

CHAPTER I

INTRODUCTION

1.1 Background of The Study

An important aspect of writing role is not only the success in the daily life but also success of the learning process. This is also realized by the decision maker of education in Indonesia. Therefore minister of national education in Indonesia currently pays more special attention in the development of writing skill than they used to. It is indicated in the School Based Curriculum which puts better emphasis on productive skill, namely writing skill.

Writing skill has four functions to the students. One of them is that students can enrich active and passive language treasurer. Another function is that students can trains bears mind and feeling with interest regular in writing. It means that students can train soul expression in the form of article. Three of them is that students can practice explains experience correctly. Last of them is that students can usage practice of correct spelling to get master form of language (Purwanto, 1997: 59 cited in Adawiyah, 2008).

The present study focuses on several issues concerning difficulty of students writing in portfolio assessment becomes the major problem from those who learn language, especially writing text of foreign language in Indonesia. First is that writing is neglected in our school (Alwasilah, 2007; Raimes, 1983 in Musthafa 1994 cited in Adawiyah, 2008). Second issue is that writing, compared to other three skills, is regarded as the most difficult language skill to achieve by the students and to teach by the teachers (Alwasilah, 2004: 108 cited in Adawiyah 2008).

The last issue is that the development of the writing not to support the assessment in writing skill (Alwasilah; 2007 cited in Adawiyah, 2008: 2). It means that every practice of writing has not yet in distributing carefully in developing of writing but there is in every class.

Focused on the above phenomena, the development of new curriculum in school is expected to improve a better the quality and quantity of national education directly, for example English teachers are highly expected to be able to set up the management of their classroom to be more innovative and creative. Students are expected to be more active, creative, and self esteem (BSNP, 2006 cited in Adawiyah, 2008: 2). This curriculum can give positive effect to the student in teaching and learning process (Supranata & Hatta : 2007 cited in Adawiyah, 2008). Those can be achieved by implementing the classroom-based assessments (Mulyasa: 2006; cited in Adawiyah, 2008). One of them is portfolio assessment which becomes the focus of this study since this assessment is intended to know the students' learning progress, to diagnose their difficulties in learning, and also give feedback for the better learning process.

The research finding conducted by Rahmita (2010) points that students' perception of the seventh semester students in English department showed that most students gave positive response with the implementation of portfolio. It means that students experienced and gained many positive effects from the implementation of portfolio assessment in teaching English for young learners' subject specifically.

Based on the previous research mentioned above, the present study is interested in conducting research on student's perception towards writing portfolio assessment to get more explanation of this assessment in the real teaching and learning process. The present study is also interested in finding out students' perceptions toward writing portfolio assessment. Furthermore the present study is interested in knowing perceived advantages for the students in using portfolio as their assessment in writing for general communication course.

1.2 Research Questions

The research problems are formulated in the following questions:

- a. What are students' perceptions toward writing portfolio assessment?
- b. What are the perceived advantages for the students in using portfolio as their assessment?

1.3 Purpose of the Study

In general, the purpose of the research is to know in using portfolio assessment as a technique for the students who learn English as foreign language especially in the students' perception towards writing portfolio assessment.

Particularly the research has some aims as follows:

1. To describe students' perceptions toward writing portfolio assessment.
2. To find out the perceived advantages for the students in using portfolio as their assessment.

1.4 Significance of the Study

The result of the research is expected to give more input to other teacher how to utilize writing portfolio in learning English. Then, this result is expected to give more information to other teacher how to utilize portfolio as assessment to write. This result is expected to give more information to other teacher to assess what student can do and not just what they know. Furthermore, this research is expected to give some useful things for the next researcher in the same field.

1.5 Research Design

This study employed a qualitative research design in the form of a descriptive study. It was conducted in one Public University in Bandung. It involved one class of semester one students and an English teacher of that class as the participants. In order to obtain the valid data, the study employed survey, questionnaires, and interviews. The data from survey were described. The data from questionnaire were analyzed and classified. The data from document were analyzed and classified. The data from interview were transcribed, categorized and interpreted to answer research questions.

1.6 The Organization of the Research

The paper is organized into five chapters the first chapter contains introduction that consists of background, research questions, and purpose of the study, significance of the study, and the organization of the research. The second chapter covers theoretical foundations related to the study. The third chapter deals with

methodology which covers method of the research, pilot study, respondent, access, and samples, instruments of the research, procedures in collecting data, concluding remarks. The fourth chapter contains data findings and discussions of the study. The paper ends with the fifth chapter which contains conclusions and suggestions related to the present research.

