

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents an introduction of the study. It is divided into several parts: background of the study, the purpose of the study, significance of the study, scope and limitation of the study and definition of key terms.

### **1.1 Background of the Study**

Professional teachers must know the important point in Education. There are three important points in education system which should be mastered by the teacher. Those are curriculum, learning process, and assessment technique. As the guide of learners, teachers must realize those important points. They must consider those three things well, because it gives effect in learning activity, especially in the way to assess the students' task.

Hughes (1989) stated that teaching and assessment are complementary in education. Assessment is very important thing, because assessing students in learning process is needed for teachers to measure the student's ability. It support with Brown (2004) stated that assessment is an ongoing process of judgment which consist of teachers' comment and response toward students' performance to measure students' ability. Through learning process, students get experience continuously. So, every process in learning activity is needed by the teachers for assessing students' task. By assessment process, teacher gets the information about how far the students achieve the objectives of the study. Teacher also can use the result of assessment to analyze materials that should be explained again to

the students and which instrument should be changed or repaired to help students for understanding the material.

One of the complex assessments is speaking. There are many aspects which should be notice by the teacher in assessing speaking such as the grammar, vocabulary, pronunciation and fluency. It makes the teacher prefer to design task in form of written task. Teaching English for speaking has limited time in classroom and teacher should be able to manage the time (Louma, 2004). However it makes teacher prefers to use test form for assessing the student than assessing speaking directly. Mostly the activity which is given to students is asking to fill in the blank of dialogue form and practice it loudly together. In teachers' opinion, those activities can minimize time in speaking class but teacher cannot know how far students' understanding toward the material and students' ability to speak in the class.

Measuring students' ability cannot be assessed in short time like only giving multiple choice tests (Mumme, 1991; Romberg, 1993). It is also for assessing the speaking skill. The assessment should be covered by some different test models. Trough those tests, teacher can measure their students' ability. Ali (2005) also argued that the low of students' quality in teaching and learning English happens because the students are used to memorizing and doing multiple choice test. Therefore, it is needed to make a big range of assessment tools that able to assess the students' skills such as open ended problem solving, critical thinking, analyzing, reasoning, expressing oral and writing.

In fact, teachers have some difficulties to assess the students in speaking. Teacher need time to teach and asked students to practice while assessing them.

One of suitable alternative assessment with the condition is the use of portfolio. Portfolio is collections of student's work that shows the student's efforts, progress and achievement in one folder. That collections include student participation in selecting contents, the criteria for selection, the criteria for judging merit and evidence of student self reflection (Paulson, Paulson and Mayer, 1991: 60). It is a compilation of students' best work or best effort during teaching and learning process with certain and purpose which related to the learning outcomes.

Portfolio assessment gives chance for both teachers and students to control students' document and review. Then, they also can analyze the content of learning. Shortly, portfolio is a collection of student work that allows assessment by providing evidence of effort and accomplishments in relation to specific instructional goals (Jardine, 1996). Portfolio is commonly use by the teacher to collect their students work in a period of time. It usually shows the students' record about their development and academic progress.

According to Douglas (2000), portfolio assessment is particularly applicable to foreign language assessment. Portfolio for assessment is more suitable for assessing students in English speaking task than other assessment tools. There are some of researchers who proved that portfolio for assessment is useful and give positive impact especially in foreign language teaching and learning. Hedge (2000) argued that the potential advantage of using portfolio assessment, it is involving students in the learning process. The main benefit of using portfolio for assessment in speaking is allow the learners to collect their work at the period of time based on teachers' agreement and criteria and teacher

will give evaluation towards students' work rather than only give scores for the students (Dornyei 2001).

Based on Brooks (1999) portfolio is suitable for assessing the speaking activity. She says that using video records can improve and assess students' speaking ability. From recording their own performance, they can evaluate what have they do and correct it before submit to the teacher. Students have opportunity to make their portfolio as good as possible. With the use of portfolio, students have more time for practicing to speak.

Students can perform well and prepare themselves with the opportunity they get from the teacher implements' of portfolio. Speaking activity can be recorded and collected in a form of soft file or CD that will be given to their teacher. Teacher will give review and feedback after all of the students' tasks are collected. It will minimize the time in teaching speaking at the classroom. The students' portfolio in the form of recording becomes evidence of their work. It also becomes their experience in learning process.

The previous study has been conducted by Baki, A.&Birgin, O. (2007) titled "The use of portfolio to assess students' performance". Their study compared the use of portfolio assessment method with the traditional method. This study states that portfolios are effective to be used for assessing students' performance, because it can observe students' strength and weaknesses. It also shows the students learning progress. The use of portfolio assessment method is appropriate for assessing the students' performance, yet it is not completely right to leave the traditional assessment method because the use of them also will give reliable information about students.

Based on the explanation and situation above, the researcher is interested in conducting an analysis on the project of the use portfolio in assessing student's ability on speaking in English lesson. The researcher wants to conduct research entitled **The Use of Portfolio Assessment in Speaking Class for the Eighth Grade Students at SMP Muhammadiyah 1 Gresik.**

### **1.2 Statement of the Problem**

Based on the explanation and situation above, the problems of this research are:

1. How does the teacher use of portfolio for assessment in speaking at the eighth grade of SMP Muhammadiyah 1 Gresik?
2. How are the students' responses to the use of portfolio for assessment in learning speaking at the eighth grade of SMP Muhammadiyah 1 Gresik?

### **1.3 Purpose of the Study**

Based on the research questions above, the purpose of the study are:

1. To describe the teachers' use of portfolio for assessment in speaking at the eighth grade of SMP Muhammadiyah 1 Gresik.
2. To describe the students' response to the use of portfolio for assessment in learning speaking at the eighth grade of SMP Muhammadiyah 1 Gresik

### **1.4 Significance of the Study**

The researcher hopes that the result of this study will give some benefits both theoretically and practically.

1. The theoretical significance

This study will give the new knowledge and information for the teacher about the use of portfolio for assessment in speaking. This

information will be useful for teacher to know the students assessing processin using portfolio.

## 2. The Practical significance

For the teacher

This study can be useful to help teachers provide information about how use of task portfolio for assessment and can be the teachers' reflection.

For the students

This study will motivate the students in learning english, especially in speaking and give them information about their progress and achievement during learning english.

For the further researcher

This study can be useful as the reference for other researchers who want to conduct research in the same topic and purpose.

### 1.5 Scope and limitation of the Study

The scope of this study is teachers' implementation process on doing assessment using portfolio. The researcher gives limitation in speaking skill.

### 1.6 Definition of Key Terms

**Portfolio** is a collection of students' speaking task that provide evidance which show the students' knowledge, performance and effort to fulfill the assessment

**Assessment** is ongoing process of judgment where teacher assess the speaking activities of the students' task

**Speaking** is interaction between students to practice expressing interpersonal and transactional dialogue