CHAPTER I
INTRODUCTION

A. Background of the Study

Human being always needs to interact with others to fulfill needs. To achieve that, we use a means of communication called language. Ramelan says that Language as a means of communication with other people as a tool to express ideas and wishes.[1] We use language to convey our ideas, feeling, and thought. We combine the idea in our mind into verbal expressions using the language and create a communication. It is not only used for daily conversations but also used in many important fields such as educations, science, government, international relationship and so on. Language has an important role in human life and it can be the reason why people never stop learning English.[2] So that way, English has taught formally in many countries, since the student in elementary school, even more in preschool study.

English is one of the international languages used as a tool of communication in the world. It is used to communicate with people from different countries; people need an international language such as English. English has become a *lingua franca*. It means that English is a language with the largest number of native or "first" language speakers. Harmer states that a *lingua franca* can be defined as a language widely adopted for communication between two speakers whose native language are different from each other's and where one or both speakers are using it as a second language[3]. In this global era we should try to be able to speak English to communicate with people from other countries in the world so that we can keep up with the development of science, technology and culture around the world, as Allah SWT said in sura al-Hujurat verse 13:

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[1] Ramelan, *English Phonetics*, (Semarang: UPT UNNES Press, 1997), p. 1.

[2] Zahroatin, *The Use of Portfolio as an Alternative Assessment in Writing Procedure Text (A Case Study of Year IX Student of SMPN 3 Tanjungan, Blora in the Academic Year 2008/2009)", (*Semarang: UNNES, 2009)

[3] Jeremy Harmer, *The Practice of English Language Teaching*, (London: Longman,2002),p.1.

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يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَى وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا

إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاكُمْ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ ﴿13﴾ [4]

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Mankind …..! We create you from a single (pair) of a male and female, and make you into nations and tribes, that you may know each other (not that you may despise (each other)) verily the most honored of you in the sight of Allah is (he who is) the most righteous of you. And Allah has full knowledge and is well acquainted (with all things).[5]

English as an international language is used as a means of communication among people in trade, politics, and professional fields. In Indonesia, English is taught as the first year of Junior High School (SMP) till the third year of Senior High School (SMA) even for some semesters at university.

The importance of English is also stressed in competence-based curriculum of 2004. The curriculum stated that English is understood as a means for communication in speaking as well as in writing. In teaching guidelines in competence-Based curriculum of 2004 it states that means of communication is understanding and expressing information, thoughts, feeling and developing knowledge, technology and culture buy using language.[6]

Based on the concept and function of English as stated in competence Based curriculum of 2004, teaching and learning English has the purpose to develop four language skills. In listening, speaking, reading, and writing, students are able to communicate by using the four language skills, English language components, vocabulary, structure, and pronunciation (in speech) or spellings (in writing) should be taught to students, so that they can master all these four language skills.

The word writing is easy to talk about, but it is very difficult to master. English learners seem to consider writing as the most difficult skill to master

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[4]Hasan Basri al-Kuhfi and Idi Hamidi, *Mushaf al-Qur'an Terjemah,* (Jakarta: Pena Pundi Aksara, 2002), p. 517.

[5]http://www.harunyayha.com/qur'an-translation49.php.november_1,2008.10.12am

[6]Depdiknas, *Kurikulum 2004 Standar Kompetensi Mata Pelajaran Bahasa Inggris Sekolah menengah Pertama dan Sekolah Menengah Atas*, Jakarta: Depdiknas, 2004, p. 7.

because it involves the three other skills and all knowledge of the writers. Someone can be mastered instantly.

In the curriculum of Senior High School of 2004, teaching and learning English uses (text-based curriculum). The term "genre" is used to refer to particular texts-types, nor traditional varieties of literature. It is type or kind of text, defined in terms of its social purpose; also the level of context dealing with social purpose.[7]

There are many kinds of text in written language, such as narrative, recount, anecdote, report and procedure. They are very useful for the teacher to achieve the instructional goals of teaching learning process and they can also be interesting for the students. Procedure text is one of genre which is taught in writing class in writing procedure text, the students should be able to explain how something can be done.

One thing that is also important in writing class is the assessment. The teachers' technique in assessing students' performance sometimes can motivate the students to give their best performance. The most popular alternatives in assessment, especially within a framework of communicative language teaching is portfolio development.[8]Portfolio will give a lot of practices in writing to the students. Students will not get score from their test only, but they will get point in every progress in their writing. So it will motivate them to write better and better.

To give the students role in assessment, teacher's role in authentic assessment of students is multifaceted. The teacher models approaches to learning and assessment, facilitates student self-assessment, and manages the evidence of learning. The teacher provides guidance and support to students as they generate and apply evaluation criteria, reflect on their learning, set goals ,and organize samples of their work in their portfolios. The teacher plays crucial role in

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[7]Rudy Hartono, *Genres of Text*, (Semarang: English Department Faculty of Language and Art Semarang State University, 2005), p. 4.

[8]Brown, H. Douglas, *Teaching by Principles an Interactive Approach to Language Pedagogy 2ⁿᵈ Ed*, (New York: Longman, 2001), p. 418.

providing feedback to students, in setting realistic goals, and in evaluating students progress. [9]

Hopefully this technique would enable students to utilize necessary skills in order to be good writers and help the students to develop their writing strategies, so that each of them could write a text individually and independently. The writes wants to show the use or portfolio as an alternative assessment in improving students' writing skill in procedure text with the tenth grade students of MA NU 03 Sunan Katong Kaliwungu Kendal in the academic year of 2009/2010. The study is limited to know whether portfolio is effective in improving writing skill of procedure text of year X of Senior High School students.

The researcher chooses this topic with the following reasons: firstly is that writing skills are useful not only for learning English but also for writing in other language, however in writing the students often get difficulties in what they are going to write. Writing is the most difficult skill to master because it involves the three other skills and all knowledge of the writers. Then, Students need a lot of practices and a good motivation to be able to write well. And finally the researcher argues that portfolio gives students a lot of practices in writing. Portfolio encourages students to reflect on their work, to analyze their progress, and to set improvement goals.

B. Questions of the Research

The problem can be stated as folows: How effective is portfolio as assessment instrument for students' writing skill of procedure text in the tenth grade students of MA NU 03 Sunan Katong Kaliwungu Kendal in the academic year of 2009/2010?

C. Objectives and the Benefit of the Research

The objective or the study as follows : To find out how effective is portfolio as an alternative assessment in improving students' writing skill of

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[9] O'Malley, J.M., and L. Valdez Pierce, *Authentic Assessment for English Language Learners, Practical Approaches For Teachers*, (USA: Longman, 1996), p.42

procedure text in the tenth grade students of MA NU 03 Sunan Katong Kaliwungu Kendal in the academic year of 2009/2010.

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

a. For the teacher

Teacher can use the result of this study as a reference when they want to improve their ability in teaching writing.

b. For the students

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

D. Definition of Key Terms

To avoid misunderstanding, the writer makes key terms with specific meaning. They are can be defined in the following:

1. Writing Skill

   Writing is a continuous process of thinking and organizing, rethinking and reorganizing. Ramelan said that the acquisition of any habit is accomplished through repeating and untiring practice on the part of the learning.[10] It has been characterized as written language.

2. Procedure Text

   It is a text which is used to give us instructions for doing something.[11]

3. Assessment Portfolio

   A portfolio can be defined as a purposeful collection of student works over time that contains samples of their language performance at completion, as well as the students own observations on his or her progress.[12]Assessment portfolios are focused reflections of specific learning goals that contain systematic collections of student work, student self assessment, and teacher assessment.

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[10]Ramelan, *English Phonetic*, (Semarang: UNNES Press, 2003), p.4

[11] Anderson, Mark and Kathy, *Text Types in English* 2,(Australia: Macmillan, 1997), p. 50

[12]Schmitt, Norbert, *an Introduction To Applied Linguistics*, (London: Arnold, 2002), p. 281.