STATEMENT OF ORIGINALITY

Herewith I declare that the research paper I wrote, entitled "The Use of Portofolio "CRADLE" and Self-Peer Assessment in CLT for Students' Writing Ability in English Classroom", as a partial fulfilment of the requirements for the Master degree (M.Pd) and submitted to Magister Tadris Bahasa Inggris, The State Islamic University Sultan Maulana Hasanuddin Banten wholly constitutes my own original scientific writing.

As for the other persons' works whose ideas are quoted in this paper have been referred to appropriately in accordance to the prevailing legal and intellectual ethic in the world of scientific writing tradition. However, if the originality of this paper either partially or wholly is, later on, proved or it falls under convincing plagiarism, I would be prepared to receive any consequences in the form of any sanction such as losing my related academic degree obtained from the institution as well as other rules prevailing in Indonesia.

Serang, June 1st, 2023

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Bismillahirrahmanirrahim

Assalamu'alaikum wr. wb

In the name of Allah, the Most Gracious, the Most Merciful, I begin with gratitude and praise for His presence and blessings. With His grace and guidance, I have successfully completed this thesis, and I extend my sincerest thanks to Him. I also send my prayers and blessings to the noble Prophet Muhammad SAW, who brought the gift of Islam and guided humanity from the era of ignorance to the present.

With the help of Allah, my unwavering intention, and relentless efforts, I present this thesis entitled "The Use of Portofolio "CRADLE" and Self-Peer Assessment in CLT for Students' Writing Ability in English Classroom". This work represents my final project in fulfillment of the requirements for a Master of Education (M.Pd) at Magister Tadris Bahasa Inggris, Postgraduate Program, the State Islamic University Sultan Maulana Hasanuddin Banten.

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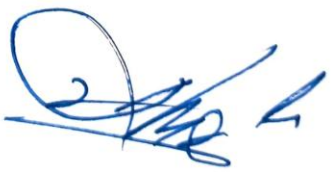

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Setelah melakukan bimbingan, arahan dan koreksi terhadap penulisan tesis magister yang berjudul: **"THE USE OF PORTFOLIO "CRADLE", SELF-PEER ASSESSMENT IN CLT AND THEIR INFLUENCE ON STUDENTS' WRITING ABILITY"** yang ditulis oleh,

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Kami telah bersepakat bahwa tesis magister tersebut sudah dapat diajukan kepada Program Pascasarjana UIN Sultan Maulana Hasanuddin Banten untuk diajukan guna mengikuti UJIAN TESIS dalam rangka memperoleh gelar Magister Pendidikan (M. Pd).

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The Use of Portfolio, Self-Peer Assessment in Communicative Learning Teaching and Their Influence on Students' Writing Ability

ABSTRACT

The alternative assessment measures students' ability to meet learning objectives in reading, listening, and writing skills with a focus on English. It is a form of assessment that measures students' level of competence in a topic rather than the amount of their knowledge. Based on the researcher's observations and interviews with an English teacher at a Vocational School in Tangerang, students face many problems in writing, so teaching writing is challenging for researchers. Then, the researcher wants to analyse the use of assessment in English topics, with particular emphasis on alternative assessments for students in vocational high schools. This study tries to determine the effect of using the CRADLE portfolio and self-peer assessment on students' writing ability. To find out the results, the researcher used quantitative research with multiple regression tests on the three variables studied, and the results of this study showed positive simultaneously, which means that the CRADLE portfolio and self-peer assessment had a significant effect on students' writing ability with Fcount 2.967 and Ftable 3.18 and a significant level of 0.061 > 0.005, meaning that portfolio CRADLE and Self-Peer assessment have a significant influence on students' writing ability in secondary vocational schools.

Keywords: Portfolio CRADLE, Self-Peer Assessment, Writing ability

Penggunaan Portofolio, Self-Peer Assessment dalam Pengajaran Pembelajaran Komunikatif dan Pengaruhnya Terhadap Kemampuan Menulis Siswa

ABSTRAK

Penilaian alternatif mengukur kemampuan siswa dalam memenuhi tujuan pembelajaran keterampilan membaca, mendengarkan, dan menulis dengan fokus bahasa Inggris. Ini adalah bentuk penilaian yang mengukur tingkat kompetensi siswa dalam suatu topik, bukan jumlah pengetahuan mereka. Berdasarkan observasi dan wawancara peneliti dengan seorang guru bahasa Inggris di sebuah SMK di Tangerang, siswa menghadapi banyak permasalahan dalam menulis, sehingga pengajaran menulis merupakan tantangan bagi peneliti. Kemudian, peneliti ingin menganalisis penggunaan asesmen dalam topik bahasa Inggris, dengan penekanan khusus pada asesmen alternatif untuk siswa di sekolah menengah kejuruan. Penelitian ini mencoba untuk mengetahui pengaruh penggunaan portofolio CRADLE dan penilaian teman sejawat terhadap kemampuan menulis siswa. Untuk mengetahui hasilnya maka peneliti menggunakan penelitian kuantitatif dengan uji regresi berganda terhadap ketiga variabel yang diteliti, dan hasil penelitian ini menunjukkan hasil positif secara simultan yang artinya portofolio CRADLE dan self peer assesment berpengaruh signifikan terhadap tulisan siswa. kemampuan menulis dengan Fhitung 2,967 dan Ftabel 3,18 serta tingkat signifikan 0,061 > 0,005 artinya portfolio CRADLE dan Self-Peer assesment mempunyai pengaruh yang signifikan terhadap kemampuan menulis siswa di sekolah menengah kejuruan.

ata Kunci: Portofolio CRADLE, Self-Peer Assessment, Kemampuan Menulis

استخدام الحافظة وتقييم النفس والأقران في تعليم الاتصال وتأثيرهما على مهارات الكتابة للطلاب

ملخص

التقييم البديل يقيس قدرة الطلاب على تحقيق أهداف تعلم مهارات القراءة والاستماع والكتابة باللغة الإنجليزية. هذا هو نوع من التقييم الذي يقيس مستوى كفاءة الطلاب في موضوع معين، بدلاً من كمية معرفتهم. استنادًا إلى الملاحظات والمقابلات التي أجراها الباحث مع مدرس لغة إنجليزية في مدرسة ثانوية فنية في تانجيرانغ، واجه الطلاب العديد من المشكلات في الكتابة، مما يجعل تعليم الكتابة تحدًا بالنسبة للباحث. بعد ذلك، يرغب الباحث في تحليل استخدام التقييم في موضوع اللغة الإنجليزية، مع التركيز الخاص على التقييم البديل للطلاب في المدارس الثانوية المهنية. تحاول هذه الدراسة معرفة تأثير استخدام الحافظة CRADLE وتقييم الأقران على قدرة الطلاب على الكتابة. لمعرفة النتائج، يستخدم الباحث دراسة كمية باستخدام اختبار الانحدار المتعدد على العوامل الثلاثة المدروسة، ويظهر نتائج إيجابية بشكل متزامن، وهذا يعني أن الحافظة CRADLE وتقييم الأقران الذاتي لهما تأثير كبير على قدرة الطلاب على الكتابة بنسبة F تقديري ٢.٩٦٧ و Fجدولي ٣.١٨ ومستوى دلالة ٠.٠٦١ > ٠.٠٠٠٥، مما يعني أن الحافظة CRADLE وتقييم الأقران الذاتي لهما تأثير كبير على قدرة الطلاب على الكتابة في المدارس الثانوية المهنية.

الكلمات الرئيسية: ملف CRADLE، تقييم النفس والأقران، مهارة الكتابة

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