CHAPTER 1

INTRODUCTION

1.1 Background

In the process of formal teaching of four basic language skills (listening, speaking, reading, and writing) in school, the writing skill is often perceived as the most difficult subject compared to the other three skills. It takes long time to generate idea and make a piece of writing. Many students face difficulties to write since they are not accostumed to do so.

To make a good writing people need to go through severeal steps such as pre writing, drafting, editing, and then go to the final writing. Hence, it takes time to compose a piece of writing even for those who are already expert in writing. Stenzel (2000) cited in Yuniawati (2004) states that writing is a process which takes time, and it has to be done through a series of steps to reach a good and understandable final draft. Therefore, it can conclude that students need process, steps, practice to be able to write. It is isufficient to only know the theories of writing without practicing to write.

Alwasilah (2005) states that writing proficiency is started by affective aspect first i.e. using language expressively and imaginatevely. In other words, before going to the cognitive aspect, it will be better to emphasize on affective and psychomotor aspect. Therefore, writing mastery has to be sharpened by encouraging students to write rather than encouraging them to learn many theories

of writing. Moreover, schools are advised to facilitate their students to practice writing intensively.

One of the ways that schools can perform is portfolio method. Portfolio is the collection or document of students' work. Digest (1995) states that the perceived benefit for instruction is that the process of assembling portfolio can develop student self-reflection, critical thinking, responsibility for learning, and content area skills and knowledge. He stated that strong portfolio systems are characterized by a clear vision of the students skills to be addressed, student involvement in selecting what goes into the portfolio, the use of criteria to define quality performance and provide a basis for communication, and self-reflection through which students share what they think and feel about their work, their learning environment and themselves.

By reflecting on their own learning, students begin to identify the strengths and weakness in their work. This will lead students to improve their critical thinking ability in learning process. Portfolio also provides the evidence of students' efforts and has clear validity since students will have a chance to edit their work before submitting it to their teacher.

However, portfolio method has been applied by the teacher of the first grade students of SMA Pasundan 1 Cimahi. Related to the information above, this study is going to portray the implementation of portfolio in teaching writing at the first grade students of SMA Pasundan 1 Cimahi.

1.2 Statement of the Problem

The writer formulates the problems of the research in some questions such follow:

1. In what ways does the teacher apply the portfolio method in teaching writing?

2. What problems do the students face in making portfolio?

3. What strategies do the students use to handle the problems in making portfolio?

1.3 Limitation of the Problem

The research will only focus on the implementation of portfolio in teaching writing, the problems that students face and strategies that students use in making portfolio in English subject.

1.4 The Aims of the Study

Generally, the research is conducted in order to portray the implementation of portfolio method in teaching writing. In addition, the aims to reach are as follows:

1. To find out in what ways the teacher applies the portfolio method in teaching writing.

2. To identify problems faced by the students in making portfolio.

3. To identify strategies used by the students in handling problems in making portfolio.

1.5 Significance of the Study

The results of the research are expected to contribute and give some informative inputs to the teaching and learning of writing in English subject. The findings are hopefully able to present the portrait of the use of Portfolio method in teaching writing in SMA Pasundan 1 Cimahi.

1.6. Research Method

1.6.1 Research Design

Since the research is qualitative, the research will be design in qualitative approach and descriptive method. Qualitative approach is naturally used for observing and investigating about why and what is a particluar event can occur.   Furthermore, qualitative method will be used in the research to reveal the implementation of portfolio at the first grade students of SMA Pasundan 1 Cimahi. The process of qualitative research is inductive; that is the research gathers data to build concepts, hyphothesis, or theories rather than number (Merriam, 2002).

1.6.2 Data Collection

To collect the data, several instruments and procedures will be used in the research. The instruments are observation and interview.

The primary data will be collected from observation. The purpose of the observation was to gain the information about the ways the teacher applies the portfolio method in teaching writing. In this first step, researcher played a role as

a complete observer (Alwasilah, 2000). The observation will be conducted by watching directly the process of teaching English in classroom without getting involved to the teaching process.

Adding the data from observation, the interview will be conducted to find out more aspects about the problems of research. The interview will consist of some questions related to students' problems in making portfolio and strategies in handling the problems in making portfolio.

1.6.3. Data Analysis

After collecting the data, the results from three instruments will be analyzed by a number of procedures to answer the research questions. The result of the observation process will be a field note; the result of the interview will be an interview script. Steps of analyzing data in qualitative research according to Miles and Huberman (1992) cited in Sukmayadi (2008) are data reduction, presenting the data, taking conclusion and verification.

Data reduction means choosing, simplifying, and transforming rough information that emerged from the interviews and observations. At first, the field note will be rewritten to describe about the way the teacher applies the portfolio method. Moreover, the interview script will be a transcription that describes about the problems faced by the students in making portfolio and strategies used by the students in handling problems in making portfolio. Furthermore, all the data that have been collected and transcribed are classified into several catgories.

The next step of data analysis was presenting the data. After the data were transcribed and classified, then the data were presented in narrative form and table to build meaningful information that is related to the research. After presenting the data, the next step was taking conclusion of the whole presented information.

1.7.   Clarification of the Key Terms

To avoid misunderstanding and to make the discussions run appropriately, there are several terms that need to be clarified:

1. Portfolio: a purposeful collection of student work that exhibits the student's efforts, pprogress, and achievements in one or more areas of the curriculum**.**

2. Writing : a way of conveying ideas through a set of words.

1.8. Organization of the paper

This paper is organized into five chapters and formulated as follows:

Chapter I Introduction

This chapter consists am intoduction which provides the information on the background of the study, statements of the problems, limitation of the problems, the aims of the study, significance of the study, research method that comprise data collection, data analysis and population and sample, clarification of the key terms, and organization of the paper.

Chapter II Theoritical Foundation

This section focuses on the theoritical foundations that are relevant to the present study.

Chapter III Research Method

This part comprises the methodology of the research includes the research design, respondent of the study, data collection, establishing trustworthiness and data analysis.

Chapter IV Data Presentation and Discussion

After collecting the data, the findings of the study are interpreted and explained in a comprhensive mannaer.

Chapter V Conclusion and Suggestion

This chapter presents all the conclusion of the research paper; it also provides space for suggestions for further researchers and related institutions.

References

Alwasilah, A. Chaedar., and Alwasilah, Senny Suzanna. 2005. *Pokoknya Menulis.* Bandung: Kiblat Buku Utama

Digest, Eric. 1995. *Portfolio for assessment and instruction.* Available at: http://www.ericfacility.net/ericdigests/ed388890.html

Fraenkel, Jack R., and Wallen, Norman E. 1993. *How to Design and Evaluate Research in Education.* San Fransisco: McGraw-Hill

Merriam, Sharan. B. 2002. *Introduction to Qualitative Research.* Available at: http:/www.media.willey.com/product-data/excerpt/56/07879589/0787958956.pdf

Yuniawati, Mira. 2004. *Student's perception toward paper presentation used in the process of english learning.* Unpublished paper in UPI.