

ABSTRACT

Wibowo, Agung Hery. 2010. *The Comparison of Student's Worksheet and Portfolio Assessment of Student's Writing Achievement: The Case of the Tenth Grade Students of SMA Negeri 1 Bergas Semarang in the Academic Year of 2009/2010.*

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Key words: Student's Worksheet, Portfolio, Writing Achievement

Writing technique is very important to make the teaching learning process runs well. It means that technique that is used by the teacher will influence the students in understanding the material. I tried to do an experiment on one of the alternative techniques on writing that is by using Student's Worksheet and Portfolio assessment. The purposes of this final project were to know (1) to investigate on what level is student's writing achievement using Student's Worksheet (2) to investigate on what level is students' writing achievement using Portfolio (3) to find out whether or not there is any significant difference between students who were assessed using Student's Worksheet and those who were assessed using Portfolio.

In this research, the population was the tenth grade students of SMA N 1 Bergas Semarang. The members of the population were 210. The subjects of the research were X.2 and X.4. They were taken by random sampling. Each consisted of 28 and 27 students. This research used experimental design by choosing experimental group and control group. Experimental group was taught by using Portfolio assessment while the control group was taught by using Student's Worksheet assessment.

In this research, I used two kinds of tests; they were pre test and post test. The test was given to both groups, the experimental and control group. The pre test was done before treatment and the post test was done after treatment. In taking the test, the students have to describe about the pictures given to them. The scores of the tests were based on Heaton's theory (1979); they are fluency, grammar, vocabulary, content and spelling. The tests were also scored based on Arikunto (1998) to know the students' level achievement. The mean score of the experimental group was 15.93 (pre test) and 19.48 (post test). Whereas the mean score of the control group was 15.18 (pre test) and 15.39 (post test). The mean differences from two groups were 3.55 and 0.21.

The t_{value} for two means was 5.74204 and the critical value at $\alpha=5\%$ was 2.006. Since the t_{value} was in the H_0 rejected area, it can be concluded that there was significant difference of the student's writing achievement between those who were given the treatment (assessed using portfolio) and who were not given treatment (assessed using Students' Worksheet). It can be concluded that assessing students by using portfolio is significant in the teaching writing. Therefore, it is suggested to the English teachers to use portfolio in assessing their students.