AN UNDERGRADUATE THESIS

THE INFLUENCE OF PORTFOLIO ASSESSMENT ON WRITING SKILL OF THE ELEVENTH GRADERS AT SMK MUHAMMADIYAH 2 METRO IN THE ACADEMIC YEAR OF 2021 /2022

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1443 H / 2022 M

THE INFLUENCE OF PORTFOLIO ASSESSMENT
ON WRITING SKILL OF THE ELEVENTH GRADERS
AT SMK MUHAMMADIYAH 2 METRO
IN THE ACADEMIC YEAR OF 2021 /2022

Presented as a Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
In English Education Departement

By:

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1443 H / 2022 M

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APPROVAL PAGE

Assalamualaikum Wr. Wb.

Judul Skripsi : THE INFLUENCE OF PORTFOLIO ASSESSMENT ON WRITING SKILL OF THE ELEVENTH GRADERS AT SMK MUHAMMADIYAH 2 METRO IN THE ACADEMIC YEAR OF 2021/ 2022

Name : RISKA WIDIA SARI
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APPROVED BY:

To be examined in munaqosyah in Tarbiyah and Teacher Training Faculty of State Institute for Islamic Studies of Metro.

Wassalamu'alaikum Wr. Wb.

Metro, March 2022
Sponsor,

NING SETIO WATI, M. Pd
NIDN. 2001088702

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NOTA DINAS

Nomor   :

Lampiran   :

Perihal   : **Mohon dimunaqosyahkan Skripsi**

   RISKA WIDIA SARI

Kepada Yth,

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Institut Agama Islam Negeri (IAIN) Metro

Assalamualaikum Wr. Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

Name   : RISKA WIDIA SARI

Student Number   : 1701070137

Judul Skripsi   : THE INFLUENCE OF PORTFOLIO ASSESSMENT ON WRITING SKILL OF THE ELEVENTH GRADERS AT SMK MUHAMMADIYAH 2 METRO IN THE ACADEMIC YEAR OF 2021/ 2022

Sudah kami dapat setujui dan dapat diajukan untuk dimunaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro,22March 2022

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NOTIFICATION LETTER

Number   :

Appendix   :

Matter   : **In order to hold the Munaqosyah**

of RISKA WIDIA SARI

To: The Honorable the

Dean of Tarbiyah and Teacher Training Faculty

State Institute for Islamic Studies of Metro

Assalamualaikum Wr. Wb.

We have given guidance and enough improvement to research thesis script which is

written by:

Name   : RISKA WIDIA SARI

Student Number : 1701070137

Judul Skripsi   : THE INFLUENCE OF PORTFOLIO ASSESSMENT ON WRITING SKILL OF THE ELEVENTH GRADERS AT SMK MUHAMMADIYAH 2 METRO IN THE ACADEMIC YEAR OF 2021/ 2022

It has been agreed so it can be continued to the Tarbiyah and Teacher Training Faculty in

order to be discussed on the munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb.

Metro, 22 March 2022

Head of English Education Department   Sponsor,

Andianto, M. Pd.   **NING SETIO WATI, M.Pd**
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RATIFICATION PAGE
No. B-2303/In-28.1/D/PP-00-9/06/2022

An Undergraduate thesis entitled: THE INFLUENCE OF PORTFOLIO ASSESSMENT ON WRITING SKILL OF THE ELEVENTH GRADERS AT SMK MUHAMMADIYAH 2 METRO IN THE ACADEMIC YEAR 2021/ 2022. Written by:Riska Widia Sari, Student Number 1701070137, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Monday, April 25th,2022 at 09:00– 11:00 a.m

BOARD OF EXAMINERS:

Chairperson	:Ning Setio Wati, M.Pd	(.............)
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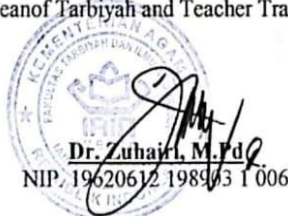
**THE INFLUENCE OF PORTFOLIO ASSESSMENT
ON WRITING SKILL OF THE ELEVENTH GRADERS
AT SMK MUHAMMADIYAH 2 METRO
IN THE ACADEMIC YEAR 2021/ 2022**

**ABSTRACT
By: Riska Widia Sari**

In the process of learning writing skills, there are stages of assessment. One method of assessment is portfolio assessment. Portfolio Assessment is process standards or assessments that are determined by looking at learning outcomes and student progress records from time to time. The purpose of this researcher was to determine whether there was a positive and significant influence of the Portfolio Assessment method on the writing skills of the eleventh graders at SMK Muhammadiyah 2 Metro. Collecting research data using a written test and observation (Likert scale).

Researcher used quantitative research. This researcher used a quasi-experimental class using an experimental class and a control class. The population in this research were all students of the eleventh graders at SMK Muhammadiyah 2 Metro, and the samples of this researcher were students of the eleventh graders TKJ 2 and TKJ 3. Furthermore, in the analysis of the data, researcher used the chi-square formula and t-test.

The results show that df is 55 with t_{table}5% is 1,673 with the $t_{observation}$ is 8,22it is mean that $t_{observation}$ > t_{table} or it can be written 8,22>1,673. Therefore can be concluded that Ho is rejected. It means there is positive and significant, so the Portfolio Assessment method was influence on writing skill of the eleventh graders at SMK Muhammadiyah 2 Metro.

Keyword : *Portfolio Assessment, Writing skill*

**PENGARUH PENILAIAN PORTOFOLIO
TERHADAP KETERAMPILAN MENULISSISWA KELAS SEBELAS
SMK MUHAMMADIYAH 2 METRO
TAHUN AJARAN 2021/2022**

ABSTRAK
Oleh: Riska Widia Sari

Dalam proses pembelajaran keterampilan menulis, terdapat tahapan penilaian. Salah satu metode penilaian adalah penilaian portofolio. Penilaian Portofolio adalah standar proses atau penilaian yang ditentukan dengan melihat hasil belajar dan catatan kemajuan siswa dari waktu ke waktu. Tujuan penelitian ini adalah untuk mengetahui ada tidaknya pengaruh positif dan signifikan metode Penilaian Portfolio terhadap keterampilan menulis siswa kelas sebelas SMK Muhammadiyah 2 Metro. Pengumpulan data penelitian menggunakan tes tertulis dan observasi (Skala likert).

Peneliti menggunakan penelitian kuantitatif. Penelitian ini menggunakan kelas eksperimen semu dengan menggunakan kelas eksperimen dan kelas kontrol. Populasi dalam penelitian ini adalah seluruh siswa kelas sebelas SMK Muhammadiyah 2 Metro, dan sampel penelitian ini adalah siswa kelas sebelas TKJ 2 dan TKJ 3. Selanjutnya, dalam analisis data peneliti menggunakan rumus chi-kuadrat dan uji-t.

Hasil penelitian menunjukkan bahwa df adalah 55 dengan t_{table} 5% adalah 1,673 dengan $t_{observasi}$ adalah 8,22 artinya $t_{observasi} > t_{tabel}$ atau dapat ditulis 8,22>1,673. Oleh karena itu dapat disimpulkan bahwa Ho ditolak. Artinya ada pengaruh positif dan signifikan, sehingga metode Penilaian Portofolio berpengaruh terhadap keterampilan menulis siswa kelas sebelas SMK Muhammadiyah 2 Metro.

Kata kunci *: Penilaian Portofolio, Keterampilan Menulis*

STATEMENT OF RESEARCH ORIGINALITY

This Undersigned:

    Name   : RISKA WIDIA SARI

    Student Id   : 1701070173

    Department : English Education Department

    Faculty   : Tarbiyah and Teacher's Training

State that this undergraduate thesis is originally the result of the writer research, in expectation of certain parts which are excerpted from the bibliographies mentioned.

Metro, April 12st 2022
The Researcher,

Riska Widia Sari
Std. ID 1701070173

PERNYATAAN ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

    Nama   : RISKA WIDIA SARI

    NPM.   : 1701070173

    Jurusan   : Tadris Bahasa Inggris (TBI)

    Fakultas   : Tarbiyah dan Ilmu Keguruan (FTIK)

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk sumbernya dan disebutkan dalam daftar pustaka.

Metro, 12 April 2022
Peneliti,

Riska Widia Sari
NPM. 1701070173

MOTTO

مَنْ خَرَجَ فِى طَلَبُ الْعِلْمِ فَهُوَ فِى سَبِيْلِ اللهِ حَتَّى يَرْجِعَ

"Whoever goes out in search of knowledge, then he is in the way of Allah until he

returns."

Artinya: *Barang siapa yang keluar untuk mencari ilmu maka ia berada di jalan*

Allah hingga ia pulang. (HR. Turmudzi)

DEDICATION PAGE

Praise be to Allah who has given me endless blessings, even though I often made a mistake. I hope for Your forgiveness, Amiiin.

To my wonderful parents, Mr. Sumarko and Mrs. Sayem thank you for being born into the world and being my parents, Allah knows that I love you.

Especially my Sponsor Mrs. Ning Setio Wati M. Pd thank you for all the knowledge, patience, and time for guiding me.

For my little sister, Tiara Anggraeni, may Allah always give you blessing on your live. I love you even though I oftennagging you for small things.

My Beloved Support (All of the officers and lecturers of IAIN Metro) I have gained a lot of valuable experience so far study.

ACKNOWLEDGEMENTS

In the name of Allah SWT, the Most Gracious, the Most Merciful, Praise is to Allah SWT, the Lord whom without His Mercy and Blessing none of these would become true. This undergraduate thesis is entitled "The Influence of Portfolio Assessment on Writing Skills of eleventh graders at SMK Muhammadiyah 2 Metro in the Academic Year 2021/2022". The researcher was realizing that this undergraduate thesis would not be able accomplished without any helps and supports from many helpful individuals. In this lovely chance, the researcher would like to sincerely acknowledge her gratitude.

In this research, the researcher cannot stand alone, there were many persons who contributed their meaningful hands in accomplishing her undergraduate thesis that the researcher could not mention one by one. Firstly, her big thanks to the Rector of IAIN Metro, Mrs. Dr. Hj. Siti Nurjanah, PIA. Dean of Tarbiyah and Teacher Learning Faculty, Mr. Dr. Zuhairi, M.Pd. Head of English Education Study Program, Mr. Andianto, M.Pd. Secondly, a big thank you to Sponsor Mrs. Ning Setio Wati, M.Pd., may Allah SWT give a better reply for taking the time to support and guide during the thesis writing process. Thirdly, a big thank you to Mr. Agus Firmansyah M, Pd. The English teacher who has become a collaborator and Mrs. Dr. Julitri Maria, M.Pd., as the principal who has allowed researchers to conduct this research at SMK Muhammadiyah 2 Metro. Fourthly, her big thanks to the students among the Eleventh Graders at SMK Muhammadiyah 2 Metro who have been ready to spend their time as researchers.

Finally, her deepest gratitude goes to her parents who are never tired and empower her spirit. Furthermore, the researcher also would like to express her thanks to the honorable lecturers of the English Education Department, who helps her, and also the students of the English Education Department who become a good partners in studying English.

Nobody is perfect. The researcher apologizes for all mistakes that she has made in writing and presentation items. Hopefully, this undergraduate thesis can be a meaningful benefit for the researcher especially and all readers generally.

.

<div align="right">

Metro, April 12st 2022
The Researcher,

Riska Widia Sari
Std.Number 1701070173

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CHAPTER I

INTRODUCTION

A. Background of Study

In recent years, writing activity is a crucial skill to gather ideas for writers. They can produce a language in the form of ideas, thoughts, and feelings.[1]In the process, the writers must be able to arrange sentences into paragraphs. It means that writers are required to know and understand the writing skills because it makes it easier for readers to develop the author's writing. Writing process is exceptionally imperative so that more communication is passed on through writing, compared to other sorts of media. Moreover, strong writing activities can improve students' memory in finding new ideas. Thus, in writing that the student needs effective writing skills to fulfill their academic needs.

Furthermore, teaching writing is needed by students to help them in the writing process. The writing process can train students writing skills and by writing, students can achieve the teaching targets designed by the teachers. The process of most students mastering several components in writing, such as context, spelling, grammar, vocabulary, and mechanics.[2]Besides, in the teaching process, the teachers must pay attention to the assessment to find out

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[1]Florence MokeiraOkari, "The Writing Skill in the Contemporary Society: The Kenyan Perspective," *Journal of Education and Practice*, 2016, 5.
[2]LailatulHusna, "An Analysis Of Students' Writing Skill In Descriptive Text At Grade X1 Ipa 1 Of Man 2 Padang," t.t., 13.

the output of the process. Therefore, in teaching writing, Assessment is very important to improve students writing skills.

Besides, Assessment can help the students to know the procedure of how the process of writing will be assessed by the teachers. Moreover, the teachers can assess the skill of the students by using the assessment in the learning process. It is important for the teachers because it is can know of gathering and discussing information from multiple sources to develop an in-depth understanding of students. According to Brown the results of the summary of the teacher's assessment collection, the teachers can give students assessments with several criteria: such as student interest, inspiration, introduction to implementation, papers, attendance, homework, portfolios, etc.[3]One of the assessments in teaching writing is portfolio. It is also to make it easier for teachers and students to collect final results during learning. Thus, the importance of portfolio assessment for students and teachers to use.

Furthermore, assessment portfolio are notes or archives of someone's work used to facilitate documentation, efforts, achievements, and learning. In the process portfolio, students are asked to think about their needs, goals, weaknesses, and strategies in language, it is could learning encouraging students to be more active in learning. However, they are often asked to select their best work and to explain why their work is valuable to them. It also has many advantages, including (1) progress in improving student learning outcomes can be seen clearly (2) comparing a student's current work with the

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[3]Gultom, "Assessment and Evaluation In Efl Teaching and Learning."

past provides greater motivation and (3) can be a straightforward means of communication about the progress of students, parents, and others.[4]

Many researchers have conducted previous studies of the portfolio as stated by Alam & Akhtar that portfolios can help the students in improving their writing skills and keeps the first draft in future writing samples.[5]Besides, Gencel reported that the portfoliohas a positive effect on officers' metacognitive skills and attitudes towards coursework.[6]Thus, it can be assumed that portfolio assessment is effective to use in teaching writing.

However, test scores cannot tell about the progression of a child. Similarly, they cannot tell what particular difficulties the students had during the test. Bailey also mentions that there is no feedback provided to learners in this type of assessment.[7] In line with the problems of portfolio assessment above, the researchers found problems with students at SMK Muhammadiyah 2 Metro which was held on Monday, July 8th, 2020. However, the problem with this researcher has difficulty analyzing the improvement in how to know the progress, and students who have not portfolio assessments and still use manual (traditional), English students are not familiar with Portfolio

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[4]AyhanDikici, "An Application of Digital Portfolio with the Peer, Self and Instructor Assessments in Art Education," t.t., 18.

[5]Md. Jahangir AlamdanTahminaAktar, "Assessment Challenges & Impact of Formative Portfolio Assessment (FPA) on EFL Learners' Writing Performance: A Case Study on the Preparatory English Language Course," *English Language Teaching* 12, no. 7 (22 Juni 2019): 161, https://doi.org/10.5539/elt.v12n7p161.

[6]"The Effect of Portfolio Assessments on Metacognitive Skills and Attitudes toward a Course,"*Educational Sciences: Theory & Practice*, 2017, https://doi.org/10.12738/estp.2017.1.0378.

[7]NomathamsanqaTisani, "Challenges in Producing a Portfolio for Assessment: In Search of Underpinning Educational Theories," *Teaching in Higher Education* 13, no. 5 (Oktober 2008): 549–57, https://doi.org/10.1080/13562510802334830.

Assessments. Based on pre-survey data of the eleventh graders at SMK
Muhammadiyah 2 Metro:

Table 1.1
The Result of Data Pra-Survey

No.	Grade	Explanation	Frequencies
1.	< 75	Failed	18
2.	> 75	Passed	11
Total			29

*Source: The result of data pra-survey the eleventh graders at SMK
Muhammadiyah 2 Metro July 8th, 2020.*

Based on the results of the interviews, the researcher wanted to know
the influence of students using Portfolio Assessment on writing skills. The
researcher will conducting quantitative research, research that involves
knowledge, conduct experiments to find out the cause and influence of
something, and provide a basis for further research on portfolio phenomena in
writing skills. Therefore, the researcher conducts research by the title" The
Influence of Portfolio Assessment on Writing Skills of The Eleventh Graders
at SMK Muhammadiyah 2 Metro in The Academic Year of 2021/2022".

B. Problem Identification

Based on the background of the research, the researcher background
must identify several research problems, including the following:

1. Most students still have many mistakes in implementing Portfolio
   Assessment.

2. Most students have not been able to see the development of writing skills
   over time based on feedback and self-reflection.

3. Most students are unfamiliar with Portfolio Assessment in writing
   English.

C. Problem Limitation

Based on the identification of the problem, the focus of the research will be limited to the influence of Portfolio Assessment on writing skills. The research was conducted for the students in eleventh graders of SMK Muhammadiyah 2 Metro.

D. Problem Formulation

Based on the limitations of the problem above, this research problem is formulated as follows: Is there any positive and significant influence of Portfolio Assessment on writing skills in of the eleventh graders at SMK Muhammadiyah 2 Metro?

E. Objectiveof The Study

The objective of this research is to find out whether the positive and significant The Influence of Portfolio Assessment on the writing skills of the eleventh graders at SMK Muhammadiyah 2 Metro in The Academic Year of 2021/ 2022.

F. Benefits of The Study

The research benefits are:

1. For Students

The results of this research are to improve assessment in learning to write. The writer hopes to be better at writing skills. This research is expected to provide students' understanding of the influence of portfolios on students' skills. Thus, students find it easier to learn to write English than before.

2. For Teacher

The results of this research are expected to support teachers in the classroom to provide input to them about the importance of writing and improve assessment in teaching English. Teachers can make this portfolio assessment modern because it can more easily give an assessment to each student.

3. For Further Researchers

These results can be used as a reference for our experience in teaching English, especially in writing skills for the future and other considerations for problems in the field of writers and further research. This research is expected to be a further contribution for other researchers to conduct research.

G. Prior Research

This research will be done with consideration of some prior research. Research conducted by Hosseini & Ghabanch conducted a study entitled The Portfolio Assessment on EFL Students Reading Comprehension and Motivation. These studies have similarities and differences. The similarity in this study is that both of them use portfolio to conduct research. The differences used in Hosseini & Ghabanch's research is the initial focus on Reading Comprehension and Motivation of ELF students in the Iran context.[8] In this study, researchers focused on Students Writing Skill and there were

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[8]Hosna Hosseini dan Zargham Ghabanchi, "The Effect of Portfolio Assessment on EFL Learners' Reading Comprehension and Motivation," *English Language Teaching* 7, no. 5 (14 April 2014): p110, https://doi.org/10.5539/elt.v7n5p110.

also differences in the sample used, namely eleventh-grader students at SMK Muhammadiyah 2 Metro.

The second prior research was done by Taufik & Cahyono conducted research entitled Developing Writing Skills of EFL Students Through Self-Assessment which is integrated with E-portfolio. These studies have similarities and differences. The similarity in this research is the use of Portfolio Assessment and Writing skills to conduct research. Moreover, the difference used by Taufik & Cahyono research is that researchers use Classroom Action Research (PTK) with the sample used is 25 students of Class X MAN Sumenep, Jawa Timur.[9] While this research uses quantitative research and the sample used is Eleventh graders of SMK Muhammadiyah 2 Metro.

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[9]Moh.Taufik dan Bambang Yudi Cahyono, "Developing EFL Students' Writing Skill Through Self-Assessment Integrated With E-Portfolio," *IJEE (Indonesian Journal of English Education)* 6, no. 2 (28 April 2020): 171–86, https://doi.org/10.15408/ijee.v6i2.12019.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Writing Skill

1. Definition of Writing Skill

Writing is a complex cognitive activity in which the author demonstrates simultaneous mastery of several variables at the sentence level, including the ability of content, spelling, and the formation of letters and structure of passing sentences, integrating information into paragraphs and text coherent.[10] In this activity, students have a difficult time with complex ideas if they try to think just in their minds. It means that practicing writing makes the students exercise their feelings in very complicated ways without writing after a paper. Therefore, writing skills are not only gathering ideas but also a complex process that can produce a coherent paragraph and text.

Moreover, The most important discovery in human history is writing. It provides a record of information, opinions, beliefs, feelings, arguments, explanations, theories, etc. Writing allows us to share communication not only with our contemporaries but also with future generations.[11] Therefore, it can be concluded that writing has a very important role in conveying accurate information.

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[10] Hanna Novariana Azizah Ni'ma Dan SumardiSumardi, "Reflective Journals As Self-Assessment To Promote Students' Writing Skill," 2020, 12.

[11] Nguyen Thanh Huy, "Problems Affecting Learning Writing Skill Of Grade 11 At Thong Linh High School" 3, No. 2 (2015): 17.

2. Components of Writing Skill

There are five components of writing; they are organization, content, grammar, mechanics, and vocabulary. The five components above are:[12]

a. Organization

It consists of an introduction, body, and conclusion. It's about how the writer makes a good relationship between the titles, introductory paragraph, and the topic, the body of the paragraph, generalization, and conclusion. It is about whether all of the components above are support each other and composed orderly by the writer or not.

b. Content

Content here is about the logical development of ideas. The ideas are concrete and thoroughly developed or not, whether the essay addressed the issue or not, is there any extraneous material present or not in the text.

c. Grammar

It's about all the rules-language applications used by the writer. For example, nativelike fluency English grammar, the correctness of using relative clauses, prepositions, modals, articles, verb forms, and tense sequencing, etc.

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[12] H Doughlas Brown, *Language Assessment: Principles and Classroom Practices.* (New York: Pearson Education, Inc, 2004) p. 244-245

d. Mechanics

It's about the punctuation, spelling, and all of the graphic conventions of the language.[13] It's about correctly using English writing conventions; all needed capitals, paragraph intended, using a comma, full-stop, etc.

e. Vocabulary

It's about style and quality of expression. How the writer uses precise vocabulary, parallel structures, word choosing, etc.

3. The Process of Writing Skill

In writing, a fewranges are wishedwhich will create appropriate writing. According to Harmer, writing process – this is process the ranges a creator is going via with a purpose to produce something in its very last creator form. The writing system has four elements: [14]

a. Planning

When planning, author must consider three essential issues. In the primary vicinity they have to recall the reason in their writing on account that this may impact (among different things) now no longer most effective the form of textual content they want to produce, however additionally the language they use, and the facts they select to include. Secondly, skilled writers think about the target market they're writing for, on account that it's going to impact now

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[13]Mohammad Ali Salmani Nodoushan, "Assessing Writing: A Review of the Main Trends," *Studies in English Language and Education* 1, no. 2 (1 Oktober 2014): 118, https://doi.org/10.24815/siele.v1i2.1831.

[14]Jeremy Harmer, *The Practice of English Language Teaching* [4th]ed, 2007. p. 4-6.

no longer most effective the form of the writing (how it's far laid out, how the paragraph are structured, etc). Thirdly, writers must considers the content material shape of the piece, this is how satisfactory to collect the fact, ideas, or arguments that they've determined to include.

b. Drafting

Draft is assumption that it is going to be modified later. As a result of the procedure of writing to editing, some of the designs may be generated at the manner of the very last version.

c. Editing (Reflecting and Revising)

Reflecting and revising are regularly helped with the aid of using different readers (or editors) who feedback and make suggestion. Another reader's response to a chunk of writing will assist the writer to make suitable revisions.

d. Final Version

The final version or final draft is the textual content that the writers have edited and revised. It can appearance from the preliminary plan and draft because it has been changed. After the final draft has done, then it is prepared to be shared to supposed audiences.

So, the process in writing wishes a few steps. It manner that after the scholars begin to write, they have to find out about the process in writing from the teacher.

4. Kinds of Writing Skill

There are four significant types of writing: expository, descriptive, persuasive, and narrative such as:

a. Descriptive Text

Descriptive text is a type of text used by the writer or speaker to describe the exacting article, individual, animal, location, or episode to the readers or listeners.[15] The recalculation process is carried out sequentially by itself, starting from naming, classifying, and handling attributes, behavior, functions, and so on so that readers or listeners can pay attention to what the author wrote as if they could immediately see it as long as they have eyes. Like other streams, the descriptive text also has it is structure or stages. The elements or diagram structures of descriptive text are called identification or general account and description. Identification to introduce and identify specific participants such as a person, an object, a place, an animal, or an episode. Description, on the other side, is structured to describe that member from its characteristics, appearances, qualities, and habits or behavior. About its linguistics features, state that descriptive text employs some linguistics features as summarized less:

1) Focus on detailed participants as the main character;

2) Use present tense as principal tenses;

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[15]EkoNoprianto, "Student's Descriptive Text Writing In SFL Perspectives," *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)* 2, no. 1 (26 November 2017): 65, https://doi.org/10.21093/ijeltal.v2i1.53.

Use linking verbs or relational processes recurrently (is, are, has, have, belongs to), categorize and illustrate appearance or characters and parts or functions of the contestant).

b. Persuasive text

Stevenson introduced the development of clear definition and quasi-definition. By the first term, he meant the aggressive approach of change the denotative meaning of a sensitive word to make it feasible to predicate it of an object which or else would not be incorporated in the addition of the term. The second term meant changing the term's emotional meaning, leaving impassive its denotative meaning. For example, I can persuasively redefine 'culture' as creativity, classifying in this fashion a creative but illiterate person as cultured.[16] Indifference, I can quasi-define 'blackguard' as meaning "the most interesting individual, who does not live within the fine limits of talent".

c. Expository text

Expository paragraph this type of paragraph explains impressive or provides teaching or giving information. It can also describe a process and take the person who reads step by step during a method. The writer focuses on presenting factual information and individual objective. Expository paragraphs in school books or lessons on the impression you get.

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[16]Fabrizio Macagno dan Douglas Walton, "Persuasive Definitions: Values, Meanings, and Implicit Disagreements,"*Informal Logic* 28, no. 3 (2 September 2008): 203, https://doi.org/ 10.22329/il.v28i3.594.

d.   Narrative text

Narrative paragraphs: These types of sections tell a story to the reader. It is often used to there description what a being does at a specific time. Something happens first, second, third, etc. It is the most accessible type of paragraph because it deals with literature or somen personal practice.

The narrative text has an organizational structure that includes orientation, complication, and resolution. Besides, narrative text itself has some textures: preposition, conjunction, adverb, adverbial phrase, adverb of time, noun phrase, tenses (past tense and past perfect tense), as well as direct and indirect speech.[17]

Writing skills are one of the skills that need to be in teaching English. However, says that writing is more complex than other skills (reading, listening, and speaking). Writing a narrative text is also not easy for the student. [18]English teachers need to find an alternative way to help the students improving their study skills.

5.   The Purpose of Writing Skills

The purpose of writing skills is so that readers can know, understand and understand the values in writing so that readers can think,

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[17]Nelia Fariani Siregar, "Increasing Students' Writing Skill Through Expository Structured Text /Paragraph" 3, No. 4 (2018): 10.

[18]Fenti Susilawati, "Teaching Writing Of Narrative Text Through Digital Comic," T.T., 9.

argue or do something related to the content of writing. According to Hugo Hartig in H. R. Tarigan's book, the purposes of writing are:[19]

This purpose is there is no aim at all the writer writes something because as just a duty, it is not her self-will.

a. Altruistic purpose

This purpose is to place the readers to bring the reader's sadness.

b. Persuasive purpose

This purpose is to make sure the readers of the truth of the ideal are shared.

c. Informational purpose

This purpose is to give information or explanation to the readers.

d. Self-expressive purpose

This purpose is to introduce or defined the author to the readers.

e. Creative purpose

It has a deep relation with self-expressive purpose, but it has "creative will". It is more than self-expressive and involving herself with the will to reach artistic norm ideal art, so it is purpose is to reach artistic value and art value.

f. Problem-solving purpose

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[19]RayendrianiFahmeiLubis, "Writing Narrative Text" 02, No. 01 (2014): 16.

The writer wants to solve the problem is found, the writer wants to explain, to clear, and to search the thoughts and ideas carefully to be understood and received by the reader.

6. **Writing Assessment**

According to O"Malley and Pierce writing assessment can be used most effectively with instruction when the criteria for scoring written products are clear to the students and when the students see an obvious relationship between what they have written and the scores they have received.[20] In this research the researcher using rubric assessing as the writing assessment. According to Jacob the rubric assessing of writing assessment as follows:[21]

Table 2.1
The Rubric Assessing of Writing Assessment

Aspect of Scoring Writing Ability	Score	Level	Criteria
Content	30-27	Excellent to very good	Through development of paragraph unity relevant to topic, topic sentence, concluding sentence
	26-22	Good to average	Limited development of paragraph unity mostly relevant to topic but lacks detail
	21-17	Fair to poor	Limited knowledge of paragraph inadequate development of topic
	16-13	Very poor	Does not show knowledge of paragraph not enough to evaluate

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[20] J.M O"Malley and L.V Pierce , Authentic Assessment for English Language Learners : Practical Approach for Teacher (Massachusetts : Addison Wesley Publishing Company) p. 115

[21] Sara Cushing Weigle, Assessing Writing. (New York: Cambridge University Press, 2002). p. 116

Aspect of Scoring Writing Ability	Score	Level	Criteria
Organization	20-18	Excellent to very good	Well organized clearly stated cohesive
	17-14	Good To average	Limited supported idea logical but incomplete sequencing
	13-10	Fair to poor	Non fluent ideas confused lack logical developing
	9-7	Very poor	Does not communicative not enough to evaluate
Vocabulary	20-18	Excellent to very good	Effective word usage word from mastery
	17-14	Good To average	Adequate range error of word form
	13-10	Fair to poor	Limited range frequent errors of word form
	9-7	Very poor	Essentially translation Little knowledge of English vocabulary Errors word form
Grammar	25-22	Excellent to very good	Effective complex construction word offer function articles pronouns and propositions
	21-18	Good To average	Effective but simple construction several errors agreement tense, articles pronouns and prepositions but meaning seldom obscured
	17-11	Fair to poor	Simple Frequent errors of tense, word function articles pronouns and preposition meaning confused
	10-5	Very poor	No mastery of constructions dominated by errors Does not communicate Not enough to evaluate
Mechanics	5	Excellent to very good	Mastery of conventions Few errors of spelling, puctuation and also capitalization
	4	Good To average	Occasional errors of sprlling, fuctuation/ capitalization meaning confused
	3	Fair to poor	Frequent errors of spelling, punctuantion, capitalization and paraphrasing meaning confused
	2	Very poor	No mastery of conventions dominated by errors not enough to evaluated

B. The Concept of Portfolio Assessment

1. Definition of Portfolio

The portfolio is a collection of data that is very helpful for teachers and students in learning to write. According to Paulson & Meyer the general definition proposed by some researchers is the purposeful collection of student work that exhibits the student's effort, progress, achievements, and reflection in one or more areas of the curriculum.[22]Moreover, it can be used helpful techers use it as an alternative evaluation, with the greates work and success of the students included: others use it to document and monitor the students' learning process while fostering students autonomy still, others use it for self-reflection.

Furthemore, according to Johnson defines is general, the portfolio is very helpful for students when they receive feedback while they are still working on the paper has been graded. Perfect writing can only possible if students with feedback obtained from teachers and or peers have control over the writing system, writing mechnisms (punctuation, capitalization, abbreviations, numbering, and spelling) and grammar for problem solving in effective writing process.[23]

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[22]J.E. Sharp, "Using Portfolios in the Classroom," dalam*Proceedings Frontiers in Education 1997 27th Annual Conference. Teaching and Learning in an Era of Change*,vol. 1 (Frontiers in Education 1997 27th Annual Conference. Teaching and Learning in an Era of Change, Pittsburgh, PA, USA: Stipes Publishing, 1997), 272–79, https://doi.org/10.1109/FIE.1997.644856.
[23]Behzad Nezakatgoo, "The Effects of Portfolio Assessment on Writing of EFL Students," *English Language Teaching* 4, no. 2 (1 Juni 2011): 231, https://doi.org/10.5539/elt.v4n2p231.

2. Definition of Portfolio Assessment

Portfolio assessment is a process or assessment standard that is determined by looking at learning outcomes and student progress records from time to time. Moreover, According to Mayer & Tusin, the concept of portfolio assessment is new. Portfolio that come from the artist's collection of their work and have long been used to demonstrate competence. Important to practice as an alternative and more authentic, has become a common alternative to traditional methods.[24] Based on the constructivist, whose theory is that learning should be constructed by the learners themselves, rather than given by teacher, the portfolio principle requires students to select evidence to show that relevant learning.

Moreover, definition is portofolio assessment student performance and curriculum outcomes related to attitudes and professionalism.[25] Various assessment tools such as tutor rating scales, peer ratings, and patient feedback can be included in the portfolio to provide evidence of the student's or trainee's performance.

3. Kinds of Portfolio Assessment

According to Danielson and Abrutyn, 3 types of portfolios can be used in classroom such as:[26]

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[24]Ahmad Sharifi dan Jaleh Hassaskhah, "The Role of Portfolio Assessment and Reflection on Process Writing," t.t., 33.

[25]Margery H. Davis dan Gominda G. Ponnamperuma, "Portfolio Assessment," *Journal of Veterinary Medical Education* 32, no. 3 (September 2005): 279–84, https://doi.org/10.3138/jvme.32.3.279.

[26]Rezqan Noor Farid, "The Significance of Portfolio Assessment in EFL Classroom," *Lentera: Jurnal Pendidikan* 13, no. 1 (4 Juni 2018), https://doi.org/10.33654/jpl.v13i2.346.

First, a portfolio can be in form of working portfolio which is containing students' work in progress as well as finished samples of students' work. The major purpose of a working portfolio is to be a saving bank for student work. Furthermore, the working portfolio may be used to diagnose student needs. The working portfolio is reviewed as a whole and by its pieces. It will be evaluated—either periodically or at the end of the learning unit. Students must reflect seriously on their work and what it demonstrates about them as learners. As students and their teachers look through the portfolio, they set shortterm objectives for achieving certain curriculum goals. The portfolio thus provides evidence of strengths and weaknesses and serves to define the next steps in learning.

The Second form of portfolio is Display, Showcase, or Best Works Portfolios. It is used to demonstrate the highest level of achievement attained by the student. Collecting items for this portfolio is a student's way of saying "Here's who I am. Here is what I can do." There are many possibilities for the contents of a display portfolio. Students should choose types of items put in their portfolio of best works—a drawing they like, a poem they have written, a list of books they have read, or a difficult problem they have solved. Their choices define them as students and as learners. In making their selections, students illustrate what they believe to be important about their learning, what they value and want to show to others.

The third is Assessment Portfolio. Primary function of an assessment portfolio is to document what a student has learned. The primary purpose of an assessment portfolio is to document student learning on specific curriculum outcomes. The items in the portfolio should be designed to elicit the knowledge and skill specified in the outcomes. Assessment portfolios may be used to demonstrate mastery in any curricular area. They may span any period of time, from one unit to the entire year. And they may be dedicated to one subject or many subjects.

4. **The Implementing of Portfolio Assessment**

There are several steps must be done by teacher. According to Birgin & Tray three steps in applying a Portfolio Assessment, as follow:[27]

a. Determine portfolio objectives,

b. Evidence for inclusion in the portfolio, and

c. Portfolio criteria

Following the three steps in developing a portfolio assessment above . According Brown has proposed more steps in developing portfolio assessment.These steps are:

a. Determine portfolio objectives,

b. Consider the evidence for inclusio in the portfolio,

c. Communicating the assessment criteria,

d. Determine the time for portfolio development,

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[27]Zuhri Efendi, Bustami Usman, Dan Asnawi Muslem, "Implementation Of Portfolio Assessment In Teaching English Writing," 2017, 12.

e. Determine the schedule to determine and conference,

f. Decide where to keep the portfolio,

g. Provide positive feedback, and

h. Final Assessment.

5. The Advantages and Disavantages of Portfolio Assessment

Advantages and disadvantages This comparative study revealed advantages and disadvantages of applying these types of portfolios in the assessment of student activity. [28]According to Banta: "Like any other approach to assessment, portfolios have drawbacks as well as strengths. Above all, they require time. It stands to reason that an assessment method which is comprehensive, and permits a look not just at a student's current levels of knowledge and skill but also at the ways in which learning has developed over time, would require extra effort to plan and to evaluate".

Furthemore, the advantages of using individual and collective portfolios include: flexibility, increase motivation of students to engage in evaluation, creativity development and critical thinking. Individual portfolio is a comprehensive assessment tool that includes multiple elements of student's works. The students can develop capacity of objective self-assessment and they can manifest independency and originality in preparing materials which are representing them. Portfolio develops ability to transfer knowledge in real life.

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[28]Ioana Romanchukov dan Roman Raoul, "The Implementation of Different Types of Portfolio in the Assessment of Student's Knowledge and Performance," 2016, 807–15, https://doi.org/10.15405/epsbs.2016.09.102.

The disadvantages observed when using this evaluation method are: time-consuming, difficulty in evaluation, difficulty to measuring creativity. When students had elaborated their portfolio it was observed differences in opinion between students who made part from the same group.

C. Theoretical Framework and Paradigm

1. Theoretical Framework

They are the two variables in this research. That is the independent variable (X) and dependent (Y). The independent variable (X) is Portfolio Assessment and the variable (Y) is writing skills. Writing is a complex subject that cannot be mastered instantly. In writing, students can make a well-written text by compiling some thoughts. Students must generate ideas, consider appropriate grammatical structures, and so on. Remember, many students face various problems when they are going to write. Some of these problems include they are confused about what ideas should be improved, confused with some foreign vocabulary, do not know what grammatical structure to put, do not know the structure of the text they will write, and many more. again. In addition, the teacher has not provided adequate knowledge, sufficient material encouragement, and the right strategy when asking students to start writing. Thus, it can be a source of problems faced by students in writing texts.

Considering that, many researchers have conducted several types of research to find out which one is the most effective in learning to write.

However, there is no assessment of which writes are the most effective because they have their strengths and weaknesses. Furthermore, a teacher also creates a comfortable atmosphere and provides appropriate assessments to increase student motivation and achievement. Considering the statement above, the writer decided to use the method portfolio assessment as an assessment of writing skills. Portfolio assessment is considered to be an effective way to influence students' writing skills because it can improve student achievement to be more active in the learning process.

2. **Paradigm**

Based on the theoritical framework above the researcher describes the paradigm as follow:

Figure 2.1
The Influence of Portfolio Assessment on Students' Writing
Skills of The Eleventh Graders at SMK Muhammadiyah 2 Metro

| Portfolio Assessment | → | Students writing English | Pre- test / Post-test | High / Avrage / Low | Hypothesis |
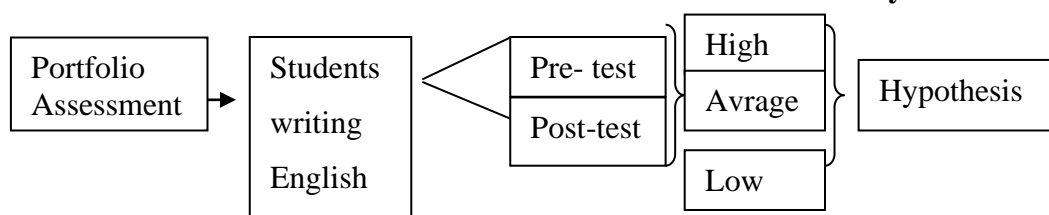
Source: Paradigm of the research

Based on the above paradigm, the authors conclude that, The Influence of Portfolio Assessment is effective or not with the comparison between post-test and pre-test assessment. In other words, whether the comprehension is high, medium, or low. If the students' scores in writing English tests are high, the scores on the ability to write English texts are high. If the students' ability to write English text is moderate, then the

value of his English writing ability in te text is average. Finally, if the level of students' writing English text is low, the student's ability tp write English text is low.

D. Hypothesis

1. Hypothesis Formulation

The hypothesis of this research:

a. Null Hypothesis (Ho): There is no positive and significant influence of portfolio assessment on the writing skills of the eleventh graders at SMK Muhammadiyah 2 Metro academic year 2021/2022.

b. Alternative hypothesis (Ha) : There is a positive and significant influence of portfolio assessment on the writing skills of of the eleventh graders at SMK Muhammadiyah 2 Metro academic year 2021/2022.

2. Statistical Hypothesis

Statistical Hypothesis is an assumption about a population parementer. Related to this research the Statistical Hypothesis is:

If Fo > Ft, Ho is rejected and Ha is accepted

If Fo < Ft, Ho is accepted and Ha is rejected

CHAPTER III

RESEARCH METHOD

A. Research Design

The researcher focuses on the influence of students in applying method portfolio assessment to writing skills. In this case, the researcher will consider the importance of portfolio assessment especially for writing skills to be explored. The researcher will decide to use quantitative research for the Influence of Portfolio Assessment on The Writing Skill at SMK Muhammadiyah 2 Metro.

This type of research is quantitative research. In this study, the method used was experimental research. There are some features of experimental research, one of then state by Louis Cohen and Lawrence Menion, "The essential feature of experimental research is that investigators deliberately control and manipulated the conditions which determine the evens in which they are interested.[29]There are many kinds of experimental such as pre-experimental, true-experimental, and quasi-experimental. This research used pre-experimental. This research was conducted as students on eleventh graders at SMK Muhammadiyah 2 Metro.

The researcher can determine which class will be the experimental class and controlled class. There will be a different treatment between the experimental class and the controlled class. In experimental class, students will treat by certain treatment, by applying the Portfolio Assessment method

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[29]Louis Cohen, Lawrence Manion, dan Keith Morrison, *Research Methods in Education*, 6th ed (London ; New York: Routledge, 2007).

to students' writing skills. Furthermore, in controlled classes students think without using Portfolio Assessment method.

However, the pre-test and post-test can determine whether the Influence of portfolio assessment on the pre-test and post-test can influence the assessment of students' writing skills and students' information. Thus, post-test and pre-test were carried out to determine the proggress before and after treatment.

B. The OperationalDefinition of Variables

Operational definition is the definition which based on characteristic of the thing that will be defined, and it can be observed or measured. Meanwhile, a variable can be defined as an attribute of a person or of an object which 'varies' from person to person or from object to object.[30] Variable is a costruct or a characteristics that can take on different.[31] There are two variables in this research, consisting of Portfolio Assessmement method and students' writing skills. Based on the meaning of each of the variables above, the definition of operational variables is as follows:

1. The Independent Variable (X)

The independent variable (X) is the varable that the experiment expect to influence the others.[32] An independent variable is attributes or characterictics that influence or affect an outcome or dependent variable.

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[30]Evelyn Hatch and HesseinFarhady, *Research Design and Statistic for Applied Linguistics* (Los Angeles: Rahnama Publications, 1981).p.12.

[31]*Ibid.*

[32] David Nunan, *Research Methods in Language Learning*, (USA: Cambridge University Press, 1992), p. 25.

To measure the independent variable using a likert scale questionnaire. The researcher tested the students by asking several questions.

Some indicators indicate the students can master portfolio assessment method are as follows:

a. The students can collect a variety of evidence for academic or non-academic learning outcomes.

b. The students can see the weaknesses and strengths of learning in school.

2. The Dependent Variable (Y)

Dependent variable (Y) is variable upon which the independent variable is acting.[33]A dependent variables is an attribute or characteristic that depends or is influenced by the independent variable. The dependent variable in this research the students' writing skills, namely the students' skills to write be used to measure students' writing skills after and before being given Portfolio Assessment treatment as a learning process method.

Based on the explanation above that is an indicator of a good category in writing skills are:

a. The students can use correct grammar in writing English text.

b. The students can use correct content in writing English text.

c. The students can use correct organization in writing English text.

d. The students can use correct vocabulary in writing English text.

e. The students can use the correct mechanic in writing English text.

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[33]*Ibid*

C. Population, Sample, and Sample Techniques

1. Population

According to Encyclopedia of Educational Evaluation, as cited by Arikunto, a population is a set (or collection) of all elements possessing one more attribute of interest. The population is all the things that will be used for research, such as items or all people used for research. The population is all members of the research subject who have similar characteristics. The number of members of the population is very large to infinity and can also be "relatively" not many, can be counted in number and cannot or are mutually counted, can be identified entirely, and can only be partially recognized. In this resrarch what is meant by the population is the entire subject of the research , namely students of Eleventh Graders at SMK Muhammadiyah 2 Metro totaling 480 students.

2. Sample

The sample is part of the number and characteristics possessed by the population. [34] The sample is to select part of the population to be measured in the study. The population is large and does not allow researchers to determine samples in the population, for example, the energy and time of researchers to conduct research, so researchers can use samples that have been taken from a large number of people to conduct research. In order for the research results to be generalized to the population, the samples taken must be representative. That is, the sample must reflect and represent the state of the population. Requirements for the

[34]Sugiyono, Metode Penelitian Pendidikan, (Bandung:Alfabeta, 2013), p.117

representativeness of a sample are determined by several things, and the main thing is that the sample members are taken randomly and the number of members is sufficient so that it can be tolerated. From the statement above, the researcher used a sample of eleventh graders TKJ 3 as a sample of the control class consisting of 29 students and the eleventh graders TKJ 2 as a sample of the experimental class consisting of 28 students.

3. Sampling Technique

The sampling technique is influence by the needs and objectives of the study. To find out the sample of the research, the researcher uses the sampling technique for this research. The researcher in conducting this research uses a purposive random sampling technique because the use of this sample is the abilities of eleventh graders TKJ students are same and equal. Sampling is done randomly in the population members who will be sample.[35]

D. Data Collection Method

The researcher formulates the collecting data as follows:

1. Test

Anderson explained that instrument includes test, observation schedules and any other tool used to collect data.[36] The researcher formulates the collecting data as follows:

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[35] Zina O'leary, *The Essential Guide To Doing Research* (London: Sage Publications, 2004), 107

[36] Gary Anderson, *Fundamentals of Educational Research*, 2nd Edition (USA: Falmer Press Place, 2005).p.94.

a. Pre-test

The researcher gives assignments in the pre-test to know their basic knowledge. In this pre-test, the students have to write in English. The researcher gave the students 60 minutes to do the test.

b. Post-test

The post-test was held to find out students' writingability after applying the portfolio assessment treatment method to writing skills. The post-test was carried out after treatment, tofind out whether portfolio assessment has an influence or not, the researcher gave a test to write a narrative text based onideas in 60 minutes.

2. Questionnaire

A questionnaire is a technique data collection is done by giving a set of data questions or statements to be given to respondents to answer."[37]The questionnaire in this research the results worked for provide information to readers related to answers from respondents, and the use of this questionnaire to obtain data about use of Portfolio Assessment. Data collected in This research is related to the influence of Portfolio Assessment on writing skills. The type of questionnaire used in this research is a questionnaire direct method, which is in the form of a likert scale. A likert scale is a psychometric scale that has multiple categories from which respondents choose to indicate their opinions, attitudes, or feelings about a particular issue. Some advantages of likert-scale

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[37]Sugiyono, Metode Penelitian Kuantitatif, Kualitatif,dan R&D (Bandung: Alfabet, 2015), h. 142

questionnaires are that (a) data can be gathered relatively quickly from large numbers of respondents, (b) they can provide highly reliable person ability estimates, (c) the validity of the interpretations made from the data they provide can be established through a variety of means, and (d) the data they provide can be profitably compared, contrasted, and combined with qualitative data-gathering techniques, such as open-ended questions, participant observation, and interviews.[38]

Furthermore, in this case, the researcher provides several alternative answers to respondents to the questions asked; and so on the respondent chooses an alternative answer that is in accordance with knowledge by putting a checklist (√) on alternative the answer. The instrument uses a likert scale with the gradation of answers always, very often, often, sometimes, no once.

Table 3.1
Alternative Answers and Questionnaire Scores (Questionnaire)

Description	Score
Strongly agree	5
Agree	4
Uncertain	3
Do not agree	2
Strongly disagree	1

3. **Documentation**

Documentation as the method which is use to get information from written language or documents.[39] The researcher use this method to support

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[38]Tomoko Nemoto dan David Beglar, "Developing Likert-Scale Questionnaires," t.t., 8.
[39]Zina O`leary, *The Essential Guide*.,p.177.

and to get detailed information from the data from observation such as the data of English teachers at SMK 2 Muhammadiyah 2 Metro.

E. Research Instrument

An instrument is a mechanism for measuring phenomena, which is used to gather and record information for assessment, decision making, and ultimately understanding.[40]Thus, a research instrument is a helping tool of method in collecting data. The research instrument that used in this research is below:

1. Instrument Blueprint

a. The instrument that will be used in the observation method is the observation guide, as follows:

1) Observation of the establishment of SMK Muhammadiyah 2 Metro.

2) Observation of the sketch of the location of SMK Muhammadiyah 2 Metro.

3) Observation of buildings at SMK Muhammadiyah 2 Metro.

b. The instrument to be used in the documentation method is the documentation guideline, as follows:

1) Documentation of teachers and officials at SMK Muhammadiyah 2 Metro.

2) Documentation of students of SMK Muhammadiyah 2 Metro

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[40]David Colton and Robert W. Covert, *Designing and Constructing Instruments for Social Research and Evaluation* (San Fransisco: Jossey-Bass, 2007).p26.

3) Documentation of the organizational structure of SMK Muhammadiyah 2 Metro.

c. The instruments used were written tests and questionnaires to measure students' writing skills and the influence of student assessment. There are two kinds of tests, namely pre-test and post-test.

Table 3.2
The Research Instrument (Writing Skill)

Test Objective	Writing Aspect	Indicators	Instrument
To investigate students' writing skill in making narrative text.	1. Idea/Content 2. Organization 3. Vocabulary 4. Grammar 5. Mechanic[41]	1. Students are able to create the substance of writing skill in narrative text, the experience of the main idea (unity). 2. Students are able to write logical. Organization of the content (coherence) and the correct generic structure of the narrative text. 3. Students are able to select the words that are suitable with content in narrative text. 4. Students are able to use the correct grammatical and syntactic pattern in narrative text. 5. Students are able to use the mechanics of language.	Write a narrative text based on the topic. Your text should consist of three paragraphs (orientation, events, and resolution) in one paragragraph of narrative text contains of five sentences. Your text will be evaluated based on five elements of writing, such as: Idea/content, organization, vocabulary, grammar, and mechanics.

The data in this research are writing skills in English. To get the data, the researcher used a written test instrument. The written test consists

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[41]H Doughlas Brown, *Language Assessment :Principle and Classroom Practices.*(New York:Person Education,Inc, 2004)p.244-245

of two types, pre-test, and post-test. Tests are several questions or other tools used to measure student performance, intelligence, abilities, or talents possessed by individual groups. The researcher then gave a written test to measure the students' performance in English writing skills using the portfolio assessment method. The pre-test was used to get a score before the treatment was carried out.

F. Data Analysis Technique

This study researcher used a simple statistical formula to compare the results pre-test and post-test of students who conducted the survey. The data will be analyzed using t-test of students who conducted the survey. In The data will be analyzed using t-test formula to know the significant and treatment influence. The t-test formula as follows:[42]

$$t = \frac{M_{1+M_2}}{\sqrt{\frac{SS_1+SS_2}{n_1+n_2-2}\left(\frac{1}{n_1}+\frac{1}{n_2}\right)}}$$

Note:

M: The mean score of each group

SS: Sum of square of each group

N: Subject in the sample of each group

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[42] Nuryadi et al., *Dasar-dasar Statistik Penelitian* (Yogyakarta: Sibuku Media, 2017), 108.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. Description of Research Location

The general description that assessed is as the complementary data. It is subjectively concerned in condition of school namely history of school, geographical of school, building condition of school, and structure of organizational school.

a. The History of SMK Muhammadiyah 2 Metro

SMK Muhammadiyah 2 Metro is located at Jl. Khaibras II no. 12 Ganjarasri 14/IV Metro Barat, Ganjarasri, District. West Mero, Metro City, Province Lampung Postal Code:34114. It is link maps at SMK Muhammadiyah 2 Metro: https://maps.app.goo.gl/uYBB4UM7jy5 W1VfB7. This scholl was founded in 1991. Now the principal is Julitri Maria,S.Pd.,M.Pd.

b. Vision and Mission of SMK Muhammadiyah 2 Metro

1) Vision

"Exemplary in IMTAQ and achievement in science and technology".

2) Mission

a) Become SMK Muhammadiyah 2 Metro as:

(1) Bilhal Islamic da'wah in the fields of Management, Knowledge, and Technology.

(2) Muhammadiyah and community assets in the development and development of human resources.

(3) Assets of the industrial business world in economic empowermentand business development.

b) Making education as a professional who:

(1) Legal Awareness.

(2) Responsible, honest, disciplined and have a good work ethic.

2. Description of Research Data

a. The Result of Pre-Test Score (Experimental Class)

The measurement of the writing skills of the eleventh grade research students used a pre-test before being given treatment. This study conducted a pre-test at the first meeting of this study to determine the students' initial knowledge about writing skills before being given treatment. The pre-test used in this research was in the form of essay writing.

The test was followed by 28 students. The highest score was 79 and the lowest score was 28 with the total score of 1550. The total interval class total of this results of the pre-test 6. It can be seen in the table below:

Table 4.1
The Result of Pre-Test (Experimental Class)

No.	Interval Class	Fi	Precentage	Mean	Median	Mode
1	73-81	6	21,4%			77.9
2	64-72	2	7,1%			
3	55-63	6	21,4%	55.14	54.5	61.7
4	46-54	5	18,0%			
5	37-45	6	21,4%			38.75
6	28-36	3	10,7%			

If the data was put into graphic, it can be seen as follow:

Figure 4.1
The Result of Pre-test Score
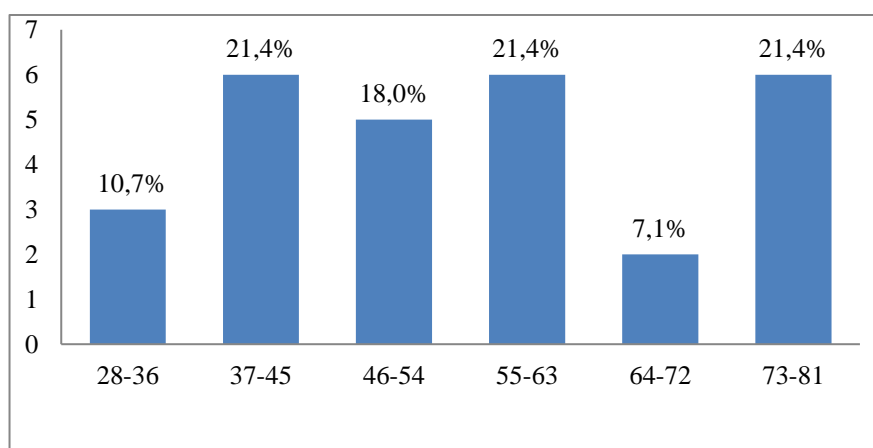
Furthermore, based on the table and graphic above, it can be concluded that 28 students as the sample of the research can be devided into six categories. First, the number of the students got score 28-36 that was 3 students or 10,7%. Therefore, the number of the students that got score 37-45 that was 6 students or 21,4%. Then, the number of the students that gort score 46-54 that was 5 students or 18,0%. Next, the number of the students got score 55-63 was 6 students or 21,4%. The number of the students got score 64-72 that was 2 students's or 7,1%.

The last, the number of the students got score 73-81 that was 6 students or 21,4%. Moreover, the mean of the pre-test in the experimental was 55.14, the median was 54.5 and the mode was 77.9, 61.7, 38.75.

b. The Result of Post-Test Score (Experimental Class)

After analyzing the weakness and understanding of students' ability on writing skills, the researcher conducted the treatment. Given the treatment, they have a good understanding of writing skills. They can analyze the feedback from Assessment Portfolio and then can practice their writing good criteria.

Furthermore, the researcher gave the post-test to know the students' result narrative text on writing after treatment. The test was followed by 28 students. They highest score was 98 and the lowest score was 50 with total score 2371. The total of interval class of this result post-test was 7. It can be seen on the table of below:

Table 4.2
The Result of Post-Test Score (Experimental Class)

No	Interval Class	Fi	Precentage	Mean	Median	Mode
1	97-100	2	7,2%			
2	89-96	8	28,6%			
3	81-88	14	50%			
4	73-80	3	10,7%	85.8	82.8	83.32
5	65-72	0	0%			
6	57-64	0	0%			
7	49-56	1	3,5%			

If the data was put into graphic, it can be seen as follow:

Figure 4.2
The Result of Post Test Score
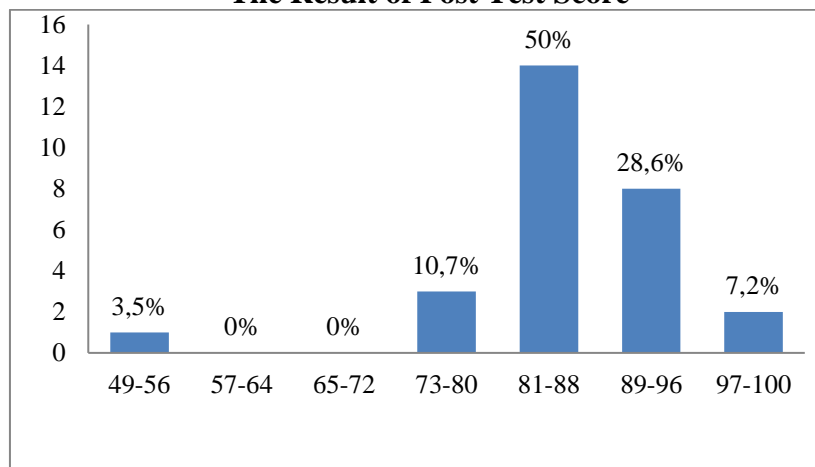
Furthermore, based on the table and graphic above. Researchers want to present class interval data, which means that in the assessment process, students have several levels, it is concluded that 28 students as the research sample can be divided into seven levels. First, the number of students got score 49-56 was 1 students or 3,5%. Then, the number of students got score 57-64 was 0 students or 0%. Next, the number of students got score 65-72 was 0 students or 0%. Therefore, the number of students got score 73-80 was 3 students or 10,7%. The number of students got score 81-88 was 14 students or 50%, Then, the number of students got score 89-96 was 8 students or 28,6%. The last, the number of students got score 97-100 was 2 students or 7,2%. Moreover, the mean of the pre-test in the experimental was 85.8, the median was 82.8 and the mode was 83.32.

c. **The Result of Pre-Test Score (Control Class)**

The pre-test was administered in the firs meeting, and the researcher administered a pre-test to determine the previous students' writing skills. The test was followe by 29 students. The highest score was 75 and the lowest score was 22 with the total score 1512. The total of interval class of pre-test was 7. It can be seen on the table below:

Table 4.3
The Result of Pre-Test Score (Control Class)

No	Interval class	Fi	Precentage	Mean	Median	Mode
1	73-81	2	7,0%			
2	64-72	4	13,8%			
3	55-63	4	13,8%	47.51	53.6	29.75
4	46-54	5	17,2%			
5	37-45	5	17,2%			
6	28-36	6	20,7%			
7	19-27	3	10,3%			

If the data wa put into graphic, it can be seen as follow:

Figure 4.3
The Result of Pre-Test Score
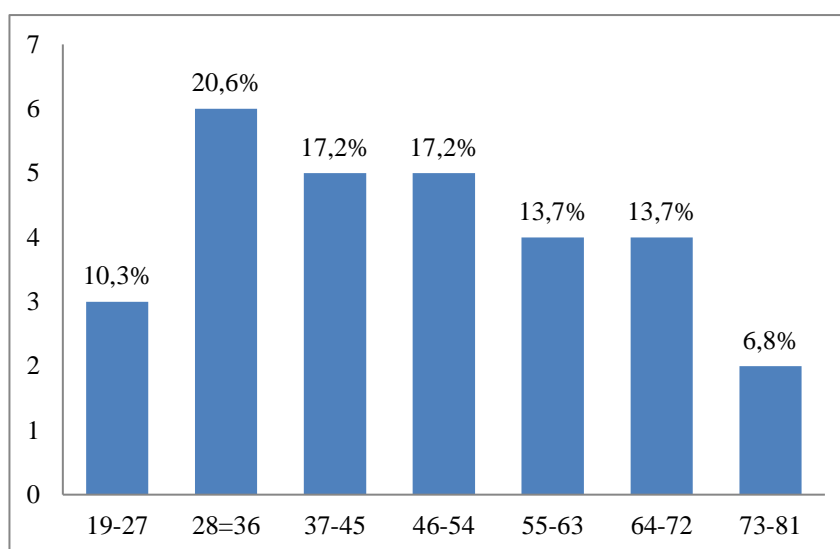
Furthermore, based on the table and graphic above. Researchers want to present class interval data, which means that in the assessment process, students have several levels, it is concluded that 29 students as the research sample can be divided into seven levels. First, the number of students got score 19-27 was 3 student or 10,3%. Then, the number of students got score 28-36 was 6 student or 20,7%. Next, the number of students got score 37-45 was 5 student or 17,2%. Therefore, the number of students got score 46-54 was 5 students or 17,2%. The number of students got score55-63 was 4 students or 13,8%. Then, the number of students got score 64-72 was 4 students or 13,8%. The last, the number of students got score 73-81was 2 students or 6,8%. Futhermore, the mean of the pre-test in the experimental was 47.51, the median was 53.6 and the mode was 29.75.

d. **The Result of Post-Test Score (Control Class)**

The test was followed by 29 students. The higest score was 97 and the lowest score was 50 with the total score 1694. The total of interval class of this result post-test was 7. It can be seen on the table below:

Table 4.4
The Result Table of Post-Test Score (Control Class)

No	Interval class	Fi	Presentage	Mean	Median	Mode
1	97-100	1	3,5%			
2	89-96	0	0%			
3	81-88	0	0%	61.27	48.77	51.28
4	73-80	1	3,5%			
5	65-72	5	17,2%			
6	57-64	7	24,1%			
7	49-56	15	51,7%			

If the data was put into grapich, it can be seen as follow:

Figure 4.4
The Result Post-Test Score
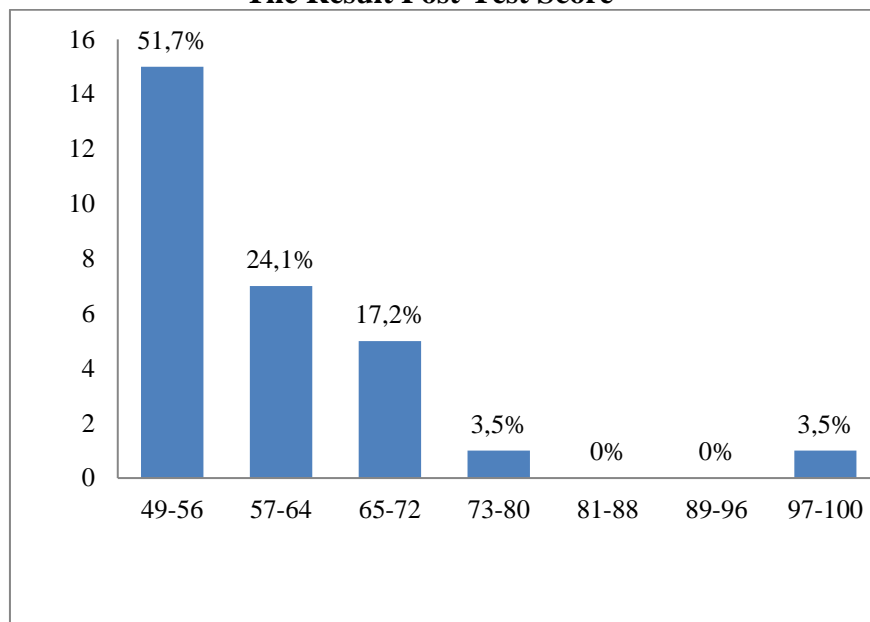
Furthermore, based on the table and graphic above. Researchers want to present class interval data, which means that in the assessment process, students have several levels, it is concluded that 29 students as the research sample can be divided into seven levels. First, the number of students got49-56 was 15 students or 51,7%. Then, the number of students got score 57-64 was 7 student or 24,1%. Next, the number of students got score 65-72 was 5 student or 17,2%. Therefore, the number of students got score 73-80 was 1 students or 3,5%. The number of students got score 81-88 was 0 students or 13,8%. Then, the number of students got score 64-72 was 4 students or 0%. The last, the number of students got score 97-100 was 1 students or 3,5%. Futhermore, the

mean of the pre-test in the experimental was 61,27, the median was

48.77 ,and the mode was 51.28.

B. Hypothesis Testing

After applying the documentation and testing the strategy, the researcher

analyzed the data by using analysis t-test in order to prove whether there was

any positive and significant influence of Portfolio Assessment on writing skill

of the eleventh graders at SMK Muhammadiyah 2 Metro, as follow:

(Ho) is rejected, if there is no any positive and significant influence of

Portfolio Assessment on the writing skill of the eleventh graders at SMK

Muhammadiyah 2 Metro.

(Ha)   is accepted, if there is any positive and significant influence of Portfolio

Assessment on writing skill of the eleventh graders at SMK

Muhammadiyah 2 Metro.

1. The Result of Normality Test

Normality test is a test which doing to determine the data that normal

distribution. Statistic test that used to this test is chi-square. These are

hypotheses as following:

Ho: data comes from does not a normally population.

Ha: data comes from a normally distributed population.

Based on the test of normality with chi-square, in the experimental

class $\chi^2_{hitung} = $ -232,514 and, $\chi^2_{table}=13,2$. Then, in the control class $\chi^2_{hitung}= $ -

2910889,34 and $\chi^2_{table}=13,2$.

Ha is rejected if $\chi^2_{hitung} \geq \chi^2_{table}$

Ha is accepted if $\chi^2_{hitung} < \chi^2_{table}$

Finally, the data confirm that $\chi^2_{hitung} < \chi^2_{table}$ in sig $\alpha= 0,01$ with the significant $-232,514 < 13,2$ and $-2910889,34 < 13,2$. Thus, the data is normal.

2. The Result of Homogeneity Test

The Homogeneity Test is the performed to determine two or more of the data samples that comes from the population have variants the same (homogeny). The researcher tested the homogeneity test after got the score of students in the control class and experimental class. The researcher use Fisher.

Ho: data homogenous

Ha: data does not homogeneous

Based on the test of homogencity with fisher, $F_{hitung}=0,528$ and $F_{table}= 1,364$.

Ho is rejected if $F_{hitung} \geq F_{table}$

Ha is accepted if $F_{hitung} < F_{table}$

Finally, the data confirm that if $F_{hitung} < F_{table}$ with the significant $0,528 < 1,364$. So, the data is homogenous.

3. Putting The Data Into The Formula of t-test

In order to proved whether there is any difference between the experimental class and control class of the eleventh graders at SMK

Muhammadiyah 2 Metro the researcher use t-test formula. Futhermore, the researcher counted by using t-test formula as follows:

$M_{1=}84,67$ $SS_1 = 2090,11$

$M_2= 58,34$ $SS_2 = 7751,55$

$N_1=28$ $N_2=29$

$$t=\frac{M_1-M_2}{\sqrt{\frac{SS_1+SS_2}{n_1-n_2-2}\left(\frac{1}{28}+\frac{1}{29}\right)}} = \frac{84,67-58,34}{\sqrt{\frac{2090,11+7751,55}{28+29-2}\left(\frac{1}{28}+\frac{1}{29}\right)}}$$

$$=\frac{26,33}{\sqrt{\frac{9841,66}{55}(0,06)}}$$

$$=\frac{26,33}{\sqrt{10,736}}= \mathbf{8,22}$$

Therefore, $t_{observation}$ is 8,22 as the result of the counting by using t-test formula above to know the critical value of t-test (t_{table}) the researcher firstly counted *df*. *Df* is degree of freedom.

Therefore formulation of *df* $=N_x +N_y$

    df$= N_x +N_y-2$

     $=28 + 29-2$

   df$= 55$

After considering the t test table by using *df* 55 in the table.

Table 4.5
Critical Value of t_{table}

Df	5%	1%
55	1,673	2,396

To *df* 55 with *df* 5% is 1,673 and 1% is 2,396. Then, the data confirmed that to 8,22 > t-table 1,673. Because, t-observation is bigger than t-table both *df* 5%= 1,673 and 1% 2,396.

After the statement above were formulated th researcher consulted t-observation to t-table as follows:

If t-observation > t-table , Ho is rejected Ha is accepted.

If t-observation < t-table, Ho is accepted and Ha is rejected.

Finally, the data confirm that t-observation is > t-table in 5% and 1% with the significant 1,673<8,22>2,396. Therefore it can be inferred that Ha is accepted and Ho is rejected. It means that there is any positive and significant influence of Portfolio Assessment on writing skill of the eleventh graders at SMK Muhammadiyah 2 Metro in the academic year of 2021/ 2022.

4. **Description Results of The Likert Scale Research**

The description of the research results refers to statements that include the Influence of Portfolio Assessment on students' writing skills. in collecting data from the first researcher's statement, the researcher used essay text and the Likert scale. Therefore, the instruments used are essay text and the Likert scale.

5. **Data Analysis Based on the Sheet Likert Scale**

The results of the Likert scale sheet data Influence the portfolio assessment of the skills presented in the Appendix 16, the data analysis is presented in the following :

Table 4.6
The Likert Scale of Portfolio Assessment of the Eleventh Graders at
SMK Muhammadiyah 2 Metro

Statements	ST		S		RG		TS		STS		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Portfolio assessment can collect document results during the teaching and learning process.	12	42,9	15	53,5	1	3,6	-	-	-	-	28	100
Portfolio assessment can determine progress during the learning process.	9	32,1	17	60,8	2	7,1	-	-	-	-	28	100
Portfolio assessment can identify the strengths and weaknesses of each student subject.	8	28,6	18	64,3	2	7,1	-	-	-	-	28	100
Portfolio assessment caneasier for teachers to give certain assessments to students.	8	28,6	10	35,7	10	35,7	-	-	-	-	28	100
Portfolio assessment is easy for teachers to provide feedback to students.	7	25	12	42,9	9	32,1	-	-	-	-	28	100
Portfolio assessment can be easier for students to provide assessment information to parents.	13	46,5	11	39,2	2	7,1	1	3,6	1	3,6	28	100
Total	**57**		**83**		**26**		**1**		**1**		**168**	

Source : The Likert Scale treatment (Experimental class)

The table shows that the frequency of students filling out scale sheets such as the Influence of Portfolio Assessment on writing skills was found by 28 students and most of the eleventh-grade students at SMK Muhammadiyah 2 Metro where the class was an experimental class choosing "Strongly Agree" with a proportion of 83.0%. Thus, it can be said that the researcher succeeded in the Influence of Portfolio Assessment on the writing skills of the eleventh graders at SMK Muhammadiyah 2 Metro.

C. Discussion

The use of the Portfolio Assessment method in teaching writing is very influential for students. This is evidenced in the results of research that has been carried out by researchers. Positive and significant influence for student's ininfluence the writing skills of eleventh-gradersat SMK Muhammadiyah 2 Metro.The first result, students can collect the documents given by the teacher. Second, students can find out progress during the learning process such as the strengths and weaknesses of students in narrative text writing skills. The last one makes it easier for teachers to provide assessments, feedback to students and also information to parents.

Moreover, they are in line with the previous research. First, students can collect documents given by the teacher. The results of this study can be correlated with other researchers, namely by Alam & Akhtar, who have found that portfolios can help students improve their writing skills and save the first draft in future writing samples.[43]

Furthermore, the students can find out the progress during the learning process such as students' strengths and weaknesses in writing narrative text skills. The results of this study support what other researchers have observed, namely showing that Gencel research on portfolios has a positive effect on

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[43]Md. Jahangir AlamdanTahminaAktar, "Assessment Challenges & Impact of Formative Portfolio Assessment (FPA) on EFL Learners' Writing Performance: A Case Study on the Preparatory English Language Course," *English Language Teaching* 12, no. 7 (22 Juni 2019): 161, https://doi.org/10.5539/elt.v12n7p161.

metacognitive skills and staff attitudes towards courses.[44]It can be assumed that portfolio assessment is effectively used in teaching writing

In the last result of this research is facilitating the teacher in giving feedback easly. The results of this study can be correlated with other researchers, namely by Revista who have found that this study most of the students involved in this study acknowledged that using Portfolio Assessment as an assessment tool boosted their learning because this learning tool supports reflection on self-study as well as revision for final exams.[45]

Thus, it can be assumed and can be correlated with other researchers, that this research The Influence of Portfolio Assessment is effectively used in the writing skills of the eleventh graders at SMK Muhammadiyah 2 Metro in the academic years in 2021/2022.

D. Limitation

This research was conducted of the eleventh graders at SMK Muhammadiyah 2 Metro, class TKJ 3 as the experimental class, and class TKJ 2 as the control class. About the influence of Portfolio Assessment on writing skills. Thus, the results of this study are only limited to that class and this study cannot be generalized. If this research is conducted in different places, subjects, times, and years of study, it is posible that the results of the research will be different.

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[44]"The Effect of Portfolio Assessments on Metacognitive Skills and Attitudes toward a Course,"*Educational Sciences: Theory & Practice*, 2017, https://doi.org/10.12738/estp. 2017.1.0378.
[45]"Revista Alicantina de Estudios Ingleses 21 (2008): 0-0," t.t., 15.

BAB V

CONCLUSION AND SUGGESTION

A. Conclusion

In this research, the author discusses the Influence of Portfolio Assessment on the writing skills of the eleventh graders at SMK Muhammadiyah 2 Metro. In fact, based on previous observations, quite a lot of students did not know the influence of Portfolio Assessment on writing skills. the results of the study show that this research is to know whether any positive and significant influence of Portfolio Assessment on writing skills of the eleventh graders at SMK Muhammadiyah 2 Metro. This research is quantitative research conducted on the eleventh graders at SMK Muhammadiyah 2 Metro with a sample of 57 students. This research was using two types of variable, variable independent and dependent. Variable independent is Portfolio Assessment as a method and the dependent variable is students' writing skills, the technique sampling used the perposive random sampling technique.

The research instrument used in this study were essay test and likert scale questionnaires. To determine the influence of the Portfolio Assessment . The researcher used pre-test and post test questions to conduct the researcher. Pre-test questions were given before the research and post-test questions were given after the research was conducted.

Based on the results of the research, the researcher can conclude that the Portfolio Assessment has a positive and significant influence , so that the Portfolio Assessment, on the writing skills of the eleventh graders at SMK Muhammadiyah 2 Metro. It can be used as an Assessment in learning students' writing skills and can help students to improve and inform their assessment of narrative text writing skills. This can be seen from the results of the critical value "t-$_{observation}$" is 8,22 and "t-$_{table}$" 5% (1.673) and 1% (2.396). The data confirm that the "t-$_{observation}$" is higher than the "t-$_{table}$".

B. Suggestion

Based on the result of the research, the researcher gives some suggestion to the side that related as the considered as follows:

1. For the students

    Students must be more active in the learning process in order to understand the material and improve assessment during learning, especially in writing skills

2. For the teachers

    English teachers can apply Portfolio Assessment as an effective method to improve and influence students in writing skills.

3. For the principal

    Researchers hope that this research can contribute to schools, such as references for further studies in learning English, especially in writing skills.

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APPENDICES

Appendix.1

The Result of Pre-Test (Experimental Class

No	Name (TKJ 2)	Score Pre-test
1	AS	54
2	AR	42
3	AA	78
4	AD	69
5	AN	52
6	BG	79
7	DK	36
8	DV	62
9	DW	44
10	ED	55
11	FR	45
12	HL	56
13	HM	50
14	LO	42
15	MD	33
16	ME	63
17	MI	67
18	MN	43
19	NI	38
20	NA	56
21	NA	48
22	PA	75
23	RH	77
24	RS	73
25	SA	28
26	SA	60
27	VR	46
28	YP	77
	Total of Score	**1.550**
	Average	**55,3**
	Highest score	**79**
	Lowest score	**28**

Based on the data, the researcher measured the interval class:

R =the highest score - the lowest score

  =79 - 28

  =51

$K = 1 + 3.3 \log n$

$= 1 + 3.3 \log 28$

$= 1 + 3,3 \times 1,4$

$= 5,77 = 6$

$I = R/K$

$= 51/6$

$= 8,5 = 9$

Note:

K : the number of interval class

R : a distance from score maximum and score minimum

I : the legth of interval class (total of class interval)

N : total of students

Appendix.2

The Post-Test Result (Experimental Class)

No	Name (TKJ 2)	Score Post-Test
1	AS	98
2	AR	88
3	AA	79
4	AD	89
5	AN	84
6	BG	82
7	DK	81
8	DV	83
9	DW	86
10	ED	82
11	FR	86
12	HL	87
13	HM	89
14	LO	81
15	MD	88
16	ME	91
17	MI	84
18	MN	81
19	NI	77
20	NA	81
21	NA	89
22	PA	76
23	RH	94
24	RS	97
25	SA	85
26	SA	94
27	VR	50
28	YP	89
Total of Score		2.371
Average		84,6
Highest score		98
Lowest score		50

Based on the data, the researcher measured the interval class:

R =The highest score-the lowest score

   =98-50

   =48

K =1+3,3 log n

   =1+3,3 log 28

   =1+3,3 x 1,4

   =5, 77= 6

I =R/K

   =48/6

   =8

Note:

K : the number of interval class

R : a distance from score maximum and score minimum

I : the legth of interval class (total of class interval)

N : total of students

Appendix.3

The Result Pre-Test (Control Class)

No	Name (TKJ 3)	Score Pre-Test
1	AG	50
2	AD	41
3	AP	32
4	AD	66
5	AN	54
6	BP	66
7	DA	21
8	EA	46
9	ES	55
10	FA	61
11	FM	33
12	FY	56
13	HA	47
14	IA	31
15	IL	33
16	J	54
17	MR	75
18	MD	43
19	MR	66
20	RR	34
21	RE	25
22	RA	65
23	RF	43
24	SL	28
25	SR	39
26	TA	41
27	TR	61
28	TR	22
29	WD	75
Total of Score		1.510
Average		52,1
Highest score		75
Lowest score		22

Based on the data, the researcher measured the interval class:

R =The highest score- the lowest score

=75-22

=53

K =1+3.3 log n

=1+3.3 log 29

=1+3.3x1,4

=5,8= 6

I =R/K

=53/6

=8,8=9

Note:

K   : The number of interval class

R   : a distance from score maximum and score minimum

I   : The length of interval class (total of class interval)

N   : Total of students

Appendix.4

The Result of Post-Test (Control Class)

No	Name (TKJ 3)	Score Post-test
1	AG	52
2	AD	52
3	AP	53
4	AD	69
5	AN	58
6	BP	70
7	DA	50
8	EA	52
9	ES	58
10	FA	67
11	FM	50
12	FY	58
13	HA	61
14	IA	51
15	IL	52
16	J	63
17	MR	97
18	MD	51
19	MR	71
20	RR	50
21	RE	50
22	RA	68
23	RF	51
24	SL	50
25	SR	50
26	TA	52
27	TR	64
28	TR	50
29	WD	76
Total of Score		1.692
Average		58,4
Highest score		97
Lowest score		50

Based on the data, the researcher measured the interval class:

:

R =The hiighest score-the lowest score

   =97-50

   =47

K =1+3,3 log n

   =1+3,3 log 29

   =1+3,3 x 1,4

   =5, 8= 6

I =R/K

   =47/6

   =7,8=8

Note:

K   : The number of interval class

R   : a distance from score maximum and score minimum

I   : The length of interval class (total of class interval)

N   : Total of students

Appendix.5

Normality Test

Ho= data comes from does not a normally population.

Ha= data comes from a normally distribution population.

$$X^2 = \frac{\sum (O_i - E_i)^2}{E_i}$$

X^2= Chi Square

Oi= Frequency observation

Ei= Frequency expectation

Post-test Experimental

Interval Class	Fi	Xi (mean)	Fi.Xi	Xi-$\overline{X}$	(Xi-$\overline{X}$)^2	Fi.(Xi-$\overline{X}$)^2
97-99	2	98	196	12,72	161,78	323,56
89-96	8	92,5	740	7,22	52,12	416,96
81-88	14	84,5	1183	-0,78	0,60	8,4
73-80	3	76,5	229,5	-8,78	77,08	231,24
65-72	0	68,5	0	-16,78	281,56	0
57-64	0	60,5	0	-24,78	614,04	0
49-56	1	52,5	52,5	-32,78	1074,52	1074,52
Total	**28**		**2401**			**2054,68**

RATA-RATA $\overline{X}$	($\sum$Fi.Xi)/($\sum$Fi)	85,28
STANDARD DEVIASI	$\sqrt{\sum}$Fi.(Xi-$\overline{X}$)^2/n	8,56

Observed Value			Class Limit		Z		Luas tiap	Ei	(Oi-Ei)^2
Score		Fi/Oi	Botton	Top	Botton	Top	Interval		/Ei
97	-	99	2	96,5	99,5	1,31	1,66	-0,0466	-1,3048	-8,370
89	-	96	8	88,5	96,5	0,37	1,31	-0,2985	-8,358	-32,016
81	-	88	14	80,5	88,5	-0,55	0,37	-0,3531	-9,8868	-57,711
73	-	80	3	72,5	80,5	-1,49	0,55	-0,6407	-17,9396	-24,441
65	-	72	0	64,5	72,5	-2,42	-1,49	-0,9246	-25,8888	-25,888
57	-	64	0	56,5	64,5	-3,36	-2,42	-0,9315	-26,082	-26,082
49	-	56	1	48,5	56,5	-4,29	-3,36	-1,99957832	-55,988	-58,006
Total		28							-232,514

Degree of Fredom (df)   = K (the total of interval class) -3

$$= 7 - 3$$

$$= 4$$

Taraf sig $a= 0,01$/ $a=0,05$. *Jika kita ambil a= 0,01, maka:*

$X^2{}_{table}= X^2(1- a)(dk)$

$\qquad = X^2(1-0,01)(4)$

$\qquad = X^2(0,99)(4)$

Table $X^{2\ untuk}\ X^2{}_{(0,99)(4)} = 13,2$

Ha rejected if $X^2{}_{hitung} \geq X^2{}_{table}$

Ha accepted if $X^2{}_{hitung} < X^2{}_{table}$

$X^2{}_{hitung} = -232,514\ X^2{}_{table}=13,2$

$X^2{}_{hitung} < X^2{}_{table} = -232,514 < 13,2$

Ha is **Accepted** and the data is **normal.**

Appendix.6

Normality Test

Ho = data comes from does not a normally population.

Ha = data comes from a normally distribution population

$$\chi^2 = \frac{\sum(O_i - E_i)^2}{E_i}$$

χ^2 = Chi Square

Oi = Frequency observation

Ei = Frequency expectation

Post-test Control Class

Interval Class	Fi	Xi (mean)	Fi.Xi	Xi- $\overline{X}$	(Xi-$\overline{X}$)^2	Fi.(Xi-$\overline{X}$)^2
97-99	1	98	98	38,4	1474,56	1474,56
89-96	0	92,5	0	32,9	1082,41	0
81-88	0	84,5	0	24,9	620,01	0
73-80	1	76,5	76,5	16,9	285,61	285,61
65-72	5	68,5	342,5	8.9	79,21	396,05
57-64	7	60,5	423,5	0,9	0,81	5,67
49-56	15	52,5	787,5	-7,1	-50,41	-756,15
Total	**29**		**1728**			**1148,74**

RATA-RATA $\overline{X}$	($\sum$Fi.Xi)$/($\sum$Fi)	59,6
STANDARD DEVIASI	$\sqrt{\sum}$Fi.(Xi-$\overline{X}$)^2/n	6,29

Observed Value			Class Limit		Z		Luas tiap	Ei	(Oi-Ei)^2
Score		Fi/Oi	Botton	Top	Botton	Top	Interval		/Ei
97	-	99	1	96,5	99,5	5,86	6,34	-9,99	-289,71	-291,903
89	-	96	0	88,5	96,5	4,59	5,86	-0,00000338	-0,00009802	-0,00009802
81	-	88	0	80,5	88,5	3,32	4,59	-0,0004966	-0,0144014	-0,0144014
73	-	80	1	72,5	80,5	2,05	3,32	-0,0197	0,5713	0,321
65	-	72	5	64,5	72,5	0,77	2,05	-0,2004	5,8116	-0,113
57	-	64	7	56,5	64,5	-0,49	0,77	-0,0915	2,6535	7,119
49	-	56	15	48,5	56,5	-1,76	-0,49	0,2729	7,9141	6,344
Total		29							-2910889,34

Degree of Fredom (df)   = K (the total of interval class) -3

$$= 7 - 3$$

$$= 4$$

Taraf sig *a= 0,01/ a=0,05. Jika kita ambil a= 0,01*, maka:

$X^2{}_{table} = X^2(1-a)(dk)$

$$= X^2(1-0,01)(4)$$

$$= X^2(0,99)(4)$$

Table $X^{2\ untuk}\ X^2{}_{(0,99)(4)} = 13,2$

Ha rejected if $X^2{}_{hitung} \geq X^2{}_{table}$

Ha accepted if $X^2{}_{hitung} < X^2{}_{table}$

$X^2{}_{hitung} = $ **-**2910889,34 $X^2{}_{table} = 13,2$

$X^2{}_{hitung} < X^2{}_{table} = -2910889,34 < 13,2$

Ha is **Accepted** and the data is **normal.**

Appendix.7

Table of Chi-Square

dk	Taraf Signifikansi					
	50%	30%	20%	10%	5%	1%
1	0.455	1.074	1.642	2.706	3.481	6.635
2	0.139	2.408	3.219	3.605	5.591	9.210
3	2.366	3.665	4.642	6.251	7.815	11.341
4	3.357	4.878	5.989	7.779	9.488	13.277
5	4.351	6.064	7.289	9.236	11.070	15.086
6	5.348	7.231	8.558	10.645	12.592	16.812
7	6.346	8.383	9.803	12.017	14.017	18.475
8	7.344	9.524	11.030	13.362	15.507	20.090
9	8.343	10.656	12.242	14.684	16.919	21.666
10	9.342	11.781	13.442	15.987	18.307	23.209
11	10.341	12.899	14.631	17.275	19.675	24.725
12	11.340	14.011	15.812	18.549	21.026	26.217
13	12.340	15.19	16.985	19.812	22.368	27.688
14	13.332	16.222	18.151	21.064	23.685	29.141
15	14.339	17.322	19.311	22.307	24.996	30.578
16	15.338	18.418	20.465	23.542	26.296	32.000
17	16.337	19.511	21.615	24.785	27.587	33.409
18	17.338	20.601	22.760	26.028	28.869	34.805
19	18.338	21.689	23.900	27.271	30.144	36.191
20	19.337	22.775	25.038	28.514	31.410	37.566
21	20.337	23.858	26.171	29.615	32.671	38.932
22	21.337	24.939	27.301	30.813	33.924	40.289
23	22.337	26.018	28.429	32.007	35.172	41.638
24	23.337	27.096	29.553	33.194	35.415	42.980
25	24.337	28.172	30.675	34.382	37.652	44.314
26	25.336	29.246	31.795	35.563	38.885	45.642
27	26.336	30.319	32.912	36.741	40.113	46.963
28	27.336	31.391	34.027	37.916	41.337	48.278
29	28.336	32.461	35.139	39.087	42.557	49.588
30	29.336	33.530	36.250	40.256	43.775	50.892

Appendix.8

Area under the Standard Normal Density from 0 to z

z	0	1	2	3	4	5	6	7	8	9
0.0	0.0000	0.0040	0.0080	0.0120	0.0160	0.0199	0.0239	0.0279	0.0319	0.0359
0.1	0.0398	0.0438	0.0478	0.0517	0.0557	0.0596	0.0636	0.0675	0.0714	0.0753
0.2	0.0793	0.0832	0.0871	0.0910	0.0948	0.0987	0.1026	0.1064	0.1103	0.1141
0.3	0.1179	0.1217	0.1255	0.1293	0.1331	0.1368	0.1406	0.1443	0.1480	0.1517
0.4	0.1554	0.1591	0.1628	0.1664	0.1700	0.1736	0.1772	0.1808	0.1844	0.1879
0.5	0.1915	0.1950	0.1985	0.2019	0.2054	0.2088	0.2123	0.2157	0.2190	0.2224
0.6	0.2257	0.2291	0.2324	0.2357	0.2389	0.2422	0.2454	0.2486	0.2517	0.2549
0.7	0.2580	0.2611	0.2642	0.2673	0.2704	0.2734	0.2764	0.2794	0.2823	0.2852
0.8	0.2881	0.2910	0.2939	0.2967	0.2995	0.3023	0.3051	0.3078	0.3106	0.3133
0.9	0.3159	0.3186	0.3212	0.3238	0.3264	0.3289	0.3315	0.3340	0.3365	0.3389
1.0	0.3413	0.3438	0.3461	0.3485	0.3508	0.3531	0.3554	0.3577	0.3599	0.3621
1.1	0.3643	0.3665	0.3686	0.3708	0.3729	0.3749	0.3770	0.3790	0.3810	0.3830
1.2	0.3849	0.3869	0.3888	0.3907	0.3925	0.3944	0.3962	0.3980	0.3997	0.4015
1.3	0.4032	0.4049	0.4066	0.4082	0.4099	0.4115	0.4131	0.4147	0.4162	0.4177
1.4	0.4192	0.4207	0.4222	0.4236	0.4251	0.4265	0.4279	0.4292	0.4306	0.4319
1.5	0.4332	0.4345	0.4357	0.4370	0.4382	0.4394	0.4406	0.4418	0.4429	0.4441
1.6	0.4452	0.4463	0.4474	0.4484	0.4495	0.4505	0.4515	0.4525	0.4535	0.4545
1.7	0.4554	0.4564	0.4573	0.4582	0.4591	0.4599	0.4608	0.4616	0.4625	0.4633
1.8	0.4641	0.4649	0.4656	0.4664	0.4671	0.4678	0.4686	0.4693	0.4699	0.4706
1.9	0.4713	0.4719	0.4726	0.4732	0.4738	0.4744	0.4750	0.4756	0.4761	0.4767
2.0	0.4772	0.4778	0.4783	0.4788	0.4793	0.4798	0.4803	0.4808	0.4812	0.4817
2.1	0.4821	0.4826	0.4830	0.4834	0.4838	0.4842	0.4846	0.4850	0.4854	0.4857
2.2	0.4861	0.4864	0.4868	0.4871	0.4875	0.4878	0.4881	0.4884	0.4887	0.4890
2.3	0.4893	0.4896	0.4898	0.4901	0.4904	0.4906	0.4909	0.4911	0.4913	0.4916
2.4	0.4918	0.4920	0.4922	0.4925	0.4927	0.4929	0.4931	0.4932	0.4934	0.4936
2.5	0.4938	0.4940	0.4941	0.4943	0.4945	0.4946	0.4948	0.4949	0.4951	0.4952
2.6	0.4953	0.4955	0.4956	0.4957	0.4959	0.4960	0.4961	0.4962	0.4963	0.4964
2.7	0.4965	0.4966	0.4967	0.4968	0.4969	0.4970	0.4971	0.4972	0.4973	0.4974
2.8	0.4974	0.4975	0.4976	0.4977	0.4977	0.4978	0.4979	0.4979	0.4980	0.4981
2.9	0.4981	0.4982	0.4982	0.4983	0.4984	0.4984	0.4985	0.4985	0.4986	0.4986
3.0	0.4987	0.4987	0.4987	0.4988	0.4988	0.4989	0.4989	0.4989	0.4990	0.4990
3.1	0.4990	0.4991	0.4991	0.4991	0.4992	0.4992	0.4992	0.4992	0.4993	0.4993
3.2	0.4993	0.4993	0.4994	0.4994	0.4994	0.4994	0.4994	0.4995	0.4995	0.4995
3.3	0.4995	0.4995	0.4995	0.4996	0.4996	0.4996	0.4996	0.4996	0.4996	0.4997
3.4	0.4997	0.4997	0.4997	0.4997	0.4997	0.4997	0.4997	0.4997	0.4997	0.4998
3.5	0.4998	0.4998	0.4998	0.4998	0.4998	0.4998	0.4998	0.4998	0.4998	0.4998
3.6	0.4998	0.4998	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999
3.7	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999
3.8	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999
3.9	0.5000	0.5000	0.5000	0.5000	0.5000	0.5000	0.5000	0.5000	0.5000	0.5000

Appendix.9

Homogeneity Test

Hypothesis :

$Ho = O_1{}^2 = O_2{}^2$

$Ha = O_1{}^2 \ O_2{}^2$

Menentukan Taraf nyata (α) & F_{tabel}

α= 5% = 0,05

Derajat pembilang = (n-1) = 28-1 = 27

 Derajat penyebut = (n-1) = 29-1 = 28

$F_{tabel} = Fa (n_1-1, n_2-1)$

$= 0,05 (27,28)$

$= 1,364$

F_{hitung}

$F = \dfrac{S_1{}^2}{S_1{}^2}$

	Experimental Class		Control Class	
No.	X_2	Y_2	X^2	Y^2
1	98	52	9604	2704
2	88	52	7744	2704
3	79	53	6241	2809
4	89	69	7921	4761
5	84	58	7056	3364
6	82	70	6724	4900
7	81	50	6561	2500
8	83	52	6889	2704
9	86	58	7396	3364
10	82	67	6724	4489
11	86	50	7396	2500
12	87	58	7569	3364
13	89	61	7921	3721

14	81	51	6561	2601
15	88	52	7744	2704
16	91	63	8281	3969
17	84	97	7056	9409
18	81	51	6561	2601
19	77	71	5929	5041
20	81	50	6561	2500
21	89	50	7921	2500
22	76	68	5776	4624
23	94	51	8836	6561
24	97	50	9409	2500
25	85	50	7225	2500
26	94	52	8836	2704
27	50	64	2500	4096
28	89	50	7921	2500
29	-	76	-	5776
	$\sum 2371$	$\sum 1692$	$\sum 202863$	$\sum 106471$

$$S_{x^2} = \sqrt{\frac{n.\sum x^2 - (\sum x)^2}{n(n-1)}} \qquad S_{y^2} = \sqrt{\frac{n.\sum y^2 - (\sum y)^2}{n(n-1)}}$$

$$= \sqrt{\frac{28.202863 - (2371)^2}{28(28-1)}} \qquad = \sqrt{\frac{29.106471 - (1692)^2}{29(29-1)}}$$

$$= \sqrt{\frac{5680164 - 5621641}{756}} \qquad = \sqrt{\frac{3087659 - 2862864}{812}}$$

$$= \sqrt{\frac{58523}{756}} \qquad = \sqrt{\frac{224795}{812}}$$

$$= 8,798 \qquad = 16,638$$

F_{hitung}

$$F = \frac{S_{1^2}}{S_{2^2}} = \frac{8,789}{16,638} = 0,528$$

Kriteria Penguji:

Ho rejected if $F_{hitung} \geq F_{table}$

Ho accepted if $F_{hitung} \leq F_{table}$

$F_{hitung}=0,528$

$F_{table}=1,364$

$F_{hitung} \leq F_{table} =0,528 \leq 1,364$

Ho is accepeted= data is homogenous.

Appendix.10

T-test

	Experimental		Control	
No.	X_1	$X_1{}^2$	Y_2	$Y_2{}^2$
1	98	9604	52	2704
2	88	7744	52	2704
3	79	6241	53	2809
4	89	7921	69	4761
5	84	7056	58	3364
6	82	6724	70	4900
7	81	6561	50	2500
8	83	6889	52	2704
9	86	7396	58	3364
10	82	6724	67	4489
11	86	7396	50	2500
12	87	7569	58	3364
13	89	7921	61	3721
14	81	6561	51	2601
15	88	7744	52	2704
16	91	8281	63	3969
17	84	7056	97	9409
18	81	6561	51	2601
19	77	5929	71	5041
20	81	6561	50	2500
21	89	7921	50	2500
22	76	5776	68	4624
23	94	8836	51	6561
24	97	9409	50	2500
25	85	7225	50	2500
26	94	8836	52	2704
27	50	2500	64	4096
28	89	7921	50	2500
29	-	-	76	5776
	$\sum$2371	$\sum$202863	$\sum$1692	$\sum$106471

$M_1 = \dfrac{\sum X_1}{n_1}$	$M_2 = \dfrac{\sum X_2}{n_2}$
$= \dfrac{2371}{28} = 84{,}67$	$= \dfrac{1692}{29} = 58{,}34$
$SS_1 = \sum X_1{}^2 - \dfrac{(\sum X_1)^2}{n_1}$	$SS_2 = \sum X_2{}^2 - \dfrac{(\sum X_2)^2}{n_2}$
$= 202863 - \dfrac{(2371)^2}{28}$	$= 106471 - \dfrac{(1692)^2}{29}$
$= 202863 - 200772{,}89$	$= 106471 - 98719{,}44$
$= 2090{,}11$	$= 7751{,}55$

$$t = \frac{M_1 - M_2}{\sqrt{\dfrac{SS_1 + SS_2}{n_1 - n_2 - 2}\left(\dfrac{1}{28} + \dfrac{1}{29}\right)}}$$

$$= \frac{84{,}67 - 58{,}34}{\sqrt{\dfrac{2090{,}11 + 7751{,}55}{28 + 29 - 2}\left(\dfrac{1}{28} + \dfrac{1}{29}\right)}}$$

$$= \frac{26{,}33}{\sqrt{\dfrac{9841{,}66}{55}(0{,}06)}}$$

$$= \frac{26{,}33}{\sqrt{10{,}736}} = 8{,}22$$

Appendix.11

Table of T-test

Titik Persentase Distribusi t (df = 41 – 80)

Pr df	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526

Appendix.12

PROFILE THE SCHOOL

SMK MUHAMMADIYAH 2 METRO

A. Description of The Research Location

The general description that assessed is as the complementary data. It is subjectively concerned in condition of school namely history of school, geographical of school, building condition of school, and structure of organizational school.

1. The History of SMK Muhammadiyah 2 Metro

SMK Muhammadiyah 2 Metro is located at Jl. Khaibras II no. 12 Ganjarasri 14/IV Metro Barat, Ganjarasri, District. West Mero, Metro City, Province Lampung Postal Code:34114. This scholl was founded in 1991. Now the principal is Julitri Maria, S. Pd., M. Pd. Moreover, SMK Muhammadiyah 2 Metro is a private vocational high school that has ten vocational fields, namely as follows:

Table
Vocational at SMK Muhammadiyah 2 Metro
in The Academic Year 2021/2022

Vocation at SMK Muhammadiyah 2 Metro	
1. Accounting and financial institutions 2. Islamic banking 3. Automotive body engineering 4. Motorcycle engineering and business 5. Electrical power installation engineering	6. Computer, and telecommunications engineering, 7. automotive light vehicle engineering 8. electrical engineering 9. Computer and network engineering 10. Mechanical engineering.

2. **Students of SMK Muhammadiyah 2 Metro**

Table
Total of Students at SMK Muhammadiyah 2 Metro

No	Class	Gender		Total
		Male	Female	
1.	Accounting and financial institutions	7	-	7
2.	Islamic banking	3	34	37
3.	Automotive body engineering	34	-	34
4.	Motorcycle engineering and business	123	1	124
5.	Electrical power installation .e	61	5	66
6.	Computer, and telecommunication .e	71	48	119
7.	Automotive light vehicle engineering	242	2	244
8.	Electrical engineering	39	2	41
9.	Computer and network engineering	169	138	307
10.	Mechanical engineering	47	-	47
Total				**1,404**

3. **The Data of Teachers at SMK Muhammadiyah 2 Metro**

Total teachers at SMK Muhammadiyah 2 Metro that can be identified as follows:

Tabel
Data of Teachers

No	Name	Subjects
1	Julitri Maria, S. Pd., M. Pd	Matematika
2	Hi. Mushonif. S. P	Kewirausahaan
3	Wiwit Ambarwati, S. E	Informatika
4	Dwi Oktiani, S. Pd	Kewirausahaan
5	Nova Cahyasari, S. Pd	Bahasa Inggris
6	Sunardi, S. Pd. I	Kemuhamadiyahan
7	Sulistyo Yeni A,ST.,M.Pd	IPAS

No	Name	Subjects
8	Adi Susanto, S.T., M. Pd	GTM
9	Sudarno, S. T	Kontrol Refrigasi Dan Tata Udara
10	Agung Wibowo, S. Kom	Administrasi Infrastruktur Jaringan
11	Katino, S. Pd	Bahasa Indonesia
12	Sukoco, S. T	Frais
13	Murni Astutu, S. Pd	PKN dan Anti Korupsi
14	Martati, S. Ag	Pendidikan Agama Islam
15	Eko Atmojo, S. T	PMKR
16	Reni Gusfiarni, S. Pd	Bahasa Inggris
17	Bandiyah, S. Ag	Bahasa Arab
23	Sumarlan	Penjaskes
24	Peni Asih, S. Pd	Bahasa Inggris
25	Yohan Subandi, A. Mt	Pemeliharaan & Perbaikan Interior
26	Sidik Mahfudin, S. T	TITL
27	Sarwono Edi Wahyono, S. Pd	Teknik Pengelasan
28	Agus Firman, S.Pd.,M.Pd	Bahasa Inggris
29	Yuli Arwan, S.T	PLKR
30	Dariyanto. S. Pd	Bahasa Inggris
31	Debi Triyanto, S.KoM	Administrasi Sistem Jaringan
32	Cipta Yulis Prayoga	Dasar-dasar Program Keahlian
33	Indah Lestari, S.Kom	Teknologi Jaringan Berbasis Luas
34	Wahyu Ari Saputra, S.T	Perbaikan Instalasi Listrik
35	Edwin Dian Pratama, S. T	Pemeliharaan Listrik Sepedah M
36	Ibnu Mubarok, S. Pd	Seni Budaya
37	Agus Indro Priono, S. T	Bubut

4. The Structure Organisation of SMK Muhammadiyah 2 Metro

Graph
The Structure Organisation of SMK Muhammadiyah 2 Metro

```
                    ┌─────────────────────────────┐
                    │         Head Master         │
                    │  JULITRI MARIA, S. Pd. M. Pd │
                    └─────────────────────────────┘
                                   │
                                   │      ┌──────────────────────────┐
                                   ├──────│   Head of administration │
                                   │      │       Wahyudi, S. Ag     │
                                   │      └──────────────────────────┘
          ┌────────────────────────┼────────────────────────┐
  ┌───────────────┐      ┌──────────────────────┐   ┌───────────────────┐
  │Deputy Curriculum│    │Deputy of facilities  │   │ Deputy of Students│
  │Nova Cahya Sari, │    │  and infrastructures │   │  Dwi oktani. S. Pd│
  │  S.S. M.P       │    │   Wahyu ari, S. ST    │   └───────────────────┘
  └───────────────┘      └──────────────────────┘
```

	Homeroom Teacher	Conseling Teacher
Teacher		

Students
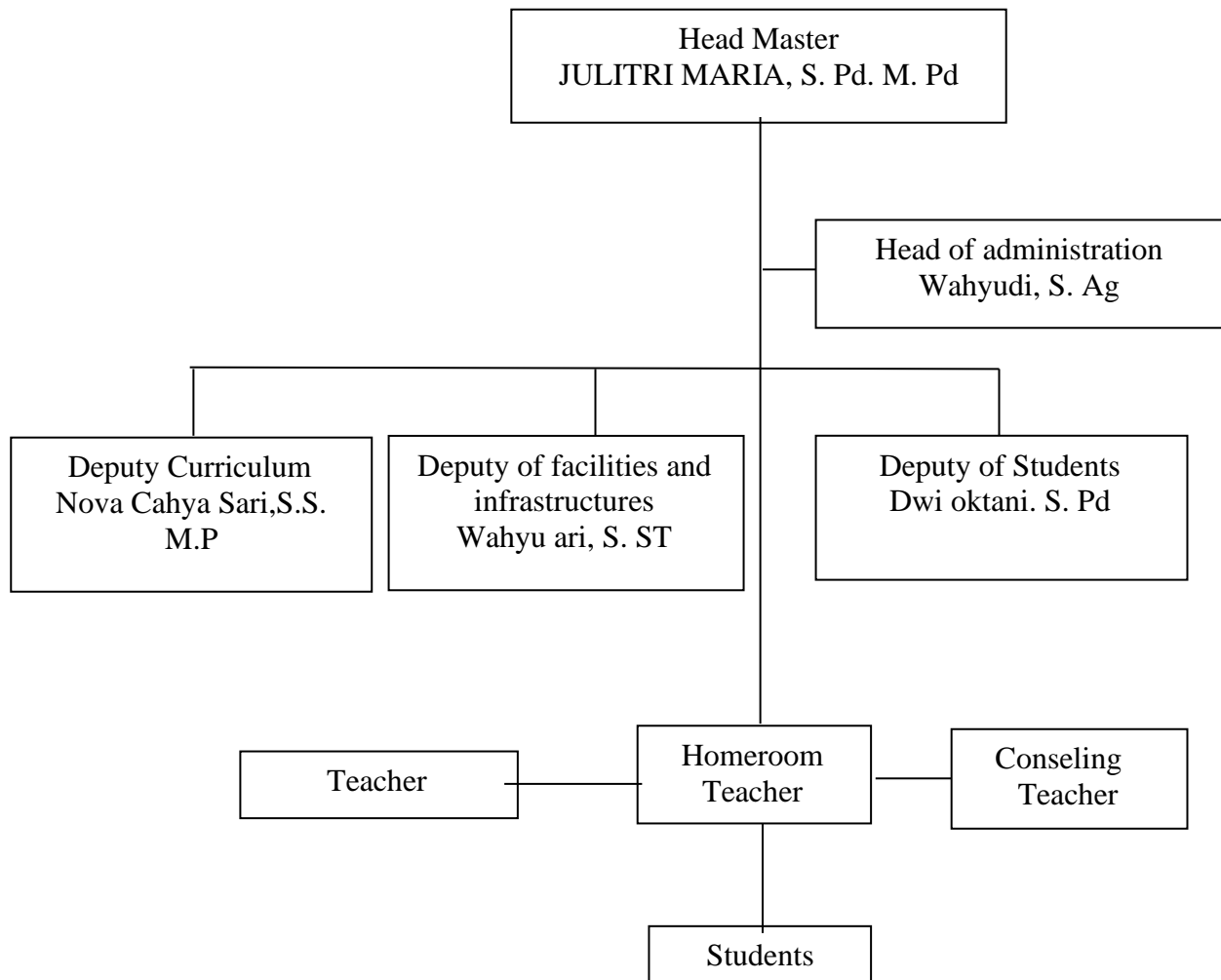
5. The Sketch of Location at SMK Muhammadiyah 2 Metro

Graph
The Sketch of Location at SMK Muhammadiyah 2 Metro

DENAH RUANG KELAS
SMK MUHAMMADIYAH 2 METRO
SEMESTER GENAP TAHUN AJARAN
2021/2022
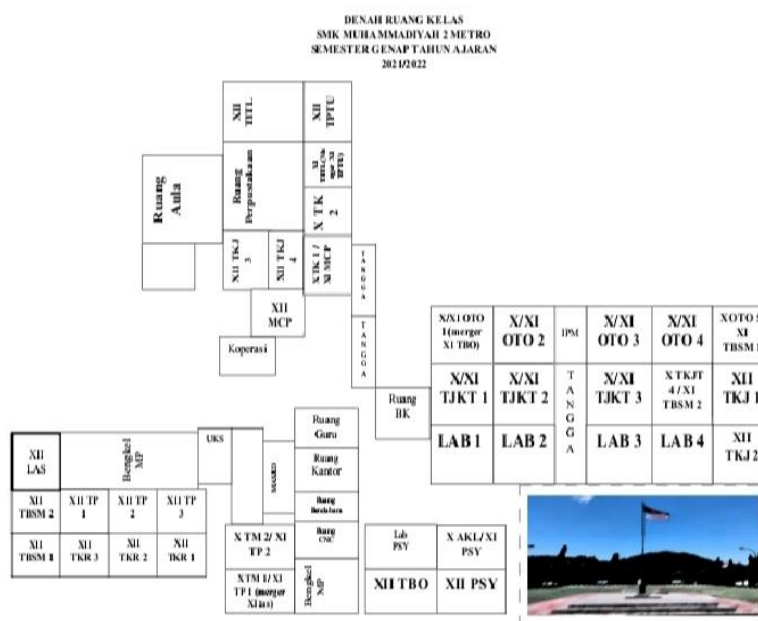
6. Vision and Mission of SMK Muhammadiyah 2 Metro

a. Vision

"Exemplary in IMTAQ and achievement in science and technology"

b. Mission

1) Become SMK Muhammadiyah 2 Metro as:

a) Bilhal Islamic da'wah in the fields of Management, Knowledge, and Technology

b) Muhammadiyah and community assets in the development and development of human resources

c) Assets of the industrial business world in economic empowerment and business development

2) Making education as a professional who:

d) Legal Awareness

e) Responsible, honest, disciplined and have a good work ethic.

7. School Map of SMK Muhammadiyah 2 Metro

a. School's name: SMK Muhammadiyah 2 Metro

b. School's address: Jl. Khaibras II no. 12   Ganjarasri14/IV Metro Barat, Ganjarasri, District. West Metro, Metro City, Province Lampung Postal Code:3411
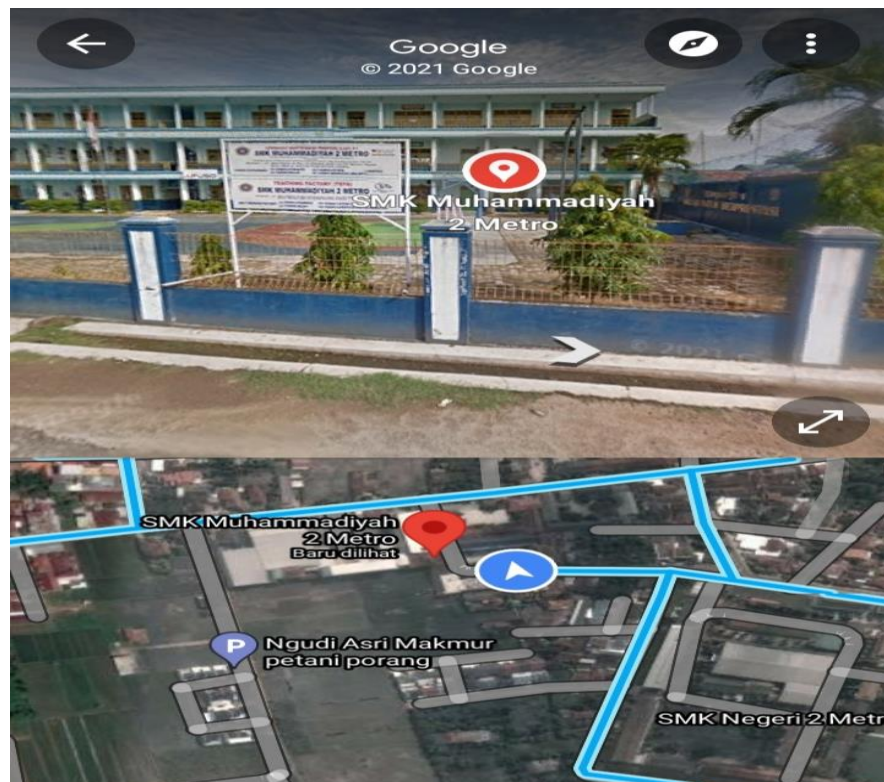
Appendix.13

SILABUS SMA/SMK

Satuan Pendidikan   : SMK Muhammadiyah 2 Metro

Mata Pelajaran   : Bahasa Inggris

Kelas   : XI (Sebelas)

Kompetensi Inti :

KI-1   :Menghayati dan mengamalkan ajaran agama yang dianutnya

KI-2   :Menghayati dan mengamalkan prilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama,toleran,damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif denganlingkungan sosial dan alamserta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI-3   :Memahami, menerapkan, menganalisi pengetahuan faktual,konseptual, prosedural dan metakognitif berdasarkan rasaingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya dan humanira dengan wawasan kemanusiaan, kebangsaan, kenegaraan, serta menerapkan pengetahuan prosedural pada bagian kajian yang spesifik

sesuai dengan bakat dan minatnya untuk memecahkan

masalah.

KI-4 :Mengolah, menalar, dan menyaji dalam ranah konkret dan

ranah abstrak terkait dengan pengembangan dari yang

dipelajari di sekolah secara mandiri, bertindak secara

efektif, serta mampu menggunakan metode sesuai kaidah

keilmuan.

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
2.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks menulis narrative dengan memberi dan meminta informasi terkait cerita fiksi atau dongeng terkenal, pendek, dan sederahana, sesuai dengan konteks penggunaanya. Teks Bahasa Inggris Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan narrative, lisan dan tulisan pendek dan sederhana terkait cerita fiksi atau dongeng pada akhir cerita terdapat moral value. 2.5 Menyusun teks Bahasa Inggris lisan dan	**Fungsi Sosial** Membanggakan, menjual, mengenalkan, menghibur, dsb. **Struktur Teks** Dapat mencakup: -Orientation (pengenalan tokoh, latar belakang tempat dan waktu dari cerita: siapa, apa, kapan dan dimana) -Complication (masalah mulai muncul dimana harus terselesaikan) -Resolution (dimana cerita berakhir: moral value) **Unsur Kebahasaan** -Kosakata dan istilah terkait	-Menyimak dan menirukan guru membacakan teks Bahasa Inggris sederhana tentang cerita fiksi/ dongeng dengan intonasi, ucapan, dan tekanan kata yang benar. -Mencermati dan bertanya jawab tentang contoh menganalisi narrative sederhana tentang cerita fiksi/ dongeng -Mencermati caramempresentasikan hasil analisis secara lisan, mempraktikan di dalam kelompok masing-masing, dan kemudian mempresentasikan dikelompok lain -Menempelkan teks di dinding kelas dan bertanya jawab	Menentukan fungsi sosial teks narrative terkait cerita fiksi atau dongeng. Menganalisi struktur teks narrative terkait fiksi atau dongeng. -Menentukan unsurkebahasaan dalam bentuk teks narrative terkait cerita fiksi atau dongeng. -Meresume teks narrative sederhana terkait cerita fiksi atau dongeng. -Membuat teks narrative	2 JP	Kamus Bahasa Inggris -Buku Bahasa Inggris SMA/SMK/MMA Kelas XI Kemendibud. -Buku Cerita Dongeng

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
tulisan, pendek dan sederhana, terkait cerita fiksi atau dongeng pada akhir cerita terdapat moral value. terkenal, denga memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	dengan cerita fiksi atau dongeng -Adverbs dan adverbia terkait sifat seperti on the sea, in the mountain, there, dst. -Kalimat deklaraif dan introgatif dalam tense yang benar past perfect, past countinous, past perfect countinous. -Ucapan, tekanan kata, inotasi, ejaan, tanda baca, dan tulisan tangan -Topik Narrative teks cerita fiksi atau dongeng yang dimana pada akhir cerita terdapat moral value termuat di KI.	dengan pembaca (siswa lain, guru) yang datang membacanya. -Melakukan refleksi Tentang proses dan hasil belajar	sederhana terkait cerita fiksi atau dongeng. -Menyajikan secara lisan teks narrative terkait cerita fiksi atau dongeng.		

Appendix.14

LESSON PLAN

(RENCANA PELAKSANAAN PEMBELAJARAN)

Satuan Pendidikan   : SMK Muhammadiyah 2 Metro

Mata Pelajaran   : Bahasa Inggris

Kelas   : XI (Sebelas)

Materi Pokok/Tema : Narrative text (Fiksi/Dongeng)

Alokasi Waktu   : 2 JP

A. Kompetensi Inti

KI-1   : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI-2   : Menghayati dan mengamalkan prilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif danmenunjukan sikap sebagai bagian dari solusi atas berbagaipermasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI-3   : Memahami, menerapkan, menganalisi pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya dan humanira

dengan wawasan kemanusiaan, kebangsaan, kenegaraan, serta menerapkan pengetahuan prosedural pada bagian kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI-4 : Mengolah, menalar, dan menyaji dalam ranah konkretdan ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri, bertindak secara efektif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks narrative lisan dan tulis dengan memberi dan meminta informasi terkait cerita fiksi(dongeng) terkenal, pendek, dan sederahana, sesuai dengan konteks penggunaanya.	1.4.1 Menentukan fungsi sosial teks narrative terkait cerita fiksi (dongeng) 1.4.2 Menganalisis struktur teks narrative terkait cerita fiksi (dongeng) 1.4.3 Menemukanunsurkebahasaan dalam bentuk teks narrative terkait cerita fiksi (dongeng) 1.4.4 Mereseume teks narrative sederhana terkait cerita fiksi (dongeng)
4.4 Teks Narrative 4.4.1 Menangkap makna secara kontenstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks narrative, lisan dan tulisan, pendek dan sederhana terkait cerita fiksi (dongeng). 4.4.2 Menyusun teks narrative lisan dan tulisan, pendek, sederhana, terkait cerita fiksi (dongeng) memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	4.4.1 Membuat teks narrative sederhana, terkait cerita fiksi (dongeng) 4.4.2 Menyajikan secara lisan teks narrative terkait cerita fiksi (dongeng)

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat sebagai berikut:

1. Siswa mampu menentukan fungsi sosial teks narrative terkait cerita fiksi (dongeng).

2. Siswa mampu menganalis struktur teks narrative terkait cerita fiksi(dongeng)

3. Siswa mampu menemukanunsur kebahasaan dalam bentuk teks narrative terkait cerita fiksi (dongeng)

4. Siswa dapat meresume teks narrative sederhana dengan tema cerita fiksi (dongeng) di Indonesia

5. Siswa dapat membuat teks narative terkait cerita fiksi (dongeng) menggunakan bahasa singkat padat dan jelas.

6. Setelah membuat teks narrative, siswa menyajikan teks narrative secara tertulis.

D. Materi Pembelajaran

1. The definition of Narrative text:

   - A narrative text is a fictional story or a fictional story that is made to entertain the reader.

2. Sosial Function:

   - Describe or present information about fiction or fairy tales.

3. Generic Structure:

   a. Identification:

   Identify the story to be told.

   b. Description:

   Describe the story in parts, character recognition, problems and moral value characteristics

4. Grammatical in narrative text:

   - Action Verb/ Past tenses:

     Walked, Said, etc.

   - Nouns (animal pronouns, people, things)

     The princess, the girl, etc.

   - Adjectives that make up noun phrases:

     The red riding hood, etc.

   - Time connectives and Conjunctions (to order events):

     Before, Next, Soon, etc.

   - Adverbs and Adverbial phrases (locations/events):

     on the sea, There, etc.

5. Example:

                    The Legend of Malin Kundang

   (Orientation)

   A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were Malin Kundang and her mother. Her mother was a single parent because Malin Kundang's father had

passed away when he was a baby. Malin Kundang had to live hard with his mother

(Events)

Malin Kundang was a healthy, dilligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sold the caught fish in the town. One day, when Malin Kundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, Malin Kundang defeated the pirates.

The merchant was so happy and thanked to him. In return the merchant asked Malin Kundang to sail with him. To get a better life, Malin Kundang agreed. He left his mother alone. Many years later, Malin Kundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too. When he was sailing his trading journey, his ship landed on a beach near a small village. The villagers recognized him. The news ran fast in the town; "Malin Kundang has become rich and now he is here". An old woman ran to the beach to meet the new rich merchant. She was Malin Kundang's mother.

She wanted to hug him, released her sadness of being lonely after so long time. Unfortunately, when the mother came, Malin Kundang who was in front of his well dressed wife and his ship crews denied meeting that old lonely woman. For three times her mother begged Malin Kundang

and for three times he yelled at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail. He would leave the old mother again but in that time she was full of both sadness and angriness. Finally, enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize. Malin Kundang just laughed and really set sail

(Resolution)

In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for Malin Kundang to apologize. He was thrown by the wave out of his ship. He fell on a small island. It was really too late for him to avoid his curse. Suddenly,

he turned into a stone.

E. Metode Pembelajaran

Metode :Cooperative Learning

F. Media/ Alat, Bahan, dan Sumber Belajar

1. Media/ Alat :Spidol, Papan tulis, dan Kertas.

2. Sumber Belajar :Kamus Bahasa Inggris, Buku Bahasa Inggris SMA/SMK Kelas Sebelas .

G. Langkah Pembelajaran

Langkah Pembelajaran	Kegiatan	Waktu
Pendahuluan	1. Melakukan pembukaan dengan salam pembuka, memperkenalkan diri dan berdoa untuk memulai pembelajaran. 2. Mengabsen kehadiran siswa. 3. Guru mereview materi sebelumnya dan memberi tahu materi yang akan disampaikan. 4. Guru memberikan motivasi terkait pembelajaran yang akan diajarkan. 5. Guru menyampaikan tujuan pembelajaran.	15 Menit

Kegiatan Inti	1. Eksplorasi
	Peserta didik bermotivasi untuk memusatkan perhatian pada topik materi yang diberikan guru yaitu tentang materi Bahasa Inggris yaitu Narrative Text dan penerapan Assessment Portfolio (Penilaian Portfolio) dengan cara melihat, mengamati, dan membaca materi yang akan diberikan guru.
	2. Explorasi
	  a. Guru memberikan penjelasan tentang Assessment Portfolio (Penilaian Portfoloio) sebagai media penilaian.
	  b. Guru memberikan topik/tema kepada siswa untuk menulis Narrative text.
	  c. Guru menjelaskan cara penerapan Assessment Portfolio(Penilaian Portfolio) media penilaian dalam menulis Narrative Text.
	  d. Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, dan saling bertukar informasi mengenai topik Narrative Text yang diberikan.
	  e. Guru meminta siswa untuk mempraktikkan atau membuat Narrative Text dengan menerapkan Assessment Portfolio(Penilaian Portofolio) yang dijelaskan oleh guru.
	3. Konfirmasi
	  a. Menanyakan kesulitan yang dihadapi siswa tentang materi yang diberikan kepada siswa.
		90 Menit

Langkah Pembelajaran	Kegiatan	Waktu
	b. Guru bersama siswa menyimpan materi yang telah dibahas.	
Penutup	1. Guru memberikan penghargaan (misalnya pujian atau bentuk penghargaan lain yang relevan kepada siswa yang aktif). 2. Guru memberikan pekerjaan rumah kepada siswa. 3. Menutup kegiatan pembelajaran dengan tak lupa mengingatkan kepada siswa untuk menerepakan Assessment Portfolio, mengucapkan salam dan berdoa.	15 Menit

H. Penilaian Hasil Pembelajaran

1. Penilaian Pengetahuan:

    - Tes tertulis (Narrative text)

    - Angket Skala Likert (Assessment Portfolio)

Name   :
Class   :
Direction :
a. Write your name in your answer sheet!
b. Choose one of the following topics bellow!
   - One of your idols (e.g. Sangkuriang Sakti, Danau Toba, Timun Emas, Keong Ma, Telaga Bidadari, Cindelaras , Asal mula ikan duyung)
 c. Write a narrative text based on the topic your have!

....
....
....
....
....
....
....

The Score Criteria

A. **Test**

Aspect of Scoring Writing Ability	Score	Level	Criteria
Content	30-27	Excellentto very good	Through development of paragraph unity relevant to topic, topic sentence, concluding sentence
	26-22	Good to average	Limited development of paragraph unity mostly relevant to topic but lacks detail
	21-17	Fair to poor	Limited knowledge of paragraph inadequate development of topic
	16-13	Very poor	Does not show knowledge of paragraph not enough to evaluate
Organization	20-18	Excellent to very good	Well organized clearly stated cohesive
	17-14	Good To average	Limited supported idea logical but incomplete sequencing
	13-10	Fair to poor	Non fluent ideas confused lack logical developing
	9-7	Very poor	Does not communicative not enough to evaluate
Vocabulary	20-18	Excellent to very good	Effective word usage word from mastery
	17-14	Good To average	Adequate range error of word form
	13-10	Fair to poor	Limited range frequent errors of word form
	9-7	Very poor	Essentially translation Little knowledge of English vocabulary Errors word form
Grammar	25-22	Excellent to very good	Effective complex construction word offer function articles pronouns and propositions
	21-18	Good To average	Effective but simple construction several errors agreement tense, articles pronouns and prepositions but meaning seldom obscured
	17-11	Fair to poor	Simple Frequent errors of tense, word function articles pronouns and preposition meaning confused

	10-5	Very poor	No mastery of constructions dominated by errors Does not communicate Not enough to evaluate
Mechanics	5	Excellent to very good	Mastery of conventions Few errors of spelling, puctuation and also capitalization
	4	Good To average	Occasional errors of sprlling, fuctuation/ capitalization meaning confused
	3	Fair to poor	Frequent errors of spelling, punctuantion, capitalization and paraphrasing meaning confused
	2	Very poor	No mastery of conventions dominated by errors not enough to evaluated

B. Likert Scale

> Likert Scale
> The likert scale is designed to examine how strongly subjects agree or disagree with statement on a 5 point scale with anchors. This is an interval scale.

a. Interpretasi Skore Perhitungan

Rumus Skala Likert:

Skala Likert = T x Pn

Keterangan :

T: Total jumlah responden yang memilih

Pn: Pilihan angka skor likert

Deskripsi Jawaban	Angka	Responden
Sangat setuju	5	-
Setuju	4	-
Ragu-ragu	3	-
Tidak setuju	2	-
Sangat Tidak Setuju	1	-

Menghitung dengan rumus skala likert:

Sangat setuju : responden x 5 =...

Setuju : responden x 4 =...

Ragu-ragu : responden x 3 =...

Tidak setuju : responden x 2 =...

Sangat Tidak Setuju : responden x 1 =...

Total Skor =...

b. Menentukan Skor Maksimum(X) dan Minimum(Y)

Rumus: Skor (maksimum/ minimum) x indeks presentase keseluruhan

X (skor maksimum) = 5 x 100

= 500

Y (skor minimum) = 1 x 100

= 100

Indeks % = total skor/skor mak x100%

= total skor/500 x100%
= ... %

c. Rumus Interval

Untuk mengetahui rumus interval adalah dengan membagi jumlah responden dengan jumlah jawaban sebagai berikut:

Jumlah Responden = ... siswa

Jumlah responden / jumlah jawaban

Interval = ... /5 =...

Berdasarkan indeks tersebut, diketahui bahwa keseluruhan jawaban dari survey adalah pada rentang ... dengan interval....

d. Interval Penilaian

Indeks 0 % - 5, 99% = Sangat Setuju

Indeks 6% -11, 99% = Setuju

Indeks 12% - 17, 99% = Ragu-ragu

Indeks 18% - 23,99% = Tidak Setuju

Indeks 24% -30% = Sangat Tidak Setuju

Berdasarkan angka indeks keseluruhan jawaban menunjukan angka ... % sehingga masuk pada interval penilaian Setuju.

Appendix.15

Pre- Test

Name   : Imelda Larasati

Class   : XI TKJ 3

Direction :

a. Write your name in your answer sheet!

b. Choose one of the following topics bellow!

-   One of your idols (e.g. Sangkuriang Sakti, Danau Toba, Timun Emas, Keong Ma, Telaga Bidadari, Cindelaras , Asal mula ikan duyung., etc)

a. Write a narrative text based on the topic your have!

SANGKURIANG.

Long time ago. there lived a beautiful ....

Some upon times ago, there was a family which lived in the palace of priangan land. they were happy family although a father was a dog "Tumang", a mother was dayang sumbi and a son was Sangkuriang. one day, dayang sumbi asted her son to hunt a deer at the deer. he went the jugle but the fortune was not at him, he did not get a deer. he felt so bored so he decided to kill Tumang.

Then → After getting at home, he gave tumang's liver but the told that it was a deer's liver. but dayang sumbing did not believe that it was deer's liver but tumang's liver. because she did not see tumang at home she was so angry so asked him to go out...

Name   ERIA DWI KARISMA

Class   XI TEJ 2

5,5

Direction :

a. Write your name in your answer sheet!

b. Choose one of the following topics bellow!

- One of your idols (e.g. Sangkuriang Sakti, Danau Toba, Timun Emas, Keong Ma, Telaga Bidadari, Cindelaras , Asal mula ikan duyung., etc)

a. Write a narrative text based on the topic your have!

SANGKURIANG.

Some upon times ago, there was a family which lived in the palace of priangan land. they were happy family although a father was a dog "Tumang", a mother was dayang sumbi and a son was Sangkuriang. one day, dayang sumbi asted her son to hunt a deer deas at the deer. he went the jugle but the fortune was not at him, he did not get a deer. he felt so bored so he decided to kill Tumang.

After getting at home, he gave tumang's liver but the told that it was a deer's liver. but dayang sumbing did not believe that it was deer's liver but tumang's liver. because she did not see tumang at home she was so angry so asked him to go out...

Appendix.16

Post-Test

Name : Imelda Larasati

5,2

Class : XI TKJ 3

Direction :

a. Write your name in your answer sheet!

b. Choose one of the following topics bellow!

- One of your idols (e.g. Sangkuriang Sakti, Danau Toba, Timun Emas, Keong Ma, Telaga Bidadari, Cindelaras , Asal mula ikan duyung., etc)

a. Write a narrative text based on the topic your have!

....

:

MALIN KUNDANG

Orientation :

Once Upon a time, lived a diligent boy named Malin Kundang. He lived in the seashore with his mother . They were very poor. but they lived quiet and harmonious.

Complication :

One day. a big ship closed to the beach near their village . They asked peoples to Join work In their ship and went to the cross island. Malin Kundang wanted to Join with them because hi wanted to Improve his family's life.

Resolution:

His mother very broken heart because Malin rebellious to her, wo had growth him.

Name : ERIA DWI KARISMA

Class : XI TKJ 2

B.2

Direction :

a. Write your name in your answer sheet!

b. Choose one of the following topics bellow!

- One of your idols (e.g. Sangkuriang Sakti, Danau Toba, Timun Emas, Keong Ma, Telaga Bidadari, Cindelaras, Asal mula ikan duyung., etc)

a. Write a narrative text based on the topic your have!

Fox and A cat

One day a cat and a fox were having a conversation. The fox, who was a conceited creature, boosted how cleaver she was. Why, I know at least a hundred trick to get away from our mutual enemies, the rat she said

I know only one trick to get away from rat said the cat You should teach me some of yours! Well maybe some day, whe I have the time, I may teach you a few of the simpler ones replied the fox airily

Just then they heard the baking of a pock of rat in the distan- the barking grew louder and louder. the rats were coming in the direction! At once the cat ran to the nearest tree and climbed into its trick I told you about, the only one I know said cat which one of your hundred trick are you going to use?

The Fox sat silently under the tree, wonderking which trick she should use. Before she could make up her mind, the arrived. They fell upon the fox and tore her to piece.

Appendix.17

RESEARCH LIKERT SCALE QUESTIONNAIRE
Portfolio Assesment of Likert Scale Questionnaire Assessment for Eleventh Graders at SMK Muhammadiyah 2 Metro

Name:

Class :

Before trying to take it first!

> **Portfolio Assessment** is documentation of student work that is taken during the learning process within a certain time and stored in a systematic framework. The purpose of the portfolio is firstly to know the progress experienced by students, document the ongoing learning process and increase the effectiveness of learning. The types of portfolios are as follows: Results of projects, investigations, or student practices, reports on student observations, and analysis of situations relevant to the subject in question, and description or problem solving of a problem.

Answer the following statments by putting a tick (√)

Statements	Descriptions				
	ST	S	RG	TS	STS
1. Portfolio assessment can collect document results during the teaching and learning process.					
2. Portfolio assessment can determine progress during the learning process.					
3. Portfolio assessment can identify the strengths and weaknesses of each student subject.					
4. Portfolio assessment can easier for teachers to give certain assessments to students.					
5. Portfolio assessment is easy for teachers to provide feedback to students.					
6. Portfolio assessment can be easier for students to provide assessment information to parents.					

Description:

ST: Sangat Setuju   RR= Ragu-ragu

S: Setuju   TS= Tidak Setuju

STS: Sangat Tidak Setuju

Calculation of the Likert Scale formula

Number of Experimental Class Samples: 28 students

Number of statements: 6

Respondents who answered "Sangat Setuju" (5) = 57 students

Respondents who answered "Setuju" (4) = 83students

Respondents who answered "Ragu-ragu" (3) = 26 students

Respondents who answered "Tidak Setuju" (2) = 1 students

Respondents who answered "Sangat Tidak Setuju" (1) = 1 students

Formula: T x Pn

Notes:

T: Total number of respondents who voted

Pn: Choice of likert score numbers

Respondents who answered "Sangat Setuju" (5) = 57 students (5) = 285

Respondents who answered "Setuju" (4) = 83 students (4) = 332

Respondents who answered "Ragu-ragu" (3) = 26 students (3) = 78

Respondents who answered "Tidak Setuju" (2) = 1 students (2) = 2

Respondents who answered "Sangat Tidak Setuju" (1) = 1 students (1) = 1

Total Score= 698

Calculation Score Interpretation

Y = highest score x number of respondents x number of statements

   =5 x 28x 6

   =840

X= lowest score x number of respondents x number of statements

  =1 x 28 x 6

  =168

Interval Formula

I   = 100/ total score

    = 100/5

    = 20 (the interval is the distance from the lowest 0% to the highest 100%).

    The following is the score interpretation criteria based on interval.

No.	Interval number	Criteria
1	0% - 19.99%	Sangat Tidak Setuju
2	20% - 39.99%	Setuju
3	40%-59.99%	Ragu-ragu
4	60%-79.99%	Setuju
5	80%-100%	Sangat Setuju

Final Completion

Index Formula %   = Total Score /Y x 100

                =698/840 x 100

                = 83,0(**Sangat Setuju**)

    Thus, the results of the research on Portfolio Assessment of eleventh graders at SMK Muhammadiyah 2 Metro in the "Strongly Agree" Category.

Appendix.18

<p align="center">Photograph Documentation</p>

Source: The Students Pre-test (Experimental class)

Source : Treatment (Experimental class)

Source : The Students Post-test (Experimental class)

Source: The Students Pre-Test (Control Class)

Source: The Students Post-Test(Control-class).

Appendix.19

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor : B-5139/In.28.1/J/TL.00/12/2021
Lampiran : -
Perihal : SURAT *BIMBINGAN SKRIPSI*

Kepada Yth.,
(Pembimbing 1)
Ning Setio Wati (Pembimbing 2)
di-
    Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	:	**RISKA WIDIA SARI**
NPM	:	1701070137
Semester	:	9 (Sembilan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	THE INFLUENCE OF PORTFOLIO ASSESSMENT ON WRITING SKILL OF THE ELEVENTH GRADERS AT SMK MUHAMMADIYAH 2 METRO IN THE ACADEMIC YEAR OF 2021/ 2022

Dengan ketentuan sebagai berikut :
1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
    a. Dosen Pembimbing I bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
    b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 08 Desember 2021 Ketua Jurusan,

Andianto M.Pd

NIP 19871102 201503 1 004

Dokumen ini telah ditandatangani secara elektronik. Untuk memastikan keasliannya, silahkan scan QRCode.

Appendix.20

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor   : B-5166/In.28/D.1/TL.00/12/2021
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMK MUHAMMADIYAH 2
METRO
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-5167/In.28/D.1/TL.01/12/2021, tanggal 08 Desember 2021 atas nama saudara:

Nama   : **RISKA WIDIA SARI**
NPM   : 1701070137
Semester : 9 (Sembilan)
Jurusan   : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMK MUHAMMADIYAH 2 METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF PORTFOLIO ASSESSMENT ON WRITING SKILL OF THE ELEVENTH GRADERS AT SMK MUHAMMADIYAH 2 METRO IN THE ACADEMIC YEAR OF 2021/2022".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 08 Desember 2021
Wakil Dekan Akademik dan
Kelembagaan,

Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003

Appendix.21

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS
Nomor: B-5167/In.28/D.1/TL.00/12/2021

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**RISKA WIDIA SARI**
NPM	:	1701070137
Semester	:	9(Sembilan)
Jurusan	:	Tadris Bahasa Inggris

Untuk:

1. Mengadakan observasi/survey di SMK Muhammadiyah 2 Metro, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF PORTFOLIO ASSESSMENT ON WRITING SKILL OF THE ELEVENTH GRADERS AT SMK MUHAMMADIYAH 2 METRO IN THE ACADEMIC YEAR OF 2021/2022".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro

Pada Tanggal : 08 Desember 2021

Mengetahui,
Pejabat Setempat

Dr. Julita Maria, M.Pd.

Wakil Dekan Akademik dan Kelembagaan,

Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003

Appendix.22

MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN CABANG MUHAMMADIYAH METRO BARAT
SMK MUHAMMADIYAH 2 METRO
NPSN : 10807594 STATUS AKREDITASI "A" NSS : 402126103006
Alamat : Jl. Khairbras II Ganjarasri No. 12 14/IV Kec. Metro Barat
☎ (0725) 42983 Fax (0725) 42983 Kota Metro – Lampung 34114
E-mail : smkmuhammadiyah2metro@gmail.com

Nomor   : 2366/IV.4.AU/F/2021
Lampiran   : -
Hal   : Surat Jawaban *Research*

Yth.
Rektor IAIN Metro
c.q. Wakil Dekan Akademik dan Kelembagaan
IAIN Metro
di-

      Metro

السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللّٰهِ وَبَرَكَاتُهُ

Waba'du, di sampaikan dengan hormat bahwa :

1. Dasar : Surat Institut Agama Islam Negeri (IAIN) Metro Fakultas Tarbiyah dan Ilmu Keguruan Nomor : B-5166/In.28/D.1/TL.00/12/2021 tanggal 8 Desember 2021 perihal Izin *Research*.

2. Menjawab permohonan surat dimaksud pada prinsipnya kami memberikan izin kepada mahasiswa Institut Agama Islam Negeri (IAIN) Metro Fakultas Tarbiyah dan Ilmu Keguruan untuk melaksanakan *Research* di SMK Muhammadiyah 2 Metro, dengan identitas mahasiswa sebagai berikut :

     NAMA   : RISKA WIDIA SARI
     NPM   : 1701070137
     PROGRAM STUDI : Tadris Bahasa Inggris
     SEMESTER   : 9 (Sembilan)
     JUDUL SKRIPSI   : THE INFLUENCE OF PORTOFOLIO ASSESSMENT ON WRITING SKILL OF THE ELEVENTH GRADERS AT SMK MUHAMMADIYAH 2 METRO IN THE ACADEMIC YEAR OF 2021/2022

Demikian surat balasan ini kami sampaikan. Atas perhatiannya kami ucapakan terima kasih.

السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللّٰهِ وَبَرَكَاتُهُ

                   Metro, 17 Jumadil Awwal 1443 H
                        21 Desember   2021 M
                    Kepala Sekolah,

                    Dr. JULITRI MARIA
                    NBM. 1075645

Tembusan :
1. *Ketua Majlis Dikdasmen PCM Metro Barat di Ganjar Asri*
2. *Arsip.*

Appendix.23

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-131/In.28/S/U.1/OT.01/01/2022

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: Riska Widia Sari
NPM	: 1701070137
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1701070137

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 17 Februari 2022
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H.
NIP.19750505 200112 1 002

Appendix.24

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki Hajar Dewantara 15A Inngmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini. Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama   : RISKA WIDIA SARI

NPM   : 1701070137

Jurusan   : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Metro,12 April 2022
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 1987 1102 201503 1 004

Appendix.25

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki HajarDewantaraKampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41057 faksmili (0725) 47296; Website: tarbiyah.iain@metrouniv.ac.id;E-mail:
www.tarbiyah.metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Riska Widia Sari   Jurusan : Tadris Bahasa Inggris (TBI)

NPM : 1701070137   Semester : IX / 2021

No	Hari / Tanggal	Pembimbing I	Pembimbing II	Materi Yang Dikonsultasikan	TandaTangan Mahasiswa
1.	Senin, 06 Juli 2020		√	Strategi penulisan Chapter 1 (Introduction)	
2.	Selasa, 09 Juli 2020		√	Strategi penulisan & penjelasan metode yang digunakan (kuantitatif)	
3.	Sabtu, 13 Maret 2021		√	Bimbingan terkait judul penelitian	
4.	Selasa, 20 April 2021		√	Bimbingan terkait judul penelitian dan peneliti terdahulu	
5.	Rabu, 02 Juni 2021		√	Perbaiki Chapter 1 paragraf pertama	
6.	Selasa, 8 Juni 2021		√	Perbaiki alur pada chapter 1 bagian background of the study	

Mengetahui,
Ketua Jurusan TBI

ANDIANTO, M.Pd
NIP.198711022015031004

Dosen Pembimbing II,

NING SETIO WATI, M.Pd
NIDN.2001088702

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki HajarDewantaraKampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41057 faksmili (0725) 47296; Website: tarbiyah.iain@metrouniv.ac.id;E-mail:
www.tarbiyah.metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Riska Widia Sari   Jurusan : Tadris Bahasa Inggris (TBI)

NPM : 1701070137   Semester : IX / 2021

No.	Tanggal		√	Keterangan	Paraf
7.	Selasa, 15 Juni 2021		√	Perbaiki chapter1 pada bagian penelitian relevan	Prinaf
8.	Selasa, 22 Juni 2021		√	Perbaiki pada bagian gap	Prinaf
9.	Senin, 28 Juni 2021		√	Perbaiki pada problem identification, and problem limitation	Prinf
10.	Jumat, 09 Juli 2021		√	Perbaiki pada chapter 3	Prinf
11.	Rabu, 22 September 2021		√	Acc ke pembimbing I	Prinaf

Mengetahui,
Ketua Jurusan TBI

ANDIANTO, M.Pd
NIP. 198711022015031004

Dosen Pembimbing II,

NING SETIO WATI, M.Pd
NIDN.2001088702

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki HajarDewantaraKampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41057 faksmili (0725) 47296; Website: tarbiyah.iain@metrouniv.ac.id;E-mail:
www.tarbiyah.metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Riska Widia Sari

NPM : 1701070137

Jurusan : Tadris Bahasa Inggris (TBI)

Semester : IX/ 2021

No	Hari / Tanggal	Pembimbing I	Pembimbing II	Materi Yang Dikonsultasikan	TandaTangan Mahasiswa
1.	Kamis/25 Nov		✓	Bimbingan APD, Perbaikan Instru-ment Blueprint	
2.	Rabu/ 1 Des		✓	Perbaikan Instrument Skala Likert	
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Appendix.26

THE INFLUENCE OF PORTFOLIO ASSESSMENT ON WRITING SKILL OF THE ELEVENTH GRADERS AT SMK MUHAMMADIYAH 2 METRO IN THE ACADEMIC YEAR OF 2021 /2022

by Riska Widia Sari 1701070173

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THE INFLUENCE OF PORTFOLIO ASSESSMENT
ON WRITING SKILL OF THE ELEVENTH GRADERS
AT SMK MUHAMMADIYAH 2 METRO
IN THE ACADEMIC YEAR OF 2021 /2022

By:

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CURRICULUM VITAE

The writer's name of this undergraduate thesis is Riska Widia Sari. She was born in Banjarrejo, on March 16th 1999. She comes from simple and harmonic family. She is the daughter of Mr. Sumarko and Mrs. Sayem.

She has taken her kindergarten at TK Aissyah Banjjarrejo, taken her elementary school at SD N 10 Metro, and taken Islamic Schooling Equivalent School at Mts Ikhlas Beramal Metro. Then, when she had graduated from Islamic High School in 2014, her study in Vocational High School at SMK Muhammadiyah 2 Metro. Moreover, graduated from Vocational High School in 2017, she continued again her study in IAIN Metro with English Education Department as a major study that had chosen.