that can improve students' writing skill.

2. Dependent variable is student's writing skill of SMKN 2 Palopo.

Improving students' writing skill after using the portfolio assessment in learning process

C. Population and Sample

1. Population

The population of this research was the eleventh year students TKR of SMKN 2 Palopo in academic year 2012/2013. It consists of 20 students.

2. Sample

The sample was one class at the eleventh year of students of SMKN 2 Palopo. Total sampling techniques is collection of sample based on purpose of the research and characteristic from the subject of the research.² The researcher is use total sampling technique. The number of sample is twenty students.

D. Instrument of the Research

The instrument used in this research is test. The writing test is pre-test and post-test to measure the students' achievement in writing english. Before and after giving treatment writing involved five components:

²S.Margono, *Metode Penelitian Pendidikan* ,Jakarta: Rineka Cipta, 1997. p. 68

1. Content is substance of writing the ideal express.
2. Organization is the purpose of materials in writing which happen from beginning to the end.
3. Vocabulary is all the world that use.
4. Grammar is the correct use of the syntactic pattern and structural words.
5. Mechanic it use of graphic convention of the language³.

E. Procedure of Collecting Data

The procedures of collecting data as follows:

1. Giving Pre-test

The researcher gave the pre-test to the students to know their previous comprehension in English writing before giving treatment and the research gave chance to each student to write their ideas. It took 120 minutes to get the data especially pre-test.

2. Giving Treatment

There were four times of treatments with the steps as follows:

- a. The first treatment conducted on the first meeting. The researcher explained about “Postcard” and gave the sample of postcard to the experimental class.
- b. The second treatment conducted on the second meeting. The researcher asked to the students to make a postcard to the experimental class.

³J.B. Heaton, *Writing English Test*. (New York: Longman, 1998), p. 135.

- c. The third treatment conducted on the third meeting. The researcher explained the unforgettable experience, to the experimental class.
- d. The fourth treatment conducted on the fourth meeting. The researcher asked to the student to write the unforgettable experience, to the experimental class.

3. Giving Post-test

This test gave to the students after they had done the treatment. This test just the same with the pre-test to know whether the students had different result after giving treatment or not, it took 120 minutes to do test.

F. *Processing Techniques and Data Analysis*

The data obtained from the test that based on the sentence structure. To evaluate the students' composition, the researcher applied the scoring system.

1. Scoring the students writing test based on criteria below:

An analytical writing scale for evaluating written language.⁴

Criteria	Score	Level
Content	27-30	Very Good Clear, focused, and interesting details, complete.
	23-26	Good Clear and focus, even though the overall,

⁴J.B. Heaton, *Writing English Test*. (New York: Longman, 1998), p. 146.

		result may not be especially captivating, support is attempted, but in may be limited or obvious, in substantial, too general.
	12-14	Fair Lack of logical sequencing and development ideas confusing or disconnected, lacking in purpose or them.
	9-11	Poor No fluent, does not communicated, information is very limited, boring
	5-8	Very Poor No organization, not enough, to evaluate because not meaningful.
Organization	18-20	Very good Fluent expression, ideas clearly stated. Supported logical sequencing, well organized means the order, structure, or presentation is compelling and moves the reader through the next. Good introduction, good placement of detail, and strong conclusion.

	15-17	<p>Good</p> <p>The reader can readily follow what's being said, but the overall organization may sometimes be ineffective poor to obvious or main idea stand out logical but incomplete sequencing.</p>
	12-14	<p>Fair</p> <p>Lack logical sequencing and development non fluent. The writing lacks direction, with ideas, details.</p>
	9-11	<p>Poor</p> <p>Not communicated, transitions are very weak, leaving, connection between ideas fuzzy, incomplete, or bewildering.</p>
	5-8	<p>Very Poor</p> <p>Not organization, confusing the sender, not enough to evaluate.</p>
Vocabulary	18-20	<p>Very Good</p> <p>Effective words, choice and the usage specific and accurate.</p>

	15-17	<p>Good</p> <p>Adequate range occasional error of word/idiom, choice and usage. The language communicated by rarely</p>
		<p>Captures the reader imagination, while the overall meaning is quite clear, some words may lack precision.</p>
	12-14	<p>Fair</p> <p>The writer struggle with eliminated vocabulary, grouping for words.</p>
	9-11	<p>Poor</p> <p>Many error of words/idiom, choice and usage. Language is so vague and abstract, so redundant, devoid of detail that only the broadest, many rotation, often words simply do not feat the text: verb are week and view in number: is, are, was, were, dominated.</p>
	5-8	<p>Very Poor</p> <p>Almost the words used are wrong, colorless, not enough to evaluate, and</p>

		many wrong spelling.
Grammar	23-25	Very Good Effective complex construction few errors of agreement, tense, number, word, order/function pronouns, preposition.
	20-22	Good Effective but simple construction minor problem in complex construction several errors of tens, word order, functions pronouns and preposition but meaning seldom of cured.
	16-19	Fair Major problem and simple construction, frequent errors of negative, agreement, tense, word, order function, pronouns, prepositions, and/or fragment. Does not communication.
	9-15	Poor Dominated by error or grammar. Cannot be understood and evaluated.
	5-8	Very Poor

		Virtually not mastery of sentence construction rules.
Mechanics	5	Very Good Demonstration mastery of convention, not problem of spelling, capitalization, paragraphing but not observed.
	4	Good few errors of spelling, capitalization, paragraphing but not observed.
	3	Fair Some errors of spelling, punctuation, capitalization, paragraphing.
	2	Poor Many errors of spelling, functions, capitalization, paragraphing.
	1	Very Poor Illegible writing

1. Classifying the students' mean score by using percentage below:

$$M = \frac{\sum FX}{N}$$

M= Mean score

Σ = The amount from result between each percentage

N = Total sample

2. Finding out for D (difference) between score variable I (X) pre test and score variable II (Y) post test:

$$D = X - Y$$

3. Finding out for mean difference, by the using the following formula:

$$MD = \frac{\Sigma D}{N}$$

4. Finding out for standard deviation from difference, by using the following formula

$$SD_D = \sqrt{\frac{\Sigma D^2}{N} - \frac{(\Sigma D)^2}{N}}$$

5. Finding out for error standard from mean of difference, by using the following formula:

$$SE_{MD} = \frac{SD}{\sqrt{N-1}}$$

6. Finding out for “to” by using formula:

$$T_o = \frac{M_D}{SE_{MD}}$$

Where: M_D = Mean of difference
 SE_{MD} = Error standard from MD

(All formulate adapted from Sudijono, 2000 : 289- 191)⁵

Criteria of hypothesis acceptability:

If $t_0 \geq t_t$ = Reject null hypothesis

If $t_0 < t_t$ = Receive null hypothesis⁶

For the easily in analyzing data, the researcher used programs SPSS statistic (versi.17).

⁵ Sudijono, Anas, *Pengantar Statistik Pendidikan*, (Jakarta: PT.Raja Grafindo,2000), p. 289.

⁶ Subana, Sudrajat., *Dasar- Dasar Penelitian Ilmiah*, (Cet. II; Bandung: Pustaka Setia, 2005), p. 173.

CHAPTER IV

FINDINGS AND DISCUSSION

A. History of SMKN 2 Palopo

SMKN 2 Palopo founded in 1964 with the status of private schools that are name, SMEA 80, and change the status in 1980 to SMKN 2 Palopo. Learn the duties of teachers in the school, the school rules both for teachers and for students.

1. Teachers in School Task
 - a. Make the teaching program
 - b. Implement learning activities
 - c. Conducting an assessment of the learning process
 - d. Carry out the analysis of daily test results
 - e. Creating teaching tools / aids
 - f. Organize successful classroom / space practicum
2. School Rules
 - a. Codes of conduct for students
 - b. Present 15 minutes before the last PMB
 - c. Polite and neatly dressed
 - d. Should not smoke while in the classroom
3. Codes of conduct for teachers
 - a. Attendance at school before class begins
 - b. Attendance list

- c. Check attendance teacher
- d. Perform their duties in an orderly and organized
- e. Do not leave school without the principal

Implementation of teacher teaching tutor observation method used in english:

NO	ACTIVITIES IN TEACHING	Yes	No	KET
1	Greeting	√		
2	There is a business teacher set students to be ready to accept the lesson.	√		
3	There is an adaptation.	√		
4	In teaching the teacher asked some questions.	√		
5	Teachers use props.	√		
6	Teacher enthusiasm in teaching.	√		
7	Master moved in teaching positions.	√		
8	Master moved in teaching positions.	√		
9	Teacher writes the parts important lesson on the board.	√		

10	Teachers provide reinforcement / praise to students who can answer the teacher's questions	√		
11	Teachers demonstrate / member presenting examples in the lesson.	√		
12	Teacher student members the opportunity to ask.	√		
13	Teacher closes the lesson by summarizing, duty members, members √ instructions for home study	√		

In observations on the implementation of the teacher teaching tutor, my benefit that is by looking at the way teachers teach so I can apply their teaching when providing materials to students. Condition of the building and facilitate and educators who owned SMKN 2 Palopo is possible to the process of teaching and learning effective and efficient. Teaching programs and meetings in preparation for classroom teaching has been good so strongly support the teaching and learning process. Execution order is good, both among teachers, staff and students. Teaching and learning strategies teachers are good enough, because it does not stick to one method only in the learning process.

Introduced with school leaders, teachers tutors, teachers and school administrative staff.

1. Name of head

NO	Name	NIP	JABATAN
	Drs. Saenal Maskur, M. Pd.	19650215 198903 1 012	Kepala sekolah

2. Name of teachers tutors

NO	Teachers Name	NIP	JABATAN
1	Yoran A.K., S.Pd	19650717 199003 1 014	Wali Kelas
2	Agustina R,	19740817 200604 2 025	Wali Kelas
3	Drs. Asri	19561231 198602 1 048	Wali Kelas
4	Sumiati, S.Pdi	19581231 198503 2 040	Wali Kelas
5	Drs. Syamsul Bahri	19591203 198603 1 260	Wali Kelas
6	Suherman, S.Ag	19730303 200701 1 033	Wali Kelas
7	Hj. Rawe Talibe, S.Ag	19740201 200801 2 013	Wali Kelas

8	Darman, S.Pd	19740302 200701 1 015	Wali Kelas
9	Shiar Rahman, S.Pd	19831124 200902 1 001	Wali Kelas
10	Driono, S.Pd	19670707 199103 1 010	Wali Kelas
11	Sawasil Arif, S.Pd	19660731 199103 1 006	Wali Kelas
12	Syahriar, S.Pd	19730517 199802 1 002	Wali Kelas
13	Maskin, S.Pd	19750811 200604 1 004	Wali Kelas
14	Kadek Wijaya, S.Pd	19800217 200604 1 009	Wali Kelas
15	I Wayan Tulu, S.Pd	19690810 199703 1 007	Wali Kelas
16	Awaluddin, S.Pd	19770119 200312 1 003	Wali Kelas
17	Endang Susanti, S.Pd	19801123 200801 2 011	Wali Kelas
18	I Ketut Berata, S.Pd	19691102 199303 1 005	Wali Kelas
19	Haryanto, S.Pd	19660115 199103 1 012	Wali Kelas
20	Sri Wonalia, S.Si	19801219 200902 2 002	Wali Kelas

21	Dra. A. Sangkapada	19660602 200604 2 004	Wali Kelas
22	Ridho Widodo W, S.Pd	19840512 200902 1 004	Wali Kelas
23	Hasanah, S.Pd	19770602 200502 2 005	Wali Kelas
24	Helmi, S.Si	19790309 200604 2 224	Wali Kelas
25	Hajaruddin, ST	197202201 200604 1 020	Wali Kelas
26	Warsito, S.Pd	19660510 198402 1 001	Wali Kelas
27	Drs. Akhmad Yani, M.Si	19631201 200012 1 002	Wali kelas
28	Benyamin, S.Si	19581231 198110 1 010	Wali Kelas
29	Drs. Sapri Halim	19551010 198603 1 022	Wali Kelas
30	Hakim, S.Pd	19731015 200012 1 001	Wali Kelas
31	Wahida Idris, S.Pd	19701101 200502 2 001	Wali Kelas
32	Ido Anbarto Sinaga, ST	19760630 200604 1 013	Wali Kelas
33	Ruth Thyf Pasoloran, ST	19710329 200701 2 013	Wali Kelas

34	Drs. Andi gunawan	19630506 199203 1 011	Wali Kelas
35	Dra. Suhaema Pateha	19561112 198803 2 001	Wali Kelas
36	Munawarah, S.Pd.,M.Si	19691223 199802 2 006	Wali kelas
37	Drs. Anthonius Armei P	19640513 200604 1 009	Wali Kelas
38	Luth Sambiri, ST	19750617 200701 1 017	Wali Kelas
39	Dra. Rusmala Dewi, MT	19630831 198701 2 001	Wali Kelas
40	Drs. Subair	19641231 199112 1 008	Wali Kelas
41	Megawati Tamrin, S.Kom	19810120 2009 2 003	Wali Kelas
42	Drs. Agus Aman	19590309 198602 1 006	Wali Kelas
43	Drs. Muh. Anas	19591231 198603 1 259	Wali Kelas
44	Harianto P, S.Pd	19660315 199103 1 020	Wali Kelas
45	Drs. Ahmad Saleh	19660606 200502 1 002	Wali kelas
46	Dra. A. Hardina Alwi	19671016 200604 2 008	Wali Kelas

47	Theopilus, ST	19700513 200801 1 007	Wali Kelas
48	Awaluddin, ST	19740503 201001 1 004	Wali kelas
49	Drs. Sutamman, M.Pd	19650417 199003 1 009	Wali Kelas
50	Hijera, S.Pd	19771009 200209 2 006	Wali Kelas
51	Drs. Sampe	19621231 198902 1 022	Guru
52	Drs Akhmad, M.Si	19581231 198603 1 237	Guru
53	Drs. Sudirman	19591231 1984031 111	Guru
54	Drs. Sirajuddin	19581231 198403 1 109	Guru
55	Drs. Nursalim	19520525 198203 1 008	Guru
56	Dra. Rumpiati	19570905 199011 2 001	Guru
57	Ashar Aksan, S.Ag	19790218 200604 1 010	Guru
58	Dra. Ribka Mintin	19630819 198903 2 009	Guru
59	Iwan wahyudi, S.Pd	19791023 200801 1 005	Guru

60	Drs. Supriadi	19591231 198603 1 258	Guru
61	Asriadi, S.Pd	19730611 200502 1 003	Guru
62	Husni Lallo, S.Pd	19821108 200902 1 005	Guru
63	Luther SB, S.Pd	19671006 199303 1 011	Guru
64	Drs. Muh. Ramli	19571231 198602 1 059	Guru
65	Dra. Mardawiah	19661220 199412 2 002	Guru
66	Suparman, S.Pd	19840208 201001 1 021	Guru
67	A. Arif Rahman, S.Pd	19701103 200604 1 012	Guru
68	Joni Sumake, S.Pd., M.Si	19690616 199412 1 003	Guru
69	Herlinda, S.Pd	19800615 200604 2 029	Guru
70	I Wayan Kuta A, S.Pd	19730621 200604 1 003	Guru
71	Liling Pangala, S.Pd	19791007 200604 2 028	Guru
72	Asmawati, ST	19751103 200801 2 009	Guru

73	Marjuati D.P, S.Pd	19830315 200902 2 005	Guru
74	Nurhalina, S.Sos	19762209 2001 2 003	Guru
75	Zulkifli D, S.Sos., M.Si		Guru
76	Drs. Petrus Appang	19561231 198602 1 049	Guru
77	Drs. Alexander M	19551231 198710 1 007	Guru
78	Simon Salempang, S.Pd	19660511 199003 1 014	Guru
79	Mei Sri Astuti, S.Pd	19740516 200902 2 001	Guru
80	Ria Novianty S, ST., M.Si	19691221 200312 2 005	Guru
81	Drs. Muh. Arifin Abbas, M.Pd	19620525 198903 1 015	Guru
82	Rasma Radi, S.Pd., M.Si	19750904 200604 2 017	Guru
83	Sunartrisno, S.Pd	19680504 199203 1 016	Guru
84	Drs. Harbi Habir, M.Pd	19640121 198903 1 013	Guru
85	Dra. Rosmiati BP	19550115 198602 2 001	Guru

86	Drs. Hasan Amin	19641231 200502 1 011	Guru
87	Gusti Dedi Denggo, S.Kom	19750830 201001 1 008	Guru
88	Drs. Zainuddin L	19581231 198710 1 009	Guru
89	Bachrir, S.Pd	19660922 198903 1 011	Guru
90	Tadius Parubang, SE	19720108 200902 1 001	Guru
91	Drs. H.Guswan Bakti	19610801 198803 1 015	Guru
92	Samuel Tulak, S.Pd	19680409 199003 1 003	Guru
93	Hakim, S.Pd	19731015 200012 1 001	Guru
94	Enceng, SE	19770728 201001 1 016	Guru
95	Drs. Wiratno, MT	19620616 198503 1 020	Guru
96	Dra. Andi Hardiani Alwi	19671016 200604 2 008	Guru
97	Drs. Syamsuddin	19581231 198603 1 239	Guru
98	Dra. Marryona AP	19660514 199103 2 012	Guru

99	Andi Anugrahwati, S.Pd	19851107 200902 2 006	Guru
100	Lasarus Pabonean, S.Pd	19680916 199402 1 003	Guru
101	Hasbi, S.Pd	19670815 199303 1 017	Guru
102	Obednego Saring, ST	19751010 200701 1 026	Ka. Kom. SM
103	Enrianto Mading, ST	19720316 200502 1 004	Ka. Beng. SPM
104	Martinus RL, S.Pd	19681129 199203 1 005	Ka. Beng. Oto 2
105	Drs. Ilham Sawendy G	19590717 198803 1 009	Ka. Beng. Oto 1
106	Muh. M. Jafar R	19581107 198603 1 014	Ka. Kom. KR
107	Sunardi, ST	19820829 200902 1 002	Ka. Beng. MS
108	Saleh, S.ST	19660825 199903 1 005	Ka. Kom MS
109	Muzakkir Annas, ST	19691208 200604 1 005	Ka. Bengkel
110	Syarifuddin Rippin, S.Pd	19690515 199203 1 017	Ka. Bengkel AV
111	Paryono, S.Pd	19640602 199112 1 001	Ka. Kom

112	Awaluddin, S.Pd	19760905 200701 1 018	Ka. Bengkel. T.ITL
113	Mustamin, S.Si	19641231 199103 134	Ka. Bengkel Las
114	Ningseh, S.Pd	19650905 199003 2 011	Ka. Kom Survei
115	Drs.H. Abd. Karim S	19582908 198703 1 004	Ka. Kom. Gambar
116	Isnaeni, S.Kom	19770728 200502 2 010	Ka.Kom TKJ
117	Suyatmi Tuge, ST	19730305 200502 2 003	Ka. Kom. Adaptif
118	Agung Rahman, ST	19780814 200604 1 015	Ka. Kom. Las
119	Hasni, S.Pd	19730305 200502 2 003	Ka. Prog. Normatif
120	Drs. Mulyadi Akil	19641231 199412 1 022	Ka. Beng. Umum
121	Irsukal, S.Pd., M.Si	19742029 200311 1 005	Ka. Beng. KKPI

122	Drs. M. Jamal Nasser	19581212 196503 1 032	Ka. Unit.Prod.Bid.B ang
123	Murdianto	19661015 199003 1 013	Ka. Beng. Survei
124	Natan Salempang	19681214 199402 1 001	Ka. Beng. Kerja Kayu
125	Simon Salempang, S.Pd	19660511 199003 1 014	Ka. Beng. Gambar
126	Drs. Markus Lande	19560305 198803 1 006	Ka. Beng. TKBB
127	Drs. Sujadi Agustinus, MP	19640522 198803 1 009	Ka. Kom. TKBB
128	Drs. Achmad Nurdin	19611231 198603 1 199	Wakil Bid. Kesiswaan
129	Drs. Abdullah Saleng	19590902 198503 1 023	Wakil Bid. Hubin
130	Drs. Edy Bu'tu	10600904 108503 1 017	Wakil Bid.

			SDM
131	Drs. Muh.Nasir, MT	19620508 198703 1 022	Wakil Bid. Kurikulum
132	Sutarno, S.Si	19650907 199303 1 012	Wakil Bid. Sarana
134	Bahar, S. Kom	19830809 201001 1 027	Maintenance
135	Dra. Andi Fatmawati	19611231 198703 2 091	Koordinator BP/BK

Know the location of the school, school buildings, school rooms, offices and other facilities.

1. School name and location
 - Name of school : Vocational School (SMK) State 2 Palopo
 - Location of school building : Jl.Ratulangi Balandai
2. Building School

DISTRIBUTION LIST ROOM TEORI

ACADEMIC YEAR 2011/2012

R.01 = Lab.KKPI.1		R.16 = 11 TKJ B	R.31 = 10 TPM.C
R.02 = Lab.KKPI.2	R.17 = LAB IPA		R.32 = 10 TPM.D

R.03 = Lab.KKPI.3		R.18 = 11 TITL.A	R.33 = 10 LAS
	R.04	R.19 = 11 TITL.B	R.34 = 10 TKR.A
	R.05 = 11 TKBB	R.20 = 11 TAF.A	R.35 = 10 TKR.B
	R.06 = 11 TGBR	R.21 = 11 TAF.B	R.36 = 10 TKR.C
R.07 = Lab.KKPI.4		R.22 = 10 TITL.A	R.37 = 10 TKR.D
R.08 = Lab.KKPI.5		R.23 = 10 TITL.B	R.38 = 10 TSM
	R.09 = 11 TKR.A	R.24 = 10 TAV.A	R.39 = 10 TGBR
	R.10 = 11 LAS	R.25 = 10 TAV.B	R.40 = 10 TKBB
	R.11 = 11 TPM.B	R.26 = 10 TKJ.A	R.41 = 10 TSV
	R.12 = 11 TPM.A	R.27 = 10 TKJ.B	R.42 = 11 TSV
	R.13 = 11 TKR.B	R.28 = 10 TKJ.C	
	R.14 = 11 TKR.C	R.29 = 10 TPM.A	
	R.36 = 11 TAV.B	R.30 = 10 TPM.B	

Catatan :

KETERANGAN :

R01 = KKPI OTOMOTIF

R02 = KKPI TKJ

R03 = KKPI BANGUNAN

Vision of SMKN 2 Palopo, The establishment of educational institutions / training engineering technology and national standards / international imbued with the spirit of nationalism and entrepreneurship based on faith and piety.

Mission of SMKN 2 Palopo, KBM optimally oriented to the achievement of national competency standards / international fixed territory and develop the potential of learners, an understanding and appreciation of the nation's culture, nationalism, and religion as a source of wisdom in the act, optimizing understanding of all the potential of human resources through education and training, develop entrepreneurship and intensify relations with the business school and industry as well as other institutions that have national and international reputations adapts to global demands, implement ISO 9001:2008 quality management involves the entire school community and stakeholders, optimizing the budget to support a standardized PBM.

This chapter presented about findings and discussion about the result of data analysis. To know the students' score and percentage for writing test by portfolio assessment, as follows:

B. Findings

In analyzing the data, the researcher used "t" test analysis, and the researcher used analytical rating scale for writing evaluation. Component of writing consisted five items. They were about content, organization, vocabulary, grammar and mechanics. Those had different rating score scale. Content had rating scale 5-30,

organization had rating scale 5-20, vocabulary had rating scale 5-20, grammar had rating scale 5-25 and mechanics had rating scale 1-5, and every item above had categorical criteria.

To find out the result of the students' score in pre-test and post-test it can be shown in the following tables:

PRE-TEST

The evaluate the students composition, the researcher applied the scoring system. Scoring the students writing skill test based on criteria below:

1. The criteria and percentage of the students' content in pre-test

Table 1
The Criteria and percentage of the students' in pre-test

No	Classification	Score	Frequency	Percentage
1.	Very Good	27-30	-	-
2.	Good	15-26	4	20%
3.		12-14	15	75%
4.	Fair	9-11	1	5%
5.	Poor	5-8	-	-
	Very Poor			
			20	100%

Table 1 indicates that the criteria and percentage of the students' content in pre-test that there was were 4 students (20%) got "Good" score, 15 students (75%)

got “Fair” score, and 1 students’ got “Very Poor” score, none students’ got “Very Good” and “Very Poor in score content.

2. The criteria and percentage of the students’ organization in pre-test

Table 2
The Criteria and percentage of the students’ in pre-test

No	Classification	Score	Frequency	Percentage
1.	Very Good	18-20	-	-
2.	Good	15-17	4	20%
3.	Fair	12-14	10	60%
4.	Poor	9-11	6	30%
5.	Very Poor	5-8	-	-
			20	100%

Table 2 indicates that the criteria and percentage of the students’ organization in pre-test that there was were 4 students (20%) got “Good” score, 10 students (60%) got “Fair” score, and none students’ got “Very Good” and “Very Poor” in score organization.

3. The criteria and percentage of the students vocabulary in the pre-test

Table 3
The Criteria and percentage of the students' in the pre-test

No	Classification	Score	Frequency	Percentage
1.	Very Good	18-20	-	-
2.	Good	15-17	4	20%
3.	Fair	12-14	9	45%
4.	Poor	9-11	5	25%
5.	Very Poor	5-8	2	10%
			20	100%

Table 3 indicates that the criteria and percentage of the students vocabulary in the pre-test. There were 4 students (20%) got “ Good” score, 9 students’ (45%), got “Fair” score, 5 students’ (25%) got “Poor” score and there were 2 students’ (10%) got “Very Poor” score and none students’ got “Very Good” in score vocabulary.

4. The criteria and percentage of the students' grammar in pre-test

Table 4
The Criteria and percentage of the students' in pre-test

No	Classification	Score	Frequency	Percentage
1.	Very Good	23-25	-	-
2.	Good	20-22	1	5%
3.	Fair	16-19	8	40%
4.	Poor	9-15	11	55%
5.	Very Poor	5-8	-	-
			20	100%

Table 4 indicates that the criteria and percentage of the students' grammar in pre-test that there was none of them got "Very Good" and "Very Poor" score for grammar, there were 1 students' (5%) got "Good" score, there were 8 students' (40%) got "Fair" score, there were 11 students (55%) got "Poor" score.

5. The criteria and percentage of the students' mechanic in pre-test

Table 5
The Criteria and percentage of the students' in pre-test

No	Classification	Score	Frequency	Percentage
1.	Very Good	5	-	-
2.	Good	4	7	35%
3.	Fair	3	12	60%
4.	Poor	2	1	5%
5.	Very Poor	1	-	-
			20	100%

Table 5 indicates that the criteria and percentage of the students' mechanic in pre-test that there was none of them got "Very Good" and "Very Poor" score for mechanic, there were 7 students' (35%) got "Good" score, there were 12 students' (60%) got "Fair" score, 1 students (5%) got "Poor" score in mechanic.

Table 6
The raw score of the students' writing in pre-test

Respondents	Score of each component of writing					Total Score (X)
	Content	Organization	Vocabulary	Grammar	Mechanics	
R 1	26	15	15	20	4	80
R 2	14	13	14	16	3	60
R 3	13	14	13	17	3	60
R 4	17	14	13	17	4	65
R 5	12	10	8	12	3	45

R 6	13	11	9	9	3	45
R 7	20	16	15	15	4	70
R 8	15	14	16	16	4	65
R 9	13	10	9	10	3	45
R 10	14	13	14	16	3	60
R 11	10	12	12	17	4	55
R 12	13	14	13	16	4	60
R 13	13	15	12	17	3	60
R 14	13	11	8	10	3	45
R 15	13	10	10	9	3	45
R 16	13	12	13	10	2	50
R 17	14	12	13	13	3	55
R 18	11	12	9	10	3	45
R 19	12	11	10	9	3	45
R 20	23	17	16	15	4	75
Total	292	256	242	274	66	1130
Mean Score	14.6	12.8	12.1	13.7	3.3	56.5

- Mean Score of Content :

$$M = \frac{\sum FX}{N} = \frac{292}{20} = 14,6$$

- Mean Score of Organization :

$$M = \frac{\sum FX}{N} = \frac{256}{20} = 12,8$$

- Mean Score of Vocabulary :

$$M = \frac{\sum FX}{N} = \frac{242}{30} = 12,1$$

- Mean Score of Grammar :

$$M = \frac{\sum FX}{N} = \frac{274}{20} = 13,7$$

- Mean Score of Mechanic :

$$M = \frac{\sum FX}{N} = \frac{66}{20} = 3,3$$

- The mean score of all components in pre-test :

$$M = \frac{\sum FX}{N} = \frac{1130}{20} = 56,5$$

POST-TEST

The evaluate the students composition, the researcher applied the scoring system. Scoring the students writing skill test based on criteria below:

1. The criteria and percentage of the students' content in post-test

Table 7
The Criteria and percentage of the students' in post-test

No	Classification	Score	Frequency	Percentage
1.	Very Good	27-30	12	60%
2.	Good	15-26	8	40%
3.	Fair	12-14	-	-
4.	Poor	9-11	-	-
5.	Very Poor	5-8	-	-
			20	100%

Table 7 indicates that the criteria and percentage of the students' content in pre-test that there was were 12 students (60%) got "Very Good" score, 8 students (40%) got "Good" score, and none students' got, Fair, Poor, and Very Poor in score content.

2. The criteria and percentage of the students' organization in post-test

Table 8
The Criteria and percentage of the students' in post-test

No	Classification	Score	Frequency	Percentage
1.	Very Good	18-20	10	50%
2.	Good	15-17	10	50%
3.	Fair	12-14	-	-
4.	Poor	9-11	-	-
5.	Very Poor	5-8	-	-
			20	100%

Table 7 indicates that the criteria and percentage of the students' organization in post-test that there was were 10 students' (50%) got "Very Good" score, 10 students' (50%) got "Good" score, none students' got Fair, Poor, Very Poor in score organization.

3. The criteria and percentage of the students vocabulary in the post-test

Table 9

The Criteria and percentage of the students' in the post-test

No	Classification	Score	Frequency	Percentage
1.	Very Good	18-20	-	-
2.	Good	15-17	4	20%
3.	Fair	12-14	6	30%
4.	Poor	9-11	10	50%
5.	Very Poor	5-8	-	-
			20	100%

Table 8 indicates that the criteria and percentage of the students vocabulary in the post-test. There were 4 students (20%) got “Good” score, 6 students’ (30%), got “Fair” score, 10 students’ (50%) got “Poor” score and none students’ got “Very Good” and “Very Poor” in score vocabulary.

4. The criteria and percentage of the students' grammar in post-test

Table 10
The Criteria and percentage of the students' in the post-test

No	Classification	Score	Frequency	Percentage
1.	Very Good	23-25	-	-
2.	Good	20-22	4	20%
3.	Fair	16-19	6	30%
4.	Poor	9-15	10	50%
5.	Very Poor	5-8	-	-
			20	100%

Table 9 indicates that the criteria and percentage of the students' grammar in post-test that there was none of them got Very Good, and Very Poor score for grammar, there were 4 students' (20%) got "Good" score, there were 6 students' (30%) got "Fair" score, there were 10 students (50%) got "Poor" score.

5. The criteria and percentage of the students' mechanic in post-test

Table 11

The Criteria and percentage of the students' in post-test

No	Classification	Score	Frequency	Percentage
1.	Very Good	5	7	35%
2.	Good	4	13	65%
3.	Fair	3	-	-
4.	Poor	2	-	-
5.	Very Poor	1	-	-
			20	100%

Table 10 indicates that the criteria and percentage of the students' mechanic in post-test that there was none of them got Fair, Poor and Very Poor score for mechanic, there were 7 students' (35%) got "Good" score, there were 13 students' (65%) got "Good" in score mechanic.

Table 12

The raw score of the students' writing in post-test

Respondents	Score of each component of writing					Total Score (X)
	Content	Organization	Vocabulary	Grammar	Mechanics	
R 1	27	20	20	19	4	90
R 2	28	15	17	16	4	80
R 3	20	20	16	15	4	75
R 4	17	18	18	23	4	80

R 5	27	16	16	17	4	80
R 6	27	18	16	20	4	85
R 7	28	15	17	21	4	85
R 8	27	19	20	19	5	90
R 9	25	19	17	20	4	85
R 10	19	20	16	15	5	75
R 11	30	15	20	20	5	90
R 12	29	16	18	22	5	90
R 13	30	18	17	21	4	90
R 14	28	16	18	19	4	85
R 15	29	18	18	20	5	90
R 16	22	15	17	22	4	80
R 17	26	15	18	16	5	80
R 18	19	20	17	15	4	75
R 19	22	16	18	20	4	80
R 20	28	16	20	21	5	90
Total	508	345	354	381	87	1675
Mean Score	25.4	17.25	17.7	19.05	4.35	83.75

- Mean Score of Content :

$$M = \frac{\sum FX}{N} = \frac{508}{20} = 25,4$$

- Mean Score of Organization :

$$M = \frac{\sum FX}{N} = \frac{345}{20} = 17,25$$

- Mean Score of Vocabulary :

$$M = \frac{\sum FX}{N} = \frac{354}{20} = 17,7$$

- Mean Score of Grammar :

$$M = \frac{\sum FX}{N} = \frac{381}{20} = 19.5$$

- Mean Score of Mechanic :

$$M = \frac{\sum FX}{N} = \frac{87}{20} = 4,35$$

- The mean score of all components in post-test :

$$M = \frac{\sum FX}{N} = \frac{1675}{20} = 83,75$$

Table 13

The result of writing test, before treatment (pre-test) and after (post-test)

No.	Sample	The result of writing test	
		Pre-test (X)	Post-test(Y)
1	R1	80	90
2	R2	60	80
3	R3	60	75
4	R4	65	80
5	R5	45	80
6	R6	45	85
7	R7	70	85
8	R8	65	90
9	R9	45	85
10	R10	60	75
11	R11	55	90
12	R12	60	90
13	R13	60	90
14	R14	45	85
15	R15	45	90
16	R16	50	80
17	R17	55	80
18	R18	45	75
19	R19	45	80
20	R20	75	90
-	N=20	X= 1130	Y=1675

From the table analysis above, researcher used programs SPSS to find out the means score.

Tabel 14
Statistic Descriptive

		Pre-test (X)	Post-test (Y)
N	Valid	20	20
	Missing	0	0
Mean		56.5000	83.7500
Std. Error of Mean		2.43602	1.25000
Median		57.5000	85.0000
Std. Deviation		10.89423	5.59017
Variance		118.684	31.250
Range		35.00	15.00
Minimum		45.00	75.00
Maximum		80.00	90.00

Based on the table the means score variable X and Y is 56.5 and 83.75, standard error of means score is 2436 and 1.25, and the means score of standard deviation is 10.89 and 5.59.

Table 15
Coefficients^a

Model	Un standardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	74.667	6.603		11.308	.000
X	.161	.115	.313	4.121	.039

a. Dependent Variable Y

Based on the result above, the researcher gave interpretation as the steps hypothesis test below:

1. H_a = students' writing skill improved through portfolio assessment at the eleventh year students of SMKN 2 Palopo.

H_0 = students' writing skill at the eleventh year students of SMKN 2 Palopo.

2. Standard of signification 5% or 0.05

3. Criteria of hypothesis acceptability

$t_0 \geq t_t$ = reject of hypothesis

$t_0 \leq t_t$ = receive null hypothesis

When the result of $t_t = t_{(0.95)(dk-2)} = t_{(0.95)(20-2)} = t_{(0.95)(18)} = 1.73$ (look on appendixes)

Next the means score t_0 that to find out from the table coefficient is 4.121 than to compared with means score t_t is 1.73, so that to find out the conclusion by the criteria on the means score is $t_0 = 4.121 \geq t_t = 1.73$ that meaning of reject hypothesis with significance level $\alpha = 0.05 \geq \text{Sig} = 0.039$.

C. Discussion

Based on the result of previous findings, the researcher presented the discussion of data students' of SMKN 2 Palopo. The section presents the result of

data analysis. It aimed to describe the students' improvement in studying writing skill through portfolio assessment method.

The purpose researcher observation in teaching learning process to improved the students writing skill. The researcher asked the students that to practice as they had prepared to carry out a topic in writing ability. Researcher used a topic to improve writing skill and gave material for students' to know about situation in class. The students' need prior knowledge and familiar word to make a paragraph from the topic, if the students did not know the meaning automatically they did not to understand to make paragraph, so sometimes they need a dictionary to find out the meaning of difficult word.

In this research the researcher used experimental method. The data was collected from pre-test the students was asked to make postcard and in post-test they made unforgettable experience.

1. Pre-test

Based on the following was adapted pre-test and pos-test that had been adjusted with the standard minimum mastery criterion (KKM) looking the table as follows:

No	Respondent	Students score above KKM	Students score under KKM	KKM
1	20	3	17	70

Based on the table above, to find out that there was 3 students' got above score KKM, and 17 students' got under score KKM.

2. Post-test

No	Respondent	Students score above KKM	Students score under KKM	KKM
1	20	20	-	70

From the table above, that to find out the means score of students that there was 20 students got above score KKM and there was none students got under score KKM. It means that, by using portfolio assessment method can improving students' writing skill was highly perfect.

Based on the result in pre-test and post-test, the researcher concluded that apply portfolio in learning process can help students to improve their writing skill. In pre-test students writing score still low, but it can be seen on the table the students writing score increase in post-test after the researcher apply portfolio assessment in learning process. This method can be applied by teacher to increase students' interest in learning writing, because the students were easier to express their ideas in produce writing. Finally, there is a significance difference between the result of the pre-test and post-test, where the mean score of post-test 83.75, which was greater than the mean score of the pre-test 56.5. From the t_{test} value 4121 was greater than t_{table} 1.73.

As the definition of portfolio assessment approach which said that portfolio assessment method was a parts of learning and had positive relationship to the use of other types of instruments, and to assess students' achievement or progress in the implementation of competency-based learning.¹ Besides, it can be said that the learning process in schools was an attempt by teachers to make students learn. Activities in class that does not make students learn cannot be said as a learning process. In fact, after made an observation at SMKN 2 PALOPO, researcher can concluded that the learning process that occurs in the classroom was relatively not good but after applying the portfolio assessment method, the students can be easier and more active than before and learning process had been effective because it had been proved that this method can improve the students to learn especially in writing class.

Based on the discussion above, null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted. So, it can be said that the students' writing skill improve through portfolio assessment to the eleventh year students class TKR of SMKN 2 Palopo. This reality show that the method gave some positive influence in learning writing process, portfolio can be used as an assessment instrument to assess the competence of students or assess students learning outcomes. This research is supported by Hughes, he stated that the proper relationship between teaching and

¹ Weigle, S. C, *Assessing Writing*, (Cambridge: Cambridge University Press, 2002) p. 199-200.

assessment is partnership.² By assessment process teacher can discover how far students have achieved the objectives of a course of study. Teacher also can use the result of assessment to analyze which material that should be explained again and which instruments that should be repaired. Besides, assessment is useful for the students to motivate in teaching learning process.

Portfolio assessment model relates to a number of assessment basic principles (Budimansyah). The assessment basic principles are:

a. Anecdotal notes

The form of specially sheet that record all forms of events regarding student behavior, especially during the learning process. This sheet contains the identity of the observed, time of observation and recording sheet events.

b. Checklist.

The list has been compiled based on development goals to be achieved students.

c. Students' responses to the questions.

d. Test screening useful to identify the skills students after teaching done, example: achievement test, homework, worksheets, and reports of field activities.

In learning process, the teachers have to have a good is steps to learn the students in the classroom. A good is steps that take it in a lesson planning can help

²Nahadi, <http://nahadiuksw.blogspot.com/2009/01/model-penilaian-berbasis-portfolio.html?zs=3ba5a1cb6f173b9a>, accesses on January 2009.

the teacher to manage the learning process. And according to Budimansyah, the steps of the portfolio assessment are:

- a. Define the purpose and focus of the portfolio.
- b. Determine the contents of the portfolio

After determining the goal, the next step is to determine the contents of the portfolio. Thus, the contents of the portfolio must be in accordance with the purpose of the portfolio, the portfolio contents skill learners must demonstrate competence in accordance with the expected.

- c. Develop criteria

The assessment criteria should be clearly, whether related to the learning process and the learning outcomes expected. The criteria depends on the competency assessment, how to assess and assessed.

- d. Develop assessment format

As content and assessment criteria, the assessment format must refer to the assessment format many models. One can use a scale model of the three criteria, such as good, fair, less.

- e. Identify the organization's portfolio. Who will be involved in the portfolio.
- f. Using portfolios in practice
- g. Assess the implementation of portfolio
- h. Assess the portfolio in general.³

³Budimansyah, http://www.id.Budimansyah.blogspot.com/2012/07/model-penilaian-portofolio_06.html. accesses on July, 2012.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the result of the data analysis in the previous chapter, the researcher concluded that the students' writing skill through portfolio assessment to the eleventh year student of SMKN 2 Palopo. There was a significance difference between the result of the pre-test and post-test, where the mean score of post-test 83.75, which was greater than the mean score of the pre-test 56.5. From the t_{test} value 4121 was greater than t_{table} 1.73.

It means, null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. So, it can be said that the students' writing skill got improved through portfolio assessment to the eleventh year students of SMKN 2 Palopo.

IAIN PALOPO

B. Suggestions

Based on conclusion above, the researcher puts forward suggestions as follows:

1. To develop students' motivation and interest in English writing class, the teacher may apply Portfolio Assessment Method as one of the best ways of instrument in learning process.

2. The English teacher may have a good way or method in teaching English especially in English writing class, and even in the other subject. They should be more creative in giving the material in learning process.

3. To achieve the goal of learning process, the English teacher may adapt between material and strategy that they apply in the classroom and the teacher may give more intensive guidance so that the students can know how to write in a good way and make the students feel happy and easy to write.

4. It is suggested to the teacher who wants to teach in English class, especially in writing class to use portfolio assessment method, since this method has been proved to improve the students to write.

5. It is also the researcher suggested to other researcher who wants to conduct a research dealing with the learning method to consider portfolio assessment method. Since the research about portfolio assessment method is very few. So this research still open to be more explored by the other research.

Finally, the researcher realized that this thesis was still not perfect. However, the researcher really hopes that this thesis can be meaningful for contribution for English teachers as well as students.

CURRICULUM VITAE



Minarsih was born as the second child from a happy and simple family on 7th October 1990 in Tettekang (Bajo Barat). Her father's name is Maring (the late) and her mother's name is Nurhayati. She is the second child from the one brother and one sister.

She started her study at the Elementary School (SD) numbers 357 Tettekang in 1996 and graduated in 2002 and continued it in Junior High School (SLTP) numbers 2 Bajo. In 2005 she graduated it and then continued her study in Senior High School (SMA) numbers 2 Palopo and she graduated in 2008. After that, she continued her study at the State College For Islamic Studies (STAIN) Palopo and taking English Department. She finished her study at the State College For Islamic Studies (STAIN) Palopo in 2013.

In the end of her study at the State College For Islamic Studies (STAIN) Palopo, she wrote a thesis entitled *“Improving Students’ Writing Skill By Using Portfolio Assessment Method At The Eleventh Year Students Tehnik Kendaraan Ringan (TKR) Of SMKN 2 Palopo”*.