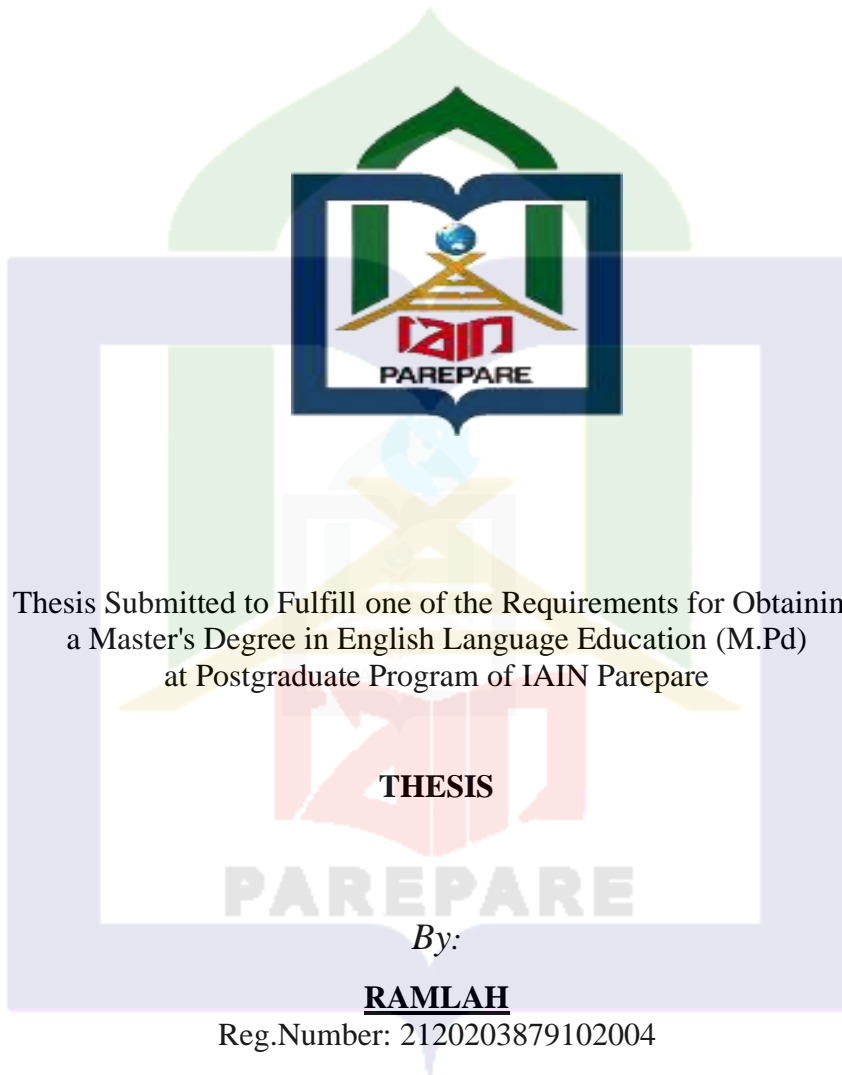


USING PORTFOLIO ASSESSMENT TO IMPROVE THE
STUDENTS' RECOUNT WRITING PERFORMANCE
AND SELF-REGULATED LEARNING
AT SMP NEGERI 6 PAREPARE



POSTGRADUATE
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عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ وَعَلَى آلِهِمُ وَالصَّحْبَةِ أَجْمَعِينَ، أَمَّا بَعْدُ

Alhamdulillah Rabbil ‘Alamin, Praise is merely to the Almighty Allah swt. Give thanks for God’s love and grace for us, the most gracious, the most merciful, the lord of the universe and the master of the judgment, the king of the kings, who has given his blessing and salvation to the writer for finishing this Thesis

The writer realizes that with all the limitations and access of the writer, This Thesis manuscript can be completed in time, with sincere assistance from various people, both directly and indirectly. Therefore, a deep reflection of gratitude should be conveyed to:

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The Writer


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TABLE OF CONTENTS

COVER	i
ORIGINAL STATEMENT OF THE THESIS	ii
APPROVAL OF THESIS PROPOSAL.....	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS	vi
LIST OF TABLES	viii
LIST OF PICTURES	x
TRANSLITERATION GUIDELINES	xi
ABSTRACT	xvi
CHAPTER I INTRODUCTION	1
A. Background.....	1
B. Problem Statement	6
C. Objective of the Research.....	6
D. Significance of the Research	6
CHAPTER II REVIEW OF RELATED LITERATURE	8
A. Previous Related Research Findings	8
B. Some Pertinent Ideas	12
C. Conceptual Framework	31
D. Hypothesis	32
CHAPTER III RESEARCH METHOD	33
A. Design of the Research	33

B. Variable of the Research	34
C. Population and Sample	35
D. Instrument of the Research	36
E. Procedure of Collecting Data	38
F. Technique of Data Analysis	44
CHAPTER IV FINDINGS AND DISCUSSION	53
A. Findings	53
B. Discussion	79
CHAPTER V CONCLUSION AND SUGGESTION	87
A. Conclusion	87
B. Suggestion	88
BIBLIOGRAPHY	89
APPENDICES	92
CURRICULUM VITAE	126

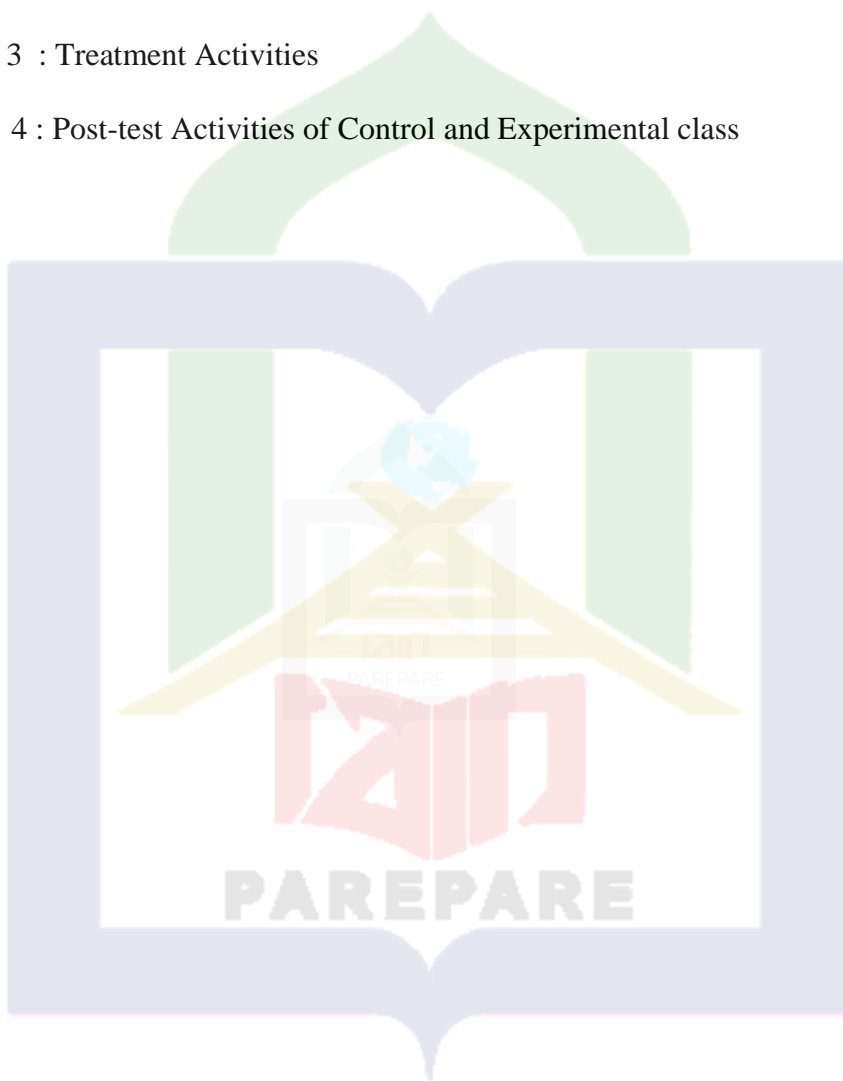
LIST OF TABLES

Table 2.1 : Generic Structure of Recount text	21
Table 3.1 : Research Design of Quasi Experimental Design	33
Table 3.2 : Number of Population	35
Table 3.3 : Sample of the Research	36
Table 3.4 : Scoring Gude	37
Table 3.5 : The steps of Treatment Activities	39
Table 3.6 : Scoring Rubrics	45
Table 3.7 : Classifying of the Students' Score	49
Table 3.8 : The Classifying of Testing	50
Table 3.9 : Scoring Students' Self-Regulated Learning	51
Table 3.10 : The Rating Score of Self-Regulated learning	52
Table 4.1 : Classifying Students' Score in experimental Group based on 5 Components	53
Table 4.2 : Classifying Students' Score in Control group based on 5 Components	55
Table 4.3 : Mean Score Based on Components of writing in Experimental Group	60
Table 4.4 : Mean Score Based on Components of writing in Control Group	61
Table 4.5 : The Mean Score of Post-test in Experimental and Control Group	62
Table 4.6 : Classifying the Students' Writing Ability Score in Experimental Group	63
Table 4.7 : Classifying the Students' Writing Ability Score in Control Group	64

Table 4.8 : Students' pre-test and Post-test Writing Ability Score in Experimental Group	65
Table 4.9 : Students' pre-test and Post-test Writing Ability Score in Control Group	67
Table 4.10 : The Students' Gain Score	69
Table 4.11 : The Test Normality	69
Table 4.12 : The Test Homogeneity of Variances Post-test	70
Table 4.13 : Independent Sample Test	71
Table 4.14 : The Percentage of Students' Self-regulated Learning in Writing Recount Text	72
Table 4.15 : The Result of the Students' Responses on Their Questionnaire	73

LIST OF PICTURES

Picture 1 : Conceptual Framework	21
Picture 2 : Pre-test Activities of Control and Experimental class	121
Picture 3 : Treatment Activities	122
Picture 4 : Post-test Activities of Control and Experimental class	125



PEDOMAN TRANSLITERASI ARAB-LATIN

1. Konsonan

Daftar huruf bahasa Arab dan transliterasinya ke dalam huruf Latin dapat dilihat pada halaman berikut:

Huruf Arab	Nama	Huruf Latin	Nama
ا	alif	tidak dilambangkan	tidak dilambangkan
ب	ba	b	be
ت	ta	t	te
ث	s\ a	s\	es (dengan titik di atas)
ج	jim	j	je
ح	h} a	h}	ha (dengan titik di bawah)
خ	kha	kh	ka dan ha
د	dal	d	de
ذ	z\ al	z\	zet (dengan titik di atas)
ر	ra	r	er
ز	zai	z	zet
س	sin	s	es
ش	syin	sy	es dan ye
ص	s} ad	s}	es (dengan titik di bawah)
ض	d} ad	d}	de (dengan titik di bawah)
ط	t} a	t}	te (dengan titik di bawah)
ظ	z} a	z}	zet (dengan titik di bawah)
ع	'ain	'	apostrof terbalik
غ	gain	g	ge
ف	fa	f	ef
ق	qaf	q	qi
ك	kaf	k	ka
ل	lam	l	el
م	mim	m	em
ن	nun	n	en
و	wau	w	we
ه	ha	h	ha
ء	hamzah	'	apostrof
ي	ya	y	ye

Hamzah (ء) yang terletak di awal kata mengikuti vokalnya tanpa diberi tanda apa pun. Jika ia terletak di tengah atau di akhir, maka ditulis dengan tanda (').

2. Vokal

Vokal bahasa Arab, seperti vokal bahasa Indonesia, terdiri atas vokal tunggal atau monoftong dan vokal rangkap atau diftong.

Vokal tunggal bahasa Arab yang lambangnya berupa tanda atau harakat, transliterasinya sebagai berikut:

Tanda	Nama	Huruf Latin	Nama
اَ	<i>fath}ah</i>	a	a
اِ	<i>kasrah</i>	i	i
اُ	<i>d}ammah</i>	u	u

Vokal rangkap bahasa Arab yang lambangnya berupa gabungan antara harakat dan huruf, transliterasinya berupa gabungan huruf, yaitu:

Tanda	Nama	Huruf Latin	Nama
اَيّ	<i>fath}ah dan ya>'</i>	ai	a dan i
اَوّ	<i>fath}ah dan wau</i>	au	a dan u

Contoh:

كَيْفَ : *kaifa*

هَوْلَ : *hauula*

3. Maddah

Maddah atau vokal panjang yang lambangnya berupa harakat dan huruf, transliterasinya berupa huruf dan tanda, yaitu:

Harakat dan Huruf	Nama	Huruf dan Tanda	Nama
اَ... اِ... اُ...	<i>fath}ah dan alif atau kasrah dan ya>'</i>	a>	a dan garis di atas
يِ	<i>kasrah dan ya>'</i>	i>	i dan garis di atas
وِ	<i>d}ammah dan wau</i>	u>	u dan garis di atas

Contoh:

مَاتَ : *ma>ta*
 رَمَى : *rama>*
 قِيلَ : *qi>la*
 يَمُوتُ : *yamu>tu*

4. Ta marbu>t}ah

Transliterasi untuk *ta>' marbu>t}ah* ada dua, yaitu: *ta>' marbu>t}ah* yang hidup atau mendapat harakat *fath}ah*, *kasrah*, dan *d}ammah*, transliterasinya adalah [t]. Sedangkan *ta>' marbu>t}ah* yang mati atau mendapat harakat sukun, transliterasinya adalah [h]. Kalau pada kata yang berakhir dengan *ta>' marbu>t}ah* diikuti oleh kata yang menggunakan kata sandang *al-* serta bacaan kedua kata itu terpisah, maka *ta>' marbu>t}ah* itu ditransliterasikan dengan ha (h).

Contoh:

رَوْضَةُ الْأَطْفَالِ : *raud}ah al-at}fa>l*
 الْمَدِينَةُ الْفَاضِلَةُ : *al-madi>nah al-fa>d}ilah*
 الْحِكْمَةُ : *al-h}ikmah*

5. Syaddah (Tasydi>d)

Syaddah atau *tasydi>d* yang dalam sistem tulisan Arab dilambangkan dengan sebuah tanda *ta>di>d* (ّ), dalam transliterasi ini dilambangkan dengan perulangan huruf (konsonan ganda) yang diberi tanda *syaddah*.

Contoh:

رَبَّنَا : *rabbana>*
 نَجِّينَا : *najjaina>*
 الْحَقُّ : *al-h}aqq*
 نَعِمَ : *nu"ima*
 عَدُوٌّ : *'aduwwun*

Jika huruf ى ber-*tasydid* di akhir sebuah kata dan didahului oleh huruf *kasrah* (ِ), maka ia ditransliterasi seperti huruf *maddah* menjadi *i>*.

Contoh:

عَلِيٌّ : 'Ali> (bukan 'Aliyy atau 'Aly)
 عَرَبِيٌّ : 'Arabi> (bukan 'Arabiyy atau 'Araby)

6. Kata Sandang

Kata sandang dalam sistem tulisan Arab dilambangkan dengan huruf ال (*alif lam ma'arifah*). Dalam pedoman transliterasi ini, kata sandang ditransliterasi seperti biasa, al-, baik ketika ia diikuti oleh huruf *syamsiyah* maupun huruf *qamariyah*. Kata sandang tidak mengikuti bunyi huruf langsung yang mengikutinya. Kata sandang ditulis terpisah dari kata yang mengikutinya dan dihubungkan dengan garis mendatar (-).

Contoh:

الشَّمْسُ	: <i>al-syamsu</i> (bukan <i>asy-syamsu</i>)
الزَّلْزَلَةُ	: <i>al-zalزالah</i> (<i>az-zalزالah</i>)
الفَلْسَفَةُ	: <i>al-falsafah</i>
النَّبِيَّادُ	: <i>al-bila>du</i>

7. Hamzah

Aturan transliterasi huruf hamzah menjadi apostrof (') hanya berlaku bagi hamzah yang terletak di tengah dan akhir kata. Namun, bila hamzah terletak di awal kata, ia tidak dilambangkan, karena dalam tulisan Arab ia berupa alif.

Contoh:

تَأْمُرُونَ	: <i>ta'muru>na</i>
النَّوْعُ	: <i>al-nau'</i>
شَيْءٌ	: <i>syai'un</i>
أُمِرْتُ	: <i>umirtu</i>

8. Penulisan Kata Arab yang Lazim digunakan dalam Bahasa Indonesia

Kata, istilah atau kalimat Arab yang ditransliterasi adalah kata, istilah atau kalimat yang belum dibakukan dalam bahasa Indonesia. Kata, istilah atau kalimat yang sudah lazim dan menjadi bagian dari perbendaharaan bahasa Indonesia, atau sering ditulis dalam tulisan bahasa Indonesia, atau lazim digunakan dalam dunia akademik tertentu, tidak lagi ditulis menurut cara transliterasi di atas. Misalnya, kata al-Qur'an (dari *al-Qur'a>n*), alhamdulillah, dan munaqasyah. Namun, bila kata-kata tersebut menjadi bagian dari satu rangkaian teks Arab, maka harus ditransliterasi secara utuh. Contoh:

Fi> Z{ila>l al-Qur'a>n
Al-Sunnah qabl al-tadwi>n

9. Lafz} al-Jala>lah (الله)

Kata "Allah" yang didahului partikel seperti huruf *jarr* dan huruf lainnya atau berkedudukan sebagai *mud}a>f ilaih* (frasa nominal), ditransliterasi tanpa huruf hamzah.

Contoh:

بِاللّٰهِ *billa>h* دَيْنُ اللّٰهِ *di>nulla>h*

Adapun *ta>'marbu>t}ah* di akhir kata yang disandarkan kepada *lafz} al-jala>lah*, ditransliterasi dengan huruf [t]. Contoh:

هُم فِي رَحْمَةِ اللّٰهِ *hum fi>rah}matilla>h*

10. Huruf Kapital

Walau sistem tulisan Arab tidak mengenal huruf kapital (*All Caps*), dalam transliterasinya huruf-huruf tersebut dikenai ketentuan tentang penggunaan huruf kapital berdasarkan pedoman ejaan Bahasa Indonesia yang berlaku (EYD). Huruf kapital, misalnya, digunakan untuk menuliskan huruf awal nama diri (orang, tempat, bulan) dan huruf pertama pada permulaan kalimat. Bila nama diri didahului oleh kata sandang (al-), maka yang ditulis dengan huruf kapital tetap huruf awal nama diri tersebut, bukan huruf awal kata sandangnya. Jika terletak pada awal kalimat, maka huruf A dari kata sandang tersebut menggunakan huruf kapital (Al-). Ketentuan yang sama juga berlaku untuk huruf awal dari judul referensi yang didahului oleh kata sandang al-, baik ketika ia ditulis dalam teks maupun dalam catatan rujukan (CK, DP, CDK, dan DR). Contoh:

Wa ma> Muh}ammadun illa> rasu>l

Inna awwala baitin wud}i'a linna>si lallaz}i> bi Bakkata muba>rakan

Syahrul Ramad}a>n al-laz}i> unzila fi>h al-Qur'a>n

Nas}i>r al-Di>n al-T{u>si>

Abu>> Nas}r al-Fara>bi>

Al-Gaza>li>

Al-Munqiz\ min al-D}ala>l

Jika nama resmi seseorang menggunakan kata Ibnu (anak dari) dan Abu> (bapak dari) sebagai nama kedua terakhirnya, maka kedua nama terakhir itu harus disebutkan sebagai nama akhir dalam daftar pustaka atau daftar referensi. Contoh:

Abu> al-Wali>d Muh}ammad ibn Rusyd, ditulis menjadi: Ibnu Rusyd, Abu> al-Wali>d Muh}ammad (bukan: Rusyd, Abu> al-Wali>d Muh}ammad Ibnu)

Nas}r H{a>mid Abu> Zai>d, ditulis menjadi: Abu> Zai>d, Nas}r H{a>mid (bukan: Zai>d, Nas}r H{ami>d Abu>)

saw.	= <i>s}allalla>hu ‘alaihi wa sallam</i>
a.s.	= <i>‘alaihi al-sala>m</i>
H	= Hijrah
M	= Masehi
SM	= Sebelum Masehi
l.	= Lahir tahun (untuk orang yang masih hidup saja)
w.	= Wafat tahun
QS .../...: 4	= QS al-Baqarah/2: 4 atau QS A<li ‘Imra>n/3: 4
HR	= Hadis Riwayat



ABSTRAK

Nama : Ramlah
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 Judul Tesis : Penggunaan Penilaian Portofolio untuk Meningkatkan Kinerja Menulis *Recount Text* dan Kemandirian Belajar Siswa di SMP Negeri 6 Parepare.
 (Dibimbing oleh Ambo Dalle dan Abdul Haris Sunubi)

Penelitian ini bertujuan untuk mengeksplorasi penggunaan penilaian portofolio dalam meningkatkan kinerja menulis *recount text* siswa dan untuk mengetahui dampak penilaian portofolio terhadap kemandirian belajar siswa dalam kinerja menulis. Terdapat dua perbedaan signifikan dalam kemampuan menulis *recount text* siswa sebelum dan sesudah pemberian perlakuan melalui penilaian portofolio.

Peneliti menggunakan metode eksperimen kuasi. Data dikumpulkan dengan memberikan *pre-test* dan *post-test*. Populasi penelitian terdiri dari 50 siswa dan sampel penelitian adalah siswa kelas delapan SMP Negeri 6 Parepare, tahun ajaran 2022/2023. Peneliti mengambil semua kelas sebagai sampel, yaitu VIII.2 yang terdiri dari 25 siswa sebagai kelompok eksperimen dan VIII.1 yang terdiri dari 25 siswa sebagai kelompok kontrol. Sampel diambil dengan menggunakan total sampling.

Hasil penelitian menunjukkan bahwa kemampuan menulis *recount text* siswa dengan menggunakan penilaian portofolio pada *pre-test* dan *post-test* berbeda secara signifikan. Nilai uji-t lebih besar dari nilai t-tabel, yaitu t-hitung (4,446) > t-tabel (1,667), dan nilai sig. (2-tailed) dari skor *post-test* lebih kecil dari 0,05, yaitu $0,000 < 0,05$. Hal ini mengindikasikan bahwa hipotesis alternatif (H1) diterima dan hipotesis nol (H0) ditolak. Dapat disimpulkan bahwa penggunaan penilaian portofolio efektif untuk meningkatkan kinerja menulis *recount text* siswa. Sementara itu, skor rata-rata kemandirian belajar siswa terhadap penggunaan penilaian portofolio adalah 88,16. Ini mengindikasikan bahwa siswa merespons positif dan setuju bahwa penggunaan penilaian portofolio membantu dan dapat meningkatkan kinerja menulis *recount text* mereka.

Kata kunci: Penilaian portofolio, *recount text*, kinerja menulis, pembelajaran berbasis regulasi diri

ABSTRACT

Name : Ramlah
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 Title : Using Portfolio Assessment to Improve the Students Recount Writing Performance and Self-Regulated Learning at SMP Negeri 6 Parepare (Supervised by Ambo Dalle and Abdul Haris Sunubi)

The objective of the research are to examine the use of portfolio assessment is able to improve the students' recount writing performance and to know the effect of portfolio assessment on self-regulated learning in writing performance. There are two significant different of the students' recount writing ability before and after giving treatment through portfolio assessment.

The researcher applied Quasi experimental method. The data were collected by giving pre-test and post-test. The population of the research consisted of 50 students and the sample of the research was the eighth grade of SMP Negeri 6 parepare, academic year 2022/2023. The researcher took all classes as the sample, it was VIII.2 consisted 25 students as experimental group and VIII.1 consisted 25 students as control group. The sample was taken by using total sampling.

The result of the research showed that the students' recount writing text ability by using portfolio assessment in pre-test and post-test difference significantly. The value of the t-test was greater than t-table. It was that $t_{\text{value}} (4.446) > t_{\text{table}} (1667)$ and the sig.(2-tailed) value of post test score was lower $0.000 < 0.05$. It indicated that the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. It can conclude that the use of portfolio assessment was effective to improve to improve the students' writing recount text performance. While the mean score of the students' self-regulated learning toward the use of portfolio assessment was 88.16. It indicated that the students gave strongly positive respond or agreed that using portfolio assessment was helpful and can increase their writing performance of recount text.

Keywords: Portfolio assessment, recount text, writing performance, self-regulated learning.

تجريد البحث

الإسم : رملة
رقم التسجيل : ٤٠٠٢٠١٩٧٨٣٠٢٠٢١٢
موضوع الرسالة : استخدام التقويم البرتبوليويا في ترقية مهارة كتابة إعادة العدد الاختباري في المدرسة الثانوية الحكومية السادسة بباريباري

هذا البحث يهدف إلى استطلاع استخدام التقويم البرتبوليويا في ترقية مهارة إعادة العدد الاختباري، وذلك لمعرفة أثره في التعليم القائم على القانون النفسي في عمل الكتابة. هناك فرق كبير في مهارة الطلاب في الكتابة قبل العملية وبعدها.

استخدمت الباحثة بأسئلة تجريبية. جمعت المعلومات بالامتحان القبلي والامتحان الأصلي. وسكاني البحث يتكون من خمسين طالباً وأنموذج البحث الفصل الثامن في العام الدراسي ٢٠٢٢/٢٠٢٣. الباحثة جعلت كل فصل أنموذجاً كفرقة تجريبية، الفرقة الرقابة الفصل الثامن أ. وأخذ النموذج من جملة النموذج.

ونتيجة البحث تدل على أن مهارة الطلاب في تلك الكتابة تختلف اختلاف كبيراً، نتيجة ت أكبر من نتيجة ت-table، ت-hitung (٢ tailed sig) و (٤,٤٤٤٦) و ت-table (١,٦٦٧)، ونتيجة sig (٢ tailed) من الامتحان، وذلك أصغر من ٠,٠٥، وهو ٠,٠٠٠ > ٠,٠٥. وهذا يدل على أن الفرضية البديلة مقبول والفرضية الأخرى مردودة. ويمكن أن يلخص، أن استخدام التقويم البرتبوليويا كان فعالاً في ترقية مهارة كتابة إعادة العدد الاختباري. والرقم التراكمي في التعليم القائم على قانون نفسية الطالب تجاه استخدام التقويم البرتبوليويا ٨٨,١٦. وهذا يدل على تأثير إيجابي لدى الطلاب، وموافقهم في ذلك الاستخدام في ترقية مهارتهم.

الكلمات الرئيسية : التقويم البرتبوليويا، إعادة العدد، الكتابة، التعليم القائم على قانون النفسية.

CHAPTER I

INTRODUCTION

In this part, the researcher presents some aspects related to this research, including background, research questions, objectives of the research and significance of the research.

A. Background of the Research

English is one of the languages which is used by almost all countries in this world. Many people who come from different countries can get interaction with each other by using English. Besides that, English is used in technologies, industries, and sciences, and all the procedures are written in English.

Teaching English as a subject has writing skills in its curriculum. The purpose of specialized writing in middle school is to support another subject, which can help students increase their knowledge of a specific topic in another subject taught at an international level. The indicator subject explains that 8th-grade students should be able to identify and construct short simple texts in the interpersonal, transactional, and functional domains, including paraphrased texts¹.

Teaching writing at SMP Negeri 6 Parepare so far has been quite varied. This fact can be seen from the process of teaching writing in class and lesson plans made by teachers who have used varied and not monotonous learning models and strategies. Teaching writing can also be seen from the activeness and enthusiasm of students in learning writing. The activeness and enthusiasm of students can be seen from the presence in each writing lesson which reach 90%, which is the minimum

¹ Kementerian Pendidikan et al., "Penilaian K13," 2017.

percentage of attendance required by school rules.

There are several ways to organize the sentences in a piece of writing, one of them is recount text. Recount text is chosen as the specific genre to be learnt because of its social function and its familiarity in students' life. According to syllabus, recount text is taught at junior high school grade 8. The purpose of learning recount text for grade 8 is to develop student's ability to compose a recount text and to make sense of understanding its structure².

Besides its purposes, the following indicators of learning recount text is students are able to understand several forms of recount text served by teacher regarding personal experience. Second, students are able to understand the language use of recount. Next, students are able to compare each social function of recount, its generic structure, and the language features used in the recount text. Ultimately, students are also able to arrange short recount text related to personal experience and share his/her personal experience in the past.

However, the student's engagement and excitement in their writing instruction have not significantly impacted their writing achievement. Lack of initiative, improvisation, or self-effort to develop their writing abilities can be seen in the final score of students' writing achievement, where 80% of students are still at grade level C, and just 20% receive grade B or A.

Seeing that percentage of students who get C grades is still very large, it is hoped that teachers can find other learning models or strategies to make the percentage of students who get B or A scores even higher. The teacher did not fulfill

² Bahasa Inggris, "Panduan untuk Instruktur Nasional Pelatihan Implementasi Kurikulum 2013 Tahun 2014," 2014.

her responsibilities well as a teacher to evaluate the students' writing ability in the classroom; she only gave scores on the students' writing and seldom gave feedback. In fact, teachers have a responsibility to assess students' achievements at school. Consequently, the students were unable to realize their mistakes and errors in writing, and therefore the teacher and her students could not see any progress in their writing. In many disciplines, portfolios help learning by providing portraits of students, offering multidimensional perspectives, encouraging students to participate and linking student efforts to teaching³.

Based on the researcher's observations, in learning to write at SMP Negeri 6 parepare, the teacher has only emphasized using strategies and media in the writing learning process but not in the assessment process. Products produced by students in writing are only assessed according to the number of scores they get without providing comments, input or feedback on the products they make. In terms of foreign language learning and teaching, they are an alternative assessment tool used to offer opportunities for both recording language authentically and actively and for evaluating a student's progress. Furthermore, in the 2013 Curriculum, the teacher is expected to measure each student's ability by using portfolio assessment, which means that the teacher has to apply authentic assessments to evaluate the student's ability in writing⁴.

Therefore, using authentic assessment will help to improve English

³Zuhri Efendi, Bustami Usman Asnawi Muslem, and Syiah, "Implementation of Portfolio Assessment in Teaching English," *Syiah Kuala University, Banda Aceh* 8, no. 2 (2017): 187–98.

⁴ Direktorat PSMP Kemedikbud, Dirjen Dikdasmen, *Panduan Penilaian oleh Pendidik Dan Satuan Pendidikan untuk Sekolah Menengah Pertama*, Ed. Direktorat PSMP, Edisi Ketiga (Senayan Jakarta: Kemendikbud, Dirjen Dikdasmen, 2017).

instruction. According to the 2013 curriculum, English teachers should use three different types of authentic assessment: performance, project, and portfolio assessment⁵. A portfolio assessment evaluates a group of items that demonstrate development and are regarded as genuine works of art. Portfolio assessments might diverge from the work produced by individual students or groups, necessitate student evaluation, and be scored on various criteria.

Portfolio assessment is the most complete assessment. In the portfolio assessment, there is an assessment of performance, processes, products, and self-evaluation⁶. And also Portfolio is a systematic or organized collection of students work in a file folder or box that lets teachers and students monitor the progress and achievement of knowledge and ability. And also clarify that portfolio assessment is a tool for assessing the writing process as well as the final product of writing in order to improve the students' writing performance⁷.

There are several factors that most important to determine students' success in learning, especially factors that come from within the student himself/herself. A factor that comes from within the student who is able to support student success in learning is self-regulated learning. Self-regulated learning is independent learning, not relying on others, students are required to have their own activeness and initiative in learning, and behave⁸.

⁵ Pendidikan et al., "Penilaian K13."

⁶ Teguh Sulistyio et al., "Portfolio Assessment: Learning Outcomes and Students' Attitudes," *Studies in English Language and Education* 7, no. 1 (2020): 141–53, <https://doi.org/10.24815/siele.v7i1.15169>.

⁷ Sharon S Moya and J Michael O'malley, "A Portfolio Assessment Model for Esl," *Moya, S. S. & O'Malley, J. M. (1994). A Portfolio Assessment Model for ESL. The Journal of Educational Issues of Language Minority Students*, 13, no. 3 (1994): 13–36.

⁸ Ni Kt Widiartini, Program Pascasarjana, and Universitas Pendidikan Ganesha, "Dan Minat Menulis Aksara Bali Pada Siswa Kelas VIII di SMP N 2 Banjar" 8, no. 1 (2018): 35–46.

When students have high Self-regulated learning, the students' learning process will be faster and need a qualified assessment to accommodate this. Portfolio assessment is a very complete assessment. Portfolio assessment includes cognitive, affective, and psychomotor perspectives and has important aspects, namely sample student work, open assessment, and self-evaluation.

Self-regulated learning is a strategy used by students as they are no longer passive learners but active. It is self-initiated actions which include goal-setting and regulating effort to reach the goal, self-monitoring, time management, and physical and social regulation⁹.

Self-regulated learning is a form of individual learning depending on their learning motivation, autonomously developing measurements (cognition, metacognition, and behavior), and monitoring their learning progress.

When students are able to be active in metacognition, they have self-regulated learning, Motivation and behavior in the learning process. metacognition make the students are able to control, plan and evaluate their cognitive processes. Then, when students feel competent in the learning process, it means they are motivated. After all, they are able to optimize their learning environment.

Concerning portfolio assessment and self-regulated learning, the researcher concluded that portfolio assessment is a method for continuously gathering information or evidence of work done and progress made by each student to

⁹ Barry J. Zimmerman and Manuel Martinez Pons, "Development of a Structured Interview for Assessing Student Use of Self-Regulated Learning Strategies," *American Educational Research Journal* 23, no. 4 (1986): 614–28, <https://doi.org/10.3102/00028312023004614>.

evaluate their English language writing. Applying portfolio assessment should increase their ability and self-regulated learning for writing in the English language.

Based on the explanation above, the researcher needs to do research the use of portfolio assessment to improve the students' recount writing performance and self-regulated learning in writing.

B. Problem Statement

Based on some problems mentioned in the background of the study, the writer formulates the problems into research questions as follows:

1. Is the use of portfolio assessment able to improve the students' recount writing performance at SMP Negeri 6 Parepare?
2. Does portfolio assessment effect students' self-regulated learning in writing performance?

C. The Objectives of the Research

Based on the research problems above, the main purposes are as follows:

1. To examine the use of portfolio assessment is able to improve the students' recount writing performance at SMP Negeri 6 Parepare.
2. To know the effect of portfolio assessment on self-regulated learning in writing performance.

D. The Significance of the Research

The result of this research is expected to benefit the reader. The significances of the research are as follows:

1. The teachers, this research is expected to help teachers consider when selecting and conducting portfolio assessments to encourage students to create recount writing performance. The research is also expected to serve as a reference to help teachers deal with students' writing problems when calculating texts. Later, this research may be a self-reflection of teachers to find another technique that would be useful for them to teach in the classroom teaching process.
2. The writer, results of this study should also help enrich the writer's knowledge of using portfolio assessments to address students' writing problems of recount text.
3. The students, it is expected that this research will also help students increase their self-regulated and share experiences through writing, addressing students in writing recount text.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this part, the researcher provides related research findings and theories about portfolio assessment, writing, recount text, and self-regulated learning, which are divided into three sub-parts. The first is previous related research findings. It provides some studies done in the same interest as the research did. The second sub-part is some pertinent ideas. It talks about theories related to this study. The third is the conceptual framework. It describes the mind map of this research. It is generally believed that theories lead to problem-solving. Some theories about using Portfolio Assessment to improve students' recount writing performance are supposed to lead the reader to understand the concepts comprehensively.

A. Previous Related Research Findings

There are some researchers who have conducted research about the Use of Portfolio Assessment to improve students' writing performance, they are:

1. Research about: "The Effectiveness of Portfolio Assessment As An Instrument For Students' Writing Skill of Procedure Text". The research used quasi experimental design. The sample were chosen class X MIPA 5 as experimental class and class X MIPA 4 as a control class. Both classes consisted 30 students. The data obtained from pre-test and post test were analyzed by using T-test¹⁰.

¹⁰ Srinti Purnamasari, "The Effectiveness of Portfolio as an Assesment Instrument for Students' Writing Skill of Procedure Text" (IAIN Bengkulu, 2020).

The research above explained about the using of portfolio assessment in improving students' writing skill of procedure text and the result showed that portfolio assessment has significant effect on writing procedure text of tenth grade students of SMA Negeri 3 Bengkulu.

2. Qualitative research with the implementation of Portfolio assessment in teaching writing at SMAN 12 Bone. The actions implemented in this research were providing writing tasks to practice writing in the classroom, and applying portfolio assessment, providing materials and activities. The results of this research showed that the implementation of portfolio assessment in teaching writing was able to improve the students' writing skills in five aspects of writing, namely content, organization, vocabulary, language use, and mechanics. In addition to this, the findings of the study showed that the students' motivation improved. It was because of the implementation of portfolio integrated the writing as a process not as a product. The students were given sample time to complete their writing perfectly¹¹.

Being more detail, there were two other positive findings in the research. There were improvements in the interaction between the students and the teacher during the actions since the teacher spent much time with the students personally to discuss their progress in learning. Another finding was that the writing feedback also improved by maximizing of self-reflection in the learning process and indirect

¹¹ Muhammad Basri and Baso Jabu, "The Implementation of Portfolio Assessment in Teaching Writing at SMAN 12 Bone," 2019.

feedback given by the teacher on the students' paper.

3. Classroom Action research "Using Portfolio Assessment to Improve the Writing Skills of Grade VIII D Students of SMP Negeri 2 Piyungan in the Academic Year of 2013/2014". This study was action research that was conducted in two cycles. The data were qualitative and quantitative. The qualitative data were obtained from the observations and interviews with the English teacher, the collaborator, and the students. Meanwhile the quantitative data were obtained by conducting a pre-test before the action and collecting the students' writing in every cycle. The results of this research show that the use of portfolio assessment was proven to be able to improve the students' writing skills in five aspects of writing, namely content, organization, vocabulary, language use, and mechanics¹².

The research above explained about the implementation of portfolio assessment to improve the writing skills through classroom action research. The actions implemented in this research were providing writing tasks to practice writing in the classroom and applying portfolio assessment, providing materials and activities that were not taken from LKS and applying games.

4. The article "Using Portfolio to Enhance Self-Regulated Learning" The study's findings that maintaining a record of one's academic achievement in language learning portfolios improved self-regulated learning. After

¹² Ardina Shofiyah, "Using Portfolio Assessment to Improve The Writing Skills of Grade VIII D Students of SMP Negeri 2 Piyungan in the Academic Year of 2013/2014" (Universitas Negeri Yogyakarta, 2014).

reviewing the students' portfolios and the result of the self-regulated learning questionnaire, The following conclusions are possible: 1) students find it useful to keep record of their academic performance in language learning portfolios; and 2 a learning portfolio is an effective technique to improve self-regulated learning; 3) Self-reflection studying, having the ability to make goals for the near future, and learning the capacity to meet one's own learning demands aid in encouraging self-regulated learning at a higher level of the self-evaluation stage¹³. Additionally, it demonstrates the accomplishment of learning objectives outlined in the study plan. The research on the use of language learning portfolios in and out of the classroom is presented in the paper. The article discusses how students' attitudes have changed as a result of learning to self-monitor their progress.

The novelty of the study lies in the design of the model of self-regulated learning while using language learning through portfolio assessment. Preparation, performance, and appraisal were determined to be the three fundamental stages of the approach. There were two levels distinguished in the appraisal phase. The value of study in term of new finding is measured in language learning portfolio assessment toward students' self-regulated learning.

it is clearly seen from the previous finding that Portfolio assessment are such kind of effective ways or technique that can be used to improve the students' writing performance. Considering all of the studies above,

¹³ Jolita Šliogerienė, "Jolita Šliogerienė Using Portfolios To Enhance Self – Regulated Learning," *Sustainable Multilingualism* / (2016): 186–204.

the researcher used portfolio assessment to improve the students' recount writing performance. Then, review of related theories was elaborated in the next session.

B. Some Pertinent Ideas

1. Definition of Writing

Writing is the activity of conveying symbols or signs that describe a language that is understood by someone so that other people can read directly those symbols that function in understanding the language¹⁴. Writing is the most significant human invention. It offers a relative permanent record of facts, ideas, views, and sentiments. Writing enables us to convey our beliefs, justifications, and other communication with future generations as well as only our current one's generations.

The definition of writing is a learning process that spells and understands punctuation is an important thing for someone to have in writing. Learning to write has become one of the basic skills for language learning¹⁵.

In supporting definitions of Writing, Writing is a complex activity which consist of some component that construct the result of writing ability. And also,

¹⁴ M Mayangsari and M Yusuf, "Assessment of Starters Writing: Case Study on First Grade Deaf Students At State Elementary School for Exceptional Children ...," *European Journal of Special Education* ..., 2016, 1–13, <https://doi.org/10.5281/zenodo.201259>.

¹⁵ Jeremy Harmer, "Review of How to Teach Handwriting," *Journal of Applied Psychology* 3, no. 2 (2004): 246–48, <http://ovidsp.ovid.com/ovidweb.cgi?T=JS&CSC=Y&NEWS=N&PAGE=fulltext&D=psyc1&AN=2005-14727-004%5Cnhttp://sfxhosted.exlibrisgroup.com/calgary?sid=OVID:PsycINFO&id=pmid:&id=doi:10.1037/h0067310&issn=0021-9010&isbn=&volume=8&issue=2&spage=265&pages=265&date=19.>

the component of writing include content, organization, grammatical use, vocabulary use, and mechanical consideration such as spelling and punctuation.

From the above definition, it can be concluded that writing is the manner or method of sharing our communications and information, opinions, Beliefs, feelings, arguments, explanations, theories, etc. In words or sentences of a language system with consider the general structure of writing.

There are three characteristics of a good writing, namely:

a. Coherence

A paragraph has coherence, the sentences are put in order so that the reader can understand the writer's ideas easily. All the supporting sentences are ordered according to a principle. The principles for ordering depend on the types of paragraphs you are writing. Coherence means stick together.

b. Cohesion

Another characteristic of a good paragraph is cohesion. When a paragraph has cohesion, all the supporting sentences connect to each other in their support of the topic sentence.

c. Unity

The last characteristic of a good paragraph is unity. All the supporting sentences should relate to the topic sentence.

From all of the explanation above it can be concluded that writing is a complex process and activities to arrange and produce written form. The writer uses spelling, sentence structure, punctuation, and vocabulary in order to express the idea,

thought, opinion, and feeling in order to express idea, thought, opinion, and feeling so that people, as readers, can understand¹⁶.

a. The Process of Writing

The processes in writing include prewriting, drafting, revising, editing, and publishing. The writing process will be explained as follows:

1) Pre-writing

Pre-writing is thinking, talking, reading, and writing about the topic before write the first draft. Pre-writing is a way of warming up a brain before write.

The second process of pre-writing technique is clustering. It is a visual way of showing how your ideas are connected using circles and lines. The steps are: write the topic in the center of a blank piece of paper and draw a circle around it. Then write any ideas that come into our mind about the topic in circles around the main circle. After that, connect those ideas to the center word with a line.

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 recognize information. Revising is an important stage, because it is used by writer to

¹⁶ Dian Ayu Titisari, "The Effectiveness of Guided Writing for Teaching Writing Recount Text," 2015, 160.

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 14 ideas to support the topic. Then cross out sentences that do not support the topic. The third step is changing the order of the sentences. And finally, use the following checklist to revise the 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.

4) Editing

The editing stage comes after the revision stage. According to Bae editing is the last process right before their final product, students must attend harder to correct local mistakes. At this stage students try to make their writing 'readable optimally. In editing Improvements that occur are a form of capitalization, punctuation, spelling changes, and grammar. and usually, revision ii will be carried out in two ways, namely improvement from the teacher and yourself

5) Publishing

At this stage students collect the results of their writing to the teacher for evaluation and rating. and after that students will explain the results of their writing in front of their classmates. and this is where they will listen and learn

together about the information written by the author¹⁷.

In relation to the statements above, the teacher's position must be that of a coach and facilitator rather than a director. The teacher acts as a facilitator, encouraging students to interact with the composition. The teacher should refrain from interjecting personal opinions into the work of the students in order to respect their viewpoint.

Here are some methods for writing instructions:

- 1) Focus on the process of writing that leads to the final written product;
- 2) Help student to understand about their own composition;
- 3) Help student to follow the stages of prewriting, drafting, and rewriting;
- 4) Give students time to write and rewrite;
- 5) Place central importance on the process of revision;
- 6) Let students discover what they want to say when they write;
- 7) Give students feedback while they are composing a text (not just on the final product) as they want to express their ideas;
- 8) Encourage feedback from both the instructor and peers;
- 9) Include individual conferences between teacher and student during the
- 10) process of composition.¹⁸

Those statements are in line, teachers have a number of important tasks to do when helping students to become better writer. The tasks which teachers have to do before, during, and after student writing are the following:

¹⁷ Beverly Ann Chin, "How to Write A," *English*, 2010.

¹⁸ Brown, *Language Assessment, Principles and Classroom Practice* (New York: Longman, 2004).

1) Demonstrating

Teachers have to be able to explain the text specifically. Teachers have to make the students know the layout of the text and language used in a certain text.

2) Motivating and provoking

The teachers help students to get the ideas when the students get stuck in writing. It is better if the teachers prepare amusing and engaging ways in teaching and learning process so can get the students' involvement in writing task. For example, students can be asked to do the reassemble jumbled texts on the board. Sometimes, teachers can give them the words to start writing.

3) Supporting

Students need a lot of help and reassurance when they are writing, both with ideas and how to carry them out. Teachers need to support the students when they are writing in class, always available for them, and prepare to help students overcome difficulties.

4) Responding

In order to respond students' writing, the teachers may give comments or suggestion for its improvement. It is better to react to what they have said rather than filling their work full of correction symbols.

5) Evaluating

Teachers indicate where students work well and where they made mistakes, and of course give award for them who work well. Teachers should

highlight the students' error and try to put them right before handing back the marked scripts to the students.¹⁹

b. The Purpose of Writing

Writing's nature is determined by its purpose. In order for students to complete the work, the purpose must be clearly stated. Writing serves three different goals, the first of which is expository or informational writing. The authors impart knowledge and provide details, instructions, or suggestions. Writing about experiences or events, delving into concepts, speculating on causes and effects, or creating new relationships are all examples of informative writing. This kind of writing may include a biography of a famous person or a character from the author's own 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 of 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 authors make an effort to persuade readers to take action or make a change. This kind of writing frequently relies on background knowledge, facts, and examples the author utilizes to bolster the viewpoint they are expressing. An evaluation of a book, a movie, a consumer product, or a contentious issue or problem can fall under this category of writing.

¹⁹ Harmer, "Review of How to Teach Handwriting."

Writers can also use personal experience or emotional appeals to argue in support of their view.²⁰

2. Types of Writing Performance

There are four kinds of writing performance. They are imitative, intensive, responsive, and extensive writing.

- a. Imitative writing is considered the primary stage of writing performance. In this stage, the students must achieve basic writing knowledge such as letters, words, punctuation, spelling systems, and straightforward sentences. The form is the main focus in this stage while meaning and context are secondary attention.
- b. Intensive writing is often called controlled Writing. This stage is almost similar to the previous step. Meaning and context are considered to produce appropriate sentences.
- c. Responsive writing is a stage where the students are required to perform their ability to connect sentences into a paragraph and to convey two or more paragraphs by using logical order. They can write various genres of writing in this stage, such as lab reports, narratives, descriptions, summaries, and other text types.
- d. Extensive writing describes the highest achievement in writing. When the students arrive at this stage, it means that they can write long scripts such as extended essays, papers, project reports, and other kinds of

²⁰ Sharon S Moya and J Michael O 'malley, "A Portfolio Assessment Model for Esl," Moya, S. S. & O'Malley, J. M. (1994). *A Portfolio Assessment Model for ESL. The Journal of Educational Issues of Language Minority Students*, 13, no. 3 (1994): 13–36.

long-writing products.²¹

3. The Concept of Recount Text

Generally, a recount text begins with an orientation that provides background information about the characters, what happened to the character, and where and when the story took place. Then, it is followed by the sequence of events that tells the events orderly. Sometimes, in the end of a recount text, there will be a re-orientation. It is an option to indicate the author's personal comment about the story.

Recount is a text that retells past events to give the audience a description of what occurred and when. The social function of recount text is to tell through a sequence of events. The events must be in the order in which the event occurred. Recount usually presents past experiences in order of time or place. The purpose is to entertain or inform the readers.

a. Generic Structure of Recount Text

Tabel. 2. 1. Generic Structure of Recount Text

Orientation	Recount text begins by telling the reader who was involved, what happened, where this event take place and when it happened
Events	The main important activities or events that occurred in that story. The function is to give more explanation of the orientation

²¹ Brown, *Language Assessment, Principles and Classroom Practice*.

Re-orientation	<p>A conclusion of story. In other words, this is a kind of the text that saying about how a thing in the past happens in chronologically and also saying about a feeling of that things. Some recount has an evaluative comment or conclusion which may constitute the writers' comment on event described previously, but this is just optional. The conclusion is written in the last paragraph, and because this part is optional, some recount may not have this conclusion paragraph.</p>
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b. Language Features of Recount Text

The use of language features of recount texts are:

- 1) The use of the simple past tense Example: on Sunday I went to Bali
- 2) The use of action verbs Example: bought, walk, worked, etc.
- 3) The use of adjectives Example: beautiful, interesting, pleased, happy, sad, etc.
- 4) The use of noun and pronoun Example: I, we, they, My family, etc.
- 5) The use of adverbs and adverbs of phrases: at the beach, at the mountain
- 6) The use time conjunction Example: first, then, next, finally, etc.

- 7) Focus on specific participants Example: I (the writer).²²

4. Assessment in Writing

Assessment in writing in class is a complicated problem. The teacher as a facilitator in developing students' abilities in the writing process; how do you become a teacher? What do you assess? The answer to the first question of how to become a teacher and facilitator simultaneously is one of the central dilemmas of all teachers.

Through analytical scoring, students' writing is assessed on the writing's content, organization, vocabulary, language use, and mechanics. The advantage of this assessment is that it is more helpful in diagnosing a student's writing ability than an overall assessment. Therefore, the researchers used this assessment method in their study. One of the most popular analytical scoring rubrics²³.

5. The Term of Portfolio Assessment

a. Definition of Assessment

Assessment is the process of gathering and discussing information from multiple and diverse sources to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning

Assessment refers to a related series of measures used to determine a

²² Diana Lisa Za'in, "An Investigation of Students' Problem in Writing Recount Text at the First Semester of the Eighth Grade of Smpn 4 Bandar Lampung in the Academic Year of 2016/2017," *Journal Skripsi*, 2017, I-100, http://repository.radenintan.ac.id/793/1/SKRIPSI_DIANA.pdf.

²³ Sara Chusing Weigle, *Assessing Writing*, Second edi (New York, 2004), <https://doi.org/10.4324/9781315561301-9>.

complex attribute of an individual or group of individuals. This involves gathering and interpreting information about the student's level of attainment of learning goals. Assessments also are used to identify individual student weaknesses and strengths so that educators can provide specialized academic support, educational programming, or social services. In classroom assessment, since teachers develop, administer and analyze the questions, they are more likely to apply the evaluation results to their teaching. Therefore, it provides feedback on the effectiveness of instruction and gives students a measure of their progress. And there are two major functions that can be pointed out for classroom assessment: One is to show whether or not the learning has been successful, and the other one is to clarify the expectations of the teachers from the students.²⁴

Assessment is a process that includes four essential components:

- 1) Measuring improvement over time.
- 2) Motivating students to study.
- 3) Evaluating the teaching methods.
- 4) Ranking the students' capabilities concerning the whole group evaluation.

b. Definition of Portfolio

A portfolio is a well-arranged collection of students' work that can be kept in a file folder or box and used by teachers and students to track learning and achievement in a particular subject. And also explains that a portfolio is basically adopted from the field of arts and used to show samples of an artist's work. A portfolio can also provide informational needs and assessment requirements of

²⁴ Brown, *Language Assessment, Principles and Classroom Practice*.

schools for educational assessment in assessing students' ability which is used to achieve teaching-learning goals²⁵. The concept of a portfolio is not new. Portfolios originated with artists' collections of their works and have long been used to demonstrate competencies.

A portfolio is a purposeful collection of students' work that demonstrates to the students and others their efforts, progress, and achievements in given areas. Student portfolios have been inspired by professionals such as photographers and architects as a means of keeping a record of their accomplishments to show to others. Second language portfolios can have a particular focus, such as writing, or a broad guide that includes examples of all aspects of language development. Students should have their portfolios, which can be a conventional file folder, a small cardboard box, a section of a file drawer, or some other such receptacle.

It maintains that the value of portfolios is in assessing student achievement. They are instrumental in this respect because they provide a continuous record of students' language development that can be shared with others. Reviewing portfolios can increase the students' involvement in and ownership of their learning. The positive effects of portfolios on student learning arise from the opportunities they afford students to become actively involved in assessment and learning²⁶.

In addition, the portfolio assessment is a systematic collection of students' work and related materials reflecting activities, achievements, and performance in one or more school subjects. Collection should contain evidence of student

²⁵ Moya and O'malley, "A Portfolio Assessment Model for Esl."

²⁶ Ahmad Sharifi and Jaleh Hassaskhah, "The Role of Portfolio Assessment and Reflection on Process Writing," *Asian EFL Journal* 13, no. 1 (2011): 193–223.

reflection and self-assessment, guidance criteria for selecting portfolio content and assessing the quality of work.

c. Definition of Portfolio Assessment

The primary function of an assessment portfolio is to document what a student has learned. The content of the curriculum will determine what students select for their portfolios. Their reflective comments will focus on the extent to which they believe the portfolio helps them in their mastery of the curriculum objectives²⁷.

Portfolio assessment is a method of continuous assessment, gathering information or data systematically about the results of work done by students during a certain period. In a portfolio assessment system, teachers create a file for each learner, which contains a systematic collection of the results of their learning achievements during the education process. One important aspect of portfolio assessment is student self-reflection. Reflection is a significant component of the portfolio that helps students learn from experience so they can correct their mistakes.²⁸

Students can recognize their own writing errors through the reflection process. In particular, they can periodically revisit their report to track their writing development and gain a better grasp of where they need to make improvements.

²⁷ Safa Yahya and Ali Ismail, "The Effect of Using Portfolio on the Development of Students' Business Writing and Their Attitudes towards the English Course," *International Journal of Applied Research* 1, no. 10 (2015): 414–23.

²⁸ Zuhri Efendi, Bustami Usman Asnawi Muslem, and Syiah, "Implementation of Portfolio Assessment in Teaching English," *Syiah Kuala University, Banda Aceh* 8, no. 2 (2017): 187–98.

Reflection exercises in this portfolio assessment might so demonstrate the students' achievement growth.

d. The Steps of Portfolio Assessment

There are some steps in doing a portfolio assessment; they are as follows:

1) Writing

During the experiment process, the students are expected to write recount text involving three assignments with different topics in each meeting

2) Feedback

The teacher gives feedback to the students' work for each assignment. Feedback will provide to the students after they have handed in their work.

3) Revising

The students started to revise their work based on the comments given by the teacher after receiving feedback. Revising could be done by developing ideas and correcting mistakes.

4) Assessing

After revising their mistakes, the students submit their work, and the teacher will give a score based on the writing assessment criteria: content, organization, discourse, syntax, vocabulary, and mechanics²⁹.

e. The Kinds of Portfolio

In general, portfolio assessments can be divided into three groups: a working portfolio, a documentary portfolio and a show portfolio. Student participants are expected to make a minimum show portfolio because in reporting student learning

²⁹ Fitria, "Using Portfolio as Method of Assessing Students' Wirting Skill" (IAIN Sunan Ampel Surabaya, 2012).

outcomes, they are required to be able to write students' learning achievements. But it does not rule out the possibility for teachers to create two other types of portfolios for different purposes. Students can choose any kind of portfolio according to their interests.

Here is a description of each type of portfolio. (Kementerian Pendidikan dan Kebudayaan,)³⁰.

1) Working Portfolio

Working portfolio is the result of students work in the form of drafts, semi-finished work, and finished work that is used to monitor progress and assess how students organize and manage their learning. Good student work can be a clue to determine whether students have understood the learning material and can be input for teachers to assess the achievement of the curriculum and as a formative assessment tool.

2) Documentary Portfolio

A documentary portfolio is a collection of student work dedicated to assessment. This is a selection of the best student work submitted for evaluation. Therefore, this type of portfolio is a collection of a group of student work over a period of time as one of the types of evidence that can show student achievement.

³⁰ Bahasa Inggris, "Panduan Untuk Instruktur Nasional Pelatihan Implementasi Kurikulum 2013 Tahun 2014," 2014.

3) Show portfolio

Show Portfolio is a collection of the best portfolio samples for a given ability. These portfolios are kept in a folder and dated for teachers to collect. These briefcases can be stored in printed or electronic form. It is used to select things that show the students' best work. So that means it only includes the student's work, not the process of editing, fixing, and refining the student's work.

The portfolio provides information for teachers to describe student competencies, including competency-specific knowledge and skills and self-reflection.

6. The Term of Self-Regulated Learning

a. Definition of Self-Regulated Learning

Success of students in learning is determined by many factors, including internal and external factors. The internal factors include psychological factors such as intelligence, attitudes, interests, talents, motivations; and physiological factors, namely the state of the student's organs. The external factors include the learning environment, parenting, the style of learning, learning facilities, and the professionalism of educators.

Self-regulated learning is a strategy used by students as they are no longer passive learners but active. Self-initiated actions include goal-setting and regulating effort to reach the goal, self-monitoring, time management, and physical and social regulation.

Self-regulated learning is determined by person, behavioral, and environmental aspects³¹.

- 1) Person one of the factors affecting self-regulated learning is process happening in student itself or a person that is interconnected. Personal techniques include students' knowledge, metacognitive (decision-making processes), academic goals and conditions, and affective diseases.
- 2) Behavior, there are three ways for students to respond to relationships to analyze their behavior that affects self-regulated learning: self-observation, self-assessment, and self-reaction.
 - a) Self-Observation. Self-observation is a student response that systematically monitors the results achieved.
 - b) Self-Assessment is a student response that systematically compares the results achieved and a standardized result.
 - c) Self-Reaction. Self-reactions are students' responses to the results they achieve. Individuals respond positively or negatively to behavior depending on how the behavior is measured and what personal standards are.
- 3) Environmental Factors (Environment). Two types of environmental that affect self-regulated learning, namely social experience and social, environmental structure.

³¹ Barry J. Zimmerman and Rafael Risemberg, "Self-Regulatory Dimensions of Academic Learning and Motivation," *Handbook of Academic Learning*, January 1, 1997, 105–25, <https://doi.org/10.1016/B978-012554255-5/50005-3>.

- a) Social Experience. One of the social experiences that influence self-regulated learning is learning through direct observation of one's own behavior and the results obtained from the behavior
- b) The environment is illustrated as student action as a proactive action such as: minimizing distractions in the form of air pollution, regulating light, regulating the study room. These three factors greatly influence self-regulated learning and are interconnected, namely personal factors that return to the students themselves, then factors of student behavior, and finally environmental factors

b. Self-Regulated Learning in Writing

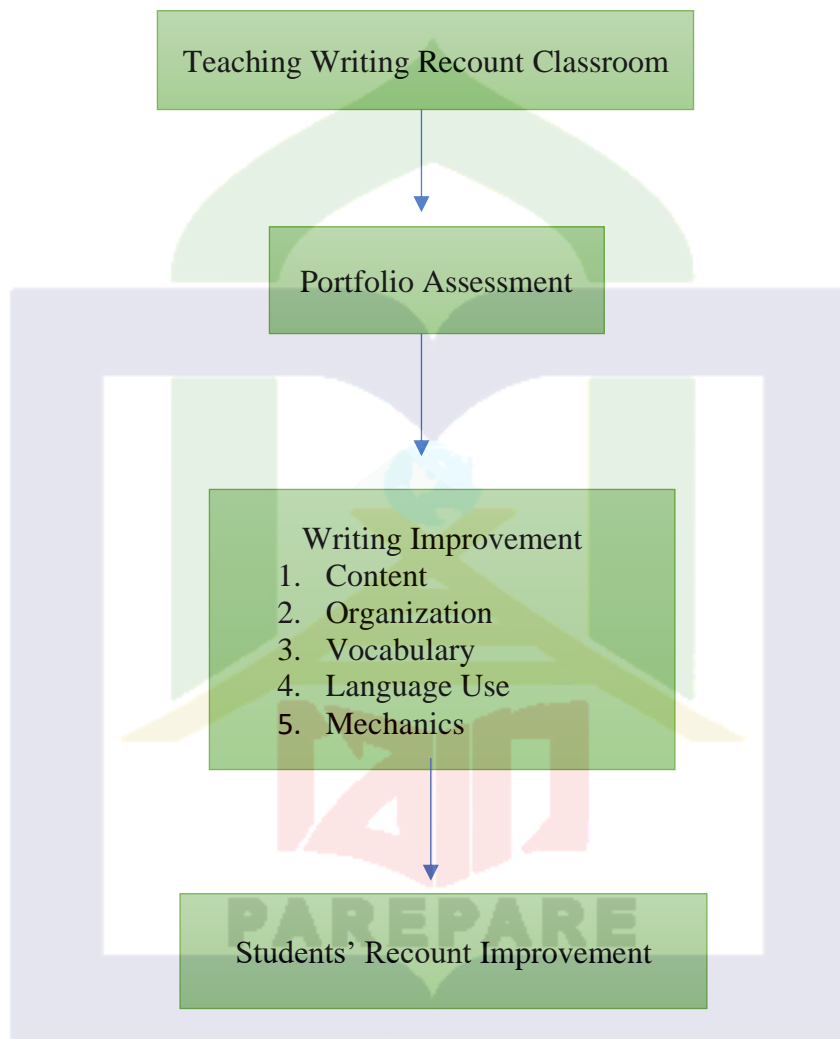
One way to increase writers' self-regulatory skills is to provide "a writing environment or writing situations that increase the likelihood of self-regulation." In writing, self-regulated learning plays a role from the process to the end of the process, which is student achievement ³².

It means that to increase students' self-regulated learning, especially in learning writing, one should prepare the learning environment to become a writing situation. The environment can be in the form of encouragement to do things such as doing projects of students' choice, developing their ideas about the topic, developing personal plans for writing tasks, moving on the tasks at their speed, and providing an appropriate environment.

³² Steve Graham and Karen R. Harris, "Self-Regulation and Writing: Where Do We Go from Here?," *Contemporary Educational Psychology* 22, no. 1 (January 1, 1997): 102–14, <https://doi.org/10.1006/ceps.1997.0920>.

C. Conceptual Framework

The Conceptual framework underlying in this research is given in the following figure:



The diagram above shows that the step of learning process that the researcher conducted. First, the researcher will conduct and give a preliminary understanding of writing skills in the form of recount text. Afterward, the researcher will use the portfolio assessment to improve the student's writing skills.

To measure the students' improvement, the researcher uses analytical scoring students' writing such as: content, organization, vocabulary, language use,

and mechanics of the writing.

As a result, there are two aspects that will be examined, the first aspect refers to the students' writing performance and the second aspect is the students' self-regulated learning.

D. Hypothesis

Based on problem statements above, the researcher formulates the following hypothesis:

1. H_0 = The use of portfolio assessment does not improve the students' writing recount text
2. H_1 = The use of portfolio assessment improves the students' writing recount text

CHAPTER III

RESEARCH METHOD

This research design consists of seven parts, namely: design of the research, variable and operational definition of the research, population and sample, instrument of the research, procedure of collecting data, treatment, and technique of data analysis.

A. Design of the Research

The design of this research is quasi experimental design. Quasi experimental is a method whose influence is seen in two groups, using treatment in one group where this group is usually called the experiment group. While in the other group did not apply the treatment and this group is usually called group control.

Before the treatment, both of the groups will give pretest to know the preliminary writing ability. At the last meeting the students will give posttest. The design is formulated as follow:

Table: 3. 1. Research Design of Quasi Experimental Study

EG	O₁	X₁	O₂
<hr/>			
CG	O₁	X₂	O₂

Note: EG = Experimental Group

CG = Control group

O1 = Pretest

O2 = Posttest

X1 = Treatment by using portfolio assessment instrument in Writing

X2 = Treatment by using conventional assessment instrument

Research Design (Gay, et al 2012)³³

B. Variable of the Research

1. Variable of the research

This research consists of three variables, independent variable and dependent variable. The independent variable is the using of portfolio assessment to improve students' writing ability. The dependent variable is students' writing ability. And the students' self-regulated learning toward the use of portfolio assessment.

2. Operational Definition of Variable

To avoid misinterpretation the variables are defined as follows:

- a. Writing performance is skill or quality of someone to explore their ideas or concept to communicate it with someone else through signs or symbols in written form.
- b. Portfolio assessment is a method of continuous assessment, gathering information or data systematically about the results of work done by students during a certain period.
- c. Self-regulated learning is a strategy used by students as they are no longer passive learners but active. It is self-initiated actions which

³³ L.R. Gay, *Educational Research: Competencies for Analysis and Applications*, ed. Lauren Carlson, Tenth Edit (New York: Southern Oregon University, 2012).

include goal-setting and regulating effort to reach the goal, self-monitoring, time management, and physical and social regulation.

C. Population and Sample

1. Population

The population of the research are all of the eight grade students of SMP Negeri 6 Parepare in academic year 2022-2023 consists of 2 classes. Each class has 25 students. So, the population are 50 students.

Tabel. 3.2. Number of Population

No	Class	Number of students
1.	VIII.2	25
2.	VIII.1	25
	T O T A L	50

2. Sample

Because the population consists of two classes, the researcher used total sampling, there are VIII.1 as control group and VIII.2 as experimental group. So, the sample are 25 students as control class and 25 students as experimental class.

Table: 3.3. Sample of Research

No	Group	Number of students
1.	The Experimental Group	25
2.	The control Group	25
	T o t a l	50

D. Instrument of the Research

a. Writing Test

The researcher used writing test to know whether there is difference of students' score in Writing before and after they will give by portfolio as an assessment in writing text. The test divided into two times, the first is pre-test, it will be giving before the treatment. The last one is post-test; it will be giving after the treatment to the class.

To determine the interval of student achievement scores, it must refer to the minimum achievement criteria (KKM), where the school KKM is 75 so that it uses the formula $100-75/3 = 8.3$. The interval length for a predicate is 8 (Kemdikbud :2017).³⁴

³⁴ Kemedikbud, Dirjen Dikdasmen, *Panduan Penilaian Oleh Pendidik Dan Satuan Pendidikan Untuk Sekolah Menengah Pertama*.

Then the score was interpreted into the following category:

Table.3. 4. Scoring Guide

No	Score	Frequency	Percentage	Categories
1.	93 - 100	-	%	Very good
2.	84 - 92	-	%	Good
3.	75 - 83	-	%	Average
4.	66 - 74	-	%	Poor
5.	≤ 65	-	%	Very poor
	Total	25	100%	

b. Questionnaire

The questionnaire used to obtain information about the students' self-regulated learning toward the use of portfolio assessment in improving writing ability in the form of recount text. The questionnaire consists of 20 items, 10 items positive statements and 10 items of negative statements which using Likert scale with five options:

A : Always

O : Often

ST : Sometimes

S : Seldom

N : Never

E. Procedure of Collecting Data

Procedure of collecting data toward both experimental and control group are as follows:

1. Pretest

Both experimental and control group gave pretest of writing recount text. The aspects of writing tested namely: content, organization, vocabulary, language use and mechanic. It is intended to know the students' prior knowledge.

The pretest run for 80 minutes. The procedure of the pretest are as follows:

- a. The researcher will explain the aspect of writing that will be test
- b. The researcher will ask the student to write their last experience
- c. The researcher will monitor the students' activities
- d. The researcher will collect the students' writing

2. Treatment

In this step, the researcher gives treatment to the both groups in 6 meetings. Each meeting will take in 80 minutes. In this case, the experimental group will be treated by using portfolio assessment and the control group uses conventional way. The steps of the portfolio assessment that will used in experimental group are writing, feedback, revising and assessing. When doing the six meetings the researcher will observe the students' self-regulated learning in writing.

Tabel. 3.5. The Steps of Treatment Activities

Meeting	Step	Treatment
1	Writing	<p>a. The researcher will show some pictures of tourism object in Parepare.</p> <p>b. The researcher will ask questions about the objects, when did they go there, what did they do there and so on.</p> <p>c. The researcher shows the example of recount text and explains the generic structure of it and the way to develop it.</p> <p>d. The researcher gives recount text to the group of the students to analyze the generic structure of the text.</p> <p>e. The researcher will monitor the students' activity and gives feed back to the students' works</p> <p>f. Next the researcher will ask them to write some simple sentences about the tourism object that they ever visit.</p>

		g. The students collect their works.
Meeting	Step	Treatment
2	Feed back	<p>a. The researcher will review about what the students have to know about the recount text.</p> <p>b. The researcher asks the students difficulties that they found in writing recount text.</p> <p>c. The researcher will distribute their last work then ask them to analyze the mistake in their work.</p> <p>d. After analyzing their work, the students will shows what mistake that they found in their work</p> <p>e. The researcher will give back the students' work.</p> <p>f. After seeing the feedback, the students will write again the recount text about their last experience visiting tourism object.</p> <p>g. The researcher will monitor the students' activity</p> <p>h. The students collect their work.</p>

Meeting	Step	Treatment
3	Revising and assessing	<p>a. The researcher reviews about what the students feel about their last work.</p> <p>b. The researcher distributes the students' work that have given comment.</p> <p>c. The students observe the researcher's comment on their work.</p> <p>d. The researcher gives time to the students to revise their work.</p> <p>e. The revising that the students can be develop the idea or correcting again their mistake.</p> <p>f. After revising their work, the students submit their work again.</p> <p>g. The researcher will assess their work</p> <p>h. The students will keep their work in their folder</p>

Meeting	Step	Treatment
4	Writing	<p>a. The researcher reviews about some mistake in the students' previous work.</p> <p>b. The researcher gives time to the students to ask as much as questions about recount text.</p> <p>c. The researcher shows series pictures with the topic about unforgettable experience.</p> <p>d. The researcher asked students to collect words or phrases related to the series of pictures and make a cluster</p> <p>e. The researcher then guides the students to formulate a good paragraph by combining the relating words or phrases.</p> <p>f. The students' hand in their writing</p>
Meeting	Step	Treatment
5	Feed back	<p>a. The researcher will distribute the students' previous writing then ask them to analyze the mistake in it.</p> <p>b. The students analyze and discuss the error that they made.</p>

		<p>c. The researcher ask the students to think the unforgettable moment that happened to them.</p> <p>d. The students collect words or phrases related to their unforgettable moment.</p> <p>e. The students formulate a good paragraph by combining the relating words or phrases.</p> <p>f. The students collect their writing</p>
Meeting	Step	Treatment
6	Revising and assessing	<p>a. The researcher reviews about what the students feel about their last work.</p> <p>b. The researcher distributes the students' work that have given comment.</p> <p>c. The students observe the researcher's comment on their work.</p> <p>d. The researcher gives time to the students to revise their work.</p> <p>e. The revising that the students can be develop the idea or correct again their mistake.</p> <p>f. After revising their work, the students submit their work again.</p>

		<p>g. The researcher will assess their work</p> <p>h. The students will keep their work in their folder</p>
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3. Posttest

The posttest was given to the experimental class and control class to know the achievement after giving treatment. The students asked to make practices writing recount text as a students work and collected as a portfolio assessment (experimental class) and without treatment (control class). In this case, the students asked to make writing about the students' last experiences based on the correct order of recount generic structure.

4. Questionnaire

The questionnaire was given to the students after treatment. The aim of questionnaire is to know their self-regulated learning in learning writing recount text through portfolio assessment.

F. Technique of Data Analysis

1. Writing test

The data obtain through the test analyzed quantitatively. Scoring category of the student's pre-test and post-test by using scoring rubric items. It is based on item of scoring analysis including content, organization, vocabulary, language use, and mechanic. To get the students' score in writing, the researcher applied the following scoring system:

Table. 3.6. Scoring Rubric

Aspect of Writing	Score	Category	Criteria
Content	30 - 27	Excellent to very good	knowledgeable; substantive; through development of thesis; and relevant to assigned topic
	26 - 22	Good to average	Some knowledge of subject; adequate range; limited development of thesis; mostly relevant to topic but lacks detail
	21 - 17	Fair to poor	limited knowledge of subject; little substance; inadequate development of topic
	16 - 13	Very poor	Does not show knowledge of subject; non-substantive; not pertinent; or not enough to evaluate
Organization	20 - 18	Excellent to very good	fluent expression; ideas clearly

			stated/supported; succinct; well-organized; logical sequencing; cohesive
	17 - 14	Good to average	Somewhat choppy; loosely organized but main ideas stand out; limited support; sequencing logical but incomplete sequencing
	13 - 10	Fair to poor	Non-fluent; ideas confused or disconnected; lacks logical sequencing and development
	9 - 7	Very poor	Does not communicate; no organization; or not enough to evaluate
Vocabulary	20 - 18	Excellent to very good	Sophisticated range; effective word/idiom choice and usage; word form mastery; appropriate register
	17 - 14	Good to average	Adequate range; occasional errors of word/idiom form, choice, usage but meaning not obscured

	13 – 10	Fair to poor	limited range; frequent errors of word/idiom form, choice, usage; meaning confused or obscured
	9 - 7	Very poor	Essentially translation; little knowledge of English vocabulary, idioms, word form; or not enough to evaluate
Language use	25 - 22	Excellent to very good	Effective complex constructions; few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21 - 18	Good to average	Effective but simple constructions; minor problems in complex constructions; several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured
	17 - 11	Fair to poor	Major problems in sample/complex constructions;

			frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions; meaning confused or obscured
	10- 5	Very poor	Virtually no mastery of sentence construction rules; dominated by errors; does not communicate; or not enough to evaluate
	5	Excellent to very good	Demonstrate mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing
Mechanics	4	Good to average	Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	Fair to poor	Frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; meaning confused or obscured

	2	Very poor	No mastery of conventions; dominated by errors of spelling, punctuation, capitalization paragraphing; handwriting illegible; or not enough to evaluate
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This quantitative analyzes employed statical calculation to test the hypothesis.

The steps under take quantitative analysis as follows:

- a. Scoring the students' correct answer of pretest and posttest by using this formula:

$$\text{Score} = \frac{\text{Students' correct answer}}{\text{Total number of items}} \times 100$$

Table. 3.7. Classifying the students' score

Score	Classification
93 - 100	Very good
84 - 92	Good
75 - 83	Average
66 - 74	Poor
< 65	Very poor

(Kemdikbud 2017)

- b. Calculating the mean score of each group used the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where: \bar{X} : Mean score

$\sum X$: The total number of the students' score

N : The number subject

(Gay, L.R., 2012)

- c. Calculating the students' score in percentage by using formula:

$$P = \frac{Fq}{N} \times 100$$

Where : P : Percentage

Fq : Number of frequencies

N : Number of respondents

- d. Standard deviation of students and the significance difference between writing performance of experimental group and control group obtained by SPSS 25.00.
- e. The criteria used to accept or reject the hypothesis

Table 3.8. The classifying of testing

Testing	Null hypothesis	Alternative hypothesis
t-test > t-table	Rejected	Accepted
t-test < t-table	Accepted	Rejected

2. Questionnaire

After doing the posttest, the researcher distributed questionnaire in the last activity in order to know the students self-regulated learning through portfolio assessment in learning writing.

The data of the students' self-regulated learning obtained from the questionnaire is classified by using the following procedures:

Tabel. 3.9. Scoring the students' Self-regulated learning toward portfolio assessment use the following scale: Likert scale

Positive Statement		Negative Statement	
Category	Score	Category	Score
Always	5	Never	5
Often	4	Seldom	4
Sometimes	3	Sometimes	3
Seldom	2	Often	2
Never	1	Always	1

Categorizing the students' self-regulated learning toward portfolio assessment in the following technique:

Table.3.10. The rating score of self-regulated learning classification.

Interval score			Category
84	-	100	Strongly positive
68	-	83	Positive
52	-	67	Neutral
36	-	51	Negative
20	-	35	Strongly negative

(Sugiyono, 2017)

CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Findings

This chapter present the result of the test that has given to the sample of this research, the students of SMP Negeri 6 Parepare. The result used to get empirical evidence about using portfolio assessment to improve the students' recount writing performance at SMP Negeri 6 Parepare.

1. Students' Recount Writing Achievement

- a. Students score based on 5 components of writing In this part, it explained about classification students' score in experiment group and control group based on five components of writing such as content, organization, vocabulary, language use, and mechanics.

Table. 4.1. Classification Students' Score in Experiment Group Based on 5 Components of Writing

No	Components	Classification	pretest		Posttest	
			F	%	F	%
1	Content	Excellent to very good	3	12%	11	44%
		Good to average	3	12%	14	56%
		Fair to poor	10	40%	-	-
		Very poor	9	36%	-	-
2	Organization	Excellent to very good	4	16%	22	88%

		Good to average	9	36%	3	12%
		Fair to poor	12	48%	-	-
		Very poor	-	-	-	-
3	Vocabulary	Excellent to very good	5	20%	14	56%
		Good to average	11	44%	11	44%
		Fair to poor	9	36%	-	-
		Very poor	-	-	-	-
4	Language use	Excellent to very good	4	16%	6	24%
		Good to average	9	36%	15	60%
		Fair to poor	12	48%	4	16%
		Very poor	-	-	-	-
5	Mechanic	Excellent to very good	-	-	2	8%
		Good to average	-	-	13	52%
		Fair to poor	19	76%	10	40%
		Very poor	6	24%	-	-

Table. 4.2. Classification Students' Score In Control Group Based on 5 Components of Writing

No	Components	Classification	Pre-test		Post-test	
			F	%	F	%
1	Content	Excellent to very good	-	-	2	8%
		Good to average	8	32%	9	36%
		Fair to poor	11	44%	14	56%
		Very poor	6	24%	-	-
2	Organization	Excellent to very good	3	12%	9	36%
		Good to average	17	68%	16	64%
		Fair to poor	5	20%	-	-
		Very poor	-	-	-	-
3	Vocabulary	Excellent to very good	2	8%	9	36%
		Good to average	14	56%	15	60%
		Fair to poor	9	36%	1	4%
		Very poor	-	-	-	-
4	Language use	Excellent to very good	4	16%	7	28%
		Good to average	21	84%	18	72%
		Fair to poor	-	-	-	-

		Very poor	-	-	-	-
5	Mechanic	Excellent to very good	-	-	-	-
		Good to average	-	-	2	8%
		Fair to poor	23	92%	23	92%
		Very poor	2	8%	-	-

Based on result of the table 4.1 and table 4.2, the researcher described the detailed information about students' writing ability based on 5 components of writing before and after treatment is also included. It explained below:

1) Content

Based on the finding the students writing ability in term of content was categorized very poor before learning to write recount text using portfolio assessment applied by the researcher. In the fact of content, the students' writing did not show knowledgeable of subject. The topic was not really well discussed by the students in their writing. Otherwise, after learning recount text using portfolio assessment, the students' writing ability was significantly improved. In pre-test there were only 3 (12%) students got excellent to very good, 3 (12%) students got good to average, 10 (40%) students got fair to poor, and 9 (36%) students got very poor. While in the post test was changed 11 (44%) students got excellent to very good, 14 (56%) students got good to average, and none students got fair to poor and very poor. In the control group showed that in pre-test none students got excellent to very good, 8 (32%) students got good to average, 11 (44%) got fair to poor, and 6 (24%) students

got very poor. While in the post test changed 2 (8%) students got excellent to very good, 9 (36%) students got good to average, 14 (56%) students got fair to poor, and none students got very poor.

2) Organization

In this part students arranged their writing well organized. They should present their ideas and opinions in logical sequencing. Based on students' recount text writing result at pre-test, organization seemly little bit complicated for the students. In the fact students had confused and made disconnected ideas in which the ideas were not structured or well-organized based on generic structured of recount text.

However, after conducting the treatment, the researcher found that the students' writing by organization changed. Further, the fact that the frequency and percentage of students' writing organization component in experiment group showed that in pre-test there were 4 (16%) got excellent to very good classification, 9 (36%) students got good to average, 12 (48%) students got fair to poor, and none student got very poor. While in post-test there were 22 (88%) students got excellent to very good, 3 (12%) got good to average, and none students got fair to poor and very poor. In control group showed that in pre-test 3 (12%) students got excellent to very good, 17 (68%) students got good to average, 5 (20%) students got fair to poor, and none student got very poor while in the post- test 9 (36%) students got excellent to very good, 16 (64%) students got good to average and none student got fair to poor and very poor.

3) Vocabulary

Vocabulary issue is the basic problem that was faced by students in writing. After using portfolio assessment in experiment group, the students' writing recount text significantly improved. Further, the fact that the frequency and percentage of student writing vocabulary component showed that in pre-test there were 5 (20%) got excellent to very good, 11 (44%) students got good to average, 9 (36%) students got fair to poor, and none student got very poor. In the post-test there were 14 (56%) students got excellent to very good, 11 (44%) students got good to average, and none student got fair to poor and very poor. While in the control group in pre-test there were 2 (8%) students got excellent to very good, 14 (56%) students got good to average, 9 (36%) students got fair to poor, and none student got very poor. In the post-test there were 9 (36%) students got excellent to very good, 15 (60%) students got good to average, 1 (4%) student got fair to poor and none student got very poor.

4) Language Use

The researcher found that the students writing in terms of language use, post-test seem better than pre-test. After having several meetings in the classroom for learning process by using portfolio assessment, the students' writing recount text significantly improved. The result of frequency and percentage of students writing language use component in experiment group showed that there were 4 (16%) students got excellent to very good, 9 (36%) student got good to average, 12 (48%) students got fair to poor, and none

student got very poor, while in the post test 6 (24%) student got excellent to very good, 15 (60%) students got good to average, 4 (16%) student got fair to poor, and none student got very poor. In the control group showed that in pre-test there were 4 (16%) students got excellent to very good, 21 (84%) students got good to average, and none student got fair to poor and very poor. While in the post-test there were 7 (28%) students got excellent to very good, 18 (72%) students got good to average, and none student got fair to poor and very poor.

5) Mechanic

Based on the writing result, the researcher found that the students writing ability in term of mechanic is also improved. It could be seen from the result before and after implementing the treatment. Before giving treatment, the researcher found that the students' recount text writing was still dominated by error of spelling, punctuation, and capitalization. After implementing the treatment, the errors of spelling, punctuation, and capitalization was made by the students in writing decreased. The fact that frequently and percentage of students' writing mechanic component in experiment group showed that in pre-test there was no student got excellent to very good and good to average, 19 (76%) students got fair to poor, and 6 (24%) students got very poor, while in pos-test 2 (8%) students got excellent to very good, 13 (52%) students got good to average, 10 (40%) students got fair to poor, and none student got very poor. In control group showed that in pre-test there was no student got excellent to very good and good to average,

33 (92%) students go fair to poor, and 2 (8%) students got very poor, while in post-test showed that there was no student got excellent to very good, 2 (8%) students got good to average, 23 (92%) students got fair to poor, and none students got very poor.

Table 4.3 Mean Score Based on the Components of Writing in Experiment Group

No	Components of writing	Mean Score		Mean Rising Value
		Pre-test	Post-test	
1.	Content	19.56	25.28	5.72
2.	Organization	13.92	18.60	4.68
3.	Vocabulary	14.16	17.76	3.60
4.	Language use	16.36	19.40	3.04
5.	Mechanic	2.76	3.68	0.92

The mean score of pre-test per items based on the table 4.3: content was 19.56, organization was 13.92, vocabulary was 14.16, language use was 16.36 and mechanic was 2.76. It can be explained that the range score from highest to lower is the first was content, the second was language use, the third was vocabulary, the fourth was organization and the last was mechanic.

The mean score of post-test per item: content was 25.28, organization was 18.60, vocabulary was 17.76, language use was 19.40 and mechanic was 3.68. It can be explained that the range score from highest to lower is the first was content, the second was language use, the third was organization, the fourth was vocabulary and the last was mechanic.

From the score of pre-test and post-test value above, it can be concluded that the range of mean rising value are content was 5.72, organization was 4.68, vocabulary was 3.60, language use was 3.04, and mechanic was 0.92.

Table 4.4 Mean Score Based on the Components of Writing in Control Group

No	Components of writing	Mean Score		Mean Rising Value
		Pre-test	Post-test	
1.	Content	19.16	20.68	1.52
2.	Organization	15.68	17.28	1.60
3.	Vocabulary	14.80	17.24	2.44
4.	Language use	13.80	16.20	2.40
5.	Mechanic	2.84	3.08	0.24

The mean score of pre-test per items based on the table 4.4: content was 19.16, organization was 15.68, vocabulary was 14.80, language use was 13.80 and mechanic was 2.84. It can be explained that the range score from highest to lower is the first was content, the second was language use, the third was vocabulary, the fourth was organization and the last was mechanic.

The mean score of post-test per item: content was 20.68, organization was 17.28, vocabulary was 17.24, language use was 16.20 and mechanic was 3.08. It can be explained that the range score from highest to lower is the first

was content, the second was organization, the third was vocabulary, the fourth was language use and the last was mechanic.

From the score of pre-test and post-test value above, it can be concluded that the range of mean rising value are content was 1.52, organization was 1.60, vocabulary was 2.44, language use was 2.40, and mechanic was 0.24.

Table 4.5 The mean Score of post-test in experiment and control group (after treatment)

No	Components of writing	Mean Score		Mean Rising Value
		Experimental group post-test	Control group post-test	
1.	Content	25.28	20.68	4.60
2.	Organization	18.60	17.28	1.32
3.	Vocabulary	17.76	17.24	0.52
4.	Language use	19.40	16.20	3.20
5.	Mechanic	3.68	3.08	0.60

Based on the table 4.5 the mean score of every component of post-test in experiment group and control group such as the mean score of content in experiment group was 25.28, organization was 18.60, vocabulary was 17.76, language use was 19.40, and mechanic was 3.68. while in control group content was 20.68, organization was 17.28, vocabulary was 17.24, language use was 16.20, and mechanic was 3.08.

b. Classifying the students' score of experiment and control group

The classifying the students' score of experiment and control group

are presented as follows:

Table 4.6 Classifying the students' writing ability score in experiment group

No	Score	classification	Pre-test		Post-test	
			F	%	F	%
1	93 - 100	Very Good	-	-	6	24%
2	84 - 92	Good	4	16%	6	24%
3	75 - 83	Average	2	8%	13	52%
4	66 - 74	Poor	5	20%	-	-
5	≤ 65	Very Poor	14	56%	-	-
			25	100%	25	100%

From the table 4.6 above showed that the frequency and rate percentage of students' score in pre-test and post-test of experiment group. It can be seen in pre-test of experiment group none students got very good score, there were 4 (16%) students got good scores, 2 (8%) students got average score, 5 (20%) students got poor score, and 14 (56%) students got very poor scores. while in post-test of experiment group there were 6 (24%) students got very good score, 6 (24%) students got good score, 13 (52%) students got average score, and none students got poor and very poor score.

Table 4.7 Classifying the students' writing ability score in control group

No	Score	classification	Pre-test		Post-test	
			F	%	F	%
1	93 - 100	Very Good	-	-	-	-
2	84 - 92	Good	-	-	2	8%
3	75 - 83	Average	7	28%	12	48%
4	66 - 74	Poor	4	16%	4	16%
5	≤ 65	Very Poor	14	56%	7	28%
			25	100%	25	100%

From the table 4.7 above showed that the frequency and rate percentage of students' score in pre-test and post-test of control group. It can be seen in pre-test of control group none students got very good and good score, there were 7 (28%) students got average score, 4 (16%) students got poor score, and 14 (56%) students got very poor scores. while in post-test of control group none students got very good score, 2 (8%) students got good score, 12 (48%) students got average score, 4 (16%) students got poor score and 7 (28%) students got very poor score.

c. Description of the Data in Experiment and Control Group

1) The data of Experiment group

The experiment group in this research was class VIII.2 students of SMP Negeri 6 Parepare which consisted of 25 students taught by using portfolio assessment in writing recount text. The researcher conducted pre-

test before students got treatment. While post-test was conducted after students got treatment. The data showed as follows:

Table 4.8 Students' pre-test and post-test writing ability scores of experiment group.

No	Students	Experiment Group		Gained (D)
		Pre-test	Post-test	
1	LIA	70	87	17
2	LIF	64	80	16
3	PUT	49	75	26
4	NIS	92	99	7
5	ANI	89	96	7
6	AYU	64	78	14
7	DIL	49	78	29
8	FEB	92	97	5
9	ITA	64	79	15
10	SAH	65	83	18
11	KAL	55	78	23
12	WAH	49	75	26
13	ANA	70	87	17
14	ISA	70	91	21
15	MEI	50	77	27
16	SIL	65	80	15
17	SYA	92	99	7

18	ILA	75	93	18
19	ATI	70	85	15
20	ABI	56	78	22
21	KIA	68	87	19
22	SRI	56	83	27
23	UNI	65	85	20
24	SUL	81	93	12
25	ERY	49	75	26
Total		1669	2118	449
Mean Score		66.76	84.72	17.96

Based on the table 4.8 above, the sum score of pre-test that achieved by class VIII.2 as experiment group was 1669 and the mean score of pre-test was 66.76. The lowest score of pre-test was 49 and the highest score was 92. It means that there are still many students who have a low understanding of how to write recount text. Meanwhile, the sum score of post-test was 2118 and the mean score was 84.72. The lowest score of post-test was 75 and the highest score was 99. It can be concluded that there was the differences between pre-test and post-test score of experiment group. The table 4.8 showed the minimum gained score was 7 and the maximum gained score was 29. The sum of gained score was 449 and the mean of gain score was 17.96.

2) The data of Control group

The control group was class VIII.1 students of SMP Negeri 6 Parepare which consisted of 25 students taught by conventional method. The data was collected from pre-test and post-test score. The data was presented in table 4.9 below:

Table 4.9 Students' pre-test and post-test writing ability scores of control group.

No	Students	Control Group		Gained (D)
		Pre-test	Post-test	
1	DIR	76	80	4
2	IKA	58	65	7
3	VIA	63	71	8
4	MEL	83	91	8
5	KYA	57	65	8
6	ILA	77	83	6
7	UDI	83	90	7
8	AVA	59	75	16
9	FIR	59	76	7
10	IDA	76	82	6
11	HAR	59	76	17
12	IQA	76	82	6
13	YAN	55	65	10

14	FAH	59	71	12
15	WAH	55	65	10
16	YUS	61	75	14
17	BIL	69	75	6
18	NUR	59	71	12
19	FAJ	59	59	0
20	DIL	73	78	5
21	PUS	74	82	8
22	RES	82	83	1
23	AYU	72	72	0
24	WAN	56	65	9
25	ZUL	57	65	8
Total		1657	1862	205
Mean Score		66.28	74.48	8.2

The table 4.9 showed that the sum score of post-test tat achieved by students of class VIII.1 as control group was 1657 and the mean score of pre-test was 66.28. The lowest score of pre-tests was 55 and the highest score was 83. Meanwhile, the sum score of post-tests was 1862 and the mean score was 74.48. The lowest score of post-tests was 59 and the highest score was 91. It can be concluded that there were the differences between the pre-test and post-test score of control group. The table 4.9 also showed that the minimum gained score was 0 and the maximum gained score was 17. The sum of gained score was 205 and the mean of gained

score was 8.2. Based on the table 4.8 and 4.9 it can be seen detail the post-test score of experiment group was higher than control group in the table above.

Table 4.10 The students' Gain Score

Group	Pre-test	Post-test	Gain score
Experiment	66.76	84.72	17.96
Control	66.28	74.48	8.2

The researcher calculated the gain score on table 4.10 to decide significance difference of students' recount text writing ability score before and after treatment. The gain score of experiment group and control group can be seen on the table above, it showed that the gain score of experiment group in writing recount text was higher than the score gained of control group. It was $17.96 > 8.2$.

d. Data Analysis

1) The Normality Test

Table 4.11 Test of Normality

Group	Kolmogorov-Smirnov		
	Statistic	df	Sig.
Pre-Test Experiment Group	.168	25	0.66
Post-Test Experiment Group	.166	25	0.75
Pre-Test Control Group	.251	25	.000

Post-Test Control Group	.150	25	.149
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The result of normality test on table 4.11 showed that the significance level of experiment group was 0.66 in pre-test and 0.75 in post-test. The control group was 0.000 in pre-test and 0.149 in post-test. It means that the probability value (p) of both experiment group and control group was higher than ($>$) than the degree of significance 5% ($\alpha = 0.05$). Therefore, it is concluded that the data of both experiment group and control group was normally distributed.

2) The Homogeneity Test

After doing the normality test, the homogeneity test was also required in order to test the similarity of the sample in experiment group and control group. To calculate homogeneity test, the researcher used Lavene statistic. Test from IBM statistic SPSS version 25. The following was result which was obtained from test.

Table 4.12 Test of Homogeneity of Variances Post Test

		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	.960	1	48	.332
	Based on Median	.744	1	48	.393
	Based on Median and with adjusted df	.744	1	45.576	.393
	Based on trimmed mean	.933	1	48	.339

From the result of Lavene statistic test on table 4.12. It showed that the significance level or probability value (p) of the data from experiment group and control group post test score was 0.332. It means that the significance level or probability value (p) was higher than the significance degree 5% ($\alpha = 0.05$). The result of homogeneity test showed that the sample data from population homogeneous variance.

3) The Hypothesis Test

After doing the normality and homogeneity test, the researcher conducted the hypothesis test. The researcher used independent t-test from IBM Statistic SPSS version 25 to compare the means or average of the experiment group and control group to check whether there was significance difference in result of experiment group and control group after treatments were given by the researcher.

Table 4.13 Independent Sample Test

	Levene's test for equality of variances		t-test for equality of means					95% Confidence Interval of the Difference	
	F	Sig	t	df	Sig. (2-Tailed)	Mean Difference	Std. Error Difference	Lowest	Upper
Equal Variances Assumed	.035	.852	-4.446	48	.000	-10.240	2.303	-14.871	-5.609
Equal Variance Not Assumed			-4.446	47.786	.000	-10.240	2.303	-14.872	-5.608

The result of t-test in the table 4.13 above showed that t_{value} which was 4.446 with sig (2-tailed) 0.000. then t_{value} was compare to the t_{table} to know whether the use of portfolio assessment gave significance improve toward students' writing of recount text ability. The t_{table} was taken from the requirement which has been standard in analyzing the data. The t_{table} showed that 1.667 with 48 as the degree of freedom (df) in the significance level 0.05. The comparison showed that t_{value} (4.446) > t_{table} (1.667) and the sig.(2-tailed) value of post test score was lower $0.000 < 0.05$. It means that there was significance improve of using portfolio assessment toward students' writing performance of recount text.

2. Students' Self-Regulated Learning in Writing Recount text

To know the students' self-regulated learning in writing recount text, the researcher distributed questionnaire consisting of 20 items to experiment group. The questionnaire was given after the students got six times of treatment by using portfolio assessment.

Table 4.14 . The Percentage of Students' Self-Regulated Learning in Writing Recount Text.

No	Classification	Score	Frequency	Percentage
1	Strongly Positive	84 - 100	17	68%
2	Positive	68 - 83	8	32%
3	Neutral	52 - 67	-	-
4	Negative	36 - 51	-	-
5	Strongly Negative	20 - 35	-	-
	Total		25	100

Based on the table 4.14 above, the percentage of students' self-regulated learning in writing recount text by using portfolio assessment was classified strongly positive and positive. It is undoubted that the students' self-regulated learning in writing recount text demonstrated a significant increase after giving 6 meeting treatments by using portfolio assessment. The result of questionnaire showed that 17 (68%) out of 25 students were categorized as strongly positive, 8 (32%) out of 25 students were categorized as positive and none of them belong to neutral, negative and strongly negative. Thus, the mean score was 88.16

Based on the table 4.14 about scoring classification students' questionnaire, the mean score of students' self-regulated learning percentage was 88.16 classified as strongly positive respond. It means that the eight-grade students of SMP Negeri 6 Parepare had strongly positive in writing recount text by using portfolio assessment.

Table 4.15. The Result of the Students Responses on Their Questionnaire

Items/Questions	A	O	SO	SE	N
1	19	6	-	-	-
2	-	-	-	3	22
3	21	4	-	-	-
4	-	-	-	2	23
5	17	8	-	-	-
6	-	-	-	9	16

7	2	23	-	-	-
8	-	-	-	25	-
9	20	5	-	-	-
10	-	-	-	5	20
11	3	22	-	-	-
12	-	-	6	14	5
13	18	7	-	-	-
14	-	-	-	15	10
15	4	21	-	-	-
16	-	-	-	25	-
17	7	18	-	-	-
18	-	-	4	14	7
19	-	25	-	-	-
20			3	18	4

Based on the table 4.15 above in item 1 showed that 19 (76%) out of students choose always, 6 (24%) choose often and there is no students who choose sometime, seldom and never. It means that most of students always motivate their self to study after giving treatment by using portfolio assessment in writing recount text.

In item 2 showed that none student chooses always, often, and sometime, 3 (12%) students choose seldom, and 22 (88%) students choose never. It means that most of the students never have difficulty starting learning because of confusion or

uncertainty after giving treatment by using portfolio assessment in writing recount text.

In item 3 showed that 21 (84%) out of students choose always, 4 (16%) students choose often, and none students choose sometime, seldom, and never. It means that after giving treatment by using portfolio assessment in writing recount text, most of students always manage their study time independently.

In item 4 showed that none student chooses always, often and sometime, 2 (8%) students choose seldom and 23 (92%) students choose never. It means that after giving treatment by using portfolio assessment in writing recount text, most of the students never have difficulty to manage their study time independently.

In item 5 showed that 17 (68%) out of students choose always, 8 (32%) students choose often, and none student chooses sometimes, seldom and never. It means that most of the students always check their progress in writing recount text after giving treatment by using portfolio assessment.

In item 6 showed that none student chooses always, often and sometimes, 9 (36%) students choose seldom, and 16 (64%) students choose never. It means that after giving treatment by using portfolio assessment in writing recount text, most of the students never have trouble in checking the progress of their writing.

In item 7 showed that 2 (8%) out of students choose always, 23 (92%) students choose often, and none student chooses sometimes, seldom and never. It means that most of the student often utilize feedback from teacher after giving treatment by using portfolio assessment in writing recount text.

In item 8 showed that none student chooses always, often and sometimes, 25 (100%) students choose seldom, and also none student chooses never. It means that after giving treatment by using portfolio assessment in writing recount text, all students seldom have trouble utilizing feedback from their teacher in writing recount text.

In item 9 showed that 20 (80%) out of students choose always, 5 (20%) students choose often, and none student chooses sometimes, seldom and never. It means that most of the students always use their free time in learning to write recount text after giving treatment by using portfolio assessment in writing recount text from teacher.

In item 10 showed that none student chooses always, often and sometimes, 5 (20%) out of students choose seldom, and 20 (80%) students choose never. It means that after giving treatment by using portfolio assessment in writing recount text from the teacher, most of the students never feel unmotivated to learn.

In item 11 showed that 4 (16%) out of students choose always, 21 (84%) students choose often, and none student chooses sometimes, seldom, and never. It means that. most of the students often evaluate the quality of their writing after getting treatment by using portfolio assessment in writing recount text from teacher.

In item 12 showed that none student chooses always, often, and 6 (24%) students choose sometime, 14 (56%) students choose seldom, and 5 (20%) students choose never. It means that after giving treatment by using portfolio assessment in writing recount text from the teacher, some students seldom found the difficulty in evaluating the quality of their writing.

In item 13 showed that 18 (72%) out of students choose always, 7 (28%) students choose often, and none student chooses sometimes, seldom, and never. It means that. most of the students always use learning resources in writing after getting treatment by using portfolio assessment in writing recount text from teacher.

In item 14 showed that none student chooses always, often, and sometimes, 15 (60%) students choose seldom, and 10 (40%) students choose never. It means that after giving treatment by using portfolio assessment in writing recount text from the teacher, some students seldom found struggle to use learning resources in writing.

In item 15 showed that 4 (16%) out of students choose always, 21 (84%) students choose often, and none student chooses sometimes, seldom, and never. It means that. most of the students often solve their learning barriers after getting treatment by using portfolio assessment in writing recount text from teacher.

In item 16 showed that none student chooses always, often, and sometimes, 25 (100%) students choose seldom, and no student chooses never. It means that after giving treatment by using portfolio assessment in writing recount text from the teacher, all students seldom feel hopeless when they faced difficulties in learning writing.

In item 17 showed that 7 (28%) out of students choose always, 18 (72%) students choose often, and none student chooses sometimes, seldom, and never. It means that. most of the students often use revision strategies to improve their writing after getting treatment by using portfolio assessment in writing recount text from teacher.

In item 18 showed that none student chooses always, and often, 4 (16%) out of students choose sometimes, 14 (56%) students choose seldom, and 7 (28%) students choose never. It means that after giving treatment by using portfolio assessment in writing recount text from the teacher, some students seldom found struggle with revision strategies to improve their writing.

In item 19 showed that none students choose always, 25 (100%) students choose often, and none student chooses sometimes, seldom, and never. It means that. most of the students often use reflection strategies to evaluate their learning progress after getting treatment by using portfolio assessment in writing recount text from teacher.

In item 20 showed that none student chooses always, and often, 3 (12%) out of students choose sometimes, 18 (72%) students choose seldom, and 4 (16%) students choose never. It means that after giving treatment by using portfolio assessment in writing recount text from the teacher, some students seldom had trouble in using reflection strategies to evaluate their learning progress.

From 25 students total score of questionnaires was 2204 and total number of items was 20. So, below the mean score:

$$x = \frac{\Sigma x}{N}$$

$$x = \frac{2204}{25}$$

$$x = 88.16$$

The calculating above showed that the mean score of the students' self-regulated learning in using portfolio assessment was 88.16. It indicated that the

students gave strongly positive respond or agreed that using portfolio assessment was helpful and able to improve their writing performance in term of recount text.

B. Discussion

This section deals with the finding delivered from descriptive statistics and the interpretation of the test result of both groups. After doing that, the researcher presents the description of the data gained from the questionnaire based on the students' self-regulated toward the using of portfolio assessment in writing recount text.

1. The interpretation of the result students' recount writing achievement

Along with the learning writing recount text using portfolio assessment, the students could gain a significant progress in improving their writing ability. It can be seen in the result of their test. The students' pre-test of experiment group result was poor category whereas the students' post-test was good category.

The description of the data collected through the test as explained in the previous section showed that the students' writing ability improved significantly.

It is supported by the mean score of students' pre-test and post-test of experimental group. The mean score of pre-test and post-test of experiment group were 66.76 and 84.72. The data in the previous section showed that using portfolio assessment in teaching writing was more effective than the conventional method. It is supported by the difference between the post-test mean score of experiment group (84.72) was higher than the control group (74.48).

The result above was relevant with the previous finding by Srinti Purnamasari, showed that Using Portfolio Assessment has significant effect on

Writing Skills of tenth grade students of SMAN.3 Bengkulu³⁵. And also, the result supported by Brown stated that Portfolio Assessments are used to identify individual student weaknesses and strengths so that educators can provide specialized academic support, educational programming, or social services. Therefore, it provides feedback on the effectiveness of instruction and gives students a measure of their progress³⁶.

Based on the score of pre-test of experimental and control group had no significant differences. It assumed that the ability of both groups was similar. Those experimental and control group have the same or relatively the same ability in writing ability before treatment.

The mean score of the experimental group and control group increased after giving treatment. The experimental group was taught by using portfolio assessment, while the control group was taught by using conventional method. The improvement of the students' writing ability was marked by the result of the post-test occurring in both experiment and control group. The comparison improvement of writing ability of both groups can be proved by analyzing the result of post-test. In the pre-test, there are no students classified into very good criteria. After giving treatment of the experiment group, the result was 6 (24%) students classified into very good, 6 (24%) students classified into good, 13 (52%) students classified into average. There are no students classified into poor and very poor (Table 4.6)

³⁵ Srinti Purnamasari, "The Effectiveness Of Portfolio As An Assesment Instrument For Students' Writing Skill Of Procedure Text" (IAIN Bengkului, 2020).

³⁶ Brown, *Language Assessment, Principles and Classroom Practice* (New York: Longman, 2004).

The result showed that the students post-test of each component by using portfolio assessment in writing recount text significantly improve in terms of content, organization, vocabulary, language use, and mechanic (see table 4.3). The use of portfolio assessment makes students try to develop their ideas which relevant to the topic. The percentage and mean score by students' content, organization, vocabulary, language use, and mechanic in post-test was higher than pre-test. It can be concluded that practicing writing recount text using portfolio assessment improve all components of writing.

The result above was relevant with the previous research by Muhammad Basri about The Implementation of Portfolio assessment in Teaching Writing at SMAN. 12 Bone. It showed that the implementation of portfolio assessment in teaching writing was able to improve the students' writing skills in five aspects of writing, namely content, organization, vocabulary, language use, and mechanics³⁷. And also, the result above is supported by the theory written by Sara C Weigle stated that through analytical scoring, students' writing is assessed on the writing's content, organization, vocabulary, language use, and mechanics. The advantage of this assessment is that it is more helpful in diagnosing a student's writing ability than an overall assessment³⁸.

It claims that evaluating student achievement is the value of portfolios. The involvement and ownership of the students' learning can grow as a result of portfolio reviews. A systematic collection of student work and related materials that

³⁷ Muhammad Basri and Baso Jabu, "The Implementation of Portfolio Assessment in Teaching Writing at Sman 12 Bone," 2019.

³⁸ Sara Chusing Weigle, *Assessing Writing*, Second edi (New york, 2004), <https://doi.org/10.4324/9781315561301-9>.

reflects activities, accomplishments, and performance in one or more academic disciplines is known as a portfolio assessment³⁹.

Table 4.8 provided the description of the experimental group, the pre-test mean score was 66.76 before giving treatment using portfolio assessment, which was taken from 25 students in the experiment group. Furthermore, once the students were given treatment using portfolio assessment, the mean score of post-test was 84.72. Meanwhile, table 4.9 listed the description of the control group, including the pre-test mean score was 66.28 and the post-test mean score was 74.48. The mean score of pre-test in the experiment and control classes showed that the students received the lowest scores for their ability to write recount text. In summary, students in the experiment group score were similar category with the students in control group. Then, in the post-test the students of experimental group got higher score than the students of control group. During the treatments, portfolio assessment was used as a technique in the experimental group to help them improve their abilities to write recount text. The students in control group were taught by using conventional method in learning writing. According to statistical analysis, the experimental group improved by 17.46 points from 66.76 to 84.72. The control group improved by 8.20 points, from 66.28 to 74.48. It means that the experiment group had more significantly improve points rather than the control group and it is better to apply because it can improve students' recount writing performance at SMP Negeri 6 Parepare.

It may be proven that $p \text{ (sig (2-tailed))} < \alpha: 0.000 < 0.05$ using the t-test

³⁹ Ahmad Sharifi and Jaleh Hassaskhah, "The Role of Portfolio Assessment and Reflection on Process Writing," *Asian EFL Journal* 13, no. 1 (2011): 193–223.

from SPSS calculation. It means that H_0 , the null hypothesis that the use of portfolio assessment does not improve the students' writing recount text at SMP Negeri 6 Parepare was rejected. While H_1 , the alternative hypothesis that the use of portfolio assessment improves the students' writing recount text at SMP Negeri 6 Parepare was accepted.

Because the score of students' writing after using portfolio assessment was higher than before the researcher gave the treatment. It can be considered that portfolio assessment can improve the students' writing ability of recount text based on the data analysis of the research. There are many reasons to support the result. First, the use of portfolio assessment can improve the students' writing ability in terms of content, organization, vocabulary, language use, and mechanic. Second, after the researcher taught by using portfolio assessment it can make students more active in writing, improve the students' interest, motivation, and attitudes. Third, Portfolio assessment can reinforce the students to revise their mistakes in writing, develop their ideas and doing reflection. Furthermore, this study supported by research that one important aspect of portfolio assessment is student self-reflection. Reflection is a major component of the portfolio that helps the students learn from experiences so they can correct their mistake⁴⁰.

However, portfolios have been used in education, especially for language education. As a result, portfolio assessment is a real assessment tool that students use with their teacher in contrast to the conventional classroom writing examination which includes samples of the students' work and shows growth over time. One

⁴⁰ Zuhri Efendi, Bustami Usman Asnawi Muslem, and Syiah, "Implementation of Portfolio Assessment in Teaching English," *Syiah Kuala University, Banda Aceh* 8, no. 2 (2017): 187–98.

advantage of portfolio assessment is that it encourages critical thinking, self-reflection, and self-evaluation in students⁴¹

The results support the idea that giving students a portfolio assessment will lead to a satisfying outcome for recount writing. We can make use of the conclusions of earlier research⁴². This validates the study's findings, which show that portfolio assessment had an impact on students' recount writing abilities in a statistically meaningful way.

This research reveals that there is a great consistency toward significant favorable impacts of implementing portfolio evaluation on students' writing performance, citing various⁴³. According to research by Yurdabakan and Erdogan, portfolio evaluation boosted students' accountability and incentive to improve their writing skills⁴⁴.

It also aided students in organizing their thought, selecting appropriate words, producing grammatically accurate sentences, and paying full attention during the session. In conclusion, using portfolio assessment can improve students' recount writing performance at SMP Negeri 6 Parepare.

⁴¹ Waode Nur Gita Dahviyanti, "Using Portfolio Assessment to Improve EFL Students' Expository-Writing Performance," *International Journal of Humanities and Innovation (IJHI)* 2, no. 1 (2019): 1–12, <https://doi.org/10.33750/ijhi.v2i1.29>.

⁴² Ali Roohani and Farzaneh Taheri, "The Effect of Portfolio Assessment on EFL Learners' Expository Writing Ability," *Iranian Journal of Language Testing* 5, no. 1 (2015): 46–59.

⁴³ Omid Tabatabaei and Farzaneh Assefi, "The Effect of Portfolio Assessment Technique on Writing Performance of EFL Learners," *English Language Teaching* 5, no. 5 (2012): 138–47, <https://doi.org/10.5539/elt.v5n5p138>.

⁴⁴ Tolga Erdogan and Irfan Yurdabakan, "The Effects of Portfolio Assessment on Reading, Listening And Writing Skills of Secondary School Prep Class Stud... Related Papers Secondary School St Udent S' Opinions on Portfolio Assessment In Efl The Effects of Portfolio Assessment on Reading, Listen," *Uluslararası Sosyal Aratırmalar Dergisi the Journal of International Social Research* 2, no. 9 (2009).

2. The interpretation of students' self-regulated learning

In this part, it described the students self-regulated in writing recount text using portfolio assessment. To know the students' self-regulated learning in writing recount text using portfolio assessment, the researcher used questionnaire but only distributed in experimental group. There are 20 items of questionnaire.

Students can respond to interactions in three different ways to examine how their actions affect their capacity for self-regulated learning: Self-reactions are the students' reactions to the results they obtain. Self-Observation is a student response that systematically monitors the results achieved. Self-Assessment is a student response that systematically compares the results achieved and a standardized result⁴⁵.

Table 4.14 showed that 17 (68%) out of 25 students were categorized as strongly positive, 8 (32%) were categorized as positive and none of them belongs to neutral, negative, and strongly negative. It could be concluded that the students' have strongly positive on self-regulated learning in writing recount text by using portfolio assessment.

Based on the result of questionnaire of Self-Regulated Learning, it was relevant with the article of Jolita "Using Portfolio to Enhance Self-Regulated Learning" The study's findings that maintaining a record of one's academic achievement in language learning portfolios improved self-regulated learning. After reviewing the students' portfolios and the result of the self-regulated learning

⁴⁵ Barry J. Zimmerman and Rafael Risemberg, "Self-Regulatory Dimensions of Academic Learning and Motivation," *Handbook of Academic Learning*, January 1, 1997, 105–25, <https://doi.org/10.1016/B978-012554255-5/50005-3>.

questionnaire, The following conclusions are possible: 1) students find it useful to keep record of their academic performance in language learning portfolios; and 2) a learning portfolio is an effective technique to improve self-regulated learning; 3) Self-reflection studying, having the ability to make goals for the near future, and learning the capacity to meet one's own learning demands aid in encouraging self-regulated learning at a higher level of the self-evaluation stage⁴⁶.

Based on the students' responses, overall answer explained that portfolio assessment was pleasant. It was easy to understand the material of recount text by using portfolio assessment in learning process and this also makes students believe that learning with portfolio assessment can increase the score of their English subject.

Academic success and self-regulation are closely related. There are many aspects or elements of self-regulation that could be studied in the project. The participant's effort and dynamic in learning and accomplishing a task may be influenced by the task environment and incentive components⁴⁷.

However, more research is required to examine the students' emotional and motivational factors in their learning and task completion. To achieve a more acceptable outcome, the teacher should also interfere with specified instructional design-plans-activities.

⁴⁶ Jolita Šliogerienė, "Jolita Šliogerienė Using Portfolios To Enhance Self – Regulated Learning," *Sustainable Multilingualism* / 2019 (2016): 186–204.

⁴⁷ Hapsari Dwi Kartika, "A Learner's Self-Regulated Learning in Writing," *IJEE (Indonesian Journal of English Education)* 2, no. 2 (2015): 120–31, <https://doi.org/10.15408/ijee.v2i2.3085>.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains conclusions and suggestions based on the research finding and discussion. Conclusion was summary the data finding and the suggestion was addressed to other research and those who are interested to continue this research.

A. Conclusion

The research was investigated using portfolio assessment to improve the students' recount writing performance and students' self-regulated learning of it. It was conducted to the eight grade students of SMP Negeri 6 Parepare. It was students at VIII.1 and VIII.2. But to see the students' self-regulated learning, the researcher only chooses who as given treatment, it was VIII.2

As describe in the previous data findings and discussion, It could be concluded that the use of portfolio assessment can improve the students' recount writing performance at SMP Negeri 6 Parepare. It can be seen from the statistical data, the significance level of 5% indicated that the mean score of post-test value in the experimental group after the treatment by using portfolio assessment was 84.72. The value was higher than the mean score of pre-test before giving treatment, it was 66.76. Data analysis also showed that at sig. 2 tail (p) $< \alpha$, or $0.000 < 0.05$. This indicated that the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_1) was accepted. Then, the result of statistical hypothesis testing using the independent sample t-test showed that at the 5% ($\alpha = 0.05$), t_{value} 4.446 while t_{table} 1.667 or $t_{\text{value}} > t_{\text{table}}$ (t value was higher than t table). So this

showed that using portfolio assessment can improve the students' recount writing performance at SMP Negeri 6 Parepare.

While the data from questionnaire showed that 17 (68%) out of 25 students were categorized as strongly positive, 8 (32%) out of 25 students were categorized as positive and none of them belong to neutral, negative, and strongly negative. It could be concluded that the students have strongly positive effect of self-regulated learning to improve their recount writing performance.

B. Suggestion

Based on conclusion above, the researcher would like to suggest that portfolio assessment as an Instrument can be applied for teaching writing. That firstly, teachers are expected to use portfolio assessment, especially in teaching writing procedure text. Because by portfolio assessment, teacher can expect the students' writing result well. Because this assessment stimulates students' brain arrange sentence. Second for the teacher has interactions with all students to be able to know how they are doing writing, therefore overall, the teacher has complete information about the general progress of students in writing.

For Students, firstly have the opportunity to correct errors in the results of their writing that have been corrected by the teacher. Secondly, Giving the students the opportunity to reflect on their ability to write to increase their self-awareness to do their work. Thirdly, motivation to students that writing is important to develop their performance in developing their abilities. The last, giving opportunities for students to discuss openly centered on students and guided by teachers.

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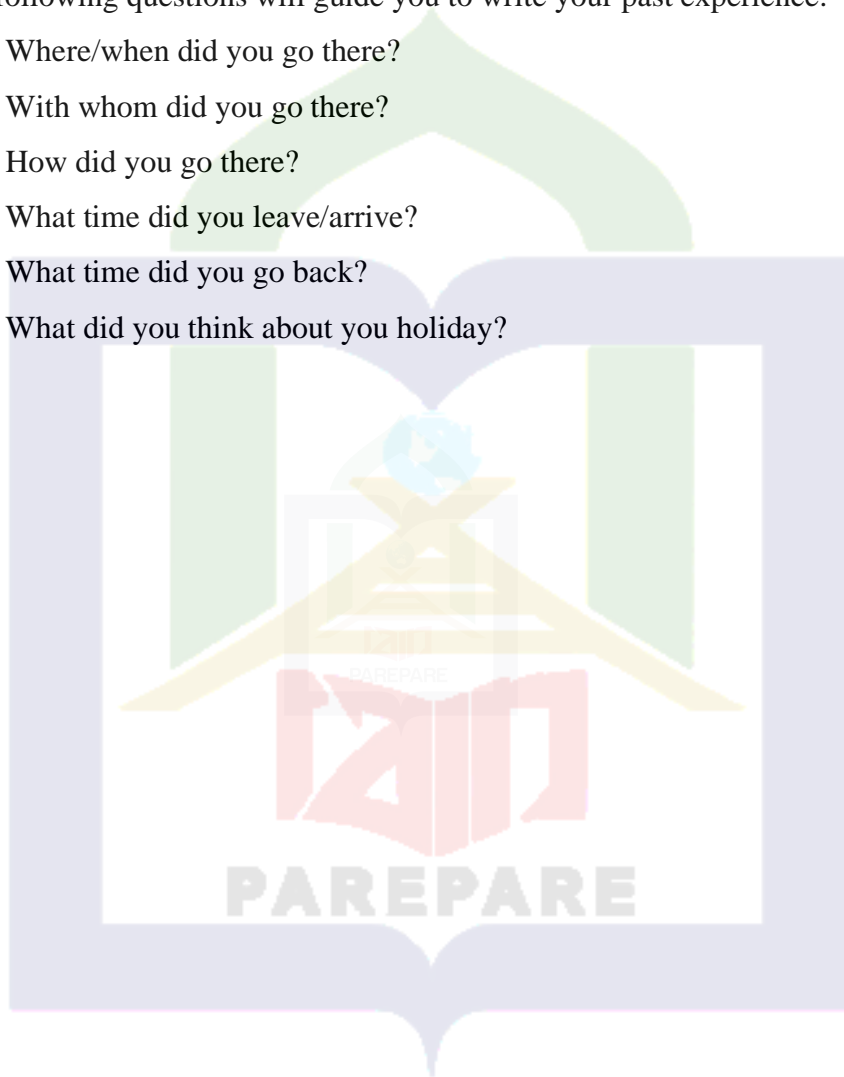
Appendix.1 Research Instrument (Pre-test and Post-test)

Situation:

Last holiday, you might have an experience about travelling to an interesting place or a recreation area. Please write your experience in a paper.

These following questions will guide you to write your past experience:

1. Where/when did you go there?
2. With whom did you go there?
3. How did you go there?
4. What time did you leave/arrive?
5. What time did you go back?
6. What did you think about you holiday?



Appendix 2. Questionnaire

Petunjuk:

1. Angket ini tidak dimaksudkan untuk menguji/menilai anda
2. Angket ini bertujuan untuk mengetahui tingkat dan sikap anda dalam penggunaan portofolio asesmen di kelas
3. Berilah tanda check list (V) pada kolom 1.2.3.4 atau 5 menurut pendapat anda.

S : Selalu

SR : Sering

KK : Kadang - kadang

J : Jarang

TP : Tidak pernah

No	Pernyataan	S	SR	KK	J	TP
1.	Seberapa sering anda memotivasi diri untuk belajar?					
2.	Seberapa sering anda mengalami kesulitan untuk memulai belajar karena kebingungan atau ketidakpastian?					
3.	Seberapa sering anda mengatur waktu belajar anda secara mandiri?					
4.	Seberapa sering anda mengalami kesulitan dalam mengatur waktu belajar secara mandiri					
5.	Seberapa sering anda memeriksa kemajuan anda dalam menulis teks recount?					
6.	Seberapa sering anda mengalami kesulitan dalam memeriksa kemajuan tulisan anda?					
7.	Seberapa sering anda memanfaatkan umpan balik dari guru dalam menulis teks recount					

8.	Seberapa sering anda kesulitan memanfaatkan umpan balik dari guru dalam menulis teks recount?					
9.	Seberapa sering anda menggunakan waktu luang dalam belajar menulis teks recount?					
10.	Seberapa sering anda merasa tidak termotivasi untuk belajar?					
11.	Seberapa sering anda mengevaluasi kualitas tulisan anda ?					
12.	Seberapa sering anda mengalami kesulitan dalam mengevaluasi kualitas tulisan anda					
13.	Seberapa sering anda memanfaatkan sumber belajar dalam menulis?					
14.	Seberapa sering anda kesulitan memanfaatkan sumber belajar dalam menulis?					
15.	Seberapa sering anda mengatasi hambatan dalam belajar?					
16.	Seberapa sering anda merasa putus asa ketika menghadapi kesulitan dalam belajar?					
17.	Seberapa sering anda menggunakan strategi revisi untuk meningkatkan tulisan anda?					
18.	Seberapa sering anda kesulitan dalam menggunakan strategi revisi untuk meningkatkan tulisan anda?					
19.	Seberapa sering anda menggunakan strategi refleksi untuk mengevaluasi kemajuan belajar Anda?					
20.	Seberapa sering anda mengalami kesulitan menggunakan strategi refleksi untuk mengevaluasi kemajuan belajar Anda?					

The Normality Test

One-Sample Kolmogorov-Smirnov Test

		PretestExperiment
N		25
Normal Parameters ^{a,b}	Mean	66.76
	Std. Deviation	13.941
Most Extreme Differences	Absolute	.168
	Positive	.168
	Negative	-.105
Test Statistic		.168
Asymp. Sig. (2-tailed)		.066 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

One-Sample Kolmogorov-Smirnov Test

		PosttestExperiment
N		25
Normal Parameters ^{a,b}	Mean	84.72
	Std. Deviation	7.866
Most Extreme Differences	Absolute	.166
	Positive	.166
	Negative	-.108
Test Statistic		.166
Asymp. Sig. (2-tailed)		.075 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

One-Sample Kolmogorov-Smirnov Test

		PretestControl
N		25
Normal Parameters ^{a,b}	Mean	66.28
	Std. Deviation	9.804
Most Extreme Differences	Absolute	.251
	Positive	.251
	Negative	-.125
Test Statistic		.251
Asymp. Sig. (2-tailed)		.000 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

One-Sample Kolmogorov-Smirnov Test

PosttestControl		
N	25	
Normal Parameters ^{a,b}	Mean	74.48
	Std. Deviation	8.412
Most Extreme Differences	Absolute	.150
	Positive	.150
	Negative	-.094
Test Statistic		.150
Asymp. Sig. (2-tailed)		.149 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

The Homogeneity Test

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
ScoreConExp	Based on Mean	.960	1	48	.332
	Based on Median	.744	1	48	.393
	Based on Median and with adjusted df	.744	1	45.576	.393
	Based on trimmed mean	.933	1	48	.339

ANOVA

ScoreConExp

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6728.000	1	6728.000	129.215	.000
Within Groups	2499.280	48	52.068		
Total	9227.280	49			

The Hypothesis Test

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Score	1 = Control Group	25	74.48	8.412	1.682
	2 = Experiment Group	25	84.72	7.866	1.573

Independent Samples Test

		Levene's Test for Equality of Variances						t-test for Equality of Means		95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference		Lower	Upper
Score	Equal variances assumed	.035	.852	-4.446	48	.000	-10.240	2.303		-14.871	-5.609
	Equal variances not assumed			-4.446	47.786	.000	-10.240	2.303		-14.872	-5.608

ANOVA

ScoreConExp

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6728.000	1	6728.000	129.215	.000
Within Groups	2499.280	48	52.068		
Total	9227.280	49			

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMP Negeri 6 Parepare
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/ Genap
Materi Pokok	: Recount Text
Tema	: Last Holiday
Alokasi Waktu	: 6 x 40 Menit { 3 Pertemuan }

A. Kompetensi Dasar

- 3.11 Membandingkan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks personal *recount* lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau pendek dan sederhana, sesuai dengan konteks penggunaannya.
- 4.11 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *recount* lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount).
- 4.12 Menyusun teks recount lisan dan tulis sangat pendek dan sederhana terkait pengalaman pribadi di waktu lampau (personal recount) dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks

B. Indikator Pencapaian Kompetensi (IPK)

- 3.11.1 Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan dari teks personal recount.
- 3.11.2 Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan dari teks personal recount.
- 4.11.1 Menuliskan kalimat pendek dan sederhana terkait pengalaman pribadi di waktu lampau.
- 4.11.2 Menyusun kalimat sederhana menjadi teks personal recount
- 4.12.1 Menuliskan kalimat pendek dan sederhana terkait pengalaman pribadi di waktu lampau.
- 4.12.2 Menyusun kalimat sederhana menjadi teks yang padu

Fokus Penguatan Karakter : disiplin, bertanggung jawab, percaya diri, kerjasama

C. Tujuan Pembelajaran

Pertemuan 1

Pada akhir pembelajaran peserta didik diharapkan dapat :

- 1 Menganalisis fungsi sosial, stuktur teks dan unsur kebahasaan teks personal recount dengan tepat.
- 2 Menuliskan kalimat terkait pengalaman pribadi di waktu lampau secara sederhana.

Pertemuan 2

Pada akhir pembelajaran peserta didik diharapkan dapat:

1. Menemukan fungsi sosial, struktur teks dan unsur kebahasaan dari teks yang diberikan dengan tepat.
2. Menuliskan kembali kalimat terkait pengalaman pribadi di waktu lampau secara sederhana dan tepat.

3. Menyusun kalimat sederhana menjadi teks personal recount yang padu
Pertemuan 3

- 1 Menuliskan kalimat sederhana tentang pengalaman pribadi diwaktu lampau dengan benar dan tepat.
- 2 Menyusun kalimat menjadi teks personal recount yang padu

D. Materi Pembelajaran

1. Materi Pembelajaran Reguler

- Jenis Teks
Teks *personal recount*
- Fungsi Sosial
Melaporkan, mengambil teladan, membanggakan
- Struktur Teks
Dapat mencakup :
 - Orientasi
 - Urutan kejadian/kegiatan
 - Orientasi ulang
- Unsur Kebahasaan
 - Kalimat deklaratif dan interogatif dalam *Simple Past tense*
 - Adverbia dan frasa preposisional penunjuk waktu: *first, then, after that, before, at last, finally* dan sebagainya. .
 - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
 - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

2. Materi Pembelajaran Pengayaan.

- Membuat kalimat deklaratif dan interogatif dalam *Simple Past tense*.

3. Materi Pembelajaran Remedial

- Berlatih perubahan kata kerja bentuk 1 dan ke 2 yang digunakan dalam *Simple Past Tense*

E. Model Pembelajaran . Media/Bahan dan Sumber Belajar

- Media belajar : LCD, Video
- Bahan ajar : Video pembelajaran, slide PPT
- Model Pembelajaran : Discovery learning
- Sumber Belajar :
 1. Kementerian Pendidikan dan Kebudayaan, 2017. Bahasa Inggris When English Rings a Bell SMP/MTs kelas 8 hal 86 – 91
 2. English on SKYfor SMP/MTs by Erlangga, 2018
 3. Bright an English Course for Junior High School by Erlangga, 2018
 4. <https://www.youtube.com/watch?v=uyjPqr-hSUQ>
 5. https://www.youtube.com/watch?v=aNy0a_OM3JQ

F. Langkah-langkah pembelajaran

Pertemuan 1

No	Kegiatan Pendahuluan
1	Pendahuluan (8 Menit) <ul style="list-style-type: none"> - Melakukan pembukaan dengan salam dan tegur sapa - Mengajak berdoa bersama - Meminta peserta didik mengisi daftar hadir yang telah disiapkan - Menyampaikan kompetensi yang akan dicapai pada pertemuan tersebut.

	- Menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan
	Kegiatan Inti
2.	<p>Kegiatan Inti (60 menit)</p> <p>Merumuskan Pertanyaan</p> <ul style="list-style-type: none"> - Peserta didik diarahkan untuk mengamati video tentang objek wisata di Parepare. - Guru mengarahkan peserta didik untuk menceritakan secara lisan pengalaman mereka terkait video objek wisata tersebut. - Guru mengarahkan peserta didik untuk mengamati teks pendek sederhana tentang pengalaman seseorang mengunjungi objek wisata. - Peserta didik diarahkan untuk menanyakan hal-hal yang ingin diketahui tentang bagaimana menuliskan pengalaman pribadi. - Peserta didik merumuskan permasalahan - Guru memandu peserta didik untuk mengidentifikasi dan menganalisis pertanyaan atau masalah-masalah esensial sesuai dengan tujuan pembelajaran yang akan dicapai. - Peserta didik memberikan jawaban sementara atas pertanyaan yang dirumuskan. <p>Merencanakan</p> <p>Peserta didik dengan bantuan guru merencanakan prosedur pengumpulan dan analisis data dengan cara :</p> <ul style="list-style-type: none"> - Mengamati teks-teks pendek dan sederhana tentang pengalaman pribadi (<i>Personal recount</i>) yang diberikan. - Melengkapi tabel berdasarkan hasil pengamatan dari teks yang dibaca. - Menuliskan kalimat sederhana terkait pengalaman mengunjungi tempat wisata. <p>Mengumpulkan dan Menganalisis Data</p> <ul style="list-style-type: none"> - Peserta didik secara berkelompok mengumpulkan informasi berdasarkan prosedur yang telah direncanakan. - Secara individu peserta didik menuliskan kalimat sederhana terkait pengalaman mereka. - Guru membimbing peserta didik dalam kegiatan menganalisis/mengolah data dari informasi yang telah diperoleh peserta didik. <p>Menarik Kesimpulan</p> <ul style="list-style-type: none"> - Setiap kelompok diminta mempresentasikan hasil kerja kelompok masing-masing. - Setiap kelompok saling memberi tanggapan tentang hasil kerja kelompok lain. - Setiap peserta didik mengumpulkan hasil tulisan masing-masing - Guru dan peserta didik menarik kesimpulan tentang point-point penting yang muncul dalam pembelajaran
	Kegiatan Akhir
	<p>Kegiatan Akhir (12 Menit)</p> <p>Penerapan dan tindak lanjut</p>

	<ul style="list-style-type: none"> - Membahas manfaat pembelajaran yang baru diselesaikan. - Membahas kesulitan dalam melakukan aktivitas pembelajaran. - Guru menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya. - Guru meminta peserta didik untuk selalu bersemangat dalam menuntut ilmu (penumbuhan karakter semangat menuntut ilmu). - Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa
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Pertemuan 2

No	Kegiatan Pendahuluan
1	<p>Pendahuluan (8 Menit)</p> <ul style="list-style-type: none"> - Melakukan pembukaan dengan salam dan tegur sapa - Mengajak berdoa bersama - Meminta peserta didik mengisi daftar hadir yang telah disiapkan - Menyampaikan kompetensi yang akan dicapai pada pertemuan tersebut. - Menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan
	Kegiatan Inti
2.	<p>Kegiatan Inti (60 menit)</p> <p>Merumuskan Pertanyaan</p> <ul style="list-style-type: none"> - Guru mereview materi sebelumnya terkait struktur teks dan unsur kebahasaan dari teks recount. - Peserta didik diarahkan untuk mengungkapkan pengetahuan mereka terkait materi sebelumnya. - Peserta didik diarahkan untuk menanyakan hal-hal yang belum diketahui tentang struktur teks dan unsur kebahasaan teks recount. - Peserta didik merumuskan permasalahan - Guru memandu peserta didik untuk mengidentifikasi dan menganalisis pertanyaan atau masalah-masalah esensial sesuai dengan tujuan pembelajaran yang akan dicapai. - Peserta didik memberikan jawaban sementara atas pertanyaan yang dirumuskan. <p>Merencanakan</p> <p>Peserta didik dengan bantuan guru merencanakan prosedur pengumpulan dan analisis data dengan cara :</p> <ul style="list-style-type: none"> - Mengamati feedback yang diberikan guru terkait tugas yang diberikan pada pertemuan sebelumnya. - Menganalisis permasalahan yang ditemukan pada tugas sebelumnya. - Menentukan solusi dari permasalahan yang ditemukan <p>Mengumpulkan dan Menganalisis Data</p> <ul style="list-style-type: none"> - Peserta didik secara berkelompok mendiskusikan permasalahan yang mereka temukan. - Secara individu peserta didik menulis kembali kalimat sederhana terkait pengalaman mereka secara benar. - Guru membimbing peserta didik dalam kegiatan menganalisis/mengolah data dari informasi yang telah diperoleh peserta didik. <p>Menarik Kesimpulan</p>

	<ul style="list-style-type: none"> - Setiap kelompok mempresentasikan temuan dan solusi dari permasalahan yang mereka temukan. - Setiap kelompok saling memberi tanggapan tentang presentasi kelompok lain. - Peserta didik mengumpulkan tulisan masing-masing yang telah diperbaiki. - Guru dan peserta didik menarik kesimpulan tentang point-point penting yang muncul dalam pembelajaran
	Kegiatan Akhir
	Kegiatan Akhir (12 Menit) Penerapan dan tindak lanjut <ul style="list-style-type: none"> - Membahas manfaat pembelajaran yang baru diselesaikan. - Membahas kesulitan dalam melakukan aktivitas pembelajaran. - Guru menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya. - Guru meminta peserta didik untuk selalu bersemangat dalam menuntut ilmu (penumbuhan karakter semangat menuntut ilmu). - Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa

Pertemuan 3

No	Kegiatan Pendahuluan
1	Pendahuluan (8 Menit) <ul style="list-style-type: none"> - Melakukan pembukaan dengan salam dan tegur sapa - Mengajak berdoa bersama - Meminta peserta didik mengisi daftar hadir yang telah disiapkan - Menyampaikan kompetensi yang akan dicapai pada pertemuan tersebut. - Menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan
	Kegiatan Inti
2.	Kegiatan Inti (60 menit) Merumuskan Pertanyaan <ul style="list-style-type: none"> - Peserta didik diarahkan untuk mereview pengalaman mereka menulis kalimat tentang pengalaman pribadi (<i>Personal recount</i>) - Peserta didik diarahkan untuk menanyakan masalah yang mereka temukan dalam menulis pengalaman pribadi mereka. - Peserta didik merumuskan permasalahan - Guru memandu peserta didik untuk mengidentifikasi dan menganalisis pertanyaan atau masalah-masalah essensial sesuai dengan tujuan pembelajaran yang akan dicapai. - Peserta didik memberikan jawaban sementara atas pertanyaan yang dirumuskan. Merencanakan Peserta didik dengan bantuan guru merencanakan prosedur pengumpulan dan analisis data dengan cara : <ul style="list-style-type: none"> - Mengamati penilaian yang diberikan guru terkait kalimat –kalimat yang dibuat pada pertemuan sebelumnya. - Menganalisis permasalahan yang ditemukan pada tugas sebelumnya.

	<ul style="list-style-type: none"> - Merevisi atau mengembangkan kembali kalimat sederhana yang dibuat - Menyusun kalimat-kalimat menjadi teks personal recount yang padu. <p>Mengumpulkan dan Menganalisis Data</p> <ul style="list-style-type: none"> - Peserta didik secara berkelompok mendiskusikan permasalahan yang mereka temukan. - Secara individu peserta didik menulis kembali kalimat sederhana terkait pengalaman mereka secara benar. - Guru membimbing peserta didik dalam kegiatan menganalisis/mengolah data dari informasi yang telah diperoleh peserta didik. <p>Menarik Kesimpulan</p> <ul style="list-style-type: none"> - Setiap kelompok mempresentasikan temuan dan solusi dari permasalahan yang mereka temukan. - Setiap kelompok saling memberi tanggapan tentang presentasi kelompok lain. - Peserta didik mengumpulkan tulisan masing-masing yang telah diperbaiki. - Guru dan peserta didik menarik kesimpulan tentang point-point penting yang muncul dalam pembelajaran
	Kegiatan Akhir
	<p>Kegiatan Akhir (12 Menit)</p> <p>Penerapan dan tindak lanjut</p> <ul style="list-style-type: none"> - Membahas manfaat pembelajaran yang baru diselesaikan. - Membahas kesulitan dalam melakukan aktivitas pembelajaran. - Guru menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya. - Guru meminta peserta didik untuk selalu bersemangat dalam menuntut ilmu (penumbuhan karakter semangat menuntut ilmu). - Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa

Plt Kepala Sekolah

Parepare, Mei 2023
Mengetahui :
Guru Mata Pelajaran

Alimuddin B, S. Pd
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NIP. 97208051998022007

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMP Negeri 6 Parepare
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/ Genap
Materi Pokok	: Recount Text
Tema	: Unforgettable Experiences
Alokasi Waktu	: 6 x 40 Menit { 3 Pertemuan }

A. Kompetensi Dasar

- 4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount).
- 4.11.2 Menyusun teks recount lisan dan tulis sangat pendek dan sederhana terkait pengalaman pribadi di waktu lampau (personal recount) dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks

B. Indikator Pencapaian Kompetensi (IPK)

- 4.11.1.3 Menemukan kata atau phrase terkait gambar (unforgettable experience).
- 4.11.1.4 Membuat kalimat pendek dan sederhana terkait pengalaman tak terlupakan (unforgettable experience).
- 4.11.1.5. Menganalisis kembali struktur teks dan unsur kebahasaan kalimat (unforgettable experience).
- 4.11.1.6. Menuliskan kembali kalimat tentang pengalaman berkesan (unforgettable experience).
- 4.11.2.3. Menyusun paragraph menjadi teks yang padu
- 4.11.2.6 Membuat teks recount tentang pengalaman berkesan (unforgettable experience)

Fokus Penguatan Karakter : disiplin, bertanggung jawab, percaya diri, kerjasama

C. Tujuan Pembelajaran

Pertemuan 1

Pada akhir pembelajaran peserta didik diharapkan dapat :

- 1 Menuliskan kata atau phrase yang sesuai dengan gambar yang diberikan.
- 2 Membuat kalimat pendek dan sederhana berdasarkan kata atau phrase yang ada

Pertemuan 2

Pada akhir pembelajaran peserta didik diharapkan dapat :

- 1 Menemukan kekurangan dari kalimat yang dibuat sebelumnya dengan baik.
- 2 Menuliskan kembali kalimat dengan struktur teks dan unsur kebahasaan yang benar.
- 3 Menyusun paragraph menjadi teks yang padu dan benar

Pertemuan 3

Pada akhir pembelajaran peserta didik diharapkan dapat :

- 1 Menilai teks recount yang baik dan benar
- 2 Menyusun paragraph menjadi teks yang padu dan benar.

D. Materi Pembelajaran

1. Materi Pembelajaran Reguler
 - Jenis Teks
Teks *personal recount*
 - Fungsi Sosial
Melaporkan, mengambil teladan, membanggakan
 - Struktur Teks
Dapat mencakup :
 - Orientasi
 - Urutan kejadian/kegiatan
 - Orientasi ulang
 - Unsur Kebahasaan
 - Kalimat deklaratif dan interogatif dalam *Simple Past tense*
 - Adverbia dan frasa preposisional penunjuk waktu: *first, then, after that, before, at last, finally* dan sebagainya. .
 - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
 - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
2. Materi Pembelajaran Pengayaan.
 - Membuat kalimat deklaratif dan interogatif dalam *Simple Past tense*.
3. Materi Pembelajaran Remedial
 - Berlatih perubahan kata kerja bentuk 1 dan ke 2 yang digunakan dalam *Simple Past Tense*

E. Model Pembelajaran . Media/Bahan dan Sumber Belajar

- Media belajar : LCD, Video
- Bahan ajar : Video pembelajaran, slide PPT
- Model Pembelajaran : Discovery learning
- Sumber Belajar :
 - Kementerian Pendidikan dan Kebudayaan, 2017. Bahasa Inggris When English Rings a Bell SMP/MTs kelas 8 hal 86 – 91
 - English on SKYfor SMP/MTs by Erlangga, 2018
 - Bright an English Course for Junior High School by Erlangga, 2018
 - <https://www.youtube.com/watch?v=uyjPqr-hSUQ>
 - https://www.youtube.com/watch?v=aNy0a_OM3JQ

F. Langkah-langkah pembelajaran

Pertemuan 1

No	Kegiatan Pendahuluan
1	Pendahuluan (8 Menit) <ul style="list-style-type: none"> - Melakukan pembukaan dengan salam dan tegur sapa - Mengajak berdoa bersama - Meminta peserta didik mengisi daftar hadir yang telah disiapkan - Menyampaikan kompetensi yang akan dicapai pada pertemuan tersebut.

	- Menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan
	Kegiatan Inti
2	<p>Kegiatan Inti (60 menit)</p> <p>Merumuskan Pertanyaan</p> <ul style="list-style-type: none"> - Guru mereview materi sebelumnya terkait struktur teks dan unsur kebahasaan dari teks recount. - Guru mengarahkan peserta didik untuk menanyakan hal-hal yang belum dipahami tentang struktur teks dan unsur kebahasaan teks recount. - Guru mengarahkan peserta didik untuk mengamati gambar berseri - Peserta didik bertanya jawab terkait gambar berseri yang diberikan. - Peserta didik merumuskan permasalahan. - Guru memandu peserta didik untuk mengidentifikasi dan menganalisis pertanyaan atau masalah-masalah esensial sesuai dengan tujuan pembelajaran yang akan dicapai. - Peserta didik memberikan jawaban sementara atas pertanyaan yang dirumuskan
	<p>Merencanakan</p> <p>Peserta didik dengan bantuan guru merencanakan prosedur pengumpulan dan analisis data dengan cara :</p> <ul style="list-style-type: none"> - Mengamati gambar berseri dengan tema pengalaman berkesan (<i>Unforgettable experience</i>) - Menuliskan kata atau phrase berdasarkan gambar berseri yang diberikan - Menuliskan kalimat sederhana terkait pengalaman berkesan yang pernah dialami. <p>Mengumpulkan dan Menganalisis Data</p> <ul style="list-style-type: none"> - Peserta didik secara berkelompok mengumpulkan informasi berdasarkan prosedur yang telah direncanakan. - Secara individu peserta didik menuliskan kalimat sederhana terkait pengalaman mereka. - Guru membimbing peserta didik dalam kegiatan menganalisis/mengolah data dari informasi yang telah diperoleh peserta didik. <p>Menarik Kesimpulan</p> <ul style="list-style-type: none"> - Setiap kelompok diminta mempresentasikan hasil kerja kelompok masing-masing. - Setiap kelompok saling memberi tanggapan tentang hasil kerja kelompok lain. - Setiap peserta didik mengumpulkan hasil tulisan masing-masing - Guru dan peserta didik menarik kesimpulan tentang point-point penting yang muncul dalam pembelajaran

Kegiatan Akhir	
	<p>Kegiatan Akhir (12 Menit)</p> <p>Penerapan dan tindak lanjut</p> <ul style="list-style-type: none"> - Membahas manfaat pembelajaran yang baru diselesaikan. - Membahas kesulitan dalam melakukan aktivitas pembelajaran. - Guru menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya. - Guru meminta peserta didik untuk selalu bersemangat dalam menuntut ilmu (penumbuhan karakter semangat menuntut ilmu). - Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa

Pertemuan 2

No	Kegiatan Pendahuluan
1	<p>Pendahuluan (8 Menit)</p> <ul style="list-style-type: none"> - Melakukan pembukaan dengan salam dan tegur sapa - Mengajak berdoa bersama - Meminta peserta didik mengisi daftar hadir yang telah disiapkan - Menyampaikan kompetensi yang akan dicapai pada pertemuan tersebut. - Menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan
Kegiatan Inti	
	<p>Kegiatan Inti (60 menit)</p> <p>Merumuskan Pertanyaan</p> <ul style="list-style-type: none"> - Guru mereview materi sebelumnya terkait struktur teks dan unsur kebahasaan dari teks recount. - Guru mengarahkan peserta didik untuk menanyakan hal-hal yang belum dipahami tentang struktur teks dan unsur kebahasaan teks recount.
	<ul style="list-style-type: none"> - Guru mengarahkan peserta didik untuk mengamati gambar berseri - Peserta didik bertanya jawab terkait gambar berseri yang diberikan. - Peserta didik merumuskan permasalahan. - Guru memandu peserta didik untuk mengidentifikasi dan menganalisis pertanyaan atau masalah-masalah esensial sesuai dengan tujuan pembelajaran yang akan dicapai. - Peserta didik memberikan jawaban sementara atas pertanyaan yang dirumuskan. <p>Merencanakan</p> <p>Peserta didik dengan bantuan guru merencanakan prosedur pengumpulan dan analisis data dengan cara :</p> <ul style="list-style-type: none"> - Menganalisis struktur teks dan unsur kebahasaan dari kalimat yang dibuat pada pertemuan sebelumnya. - Menuliskan kembali kalimat yang telah diperbaiki - Menyusun paragraph yang dibuat menjadi teks yang padu <p>Mengumpulkan dan Menganalisis Data</p> <ul style="list-style-type: none"> - Peserta didik secara berkelompok mengumpulkan informasi berdasarkan prosedur yang telah direncanakan.

	<ul style="list-style-type: none"> - Secara individu peserta didik menuliskan kalimat sederhana terkait pengalaman mereka. - Guru membimbing peserta didik dalam kegiatan menganalisis/mengolah data dari informasi yang telah diperoleh peserta didik. <p>Menarik Kesimpulan</p> <ul style="list-style-type: none"> - Setiap kelompok diminta mempresentasikan hasil kerja kelompok masing-masing. - Setiap kelompok saling memberi tanggapan tentang hasil kerja kelompok lain. - Setiap peserta didik mengumpulkan hasil tulisan masing-masing - Guru dan peserta didik menarik kesimpulan tentang point-point penting yang muncul dalam pembelajaran
	Kegiatan Akhir
	<p>Kegiatan Akhir (12 Menit)</p> <p>Penerapan dan tindak lanjut</p> <ul style="list-style-type: none"> - Membahas manfaat pembelajaran yang baru diselesaikan. - Membahas kesulitan dalam melakukan aktivitas pembelajaran. - Guru menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya. - Guru meminta peserta didik untuk selalu bersemangat dalam menuntut ilmu (penumbuhan karakter semangat menuntut ilmu). Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa

Pertemuan 3

No	Kegiatan Pendahuluan
1	<p>Pendahuluan (8 Menit)</p> <ul style="list-style-type: none"> - Melakukan pembukaan dengan salam dan tegur sapa - Mengajak berdoa bersama - Meminta peserta didik mengisi daftar hadir yang telah disiapkan - Menyampaikan kompetensi yang akan dicapai pada pertemuan tersebut. - Menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan
	Kegiatan Inti
2	<p>Kegiatan Inti (60 menit)</p> <p>Merumuskan Pertanyaan</p> <ul style="list-style-type: none"> - Guru mereview materi sebelumnya terkait struktur teks dan unsur kebahasaan dari teks recount. - Guru mengarahkan peserta didik untuk menanyakan hal-hal yang belum dipahami tentang struktur teks dan unsur kebahasaan teks recount. - Guru membagikan kembali tulisan peserta didik yang telah dikomentari. - Peserta didik diarahkan untuk mengamati komentar pada tulisan masing-masing. - Peserta didik merumuskan masalah yang mereka temukan pada tulisan mereka.

	<ul style="list-style-type: none"> - Guru memandu peserta didik untuk mengidentifikasi dan menganalisis pertanyaan atau masalah-masalah esensial sesuai dengan tujuan pembelajaran yang akan dicapai. - Peserta didik memberikan jawaban sementara atas pertanyaan yang dirumuskan. <p>Merencanakan Peserta didik dengan bantuan guru merencanakan prosedur pengumpulan dan analisis data dengan cara :</p> <ul style="list-style-type: none"> - Menemukan masalah yang ada pada tugas masing-masing - Menentukan solusi dari masalah yang di temukan - Merevisi atau mengembangkan kembali tulisan mereka - Mengumpulkan tulisan terbaik sebagai portofolio <p>Mengumpulkan dan Menganalisis Data</p> <ul style="list-style-type: none"> - Secara berkelompok peserta didik berdiskusi menemukan informasi berdasarkan prosedur yang telah direncanakan. - Secara individu peserta didik memperbaiki tulisan mereka. - Secara individu peserta didik mengembangkan ide dari tulisan mereka. - Guru membimbing peserta didik dalam kegiatan menganalisis/mengolah data dari informasi yang telah diperoleh peserta didik. <p>Menarik Kesimpulan</p> <ul style="list-style-type: none"> - Setiap peserta didik memajang tulisannya sebagai window shopping. - Peserta didik bergantian mengamati dan mengomentari tulisan masing-masing, - Peserta didik mengumpulkan tulisan mereka sebagai portofolio - Guru dan peserta didik menarik kesimpulan tentang point-point penting yang muncul dalam pembelajaran.
	Kegiatan Akhir
	<p>Kegiatan Akhir (12 Menit)</p> <p>Penerapan dan tindak lanjut</p> <ul style="list-style-type: none"> - Membahas manfaat pembelajaran yang baru diselesaikan. - Membahas kesulitan dalam melakukan aktivitas pembelajaran. - Guru menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya. - Guru meminta peserta didik untuk selalu bersemangat dalam menuntut ilmu (penumbuhan karakter semangat menuntut ilmu). - Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa

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Nomor : B-154/In.39/PP.00.9/PPS.05/05/2023
Lampiran : -
Perihal : Permohonan Rekomendasi Izin Penelitian

29 Mei 2023

Yth. **Bapak Walikota Parepare**
Cq. **Dinas Penanaman Modal Dan Pelayanan
Terpadu Satu Pintu**

Di

Tempat

Assalamu Alaikum Wr. Wb.

Sehubungan dengan rencana penelitian untuk Tesis mahasiswa Program Pascasarjana IAIN Parepare tersebut di bawah ini :

Nama : RAMLAH
NIM : 2120203879102004
Program Studi : Tadris Bahasa Inggris
Judul Tesis : Using Portofolio Assessment To Improve The Students' Recount Writing Performance At SMP Negeri 6 Parepare.

Untuk keperluan Pengurusan segala sesuatunya yang berkaitan dengan penelitian tersebut akan diselesaikan oleh mahasiswa yang bersangkutan. Pelaksanaan penelitian ini direncanakan pada bulan **Mei sampai Juli Tahun 2023**.

Sehubungan dengan hal tersebut diharapkan kepada bapak/ibu kiranya yang bersangkutan dapat diberi izin dan dukungan seperlunya.

Assalamu Alaikum Wr. Wb.



Direktur,

[Signature]

Dr. Hj. Darmawati, S.Ag., M.Pd
NIP.19720703 199803 2 001



SRN IP0000500

PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jl. Bendera Merah No. 1 Telp (0421) 28594 Faksimile (0421) 27719 Kode Pos 91111, Email : dpmptsp@pareparekota.go.id

REKOMENDASI PENELITIAN
 Nomor : 501/IP/DPM-PTSP/6/2023

Dasar : 1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penemuan Ilmu Pengetahuan dan Teknologi.
 2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
 3. Peraturan Walikota Parepare No. 23 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

MENGIZINKAN

KEPADA : **RAMILAH**
 NAMA :

UNIVERSITAS/ LEMBAGA : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**
 Jurusan : **TADRIIS BAHASA INGGRIS**
 ALAMAT : **JL. PATTUKKU SOREANG PAREPARE**
 UNTUK : melaksanakan Penelitian/kegiatan dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **USING PORTFOLIO ASSESSMENT TO IMPROVE THE STUDENTS' RECOUNT WRITING PERFORMANCE AT SMP NEGERI 6 PAREPARE**

LOKASI PENELITIAN : **DINAS PENDIDIKAN DAN KEBUDAYAAN KOTA PAREPARE (UPTD SMP NEGERI 6 PAREPARE)**

LAMA PENELITIAN : **06 Juni 2023 s.d. 08 Juli 2023**

a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
 b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di : Parepare
 Pada Tanggal : 07 Juni 2023

KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE

Hj. ST. RAHMAT AMIR, ST, MM
 Pangkat : Pembina Tk. I (IV/b)
 NIP : 19741013 200604 2 019

Biaya : Rp. 0,00

1. UU ITB No. 12 Tahun 2002 Pasal 9 Ayat 1

Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah

2. Dokumen ini telah ditandatangani secara elektronik menggunakan Sertifikat Elektronik yang diterbitkan oleh

3. Dokumen ini dapat dipertanggung jawabkan dengan terdapat di database SIPPTSP Kota Parepare (sisa QR Code)





PEMERINTAH KOTA PAREPARE
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SMP NEGERI 6 PAREPARE

Jalan Pendidikan Telp. (0421) 22875 Kode Pos 91131 Parepare
 Email : admin@smpn6-parepare.sch.id, Website : <http://smpn6-parepare.sch.id>

SURAT KETERANGAN PENELITIAN

Nomor : 421.3/119.a/UPTD SMPN.06

Yang bertanda tangan dibawah ini Kepala UPTD SMP Negeri 6 Parepare menerangkan bahwa :

Nama	: RAMLAH
Tempa:/Tgl.Lahir	: Ujung Pandang, 5 Agustus 1982
Jenis Kelamin	: Perempuan
Pekerjaan	: Mahasiswa Institut Agama Islam Negeri (IAIN) Parepare
Program Studi	: Pendidikan Bahasa Inggris
NIM	: 2120203879102004
Judul Penelitian	: " USING FORTOFOLIO ASSESSMENT TO IMPROVE THE STUDENTS' RECOUNT WRITING PERFORMANCE AT SMP NEGERI 6 PAREPARE "

Benar-benar telah melakukan Penelitian di UPTD SMP Negeri 6 Parepare dari tanggal (08 Juni s/d 08 Juli 2023).

Demikian Surat Keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

24 Juli 2023

Kepala



Bessy Nurhikmah, M.Pd.

Pembina TK. I

19880530 199503 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
UNIT PELAKSANA TEKNIS BAHASA**

Jalan Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21937, Fax. (0421) 24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: ma@iainpare.ac.id



SURAT KETERANGAN

Nomor: B-104/In.39/UPTB.101/P.00.909/2023

Yang bertanda tangan di bawah ini,

Nama : Hj. Nurhamdah, M.Pd.
NIP : 19731116 199803 2 007
Jabatan : Kepala Unit Pelaksana Teknis (UPT) Bahasa

Dengan ini menerangkan bahwa berkas sebagai berikut atas nama,

Nama : Ramlah
Nim : 2120203879102004
Berkas : Abstrak

Telah selesai diterjemahkan dari Bahasa Indonesia ke Bahasa Inggris dan Bahasa Arab pada tanggal 19 September 2023 oleh Unit Pelaksana Teknis Bahasa IAIN Parepare.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Parepare, 19 September 2023
Kepala,

Hj. Nurhamdah, M.Pd.
NIP 19731116 199803 2 007

PAREPARE

Post test

Name : Anisa Junianti

Score :

Class :

Direction :

1. Choose the best title about **The Wonderful Holiday** that you ever had.
2. Write your own story in min 3 paragraphs (each paragraph has min 3 lines)
3. Make sure your story has good orientation, sequence of events and reorientation

"My Family trip to Datar"

~~Last week I went to Datar last week~~
 Last week, I went to Datar with my family. Datar is the name of a swimming pool in Sidrap. It was about 10 km from our house. We go by car. It took about 30 minutes to get there. We decided to go there to spend our vacation.

When we arrived at Datar, we looked for a place to rest. We found a nice place under a big tree. We put our bags and mats, then arranged our things there. After that we enjoyed some drinks and snacks while discussed what we are going to do.

After we ate, we decided to swim in the pool. The water was clear and cool. We enjoyed swimming and playing each other. We also played games like throw ball. We had a lot of fun. We stayed in the water for about an hour.

Finally, it was time to go home. We dried ourselves and changed our clothes. Then, we packed our things. We drove back home feeling happy and fresh.

Post test

Name : Febry Nasir

Score :

Class : 8.2

Direction :

1. Choose the best title about **The Wonderful Holiday** that you ever had.
2. Write your own story in min 3 paragraphs (each paragraph has min 3 lines)
3. Make sure your story has good orientation, sequence of events and reorientation

My holiday at Dutungan Island

Last year I went to Dutungan island. Dutungan is an island in Barru. I went there with my family. We went there for recreation. We went there by car at 8.30 a.m.

To get Dutungan island, we ^{had} to park our car at Palanra then rented a small boat to the Dutungan island. In Dutungan island, we looked for a place to take rest. After we found the place, we arranged our things and then we changed our clothes. After that, we decided to swim.

My family and I went to swim at the beach. We enjoyed the beach view. We also played some games and took some photos. We had a lot of fun and laughter. We stayed at the beach for about two hours.

Finally, in the afternoon, we decided to go home. My family and I changed our clothes and prepared our things to go home. We took the boat back to Palanra again and then drove back to Parepare. We were really tired at that time but we were happy and hoped that we can have time like that again.

Post test

Name : Nurstabilin.....

Score :

Class : VIII.2 (8.2).....

Direction :

1. Choose the best title about **The Wonderful Holiday** that you ever had.
2. Write you own story in min 3 paragraphs (each paragraph has min 3 lines)
3. Make sure your story has good orientation, sequence of events and reorientation

My Trip to Lowita Beach

Last year, I went to recreation with my family. I and my family decided to go to Lowita Beach in Suppa. We wanted to go there for healing and relaxing. We went there by car and it took us about 30 minutes to get there.

When we arrived at Lowita beach, we looked for a place to rest. We rent small gazebo. We put our bags and arranged our things there and then we had lunch with the foods that we brought from house.

After lunch, we decided to swim in the sea. We enjoyed swimming, floating with tires and splashing each other. We also played some games like throw ball and sand castle. We enjoyed our time there.

Finally, it was time to go home. We dried ourselves and changed our clothes. We packed our things. It was a wonderful experiences for me. We returned home with feeling happy.

K = 27

O = 20

U = 18

L = 18

N = 14

Pre test

Name : Feby NASIR

Score :

Class : 8.2

Direction :

1. Choose the best title about **The Wonderful Holiday** that you ever had.
2. Write your own story in min 3 paragraphs (each paragraph has min 3 lines)
3. Make sure your story has good orientation, sequence of events and reorientation.

MY FUN Recreation

Last Month I went to Dutungan Island. Dutungan is an island in Batu. I went there with my family and I and my family went there to recreation. We went there by car at 08.30 am.

We arrive at Palanro, the place to park our car then rented small boat to the Dutungan Island. We arrive in Dutungan Island at 10.00 am. In Dutungan Island, first we rent house to take rest. The second we arrange our things and then changed our clothes and after that we decide to swim.

My family and I went to swim at the beach. After swim my family and I changed our clothes and prepared our things to go home.

We are really tired at that time but we happy and hope that we can have time like that again.

TO DO LIST (RENCANA BELAJAR)

Objective :

Name :

Mur Hali Sah

Class :

No	Task	Due/Date	Priority			Status		
			High	Medium	Low	Done	In progress	Not started
1	Menghafal Kata kerja bentuk ke 2 (irregular dan verbs) minimal 3 kata/hari	20/5/2023		✓			✓	
2	Mengerjakan tugas mencari kalimat yg menggunakan S+ Simple Past tense yg ada di bacaan	22/5/2023	✓			✓		
3	Menghafal rumus Past tense			✓			✓	
4	Memperbaiki tugas membuat teks recount	25/5/2023	✓			✓		
5	Mencari contoh teks recount di buku perpustakaan / di internet			✓			✓	

TO DO LIST (RENCANA BELAJAR)

Objective :

Name : Amelia

Class :

No	Task	Due/Date	Priority			Status		
			High	Medium	Low	Done	In progress	Not started
1	Membuat table kata kerja beraturan dan tak beraturan	13/5/2023			✓		✓	
2	Menghafal rumus Simple Past tense	17/5/2023		✓			✓	
3	Mengerjakan tugas mencari kalimat yang menggunakan simple past tense yg ada di kamus	22/5/2023	✓			✓		
4	Mengerjakan tugas perbaikan membuat teks		✓				✓	
5	Mencari contoh teks recount dari buku perpustakaan / di internet			✓			✓	

TO DO LIST (RENCANA BELAJAR)

Objective :

Name : Nisa FadillahClass :

No	Task	Due/Date	Priority			Status		
			High	Medium	Low	Done	In progress	Not started
1	membuat daftar kata kerja beraturan dan tak beraturan	13/5/2023			✓	✓		
2	menghafal kata kerja bentuk ke-2 dan rumus simple past tense	17/5/2023	✓			✓		
3	mengerjakan tugas mencari kalimat yg menggunakan simple past tense yg ada di bacaan	22/5/2023	✓			✓		
4	mengerjakan tugas perbaikan membuat teks		✓			✓		
5	menulis contoh teks recount di buku perpustakaan/di internet			✓			✓	

DOKUMENTASI KEGIATAN PRE-TEST KELAS KONTROL**DOKUMENTASI KEGIATAN PRE-TEST KELAS EKSPERIMEN**

DOKUMENTASI KEGIATAN TREATMEN







DOKUMENTASI KEGIATAN POST-TEST KELAS KONTROL



DOKUMENTASI KEGIATAN POST-TEST KELAS EKSPERIMEN



CURRICULUM VITAE



Name : Ramlah
 Date/Place of birth : Makassar 5 Agustus 1972
 Reg.Number : 2120203879102004
 Address : Jl.Patukku Cempae Parepare
 Number of HP : 081343746755
 Email : Ramlahpare@gmail.com

HISTORY OF FORMAL EDUCATION:

1. SD Negeri Muhammadiyah Rappocini Year 1985
2. MTs Negeri Makassar Year 1988
3. SMA Negeri 11 Makassar Year 1992
4. IKIP Makassar Year 1997

HISTORY OF NON-FORMAL EDUCATION AND SCIENTIFIC ACTIVITIES:

1. Curriculum Facilitator 2013 Year 2015
2. PPG Pamong in Department Year 2018 until now

EMPLOYMENT HISTORY:

1. Teacher of SMP Negeri 5 Pinrang
2. Teacher of SMP Negeri 6 parepare

ORGANIZATION HISTORY:

1. Member of PGRI Kota Parepare
2. Member of English MGMP

HISTORY OF PUBLISHED SCIENTIFIC RESEARCH:

1. Upaya meningkatkan Hasil belajar Bahasa Inggris melalui Model Pembelajaran berbasis Kooperatif
2. ...