Chapter I

Introduction

This chapter introduces and explains several points that will be discussed in this research. This chapter is divided into five subtopics, they are: basic consideration, research question, objective of research, significances of research, and scope and delimitation of research.

Basic consideration

Reading is a process that is the foundation for success in every student's school career. In order to teach a student and monitor their progress, assessment must be a component of reading instruction. According to Crooks (2001, p. 1), assessment is "any process that provides information about the thinking, achievement, or progress of student". Assessment is important in teaching and learning, thus, every teacher should assess their student's learning regularly.

It is believed that, traditional assessment such as paper and pencils test, standardized test are common test which use by teacher to measure their student achievement. The critics from various backgrounds have raised about this type of assessment. A number of concerns about its usefulness as the primary measure of students. The main reasons for undesirability of traditional assessment is students' knowledge only evaluated by one or two single scores. In addition, this assessment makes student rely on their memorization ability to remember the imformation for exam and focus on getting a high score, after the exam the information will dissapear. This traditional assessment distracts the students from

meaningful learning. Also many other factors may influence students' performances like anxiety and stress.

Based on the phenomenon, teacher should be creative in assessing student's achievement. Assessment is not about giving score, but assessment should be use as a tool for student to develop their comprehension in learning. Boud (1995) stresses that the assessment process shouldn't be thought only as an instrument to give students a diploma, but it should also be a process that leads up to student development and better learning conditions and applications.

The other assessment which teacher can use is alternative assessment such as portfolio. The Portfolio is one of authentic assessment for measuring or appreciating student's learning achievement. According to Genesee and Upshur (cited in Brown, 2004, p. 256) portfolio is "a purposeful collection of student's work that demonstrates their effort, progress, and achievement, in given areas". The collection must include student participation in criteria for selection, criteria for judging merit and evidence of student self-reflection. A reading portfolio should be implemented into classroom reading programs to successfully monitor and assess a student's reading ability over an extended period of time.

Using portfolio to assess students reading achievement is more authentic than traditional assessment. Because portfolio gives opportunity to learner to monitor their own progress and take responsibility for meeting goals. It is supported by O'Malley and Pierce (1996, p. 35) said that By documenting growth over time through a systematic collection of their work, portfolios enable learners to see

possibilities for reflection, redirection, and confirmation of their own learning efforts. In addition portfolios have been utilized for the same purposes, as an assessment instrument and as part of activities to improve students' foreign language skills (Charvade, jahandar, Khodabandehlou : 2012). Thus, in traditional assessment the possibility of student cheating is big, however in portfolio it will be decrease, because in portfolio they manage and monitor their own work.

However, now teachers rarely use portfolios as an assessment tool, especially in reading skills. As happened in SMP negeri 2 Paguyaman Pantai, the teachers are still using traditional assessment to assess students' reading comprehension. They just give a test and then asked students to answer, and then give a value. They just measured student reading comprehension based on student final score. They did not consider, wether student understand or not. They assumed that, if student got a high score in final test, it means that student have a good comprehension in reading. However, teacher should know their student competence rather than just give a score. Teachers should give feedback to student, tell them where their fault location, so that students can know, then revise it. Thus, with this treatment, students can show progress in understanding what they have been read.

To overcome the problems, the teacher can try alternative assessment that not only provides a score, but it can allow students to further develop the learning process. An alternative assessment which teachers can use is the portfolio assessment. Portfolio gives students an opportunity to monitor their progress in every learning process. They may know the location of their mistakes even their

strenght, because in portfolio, there is self assessment that allows students to pass judgment on themselves. In addition, Calfee and Perfumo (1993) stress that using portfolios for assessment is important to show the learners' competence, rather than only choosing the correct answers and especially portfolio assessment provides more information about the learners, rather than just doing mechanical grading. Portfolios orient the students to produce various types of more authentic works and urge them to be more creative. Portfolios provide the students with the opportunity to see themselves not only as readers or writers, but also as individuals with special interests and needs, and provide students with unique opportunities to advance their learning.

The other reason why teacher often use portfolio assessment is they do not understand how to apply this assessment on student reading comprehension. Based on previous observation, the question raised is what kind of student work of reading comprehension that would be collected by using portfolio? how to assess and how does it affect on student reading comprehension?. However, the teacher can apply this alternative assessment on reading comprehension, because this assessment can be compiled which document each student's progress in reading across time (O'Maley, 1996. p. 127). In reading comprehension, the teacher can collect work sample of student reading comprehension by including student work in a text with reading comprehension question attached, and self assessment (O'Maley, 1996. p. 47)

Based on the phenomenon above, the researcher would like to conduct a research about the impact of portfolio assessment on student reading comprehension. The aims of this research is to find out, how does portfolio assessment affects students' reading comprehension.The subject of this research is student in SMP negeri 2 Paguyaman Pantai which is student in grade 2. Thus, the writer conducted this research with the title *"The impact of portfolio assessment on student's reading comprehension".*

Research Question

The problem of this research is : does portfolio assessment affect student reading comprehension?

Objective of Research

The objective of this research is to find out the impact of portfolio on student reading comprehension

Significance of research

There are two significances of this study:

   Practically.

This research is useful for teacher as references in assessment process. It could be as an input to them in assessing reading. Serafini (2010, p 14) stated that the basic principals of assessment are assessment must help teachers teach more effectively and assessment must help student learn more effectively. Such basic principles

contained in the portfolio assessment, because portfolio assessment gives a reflection for teachers to develop their teaching methods. Besides, the portfolio provides the opportunity for students to monitor their own progress. It will make them learn effectively. Thus, it will give good impact to teachers and students in the learning process.

Furthemore, this research might be able to help the teacher and the student understand what the benefits of portfolio.

Theoretically.

Giving a profitable description to any further researcher who wants to conducted study in same case.

Delimitation of Research

With the realization of the fact that portfolios provides authentic evidence of what students know, believe, and are able to achieve, portfolios have become a desired tool for language education. According to Molegrano (2000) as cited in Birgin and Baki (2007, p.81) there are 9 types of portfolio. However, this research focus on working portfolio. The reason is the researcher collected ongoing student work sample. Besides, to assess reading comprehension the researcher focus on reading comprehension in narrative text based on indicator such as, vocabulary, main idea, generic structure and explicit meaning.