

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

This chapter essentially consists of two parts called findings and discussion. The first part as called the research findings presents the results of the data analysis of the implementation and the students' responds of portfolio assessment in teaching writing descriptive text at SMP PGRI 64 Surabaya in academic year 2018/2019. The second part called as the discussion presents detailed analysis and description of the findings supported by some related theories.

#### 4.1 RESEARCH FINDINGS

This section presents the pure data gotten from the students' writing result and observation checklist regarding to the implementation of portfolio assessment in teaching writing descriptive text to the Eight graders of SMP PGRI 64 Surabaya.

##### **4.1.1 The implementation of portfolio assessment in teaching writing descriptive text to the eight grade students at SMP PGRI 64 Surabaya in academic year 2018/2019**

Based on the result in three meetings on October 4th, October 11st, and 18th, it could be seen that the implementation of portfolio assessment in teaching writing descriptive text could make the students' writing better. Moreover, based on the students' writing task, it could be seen that almost all of them had already the criteria's of writing descriptive text since they mastered their material well. There were nine samples, which represented three criteria of students' ability. Here, the researcher took the example of result based on the portfolio assessment. The

students' tasks were analyzed based on ESL composition profile by Jacob in Weigle (2002). There were several aspects in this analysis, they are: content, language use, organization, vocabulary, and mechanics. Moreover, the students' ability in every aspect was divided into three criteria: excellent to very good, good to average, and fair to poor.

**Tabel 4.1 The Score of Student writing Assignment**

Name	Content ( max 25 )	Organization ( max 25 )	Vocabulary ( max 25 )	Mechanics ( max 25 )	Total Score	Passing Grade
Adelia Bunga N	15	15	20	15	65	No
Angga Prayoga	10	10	10	20	50	No
Bahak Andika S	15	10	15	15	55	No
Devinka Nela P	20	20	25	15	80	Yes
Dewi Asryifa	20	20	25	20	85	Yes
Jafar Sodik A	10	10	15	10	45	No
M Andika P	10	15	15	15	55	No
M Ahsan	25	20	15	15	75	Yes
Maria Unsyia S	25	25	20	20	90	Yes
M Farid	25	20	20	20	85	Yes
M Rasya P	10	10	10	15	45	No
Nazulatul S	15	15	25	20	75	Yes
Nasya Indira P	18	19	25	18	80	Yes
Noval Tribagus	15	13	15	14	57	No
Rahmad Prio J	12	17	18	18	65	No

Rahmad K	14	16	12	17	59	No
Panca Ria C	23	22	15	15	75	Yes
Wisnu Wahyu	20	15	20	12	67	No
Salsabila	24	22	25	20	91	Yes
Sasa	23	21	19	17	80	Yes
Novelia	25	17	18	19	79	Yes
Andini R	25	18	18	16	77	Yes
Rivaldo Eko P	25	17	18	17	77	Yes
Riand Pratama	25	16	17	17	75	Yes
Hendrik P	20	15	19	20	64	No

**Tabel 4.2 The criteria of students' achievement**

No.	Total Score	Grade	Number of Student
1	85-100	Excellent	3
2	75-84	Very Good	10
3	65-74	Good	3
4	55-64	Fair	7
5	45-54	Poor	2
6	35-44	Very Poor	0

**Tabel 4.3 The criteria students Pass or Not Pass**

No	Criteria	Total
1	Students who passed the KKM	14
2	Students Who didn't pass the KKM	11
	Total	25

From the table of writing Assignment score above, it can be seen there are only fourteen students that passed the minimum required standard, 75. It means that the other students who got score under 75 are failed. The following table showed the score of students' writing Assignment task.

#### **4.1.2 The students' responds of the implementation of portfolio assessment in teaching writing descriptive text to the eight grade students at SMP PGRI 64 Surabaya in the academic year 2018/2019**

The following presents the students' responds of the 8<sup>th</sup> grade students at SMP PGRI 64 Surabaya in the academic year of 2018/2019 focusing on the implementation of portfolio assessment in teaching writing descriptive text. The researcher employed questionnaires in order to describe the students' responds as the second research question in this research. In order to answer the second research question, the researcher obtained the data by distributing questionnaire to the 25 students who were involving in the class 8A at SMP PGRI 64 Surabaya. In elaborating the result of the data in this research about the students' responds of

portfolio assessment in teaching writing, there were into ten statements posted on the questionnaire items.

Questionnaire is administered in order to know the student's response in learning writing descriptive text by using portfolio assessment. This instruments is distributed to 25 students. There are ten questions in the questionnaire. The questionnaire is in the form of "yes" or "no" questions. The amount of the students who chosen an option for each question

**Tabel 4.4 The Result of Questionnaire**

No.	Question	Student's Responses			
		Yes		No	
1.	Do you like English lesson?	19	( 76 %)	6	( 24 %)
2.	Do you like writing inEnglish?	15	( 60 %)	10	( 40 %)
3.	Do you have a problem in learning writing English?	25	( 100 %)	0	( 0%)
4.	Do you have difficulties along teaching writing by using portfolio assessment?	5	( 20%)	20	( 80%)
5.	Do you feel interested in learning writing by using portfolio assessment?	20	( 80%)	5	(20%)
6.	Do you like learning writing Descriptive text by using portfolio assessment?	20	( 80%)	5	( 20%)
7.	Does your teacher use portfolio assessment as in teaching learning writing before?	25	( 100 %)	0	( 0%)

8.	Can portfolio assessment help you to write in English?	21	( 84 %)	4	( 16%)
9.	Do you feel the progress or improvement in writing after using portfolio assessment?	19	( 76 %)	6	( 24 %)
10.	Do you agree if portfolio assessment is applied in learning writing?	15	( 60 %)	10	( 40 %)

The Researcher also percentage of each questionnaire

Table 4.4 shows that students' responds of the implementation of portfolio assessment in the teaching writing at 8<sup>th</sup> grade students of SMP PGRI 64 Surabaya. The first statement was seen as the basic of learning English which is necessary in learning process. It is stated "*Do you like English lesson?*" It's clearly seen that in the first statement, 19 students ( 76 %) answered Yes and 6 students (24%) answered No,. it was mean that almost of the students like with English lesson.

The second statement tells about the students' like writing English or not as it is stated "*Do you like writing in English?*" It is clearly seen that 15 students (60 %) answered Yes and 10 student (40%) answered No.It means that almost students like writing in English.Meanwhile Next statement focused on the problem when they learn English as it is stated "*Do you have a problem in learning writing English??"* Based on the result of this study, it is clearly seen that 25 students (100 %) answered Yes and 0 students (0%) answered No. It shows that most of the students (25 students) positively respond to the statement, which means that almost allof the students have a problem in learning writing in English through descriptive text.

The next statement tells about “*Do you have difficulties along teaching writing by using portfolio assessment?*” It’s clearly seen that there were 5 students (20%) answered Yes and 20 students (80%) answered No.. Based on the result of the data examined through the questionnaire item chosen it can be said it means that most of the student did not have difficulties along teaching writing by using portfolio assessment.

The statement number five tells about the implementation of portfolio assessment in teaching writing. It is stated “*Do you feel interested in learning writing by using portfolio assessment?*” The result finding showed that there were 20 students ( 80%) answered Yes and 5 students (20%) answered No.. After saw the percentage the researcher knew that almost all of the students felt interest to learning writing by using portfolio assessment. Meanwhile The sixth question was “*Do you like learning writing Descriptive text by using portfolio assessment ?*” and the student responses were 20 student (80%) answered Yes and 5 student (20%) answered No. It means that almost of the students like to learning writing by using portfolio assessment.

The seventh question was “*Does your teacher use portfolio assessment as a media inteaching learning writing before?*” and the student responses were 25 student (100 %) answered Yes and 0 student (0%) answered No. It means that all of students agree that the teacher was using portfolio assessment as a media to teaching writing before. Meanwhile The next question was “*Can portfolio assessment media help you to write in English?*” and the student responses were 21 student (84 %) answered Yes and 4 studen t(16%) answered No. In means that

almost of the students agree that portfolio assessment can help them to write in English.

the ninth question was “Do you feel the progress or improvement in writing after using portfolio assessment as a media?” and the student responses were 19 student (76 %) answered Yes and 6 student (24 %) answered No. It means that almost the students felt the progress or improving in writing after using portfolio assessment. Meanwhile the last question was “Do you agree if portfolio assessment is applied in learning writing?” and the student responses were 15 student (60 %) answered Yes and 10 student (40 %) answered No. It means that almost all the students agree using portfolio assessment in learning writing skill is applied in learning writing

## **4.2 DISCUSSION**

After doing rigorous analysis, the researcher managed to get important findings related to the research questions mentioned previously regarding to the implementation of portfolio assessment in teaching writing descriptive text to the Eight graders.

### ***a. The Implementation of Portfolio Assessment in Teaching Writing***

#### ***Descriptive Text to the Eight Graders***

Based on the observation, the teacher had implemented portfolio assessment since 5 years ago. For the first research question, the researcher found the implementation of using portfolio assessment in teaching writing descriptive text. In this study, the teacher used portfolio assessment to teach writing descriptive text to the students. The teacher made the way to teach descriptive text using portfolio well. Portfolio assessment allows the students to increase the level of students’

motivation and to give them a sense autonomous learning (Crosby, 1997). Moreover, portfolio assessment can help the students to write better by giving some comments and revisions from the teacher.

The researcher did the research in three meetings. In the first meeting held on Friday, October 4<sup>th</sup>, 2019. The teacher started the lesson by asking the students some questions related to the descriptive text in general form definition, the generic structure, the language features and the function. In this observation, the teacher knew that there were some students who had already understood about descriptive text, and the others had not. The teacher reviewed the lesson related to the material about descriptive text. After that, the teacher gave the handout to the students to help them to re-call the material concerning descriptive text for the next meeting. The teacher tried to review again the lesson and discussed the example of descriptive text together. In this case, there were some students that still had difficulties in generic structure and language features. So, the teacher explained and gave some examples about it again in front of the class. After all of students had understood about what the teacher explained, the teacher asked the students to write descriptive text. And after all of the students' writing had submitted the teacher closed the meeting and told to the students what would they learn for the next meeting.

In the second meeting held on Friday, October 11<sup>th</sup>, 2019. In this meeting, the teacher continued the lesson by reviewing the first meeting. The teacher still discussed about the generic structure and language features of descriptive text to the students. Here, the teacher explained more detail about descriptive text and the mistakes that the students did in writing descriptive text in previous meeting by

using portfolio assessment, such as some comments or revisions that the teacher wrote in their task. After all, the teacher asked the students to write descriptive text again with the topic that has chosen by the teacher.

In the third meeting held on Friday, October 18<sup>th</sup>, 2019. It was still the same as the previous meeting on which the teacher reviewed the lesson and their result that has given some comments and revisions from the teacher. After the teacher and the students discussed together, the teacher asked the students again to write descriptive text and the teacher gave the comments or revisions at that time. After all of them had done, some students' results were good enough, but some of them have low writing ability. Furthermore, the teacher gave overall feedback to the students related to their writing in descriptive text so far. Here, from the first meeting until the last meeting, it could be seen that portfolio has fulfilled to make the students' writing became better than before.

Moreover, the students' writing ability after implementation portfolio assessment in the students' writing result showed that their writing became better. It could be seen from their first, second, and their third writing. Most all of them had had fulfilled the criteria of writing since they could deliver writing and master the material well.