**CHAPTER I**

**INTRODUCTION**

1. **Background of The Research**

English is an international language. Many countries in the world use English as first language and second language. To communicatate effectively and efficiently we must understand it well.

There are four main skills in English: those sre reading, listening, speaking, and writing. One of four skills which should be comprehended by English learners is writing skills. Writing skills is necessary for learner to give information or opinion in English. In order that what the writer can be understood, the writer should pay attention how the word written.

Writing is normally intented to communicate something to somebody on paper. But writing is used not only for communication but also for expressing ideas, remembering something and thinking critically. Dealing with this, Rongers argues that “ with writing, we can supplement our own memory, we can record much longer text than we could ever hope to memorize”[[1]](#footnote-2)

In teaching writing, a teacher must motivate the students to enjoy their study and understanding it. In general, however, we will try to get students writing in a number of common everyday styles. These will include writing postcard, letter of various kinds, filling in forms such as job applications, writing narrative composition, reports, newspaper and magazine, articles etc.[[2]](#footnote-3)

The nation of raising portopolio is dealing with the basic assumption is that individuals learnt independently based on teacher assignment both regular assignmen in EFL classroom setting or outside EFL classroom as sustainable learning programs. Its aimed at measuring both the students progress and their drawback in writing ability and function as a medium of evaluation for students to know their progress and weaknesses. Portopolio is self as a purposeful collection of students work that demonstrates to students and other their efforts, progress, and achievement in given areas.

According to Genesee and Upshur, portopolio includes essays, compositions, poetry, books report, art work, video or audio, tape recording of students oral production, journal and virtually anything else.[[3]](#footnote-4)

Based on the notion above, the writer is interested in researching *The influence of portopolio task indeveloping students writing skill.*

**B. Statement ofThe Problems**

Based on the background of the problem above, the research formulates the problem of this observation in the form of research questions as follow:

1. How is students writing skill at the second grade of MTs AnnizhomiyyahJaha Labuan?
2. How is portopolio being applied in teacing writing skill?
3. How is the effectiveness of portopolio task in teaching writing skill?

**C. The Objectives of The Study**

1. To know students writing skill at the second grade of MTs AnnizhomiyyahJaha Labuan.
2. To know the application of teaching writing skill using portopolio task.
3. To examine the effectiveness of portopolio task in teaching writing skill.

**D. The Hypothesis of The Research**

Based on Nunan, definition of Hypothesis is a formal statement about an expected relationship between two or more variables which can be tested through an experiment.[[4]](#footnote-5)The researcher is interested in investigation of students writing skill can be interesting and easy to understand after using portopolio task to learning English. The from of hypothesis is as follow:

H (o) = Means there is no effectiveness between variable X and Y (there is no effectiveness between influenceportopolio task in developing students writing skill).

H (a) = Means there is an effectiveness between variable X and Y (there is an effectiveness between influence portopolio task and developing students writing skill)

**E**. **Organization of the Writing**

The discussion of the paper is divided into five chapters:

*First chapter* is introduction. It contains the background of the research,

statement of

the problem, the objectives of the study, and the hypothesis of the research.

*Second chapter* is about theoretical foundation. It contains to four kinds:

**A.** Definition of writing. **B.** The types of writing, narration, description exposition, and argumentation. **C.** Portopolio, the scheme of the nature and purposes portopolio, the guideline of portopolio for writing skill, and the advantages of portopolio.**D.**The importance of teachingwriting,reinforcement,language development, learning style, and writing as a skill.

*Third chapter* are research methodology, time and place of the research,

population and sample, the research instrument, the technique of data collection and the technique of data analyzing.

*Four chapter* is the research finding, the processing of pre-test score, the

processing of post-test score, comparing the pre-test and post-test, the hypothesis testing and discussion of research finding.

*Fifth chapter* conclusionand suggestion.

**CHAPTER II**

**THEORETICAL FOUNDATION**

1. **Definition of Writing**

Terminologically, there are so many experts that have different definition for writing, but here the writer will take several definitions according to the following experts:

According to Harmer, writing is a basic language skill, as important as speaking, listening, and reading. Students need to know how to write letters, how to put written reports together, how to reply advertisement and increasingly how to write using electronic media. In brief, the most recording of ours is in writing form.[[5]](#footnote-6)

Henry Guntur Tarigan states that “writing is a language skill which use to communicate unconsciously facedly with each other. Writing is productive and expressive activity.”[[6]](#footnote-7)

Writing has also become more important as tenets of communicative language teaching that is, teaching language as a system of communication rather than as an object of study have taken hold in both second and foreign language settings.[[7]](#footnote-8)

Based on the description above a process approach to teaching writing can be used with personal and with academic content, with literature and with nonfiction. And in a process approach, of course the product and accuaraly and grammar are important they are just not the first and only thing that is important. A prinsipled

process approach always pay serious attention to the product but at an appropriate stage in the process.

**B. The types of Writing**

Many experts classify types of writing in several types. However, basically among experts have similarity. Here, I will discuss types of writing based on Wishon and Burks, classification. They divide types of writing into four types: narration, description, exposition and argumentation.

1. **Narration**

Narration is the form of writing used to relate the story of acts or event.[[8]](#footnote-9) Narration tells a story, it can be written by presenting a series of happening arranged according to time chronologies activities.

1. **Description**

Description reproduced the way things look, smell, taste, feel, or sound; it may also evoke moods, such as happiness, loneliness, or fear. It is used to create a visual image of people, place, even of units, of time days, or seasons. It may be used also to describe more than the outward appearance of people. It may tell about their traits of character or personality.[[9]](#footnote-10) This type of writing describes something which somebody can see, hear, feels, or smell.

1. **Exposition**

Exposition is used giving information, making explanations, and interpreting meaning.[[10]](#footnote-11) This type writing is arranged in order to the reader get clarity, and carries information so; it must be completed by data in the form of graph, statistics, pictures, organization and other.

1. **Argumentation**

Argumentation is used in persuading and convincing. It is closely related to exposition and is often found combined with it. Argumentation is used to make a case or to prove or disprove a satatement or proposition.[[11]](#footnote-12)

From the explanation above, it can be concluded that in narration, the writer tells the story of something that happened. In description, the writer tells, verbal picture of a person, place, or explains a particular subject. Finally, the writer uses it to make a case or to prove or disprove a statement or proposition.

**C. Portopolio**

1. **Portopolio**

One of the most popular alternatives in assessment, especially within a framework of communicative language teaching is portofolio development.

A potofolio is a purposeful collection of students’ work that demonstrates to student and other their effort, progress, and achievement in given areas[[12]](#footnote-13)

Subsequently they view portopolio include material as follows:

1. Essay and composition in draft and final forms;
2. Reports, project outlines;
3. Poetry and creative purposes;
4. Artworks, photos, newspaper, or magazines clipping;
5. Audio or and video recording of oresentstion, demonstration, etc;
6. Journals, diaries, and other personal reflections;
7. Test, tests scores, and written homework exercises;
8. Notes, and lectures, and
9. Self, and peer assessment, comments, evaluation, and checklists.

Formerly portopolios were taught to be applicable only to young children who assemble a portopolio of artwork and written work for presentation to teacher and or parent. Now learners for all ages and in all fields of study are benefiting from the tangible, hands on nature of portopolio development.

1. **The Scheme of the Nature and Purposes Portopolio**

Developmental scheme for considering the nature and purpose of portopolio, using the acronym Gradle to designate six possible attribute of portopolio: Collecting, Reflecting, Asesing, Documenting, Linking, Evaluating.

Based on descriptive above, as collections,portopolio are expression of students lives and identities. The appropriate students to choose what to include should be respected, but at the same time the purpose of portopolio need to be clearly specified. Reflective practice through journal and self- assessment checklists is an important ingredient of a successful portofolio.

The teacher and students both need to take the role of assessment seriously as they evaluate quality and development over time. We need to recognize that a portofolio is an important document in demonstrating students’ achievmet, and not just an insignificant adjuct to test and grades whole process of students learning in acquiring the target of language.

Portopolio can give students opportunities to reveal their individual learning as a unique sense of students’ potentiality. It means, student can express and explore his or her ideas and notions based on his or her cognitive style and his or her learning style. Besides, it can also canfacilitate critical thinking, self –assessment, and revision process. It means that studentsindivisuallt can criticize his or her learning tasks based on writing skill after having corrected by the teacher. Then, students will be more easily to identify and know his or her both progress and drawback for the regular task assigned by teacher. For weaknesses, he or her can directly learn from revised previous tasks, and subsequently learn to correct his or her tasks based instruction. In addition, the progress of student base taska instruction can substantially enhance his or her motivation and eagemess to learn more seriously and enthusiastically in the whole process of teaching and learning.

It is clear`thatportofolio offers comprehensive process of learning a language systematicallt effecting significant effect on language learners learning out come.

1. **The Guideline of Portopolio for Writing Skill**

Portopolio can fail if objectives are not clear, if guidelines are not given to student, if systematic periodic review and feedback are not presents, and so on. According Brown, sometime the thought of asking students to develop of portopolio is dauting challenge, aspecially for the new teacher and for those who have never created a portopolio will rely on following number steps and guidelines:[[13]](#footnote-14)

1. State objective clearly

It means, teacher should specify the objectives of developing portofolios apparently. A portofolio attains maximum authenticity and wash-back when it is an integral part of curriculum, not just an oftional box af materials.

1. Give guidelines on what materials to include

It is helpful for a teacher to give clear directions on how to get started since many students will never have compiled a portofolio and mystified about what to do. A sample portofolio dealing with writing skill for example journal can help to stimulate some thought on what to include; the content of a journal is about the simple essay dealing with the way of memorizing lexical vocabularies.

1. Communicate assessment criteria to students

This is the most important aspect of portofolio development and the most complex. Teacher should incorporate two sources of self-assessment and teacher assessment to enable them get maximum benefit. Self-assessment should be as clear and simple as possible suggest the following half-page self-evaluation of writing a simple ( with specs for students to write )

Portopolio self-assessment questions:

a). What does the sample show that you can do?

b). Write about what you did well

c). Think about realistic goals. Write one thing you need to do better.

Be specific farthemore, Ganesee and Upshur recommended using a questionnaire format for self=assessment, with the questions like the following for a project:

1. What makes this a good or interesting project?
2. What is the most interesting part of the project?
3. What was the most difficult part of the project?
4. What did you learn from the project?
5. What skills did you practice when you doing this project?
6. What resources did you use to complete this project?
7. What is the best part of the projrc?why?

4 ). Designate time within the curriculum for portofolio development

Teacher should make sure that students have time set aside for portofolo work ( including in-class time ) and that your own opportunities forconferencing are not compromised.

5 ). Establish periodic schedules for review and conferencing

Teacher should make certain or regular schedules of students writing tasks. It can be more easily for students to do their writing assignment properly accordingly.

6 ). Designate an accessible place to keep portofolio

It is inconvenient for students to carry collections of papers and artwork. If you have self-contained classroom or a place in reading room or library to keep the materials, that may provide the good option. Thus, students can only bring materials they need to the classroom.

7 ). Provide positive wash-back-giving final assessment

Final evaluation should be emphasized not only strength but also poin the way towards learning challenges. It mean that teacher should evaluate entirely students based tasks instruction to know both strengths and their weaknesses.

It is apparent that portofolios get a relatively low practicality rating because of the time it takes for teacher to respond and conference with their students. Nevertheless, following guidelines suggested above for specifying the criteria for evaluating portofolios can raise the reliability to a respectable level, and without question the wash-back-effect, the authenticity, and the face validity of portofolios remain exceedingly high.

1. **The Advantages of Portofolio**

As others alternative assessment, portofolio fundamentally have many advantages in the part of both students and teachers themselves.

Part of portofolio advantages indicated as follows:

1. Foster intrinsic motivation, responsibility, and ownership;
2. Promote student-teacher interaction with the teacher as facilitator;
3. Invidualize learning and celebrate the uniqueness of each student;
4. Provide tangible evidence of a student’s work;
5. Facilitate critical thinking, self-assessment, and revision process;
6. Offer opportunities for collaborative work with peers, and;
7. Permit assessment of multiple dimension of language learning.

According to Brown, portofolio have a lot of advantages for both teacher and students.[[14]](#footnote-15) In thepartof student, it can encourage students motivations, and then prompt them to be autonomous and responsible for their tasks and whole learning process of acquiring a language. In addition, it also stimulates students to have the sence of belonging for their identities. It means, students should be more accountable to be involved and engaged in the whole process of instruction.

Furthermore, portopolio can promote teacher as the facilitator or mediator of learning. Teache doesn’t have necessarily to make any intervention on the can collaborate each other to discuss multiple dimension of language learning

**D. The Importance of Teaching Writing**

In junior high school syllabus, there are some aspects of skills that should be improved: writing, reading, speaking, listening.

Harmer explain that “the reason for teaching writing to students of English as a foreign language include reinforcement, language development, learning style and most importantly, writing as a skill in its own right. We will look at each of these in turn”.[[15]](#footnote-16)

1. **Reinforcement**

Some students acquire languages in a purely oral/aural way, but most of us benefit greatly from seeing the language written down. The visual demonstration of language construction is invaluable for both our understanding of how it all fits together and as an aid to committing the new language to memory. Students often find it useful to write sentences using new language shortly after have studied it.

1. **Language Development**

We can’t be sure, but it seems that the actual process of writing (rather like the process of speking) helps us to learn as we go along. The mental activity we have to go through in order to construct proper written texts is all part of the ongoing learning experience.

1. **Learning Style**

Some students are fantastically quick at picking up language just by looking and listening. For the rest of us, it may take a little longer. For many learners, the time to things through, to produce language in a slower way, is invaluable. Writing is appropriate for such learners. It can also be quiet reflective activity instead of the rush and brother of interpersonal face-to-face communication.

1. **Writing as a skill**

By for the most important reason for teaching writing, of course, is that it is a basic language skill, just as important as speaking, listening and reading. Students need to know how to write letters, how to put written reports together, how to reply to advertisements and Increasingly, how write using electronic media. They need to know some of writings special conventions (punctuation, paragraph construction etc.) just as they need to know how to pronounce spoken English appropriately. Part of our job is to give them that skill.

From the explanation above, it can be concluded that there are four reason for teaching writing: reinforcement, language development, learning style and writing as a skill. All of these are the most important reason for teaching writing and it can also be reason to improve students’ writing ability because writing as as one of the fourbasic skill of language that should be mastered by students.

**CHAPTER III**

**METHODOLOGY OF THE RESEARCH**

1. **Research Method**

Research can define a process which involves defining a problem, stating an objective, and formulating an hypothesis. It involves gathering information, classification, analysis, and interpretation to see to what extent the initial objective has been achieved. Research is carried out in order to get a result with scientific methods objectively, not subjectively. Research is systematic process of inquiry consisting of three elements or components: (1) question, problem, or hypothesis, (2) data, (3) analysis and interpretation of data.[[16]](#footnote-17)

In this research project, the writer take experiments method, experiment method is a scientific method. It is on ented to the futurevin the sense the research is seeking to evaluate something new. It is a process of contribution on the alredy acquired find of knowledge. To experiment is to try to look for to confirm an familiar example may the meaning clear. In this capter, the witer uses pre-experimental method as a research method of study, Porte also defined pre-experimental method as “a simple and inexpensive to implement and exploratory in nature, but lacks control groups to compare with the experimental group”[[17]](#footnote-18)

17

1. **Time and Place of The Research**

This research place in MTs AnnizhomiyyahJaha Labuan. The study had been started on 21ᵗ ͪ Maret 20016 to 21ᶯᵈ Mei 20016

1. **Population And Sample**
2. Population

Population as the set of all possible data on the observations recorded by a researcher. In order words, population is an cases, situations or individuals who share one or more characteristics.[[18]](#footnote-19) The population of this research is the second grade of MTs AnnizhommiyahJaha Labuan. They are VIII A, VIII B, VIII C, and VIII D with total population is 154 students.

1. Sample

A sample according Nunan is subject of individual or cases from within population[[19]](#footnote-20) the research use only one class. There will be one class as an experimental class. The experimental class is VIII A that it consists of 40 student

1. **The Research Instrument**

Research instrument is for facilitation that use by the writer to collect the data. The writer uses test to know the students writing skill. To get data of writing skill, the writer give pre-test before treatment and post-test after treatment by portopolio task.

1. **The Technique of Data Collection**

Test

The test will used to measure students ability at second grade of MTs AnnizhommiyahJaha Labuan before and after their study. The variable applied to know their ability in developing writing skill after their learning through portopolio task as media in teaching writing. To collect the data writer uses the achievement test. The test wiil be present to those student who learn English on writing as subject as sample of this treatment.

1. Pre-test : this test will do before students given treatment.
2. Post-test : this test will do after studenst given a treatment which students throught writing skill by portopolio task in developing writing skill.
3. **The Technique of Data Analyzing**

To analyze the data, the writer applies the following techniques:

1. Preparing the key.
2. Correcting and scoring the students answer sheet.
3. Computing the students correct answer on the test.
4. Computing the percentage of the correct answer on the test.
5. The students score is used to determine the level of their ability vocabulary in particular.

After all of data have been collected and then those data will be processed, analyzed, and last in concluded. To analyze the data from the test, researcher conducts some steps:

1. find out the rate of average of pre-test (x) and the rate of post-test (y) the

researcher uses formula:

X =

Y =

Ʃx = Total score of pre-test

Ʃy = Total score of post-test

N = Total number of respondent (student)

1. find out the mean of differences value between pre-test and pos-test the writer uses a formula:

Md =

Md = Mean of difference value between pre-test and post-test.

Ʃd = Total of differences value between pre-test and post-test.

N = The number of sample

1. To find out the quadrate deviation total, the writer uses the formula:

ƩX²d = Ʃd² - (

Ʃx²d = Quadrate deviation total

Ʃd² = Total of quadrate differences value between pre-test and post-test

N = The number of sample

1. To find out the significance between x and y by calculate t-test, the research uses this formula, in order to analyze the effectiveness of the method used in the learning process, the formula is:

tₒ =

tₒ = t-test

Md = Mean of differences value between pre-test and pos-test.

Ʃx²d = Quadrate deviation total

N = The number of observation in one sample

1. Determining the degree of freedom using this formula:

d.f = N – 1

1. To examine the hypothesis by determine the significant differences between two variables with criteria:
2. Working hypothesis (Ha) t-test > t-table, so there is significant differences between pre-test score and post-test scor

**CHAPTER IV**

**RESULT OF RESEARCH**

As described in previous pages that the writer conducted both library and field research. In order to know influence of portopolio task in developing students’ writing skill, the writer conducted the field research. The writer held the field research by taking studnts’ score of the test (pre-test and post-test). The pre-test given before the lesson is begin and the post-test is given after the lesson is finished.

The writer held in the second grade students of MTs AnnizhomiyyahJaha Labuan. There are four classes of the second grade that consist of 40 students for each class, and writer took the sample from all students only class VIII a for experimental class. The goal of this research is intented to find out the accurate data according to this research title.

1. **The processing of Pre Test Score**

Pre-test was given to sample before portopoli task was applied to the class, the purpose of the pre-test is to measure and analysis students’ writing skill. The score of pre-test is gotten from 5 items of fictures with assessing the score using rubric. The assessing writing of pre-test and the result of the pre-test can be seen on the table bellow.

**Table 4.1**

**Assessing Writing of Pre-test**

|  |  |  |
| --- | --- | --- |
| SCORE | LEVEL | CRITERIA |
| CONTEN | 30-27  26-22  21-17  16- | Excellent to very good : knowledge able, substantive, trough development of thesis, relevant to assigned topic  Good to averge : some knowledge of subject, edequate range, limited development of thesis, mostly relevant to topic, but lacks detail.  Fair to poor : limited knowledge of subject, little substance , inadequate development of topic  Very poor : doesn’t show knowledge of subject , not-substantive, not pertinent, or not enaughe to evaluate. |
| ORGANIZATION | 20-18  17-14  13-10  9-7 | Excellen to very good : fluen expression, ideas cleary, stated/supported, succinct, well organized, logical sequencing, cohesive  Good to average : somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing  Fair to poor : non-fluen, ideas confused or disconnected, lasks logical sequencing and development  Very poor : doesn’t communicate, no organization, or not enough to evaluate |
| VOCABULARY | 20-18  17-14  13-10  9-7 | Excellen to very good : sophisticated, range, effective word/idiom choice and usage, word form mastery, appropriate register  Good to average : edequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured  Fait to foor : limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured  Very poor : essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate |
| LANGUAGE | 25-22  21-18  17-11  21-18  17-11  10-5 | Excellent to very good : effective complex construction, few errors of agreement, tence, number, word order/functions, articles, pronounts, prespositions  Good to average : effective but simple constructions mirror problems in complex constructions, several errors of agreement tence, number, word/order function, articles, pronouns, prepositions but meaning seldom obscured  Fair to poor : major problems in simple/complex construction frequent errors or negation, agreement, tence, number, word order/functions, articles, pronouns, prepositions  Good to average : effective but simple construction, minor problem in complex constructions, several errors of agreement, tence, number, word/order function, articles, pronouns, prepositions but meaning seldom obscured  Fair to poor : major problems in simple/complex constructions, frequents errors of negations, agreements, tence, number, word order/functions, articles, pronouns, prepositions, and or fragments, run-ons, deletion, meaning cofused or obscured  Very poor : virtually no mastery of sentence contruction rules, dominated by errors, does’t communicate, or not enough to evaluate |

|  |  |  |
| --- | --- | --- |
| MECHANICS | 5  4  3  2 | Excellent to very good: demonstrates mastery of convention   * Few errors of spelling punctuation, capitalization, paragraphing   Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured  Fair to foor: frequent errors of spelling, punctuation, capitalization, paragraphing   * Poor handwriting,meaning confused, or obscured   Very foor: no mastery of confention,dominated by errors of spelling, punctuation, capitalization, paragraphing, handrwriting illegible or not enough to evaluate |

**Table 4.2**

**Student score of pre-test**

|  |  |  |
| --- | --- | --- |
| **NO** | **NAME** | **Pre-test** |
| 1 | AS | 60 |
| 2 | AR | 54 |
| 3 | AF | 72 |
| 4 | AM | 70 |
| 5 | AB | 74 |
| 6 | BF | 64 |
| 7 | BR | 64 |
| 8 | BN | 66 |
| 9 | DR | 70 |
| 10 | EY | 70 |
| 11 | FH | 60 |
| 12 | HZ | 48 |
| 13 | HY | 60 |
| 14 | LS | 48 |
| 15 | LL | 76 |
| 16 | LM | 62 |
| 17 | LZ | 60 |
| 18 | MA | 58 |
| 19 | MN | 54 |
| 20 | MO | 60 |
| 21 | MI | 60 |
| 22 | MG | 74 |
| 23 | NBA | 20 |
| 24 | NM | 68 |
| 25 | NO | 64 |
| 26 | OD | 78 |
| 27 | RP | 64 |
| 28 | RF | 76 |
| 29 | SA | 20 |
| 30 | SR | 60 |
| 31 | SH | 85 |
| 32 | SH | 75 |
| 33 | SS | 60 |
| 34 | SO | 60 |
| 35 | SY | 85 |
| 36 | SF | 70 |
| 37 | SU | 70 |
| 38 | SI | 30 |
| 39 | UM | 76 |
| 40 | US | 85 |
|  | **TOTAL** | **2530** |
|  | **AVERAGE** | **63,25** |

Based on the data on the table above, the highest score of the pre-test is 85 and the lowest score is 20. The writer calculated mean score of the pre-test to know how the students’ writing skills, to find out mean score of the pre-test, the writer used the formula below:

*Mx* =

*Mx* =

= **63,25**

Based on mean calculation above, the mean score of the pre-test is 63,23, it shows that the students have a writing skill is still low.

1. **The Processing of Post Test Score**

The post-test was given to the sample after using portopolio was applied to the class, the purpose of the post-test is to measure and analysis students writing skill after applying portopolio task to teach English writing. About post-test score, it can been seen to score each group and assessing the score using rubric. The assessing writing of post-test can been seen to table 4.1 and the result of the post-test can be seen on the table bellow:

**Table 4.3**

**Process of post-test score**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | |  | **Score** |  |  | |  |
|  | |
| **Group** | **Conten** | **Organization** | **Vocabulary** | **Languge** | **Mechanics** | **Total** |  |
|  |  |  |  | **Use** |  |  |  |
| 1 | 30 | 15 | 20 | 20 | 4 | 89 |
| 2 | 25 | 15 | 15 | 20 | 4 | 79 |
| 3 | 30 | 15 | 20 | 18 | 4 | 87 |
| 4 | 28 | 16 | 20 | 18 | 3 | 85 |

So, from table 4.3 can be seen that score each group same with students’ as member of group. The result of the post-test can be seen on the table below:

**Table 4.4**

**Students score of post-test**

|  |  |  |
| --- | --- | --- |
| **NO** | **NAME** | **Post-test** |
| 1 | AS | 80 |
| 2 | AR | 85 |
| 3 | AF | 87 |
| 4 | AM | 89 |
| 5 | AB | 85 |
| 6 | BF | 85 |
| 7 | BR | 89 |
| 8 | BN | 80 |
| 9 | DR | 89 |
| 10 | EY | 80 |
| 11 | FH | 80 |
| 12 | HZ | 80 |
| 13 | HY | 85 |
| 14 | LS | 80 |
| 15 | LL | 89 |
| 16 | LM | 80 |
| 17 | LZ | 85 |
| 18 | MA | 80 |
| 19 | MN | 85 |
| 20 | MO | 87 |
| 21 | MI | 89 |
| 22 | MG | 87 |
| 23 | NBA | 89 |
| 24 | NM | 90 |
| 25 | NO | 80 |
| 26 | OD | 95 |
| 27 | RP | 80 |
| 28 | RF | 90 |
| 29 | SA | 90 |
| 30 | SR | 95 |
| 31 | SH | 75 |
| 32 | SH | 80 |
| 33 | SS | 80 |
| 34 | SO | 95 |
| 35 | SY | 85 |
| 36 | SF | 95 |
| 37 | SU | 80 |
| 38 | SI | 90 |
| 39 | UM | 95 |
| 40 | US | 80 |
|  | **TOTAL** | **3420** |
|  | **AVERAGE** | **85,5** |

Based on the data on the table above, the highest score of the post-test is 95 and the lowest score is 75. The writer calculated mean score of the post-test to know how the students’ writing skill, to find out mean score of the post-test, the writer used the formula below:

*My* =

*My* =

= 85,5

Based on mean calculation above, the mean score of the post-test is 85,5. Actually no all of the samples’ score are increase from the pre-test to the post-test but generally portopolio task had given positive impact to students’ writing skills, it can be seen from the mean score of the post-test where it is higher from the criteria of minimum completeness (KKM), it is **75.**

1. **Comparing the Pre Test and Post Test**

In this part, the writer compares the pre-test score and the post-test score to find out the effectiveness the influence of portopolio task in developing students’ writing skill. The writer compares both of them by using t-test calculation, and the data of the pre-test and the post-test can be seen on the table below:

**Table 4.5**

**The Data of Pre Test and Post Test**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **NO** | **NAME** | **PRE TEST** | **POST TEST** | **D** | **D²** |  |
| 5 | AB | 74 | 85 | 11 | 121 |  |
| 6 | BF | 64 | 85 | 21 | 441 |
| 7 | BR | 64 | 89 | 25 | 625 |
| 8 | BN | 66 | 80 | 14 | 196 |
| 9 | DR | 70 | 89 | 19 | 361 |
| 10 | EY | 70 | 80 | 10 | 100 |
| 11 | FH | 60 | 80 | 20 | 400 |
| 12 | HZ | 48 | 80 | 32 | 1024 |
| 13 | HY | 60 | 85 | 25 | 625 |
| 14 | LS | 48 | 80 | 32 | 1024 |
| 15 | LL | 76 | 89 | 13 | 169 |
| 16 | LM | 62 | 80 | 18 | 324 |
| 17 | LZ | 60 | 85 | 25 | 625 |
| 18 | MA | 58 | 80 | 22 | 484 |
| 19 | MN | 54 | 85 | 31 | 961 |
| 20 | MO | 60 | 87 | 27 | 729 |
| 21 | MI | 60 | 89 | 29 | 841 |
| 22 | MG | 74 | 87 | 13 | 169 |
| 23 | NBA | 20 | 89 | 69 | 4761 |
| 24 | NM | 68 | 90 | 22 | 484 |
| 25 | NO | 64 | 80 | 16 | 256 |
| 26 | OD | 78 | 95 | 17 | 289 |
| 27 | RP | 64 | 80 | 16 | 256 |
| 28 | RF | 76 | 90 | 14 | 196 |
| 29 | SA | 20 | 90 | 70 | 4900 |
| 30 | SR | 60 | 95 | 35 | 1225 |
| 30 | SR | 60 | 95 | 35 | 1225 |
| 31 | SH | 85 | 75 | -10 | 100 |
| 32 | SH | 75 | 80 | 5 | 25 |
| 33 | SS | 60 | 80 | 20 | 400 |
| 34 | SO | 60 | 95 | 35 | 1225 |
| 35 | SY | 85 | 85 | 0 | 0 |
| 36 | SF | 70 | 95 | 25 | 625 |
| 37 | SU | 70 | 80 | 10 | 100 |
| 38 | SI | 30 | 90 | 60 | 3600 |
| 39 | UM | 76 | 95 | 19 | 361 |
| 40 | US | 85 | 80 | -5 | 25 |
|  | **TOTAL** | **2530** | **3420** | **890** | **29994** |

To analyze the experiment result that uses pre-test and post-test one group design, the writer uses the formula below:

tₒ =

Md =

ƩX²d = Ʃd² -

The firs step to analyze t-test calculation is looking for the mean of differences value between pre-test and post-test by using this formula:

Md =

=

= **22,25**

The result of Md or the mean of differences value between the pre-test and post-test is 22,25.

The next step, the writer looks for quadrate deviation total by using this formula:

ƩX²d = Ʃd² **-**

= 29994 –

= 29994 -

=29994 – 19802,5

= **10191,5**

Based on calculation process above, the quadrate deviation total of this research is 10191,5.

After that, the writer does t-test calculation by using the formula for pre-test and post-test design. The writer input score of the mean of differences value between the pre-test and the post-test, score of the quadrate deviation total, and the number of sample into t-test formula:

tₒ =

=

=

=

=

=

= **2,549**

Then, the writer looks for degree of freedom or d.f tₒ in significant 5% and 1% with the number of sample is 40, the calculation process as follow:

d.*f* = N – 1

= 40 – 1

= **39**

The degree of preedom of 39 at the significan 5 % is 1,684 and 1% is 2,425. The last is comparing t-test or tₒ and t-table. The comparison is t005< tₒ >t001 it shows that 1,684 < 2,549 > 2,425, it can be concluded that the value of tₒ is higher than t-table.

1. **The Hypothesis Testing**

The writer states the hypothesis of this research as follows:

Ha = There is a significan effectiveness using fortopolio task in developing students’ writing skill.

Hₒ = There is no significant effectiveness using portopolio task in developing students writing skill.

Note:

If tₒ> tt : There is a significant effectiveness and the alternative hypothesis is (Hᵃ) is accepted

If tₒ < tt : There is no significant effectiveness and the null hypothesis is (Hₒ) is accepted.

The hypothesis criterion states that If tₒ > t ͭ, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected, and If tₒ < t ͭ the alternative hypothesis (Ha) is rejected and the null hypothesis (Ho) is accepted.

Based on the result of statistic calculation above, it is obtained that the value of tₒ =2,549, it is bigger than the value of t ͭ in significancy 5% = 1,684, and 1% = 2,425 with d.*f*= 39. 1,684<2,549> 2,425. It means that the Ha is accepted and Ho is rejected. It can be concluded that portopolio task has a significant effect on teaching writing skill.

1. **Discussion of Research Finding**

Based on the data calculation above, it show that the students have a problem and are low ability in writing skill before portopolio task was applied in the class, it can be seen at the mean score of the pre-test ( 63,25 ), from total scores are 2530 of 40 students, the score is still under of the criteria of minimum completeness (KKM) that has rate standard in 75.

So, can been seen graphic below to compare between pre-test score and post-test score.

Graphic 4.1

Total Score between Pre-test and Post-test

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | |  | | --- | |  | |  |  |  |  |
| 4000 |  |  |  |  |  |
|  |  | 2530 |  |  |  |
| 3000 |  |  |  |  |  |
|  |  |  |  |  |  |
| 2000 |  |  |  |  |  |
|  |  |  |  |  |  |
| 1000 |  |  |  |  |  |
|  |  |  |  |  |  |
| 0 |  |  |  |  |  |
|  | Pre-test Score | |  | Post-test Score | |
|  |  |  |  |  |  |
|  |  |  | Total Score | |  |
|  |  |  |  |  |  |

Graphic 4.2

The Mean Score between Pre-test and Post-test

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | The Mean Score | |  |  |
|  |  |  |  |  |
| 0 |  |  |  |
| 80 |  |  |
| 70 |  |  |
| 60 |  |  |
| 50 |  |  |
| 40 |  |  |
| 30 |  |  |
| 10 |  |  |
| 0 |  |  |
|  | Mean Pre-test | | Mean Post-test | |
|  | Score |  | Score |  |

The Influence of Portopolio Task in Developing Students’ Writing Skill is can be seen from t-test calculation where the value of t-test is 2,549, it is higher than tₒₒ5 (1,684) and tₒₒ1(2,425).

Finally, the result of the study is Ha is accepted and Ho is rejected, on the other hand, there is a significant effect of Influence Portopolio Task in Developing Students’ Writing Skill.

**CHAPTER V**

**CONCLUSIONS AND SUGGESTION**

1. **Conclusions**

In answering the statement of the problem in this research, The purposes of this research are to find out the students’ writing skill before and after taught by portopolio task, and also to find out the effectiveness of portopolio task in develoving students’ writing skill, the writer concluded that;

1. Based on the research, the mean of students’ pre-test score before using of portopolio task is 63,25. While the score of minimum mastery criterion (KKM), it means that the students’ writing skill is low.

After using portopolio task in teaching writing, it can be concluded that of portopolio task increases students’ writing skill. It can be seen from the mean of students ‘ post-test score is 85,5, it is higher 22.63 point than pre-test score.

1. Based on the research, the process of using portopolio task in developing students writing made the students interest it. Students appreciates about it and also more interactive together in the classroom.
2. The testing of hypothesis in this research also shows the effective of portopolio task in developing students’ writing skill, it can be seen trought the comparison of tₒ and tt,tₒ from d.*f*= 39. In this research t-test is 2,549 is higher than t001 and t005is 2549 > 2,425 > 1,684. It shows that Ha is accepted and Ho is rejected. It can be concluded that media of portopolio task has a significant effective on teaching writing skill.
3. **Suggestion**
4. For students MTs Annizhomiyyah Jaha Labuan
5. Practice a lot will make you more confident and train your writing skill
6. For Teacher MTs Annizhomiyyah Jaha Labuan
7. The teacher should not teach their students monotonously, because it may make them bored
8. The teacher should have a new innovation to be applied in their teaching process
9. For The Future Researcher
10. It is expected that the future research with consideration of the different methodology
11. The future research also can uses portopolio task for different level, grade, subject and topic.

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