THE EFFECTIVENESS OF PORTFOLIO AS AN ASSESMENT INSTRUMENT FOR STUDENTS' WRITING SKILL OF PROCEDURE TEXT

(A Quasi Experimental Research at Tenth Grade of SMA Negeri 03 Bengkulu in Academic Year 2018/2019)

THESIS

Submitted as A Partical Requirements for the of Sarjana Pendidikan (S.Pd) of English Education Study Program

By

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TARBIYAH AND TADRIS FACULTY

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Assalamu'alaikum Wr. Wb

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Has already fulfilled the requirements to be presented before The Board of Examiners (*munaqasyah*) to gain Bachelor Degree in English Education. Thank you for the attention.

Wassalamu'alaikum Wr.Wb

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RATIFICATION

This is certify the *Sarjana* thesis entitled *"The Effectiveness of Portfolio as an Assessment Instument for Students' Writing Skill of Procedure Text (A Quasi Experimental Research at Tenth Grade Student of SMA Negeri 03 Bengkulu in Academic Year 2018/2019"* by **Srinti Purnamasari** has been approved by the Board of Thesis Examiners as the requirement for the degree of *Sarjana* in English Education Program.

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MOTTOS

"You will never fall if you are afraid to climb. But there is no joy in living your entire life on the ground."

"Stop underestimating yourself"

DEDICATION

Bismillahirrohmanirrohim

Praise to Allah SWT the most merciful and Almighty for His immeasurable blessing and love. Peace be upon Muhammad SAW, the last messenger of the only greatest teaching

The Thesis was dedication to:

1. My father, my hero Sayuti and my lovely mother Selaina. I am the luckiest person because of being you princess. Thanks you so much for all your support, love, and prayers on every little step of mine. I love yu more than anything.

2. My precious sister Grasena Mentari and Oliviya Santika, who always take care of me. Thank you so much for everything and I really love you.

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3. My religion of Islamic and my Almamater.

PRONOUNCEMENT

Name   : Srinti Purnamasari

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I hereby Sincerely state that the thesis titled is "**The Effectivess of Portfolio as an Assessment for Students' Writing Skill of Procedure Text (A Quasi Experimental Research at Tenth Grade Student of SMA Negeri 03 Bengkulu in Academic Year 2018/2019)"** my real masterpiece. The things out of my masterpiece in this thesis are signed **by** citation and reffered in the bibliography. If later proven that my thesis has discrepancies, I **am** willing take the academic sanctions in the from of repealing my thesis and academic **degree**.

Bengkulu, August   2019

Stated by,

Srinti Purnamasari

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Alhamdulillah, all praises to Allah, the singe power, the lord of theuniverse, master of the day of judgment, God almighty, for all blessing and mercies, so the researcher was able to wrote this thesis entitled **THE EFFECTIVENESS OF PORTFOLIO ASSESSMENT AS AN INSTRUENT FOR STUDENTS' WRITING SKILL OF PROCEDURE TEXT ((** *A Quasi Experimental Research at tenth grade student of SMA Negeri 03 Bengkulu in Academic year 2018/2019).* Piece and salutation be upon prophet Muhammad SAW, the great leader and good inspiration of world revolution. The researcher is sure that this thesis would not be completed without help, supports, and suggestions from several sides.thusm the researcher would to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis.This goest to:

1. Prof. Dr. H. Sirajuddin M., M.Ag., MH. As rector of Institut Agama Islam Negeri Bengkulu

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8. All of my family members.

9. My religion of Islam and my almamater.

Finally, the researcher realized that this thesis was still far from being perfectness. Therefore, any critics, corrections, advice fromthe readers are very expected to make it better.

Bengkulu, August   2019

The researcher

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ABSTRACT

Srinti Purnamasari. "The Effectiveness of Portfolio Assessment As An Instrument For Students' Writing Skill of Procedure Text" (Quasy Experimental Research at Tenth Grade Student of SMA Negeri 03 Bengkulu)

Advisor : 1. **Riswanto, P.hD.**

2. **Fera Zasrianita, M.Pd.**

The problem of this research was most of the tenth grade students of SMA Negeri 03 Bengkulu in academic year 2018/2019 were still low in writing skill. The aim of this research was to find out the significant different in speaking still of students who are taught by using portfolio assessmentand students whoare taught without porfolio assessment. The method of this research was quasi experimental design. The samples of of this reseach were X MIPA 5 as experiment class which was taught by portfolio assementt and X MIPA 4 as control class which was taught without porfolio assessment. Both classes consisted of 30 students.in collecting the data,the researchergave pre-test to both classess before giving treatment and gave post-test after giving treathment. The students were asked to write recipe for pre-test and post-test. The data obtained from pre-test and post-test were analyzed by using T-test.the value of T-test was 4,470.The value of T-count was 4.770. In indicated that T-count (4,770) was higher than the T-table (2,048). As the result, it means that the alternative hyporhesis (Ha) was accepted and the null hypothesis (H0) was rejected. It can be concluded that the using of portfolio assessment have significant effect on writing procedure text of tenth grade students of SMA Negeri 03 Bengkulu in the academic year 2018/2019.

Key words: Portfolio Assessment, Students' Writing Skill.

ABSTARK

SrintiPurnamasari. "The Effectiveness of Portfolio Assessment As An Instrument For Students' Writing Skill of Procedure Text" (Quasy Experimental Research at Tenth Grade Student of SMA Negeri 03 Bengkulu)

Advisor   : 1. Riswanto, P.hD.

2. Fera Zasrianita, M.Pd.

Permasalahan dari penelitian ini adalah sebagian besar siswa kelas X SMA Negeri 03 Bengkulu tahun akademik 2018/2019 masih rendah dalam keterampilan menulis. Tujuan dari penelitian ini adalah untuk mengetahui perbedaan yang signifikan dalam kemampuan menulis siswa yang diajar dengan menggunakan penilaian portofolio dan siswa yang diajarkan tanpa penilaian portofolio. Metode penelitian ini adalah quasi experimental design. Sampel dari penelitian ini adalah X MIPA 5 sebagai kelas eksperimen yang diajarkan menggunakan portofolio dan X MIPA 4 sebagai kelas kontrol yang diajarkan tanpa menggunakan penilaian porfolio. Kedua kelas tersebut terdiri dari 30 siswa. Dalam mengumpulkan data, peneliti melakukan pre-tes untuk kedua kelas sebelum memberikan perlakuan dan memberikan post-test setelah memberikan perlakuan. Para siswa diminta menulis resep untuk pre-test dan post-test. Data yang diperoleh dari pre-test dan post-test dianalisis dengan menggunakan T-test. Nilai T-test adalah 4,470. Nilai T-hitung adalah 4,770. Diindikasikan bahwa T-hitung (4,770) lebih tinggi dari T-tabel (2,048). Sebagai hasilnya, itu berarti bahwa hipotesis alternatif (Ha) diterima dan hipotesis nol (H0) ditolak. Dapat disimpulkan bahwa penggunaan penilaian portofolio berpengaruh signifikan terhadap teks prosedur penulisan siswa kelas X SMA Negeri 03 Bengkulu pada tahun akademik 2018/2019.

Kata kunci: *Penilaian Portofolio, Keterampilan Menulis Siswa.*

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CHAPTER I

INTRODUCTION

A. Background of Study

Writing is one of the four English skills besides skills of listening, speaking, and reading. This statement is supported by Umiati and Bambang.[1] Writing describes about the process of using alphabet letter symbols, punctuation and spaces to communicate thought and ideas in readable forms there are usually written in sentence or paragraph. However, it needs the ability to express those ideas. In writing our ideas, students need sentence patterns, such as simple present tense, simple past tense, passive voice, and their also have to use correct punctuation, such as using capital letters in the first sentence, using commas when students mention many types something. According to Boardman and Frydenberg good writers do six steps in the writing process such as plan, write a concept, think, write the first draft, rewriting the first draft, and rewriting until students are satisfied.[2] They also added that writing is a process of continuous process of thinking and organizing, rethinking and rearranging. Each steps can be repeated as many times as needed.

Writing has an important role in developing a second language. This statement was also supported by Mehrabi, he states that writing is important because it is the basis for expressing ideas, thoughts, feels in order to

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[1]Utami Widiati and Bambang Yudi Cahyono.*The Teaching Of Efl Writing In The Indonesian Context: The State Of The Art*. (Malang : Universitas Malang, 2006), P. 139

[2]Cynthia A. Boardman & Jia Frydenberg. *Writing To Communicate: Paragraph and Essays. (*New Yok:Longman, 2002). P. 31

communicate to other people in written form.[3] The development of writing skills is a complex and dynamic process of knowledge because it requires more mastery of vocabulary and language competence. Hence, it is not easy to choose words and combine them into good paragraphs.

Therefore, writing seems to be problemic by the mosth of students. Richards and Renandya state that writing is the most difficult skill for second language learners to master.[4] The difficulty lies not only in producing and planning ideas but also in translating ideas into readable texts. Besides that we must pay attention to the grammar in the sentence.

Current curriculum named 2013 needed to replace the curriculum before. In this curriculum the students are required to be able to balance use writing and speaking. In terms of writing, students are expected to be able to write text of recount, narrative, descriptive, exposition and procedure, etc. Especially for tenth grade students in the curriculum, the procedure text lesson studied in the second semester. Therefore, the students expected to be able to write good and correct of procedure texts after completing tenth grade. The students assume that writing is one of the most difficult skills in English, because in writing there are many steps in the writing process and students be able to find ideas to start their writing; think about what should be written, how to describe an idea that has been thought , then arrange the ideas into

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[3]NastaranMehrabi. *The Effect of Second Language Writing Ability on First Language Writing Ability.* (Iran: Islamic Azad University of Khorasgan, 2014). Vol 4. No 8
[4]Jack C. Richards and Willy A. Renandya. *Methodology in Language Teaching.* (New York: Camberidge University Press, 2002). P.303

several phrases to become a writing that is good and can be understood by the reader.

In writing, the students was not taught by the teacher how to find ideas about what they will write on the paper.It means that the students required to understand and master what they will write by them selves. Sometimes when the teacher asks students to write, the teacher does not give instructions in the writing process and the results also rarely assessed by the teacher, so students lack of motivation in writing. Cimcoz also said that almost of the students did not know how to write, feel brainless when they cannot find the right words, afraid of criticism and to avoid when faced a topic that will be writing.[5] If the students always write what they want to write without the teacher asking for them, and their worksheet assessment system in well. So their writing skills can improve well.

However, in teaching writing to students, the teacher belives that the students can improve their writing ability if the students are able to study and try to write and it must be continuously. Therefore, the teacher have to do an interesting teaching learning process in class to get attention from their students and give motivation to write. These porblem also happened at SMA Negeri 03 Bengkulu, almost of the students think to write but many students got problem they do not master in grammar, and not interested in writing.

Based on the experience and observation of the researcher during teaching practice, the researcher is interested to conduct research in English

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[5]Yesim Cimcoz. Teaching ESL/EFL Students to write better. The internet TESL journal archieves, Vol.V, No.10, P.1

lesson at tenth grade of SMA Negeri 03 Bengkulu. The total number of the studentswere 71 in two class, X MIPA 4 and X MIPA 5. Both two classess in total 71 studentswere given pre-study around 23% of students got good scores and the other were still low. There are some diffulties faced by X MIPA 4 and X MIPA 5 related on writing procedure text; the first, there is no feedback from the student when teaching and learning process in the class, the students often do not understand what is the teacher say, so they cannot respond to the teacher's questions quickly. Second, the researcher also observed that the teacher often asked the student to do writing assigments at home, and the researcher's opinion that will be make the students not learn maximally in writing skills. Therefore, the teacher cannot directly monitor how students develop in writing, students who did their assignment at home often copy and paste from the internet or ask others for help in doing their work. So, they are not fully responsible for the assignments given by the teacher.

In addition, the researcher also obtained the data from Pitriyani as English teacher at the tenth grade to support the researchers' statements carried out at the time of observation, and she said that there were someproblems[6];the first is the lack of vocabulary and grammatical error in students so that they have difficulty writing and composing words that are appropriate to the topic to be discussed. Second, students found difficult to

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[6]Pitriani is an English Tacher at SMA Negeri 03 Bengkulu.

find what ideas they would write and that is what make them feel complicated in writing.

Afterward, the next problem is lack of practice in writing. According to Davies in Hana writing is basically a creative process and good writer must learn to clearly describe their ideas to the reader.[7] Thestudents have to writing a lot, so that they can develop their ideas in writing. And for the last problem is related to the assessment of writing. Writing assessment does not work well.herefore, teachers cannot directly monitor how students develop in writing, students who do their work at home often copy and paste from the internet or ask others for help in doing their work. So, they are not fully responsible for the assignments given by the teacher. Assessment is a planned and sustainable effort by the teacher to get information on how far the success of students in understanding and applying learning is learned both in terms of processes and results. He only asked them to finish their writing at home, which mean the teacher could not see the writing process. After they finished their worksheet, and their collect to the teacher and then give a sign. Sothe various explanations above the researcher can conclude that student writing skills are low by factors such as teachers, students, writing assessment, and other aspects.

So, in overcoming the problems that occur above the researcher is expected to have their own strategies or techniques that are in accordance with the problems faced in SMA Negeri 03 Bengkulu so that students can

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[7]Davies in Hanna Novriana dkk. *Senior High School Students' Problems In Writing.* (Indonesia : Sebelas Maret University). P.217

learn English well, especially in Writing skill and students can improve their writing skill.

There are many strategies to improve the students in writing skill, and here the researcher will apply portfolio as an assessment in writing.According to Wang and Liao in Arsyad, portfolio assessment helps to provide opportunities for students to reflect on their development, growth, and progress over time in writing.[8] In portfolio assessment, this contains the steps used to plan learning in motivating students to improve writing skills. Based on another study from Fattaneh entitled "Portfolio Assessment and Process Writing: Its Effect on EFL Students' L2" the results of this study also state that portfolio assessment techniques have a significant positive effect in improving EFL student writing.[9] This technique has an effective role in teaching to develop writing knowledge and skills. This is proven based on the results of the study. The average value of the experimental group has been increased from 62.13 in the pre-test to 88.36 in the post-test.

Zuhri also said that based on the results of the research the entitled "Implementation of Portfolio Assessment in Teaching English Writing", there are several things that need to be considered.[10] First, students can improve their writing skills and they are more interested in learning to write using portfolio valuation because they can improve writing step by step. Second,

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[8]Wang and Liao in Arshad Abdul Samad. *The Use of Portfolio as an Assessment Tool in the Malaysian L2 Classroom.* Selangor:University Putra Malaysia. p. 96.

[9]Fattaneh Pourverdi Vangah. *Portfolio Assessment and Process Writing: Its Effect on EFL Students' L2 Writing.*(abriz Islamic Azad University, 2016)

[10]Zuhri Efendi . *Implementation Of Portfolio Assessment In Teaching English Writing.* (Syiah Kuala University,Banda Aceh:2017).

portfolio assessment can increase students' motivation to learn because the teacher corrects their mistakes directly so that they can learn better and this proven also based on the result of research Theimprovement can be seen from the average pre-test and post-post test scores. The average pre-test score was 58 and the average post-test score was 82. The increase from pretest to post-test was 24 points. Thus the researcher concludes that the application of portfolio assessments can help students improve their ability to write recount text.

In addition, portfolio is a collection of student work that aims to show students and others their efforts, progress, and achievements in the given field this state by Ganesee in Ahmad Sharifi[11]. From the collection of students' work a teacher can see how students develop their writing skills. This statement also supported by Omid, he said that portfolio results of a collection of writing by a student. Writing in the portfolio assessment students are given assignments by the teacher which will then be evaluated through comments from the teacher or classmates.[12] Portfolio assessment can help students reflect on their development as writers, and build interactions with peers or teachers with discussions in writing.

From the explanation above, the researcher conducted a study entitled *"The Effect of A Portfolio As An Assessment Instrument For Student's Writing Skill of Procedure Text" (A Quasy Experimental Research at Tenth The*

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[11]Ganesee in Ahmad Sharifi. *The Role of Portfolio Assessment and Reflection on Process.*(University of Guilan) P. 119

[12]Barbara M. Olds. *Using Portfolios to Assess Student Writin.g* Colorado School of Mines. P. 1

Student Grade of SMA Negeri 03 Bengkulu in the academic year of 2018/2019).

B. Identification of Problem

The identification of problems are proposed as follow:

1. The student is the lack of vocabulary and grammatical errors.

2. The students difficult to find what ideas they would.

3. The students did their assignment at home often copy and paste from the internet.

4. The writing assessment did not run well.

C. Limitation of Problem

The researcher focused on the writing skill through portfolio as an assessment instrument of the tenth grade at SMA Negeri 03 Bengkulu

D. Research Question

Based on the background of the research above, the problem of The research is formulated as follows: Is there any significant effective of using portfolio as an assessment instrument for student's wriitng skill of procedure text at tenth grade student of SMA Negeri 03 Bengkulu in the academic year of 2018/2019 ?

E. The Objective of Research

The objective of the research is to find out whether students who are taught by using portfolio as an assessment instrument strategy show better

achievement in writing than students who are taught by using conventional technique or strategy.

F. Significance of The Research

The result of the study hopefully gives constribution to English teaching and learnig, as follows:

1. For the teacher

   Teacher can use the result of this study as a reference when they want to improve their ability in the teaching writing

2. For the students

   It may motivate students to improve their writing class, so that they will have a good quality in wriitng.

3. For the researcher

   For researchers, this research can increase their knowledge about educational research.Besides that, you can get experience in doing research and can be applied when working with other people.

G. Definition of Key Terms

To avoid misunderstanding, the researcher makes key terms with specific learning they are can be defined in the following:

1. Writing Skill

   Writing skills are the special abilities of an author to translate their thoughts into words that are meaningful and have a message for the reader[13]. Writing

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[13]Fitria Siti Utami. *Improving Students' Writing Skill Using A Four-Phase Technique.*(Surakarta : English Education DepartmentSebelas Maret University Surakarta), P.1. https://media.neliti.com/media/publications/59687-EN-improving-students-writing-skill-using-a.pdf. Access on January, 29Th 2019.

skills also help someone to have independence for creativity in writing. If someone has mastered this skill, they will be able to write so that they not only can read what they have written, but also can understand it.

2. Portfolio Assessment

According to Collin in Fathhee Portfolio Assessment is changed convetional assessment of writing and introduced a new system assessment, so this assessment the teacher will involve students to be more active in developing their ideas in writing[14].

3. Procedure Text

According to Derewianka in Mlinda, Procedure text is already familiar with people's daily life, for example in giving instructions to make something, in games rules, in recipes, manual steps, directions of destination[15].According to explanation above it can be concluded that the procedure text is a text that tells a series in making something like a food recipe, or a clue in doing something.

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[14]Collin in Fattaneh Pourverdi Vangah.*Op.cit.*. P . 231
[15]Derewinka in Melinda Prawati, Sofian, Endang Susilawati. *Teaching Writing Procedure Text Through Demonstration*. (Tanjungpura : Tanjungpura University), P. 5

CHAPTER II
LITERATURE REVIEW

A. Writing Skill

1. Definition of Writing

According to Wilga in Pindho, writing is the expression of ideas in a consecutive way, according to graphic convention of the language, the ultimate aims of a written at this stage to be able to express himself in a polished literary from which requires the utilization of a special vocabulary and a certainrefinement of a structure.[16] Writing is the activity of conveying symbols or signs that describe a language that is understood by someone so that other people can read directly those symbols that function in understanding the language this stetement from Tarigan in Mahura[17].

The definition to Harmer in Garcia,that writing is a learning process that spells and understands punctuation is an important thing for someone to have in writing. Learning to write has become one of the basic skills for language learning[18]. Learning to write has become one of the basic skills for language learning. because language will help students in language development, learning styles, and most importantly, writing as a skill in it self.

From the definition above, the researcher can conclude that Writing is an activity to express one's thought, idea, and feeling in written language with

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[16]Wilga in Pindho Anjayani. *Error Analysis on the Use of Prepositions in Students' Writing.* (Semarang: State University of Semarang,2016), P.2.

[17]Tarigan in Mahura Mayangsari, Munawir Yusuf.*Assessment Of Starters Writing: Case Study OnFirst Grade Deaf Students At State Elementary SchoolFor Exceptional Children Of Kendalrejo, East Java, Indonesia.* (Indonesia: University of Sebelas Maret.,2017,.P. 3

[18] Harmer in García Laborda.*Review of "How to teach writing".* Singapura:National University of Singapore.2006. Vol.3.

the aim of Informing everything, ehether fact, data or eventincluding opinions and views on fact, data and event so that the audience get new knowledge and understanding about various things that can happen on this earth.

2. The Definition of Writing Skill

Writing skills are the special abilities of an author to translate their thoughts into words that are meaningful and have a message for the reader[19]. Writing skills also help someone to have independence for creativity in writing. If someone has mastered this skill, they will be able to write so that they not only can read what they have written, but also can understand it.

3. The Importance of Writing

According To Walsh in Blanka, Writing is important because it's used extensively in highereducation and the workplace. If students don't know howto express themselves in writing, they won't be able to communicatewell with professors, employers, peers, or just aboutanyone else[20].when the method of writing is good then the way to communicate will be good too and when people have new ideas or something that must be revealed then they can pour it in writing.

Maley in emphasized the following benefitsof creative writing:[21]

a) It aids language development at all levels: grammar, vocabulary,phonology and discourse; it requires learnersto manipulate the

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[19]Fitria Siti Utami. *Op.cit.* p. 1

[20]Walsh in Blanka Frydrychova Klimova.*The Importance of Writing.* (Hradec Kralove: University of Hradec Kralove.,2013), P. 9.

[21] Ibid

language in interesting and demandingways as they attempt to express uniquely personal meanings;

b) It requires a willingness to play with the language; and

c) It concentrates more on the right side of the brain, with a focus on feelings physical sensations, intuition and musicality;it also affords scope for learners who in the usualprocesses of formal instruction are therefore often at adisadvantage.

4. The Process of Writing

According to Graves in Avan, that the processes in writing include prewriting, drafting, revising, editing,and publishing.[22]the writing process will be explained as follows:

1. Pre-writing

In the pre-writing stage, everything appeared before writing the first draft by the author. Most of the time is pre-writtenrequires about 85% of the author's time to write. In addition, the author focuses on the topic of his writing and the audience, therefore the author must have a complete plan of what they will write before starting their writing. In this stage, what must be done is to choose a topic, students are given freedom in choosing a topic to develop their writing, this is discovered by Bachman in Ekaning that more and more students are interested in many topics that they choose so they can improve language skills and develop ideas[23]. the idea. for the next stage,

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[22] Gravesin Avan Kamal Aziz Faraj. *Scaffolding EFL Students' Writing through the Writing Process Approach*.(Sulaimani:University of Sulaimani ,2015.), P. 132

[23] Bachman in Ekaning Dewanti Laksmi*.   Scaffolding Students Writing In EFL Class:Implementing Process Approach*. (Malang : Universitas Negeri Malan,.2006), P.147-148.

what must be done is to gather ideas, after finding the topic they must gather ideas to develop in their writing.

2. Drafting

After the participants begin their ideas, the next step is to start compiling. Students start writing without cheat sheet from other people's writing. Therefore, the first draft of their writing may have many errors such as incomplete ideas and mechanical errors. and this is a natural thing, at the end of the session each student corrects errors in incorporating their ideas developed into sentences and paragraphs.

The other statement from Laksmi, he said that we must be able to emphasize to students that writing is not something instant but must start from the basic concept to start developing ideas.

3. Revision

The word "revision" literally means, "to see again."Tompkins states that students have the chance to refine their work during the revision stage and describes the features of revising as follows: "Revision is not just polishing writing; it is meeting the needs of readers through adding, substituting, deleting, and rearranging material[24]. at this stage students are constantly revising andimprove their writing. During this stage students are not required to correct minor grammar errors but they aremust pay special attention to the content and organization of their writing.

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[24]Jungnan Bae. *Teaching Process Writing for Intermediate/Advanced Learners in South Korea*. (Wisconsin: University of Wisconsin-River Falls,2011),.P.22.

4. Editing

The editing stage comes after the revision stage. According to Bae editing is the last process right before their final product, students must attend harder to correct local mistakes[25]. At this stage students try to make their writing 'readable optimally'. In editing Improvements that occur are a form of capitalization, punctuation,spelling changes, and grammar. and usually revision ii will be carried out in two ways, namely improvement from the teacher and yourself.

5. Publishing

At this stage students collect the results of their writing to the teacher for evaluation and rating. and after that students will explain the results of their writing in front of their classmates. and this is where they will listen and learn together about the information written by the author.

5. The Purpose of Writing

The main purpose of teaching writing is to provide opportunities for students to gain writing knowledge and experience in order to be able to communicate ideas, appreciation, feelings, desires, and experiences to various parties. Knowledge and writing experience will strengthen a person's ability to learn to write in English[26]. This power, in learning activities is directed at increasing the ability of students to write by sharpening feelings, reasoning, imagination, fostering sensitivity to society,

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[25] Ibid. P. 25

[26]Isye Mulyani. *Penerapan Model Writing Workshop Untuk Meningkatkan Kemampuan Menulis Bahasa Inggris.* 2009. From internet http://jurnal.upi.edu/file/ISYE_MULAYANI.pdf. Access on January 29th, 2019.

culture, and the environment to be communicated to others. There is a tendency today to return to the idea that children will learn better if the environment is created naturally. Learning will be more meaningful if the child experiences what he is learning, not knowing it. Learning that is oriented towards mastery of material has proven successful in short-term competition, but has failed to equip children to solve problems in long-term life.

6. Assessing Writing

Assessment in writing in the class is a complicated problem. The teacher as a facilitator in developing students' abilities in the writing process, how do you become a teacher? What do you assess? The answer to the first question of how you can become a teacher and facilitator at the same time is one of the main dilemmas of all teachers. According to Douglas Brown there are several characteristics in the writing assessment, as follows:[27]

No			Score scale
1	Content	➢ Thesis statement, related ideas, developmentof ideas, through personal experience, illustration, facts, opinions ➢ Use of description, cause/effect, comparison/contrast ➢ Consistent focus	0-24
2	Organization	➢ Effectiveness of introduction ➢ Logical sequence of ideas ➢ Appropriate length Topic sentence ➢ Paragraph unity, Transitions ➢ Discource markers, cohesion, rethorical convetions	0-20

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[27] H. Douglas Brown. *Teaching by Principles An Interactive Approach In Language Pedagogy. (*San Francisco State Univer. Third edition). P : 413-414

	Discource	➢ Reference, fluency, economy, variation	0-20
3	Syntax	➢ How words are arranged into sentences.	0-12
4	Vocabulary	➢ The perfect choice of words to develop and point the idea.	0-12
5	Mechanics	➢ Spelling ➢ Punctuation ➢ Citation of references ➢ Neatness and appearance	0-12

(Brown, 2014)

For the detail description of writing assessment from Douglas Brown see in appendix 5.

B. Proceudre Text

According to Derewianka in Melinda Procedure text is already familiar with people's daily life, for example in giving instructions to make something, in games rules, in recipes, manual steps, directions of destination[28]. According to American Heritage in MuthmainnahDictionary Procedure text isa set of instruction that performes a spesific task of function[29]. We can say thatprocedure text describes how something is accomplished througha sequence ofactions or steps.

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[28] Derewinka in Melinda Prawati, Sofian, Endang Susilawati *. Op.cit.* P. 5

[29] Heritage Muthmainnah. *Improving Ability In Writing Procedure Text Through Pictures At The Tenth Year Srudents Of Sman 3 Polewali Mandar . (Jurnal Pepatuzdu, Vol. 10, No. 1 November 2015)*, p. 3

From the definition above the reseacher can conclude that procedure text is text that show a process in order to describe how something is completely done through a sequence of series.

Whereas According to Wadirman in Hilirelva, et al the characteristics of procedural text are:[30]

a. **Goal / purpose:** to give information what we need. It means, to make procedure text the important thing that we need is the goal or the title to make clear what we need.

b. **Material:** Things that you need to make an object. It is most the important things, when you want make procedure text, because it will help us to finish something that we make. Without material, we will be difficult to make steps to get the final result.

c. **Method / Steps:** The information about making an object. After we known the goal and materials, we should to do some steps to get the final result. It is the last way to achieve the best result, and make us easy to finish the goal.

Then, according to Djuharie in Ruswinarsih the language features found in a procedure text are:[31]

1. Using action verb inform of imperative and command, such as; pour some water into the glass.

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[30] Wadiman in Hilirelva Susanti, Rivi Antoni, Evi Kasyulita. *A Study On The Students' Writing Skill In Procedure Text At The Ninth Grade Students Of SMPN 1 Rambah*. (Faculty Of Teachertraining And Education University Of Pasir Pengaraian), P. 5

[31] Djuharie in Ruswinarsih. *The Use Of Pictures In Improving Writing Procedure Text Ability Of The First Year Students Of Smpn 5 Dumai.* (Riau: Eltin Journal Vol 3/1, April 2015). P. 4

2. Using simple present

3. Using sequence connector, for example: first, second, then, while,

 next, etc

4. Using number, such as three eggs, four kgs of flour, etc.

5. Using words, phrase or clasu which indicate when certain step will be

 done. For example: When the spot is dry, record the time it has taken.

 6. Sometime using adverb of manner, or words, phrase, and clause which

 indicate of how to do something. For example: With the measuring jug,

 fill the bottle..., carefully..., quickly...

C. Portfolio Assessment

1. Assessment

Assessment is no longer seen as a process where one party submits his

or her work to another with no influence on how the work is performed or

interpreted because all the parties are honestly participants, and the person

whose erformance is being assessed is more than an object of someone else's

perusal[32]. Assessment can only be done by people who are related and cannot

be done by other people or represented, because participants will be judged to

choose trusted people.

2. Portfolio

According to Arter in Adna portfolio is a purposeful collection

 ofstudent work that exhibits to the student, or others, her efforts or

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[32]Ahmad Sharifi.*The Role of Portfolio Assessment and Reflection on Process Writing. (*Guilan: University of Guilan) P . 198

achievement in one or more areas[33]. In here student works will be collected and then presented to students, or other people, in an effort to improve their achievements in a field of subjects or more. So portfolio have a fuction as ongoing process where students are judged not by their performance capabilities but in the process of writing their work. after that the written work will be collected and then presented in front of his classmates.

3. Portfolio Assessment

Popham in Zuhri explained that portfolio assessment is a method of continuous assessment, gathering information or data systematically about the results of work done by students during a certain period.[34] In a portfolio assessment system, teachers create a file for each individual learner, which contains a systematic collection of the results of their learning achievements during the education process. One important aspect of portfolio assessment is student self-reflection.Gallagher in Zuhri said that reflection is a major component of the portfolio that helps students learn from experience so they can correct their mistakes[35]. Through reflection process students can identify their own mistakes in writing. Especially them can review their own writing from time to time so that they can see their progress in writing and owning better understanding of their own needs for improvement. so reflection activities in this portfolio assessment can show their progress in achievement.

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[33]Arter inAdna &Osman. *The Use of Portfolio to Assess Student's PerformanceI.* (Elazığ: Fırat University, 2007), P. 77.

[34] Phopham in zuhri Efendi. *Op.cit* P.190

[35] Gallagher in Zuhri Efendi . *Op.cit.* P. 196

According to Danielson in Fazee the primary function of an assessment portfolio is to document what a student has learned. The content of curriculum will determine what students select for their portfolios. Their reflective comments will focus on the extent to which they believe the portfolio helps them in heir mastery of the curriculum objectives[36]. in this case the portfolio assessment aims to reach the existing curriculum, by collecting student work and evaluating it.

4. **The Implementation of The Teacher In Teaching Writing Using Portfolio Assessment**

The implementation of Portfolio Assessment In using portfolios as a tool to assess student learning progress, there are several steps that must be taken by the teacher. Birgin and Baki.[37] propose three steps in developing portfolio valuation. These include:

1) Determining portfolio objectives

2) Evidence to be included in the portfolio

3) Assessment criteria for the portfolio.

Following the three steps to develop portfolio valuation above, Brown has proposed more steps in developing portfolio valuation. These steps are: [38]

1. Determining portfolio objectives

2. Considering evidence to be included in the portfolio

[36] Danielson in Fazee Khalid Al-Ezi Al-Muslimi . *The Effect of Using Portfolio on the Development of Students' English Business Writing and their Attitudes towards the course at Sana'a Community College. (*Sana'a: Sana'a University., 2015.), P.416.

[37] Birgin and Baki.*Op.cit.* P 191

[38] BrowN. *Op.Cit.* P. 246.

3. Communicating assessment criteria

4. Determining the time for portfolio development,

5. Determining regular review and conference schedules

6. Deciding where to save the portfolio

7. Giving positive feedback

8. Final assessment.

5. Advantages and Disadvantages of Porftfolio Assessment

Courts and McInerney in Barbara stated that there were several advantages and dsadvantages to using portfolios as an assessment in writing:[39]

a. Avantages of Portfolio Assessment

1. The teacher has interactions with all students to be able to know how they are doing writing, therefore overall the teacher has complete information about the general progress of students in writing.

2. Students have the opportunity to correct errors in the results of their writing that have been corrected by the teacher.

3. Giving the students the opportunity to reflect on their ability to write in an effort to increase their self-awareness to do their work.

4. Giving motivation to students that writing is important to develop their performance in developing their abilities

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[39] Courts and McInerney in Barbara M. Olds .*Using Portfolios to Assess Student Writing Colorado*. (School of Mine: Session 2647). Accsessed on june, 17th 2019. https://peer.asee.org/using-portfolios-to-assess-student-writing.pdf

5. Giving opportunities for students to discuss openly centered on students and guided by teachers.

b. Disadvantages of Portfolio Assessment

1. The portfolio does not have a picture at all so that all portfolio forms become equal and indeterminate.

2. This portfolio will drain the teacher's energy because it requires a lot of time in interacting with students.

3. In addition, according to Cicmanec and Viecknicki in Osman the assessment of portfolios is considered less reliable or fair, unlike a multiple choice test whose score has specific, clear, and measurable criteria.[40]

D. Previous Study

The title of this research is the effectiveness of the portfolio as an assessment instrument for student's writing skill of procedure text. In writing this research, the researcher is considering several previous studies to support researcher in research**.** With regard to the use of portfolio assessment to improve students' writing skills, many researchers have conducted studies on portfolios. They found that portfolios were an effective authentic assessment for teaching-learning languages as well as an effective way to improve writing skills.

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[40] Cicmanec And Viecknicki In Osman *The Use Of Portfolio To Assess Student's Performance. (*Journal Of Turkish Science Education: 2007). Volume 4, Issue 2.

The first research from Entika Cicik, and Jafar conducted a study at University of PGRI Semarang, Indonesia[41]. The research investigated *Portfolio Assessment's Impact on Writing Ability of English Foreign Language (Efl) Learner.* They stated that Portfolio assessment successfully improved the students' writing skill, this statement was proven by the result of the research is the fact that portfolio assessment gives positive impacts is clear while considering the result of students" post-test mean score of experimental class which is better than students" pre-test mean score. The mean score of the pre-test was 67.19 and the mean score of post-test was 80.65. It means that the enhancement score for experimental class after getting treatment is 13.46 points. As a result, it implies employing portfolio assessment can improve students" writing ability. The similarity in this research is apply portfolio assessment to writing skills. And the difference is in the Entika's research in the procedure of doing their assignment in the form of a group while the researcher ask to students to do their assignment individually.

The second research from Zuhri entitled is *Implementation o f Portfolio Assessment in Teaching English Writing*[42]. This research it was found that thatt here was a significant improvement in their ability to write recount text after the treatment($p<0.05$, $p=0.000$). This meants that the hypothesis which was proposed was accepted. The improvement can be seen from the mean of the pre-test and post-test scores. The mean of the pre-test score was 58 and the mean of the post-test score was 82. The improvement from pretest to post-test

[41]Entika Fani Prastikawati, Th. Cicik Sophia B, Jafar Sodiq. *Op.cit,*
[42]Zuhri Efendi . *Op.cit.*

was 24 points. Thus, the implementation of portfolio assessment helprd thestudents improve their ability in writing recount text. The similarity in this study is apply portfolio assessment in learning English. And the difference is in Zuhri's research using classroom action research (CAR) methods because he focuses on improving students' writing skills while the researcher use quasi-experimental and focuses on the effectiveness of using portfolio assessment for students' writing skills.

Omid and Ferzaneh have stated in there research entitked is *The Effect of Portfolio Assessment Technique on Writing Performance of EFL Learners.*[43]Thatthe teacher can use portfolio assessment technique to analyze student growth and use the information for decision making regarding future instruction. It was also concluded that portfolio can be used as a teaching technique in writing classes to improve students' writing ability this state was proven by the result of the research. It made the students practice writing more in the classroom. The simiarity in this study is apply portfolio assessment in learning English as specially writing subject. The difference is Omid's research using regression analysis to find out the significance of the use of portfolio assessment in writing, while the researcher use T-Test to find out the difference in the average score of pre-test and post-test and use the N-Gain test to find out how effective the use of portfolio assessment in writing.

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[43]Omid Tabatabaei and Farzaneh Assefi The Effect of Portfolio *Assessment Technique on Writing Performanceof EFL Learners.* (Iran: Islamic Azad University, 2012)

E. Hypothesis

It refers to the basis belief of researcher which enables him or her to carry out the research. It is provisional truth determined by researcher that should be tested and proved.

In this research, the hypothesis can be stated as follow:

1. Ho : There is no significant effective of portfolio as an assessment instrument for students' writing skill of procedure at tenth grade of SMA Negeri 03 Bengkulu

2. Ha : There is significant effective of portfolio as an assessment instrument for students' writing skill of procedure at tenth grade of SMA Negeri 03 Bengkulu.

CHAPTER III
RESEARCH METHOD

In this chapter the researcher presents about research design, population and sample, research instrument, technique of collecting data, tehnique of analyzing data and procedure of the research.

A. Research Design

This research is quasi experimental design research. According to Creswell quasi experimental is a method whose influence is seen in two groups, using treatment in one group where this group is usually called the experiment group. While in the other group did not apply the treatment and this group is usually called group control[44]. So, here the researcher used two classes as sample in the research where the experimental class got treatment and control class using conventional methods. This research is to find the effect of portfolio as an assessment instrument for student's writing skill.

The variety of quasi experimental method can be devided into two main categories, they are post-test only control group, and pre test post-test group design. In this research, the researcher apply quasy experimental pre-test post-test group design. The researcher assigned intact groups the experimental and control, administer a pre-test to both groups, conducted treatment activities with the experimental group only,and the administered a post test to asses the

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[44] John W. Creswell. *Research Design (pendekatan kualitatif, kuntiatif, and mixed)*.Pustaka Pelajar. P.19

differences between the two groups. The research design can be presented as follows:

Tabel 3.1

Research Design of Quasi Experimental Study

Group design	Class	*Pre-test*	*Treatment*	*Post-test*
Pre-test design	A	O1	X	O2
Post-test design	B	O3		O4

Note:

A　: The experimental class

B　: The control class

O1　: Pre-test for the experimental group

O2　: Post-test for the experimental group

O3　: Pre-test for the control class

O4　: Post-test for the control class

X　= Treatment by using portfolio as an assessment instrument in writing

B. Population and Sample

1. Population

According to James population is a group of elements or cases, whether individuals, objects, or events, that conform to specific criteria and to which we intend to generalize the results of the research[45]. Population of this research is the tenth grade students of SMA N 03 Bengkulu. It consist of 10 classes, from   (XMIPA1-XIPS5). The total number of population is 356

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[45]James H. Mcmillan.*Educational Research Fundamentals for the Consumer.* (Virginia Commonwealth University: harpercollins). P. 85

students. The total number of the tenth grade student of SMA N 03 Bengkulu

in academic year 2018/2019 are showed in the table 3.2.

Table 3.2
Population of the Research

No	Classes	Male	Female	Total
1	XM IPA1	15	21	36
2	XMIPA2	15	21	36
3	XMIPA3	17	19	36
4	XMIPA4	15	21	36
5	XMIPA5	22	14	36
6	XIPS1	19	17	36
7	XIPS2	17	17	36
8	XIPS3	20	16	36
9	XIPS4	21	11	32
10	XIPS5	21	15	36
TOTAL				356

2. Sample

The sample is the group of elements, or a single element, from which Sample: Group of subjects from data are obtained. Although the phrase "the sample included [46].

To select the sample the researcher used purposive sampling tehnique, Arikunto state: [47]

"Purposive sample adalah cara mengambil sampel atau subjek buka berdasarkan random atau daerah tetapi berdasarkan adanya tujuan

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[46] Ibid . p.86
[47] Arikunto. *Op.cit. P.* 183

tertentu. Pengambilan sampel harus didasarkan atas ciri-ciri, sifat-sifat atau karakteristik tertentu yang merupakan ciri-ciri pokok populasi"

Purposive sampling is the technique of taking samples is not based on random, regional or strata, but based on the existence of considerations that focus on specific goals[48]. It is a tehnique determine sample with particular consideration. There were some criteria to select the sample. There were the member of the selected groups have similar characteristics, such as the number of student, age, mean score, and English teacher.

In the research, the researcher was choose two classes as sample there are X MIPA 4 as control group and class X MIPA 5 as experimental group. The researcher choose both of class because they have similar characteristic based on criteria purposive sampling tehnique: the average score (6-7), the age of 15-16 years old, taught by same teacher, same number of gender.

There is the table of sample that consisted experimental group and control group, like in the table 3.3 bellow.

Table 3.3
Sample of research

No	Group	Class	Male	Female	Total
1	The experimental group	X MIPA 5	18	18	36
2	The control group	X MIPA 4	19	16	35

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[48] Suharsimi Arikunto. *Prosedur Penelitian*: Suatu Pendekatan Prakmatik . Jakarta:PT. Rineka Cipta,2014, p. 175

		Total	37	34	71

C. Research Instrument

1. Writing Test

The researcher will use writing test to know whether there is difference of students' score in writing before and after they will give by portfolio as an assesment in writing text . The test divided into two times, the first is pre-test. It will giving before the treatment and the last one is post-test. It will be given after the researcher has given the treatment to the class. This test was given by giving the pre-test at the students to know their writing skill. Meanwhile, the students should make procedure text about recipe. In this test the researcher use the some topick form of question such as: 1) How to make fried rice? 2) How to make a cup of coffe? 3) How to make chocolate pudding? 4) How to use rice cooker? 5) How to use a handphone? 6) How to make chicken soup?7)How to use camera? 8) How to operate computer?.

Table 3.4
The Criterion of Writing Mastery
(Scale Change of Five)

The Percentage of Skill	Scale Change of Five		Creteria
86-100	4	A	Excellent
76-85	3	B	Very Good
56-75	2	C	Good
30-55	1	D	Very Poor

	0	E	Poor
0-25			

(Brown, 2004)

2. Documentation

Another data needed to help the researcher run the research is documentation, in implementing portfolio as an assessment in writing text needing supporting such as photos, students, and condition of the school.

D. Tehnique of Colleting the Data

To collect the data the researcher will use writing test. Test is any procedure for measuring ability, knowledge, or performance.Test is using to measure thestudents' mastery in writing procedure text. It was done twice: pre-test and   post-test:

1. Pre-test

Before the teacher assessing by using portfolio, the teacher asked students to make a procedure text about recipe. Pre-test will be give   n to the experimental and control classes in same way.

2. Post-test

Post test will be given to the experiment class and control class. It will be given in order to know achievement after they are given treatment to make practices writing procedure text as a students work and collected as a portfolio assessment (experimental class) and without treatment (control class). In this case, the students are asked to make writing about recipe once more based on the correct order of generic structure.

E. Tehnique for Analyzing the Data

The tehnique of data analysis consist of data from obsevation, data from document and data from test will analyzing in some ways as presente below:

1. Normality Test

Normality test willuse to know the normality of the data that is analyze whether both groups have normal data distrubtion or not. The researcher will use *SPSS 20.0* to analyzethe normalit distribution of the follow:

1. Stating the hypothesis and setting the alpha at 0.05 (to tailed test)

   Ho   : The data is distributed normally

   HI   : The data is not distrubuted normally

2. Analyzing the normally distribution using for window evaluation version formula in *SPSS 20.0*

3. Comparing the asymp sign with the level of significance to test the hypothesis. If asymp sig> level of significance (0.05) the null hypothesis is accepted. It means that data is normaly distrubuted.

2. Homogenity Test

This test is used to determine whether the data fulfill the criteria of quality of variences. The researche has been used the Levee test formula in Ispss 20.0 to anlyze the data. There are steps to analyze of varience homogenity.

1. Stating the hypothesis and setting the alpha at 0.05

Ho :the variance of the experimental and control groups are

homogenous

Ha:the varience of the experimental and control groups are homogenous

2. Analyzing the varience homogenity using Levence test formula in *SPSS 20.0*

3. Comparing the probability with the level significance for testing the hypothesis. If the probablity > the level of significance (0.05) the null hypothesis is accepted: variance of the experimental and control group are homogenous.

3. T-test

According to Gerald the t-test is an example of the parametric test that works on normally distributed scale data and compares two means[49]. According to Sugiyono, he said that T-Test:[50]

> *"Uji T-Test adalah melakukan pengujian terhadap koefisien regresi secara persial, pengujian ini dilakukan ungtuk mengetahui perbedaan nilai rata-rata siswa pada nilai post-test dan-pre-test"*

All of the data get from tests were computed by statistical package for the social science (SPSS) version 20.0. the experiment and control class will giving by writing test. Beside thatto analyze the data, the researcher used t-test (indenpendent sample test) in order to calculate the pretest and post test result. In order to know the different result of writing skill of procedure text between the students who will teaching by portfolio as an assessmnt

[49]Banda Gerald. *A Brief Review of Independent, Dependent and One Sample t-test.*(Zambia: Mukuba University, 2018). P. 1

[50] Sugiyono. *Metode Penelitian Pendidikan :Pendekatan Kuantitatif, Kualitatif, dan R&D. (*Bandug : Alfabeta, 2012), P .273

instrument and who will teaching by conventional method, the researcher will using.

The procedure for analysis the data as follows:

1. The t-test formula will using to find out t-count

2. The t-count will compare to the t-table

3. Statistic hypothesis

a. Write the null and alternative hypotheses first: Using SPSS for t-Tests

H0: μSection 1 = μSection 2

H1: μSection 1$\neq$ μSection 2

Where μ is the mean number of older siblings that the PSY 216 students have.

b. Determine if this is a one-tailed or a two-tailed test. Because the hypothesis involves the phrase "different" and no ordering of the means is specified, this must be a two tailed test.

3. Specify the α level: α = 0.05

4. **The Test of Effetiveness (N-Gain)**

Effectiveness (N-Gain)Score normality aims to determine the effectiveness of using a particular method or treatment in quasi experimental research. The N-gain Score test is done by calculating the difference between the pretest (the test before Portfolio Assessment is applied) and the post-test value (the test after the Portfolio Assessment is applied).

According to Aras in Ayu and Ratna, they was explained that effectiveness or N-Gain: [51]

"Efektifitas adalah suatu keadaan dimana kemampuan suatu sistem sesuai dengan keinginan pengguna. Sedangngkan menurut Subagyo mengatakan bahwa efektivitas adalah kesesuaian antara output dengan tujuan yang ditetapkan. Efektivitas adalah suatu keadaan yang terjadi karena dikehendaki."

Here's the formula for calculating the N-Gain Score:

$$N - Gain = \frac{posttest\ score - pretest\ score}{ideal\ score - pretest\ score}$$

* note: Ideal score is the maximum score that can be obtained

The category of acquisition of N-Gain Score
Category N-Gain Value

N-Gain Value	Category
g > 0.7	Height
0.3 ≤ g ≤ 0.7	Medium
g < 0.3	Low

Or N-Gain Score in the form of percent (%)

Categories of Interpretations of N-Gain Effectiveness

Percent	interpretation
< 40	Not effective
40 – 55	Less effective
56-75	Effective enough
> 76	Effective

(Litbang Depdagri, 1991)

F. Research Procedure

[51] Ayu Kartika dan Ratna Kartika. *Pengukuran Tingkat Efektivitas Dan Efisiensi Sistem Eresearch STIKOM Bali.*(STMIK STIKOM Bali, 2015). P.563

There are three stages in doing this experiment: pre-test, experiment, and post-test.

1. Pre-test

The pre-test will be administered before the treatment session. The students will be asked to write a short procedure text. This will be done to both groups, the experimental and control groups.

2. Giving a treatment

The two groups will be given a different treatment. The experimental group got a treatment by using portfolio as an assessment in improving students' writing skill, whether the control group got a treatment by using gallery walk in teaching writing.

a) Experimental Group

In this treatment, the reseracher will conducting teaching-learning activity with the students of experimental class in fourth meetings. In the first meeting of treathment, the researcher will explain about procedure text and how to write it. The procedure in teaching writing by portfolio assessment, as follows:

a. Pre-activities (20 minutes)

The researcher prepared the students for the subject matter and identfying their prior knowledge.

- Choosing the text

The researcher enters the classroom and prepares the class before starting the lesson. The researcher explain about the writing portfolio, the role of feedback in their writing, and the assessment rubric.

- Brainstorming

The researcher will associate the subject beore with the material to be discussed, then ask the student: Have you ever written the steps in making something? if ever, what is the text? And the researcher asks to the students to write a sentence.

b. While-activities (50 minutes)

The researcher gives direction for the students to to read about the procedure text. Then, the researcher will be asking to the students for choose the best topic abou recipe, and write the text one draft procedure text about recipe and collect the draft to the teacher.

1) The researcher will be asks the students to complete one draft procedure text about recipe and collect it to the reseacher.
2) The reseacher provides feedback by making writing comment on the student's worksheet
3) For the next the students have the opportunity to observe where errors sould be corrected based on the feedback given by the reseacher
4) The students write the second draft base on the feedback they have received then the results are collected with the reseacher
5) The first draft that will collectng by the previous students was returned to them.

6) They write the second draft base on the feedback they have received then the results are collected with the teacher.

7) After all necessary changes have been made by students. When a student submits a second draft, the researcher and students together review their worksheet then listen to the teacher's comments, and get feedback from the student.

c. Post-activities

The researcher review about portfolio assessment and then collect the students writing.

b) Control Group

In this treatment, In the control class, the researcher give the same topic with experiment class without using portfolio as an assessment instrument. In the control class, the researcher teach by scientific approach which the teachers usually use. The researcher explained the topic to be discussed, namely aboutprocedure text. The researcher explain about procedure text to the students. The researcher will using printed book in learning English. Afterward the researcher asked students to read the procedure text in the book. Then the researcher asks students to explain the result of the text that they read in front of the class.

The procedure in teaching writing by conventional method as follows:

a. Pre-activities (20 minutes)

The researcher prepared the students for the subject matter and identfying their prior knowledge.

- Choosing the text

    The researcher enters the classroom and prepares the class before starting the lesson. The researcher presents galery walk tehnique, and apply it to students. Before starting the lesson the researcher asks to the students to make some groups and then the researcher explains the meaning , purpose, type, and example and writes the text on the whiteboard.

- Brainstorming

    The researcher will associate the subject beore with the material to be discussed, then ask the student: Have you ever written the steps in making something? if ever, what is the text? And the researcher asks to the students to write a sentence. The researcher asks to the students to write a sentence.

b. While-activities (50 minutes)

    The researcher gives direction for the students to to read about the procedure text.   Then, the researcher will be asking to the students for choose the best topic about recipe, and write the text procedure text about recipe. Review the important points or give more explantions if necessary and then the researcher collect the students writing.

c. post- activities

The Students try to make their own procedure text .After the time is out, the students collects the paper.

3. Administering a post-test

After different treatment will be given, the students both experimental and control group will giving a post-test on writing test. This test will aim to measure the students' achievement on writing procedure text. The students will asking to make a short procedure text. From this test, the writer scored the students' works and compared the means of both experimental and control group by applying the *t-test* formula.

CHAPTER IV
RESULT AND DISCUSSION
A. RESULT

In this part, the result of the research was presented. The researcher began this research from July 19 until August 30 2019. The schedule of both experiment class and control class was on Sunday and Thursday. The researcher counducted one meeting for pre-test, six meetings for treatment, and one meeting for post-test. The result was obtained based on students achievement in Writing skill at the tenth grade students of SMA Negeri 03 Bengkulu.

This section describes and analysis the test before and after treatment. The pre-test and post-test were given to the students in the experiment class and control class. The pre-test was given to the students before treatment was conducted, and the post-test was given at the end of the treatment.

1. Normality Test

a. The normality test of the data pre-test in Experiment Class

In analyzing the normality of the data of pre-test scores in expreiment class, one sample Kolmogrov-Smirnov test used since the data of each class than 60 data. As we know that the total of data is 30 students. The of normality of pre-test scores of the experiment class can be seen on the table 4.1.

Table 4.1
Normality Test of Pre-test Score in Experiment Class
One-sample Kolmogrov-Smirnov

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Score Pre-test of Experiment Class	.122	30	.200[*]	.957	30	.266

a. Lilliefors Significance Correction

From the table above, it can be seen the significance value of the experiment class pre-test score is 0,200. it means that it was higher than the level of significance (0,05). So, it can be concluded that the data were distributed normality.

The histogram of normal data ofpre-test score in the experiment class can be seen in the figure below.
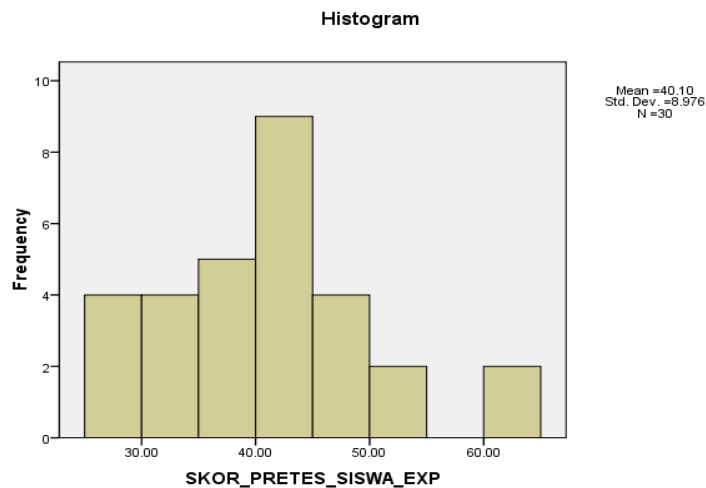

Figure 4.1The Histogram of Normality Test

b. The Normality Test of Data of Pre-test in Control Class

In analyzing the normality of the data of pre-test scores in control class, one sample Kolmogrov-Smirnov test used since the data

of each class than 60 data. As we know that the total of data is 30 students. The of normality of pre-test scores of the control class can be seen o table 4.2.

Table 4.2
Normality Test of Pre-test Score in Control Class
One-sample Kolmogrov-Smirnov

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Score Pre-test of Contro Class	.152	30	.075	.947	30	.144

a. Lilliefors Significance Correction

From the table above, it can be seen the significance value of the control class pre-test score is 0,075. it means that it was higher than the level of significance (0,05). So, it can be concluded that the data were distributed normality.

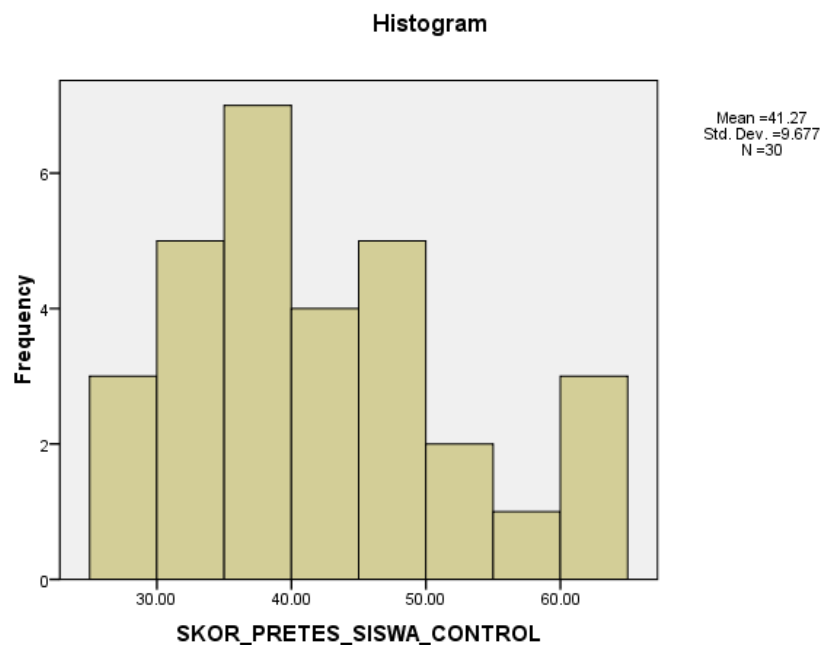The histogram of normal data ofpre-test score in the control class can be seen in the figure below.

Histogram

Figure 4.2 The Histogram of Normality Test

c. The Normality Test of Data of Post-test in Experiment Class

Same with the previous way, in analyzing the normality of the data of post-test scores in experiment class one sample Kolmogrov-Smirnov test used since the data of each class than 60 data. As we know that the total of data is 30 students. The test of normality of post-test scores of the experiment class can be seen o table 4.3.

Table 4.3
Normality Test of Pre-test Score in Control Class
One-sample Kolmogrov-Smirnov

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Score posttest of experiment	.153	30	.073	.971	30	.558

a. Lilliefors Significance Correction

From the table above, it can be seen the significance value of the experiment class post-test score is 0,073. it means that it was higher than the level of significance (0,05). So, it can be concluded that the data were distributed normality.

The histogram of normal data of post-test score in the experiment class can be seen in the figure below.

Figure 4.3 The Histogram of Normality Test

d. **The Normality Test of Data of Post-test in Control Class**

In analyzing the normality of the data of post-test scores in control class, one sample Kolmogrov-Smirnov test used since the data of each class than 60 data. As we know that the total of data is 30 students. The of normality of post-test scores of the control class can be seen o table 4.4.

Table 4.4
Normality Test of Post-test Score in Control Class
One-sample Kolmogrov-Smirnov

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Score posttest of control class	.108	30	.200[*]	.925	30	.035

a. Lilliefors Significance Correction

From the table above, it can be seen the significance value of the experiment class post-test score is 0,200. it means that it was higher than the level of significance (0,05). So, it can be concluded that the data were distributed normality.

The histogram of normal data of post-test score in the experiment class can be seen in the figure below.
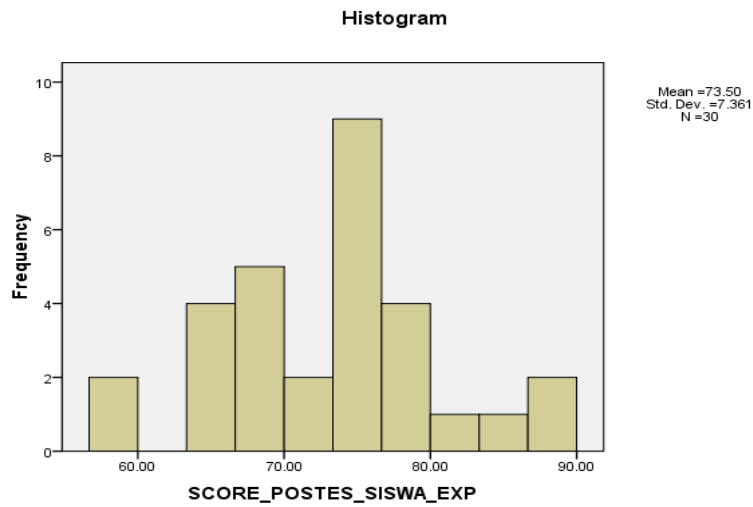

Figure 4.4The Histogram of Normality Test

e. **The Normality of N-Gain Score of Experiment Class**

In analyzing the normality of N-Gain scores in experiment class, one sample Kolmogrov-Smirnov test used since the data of each class than 60 data. As we know that the total of data is 30 students. The of normality of N-Gain scores of the experiment class can be seen o table 4.5.

Table 4.5
Normality Test of N-Gain Score in Experiment Class
One-sample Kolmogrov-Smirnov

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
N-Gain score of experiment	.142	30	.128	.971	30	.563

a. Lilliefors Significance Correction

From the table above, it can be seen the significance value of the experiment class N-Gain score is 0,128. it means that it was higher than the level of significance (0,05). So, it can be concluded that the data were distributed normality.

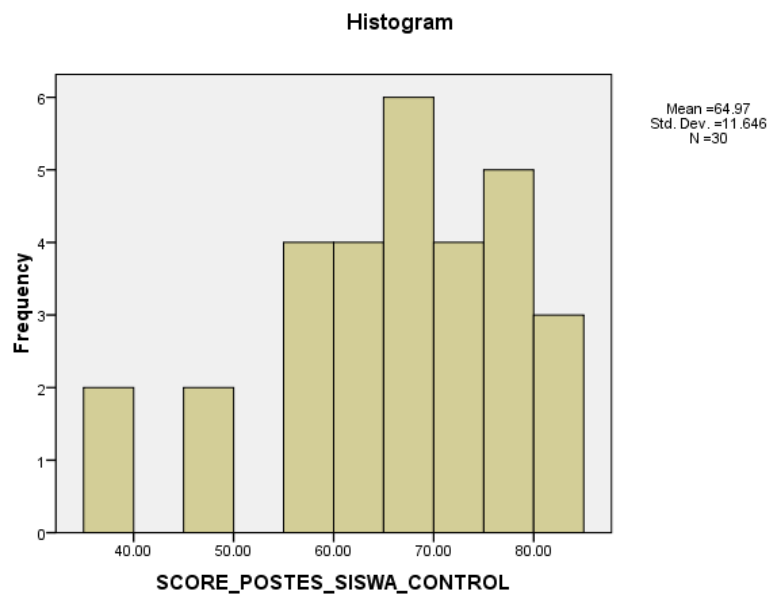The histogram of normal data of N-Gain score in the experiment class can be seen in the figure below.
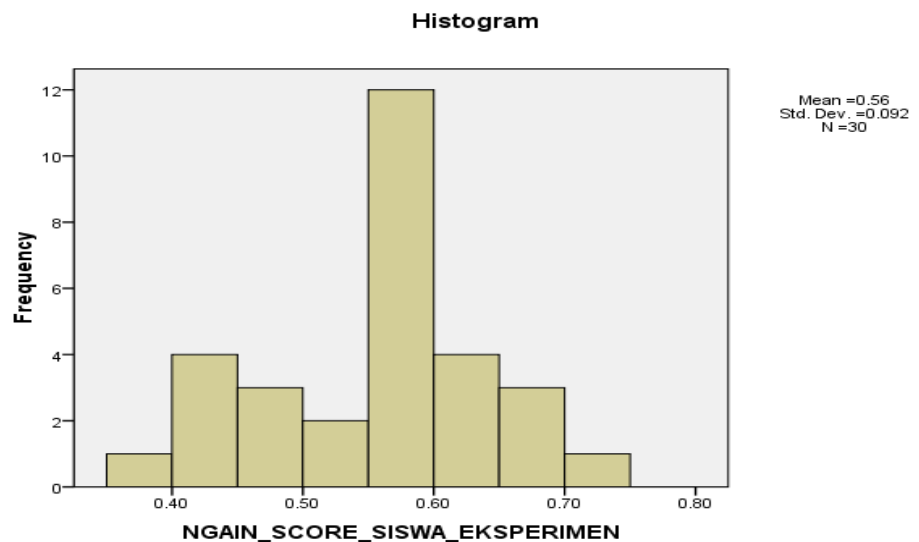

Figure 4.5 The Histogram of Normality Test

f.   The Normality of N-Gain Score of Experiment Class

In analyzing the normality of N-Gain score in Control class, one sample Kolmogrov-Smirnov test used since the data of each class than 60 data. As we know that the total of data is 30 students. The of normality of N-Gain scores of the control class can be seen o table 4.6.

Table 4.6
Normality Test of N-Gain Score in Control Class
One-sample Kolmogrov-Smirnov

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
N-Gain score of control class	.121	30	.200[*]	.952	30	.191

a. Lilliefors Significance Correction

From the table above, it can be seen the significance value of the control class N-Gain score is 0200. it means that it was higher than the level of significance (0,05). So, it can be concluded that the data were distributed normality.

The histogram of normal data of N-Gain score in the control class can be seen in the figure below.
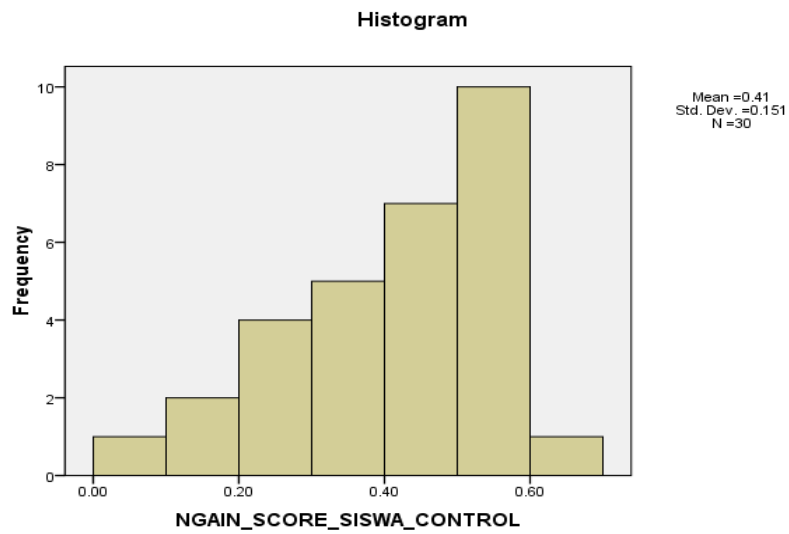
Figure 4.6 The Histogram of Normality Test

2. Homogeneity of the Data

a. Homogeneity of pre-test

To analyze the homogeneity of variences of experiment class and control class pre-test score, the researcher use Levena Statistic in IBM SPSS Statistic 20. The result can be seen in the tables below.

Table 4.7
Test of Homogeneity of Variences

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
SKOR_PRETEST	Based on Mean	1.766	1	58	.189
	Based on Median	1.086	1	58	.302

		Levene Statistic	df1	df2	Sig.
	Based on Median and with adjusted df	1.086	1	54.496	.302
	Based on trimmed mean	1.632	1	58	.207

Based on theoutput above, it known that the significance value Based on Mean is 0.189, higher than alpha level 0,05. So it can be concluded that the pre-test of experimental class and control class was homogeneous.

b. Homogeneity of Post-test

To analyze the homogeneity of variences of experiment class and control class post-test score, the researcher use Levena Statistic in IBM SPSS Statistic 20. The result can be seen in the tables below.

Table 4.8
Test of Homogeneity of Variences

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
POSTTEST_SCORE	Based on Mean	4.051	1	58	.049
	Based on Median	4.160	1	58	.046
	Based on Median and with adjusted df	4.160	1	51.003	.047
	Based on trimmed mean	4.465	1	58	.039

Based on theoutput above, it known that the significance value Based on Mean is 0.049, was lesser than alpha level 0,05. So it can be concluded that the post-test of experimental class and control class was heterogeneous.

c. Homogeity of N-Gain score

Based on the calculation results of the homogeneity test for the N-Gain Score variance of the experimental class and control class students using the SPSS program, the following output is obtained:

Table 4.9
Test of Homogeneity of N-Gain Variences

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
NGAIN_SCORE	Based on Mean	6.311	1	58	.015
	Based on Median	5.695	1	58	.020
	Based on Median and with adjusted df	5.695	1	48.632	.021
	Based on trimmed mean	5.949	1	58	.018

Based on the table above, it known that the significance value Based on Mean is 0.015, was lesser than alpha level 0,05. So it can be concluded that the N-Gain Score variance in each data group is not the same (heterogeneous).

3. **The description of pre-test score and post-test score in the experimental class**

Graphically, the total score of the students pre-test and post-test in the experimental class ca be seen on figure below.
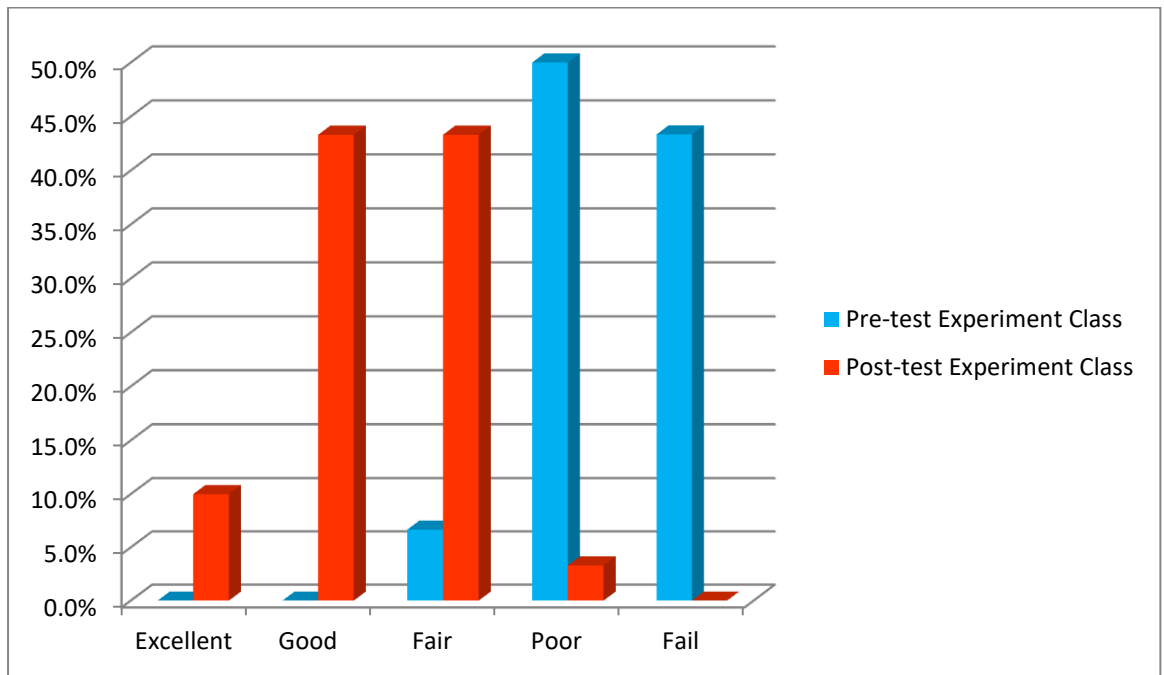
Figure 4.7Students' Pre-test and Post-test Score in Experiment Class

Based on figure 4.10 the post-test score was higher than the pre-test score. It means teaching writing skill by using portfolio assessment could increase the students'writng skill socore.

The distribution of pre-test and post-test score in experiment classcan be seen on the table below.

Table 4.10
Score Distribution in Experimental Class

Score Interval	Category	Pre-test		Post-test	
		F	%	F	%
85 ≤ Skor ≤ 100	Excellent	0	0.0%	3	10.0%
75 ≤ Skor ≤ 84	Good	0	0.0%	13	43.0%
60 ≤ Skor ≤ 74	Fair	2	6.7%	13	43.0%
40 ≤ Skor ≤ 59	Poor	15	50.0%	1	3.3%
0 ≤ Skor ≤ 39	Fail	13	43.3%	0	0.0%

Based on the Table 4.1above, the result of Pre-test in Experiment Class was: there was 0 (0%) student in excellent category, 0 (0%) student in good category, 2 (6,7%) students were in fair category, 15 (50,0%) in poor category, and 13(43,3%) in fail category. Meanwhile, in post-test, there were 3 (10%) students in excellent category, 1(43,0%) students in good category, 13(43,0%) students in fair category, 1 (3,3%) student in poor category, and 0 (0%) students' were in fail category.

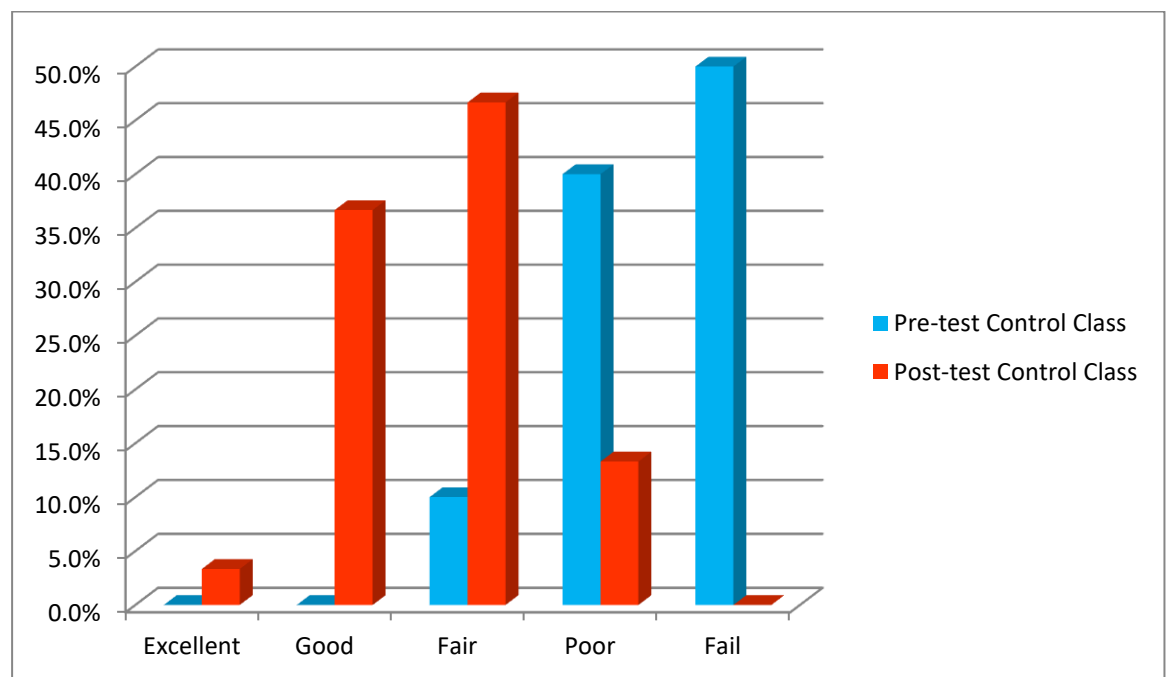4. **The description of pre-test score and post score in the control class**

Figure 4.8Students' Pre-test and Post-test Score in Experiment Class

Based on figure 4.8, it was showed that the post-test score and pre-test score.were realatively the same. It mean the score of students' writing ability increased gradually.

The distribution of pre-test and post-test score in control classcan be seen on the table below.

Table 4.11
The Score Distribution in Control Group

Score interval	Category	Pre-test		Post-test	
		F	%	F	%
85 ≤ Skor ≤ 100	Excellent	0	0.0%	1	3.3%
75 ≤ Skor ≤ 84	Good	0	0.0%	11	36.7%
60 ≤ Skor ≤ 74	Fair	3	10.0%	14	46.7%
40 ≤ Skor ≤ 59	Poor	12	40.0%	4	13.3%
0 ≤ Skor ≤ 39	Fail	15	50.0%	0	0.0%

Based on table 4.11, pretest in the control group, there was 0 (0%) student in excellent category, 0(0%) student was in good category, 3(10%) students were in fair category, 12 (40%) in poor category, and 15 (50%) in fail category. Meanwhile, in post-test, there were 1 (3,3%) students in excellent category, 11(36,7%) students in good category, 14(46%) students in fair category, 4 (13,3%) student in poor category, and 0 (0%) students' were in fail category.

5. The Analysis of pre test and post test

This section was aimed at analyzing the pre-test and post test result, the score of both of class was compared to know whether any significant Difference or not. It can be seen on the table below.

Table 4.12
The Analysis of Pre-test and Post-test

Group	Mean Score		Improving
	Pre-test	Post-test	
Experiment	40,1	73,5	33,4
Control	41,26	64,96	23,7

In pre-test, the average scores between the experiment class and control class were compared. The result sgowed that in experiment class which was taught by porfolio assessment increasing was higher than cotrol class which was

taught without portfolio assessment. It can be seen from mean score of post-test in experiment class which was 73,5 while in the control class which only 64, 9. The improving of mean score in experiment class was 33,4 points and in control class 23,7 points.

6. The Statistically Analysis Result

   a. Different Test of Average Pre-test Results

Pretest score difference test was conducted to determine whether the writing skills of the experimental class and control class students were the same or different before treatment. Because from the normality test the pretest score is declared normal and from the results of the homogeneity test, it is declared homogeneous, then the average difference test uses the Independent Two-Sample t-Test. From the t-test, the following output is obtained:

Table 4.13
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
PRETEST_SCORE	Equal variances assumed	.446	.507	-.484	58	.630	-1.16667	2.40989	-5.99058	3.65724
	Equal variances not assumed			-.484	57.675	.630	-1.16667	2.40989	-5.99115	3.65782

From the table above, it can be seen the significance value of the

Equal Variances assumed is 0,630. it means that it was higher than the

level of significance (0,05). So it can be concluded that the average pretest

of the experimental class and control class are the same. This means that

the writing skills of the experimental class and control class students were

the same before being given treatment.

b. Different Test of Average Post-test Results

Posttest score difference test was conducted to determine whether

the writing skills of the experimental class and control class students were

the same or different after treatment. Because the normality of the posttest

score is normal, the average difference test uses the Independent Two

Sample T-Test. From the t-test, the following output is obtained.

Table 4.14
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Differenc e	Std. Error Differenc e	Lower	Upper
POSTTEST_SCORE	Equal variances assumed	4.051	.049	3.393	58	.001	8.53333	2.51535	3.49832	13.56835
	Equal variancet not assumed			3.393	48.984	.001	8.53333	2.51535	3.47851	13.58815

From the table above, it can be seen the significance value of the

Equal Variances assumed is 0,001 it means that it was lesser than the level

of significance (0,05). So it can be concluded that the average score of the

experimental class posttest and the control class are not the same. This means that there is a significant difference in posttest scores between experimental class students and control class students.

c. The Effectiveness of Test (N-Gain)

Gain or N-Gain Score normality aims to determine the effectiveness of using a particular method or treatment in quasi experimental research. The N-gain Score test is done by calculating the difference between the pretest (the test before Portfolio Assessment is applied) and the post-test value (the test after the Portfolio Assessment is applied).

Table 4.15
Descriptives

	Class			Statistic	Std. Error
Ngain_Percent	EXPERIMENT	Mean		56.1400	1.66933
		95% Confidence Interval for Mean	Lower Bound	52.7258	
			Upper Bound	59.5542	
		5% Trimmed Mean		56.1359	
		Median		56.6400	
		Variance		83.600	
		Std. Deviation		9.14328	
		Minimum		38.46	
		Maximum		74.58	
		Range		36.12	
		Interquartile Range		11.74	
		Skewness		-.171	.427
		Kurtosis		-.337	.833
	CONTROL	Mean		40.7993	2.75852
		95% Confidence Interval for Mean	Lower Bound	35.1575	
			Upper Bound	46.4411	
		5% Trimmed Mean		41.5865	
		Median		42.3650	

Variance	228.284		
Std. Deviation	1.51091E1		
Minimum	1.92		
Maximum	63.64		
Range	61.72		
Interquartile Range	22.70		
Skewness	-.735	.427	
Kurtosis	.140	.833	

Refering to the value of N-Gain in the form of percent (%) and the output table above, it shows that the average N-Gain score for the experimental class (Portfolio Assessment) is = 56,1400 or 56.1% included in the category of quite effective, with a value of N -Gain a minimum score of 38.46% and a maximum of 74.58%. While for the average N-Gain score for the control class (conventional Assessment) is 40.7993 or 40.8%, including the category of less effective with a minimum N-Gain score of 1.92% and a maximum of 63.64%.Thus, it can be concluded that the use of Portfolio Assessment is quite effective as an instrument for Students' writing skills of Procedure Text.

Furthermore, to determine whether the difference in effectiveness between the Portfolio Assessment (experimental class) and the conventional Assessment (control class) is significant or not, it is necessary to do an independent sample t-test, and based on the N-Gain Score normality test, it is concluded that the N-data Gain Score is normally distributed, so the independent sample t-test can be done. From the t-test, the following output is obtained:

Table 4.16
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
							Mean Differenc e	Std. Error Differenc e	95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)			Lower	Upper
NGAIN_S CORE	Equal variances assumed	6.311	.015	4.770	58	.000	.15400	.03229	.08937	.21863
	Equal variances not assumed			4.770	47.90 9	.000	.15400	.03229	.08908	.21892

From the table above, it can be seen the sigignificance value of the Equal Variances assumed is 0,000. it means that it was lesser than the level of significance (0,05). o it can be concluded that the average N-Gain Score of the experimental class and the control class are not the same. It means there was significant difference in effectiveness between Portfolio Assessment (experimental class) and conventional Assessment (control class) for Students writing skills of Procedure Text. In this case, Portfolio Assessment is quite effective as an instrument for Students writing skills of Procedure Text.

B. DISCUSSION

The present research has shown that there was significant difference on students' writing ability in procedure text using portfolio assessment. From the result above, we can see that the result of students' post-test was higher than the result of pre-test. After doing the post-test, the result showed a statically significant difference in students writing ability on procedure text between the students who were taught by using portfolio assessment and those

who were not. The mean score of the post-test of the experimental group was higher than the mean score of control group. It was understood that portfolio assessment gave significant difference in students' writing ability on procedure text between the students who were taught by using portfolio assessment and those whore were not.

The mean post-test of experimental group was compared to mean of control group. The result showed that T-Count 4.470 higher than T-Table 2,048. It means that there was significant difference in writing ability on procedure text between both of group. This shows that portfolio assessment could a significant contribution in developing the tenth grade students' writing ability on procedure text.

In other hand, in this research, it was found the some changes in the students' learning performance. First, the students in the experimental group active and they could understand easily how to write procedure text by using portfolio assessment. In the experimental group, the researcher applied concept writing strategy in the form of portfolio assessment to help the students write procedure text. Here, portfolio assessment play important rules in helping develop their ideas. It is one of the best strategy to discover ideas, it is useful in narrowing down a broad subject to manageable topic in discovering what to say about the topic.

Second, portfolio assessment using procedure text could be effective to improve students' writing ability. Most of first grade students in the

experimental had better development in their post-test scores compared to their scores in the pre-test. It can be seen from result of the students' gains taken from pre-test and post-test and compared post-test. As the students in the control group were not get the treatment of portfolio assessment, the result of students' post-test scores were not significantly improved. The students in the control group got lower scores in the post-test. Furthermore, portfolio assessment made the students feel that writing was not a difficulty activity. In order words, portfolio assessment help the student organize their ideas when they were writing.

The result of this research showed that portfolio assessment help English teacher in teaching writing. It could be concluded that teaching writing by using traditional technique make the students feel bored and did not interest in learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

After the research, the researcher found that the result of this study showed statistically significance effectiveness of portfolio assessment as an instrument for students' writing skill of procedure text. It can be seen based on formula found that T-count (4,770) was higher than the T-table (2,048). It can be concluded that the using of portfolio assessment have significant effect on writing procedure text of tenth grade students of SMA Negeri 03 Bengkulu in the academic year 2018/2019. It means that the alternative hypothesis (Ha) was accepted and the null hypothesis (H0) was rejected.

B. SUGGESTION

Based on conclusion above, the researcher would like to suggest that Portfolio Assessment as an Instrument can be applied for teaching writing. That firstly, teachers are expected to use portfolio assessment, especially in teaching writing procedure text. Because by portfolio assessment , teacher can expect the students' writing result well. Because this assessment stimulates students' brain arrange sentence. Second for the teacher has interactions with all students to be able to know how they are doing writing, therefore overall the teacher has complete information about the general progress of students in writing.

For Students, firstly have the opportunity to correct errors in the results of their writing that have been corrected by the teacher. Secondly, Giving the students the opportunity to reflect on their ability to write in an effort to increase their self-awareness to do their work. Thirdly, motivation to students that writing is important to develop their performance in developing their abilities. The last, giving opportunities for students to discuss openly centered on students and guided by teachers.

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