

## CHAPTER I INTRODUCTION

### A. Background of Study

English is one of the important subjects in school education. English is a foreign language, which is very important subject of graduate to Senior High School. In the English language teaching, has four skills, namely listening, speaking, reading, and writing. All of them have to be mastered by the students based on the School-Based Curriculum 2013. Writing can be considered as the most difficult skill since there are many aspects in writing such as punctuation, spelling, and grammar. Refers to scoring rubric for writing there are several aspects: (1) Content 30% (2) Organization 20% (3) Grammar 20% (4) Vocabulary 15% (5) Mechanics 15% by Brown. The students have to pay attention to those aspects to produce good writing.

However, as a matter of fact, the students have many problems dealing with English, there are many students who learn English think that English is so difficult, even their grammar and sentence are weak. And also, the researcher found some problems: (1) Students have difficulty in organizing ideas, (2) Students confused arrange sentences into good paragraphs, (3) Students often make mistakes in sentence structure, and vocabulary. Those kinds of condition also happened in the grade eleven students of SMA Negeri 1 Kotagajah. Many factors which influence students writing ability. In SMA Negeri 1 Kotagajah, the minimum score or *Kriteria Ketuntasan Minimal (KKM)* to pass the class for English is 75. For the students especially in XI IPA it was too hard to pass that minimum score. Most of the students did not like studying English like the others subject, because they thought that English was not important for their life.

**Tabel 1.1**  
**Pre Survey Data Writing Score of grade eleven students of SMA Negeri 1 Kotagajah**

| No    | Category | Score  | Students Frequency | Percentage |
|-------|----------|--------|--------------------|------------|
| 1.    | High     | 80-100 | 6                  | 13%        |
| 2.    | Average  | 65-79  | 25                 | 54%        |
| 3.    | Low      | 60-64  | 15                 | 33%        |
| Total |          |        | 46                 | 100%       |

*Sources* : Based on teacher data on grade eleven students of SMA Negeri 1 Kotagajah. 05 August 2020.

Based on Pre survey data in grade eleven students of SMA Negeri 1 Kotagajah, it can be seen that are 6 students who get 80-100 score who belong to high category and got the percentage of 13% then there are 25 students who got 65-79 score who belong to an average category and got the percentage of 54%, and are 15 students who got 60-64 score who belong to low category and got the percentage of 33%. So the total of the students are 50 students and the total of all percentage is 100%.

According to the pre-survey data above, there are some problems caused by many factors. According to Ahmad Zulfikar (2015) the students have problems to develop the paragraph with a good structure and text component. They are confused to develop the paragraph because they do not have inspiration to develop it and lack of linguistic competence. They have less understanding about the notion of text; context and genre that have relationship with writing activities.

They are many ways that can be used to increase students' writing ability. By applying an attractive media is one of important factor in creating a good atmosphere in classroom activities. The teacher have to know how to increase students' interest and how to design the materials which are easy to be understood for students' during the class, so that it should be used interesting media. One of media that can be applied is using Portfolio Assessment which is believed can improve students' writing ability.

Evers and Walberg (2004) supports that "portfolio is a collection of student work that reflects the skills that the student has mastered in a particular subject domain". It will increase the enthusiasm of learners when they learn English with the interesting, informative and detailed reports. The learners will be motivated to learn from relevant material as expressed by many words and expressions that meet their communicative needs. The use Portfolio Assessment will make the students' engage in the task and learn the contents. So Portfolio Assessment are suitable for teaching English in Indonesia.

Based on the problem identified and the reasons above the researcher is interested in conducting Experimental Research entitled "The Effectiveness of Using Portfolio Towards Students Writing Ability at Eleventh Grade of SMA Negeri 1 Kotagajah"

## **B. Identification of the Problem**

Based on the research background, researchers can identify the problem as follows:

1. Students have difficulty in organizing ideas.
2. Students confused arrange sentences into good paragraphs.
3. Students often make mistakes in sentence structure, and vocabulary.

## **C. Limitation of Problem**

There are many kinds of media in teaching English, and the researcher is very interested to find out how the use of portfolio assessment in effectiveness students' writing skill that focuses on writing personal letter at eleventh grade students in SMA Negeri 1 KOTAGAJAH.

## **D. Formulation of Problem**

Based on the problem background above the researcher formulates of the problem as follows:

Is there any effectiveness of using portfolio toward students writing ability at eleventh grade students of SMA Negeri 1 KOTAGAJAH?

## **E. Objectives of the Research**

The objective of this research is to know whether portfolio effective to writing ability at eleventh grade students of SMA Negeri 1 KOTAGAJAH.

## **F. Significance of the Research**

1. For the English teachers, this research can be useful information about the use of portfolio assessment to improve the students' writing ability. The teachers can see the progress of the students' achievement in writing.
2. For the students, through the use of portfolio assessment, they are facilitated to practice writing more. They can also see their own progress in writing. Moreover, they can reflect their own learning in writing.
3. For researchers, this research can enrich his knowledge of educational research. In addition, the authors hope that the reader can find new ideas for apply this method.