

CHAPTER I

INTRODUCTION

A. Background of the Research

Teachers assess the knowledge of students and by assessing it, teachers evaluate the students' competence. When the students need improvement in the particular areas, the teacher can use some assessment as a tool to improve the weak areas. How the teachers give the assessment can make different effect to students. As a result, the teachers need particular assessment to improve the students' performances.

According to Brown, assessment is likely daily activity to gain their understanding their study. There are two assessments. They are traditional and alternative assessment. Traditional assessment focuses on the right answer, and the test product, without involving the students. The alternative assessment is more to gain the process of study, how the students improve little by little but the students understand more and use interactive performance (402).

The alternative assessment is divided into self-and peer assessment, journals, conferences, portfolios and cooperative test construction. From all of the assessment, the portfolios assessment is the most popular. A portfolio is a collection of the student's work that can show student's efforts, progress, and achievement in given areas (Brown 418).

Portfolio assessment in this research is used to gain the accuracy of the grammar. The portfolio is used to develop responsibility for students' learning, and they are motivated to achieve their goals in writing. According to Brown, the students are being led to get the improvement by the nature of portfolio development (419). They are involved in setting their own goals that are useful and important for them. In the classroom, portfolio is a tool for learner and the students collect their work in their portfolio. The portfolio is to demonstrate whether their grammar competence has developed or not.

According to Harmer, students have limited knowledge of language structure, for example grammatical rules, which they usually forget the rules and that causes errors in their writing (15). All students have to overcome the common problems of English, where in all parts of the world they face the same difficulties. Grammar is defined as a system of rules for the use of language, or as a study of what is preferred and what is to be avoided in writing (Brown 362).

The purpose of the research is to evaluate the students' achievement in grammar. A shorter time, the students later will understand which part of the

subject is good and the rest still needs revision. Portfolio assessment can encourage their self-evaluation of their study progress.

B. Statement of the Problem

This research is attempted to describe the use of portfolio assessment in students' writing. The problem is: "Does portfolio assessment improve the student's grammar competence for their writing?"

C. Objective of the Study

Based on the research problem above, the objective of the research is to find out whether the using of portfolio assessment can improve students' grammatical competence.

D. Scope and Limitation

The research focuses n the use of portfolio assessment as one of the alternative assessments to improve the students' grammatical competence. To categorize the errors, the research uses grammatical errors proposed by Burt and Dulay.

E. Research Methodology

1. Method

This research uses descriptive method for the main goal in the research which is to find out the influence of portfolio assessment on the students' grammar competence in writing.

2. Data

The data are taken from the students' writing. Eighteen students attended Paragraph Writing class in third semester of 2011-2012 at STBA LIA Pengadegan.

3. Method of Data Collection

The data is collected by the following steps:

- a. asking the teacher for the students' writing she has,
- b. choosing the portfolio assessments that have completed the seven tasks.

4. Data Analysis

The analysis of the data is conducted by the following steps:

- a. collecting the errors from the students' writing,
- b. categorizing the errors of the syntax,
- c. analyzing the error using the parameter of grammatical errors proposed by Burt and Dulay.

F. The Organization of Writing

The thesis is organized into four chapters. The first chapter consists of the introduction, the background of the research, the statement of problem, the research objective, the scope and limitation, the research methodology and the organization of writing. The second chapter consists of theoretical framework containing definition of grammar, assessment, portfolio assessment, and the parameter of grammar error. The third chapter is data

analysis discussing the influence of portfolio assessment to grammar competence. The last chapter is the conclusion drawn from the data analysis in Chapter 3.