**THE EFFECTIVENESS OF USING PORTFOLIO ASSESSMENT TO IMPROVE STUDENTS’ LEARNING ACHIEVEMENT AT THE SEVENTH GRADE STUDENTS OF SMP PGRI BULUSPESANTREN IN THE ACADEMIC YEAR OF 2012/2013**

**JOURNAL**

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**Abstract**

This research is quantitative research by using experimental method. The objective of the research is to find out whether assessing method using Portfolio Assessment is effective or not to improve students’ learning achievement at the seventh grade students of SMP PGRI Buluspesantren in the academic year 2012/2013. The population of the research was the tenth grade students of SMP PGRI Buluspesantren by taking the sample from the two classes. The first class was VII C which consisted of 30 students as control group. The second class was VII B which consisted of 30 students as experimental group. This research used the purposive sampling. In short, the use of portfolio assessment is effective. It could be proven by the computation of the t-test. The computation showed that the t-value was higher than t-table. The t-value was 4.586; also, the t-table which used 5% (0.05) alpha level significance was 1.9990. It meant that 4.586>20017. Besides, the mean score of experimental group was raised after given the treatment from 61.26 to 71.13. Hence, assessing method using portfolio assessment is effective to improve the students’ learning achievement.

Keywords: Effectiveness, Assessment, Portfolio Assessment

1. **Background**

Language learning is important for human’s social development, As a language which is used by more than a half of population in the world, English holds the key as an international language. English is a tool of communication among peoples of the world to get trade, social-culture, science, and technology goals. Moreover, English competence is important in career development; therefore, students need to understand and use English to improve their confidence to face the global competition.

According to Sudjana (2012: 1-2), teaching learning as a process contains three elements, they are: purpose of teaching (inctructional), experince (process) teaching learning, and result of study. Assessment is one of important things that has an important role in education. Teacher also can use the result of assessment to analyze which material that should be explained again and which instrument that should be repaired. So, assessment can be useful for the students, and can motivate them in teaching learning process.

According to Arter&Spandel (in Birgin&Baki,2007:77) Portfolio is a purposeful collection of students work that exhibits to the student, or others, her efforts or achievement in one or more areas. The collection must include participation in selecting content, the criteria for selection, the criteria for judging merit and evidence of student self-reflection.

From the explanation above, the researcher believe that the portfolio assessment as a method can develop students’ achievement in Learning English. It will be applied for students of senior high school. Therefore, in doing research, the researcher chooses the topic “The Effectiveness of Using Portfolio Assessment to Improve Students’ Learning Achievement at the seventh grade students of SMP PGRI Buluspesantren in the academic year of 2012/2013.

1. **Research Method**

This research includes quantitative research. It uses experimental method. The research was done on April 8th – 27th 2013. The research was taken at tenth grade students of SMP PGRI Buluspesantren in the academic year of 2012/2013. As stated by Arikunto (2010;173), Population is the total sum of the subject in a research. The population of this research is the tenth grade students of SMP PGRI Buluspesantren in the academic year of 2012/2013. The amount of the class of the seventh grade is four classes. The total number of the students is 124 students. The researcher chooses the sample from the population that exists. Sampel is a part of total and sharacteristics which owned by population by Sugiono (2010;62). The sample consists of two groups, namely experimental group (VII B which consists of 30 students) and control group (VII C which consists of 30 students). The experimental group will give the treatment using portfolio assessment as a method in assessing English, the control group will give the conventional method. The purposive sampling is used to take the sample. In doing collecting the data, the researcher uses pre-test for both groups, treatment using portfolio assessment as a method in assessing for experimental group, and post-test for both groups. After that, the researcher uses the descriptive analysis (mean, median, standard deviance, variance, and mode) and inferential analysis (normality, homogeneity, and hypothesis test) to analyze the data obtained from both groups, experimental and control group.

1. **Research Finding**

The result of the post-test score from both groups, experimental and control group, showed that the highest score (H) of post-test experimental group was 88, the lowest score (L) was 50, the median (Me) was 73, the mean was 71.13, the mode (Mo) was 76, the standard deviation was 9.04, the variance was 81.84, and the total score of students’ learning achievement (T) was 2134. Moreover, the highest score (H) of post-test control group was 80, the lowest score (L) was 44, the mean was 61.26, the median (Me) was 60, the mode (Mo) was 60, the standard deviation was 7.56, the variance was 57.23, and the total score of students’ learning achievement (T) was 1838.

Besides, the computation of t-test between post-test of experimental and control class show that t-value is 4.586. T table which is used 5% (0.05) alpha level significance, and the degree of freedom (df) n1+n2–2 = 30+30-2= 58 is 2.0017. It shows that the t-value is higher than t-table (4.586>2.0017).

It can be concluded that the portfolio assessment as a method in assessing English is effective to improve students’ learning achievement seventh grade students at SMP PGRI Buluspesantren in the academic year of 2012/2013.

1. **Conclusion and Suggestion**

From the result of data analysis, the testing hypothesis, and the discussion before, the researcher can conclude that the portfolio assessment as a assessing method in English Learning is effective to improve students’ learning achievement in the seventh grade students of SMP PGRI Buluspesantren in the academic year 2012/2013.This statement is able to be proven by the experimental class achievement. This achievement can be known from mean score of pre-test and post-test of experimental group which increase after giving the treatment. The mean score before given treatment is 53.06 whereas the score after given treatment is 71.13. It can be categorized as good. Besides, the computation of t-test between post-test of experimental and control class show that t-value is 4.586. T table which is used 5% (0.05) alpha level significance, and the degree of freedom (df) n1+n2–2 = 32+32-2= 58 is 2.0017 It shows that the t-value is higher than t-table (4.586>2.0017).

Moreover, the researcher would give the suggestion for the teacher. Portfolio assessment is better implemented in small class because teacher will be easier in managing the class. So, portfolio assessment is very good in small class. For the readers and other researcher, Portfolio Assessment, it is hoped that it can be learning reference for the reader and gives valuable contribution in teaching and learning process of English, esspecially in assessment method. The researcher hopes there would be further studies about English Learning Achievement using Portfolio Assesment applying other assessment method which is more affective.

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