

STATEMENT OF ORIGINALITY

Herewith I declare that the research paper I wrote as a partial fulfillment of the requirements for the Sarjana degree and submitted to the English Education Department, the Faculty of Education and Letters, wholly constitutes my own original scientific writing.

As for the other person's works, whose ideas are quoted in this paper, they have been referred to appropriately in accordance with 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 proved or 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 situation, as well as other rules prevailing in Indonesia.

Serang, July 3rd 2024



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ACKNOWLEDGEMENT

In the name of Allah, the Merciful, the Compassionate

Praise and gratitude to Allah SWT, who always gives the author thousands of blessings, especially healing blessings, and finally the writer can finish this paper smoothly. Blessings and salutations may always be poured out on the great prophet Muhammad SAW, his family, and his followers until the end of time. In the preparation of the thesis content, the author received a lot of support from several people. Of course, without these people, this paper would not have been completed. Therefore, herewith, I would like to express her profound gratitude, more than she can express to:

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Serang, June 12nd 2024

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ABSTARCT

Ipah Latipah. SRN. 201230015. *The Use of Portfolio as an Assessment for Students' in Teaching Writing. (A Case Study at MTs Roudhotul Hikmah-Cikande in Academic Year 2023/2024).*

The aims of the research were to find out the implementation of portfolio assessment in teaching writing, how portfolios can improve their writing skills, and the obstacles when teachers use portfolio assessment in teaching writing. This research used a case study approach. The participants in this research were the eight grade and English teachers of MTs Roudhotul Hikmah-Cikande. The techniques of data collection are observation, interview, and questionnaire. The result showed the teacher implemented almost all aspects of the theory of portfolio assessment. Provided writing tasks to practice writing in the classroom and applying portfolio assessment successfully improved the students' writing skills. This can be seen from the students' quite good scores and the results of student responses, which show that the use of portfolios helps them learn to write. The obstacles faced by the teacher in the use of portfolio assessment in teaching writing were that students sometimes still cannot translate their words into English, the teacher felt the portfolio took a long time to analyze the students' tasks, the teacher was noisy, and the teacher was less effective in guiding and controlling the students.

Keywords: *Portfolio, Portfolio Assessment, Writing.*

THE ADVISERS' APPROVAL

This is to certify that undergraduate research paper of
Ipah Latipah SRN. 201230015 entitled “The Use of Portfolio as an
Assessment for Students’ in Teaching Writing”
(A Case Study at MTs Roudhotul Hikmah-Cikande Academic Year
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has been approved by the research paper advisers for further approval by the
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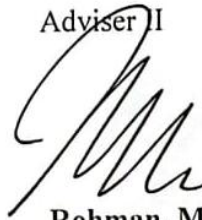
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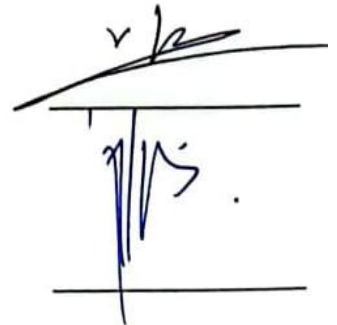
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DEDICATION

This research is dedicated to me, my family, and everyone whom I love and who loves me. Especially to my great parents and my great sister.

Thank you for your endless love, prayer, and support.

MOTTO

مَنْ جَدَّ وَجَدَ

Whoever sincerely does it, will get it

A BRIEF BIOGRAPHY

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TABLE OF CONTENT

STATEMENT OF ORIGINALITY	ii
ACKNOWLEDGEMENT.....	iii
ABSTRACT.....	v
THE ADVISERS' APPROVAL	vi
LEGALIZATION OF DEAN FACULTY	vii
THE BOARD OF EXAMINERS' APPROVAL	viii
DEDICATION.....	ix
MOTTO	x
A BRIEF BIOGRAPHY.....	xi
TABLE OF CONTENT.....	xii
LIST OF TABLES	xv
LIST OF APPENDICES	xvi
CHAPTER I INTRODUCTION	1
A. Background of The Study	1
B. Identifcation of Problem	6
C. Limitations of the Problem	7
D. Statement of the Problem.....	7
E. The Objectives of Study	7
F. The Significance of Study	8
G. Writing Organization	8

CHAPTER II LITERATURE REVIEW	10
A. General Concept of Writing	10
1. Definition of Writing	10
2. The Importance Writing	11
3. Writing Process.....	12
4. Assessing Writing.....	14
B. Portfolio Assessment	21
1. Definition of Portfolio Assesment.....	21
2. The characteristics of Portfolio.....	22
3. The Advantages of Portfolio Assessment	23
4. Disadvantages of Portfolio Assessment	25
5. The Implementation of Portfolio Assessment	26
C. Previous Study.....	28
 CHAPTER III RESEARCH METHODOLOGY	 35
A. Research Design.....	35
B. The Place and Time of Research.....	36
C. The Participant	37
D. Research Instrument.....	37
E. Data Collection	37
F. Data Analysis	41
 CHAPTER IV FINDINGS AND DISCUSSIONS.....	 44
A. Data Description.....	44
B. Findings.....	44

1. The Implementation of a Portfolio as an Assessment in the Classroom	44
2. Portfolio Assessment Can Improve Students Writing Skill	52
3. The Teacher Obstacles in Implementing the Portfolio as an Assessment in Class.....	61
C. Discussions.....	63
1. The Implementation of a Portfolio as an Assessment in the Classroom	63
2. Portfolio Assessment Can Improve Students Writing Skill	65
3. The Teacher Obstacles in Implementing the Portfolio as an Assessment in Class	68
CHAPTER V CONCLUSION AND SUGGESTION	71
A. Conclusion.....	71
B. Suggestion.....	73
BIBLIOGRHRAPHY	75
APPENDICES	78

LIST OF TABLES

Table 2.1 Writing Process.....	14
Table 2.2 The Writing Assessment.....	16
Table 3.1 Observation Guide for Teacher.....	50
Table 3.2 Interview Guide for Teacher.....	39
Table 3.3 Interview Guide for Student	39
Table 3.4 Likert Scale	41
Table 4.1 Students' Writing Scores	58
Table 4.2 Result of student response questionnaires.....	59

LIST OF APPENDICES

Appendix 1 The Result of Observation	78
Appendix 2 The Result Teacher's Interview	79
Appendix 3 List interview to the Students.....	81
Appendix 4 The Task from Student.....	82
Appendix 5 The Result of Questionnaires	84