

CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses the eight-term of sub chapters of the study. Those are the background of the study, the problem of the study, the objectives of study, the significance of the study, the limitation of the study, and the definition of key terms.

A. Background of the Study

English is an international language that plays very important roles joined of any aspects. It has been used in communication, technologies, economies and others for centuries. Due to the fact of its importance, English is taught from primary until higher education level. In Indonesia, the governments conceive the importance of English which is established as the compulsory subject. English also includes in one of the national examination subject. So, English is delivered in more servings of teaching and learning activity.

In line with the statements above, the English learners are expected to master the four language skills such as reading, listening, speaking and writing. The researcher believes that reading contributes a part of essential skills to be taught besides the other skills.

Reading skill is one of major skills in learning English. In reading, comprehension is the essence of reading and the active process of constructing meaning from text. Reading comprehension is a complex interaction among automatic and strategic cognitive processes that enables the reader to create a mental representation of the text. Comprehensions depend on characteristics of the reader, such as prior knowledge and working memory, also on language

processes, such as basic reading skills, decoding, vocabulary, sensitivity to text structure, inference, and motivation. Comprehension also requires effective use of strategic processes, such as metacognition and comprehension monitoring.

Reading is not just saying the word; reading must always be a getting meaning process. Therefore, we need a deep understanding. Although, many students read the words on the page, but somehow they lack of understanding of what they read.

In recent year a reform has happened in the era of evaluation. It is shift from testing to assessment. “The assessment, in a broad sense, means any method used to better understand the current knowledge that a student has. Assessment is a process that provides information about ideas, achievements or progress of students. Because the assessment is important in the learning process, each teacher must assess their students learn or regularly”.¹ Some of the methods which teachers use to measure their students’ learning are paper and pencil tests, standardized tests, oral presentations, and question-and-answer activities.

Today there are innovations in assessment procedures, where the change is from summative assessment to formative assessment. These innovations involve thinking of alternatives, which require questioning the learning process and using learning and assessment activities together rather than habitual testing applications. Assessment process should not be thought only as an instrument to give students grade, but it should also be a process that leads up

¹ Mahsid Rostami Charvade, et. al., “The Impact of Portfolio Assessment on EFL Learners’ Reading Comprehension Ability”, *English Language Teaching*, 5 (July, 2012), 7.

to student development and better learning conditions and applications. Such alternative views on assessment have given rise to new approaches like a self-assessment. A widely used instrument for self-assessment is the portfolio. Studies concerning the effectiveness of Portfolio Assessment reveal that it promotes learning ability. A portfolio as a constructivist strategy enhances the learners' transferable skills so that the learners can use the skills such as reflection, critical thinking and assessment more professionally in the real-life situation. Previous research shows that there is a significant difference between the impact of portfolio assessment and traditional assessment on EFL learners' reading comprehension ability and portfolio assessment has a positive effect on EFL learners' reading comprehension ability.

Based on the theoretical explanation and the case occurred, the researcher decides to conduct a study entitled “**The Effectiveness of Portfolio Assessment on EFL Learners' Reading Comprehension Skill**”.

B. Research Question

Referring to the background of the study, the statement of the research question is “Is there any significant difference between the impact of paper testing method and portfolio assessment on EFL learners' reading comprehension skill?”

C. Objectives of the Study

The aim of this study is to find out the impact of portfolio assessment on reading skill. Researcher's presupposition in this study is that student's difficulties in reading comprehension can be at least minimized if we use portfolio assessment for assessing of students.

D. Hypothesis

H0 : There is no significant difference between the use of paper testing method and portfolio assessment on EFL learners' reading comprehension.

H1 : There is significant difference between the use of paper testing method and portfolio assessment on EFL learners' reading comprehension.

E. Significance of the Study

The research will give some useful information about the effectiveness of portfolio assessment on reading comprehension skill. This research is expected to give contributions to the teachers, students, the school and other researcher.

1. To the teachers

This study is expected to give the contributions to teacher to provide the information of the students' ability in Reading, to encourage English teacher to look for the students' difficulties in Reading material.

2. To the students

To the students who have studied using portfolio assessment, this research is expected to be useful to help and solve the students in improving their reading comprehension.

3. To the school

The study may be able to give contribution in teaching-learning process especially in English subject and this research is expected to be useful to develop the education quality of this school.

4. To the further research

This research hopefully becomes one of the references for the improvement in material development and as a supporting reference.

F. Scope and Limitation of the Study

In order to obtain the focus in this study, the researcher gives the scope and limitation. The scopes are the object of this study is the student of 11 IPA 3 and 11 IPA 5 and this research will take place at SMAN 6 Kediri.

Limitation of the study is focused on the effectiveness of portfolio assessment to improve students' reading comprehension; the material used of the study is hortatory exposition text.

G. Definition of the Key Terms

To avoid the misunderstanding of some terms used by the researcher, the key term is defined as follow:

Assessment : The systematic process of gathering information about students' learning in order to describe what he or she knows, is able to do, and is working towards.

Test : A test is a measurement instrument designed to elicit specific sample of an individual's performance.

Portfolio Assessment : Portfolio is a compilation of student's work, which demonstrates how much effort they have put into their work, their progress and achievement in their learning, and their reflection on the materials chosen for the portfolio.

Teaching- learning : Teaching is guiding and facilitating learning, enabling the learners to learn, setting the condition for learning.