

CHAPTER I

INTRODUCTION

This chapter describes some points including background of the study, statements of the problem, assumption, objectives of the study, significances of the study, scope and limitation of the study, and definition of key terms.

1.1. Background of the study

Writing is one of four basic skills. Which involves some language components (spelling, grammar, vocabulary, and punctuation). Braine and Claire May (1996:60), stated writing clear sentences the ability the rules of English grammar and mechanics such as the correct use of verbs and pronouns, as well as commas and other marks of punctuation. Those English competences are used to understand the world through listening and reading and to communicate our feeling, need, and desires through speaking and writing.

are used by the student in the junior high school. various ways to organize the sentences in a piece of writing. One of them is descriptive text. Descriptive text is a text which says what a person or a thing is like. And the purpose is to describe and reveal a particular person, place, or order.

Considering the importance of writing skills for language learners, the researcher thought that there should be some efforts to be done in order to improve the students' writing skills. The researcher intended to conduct a research

as a follow up to those problems. By conducting the research intended to improve the students' writing skills through portfolio assessment.

Portfolio assessment can be used as a tool to improve the students' writing because, according to Brown (2004), it is one of alternative assessments that is oriented to the process as well as the product and facilitates revision processes. It means that there will be regular feedback given to the students' writing until the students write the final draft.

By learning the feedback given in every draft, students are expected not to write the same errors in their next writing. Concluding is the portfolio assessment can also capture the students learning progress. Moreover, the students can review their own writing over time so that they can reflect on their own learning. Since the work can be studied comprehensively, they can make improvement on the writing skills.

Based on those the background of study, the researcher takes the research of "the implementation of portfolio assessment in teaching writing descriptive text to the eight grade students of SMP PGRI 64 Surabaya"

1.2. Statements of problem

Based on the background of the study, the researcher decides the problems of the research are:

1. How is the implementation of portfolio assessment in teaching writing descriptive text?

2. How are the students' responses to the implementation of portfolio assessment in teaching writing descriptive text?

1.3. Objective of the study

Based on the problem statements above, the researcher has objectives of the study as follows:

1. To describe the implementation portfolio assessment in teaching descriptive text.
2. To describe the students response to the implementation of portfolio assessment in teaching descriptive text.

1.4. Assumption

Considering the problems identified above, the researcher assumed that it was necessary to find a proper solution to the problems so that the students' writing skills.

1.5. Significances of the study

There are several results of the study from this research. The researcher expects that this research will give some benefits as follows:

1. For students

The result of the study gives additional contribution to students learning especially to motivates students writing class, so they will have a good quality in writing

2. For English Teacher

From this study the teacher can get information about implementation of portfolio assessment in teaching descriptive text at the second grade of SMP PGRI 64 Surabaya.

3. For Researcher:

This research can be able to improve the writer's ability to comprehend discourse studies and enlarge acknowledge in English language skills.

4. For other researchers

This is use for references and data for other researchers and is able to enrich their skill in writing graduating paper of writing skills and to find out students problem in writing skills.

1.6. Scope and limitation

The researcher needs to limit the problem area to have a distinct focus. The researcher wants to find out how the use of portfolio assessment in students' writing skill that focuses on descriptive text of the eight grade students in SMP PGRI 64 Surabaya.

1.7. Definition of key terms

To make easy and understandable in discussing more about the title, the researcher wants to explain the meaning of the title at glance. It consists of three main terms, which are necessary to explained. They are follows:

1.7.1 Teaching Writing

Teaching writing is an activity which involves the teaching of paragraphs or text and about the use of vocabulary, grammar and writing mechanics in order to teach the students to write more comprehensively. More over, teaching writing can also be defined as an activity to express ideas, issues, events, feeling or thinking to the others through written form. It means that teaching writing can be defined as communicate act, a way of sharing observation, thought, or ideas with ourselves and others.

1.7.2 Descriptive text

Descriptive text is a text which describes person, place, mood, situation, and etc. meanwhile descriptive writing is to create a clear picture or impression of person, place or object..The characteristic of descriptive text is giving a picture in words that appeal directly to the sense (sight, sound, smell, touch, taste). And a descriptive it is normally full of vivid verbs and precise adjectives.

1.7.4 Portfolio

portfolio is purposeful collection of student work that is intended portfolio as a tool for assessment in a more holistic student-centered approach to education.