CHAPTER II
REVIEW OF RELATED LITERATURE

A. Previous Research

The title this thesis was the effectiveness of portfolio as an assessment instrument for students writing skill of procedure text. In making this thesis, the researcher was considering some previous research to support the researcher's. The first is from Kartika Sari's research with the title: *Teaching anecdote writing by using comics to eight grade student of SLTP N 1 Jepara in the academic year 2006/2007.*[1] The writer found that teaching anecdote writing by using comics is very beneficial for the students in order to facilitate them in writing. Based on data analysis, the writer found that there was a significant difference of the result of the students' pre test and post test. The result of the research showed that the students' progress in mastering English writing especially anecdote writing text was good. Both Kartika and the research focused on the teaching of writing. But they were different in the teaching technique. Kartika focused on the use comics to teaching writing anecdote, while the researcher focused on the use of portfolio as an alternative assessment in writing procedure text.

The second ones is from Zahroatin's research with the title: *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).*[2] The main purpose of her research was to know the students' achievement in writing procedure text after they are assessed using portfolio. The research concluded that the strategy helped the students solve the problem in writing a text. From the final calculation, there was a significant difference in the achievement between the students who are assessed using portfolio as the alternative medium and those who are not. The similarities between Zahroatin and the researcher's

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[1] Kartika Sari, *"Teaching anecdote writing by using comics to eight grade student of SLTP N 1 Jepara in the academic year 2006/2007",Thesis,*(Semarang: UNNES, 2007)

[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)", Thesis, (*Semarang: UNNES, 2009)

thesis are both thesis were focused on the use portfolio as a alternative medium in the assessing of writing procedure text. Beside that they were experimental research with the existence of control group. The difference were Zahroatin give the students quizzes in the end of the lesson as a term of portfolio, while the researcher give the students practices writing procedure text and then collected the students' practices in term of portfolio as a an alternative assessment.

B. Theoretical Framework

1. Writing

Writing is really important; it is an expression of ideas. For that reason, writing is taught to student. Writing as one of four language skills is considered as a difficult skill because the writer should make some aspects in writing such as content, organization, purpose, vocabulary, punctuation, and spelling in a balance way.

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.[3] It means that the writing skill can be mastered through repeating action and practicing continually of the skill.

Writing is a personal act in which writers take idea or prompts and transform them into self initiated topics.[4] To write well, students need to incorporate the purpose or prompt into their own unique approach to writing.

Writing is the most complex skill to show the relationship of ideas, which needs the willingness to write and some practices done step by step to pass on knowledge or message. So, writing is one way to speak what is in our mind. It involves more than just producing words and sentences. To produce a piece of writing, we should be able to write a connected series of words and sentences, which are grammatically and logically linked. If we choose the right words and in

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

[4]O'Malley, J.M., and L. Valdez Pierce, *Authentic Assessment for English Language Learners, Practical Approaches For Teachers*, (USA: Longman, 1996), p. 136.

our sentences, then the kind of purpose we have in our mind will suit the intended readers.

a. Types of writing

There are two types of natural writing system (alphabet and picture) which exist in the native language, that is an important factor in determining to easy of speech which student learn to write.[5] There are two types in writing:

1) Practical or factual writing

This type deals with facts. We can find it in writing of letters or summaries.

2) Creative or imaginary writing

This type usually exists in literature, such as novel, romance, science, fiction, etc.

b. Process of writing

Writing is a process that involves several steps :

1) Prewriting

Prewriting is thinking, talking, reading, and writing you do about your topic before you write a first draft. Prewriting is a way of warming up your brain before you write, just as you warm up your body before you exercise.[6] There are several ways to warm up before you write:

The first is brainstorming. It is a quick way to generate a lot of ideas on a subject. The purpose is to make a list of as many ideas as possible without worrying about how you will use them. Your list can include word, phrases, sentences, or even questions.

The steps of brainstorm was begun with a broad topic, then write down as many ideas about the topic as you can in 5 minutes. Add more items to your list by answering the questions what, how, when, where, why, and who. After that group similar items on the list together. And finally cross out items that

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[5]Marry Finnochiaro, *English as a Second Language: from Theory To Practice,* (New York: Regent Publishing Company, Inc, 1974), p. 85.

[6] Karen Blanchard and Christine Root, *Ready to Write*, (New York: Pearson Education, Inc, 2003), 3rd Ed., p.41

do not belong.

The second process of prewriting technique is clustering. It is a visual way of showing how your ideas are connected using circles and lines. The steps are: Write your topic in the center of a blank piece of paper and draw a circle around it. Then write any ideas that come into your mind about the topic in circles around the main circle. After that, connect those ideas to the center word with a line. You can think about each of your new ideas, and then connect them. And finally, repeat this process until you run out of ideas.[7]

For example, suppose you are writing about the television commercials. Using the clustering technique to get ideas, you might end up with the following. [8]
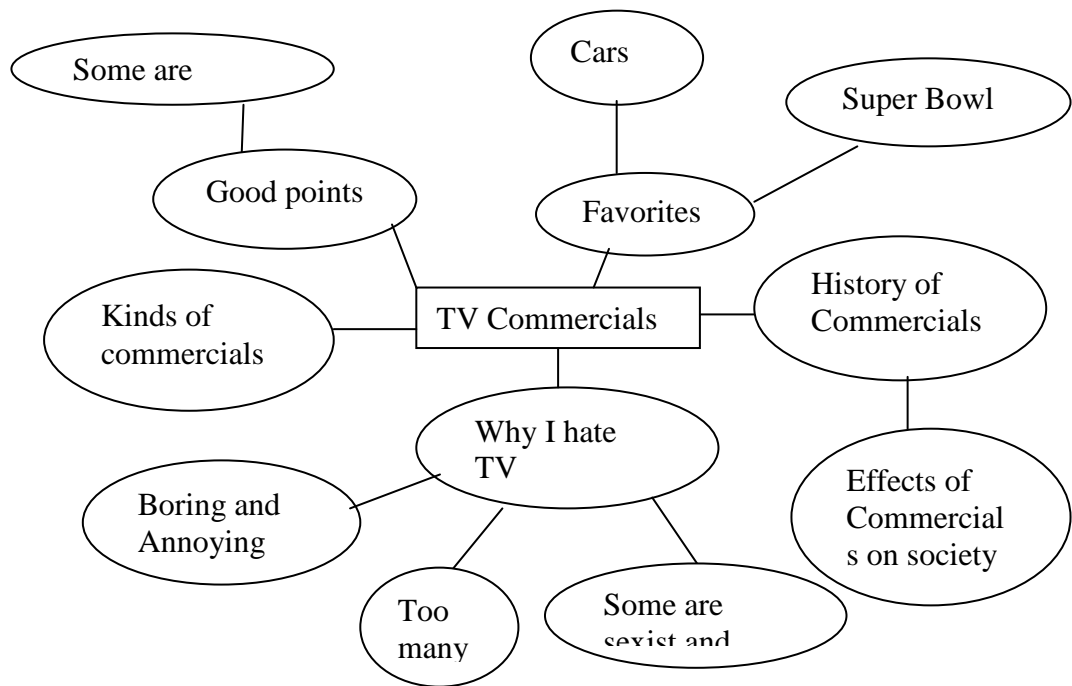
The third pre writing technique is free writing. It is similar to brainstorming. It is used to generate words, sentences, and paragraph to express thoughts, images, and ideas about things and knowledge. Free writing

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[7] Karen Blanchard and Christine Root, *Ready to Write*, (New York: Pearson Education, Inc, 2003), 3rd Ed., p.42

[8] Blanchard and Root, *Ready to Write*, p.42

can be an outlet for feeling that often get in the way when trying to write something else topics and ideas that are generated in free writing session may lead to a draft in the form of writing.

2) Drafting

This is the stage of the writing process that most people think as writing. This stage is to translate thoughts and ideas into sentences and paragraphs.

3) Revising

It is the process to expand ideas, clarify meanings, and reorganize information. Revising is an important stage, because it is used by writer to check and to discover their mistakes.

It is almost impossible to write a perfect paragraph on the first try, so it needs to be revised. The steps are: The first is by adding new ideas to support the topic. Then cross out sentences that do not support the topic. The third step is change the order of the sentences. And finally, use the following checklist to revise your paragraph.

a) Make sure you have a topic sentence.

b) Cross out sentences that do not relate to the main idea.

c) Check to see if the sentences are in the right order.

d) Add new ideas if they support the topic sentences.

e) Make sure you have included signal words to help guide the reader.

f) Check the punctuations, spelling and grammar. [9]

c. Purpose of writing

Purpose in writing determines the nature of the writing. Students need clear specification of the purpose in order to the task. There are three purposes in writing:[10] The first is expository or informative writing. The writers share the knowledge and give information, directions, or ideas. Examples of informative writing include describing events or experiences, analyzing concepts, speculating on causes and effects, and developing new ideas or relationship. This type of

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[9] Blanchard and Root, *Ready to Write*, p.42

[10] O'Malley, J.M., and L. Valdez Pierce, *Authentic Assessment for English Language Learners, Practical Approaches For Teachers*, (USA: Longman, 1996), p. 137.

writing could include a biography about a well know person or someone from the writer's life.

The second is expressive or narrative writing. This second type is the personal or imaginative expression, in which the writer produces stories or essays. This type or writing is often based on observations of people, object, and places and may include creative speculations and interpretations. This type of writing is often used for entertainment, pleasure, discovery, or simply, as fun writing can include poems and short plays.

And the third is persuasive writing. The writers attempt to influence other and initiate action or change. This type of writing is often based on background information, facts, and examples the writer uses to support the view expressed. This type of writing might include evaluation of a book, a movie, a costumer product, or a controversial issue or problem. Writers can also use personal experience or emotional appeals to argue in support of their view.

d. Requirement of Good Writing

Good writing in any languages involves knowledge the convention of written discourse in culture as well as the ability to choose the precise words that convey one's meaning. To write an interesting text and good paragraph, we should know what a paragraph is. A paragraph is a group of sentences which contain relevant information about one main or central idea.[11]

A good paragraph normally focuses only on one idea that is expressed in the topic sentence. Topic sentence is important to express an idea. Function of the idea is to control the content of paragraph. A paragraph basically consists of three parts; those are introduction, body, and conclusion.

In writing a good paragraph, we should concern to three things. They are: The unity, that is synonymous with oneness. It means oneness to express the ideas in one paragraph. All sentences in a paragraph should state on the one thing in the topic sentence: all of the sentences stick together. And the second is the coherence, that mean also plays an important role in writing. It plays crucial role

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[11] Barli Bram, *Write Well Improving Writing Skills*, (Yogyakarta: Kanisius, 1995), p. 13.

in making a paragraph read well. Every coherent paragraph contains smoothly-connected ideas. To achieve coherence, the writer needs to use some transitions, such as however, although, finally, and nevertheless. The third things of writing a good paragraph is meaning and grammar. We also have responsibility in expressing our ideas semantically and grammatically correct. A piece of writing or sentence, or even a phrase, must be semantically acceptable and meaningful.[12]

Writing skill is complex and difficult to teach since in this case writing does not only mean putting down graphic form on a piece of paper. It involves at least five components. They are:

1) Content : the substance of writing, the ideas expressed.
2) Form : the organization of the content.
3) Grammar : the employment of grammatical form and syntactic patterns.
4) Vocabulary : the choice of structure and lexical items to give a particular tone or flavor to the writing. It is also called style.
5) Mechanic : the use of graphic conventions of the language.[13]

2. Text

Text is a unit of meaning which is coherence and appropriate for its context. It can be spoken or written but mostly people think that text is only in a form of a written work. Susan Feez said that "A text is any stretch of language which is held together cohesively through meaning".[14] It means that when we use language to write, we are creating and constructing a text. When we read, we are interpreting texts. Moreover, when we talk and listen, we are also creating and interpreting texts.

According to Halliday and Hasan as cited by Zahroatin's thesis, there are three main things about a text. First, a general understanding about a text which is

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[12] Barli Bram, *Write Well Improving Writing Skills*, (Yogyakarta: Kanisius, 1995), p. 20-21.

[13] Burhan Nurgiyantoro*, Penilaian dalam Pengajaran Bahasa dan Sastra*, (Yogyakarta. PPFE Yogyakarta, 2001), p. 306.

[14] Susan Feez and Helen Joyce, *Text-Based Syllabus Design,* (Sydney: Macquarie University, 2002), p. 4.

always in written form is not true. Second a text in nor isolated words or sentences being put together. It means that a text is not isolated words or sentences being put together. It means that a text in not only restricted on good and right dictions or choice of words and sentences but it constitutes a meaningful message that want to be delivered through acceptable structure. So it has meaning which works and relates each other as a unified whole. Third, a text is functional. It means that in a text serves a certain function, this function is the one that differentiates and determines our dictions to construct the text.

a. Types of Text

There are two main categories of text. They are literary and factual. Within these are various text types. Each text type has a common way of using language. First is literary text. Literary text is a text that appeals to our emotions and imaginations. Literary text can make laugh or cry, think about our own life or consider our beliefs. Literary text includes aboriginal dreaming stories, movie scripts, limericks, fairy tales, plays, novels, song lyrics, mimes and soap operas. Media text such as films, videos, television shows and CDs can fall in this category. There are three main text types in this category: narrative, poetic, and dramatic. [15]

The second is factual text. Factual text is a text that presents information or ideas and aim to show, tell or persuade the audience. This text includes advertisement, announcement, internet website, current affairs shows, debates, recipes, reports and instructions. The main text types in this category are recount, response, explanation, discussion, information report, exposition and procedure. [16]

3. Procedure Text

A procedure text is a text which is used to tell someone how to make or to do something. This type of text comes in many forms, such as instruction manuals

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[15] Mark Anderson and Kathy Anderson, *Text Types in English*, (South Yarra: Macmillan Education Australia, 1997), p. 1.

[16] Mark and Kathy Anderson, *Text Types in English,* p. 3.

and recipes. Procedures are also more about process than things but explain how people perform different processes in a sequence of steps. Procedures are found in the written texts to do with science, art and craft, cookery, media studies and health as well as other subjects. According to Otong Setiawan, "Procedural text is one of text types that explain the process of thing which can be followed or done by the reader".[17]

a. Characteristics of Procedure

In describing a procedure, there are three aspects that should be defined in the following:[18]

1) Social function.

The social function of a procedure text is to describe how something is accomplished through a sequence of actions or steps. Procedures are also more about processes than things but explain how people perform different processes in a sequence of steps. Procedures are found in the written text to do with science, art and craft, cookery, media studies and health as well as other subject.

2) Schematic structure

It has a goal, which means it states the goal to be achieved. Usually it presents on the title. For example: How to make salad. And then the schematic structure has the materials. It lists the materials needed. If often gives detail on the size, color, number, shapes, quantity, etc. For example: 1/3 cup of orange juice, 1 tablespoon of honey, 1 ½ cups honeydew melon, 1 green apple, 2 oranges, and so on.

The third of characteristics of procedure is step. It describes steps in logical order to achieve the goal. The steps are often marked with numbers (1, 2, 3, …), letter (a, b, c, …), or bullet marks (, , , …). Sometimes the steps include caution (s) or warning (s). There are also drawings or

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[17] Otong Setiawan Djuharie, *Genre*, (Bandung, Yrama Widya, 2008), 2nd Ed., p. 39

[18]*A Genre Based Approach To Teaching Writing Years 3-6: AN Approach to Writing k-12*, (Australia: Literacy and Education Research Network and The Directorate of Studies, NSW, 1990), p. 18.

pictures to make the steps clear. For examples:

a) First, make the dressing by putting the orange juice and honey in a large bowl and mix them well.

b) Then, add the fruit.

c) Next, mix until all the fruit is highly coated with the dressing.

d) Put in the refrigerator for one hour.

e) Finally, serve it cold.

3) Language features

a) Focus on generalized human agents. It is usually not written in a text, often implicit. For example: "you must prepare all the materials and the equipments".

b) Use of simple present tense. The present tense is presented in commands or imperative sentences. for example, make the dressing by putting the orange juice and honey in a large bowl.

c) Use of mainly temporal conjunctive relation. For example: first, second, then, next.

d) Use of mainly material (action) clauses. A clause which is used an action verb. For example: make, mix, and add.

4. Measurement, Evaluation, and Assessment in Learning

Measurement is the estimation of the magnitude of some attribute of an object, such as its length of weight, relative to a unit of measurement.[19] Measurement usually involves using a measuring instrument, such as a ruler or scale, which is calibrated to compare the object to some standard, such as a mater or kilogram. In the classical definition, which is standard throughout the physical science, measurement is the determination or estimation of ratios of quantities. While in the representational theory, measurement is defined as the correlation of numbers with entities that are not numbers. From those definitions it is concluded that measurement refers to the measuring of an object and it is usually used in physical science.

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[19] http://en.wikipedia.org/wiki/measurement,July 23,2009,11:05am.

Evaluation is systematic determination of merit, worth, and significance of something or someone.[20] Different from the previous definition, evaluation is the systematic assessment of the worth or merit of object.[21] From those definitions it can be inferred that evaluation is part of the assessment and it is the systematic assessment.

Assessment refers to the act of collecting information and making judgments about a language learners' knowledge of a language and ability to use it.[22] Although some people tempt to think of testing and assessment as synonymous terms, actually they are not. Tests are prepared administrative procedures that occur at identifiable times in a curriculum when learners muster all their facilities to offer peak performance, knowing that their responses are being measured and evaluated.

Assessment in other hand is a systematic approach for collecting information on student learning or performance, usually based on various source of evidence.[23] Whenever a student responds to a question, offer a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the students' performance alternative assessment.

5. Alternative Assessment

Alternative assessment consist of any method of finding out what a student knows or can do that is intended to show growth and inform instruction, and is an alternative to traditional forms of testing, namely, multiple, choice tests. Alternative assessment is by definition criterion referenced and is typically authentic because it is based on activities that represent classroom and real-lifesettings. Alternative assessment can be explained as another way or

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[20] http://en.wikipedia.org/wiki/evaluation,Juny,26,2009,10:20am.

[21] http://www.socialresearchmethods.net/kb/interval.htm Juny,10,2009,01:00pm.

[22]Schmitt, Norbert, *An Introduction to Applied Linguistics,* p. 267.

[23]O'Malley, J.M., and L. Valdez Pierce, *Authentic Assessment for English Language Learners, Practical Approaches For Teachers*, (USA: Longman, 1996), p. 237.

possibilities in assessing somebody or something. When people heard about assessment, most of them might be spontaneously though on such kind of test, in simple terms, is a method of measuring a person's ability, knowledge, or performance in a given domain. From that statement we can infer that a test is just one of two or more methods in assessment. We can use possible method in assessing called alternative assessment. It includes portfolio, journals, observations, self-assessment, and peer-assessments.

Alternative assessment is any type of assessment in which students create a response to a question or task. In traditional assessment, students choose a response from a given list, such as multiple choice, true/false, or matching. Alternative assessment can include short-answer questions, essays, performance assessment, oral presentations, demonstrations, exhibitions, and portfolios.[24]

6. Portfolios

Portfolios are collections of students work overtime. A portfolio often documents a student's best work and may include other types of process information. Such as drafts of the students work, the student's self-assessment of the work, and the parents, assessment. Portfolio may be used for evaluation of a student's abilities and improvement.[25] There are three types of portfolios: the first is showcase portfolios. This kind of portfolio typically was used to display a student's best work to parents and school administrations. The second is collections portfolios. It is contains all of a student's work that shows how a student ideals with daily class assignments. The third is assessment portfolios. Unlike showcase and collection portfolios, assessment portfolios are focused reflections of specific learning goals that contain systematic collections of student work, student self-assessment, and teacher assessment.

The most popular alternative in assessment, especially within a framework

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[24]http://www.ncrel.org/sdrs/ares/issues/methods/assment/as8ik30.htm,Juny,26,2009,09:
40am.

[25]http://www.ncrel.org/sdrs/ares/issues/students/earlycid/ea51l43.htm,August,12,2009,15:23pm.

of communicative language teaching, is portfolio development.[26] Portfolios include materials such as: Essays and compositions in draft and final form, reports, project, outlines, poetry and creative prose, artwork, photos, newspaper or magazine clippings, audio and/or video recordings of presentations, demonstrations, etc. journals, diaries, and other proposal reflections, tests, test scores and written homework exercises, notes on lectures, and self-and peer-assessment-comments, evaluation and checklists.

7. Implementing Assessment Portfolio in Writing Procedure Text

The use of portfolios encourages students to reflect on their work, to analyze their progress, and to set improvement goals. Portfolios can contain samples of work in the native language as well as in English, depending on the medium of instruction and the goals of each class. As in whole language classrooms, there is the role of teachers and students using portfolios for assessment. Portfolio assessment is very much learner-centered, which means that the student has input on not only what goes into the portfolio but also on how the contents will be evaluated. In addition, the student has a role in assessing his or her own progress in the classroom.[27] Assessment portfolios can include materials such as tests, test scores, and written exercises from the students. Writing procedure text can be used to improve student in writing, students can understanding about generic structure of procedure text and then assessing by portfolio.

The use portfolio as an alternative assessment in writing procedure text teacher can begin the lesson by tells the students about how to make something and then teacher gives an examples of procedure text about recipe. Teacher asks the students; have you ever read a recipe? Where do you usually find this kind of text?

After teacher delivers a recipe to the students, teacher discuss the generic

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[26] Brown, H. Douglas, *Teaching by Principles An Interactive Approach to Language Pedagogy,* (NY: Longman,2001),p.418.

[27] O'Malley, J.M., and L. Valdez Pierce, *Authentic Assessment for English Language Learners, Practical Approaches For Teachers*, (USA: Longman, 1996), p. 34

structure of procedure text and introduces vocabulary related the topic. For the students work, teacher asks students to practice writing of procedure text about recipe, makes goal, noun phrase, and imperative sentences. For the assessing, teacher uses portfolio as an alternative assessment. Portfolio encourages students to reflect on their work and to analyze their progress. This assessing technique can motivate students to give their best performance and help students to develop their writing and to be good writers.

C. Action Hypothesis

It refers to the basis belief of researcher which enables him or her to carry out the research. It is provisional truth determined by researcher that should be tested and proved.[28]

In this research, the hypothesis can be stated as follow:

Ho : The using of portfolio assessment is not more effective to the students' writing skill of procedure text than non portfolio.

Ha : The using of portfolio is more effective to the students' writing skill of procedure text than non portfolio.

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[28]Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2006), 13th Ed, p.116.