

# BAB I

## INTRODUCTION

### A. Background of the Study

Writing is a productive ability that has been found to be useful in learning English. Writing is one of the four English skills besides listening, speaking, and reading.<sup>1</sup> Writing is the most challenging of the four abilities listed above because it requires displaying control over multiple factors at the same time: topic, format, sentence organization, vocabulary, grammar, spelling, and so on. Writing is a skill that gives students practice with written language.<sup>2</sup>

Writing proficiency is covered in the English course syllabus. Writing in junior high school is primarily done to assist another subject that can help students learn more about specific issues of another subject that is taught on a global scale.

Not only is writing a crucial skill, but it's also a productive one. Because writing is regarded as a cognitive process in which the writer presents and/or reflects on reality as it is either internally experienced or

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<sup>1</sup> Utami Widiati and Bambang Yudi Cahyono, "The Teaching of EFL Writing in the Indonesian Context : The State of The Art", *Jurnal Ilmu Pendidikan*, 13.3 (2016), 139–50.

<sup>2</sup> Rezky Bagus Satrio, "The Application of Portfolio Assessment in Teaching Writing at Twelfth Grade of Sman 1 Berbek in Academic Year 2015 / 2016" (University of Nusantara PGRI Kediri, 2016, 5.

externally observed, one's knowledge and experience may expand as a result of writing.<sup>3</sup>

Writing is the process of communicating thoughts and ideas in understandable forms employing alphabet letter symbols, punctuation, and whitespace, which are typically written in sentences or paragraphs. However, it requires the ability to convey such concepts. The role of writing is equally vital as the other talent. Writing is employed in practically every facet of life. People practically every day write something about their lives. They use it to communicate written messages.

Students must use acceptable punctuation, such as capital letters in the initial sentence and commas when mentioning various types of something when writing their ideas down. The simple present tense, simple past tense, passive voice, and simple present tense are some examples of these sentence structures. It has been acknowledged as one of the crucial abilities for students. Students should develop their writing skills because the national curriculum mandates that they produce texts in a variety of genres.<sup>4</sup> Current curriculum named 2013 needed to replace

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<sup>3</sup> Rini S Dwivedi and Ranganath VNallan Chakavarthy, "Problems Encountered By Rural Students in Writing English - Role of English Teacher - Some Solution", *International Journal on Studies in English Language and Literature (IJSELL)*, 3.7 (2015), 27–38 <[www.arcjournals.org](http://www.arcjournals.org)>.

<sup>4</sup> Susandari Susan, Warsono Warsono, and Abdurrachman Faridi, "Evaluation of Exercises Compatibility Between Revised Bloom's Taxonomy and 2013 Curriculum

the curriculum before. In this curriculum students must be able to create texts that are recounted, narrative, descriptive, expository, procedural, etc.

Brown, in the journal *Mukhsinah*, considers knowing there is more to writing than simply putting words on paper, it also involves creating an argument that will convince, inform, and amuse the audience. Writing is another one way that people communicate in writing.<sup>5</sup> As is well known, writing is a difficult talent that students must master. Students must pay attention to macro-level abilities such as organization, language use, topic, vocabulary, and grammar, as well as micro-level skills like punctuation and spelling. Therefore, writing seems to be a problem for most students, and a teacher who provides the proper method to guide the students to write is needed.

Almost all of the students did not know how to write, felt brainless when they could not find the right words, were afraid of criticism, and avoided writing when faced with a topic that would be written. Regarding the aforementioned phenomena, the new curriculum, the school-based curriculum, aims to improve the quality of national education. To do this, according to Indonesian English teaching, English

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Reflected in English Textbook", *English Education Journal*, 10.2 (2020), 252–652.

<sup>5</sup> Anis Faridah Mukhsinah, 'The Use of E-Portfolio Assessment To Improve Students ' Writing", *Retain Journal*, 8.2 (2020), 164–70.

teachers must be able to autonomously design classroom management in order to be more original and creative. Students in this situation are also expected to be more involved in the learning process. Furthermore, pupils are expected to be more active, creative, and self-confident. This new curriculum also gives great focus to student engagement in all teaching and learning activities, including assessment. These can be achieved by implementing classroom-based assessments.

Assessment of the learning process so far has often been ignored, or at least received less attention than the assessment of learning outcomes. Whereas education is not merely results-oriented but also process-oriented, therefore, the assessment of learning outcomes and learning processes must be carried out in a balanced manner and, if possible, can be carried out simultaneously.

In general, assessment of learning outcomes can be done through tests, self-assessment, peer assessment, project assessment, assessproduct assessment, attitude assessment, and portfolio assessment. Each assessment technique has its own limitations. One of them is portfolio assessment, which becomes the focus of this study since this assessment is intended to know the students' learning progress, diagnose their difficulties in learning, and also give feedback for a better learning process.

According to Brown, Portfolio assessment is one of the most widely used alternatives in assessment,<sup>6</sup> Portfolio assessment is one of the most widely used alternatives in assessment, particularly when used in conjunction with communicative language training. One option for displaying the proof of achieving learning objectives is a portfolio. It is an assortment of different forms. A well-curated compilation of student work, a portfolio showcases the student's endeavors, advancement, and successes in one or more subject areas. Included in the collection must be proof of a student's self-reflection, the selection criteria, the merit judgment criteria, and student engagement in material selection. It should include student-selected examples of work experience relevant to the outcomes under assessment, a compilation of their finest work or attempts, and a record of their progress toward mastering the specified outcomes.

Zuhri, in his study, argues that portfolio techniques can support the skills of teachers and encourage them to consider in depth various efforts so that students can progress and succeed in accordance with the expected goals.<sup>7</sup> Students can evaluate their own learning as well as the progress of their learning through the use of portfolio assignment

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<sup>6</sup> H. Douglas Brown, "Principle of Language Learning and Teaching", *Encyclopedia of the Sciences of Learning*, 2007, 1743–45.

<sup>7</sup> Zuhri Efendi, "Implementation of Portfolio Assessment in Teaching English", *English Education Journal (EEJ)*, 8.2 (2017), 187–98.

strategies, which allow them to reflect on and take ownership of their learning. Portfolios can also give parents and the surrounding community reliable proof of their children's academic progress. The objectives and learning activities in the portfolio center on problem solving, writing, communication, thinking and understanding, and the students' perceptions of their own learning. Assignments in the context of daily life are given to students as part of portfolio assessments. An evaluation of a collection of artifacts is also included in a portfolio assessment. The collection of student work completed within a certain learning time, either individually or in groups, is the main emphasis of portfolio assessment.

Based on the explanation, the researcher conducted a study entitled "The Use of a Portfolio as an Assessment Instrument for Students' in Teaching Writing" (A *Case Study at MTS Roudhotul Hikmah-Cikande Academic Year of 2023/2024*).

## **B. Identification of Problem**

Based on the background of the above problems, then identify the problem can be stated as follows:

1. The students is the lack of vocabulary and grammatical errors
2. The students not interested to writing
3. The writing assessment did not run well

4. Assessment has often been ignored

### **C. Limitations of the problem**

Due to the researcher's many problems in conducting this study, this study only concerns investigating the use of a portfolio as an assessment instrument in teaching writing.

### **D. Statements of the problem**

Based on limitation of the problems, the researcher proposes three research questions as follows:

1. How does a teacher implement a portfolio in the classroom?
2. How does a portfolio assessment improve students writing skills?
3. What are the obstacles faced by teachers in implementing a portfolio as an assessment in teaching writing?

### **E. The Objectives of Study**

Based on statements of the problem, the objective of this study can be described as follows:

1. To investigate the use of a portfolio as an assessment in the classroom
2. To know how a portfolio assessment can improve students writing skills
3. To identify the obstacles faced by the teacher in implementing the portfolio as an assessment in class.

## **F. Significances of the Study**

The result of the study hopefully makes a contribution to English teaching and learning, as follows:

### 1. Theoretically

The findings of the research can be used as a reference for future research that is similar to this topic.

### 2. Practically

#### a. For the teacher

Teachers can use the results of this study as a reference when they want to improve their ability to teach writing.

#### b. For the students

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

#### c. For the researcher

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

## **G. Writing Organization**

This paper is divided into five chapters, each of which contains several points that describe the chapter.

**Chapter I Introduction.** This chapter has some sub-chapters: background of the study, identification of the problem, limitation of the problem, formulation of the problem, objective of study, significance of the study, and writing organization.

**Chapter II Theoretical Framework.** This chapter consists of the theories of study from some experts, such as the definition of portfolio and assessment, the definition of writing, and teaching writing.

**Chapter III Research Methodology.** This chapter consists of research method, research design, the place and time of research, research instrumen, research population and participant, the technique of data collecting, and the data analysis technique.

**Chapter IV Findings and Discussion.** This chapter consists of an explanation of the data description and the analysis data.

**Chapter V Closing.** This chapter consists of a conclusion and suggestions.