

CHAPTER I

INTRODUCTION

Basic consideration

Assessment is one of the most important element in teacher's lesson plan. Effective teacher assess the classroom to determiner when it is appropriate to move onto the next concept or to elaborate on the current lesson being taught. The desired goal of every classroom is not only to be fair and accurate when assessing students but to make sure that each students will be able to apply the knowledge and skills gained in the classroom later in life.

Nurhadi (2004, P. 52) states that, assessment is a collection process of various data which can give a description about the development of the students' achievement. Because of the assessment depends on learning and teaching process, data had collected should be obtained from a real activity which is done by the students when they do learning process. A teacher wants to know the students learning ability in English should collect data from a real activity when the students use English, not when they do an English test. It can be taken from various activities, both in class and out class.

One of teacher's activities is to instruct students to make portfolio. Their portfolio would be assessed well by the teacher. Moreover, the teacher is able to know more about the students' ability through such his/her students portfolio. In addition, the students' portfolios must be created by collecting their set of works.

Arter & Spandel in Luitel (2002) state the notion of portfolio. The literary meaning of the term 'portfolio' is a collection of the past work. However, in the context of assessment, portfolio does not represent only a more collection of the past work. In addition, portfolios can be the media in order to measure the students' work because the portfolios may a set of students' work that can represent their all works including the students' writing portfolios.

Portfolio is not just happened, it must be organized well in order to make the portfolios more scientific. In addition, portfolios must be assessed in order to know the students' quality of work, in this case is the students' portfolios of writing. It must be done before examining the students' writing ability at the end of academic year or semester examination. At the end of learning or semester, the students' ability can be measured by giving examination, in this case is writing. The problem in this research is that found not all the students can write their writing based on the organization of the writing. This research is expected can be the useful information in describing the students writing ability.

Based on my observation, it is found that the teacher use the portfolio in assessing the students writing. In this case, I want to know the students' ability in writing by using portfolio assessment in teaching and learning process. I still see some of the teachers teaching the application of using other methods to improve students writing skill. Therefore, I am interested in conducting this research with the title "Assessing Students' Writing ability by Using Portfolio".

Problems statement

Based on the explanation have been stated on background above, I determined the problem that "how are the students' writing ability by using portfolios?"

Objective of research

The objective of the research is to describe the students' writing ability by using portfolio assessment.

Significant of research

As the significant of study, in the form of giving information to the teachers and the students about how portfolio assessment is implemented at school especially at SMP Negeri 8 Gorontalo. Furthermore, it might be able to help the teachers and the students understand the benefits and the weakness of using portfolio assessment.

Delimitation of the research

This research is limited to the students' writing ability by using portfolio assessment, the kinds of writing is limited on descriptive text, narrative text, recount text and report text.