“THE USE OF PORTFOLIO TO IMPROVE STUDENTS’ WRITING SKILL ON DESCRIPTIVE TEXT”

(A Classroom Action Research at the Eleventh Grade Students of SMA Muhammadiyah 1 Karanganyar in 2015/2016 Academic Year)

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ABSTRACT


The aims of the study are: (1) to find out that use of Portfolio can improve students’ writing skill, and (2) to describe about the implementation of Portfolio in students’ writing skill.

This research was a Classroom Action Research. It was conducted at the eleventh grade students of SMA Muhammadiyah 1 Karanganyar from January 2016 until March 2016. The subject of the research was XI IPA 3 students which consisted of 40 students. The researcher took two cycles. In each cycle consisted of two meetings. Each cycle had four steps: planning, action, observation and reflection. In collecting the data, the researcher used observation, interview, document and test (pre-test and post-test). And in the analyzing the data, the researcher used quantitative and qualitative data.

Based on the result of the study, there were some improvements in the students’ writing skill. The students’ mean score of Pre-test was 43.7 it improved to 71.4 in cycle one and improved to 82.6 in cycle two. The atmosphere of the classroom became alive and the students were active during the lesson.

In teaching learning English, especially writing skill, the teacher should choose the suitable method in teaching learning English. It is necessary to create students’ motivation and attention during teaching learning English. So, the students can get a better score in English lesson. Therefore, Portfolio is a good method to improve students’ writing skill.

Keywords: Writing Skill, Portfolio, Classroom Action Research.
INTRODUCTION

English as an International language is needed for many purposes in everyday life. First, it is used as a language for International business communication; Second, English is used for contact among governmental institutions and agencies. Third, English is used globally in education, such as the textbooks and educational material are published in English.

In Indonesia, English is one of foreign language that must be learned by students from elementary to university level of education. As one of foreign language, English is used as a main foreign language to support teaching learning process in education. That statement has been quoted from UU Sisdiknas (2003:14), “bahasa asing dapat digunakan sebagai bahasa pengantar pada satuan pendidikan tertentu untuk mendukung kemampuan bahasa asing peserta didik”. It means that foreign language can be used as a medium language in level of education to support students’ language skill.

In Teaching Learning English, there are four language skills that must be mastered. They are reading, listening, speaking, and writing. Brown (2000: 232) quotes “In English language teaching has identified the four skills -listening, speaking, reading, and writing as of paramount importance”. One of the important skills in teaching learning English is writing. Robert Scholes and Nancy R. Comley (1985:7) said that writing is a way of thinking as well as a means of communication. Writing is often known as a way to deliver writer thought and idea to the readers. By mastering writing skill, students can easily explore thought and their idea into written form that can be understood by the readers.
In SMA Muhammadiyah 1 Karanganyar, the minimum score or *Kriteria Ketuntasan Minimal* (KKM) to pass the class for English is 75. But, for the students especially in XI IPA 3 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, the teacher needed a suitable teaching method to improve the quality of teaching learning process. Besides that a teacher must knew the characteristics of the students before conducting a certain teaching process in ordered to get a good result at the end of the study. The teacher does not had suitable method to improving students’ writing skill.

Jim A.P (2010:2) explains that writing skill is complex and difficult to learn. Requiring mastery is not only grammatical patterns but also the rule of writing such as high degree of organization in the development of ideas and information and also choosing the appropriate vocabularies and sentence structure to create a style which is appropriate to subject matter.

Portfolio is another method that could be used in teaching learning process. Portfolio is a collection of students’ work that shown all of their effort, learning progress and learning attainment in particular field or more. By using Portfolio, is also gave students more motivation in studying. This is a good alternative method to the teacher to improve their students’ writing skill.
In portfolio assignments technique, there are four phases (Sujiono, 2010: 32), namely:

1. Giving task phase
   The activities of this phase are lectures give the tasks to the students, including information about the working procedures to be implemented and deadline in collecting the task.

2. Task implementation phase
   The activities of this phase are students carrying out work to be done and finished.

3. Structural duty and self-learning phase
   The activities of this phase are student do the task assigned by teachers outside the lesson and teachers monitoring these activities.

4. Task responsibility phase
   The activities of this phase are students accountable for the execution of tasks to teachers and other friends.

Based on the explanation above, the researcher was interested in conduct a research entitled The Use Of Portfolio To Improve Students’ Writing Skill On Descriptive Text (A Classroom Action Research at Eleventh Grade of SMA Muhammadiyah 1 Karanganyar in the Academic Year of 2015/2016).

There were possible problems which could be appear : (1) Can the use of Portfolio improve students’ writing skill of the eleventh grade students of SMA Muhammadiyah 1 Karanganyar especially class XI IPA 3 in 2015/2016 Academic Year? (2) How far is the implementation of Portfolio to improve students’ writing
skill of the eleventh grade students of SMA Muhammadiyah 1 Karanganyar especially class XI IPA 3 in 2015/2016 Academic Year?

**METHOD**

The research method in this study used Action Research. In Action Research there is two main points that should has in Action Research, they are problem that is identified and the action to solve that problem. According to Cohen, Manion, and Morrison (2000: 226) “Action Research is a powerful tool for change and improvement at the local level”. There are four steps in the procedure of Action Research. There are: plan, action, observation and reflection.

The data were collected using test and non-test. Test is a form to measure the students’ ability and knowledge. To measure the students achievement, the tests were given three times (pre-test, post-test I, and post-test II). In collecting the data, the researcher used non-test such as interview, observation, and documentation.

In this research, the researcher used qualitative and quantitative data analysis to analyzing the data. For the qualitative data analysis, the researcher used:

a. Data Collection

According to Ary; Jacobs; and Sorensen (2010:525), “before collecting data, you should know why you are collecting the data, what exactly you are collecting, where and when you will collect the data and for how long, who will collect the data, and how the data will be analysed and the finding shared”.
b. Data Reduction

According to Sugiyono (2012:247), “mereduksi data berarti merangkum, memilih hal-hal yang pokok, memfokuskan pada hal-hal yang penting, dicari tema dan polanya”. It meant that data reduction is a summarized of main point, focused in to the point, and find theme and pattern.

c. Data Display

Display is an organized assembly of information that permits conclusion drawing and action. Looking at displays helps us understand what happening is and to do further analysis or action based on that understanding.

d. Conclusion Drawing and Verification

From the beginning of data collection, the Classroom Action Research is beginning to decide what things mean, regularities, patterns, explanation, possible configuration, casual flows, and prepositions. The competent researcher holds these conclusions are still there, inchoate and vague at first, then increasingly explicit and grounded.
The model could be illustrated as follows:

![Diagram](image)

Figure 3.2. Components of data analysis by Miles and Huberman’s (in Sugiyono, 2012: 247)

For the qualitative data analysis, the researcher used formula of pre-test and post-test used in analyzing the data are as follows:

a. The mean of pre-test and post-test could be calculated with the formula:

\[
\bar{x} = \frac{\sum x}{n} \quad \quad \bar{y} = \frac{\sum y}{n}
\]

Where:

\( \bar{x} \) = mean of pre-test score

\( \bar{y} \) = mean of post-test score

\( n \) = the number of students

b. The t-value could be calculated with the formula as follows:

\[
t = \frac{D}{\sqrt{\frac{\sum D^2 - (\sum D)^2}{N(N-1)}}}
\]
RESULT AND DISCUSSION

Result

In this research, the researcher conducted two cycles. The first cycle was held in four meetings, two meetings for conducting the pre-test and post-test and two meetings for conducting the teaching-learning process. The second cycle consisted of three meetings, two meetings for conducting teaching-learning process and one meeting for conducting the last post-test.

Each cycle of the research consisted of: identifying the problem, planning the action, implementing the action, observing the action, reflecting and revising the plan. Before implementing the research first cycle, the researcher was conducting a pre-test. Pre-test is to know the ability of the students in speaking skill. The researcher also held post-test in the end of every cycle. The reason of post-test was to find out whether their writing skill improved or not.
Discussion

From the collected data, the researcher analyzed the students’ writing skill. The mean score of pre-test was 43.7. This score is lower than KKM that is 75. Then, the researcher applied the Portfolio to solve the problems faced by the students in two meetings. After that, the researcher gave them post-test 1. The result of post-test 1 showed good improvement of students’ mean score. It could be seen from the result of the pre-test and post-test 1. The researcher compared the result of pre-test and post-test. The mean score of pre-test was 43.7 and the post-test was 71.4. The students’ achievement and students’ motivation was also increased. The students seemed more understood about the material. They did the task and assignment seriously.

The result of post-test 2 showed a significant improvement in students’ score. The students’ mean score in cycle 2 was 82.6. The students’ mean score in cycle 2 achieved the KKM score that is 75. The students were so enjoy and enthusiastic in joining the class. They were more confident to express their ideas on the written text. Most of them were also active working in group and discussed the material. The implementation of Portfolio was successful to improve the students’ achievement score. It was shown from the result of the mean score that the students got of Post-Test 2 was 82.6 while the mean score of Post-Test 1 was 71.4 and Pre-Test was 43.7. It meant that the students’ writing skill was increased.
The table showed the improvement of the students’ mean score. Portfolio assessment was suitable for teaching learning process. The mean score of Pre-Test was 43,7; the mean score of Post-Test 1 was 71,4; and the mean score of Post-Test 2 was 82,6. The comparison between the mean score of Pre-Test, Post-Test 1 and Post-Test 2 showed that there were improvements of students’ writing skill. It could be summarized that there was significant improvement of the students’ writing skill in Descriptive text.

Based on the result of the t-test calculation, the result of test between Pre-Test and Post-Test 1 was 12,35 and the result of Pre-Test and Post-Test in cycle 1 was compared with \( db = (n-1) = (40-1)= 39 \). It meant that there were significances from teaching learning writing using Portfolio in Pre-Test and Post-Test 1.

Then the result of t-test calculation between Post-Test 1 and Post-Test 2 was 11,26 and the result of Post-Test 1 and Post-Test 2 was compared with \( db = (n-1) = (40-1) = 39 \). It meant that there were significances from teaching learning writing using Portfolio.

<table>
<thead>
<tr>
<th>The mean of Pre-Test</th>
<th>The mean of Post-Test 1</th>
<th>The mean of Post-Test 2</th>
<th>T-Value of Cycle 1</th>
<th>T-Value of Cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>43,7</td>
<td>71,4</td>
<td>82,6</td>
<td>12,35</td>
<td>11,26</td>
</tr>
</tbody>
</table>

Table 1. The Improvement of Students’ Score
CONCLUSION

Based on the whole result which aims to improve students’ writing skill by using Portfolio, the conclusions are described as follows:

Portfolio can improve the students’ writing skill at XI IPA 3 of SMA Muhammadiyah 1 Karanganyar in 2015/2016. It could be seen by the improvement of mean score on pre-test and post-test. The mean score of pre-test was 43.7 while the mean score of post-test 1 was 71.4 in cycle 1, and the mean score of post-test 2 was 82.6 in cycle 2. It showed that the use of Portfolio could improve students’ writing skill at students’ of XI IPA 3 of SMA Muhammadiyah 1 Karanganyar in 2015/2016 Academic Year.

The students became more active in the class when Portfolio assessment was applied in teaching learning writing. The teaching and learning process using Portfolio was more conducive. The students were more serious, active, and independent. They also tried to plan, discuss the drafts, write, and revise collaboratively with their friends confidently. It meant that the class atmosphere really made them could follow the teaching and learning process easily.
REFERENCES


