# CHAPTER I

# INTRODUCTION

**1.1** Background Of Study

Writing skill is one of important skill in mastering English. Tahiri, Sabet, & Aeineh (2014) state that writing is one way to communication. therefore writing instruction is traditional in essence, which has been documented as the major cause for student weakness, Majid (2016). It means that in the 21stcentury language english is very useful and important because English is international language, expect to support it, writing is way to introduction our language to communication with other countries and it can give feed back as a guide in written intruction. Using writing intruction does not use traditional intraction and the researcher have to make innovation on writing skills to development on their writing, using strategies is one way to get better on writing.

The teachers of Junior High School 5 Bangkalan state that the kinds of writing are follows, the first is expository writing (where the writing serves to explain or inform), the second is descriptive writing (writing that serves to show, describe), the third is persuasive writing (arguing for or against an issue), the fouth is creative writing (interestingly, creative writing is a vague term, but it includes fiction, poetry, drama, screen writing, autobiographies and more) and the last is narrative writing (tells a story). Here the researcher will focus on Descriptive text by Portfolio Assessment

S & O'malley(1994) state that the Portfolio Assessment is a model described in this document distinguishes clearly between portfolios and portfolio assessment. The teacher gives technique to the students about Portfolio Assessment.Here, the students will be given a chance to provide theirself by the facilitator who is the teacher, it helps the students to build their knowledge on writing skills.

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Tahiri, Sabet, & Aeineh (2014) state thatdiscuss the useful effect of portfolio. Portfolio on improving writing ability and some of them examined specifically its effects on vocabulary improvement of the learners and portfolio keeping on the improvement of learners’writing ability was explored. The findings revealed that the portfolio assessment had a positive effect on learning process. PortfolioAssessmentprovides an opportunity for learners to monitor their own progress and take responsibility for meeting goals. The learners can get impact that PortfolioAssessment is alternative learning, especially on teaching Descriptive text on writing skills. Based on the reseach or statement of the researcher above, theresearcher reinvestigate about Portfolio Assessment as an effective strategy in teaching writing descriptive text.

* 1. **Statement of The Problem**

To what extent can writing skills of VIII Grade of SMP Ar - Raudhah in academic year 2017-2018 be improved of Portfolio Assessment ?

* 1. **Objective of The Study**

In line with the statement of the problem, the objective of the study to know that Using Portfolio Assessment to increase the Students’ Writing of Descriptive Text at SMP Ar - Raudhah.

* 1. **Significance of The Study**

This study has significancy theorically and practically, they are:

* + 1. Theorically: this study has contribution to the reader as references, sources, knowledge and the additional information for the next research.
    2. Practically: this study will contribute giving additional way in teaching writing class
  1. **Scope and limition of the study**

The scope of this study is focus on students’ writing ability at SMP Ar – Raudhah VIII-A classby using Portfolio Assessment. The limition of study is very low to apply portfolio assesssment, all of the students just do simple assessment and simple media that makes students feels do not understand about portfolio assessment and the student is given portfolio assessment.

* 1. **Definition of Key Terms**

To avoid misunderstanding of this study, the definition of key terms as follows:

1. The Portfolio Assesment is a model described in this document distinguishes clearly between portfolios and portfolio assessment, In Portfolio Assesment Strategy is given some help by theteacher as the facilitator. Helping will give impermanently while looking students ability in solving a problem.
2. Writing is kind of skill in mastering English, by writing students can pour their ideas, knowledge, and experience into written form to transfer it all for the readers and influence them to believe what students said in his writing.