CHAPTER I
INTRODUCTION

1.1 Background of the Research

Language learning is important for human social development. As a language which is used by more than a half of population in the world, English holds the key as an international language. English is a tool of communication among peoples of the world to do trades, social-cultural, interaction, science, and technology. Moreover, competence in English is important in career development. Therefore students need to understand and use English to improve their confidence to face global competition.

English as a formal subject is given to junior high school (SMP) level, with the goals are translated as follows: "The goal of teaching and learning English for this level is to improve the four English skills: which include the mastery of the receptive skills (reading and listening), the mastery of the productive skills (speaking and writing). All of these should be implemented in with in a specified word level and relevant grammatical structures and notions, and in the context of the specified themes which are enclosed for junior high school (SMP) students" (Balitbang Depdiknas, 2002:42).

The fact shows that the result of teaching learning English is still low. Somantri said (2003) that there can be a wonder about "The condition of the students' English ability". The students have learned English from the first-grade of junior high school until senior high school, but most of them still cannot use English as tool of communication. Zamroni in Somantri (2003) found that it does

not only happen to students who have scores below five, but students who have also scores over eight grade, in junior high school. Most of them can not use English in real communication in their level. Besides, their receptive skills they are also below the expectation. For example, the students who have graduated from senior high school, they still find difficulty in reading English literatures (Balitbang Depdiknas, 2002:1).

Assessment is gathering process various data which can provide learning growth, draw students growth. It is due to assessment can emphasize a study process. Hence, collected data have to be obtained from directly learning and teaching activities in classrooms. Teachers who wish to know the learning growth of English have to collect data of activities at the moment of reality, All students use non English at the time of all students do English test as data taken during and after study process take place (Zinas,2006: 81).

Based on the earlier observation, the researcher finds that most of teachers still use traditional assessment. Traditional assessment includes multiple-choice questions and asking students to respond questions with short answers. Many kinds of tasks are given in order that the students can respond the questions with correct answers in the final test. The product of learning is more emphasized then the process itself. Teacher gives quizzes and tests to assess cognitive aspect only. This kind of assessment is just recall student's memorization. (Zinas,2006:81).

According to Solomon (2004), "The traditional purpose of assessment is to summarize student knowledge and progress at the conclusion of a unit of study".

Traditional assessment includes multiple-choice questions and asking students to respond the questions with short answers.

Furthermore, according to Collins and Barton (1997),"Portfolio is to represent document corps in the form of object of assessment used by someone, groups, institutes, organizations, companies, and others which have aim to document and evaluate growth of a study process in reaching target". Portfolio used by educative participants to collect all documents related to sciences studied in either class or outside, including extramural. In other words, portfolio is the collection of student works and documentation about the students learning progress (namely the students' task, test, performance, and activities) collected regularly and continuously. Portfolio can be in the form of the students' work, the students' answer to the teacher's questions, anecdotal records of the students, reports of the students' activities, and the students' composition or journals.

Problem which is in faced at MTS Ar-Roja Cilawu Garut that is instruction of English which is still humble in junior high school most of them can not use English in real communication in their level. Besides, their receptive skills they are also below the expectation. For example, the students who have graduated from senior high school, they still find difficulty in reading English literatures . So it is requires to be done by the system assessment which show growth of students specially in English skills such as speaking, writing, listening and reading.

Based on the background above the researcher interested in studying the students' learning achievement in the classes which use traditional and portfolio

assessments. The researcher was conducting this study on the students of MTS Ar-Roja Cilawu Garut, with the title "**STUDENTS' LEARNING ACHIEVEMENT WITH TRADITIONAL AND PORTFOLIO ASSESSMENTS**" **(Comparative Analysis at MTS Ar-Roja Cilawu Garut).**

1.2 Statement of Research Formulation

Based on background explained above, the researcher formulate research questions that should be investigated, as follows.

(1) How is the students' learning achievement with traditional assessment?

(2) How is the students' learning achievement with portfolio assessment?

(3) How is the difference between the students' learning achievement with traditional assessment and portfolio assessment.

1.3 Purpose of the Research

Based on the research questions above, the main purposes of this research are to find out the following targets:

(1) To describe the students' learning achievement with traditional assessment.

(2) To describe the students' learning achievement with portfolio assessment.

(3) To find out the difference between the students' learning achievement with traditional assessment and portfolio assessment.

1.4 Significance of the Research

The result of this research might be significant for education, as it gives as follows:

(1) Information to teachers and students about how portfolio is implemented at a school.

(2) It may help teachers and students, to understand advantages and disadvantages of using portfolio assessment.

(3) It also can be a reference for further research, especially a research about the difference of traditional and portfolio assessments.

1.5 Rationale

According to Skinner (1985), learning is a process of progressive behavior adaption. Chaplin (1985), learning is acquisition of any relatively permanent change in behavior as a result of practice and experience. Meanwhile Hintzman (1985), learning is a change in organism due to experience which can affect the organism's behavior. In my opinion learning is the process of acquiring knowledge with practice and experience.

According to Winfred (1984), achievement is an influence created by various factors such as internal or environment factors, such as family, school and society. The must influenced environment in the process of achievement is the school's environment such as teacher, facilities, curriculum, classmate, discipline and regulation. According to The American Heritage Dictionary of the English Language (1984), achievement is the act of accomplishing or finishing. Something accomplished successfully, especially by means of exertion, skill, practice, or perseverance. Thus, achievement is the mastering of skill for learner develop by subject material.

According to Solomon (2004), the traditional purpose of assessment is to summarize student knowledge and progress at the conclusion of a unit of study. Traditional assessment includes multiple-choice questions and asking students to respond the questions with short answers. The first, teacher does warming up by asking the students everything that is related to the material and then explain teaching learning goals to the students .Next, teacher explain the material. Then teacher gives some exercises to the students. After students are finish, teacher and students discuss the exercises together. The last, teacher conclude the material and then give a homework for the next meeting. Teacher does not ask the students to make revision of their works.

According to Collins and Barton (1997), portfolio is to represent document corps in the form of object of assessment used by someone, group, institute, organizational, company, or of a kind with aim to document and evaluate growth a process in reaching target. The first step, a teacher gives information to the students about the using of portfolio that would be conducted in a semester. Then, she explains what portfolio assessment. Each student is given a piece of paper which contain the indicators of portfolio assessment. The second step, teacher explained the material. Then teacher gives some exercises to the students. While the students does the exercises, teacher assessed the students' attitude. After students are finished, teacher and students discuss the exercises together. The last step, teacher conclude the material and then gives a homework for the next meeting. In the next meeting, teacher collect the homework and correct it at home. It is returned to the students at the next meeting. Students, who does errors

in their work, must make a revision. Score of the work were record on format of structure task in portfolio. All of students' works are record in a folder, so both teacher and students could see the difference in finishing previous work and the revision.

1.5 Table of Rationale

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  │ 2. Explain the  │                 │ 2. Explain the      │
  │    Material     │                 │    Material         │
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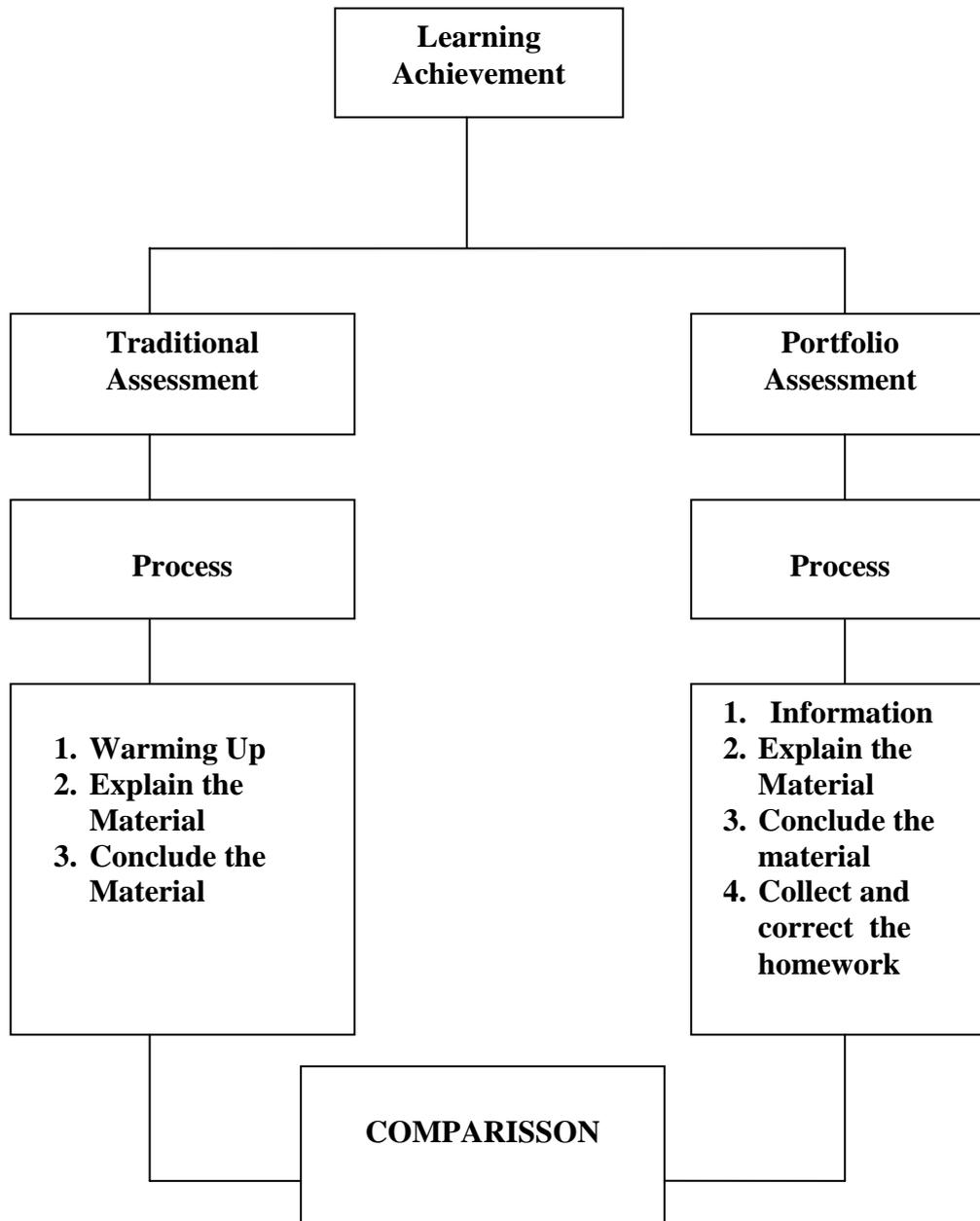
1.6 Research Design

This research is conducted in Ex Post Facto design. According to Furchan (1982:50), "Ex post facto is a systematic empiric research where the researcher can't set up the independent variable directly because it happened, or because of the independent variable can't be manipulated".

The researcher does an observation without any manipulation; just choose the class that still uses traditional assessment and the class that uses portfolio assessment. The observation progresses at MTS Ar-Roja Cilawu.

The design of this research can be seen at the table bellow:

Table 1.6 Ex Post Facto Design

Group	Independent Variable	Dependent Variable
1st	(X)	Y_1
2nd	-	Y_2

Source: Furchan (1982:404)

Explanation:

(X)   : The using of portfolio assessment that have been run;

Y1 and Y2   : The students' learning achievement

1.6.1 Population

According to Arikunto (2002:108), "Population is all of the subjects who are connected to the research". Gay (1987:102) gives clearer definition of "Population that is the group of interest to the researcher, the group to which she or he would like the results of the study to be generalized". Population at this research is the 1st class of students of MTS Ar-Roja Cilawu. Choose first class

because facilitating for research such as two class for class control and class of experiment.

Table 1.6.1 Numbers of Students at 2nd Class of MTS Ar-Roja Cilawu.

2009/2010 Academic Years

CLASS	STUDENTS		
	MEN	WOMEN	TOTAL
1 A	24	18	42
1 B	25	20	45
TOTAL	49	38	87

Source: TU MTS Ar-Roja Cilawu.

1.6.2 Sample

Sample is a number of individuals for a study in such a way that the individuals represent the larger group from which they were selected (Arikunto, 2002:109). In this research, the sample is selecting by using clustered random sampling.

The steps to select the cluster random sample are arranged as bellow:

(1) Choose the class which use portfolio assessment as the first group.

Class 1A is the only one class that uses portfolio assessment. Then researcher decides Class 1A as the first group.

(2) Choose other classes, which still use traditional assessment. To step up the credibility of ex post facto design should be used criteria to choose the sample (in Furchan, 1982:393) as the following:

a. Have the same English teacher with the first group;

b. Given the same material with the first group;

c. Given the same process of learning except the process of assessment;

d. Find that the classes are normally distributed, have homogeny variances, and have the same class average of English ability.

(To get this data, researcher asked the document of first English daily test score to the teacher then found mean and standard deviation of each class).

(2) The last step is choosing one class that uses traditional assessment by using roll of papers randomly.

1.7 Data Collection Method

1.7.1 Kind of the Data

The data in this research are from observation and documentation. The documentation involve the data about number of the students, English score at first daily test to know the average ability, and the score of final test to find the difference of students' learning achievement between the two classes. Method in this study the research used the descriptive quantitative method to collect and describe something or data available with the fact. The study can do Significance of The Difference between Traditional and Portfolio Assessments, Normality test, Homogeneity test and Analysis of variance.

1.7.1.1 Observation

Observation done to Students, English Teacher of 1st Class and Administrative office, observation done during three times, observation done to know situation of student, data about numbers of the students, get document of

daily test and final test, to know how teaching process held, to find the differences of assessment process at the two class.

1.7.1.2 Documentation

Documentation done to students' and English Teacher of 1st Class, documentation obtained from English Teacher of 1st Class is document of the first English daily test (formative test) and final test (summative test) score at first semester in 2009/2010 academic years and teachers made test. Documentation done to growth of result learn student for made assessment.

1.7.2 Source of the Data

Sources of the data in this research are:

1) TU (administrative office). This is used to get the data about numbers of the students of 1st class at MTS Ar-Roja Cilawu in 2009/2010 academic years.

2) An English teacher of 1st class at MTS Ar-Roja Cilawu, She is researched to get document of the first English daily test (formative test) score at first semester in 2009/2010 academic years. Formative test is teachers made test.

3) An English teacher of 1st class at MTS Ar-Roja Cilawu, She is researched to get document of the final test (summative test) score at first semester in 2009/2010, academic years. Final test is teacher made test.

4) Observing of 1st class at MTS Ar-Roja Cilawu, is to know how teaching and learning process held, to find the differences of assessment process at the two classes.

a) The Class with Portfolio Assessment

The first step, a teacher gives information to the students about the using of portfolio that would be conducted in a semester. Then, she explains what portfolio assessment . Each student is given a piece of paper which contain the indicators of portfolio assessment. Those papers are put in a folder. Before the teacher gives materials, she does warming up by asking the students everything. The questions are related to the materials. Then she explains teaching learning goals to the students.

The second step, teacher explained the material. Then teacher gives some exercises to the students. While the students does the exercises, teacher assessed the students' attitude. After students are finished, teacher and students discuss the exercises together.

The last step, teacher conclude the material and then gives a homework for the next meeting.

In the next meeting, teacher collect the homework and correct it at home. It is returned to the students at the next meeting. Students, who does errors in their work, must make a revision. Score of the work were record on format of structure task in portfolio. All of students' works are record in a folder, so both teacher and students could see the difference in finishing previous work and the revision.

b) The Class with Traditional Assessment

The first, teacher does warming up by asking the students everything that is related to the material and then explain teaching learning goals to the students.

Next, teacher explain the material. Then teacher gives some exercises to the students. After students are finish, teacher and students discuss the exercises together.

The last, teacher conclude the material and then give a homework for the next meeting. Teacher does not ask the students to make revision of their works.

1.8 Techniques of Data Analysis

In this research, researcher would conduct the data analysis through the following steps:

a. Doing tabulation to the first English daily test (formative test) score at first semester in 2009/2010 academic years.

b. Classifying the sample based on the result of the tabulation.

c. Analyzing the final test score. Goal of data analyze is to find whether there is a difference of the students' learning achievement between the two class, by using t-test. According to Faisal (in Yasril, 1998: 47), there are some conditions must be shared by the data before doing t-test: (1) they must be interval data; (2) they have normal distribution; and (3) they have the same variance.

d. Interpreting the data that have been analyzed.

1.9 Significance of The Difference between Traditional and Portfolio Assessments

According to Ardhana (in Yasril, 1998: 50), to test difference between two means is used t-test formula:

$$t = \frac{\overline{X_1} - \overline{X_2}}{\sqrt{\dfrac{S^2}{n_1} + \dfrac{S^2}{n_2}}}$$

Explanation:

$\overline{X_1}$	=	mean of the first group
$\overline{X_2}$	=	mean of the second group
S^2	=	estimate value of population variance
n_1	=	number of students at the first group
n_2	=	number of students at the second group

In calculating S^2 (estimate value of population variance) is using formula:

$$S^2 = \frac{\sum X_1{}^2 - \dfrac{(\sum X_1)^2}{n_1} + \sum X_2{}^2 - \dfrac{(\sum X_2)^2}{n_2}}{n_1 + n_2 - 2}$$

The degrees of freedom is $n_1 + n_2 - 2$ at the level of significance (α) 0.05. It will be said that there is a significant difference between the two classes if $t_{ratio} > t_{table}$.