

CHAPTER 1

INTRODUCTION

This chapter deals with the background of the study, the statement of the problem, the objective of the study, the significance of the study, the scope and limitation of the study, the assumption, the theoretical framework, and the definition of the key terms.

1.1 The Background of the Study

Teaching English aims to master the four basic language skills, namely: listening, talking, reading and writing. One of the four components that must be considered by the teacher is writing skills. Writing is an important place in most English courses. Writing is an activity to produce written language that is going to be read (Hamadouche, 2010). This activity is not simply arranging language using symbols but it has to apply appropriate words to convey them into sentences. One reason is that more people need to learn to write in English for the work purposes or academics. In order to be able to write well, people must have a good ability in writing. People who want to write paragraphs or stories must know the steps in the writing process and aspects of writing.

The author must be able to manage ideas for building sentences, using punctuation and spelling properly. In addition, they must be able to regulate their writing into coherent and coherent paragraphs and texts, which is why writing is a very complex and quite complicated skill. Thus, it is not an easy task for English

teachers to teach it. Basic competence that must be achieved in the subject of English writing is that students have the ability to develop and produce simple functional text written in writing paragraph.

Paragraph is a series of sentences that developed one idea. It is a unit of written language. Furthermore, Alice and Masoud state that a paragraph is a group of sentences about a topic. Based on the experts' statements, the writer concludes that paragraph is combination of sentences that has one main idea. In addition, Syafi'i expresses that a paragraph is a unit of information in writing that is unified by a central idea. A good paragraph is a unit of information in writing that is only if the readers completely understand the unit of information it contains and if its central idea is completely developed. According to Oshima and Hogue (2007) states that a paragraph is a group of related statements that a writer develops about a subject. Based on the explanation above, writing paragraph is an activity to express feelings, ideas, argument and thought into written form to be one sentence.

The need for assessment to be open and linked to clear criteria, as well as advocating the use of a range of performance assessment strategies, such as portfolio assessment, so that all learners have a chance to perform well. The use of portfolios assessment is an example of this type of good practice. Assessment is important for the student regarding its crucial role in measuring the student's grade. The writer wants to use the portfolio assessment to make inferences about individuals language ability, and possibly to make various types of decisions. Portfolio assessment, as the term is currently being used, refers to a range of

approaches to assessing student performance. Portfolio can contextualize learning and facilitate students' involvement in the learning process (Sandford & Hsu, 2013, pp. 215-221).

The importance of this research is to examine students' writing skills in learning English. In addition, writing skills are very popular in social life, such as sending letters, taking notes, filling out forms, etc. Paragraph is a unit of information in writing that is only if the readers completely understand the unit of information it contains and if its central idea is completely developed. Using portfolio assessments allows students to confidently demonstrate their true performance to continue writing and developing their ideas through their own writing and also to observe student learning progress during the learning process. In respect to the above statements, the writer conducts a study, which is aimed at finding the English-Department students ability the implementation of students' learning paragraph writing by using portfolio assessment.

1.2 The statement of the problem

To conduct this study, the writer formulates his intentions through the following questions:

1. How is the implementation of students' paragraph writing by using portfolio assessment?
2. How are the students' perceptions in learning paragraph writing by using portfolio assessment?

1.3 The objective of the study

Closely related to the questions in the statement of the problem, this study aims at finding:

1. To describe the implementation of students' paragraph writing by using portfolio assessment.
2. To describe the students' perceptions in learning paragraph writing by using portfolio assessment

1.4 The Significance of the Study

To lecturer

The lecture can be used the method to teach students in paragraph writing by using portfolio assessment. The method as one of to encourage the students to study writing. The lecture will be more successful in arousing their students' awareness to become more active.

To students

This study may serve as a guide for the students. Study by using this method the students will be able to explore their knowledge about writing. The student can write paragraph writing well.

To other researches

The other researches as a reference for others researches for further research on paragraph writing. The other researches will know information about the use of portfolio assessment on paragraph writing. The other researches have a new knowledge about paragraph writing.

1.5 The Scope and Limitation of the Study

The use of this study is paragraph writing by using portfolio assessment Strategy. The researcher will learn English writing especially paragraph writing in morning class students. The focus of this study is finding in English Language student of STKIP PGRI ability to comprehend how to learning paragraph writing by portfolio assessment technique that use.

1.6 The Assumption of the Study

The Assumption of the Study is portfolio assessment can be used in learn paragraph writing. Because this technique can assess the ability of the students as a whole, thus students will soon find out the shortcomings and advantages of the learning process.

1.7 The Definition of the Key Terms

Portfolio

Portfolio can considerably improve autonomy of learners and inspire them to become active and engage in language learning (Hashemian & Fadaei, 2013, pp. 135-151).

Paragraph writing

Writing paragraph is an activity to express feelings, ideas, arguments and thought into written form to be one sentence