

**THE USE OF PORTFOLIO ASSESSMENT  
FOR WRITING RECOUNT TEXT  
IN MTS MA'ARIF NU 1 KEBASEN, BANYUMAS**



**AN UNDERGRADUATE THESIS**  
Submitted to Faculty of Tarbiya and Teacher Training of  
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto  
as a Partial Fulfillment of the Requirements for Sarjana Pendidikan (S. Pd.)  
Degree

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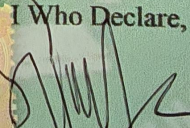
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FOR WRITING RECOUNT TEXT  
IN MTS MA'ARIF NU 1 KEBASEN, BANYUMAS

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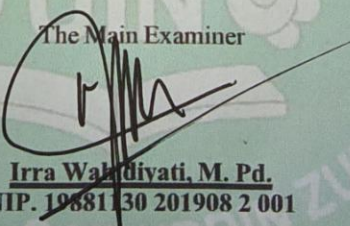
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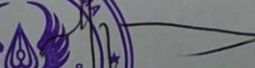
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Assalamu'alaikum Warohmatullohi Wabarokatuh

Having guided, analyzed, directed and corrected the thesis by Syifa Nur Chofifah,  
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**MOTTO**

**The More You Give  
The More You Get**



## DEDICATION

Alhamdulillahirobbil 'alamiin, thank God Allah SWT who had been giving me blessings and mercies so I completed this thesis. I dedicated this thesis to:

1. For my biological parents Kholil and Mubarakah who had been giving me prayer, motivation, and suggestion uninterruptedly. By completing this thesis, I hope you guys will always be given health and happiness.
2. For my brothers and sisters in law, Rachmat Kurniawan, Imam Supriono, Imam Suprianto, Rochmatul Fitroh, Umi Maesaroh, and Rosi Kurnia who supported and cheered me up.
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Purwokerto, 29<sup>th</sup> December 2023

The Researcher



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**ABSTRACT**

This research described the implementation of portfolio assessment for writing recount texts. The research used a descriptive qualitative study to describe the information about how the portfolio assessment is used by the English teacher for writing skills, especially recount text material, among the eighth grade students of MTs Ma'arif NU 1 Kebasen, Banyumas. The subjects of this study were an English teacher and eighth grade students. Meanwhile, this research used interviewing, observation, and documentation as the techniques of data collection. The data were analyzed using data reduction, data analysis, and drawing (conclusion). In checking the validity of the data, the researcher applied triangulation to check the validity of the data from the convergence of different sources such as interview, observations, and documentation. Based on the research findings, the teacher implemented nearly all of Brown's guidelines in implementing portfolio assessment procedures. The teacher's designed the portfolio was to develop their skills in writing, especially recount texts. The material to include in the portfolio was also communicated to the students; it included the students' identities, the students' worksheets, the feedback section, and reflections. The time was designed based on the students' condition and needs. The schedules for review were divided into four students' draft or writing recount texts. The criteria of assessment consist of content, language use, vocabulary, mechanics, and organization. The teacher also prepared a place to keep the portfolio on the desk in the class. Finally, the teacher provided positive feedback by assigning final assessments. Positive teacher comments in their portfolios might help students write recount texts more effectively so that they have improved their ability through the portfolio assessment.

*Keywords: Portfolio Assessment, writing, recount text*

## TABLE OF CONTENTS

TITLE PAGE .....	i
STATEMENT OF ORIGINALITY .....	ii
PAGE OF APPROVAL .....	iii
OFFICIAL NOTE OF SUPERVISOR .....	iv
MOTTO .....	v
DEDICATION .....	vi
ACKNOWLEDGEMENT .....	vii
ABSTRACT .....	ix
TABLE OF CONTENTS .....	x
LIST OF TABLE .....	xii
LIST OF FIGURES .....	xiii
LIST OF APPENDICES .....	xiv
CHAPTER I : INTRODUCTION .....	1
A. Background of the Study .....	1
B. Conceptual Definitions .....	6
C. Research Question .....	8
D. Objective and Significance of the Study .....	8
E. Structure of the Research .....	9
CHAPTER II : LITERATURE REVIEW .....	10
A. Assessment .....	10
B. Writing Recount Text .....	16
C. Portfolio Assessment for Writing Recount Text .....	23
D. Review of Relevant Studies .....	25
CHAPTER III : RESEARCH METHOD .....	28
A. Type of the Research .....	28
B. Setting of the Research .....	28
C. Subject and Object of the Research .....	29
D. Techniques of Data Collection .....	30
E. The Validity : Triangulation .....	32

F. Techniques of Data Analysis .....	32
CHAPTER IV : RESEARCH FINDINGS AND DISCUSSION .....	35
CHAPTER V : CONCLUSION .....	48
REFERENCES	
APPENDICES	
BIOGRAPHY	



## LIST OF TABLE

Table 4.1 Rubric for Content Assessment .....	40
Table 4.2 Scoring Rubric for Writing Skill .....	40



## LIST OF FIGURE

Figure 4.1 Students' First Draft of writing recount text .....	44
Figure 4.2 Students' Final Draft of writing recount text .....	44



## LIST OF APPENDICES

Appendix I Instruments of the Research .....	vi
Appendix II Transcript Interview .....	xii
Appendix III Documentation .....	xv
Appendix IV Lesson Plan .....	xxii
Appendix V Research Permit .....	xl



# CHAPTER I

## INTRODUCTION

### A. Background of the Study

One of the aspects used by educational institutions to elevate the quality of the education's parties is assessment. The term assessment was introduced in the context of learning in schools in 2004 along with a competency-based curriculum, where previously for this context it was used term evaluation, judgment, and measurement<sup>1</sup>. The rational change existed because the connotation of teacher about assessments which relate to the student was a test for assessing the students' cognitive, whereas the teacher should also consider affective and psychomotor as aspects that should be assessed<sup>2</sup>. Teachers assessed students not only concerning student learning outcomes but also includes the learning process. Thus, the assessment carried out by the teacher was not only through tests but also in various ways and aspects of assessment, so the results of the assessment can reflect the actual efforts and abilities of students in the most objective and authentic way<sup>3</sup>. Even, considering how important assessment was in the education aspect and the development of education recently, assessment was still implemented in curriculum 2013 until now<sup>4</sup>.

Related to the curriculum, the instructors regarded the assessment as the primary component of education curriculum where assessment procedures determine the accomplishment in operation and practice of curriculum. As a component of the curriculum, assessment had different purposes, such as directing the instructional process, providing feedback about study programs, and reporting individual learning achievement for various parties. Therefore,

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<sup>1</sup> Abdallah Ghaicha, "Theoretical Framework for Educational Assessment: A Synoptic Review", *Journal of Education and Practice*, 2016, Vol 7, No. 24, p. 213.

<sup>2</sup> Erman Suherman, "Asesmen Portofolio", *EDUCARE*, 2007, Vol. 5, No. 1, p. 26.

<sup>3</sup> Ray Suryadi, "The Implementation of Assessment in Curriculum 2013 in English Subject of SMPN Bulukumba", *Journal of English Education*, 2016, Vol. 1, No. 2, p. 112.

<sup>4</sup> Wayan Maba, Teachers' Perception on the Implementation of the Assessment Process in 2013 Curriculum", *International Journal of Social Sciences and Humanities*, 2017, Vol. 1, No. 2, p. 2.

the best result of the assessment played an important part in the success of learning programs that were appropriate to the relevant curriculum. Moreover, assessment directed the students to dominate the competence that is determined in the curriculum. However, the assessment itself was not only about knowledge but also discussed the skill that should be developed by students and their personal attitudes. It means assessment affected the students to become skilled and ethical humans in accordance with their personal interests.

Assessment was an aspect concerned one of the important points for the accomplishment of the English learning process as it related to the development of students' knowledge and abilities. Through the best quality of assessment, the teacher can evaluate the weaknesses and assets of the students and it will help students for motivating their study. Besides, by doing assessment the teacher can determine the talent level of the students, the comparison of students who have achieved their learning objectives during the learning process, the difficulty faced by the students, and the teacher can determine the best strategies to teach English students. The assessment also affect the teachers' decision about the continuity of the English learning process where the teacher will assign the students can move or not to the next stage of learning<sup>5</sup>. Then, assessment is used not only to determine the important matters related to the students' outcomes but it is also used to augment the quality of the teaching-learning process by modifying the classroom instruction<sup>6</sup>. Thus, assessment very influences the teacher in thinking and planning the activities that will be carried out in the classroom.

The 2013 National Curriculum's conceptual framework and assessment system development proposed seven assessment techniques specifically designed for English language acquisition. The assessments are included: Simple Product Assessment, Performance Assessment, Logs, Journals,

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<sup>5</sup> Irfan Tosuncuoglu, "Importance of Assessment in ELT", *Journal of Education and Training Studies*, 2018, Vol. 6, No. 9, p. 163.

<sup>6</sup> Abdul Majeed Al-Tayib Umar, "The Impact of Assessment for Learning on Students' Achievement in English for Specific Purposes", *ELT Journal*, 2018, Vol. 11, No. 2, p. 15.



Notebooks, Portfolios, and Project Assessment<sup>7</sup>. Meanwhile, the kind of assessment that was implemented by teachers to assess the students' performance progress was a portfolio. Portfolio assessment itself was the real pattern of the new approach for assessing students' performances that has recently been introduced by education experts to be implemented in schools. In some developed countries, the portfolio has been widely used in the world of education, both for the classroom, regional and national assessments. The portfolio can be an alternative way to assess the learners both in individual or group performance. A portfolio should not only offer a show of the students' work, but it should also serve as an evaluation of the work which planned, implemented, evaluated, and well structured. A portfolio is a group of a students' work, experiences, exhibition, and self-ratings<sup>8</sup>.

Based on several studies, portfolio assessment gave significant impact positively on learning outcomes both in science subjects or language and art. According to Hidayati, et al., it gave an opportunity to the students in collecting variety of practical jobs and it was possible to keep an eye on how each student was growing and gradually improve their skills. Besides, the findings demonstrated that the implementation of portfolio assessment resulted in enhanced learning outcomes and improved attitudes. It also offered a deep and student-centered way to help students learn better and improve their social and academic skills than only just a test<sup>9</sup>. Obeiah stated portfolio also promised an alternative traditional instruction and assessment in first and second language classrooms. It was very well applied in all educations level from school to the university than traditional assessment, it was based on the

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<sup>7</sup> Sugiono, "Multiple Assessment Methods: Towards the Improvement of Students' English Language Learning", *IJoEEL*, 2021, Vol. 03, No. 02, p. 91.

<sup>8</sup> Lia Elyani Sukawatie, "The Enactment of Portfolio Assessment in Teaching Writing", *International Journal of Multicultural and Multireligious Understanding*, 2018, Vol. 5, No. 3, p. 266.

<sup>9</sup> Nurkhairo Hidayati, et al., "Portfolio Assessment with Dimension of Learning: an Approach on the Mastery Concept", *Jurnal Bioedukatika*, 2021, Vol. 9, No. 1, p. 19.

complexity portfolio assessment which completed and complicated to assess the students' performance<sup>10</sup>.

Lestariani, Sujadi, and Pramudya also supported the argument above by stated that the use of portfolio assessment in genuine assessment served not only to gauge the knowledge of learners but also to highlight the measures they have personally undertaken. Not just assessing learners' knowledge but also assessing their work-related abilities on performance and practical projects<sup>11</sup>. Then, Ma'arif et. al. revealed that portfolio assessment enhanced students' ability to self-monitor their learning processes, foster discipline, promote responsible and autonomous language learning attitudes, and reduce perceptual mismatches with their teacher. Taking these factors into consideration, portfolio evaluation may serve as a significant advancement for teachers in guiding students to develop not only their cognitive involvement but also their emotional and behaviour engagement when engaging in English language learning activities<sup>12</sup>.

Moreover, one of the students' performances that should be assessed by the teacher to the student is students' ability in writing skills. Writing is a process to express feelings, thoughts, ideas in the form of graphic language and it is one of the language skills that should be mastered by learners. Writing is also viewed as an act of constructing a message<sup>13</sup>. In fact, writing also makes a contribution to communication (it is not only speaking that has a role). Comley in Lisa also supported this argument with a statement that writing is a way of thinking as well as a means of communication<sup>14</sup>.

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<sup>10</sup> Salameh F. Obeiah, "The Effect of Portfolio-Based Assessment on Jordanian EFL Learners' Writing Performance", *Bellaterra Journal of Teaching and Learning Language and Literature*, 2016, Vol. 9, No. 1, p. 34.

<sup>11</sup> Ida Lestariani, Imam Sujadi, and Ikrar Pramudya, "The implementation of Portfolio Assessment by the Educators on the Mathematics Learning Process in Senior High School", *Journal of Physiscs: Conference Series*, 2018, p. 6.

<sup>12</sup> Ahmad Syamsul Ma'arif et. al., "Portfolio-Based Assessment in English Language Learning: Highlighting the Students' Perception", *Journal of English for Academic*, 2021, Vol. 8, No. 1, p. 8.

<sup>13</sup> Maria Dakowska, *Teaching English as a Foreign Language*, Warszawa: Wydawnictwo Naukowe PWN, 2005, p. 258.

<sup>14</sup> Maimuna Lisa, "An Analysis of Writing Material in English Textbook 'When English Rings the Bell' For Eighth Grade", *Retain*, 2018, Vol. 6, No. 1, p. 79.

Furthermore, writing is a useful skill that requires students to use the second language to make things. Writing was considered to be a insensitive skill for students to learn during the classroom activity. Students required to consider some fundamental writing abilities, including the ability to write or type, spell, construct grammatically correct sentences, and punctuate. Good writing abilities are typically the result of a combination of extensive reading, specialized instruction, and considerable practice<sup>15</sup>. Some practices are required to progress the writing skill. They should engage in regular writing practice sessions intensively of examples of written text such as descriptive, narrative, and recount to enhance their abilities. In addition, writing played a crucial role in enhancing students' skills when it is incorporated.

Based on the preliminary observation of eighth grade students in MTs Ma'arif NU 1 Kebasen, Banyumas, it was found that the teacher used portfolio assessment in order to develop students' writing skills intensively. However, not all the students had the ability to write the written text properly because the students were different between classes. The teacher said that class 8D had better performance than other classes. Then, the teacher also said there were some problems in students' writing task recount text; the common problem is that students have not mastered the use of verbs and tenses. They did not practice writing optimally in the classroom. Moreover, students skip the teacher's feedback and rarely took it for the second time.

It is interesting to do research there because the eighth grade students in MTs Ma'arif NU 1 Kebasen, Banyumas, were diligent in performing and collecting the assignment and always prioritized the religious aspect and English language education in common, both academic and non-academic. In fact, the school has been acquiring achievement when the competition is held both academically and non-academically. In addition, the teachers' ways of teaching might be improved to suit the conditions. According to the explanation above, this researcher is intended to do a research entitled "*The*

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<sup>15</sup> Rizqie Oktanti Triandari, Thesis: "Developing Reading and Writing Learning Materials for Grade Eight Students of SMP Negeri 4 Magelang", Yogyakarta: State University of Yogyakarta, 2015, p. 3.

*Use of Portfolio Assessment for Writing Recount Text in MTs Ma'arif NU 1 Kebasen, Banyumas”.*

**B. Conceptual Definitions**

This section furnished following definitions to create the readers' same understanding or perception for some terms used in this research. They were also purposed to avoid ambiguity or misconception. There were three key terms, they were:

1. Portfolio Assessment

A portfolio assessment is an assessment consists of collection of students' works given by the teacher to show their efforts, progress, and achievement in a certain time<sup>16</sup>. Sulisty et. al., defined the portfolio as a comprehensive compilation of a student's work that extends from the start to the conclusion of a term. It served as a means for both teachers and students to evaluate the progression of students' performances. It provided additional opportunity for students and teachers to engage in discussions about students' challenges and advancements in English class. In fact, portfolio has been used for teach the students' writing abilities in English class. The use of portfolio assessment for writing tests has become more popular in language education, and many experts have begun to look into how well this method works for writing tests<sup>17</sup>. Tabatabaei and Assefi also claimed that the portfolio method worked and can be used in writing classes<sup>18</sup>. It was concluded that portfolio assessment is an assessment consisting of a compilation students' assignment at a certain time and it was most effective in teaching students' writing abilities.

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<sup>16</sup> H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, New York: Pearson Education, 2004, p. 256.

<sup>17</sup> Teguh Sulisty et. al., "Portfolio Assessment: Learning Outcomes and Students' Attitudes", *Studies in English Language and Education*, 2020, Vol. 7, No. 1, p. 143.

<sup>18</sup> Omid Tabatabaei and Farzaneh Assefi, "The Effect of Portfolio Assessment Technique on Writing Performance of EFL Learners", *English Language Teaching*, 2012, Vol. 5, No. 5, p. 143.

## 2. Writing

Writing is learning and practicing the grammar of a language through written exercises to communicate meaning to the reader<sup>19</sup>. The product of writing is expressed via several text kinds, often referred to as genres, which are intricately linked to the specific function of each type. The another opinion came from Rosalinah et al., they stated that writing is the process of creating a written output. The process entails a sequence of cognitive operations in which the writer must effectively and logically convert their thoughts into written language. When the authors start to write, they freely express their thoughts, emotions, and insights in written form, without concern about making errors. Meanwhile, authors have the freedom to express their thoughts in writing, it is nevertheless necessary for them to adhere to the established writing guidelines. Whether it is the connection between the subject and the substance of writing, the use of language elements, or the application of grammar in writing. In order to produce a high-quality and easily comprehensible written material, it is necessary for the authors to do so<sup>20</sup>. In conclusion, writing is a process in which the writers develop their ideas and expressions into written form by recognizing the relation between topic and content, grammatical aspects, and language features according to the rules of any genre of text.

## 3. Recount Text

Recount text is a piece of text which retell events or experiences in the past in order<sup>21</sup>. It was one of the basic text English that learned in English subject for the students. According to Sundayana in Nurkholijah and Al Hafizh, a recount text is a written product of a prior event or action in the past. Furthermore, the text exhibits general structures like orientation, a sequence of events, and re-orientation. The structures of the text made text

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<sup>19</sup> Muhammad Javed, et al., "A Study of Students' Assessment in Writing Skills of the English Language", *International Journal of Instruction*, 2013, Vol. 6, No. 2, p. 132.

<sup>20</sup> Yanti Rosalinah, et. al., "Teaching Recount Text through Brainstorming", *Jurnal Bahasa dan Sastra*, 2020, Vol. 12, No. 1, p. 80.

<sup>21</sup> Atikasari Husna and Akhmad Multazim, "Students' Difficulties in Writing Recount Text at Inclusion Classes", *LET Journal*, 2019, Vol. 1, No. 9, p. 55.

purposes delivered to the readers easily because it provided a description of the events that took place and the corresponding timeline. The text had specific language features such as focus on specific participants, use of material process, description of time and place, use past tense and focus on temporal sequence<sup>22</sup>. So, a recount text is a kind of writing that retell readers about previous events using a particular structure and linguistic elements.

### **C. Research Question**

The study topic was designed in accordance with the research backdrop mentioned above:

How does the teacher implement portfolios assessment for writing recount text in MTs Ma'arif NU 1 Kebasen?

### **D. Objective and Significance of the Research**

#### **1. The Objective of the Research**

In light of the research's historical context, the researcher's desired outcome was as follows:

To describe how portfolios assessment are being used in MTs Ma'arif NU 1 Kebasen for creating recount texts.

#### **2. The Significances of the Research**

There were two categories of significance for this research: theoretical and practical significances.

##### **a. Theoretical significances**

- 1) The researcher anticipates that this study will yield information about English language assessment particularly.
- 2) The researcher anticipates that other researchers may take this research into consideration for their own studies.

##### **b. Practical significance**

The following were this study's practical significances:

- 1) For teachers

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<sup>22</sup> Nurkholijah and Muhd. Al Hafizh, "An Analysis of Causes of Students' Problems in Writing Recount Text", *Journal of English Language Teaching*, 2020, Vol. 9, No. 3, p. 470.

It is anticipated that the findings of this study will improve the grade of English language assessments, particularly when portfolio assessments are used to write recount texts.

2) For students

The result of this research hopefully can improve the quality of students' writing recount text skills through the use of portfolio assessment.

3) For readers

The findings of this research will be valuable to other researchers working on related subjects when applying the portfolio assessment for writing component.

#### **E. Structure of the Research**

It was required to categorize the research's structure in order to conduct systematic research. Five chapters were used to categorize this research, and they explained as follows:

Chapter I was an introduction that consists of the background of the study, conceptual definitions, research question, objective and significance of the research, review of relevant studies, literature review, research methods, and structure of the research.

Chapter II explained the theories of portfolio assessment, writing skill, and recount Text and they were separated into several sub sections.

The research methodology covered in Chapter III included the research design, the study's subject and object, instruments for gathering data, the techniques of data collection and analysis methodologies, and triangulation.

Chapter IV presented the results of the research which consists of the description of how the implementation of portfolio assessment for writing recount text in MTs Ma'arif NU 1 Kebasen.

Chapter V represented the conclusion and recommendations of the research. In this chapter, the researcher finished this chapter with some research-related recommendations.

## CHAPTER II

### ASSESSMENT AND WRITING RECOUNT TEXT

#### A. Assessment

##### 1. Definition of Assessment

Assessment is a continuous procedure that encompasses a much broader domain. It is about the teacher's observation of the student's respond to a question from the teacher, trying out a new word or structure, offering comments, writing phrases to the essay, and reading and listening to the performance<sup>23</sup>. It also evaluates the student's activities during the lesson. A similar opinion by Chen and Fox stated that assessment includes all the things that teachers and students do to evaluate themselves and give teachers and students feedback to adapt the instructional and learning processes in which they are involved<sup>24</sup>. Then, Frank also claimed that by conducting assessments, teachers were able to identify the needs of their students, track their development, and measure their own performance as educators and administrators<sup>25</sup>. As stated by Capraro et al. that in assessing the students at the classroom level, the teachers must set up the specific knowledge, skills, attitudes, purpose, and assessment tools<sup>26</sup>. Additionally, the assessment was considered to identify individual student weaknesses and strengths for that teachers can provide the appropriate educational program or social services.

The assessment sometime is often mentioned as the evaluation in the educational field. However, assessment is only the subset of evaluation. Upon reaching the conclusion of the learning process, it used an assessment procedure to get information regarding the educational achievements of the

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<sup>23</sup> H. Douglas Brown, *Language Assessment*, p. 4.

<sup>24</sup> Liying Chen and Janna Fox, *Assessment in the Language Classroom*, London: PALGRAVE, 2017, p. 1.

<sup>25</sup> Jerrold Frank, "The Roles of Assessment in Language Teaching", n.y.

<sup>26</sup> Robert Michael Capraro, et al, "Research Summary: Assessment", Association for Middle-Level Education, 2011, p. 1.



students and the form of learning progress<sup>27</sup>. Then, the assessment measures the learning outcomes. For more details, assessment collects information to quantify the performance of the student's learning outcomes, including authentic assessment and self-assessment<sup>28</sup>. An assessment will help the students to gain the goal of teaching and learning process as well. It involves the activities used to see the extensive instructional objectives mastered by the students in the form of learning outcomes shown after implementing teaching and learning activities<sup>29</sup>. Sometimes, an assessment is used to see whether the teaching and learning process has been held as expected and attained the learning goals.

Therefore, assessment is a series of activities used to evaluate the student's progress and the teachers' program during the learning process so teachers and students can improve their performance in the classroom based on the learning outcomes. For the students, it is helpful to increase their value in learning achievement. Meanwhile, it is used by the teachers to determine appropriate learning process based on the student's need. Thus, based on Ma'rufah, the design and construction of assessments should be student-centered<sup>30</sup>.

## 2. Types of Assessment

In language assessment, to measure the student's achievement during the learning process, the assessor can use a few test and non-test types of assessment based on the instrument's form. For a detailed explanation of the two types of assessment above will be explained as follows:

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<sup>27</sup> Jeanne Ellis Ormrod, *Educational Psychology: Developing Learners 6<sup>th</sup> Edition*, New Jersey: Pearson Education, 2008, p. 266.

<sup>28</sup> Ida Ayu Tri Widyaningsih, Ketut Dibia, and Dewa Nyoman Sudana, "Instrument Appropriateness on the Assessment of Fourth Grade Science Learning Outcomes in Elementary School", *International Journal of Elementary Education*, 2020, Vol. 4, No. 4, p. 473.

<sup>29</sup> Titik Harsiati, "Feedback and Self Regulation in Writing Learning Assessment in Junior High School", *ISLLAC*, 2017, Vol. 1, No. 1, p. 83.

<sup>30</sup> Desi Wijayanti Ma'rufah, "Digital Authentic Assessment in Sentence Based Writing Course", *Proceeding International Conference on Religion, Science, and Education*, 2023, Vol. 2, p. 289.

a. Test assessment

Brown defines a *test* as “measuring a person’s ability, knowledge, or performance in a given domain”<sup>31</sup>. According to Mardapi in Dhien and Kumaidi, a test is one of the instrument’s forms implemented by the teachers to get measurements and consists of a few questions with true or false answers, or all are true or partially correct<sup>32</sup>. It should provide reliable results, like a total numerical score. In other words, it is an assessment that uses written tests to assess the students with absolute results. Several kinds of written test assessments are multiple choice questions test, alternative responses (true or false questions), matching type items, completion type, and short-answer essay tests.

b. Non-test assessment

A non-test assessment refers to assessing a student’s performance based on communicative aims. According to Hamayan in Norahmi and Suharyono, the non-test review has several characteristics, such as the procedures of non-test reflecting the use and behavior of language based on daily life situations directly. Then, it integrates language components and language skills in the academic, social, and physical context in a natural way. The linguistic knowledge in non-test assessment is evolved to meaningful use. Besides, non-test procedures follow the students’ personal needs and academic purposes. A non-test assessment check represents the student’s ability and learning progress and provides valid data<sup>33</sup>. Several types of non-test are portfolios, projects, homework, observations, self and peer assessment, and others. These several kinds of non-test assessment will be explained as follows:

1) Self and peer assessment

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<sup>31</sup> H. Douglas Brown, *Language Assessment*, p. 3.

<sup>32</sup> A. Dhien and Kumaidi, “Developing an Assessment Test in Learning of Physics for Assessment”, *Jurnal Pendidikan Fisika Indonesia*, 2021, Vol. 17, No. 1, p. 60.

<sup>33</sup> Maida Norahmi and Suharyono, “The Urgency of Viewing Non-Test Assessments as Humanistic Assessment”, *English Journal of Merdeka: Culture, Language, and Teaching of English*, 2018, Vol. 3, No. 1, p. 24.

As stated by Yan and Brown in Fitriasia and Wijayati, self-assessment is an assessment process in which the student has a purpose of identifying and judging strengths and weaknesses of their skill and performance. Meanwhile, according to Rotsaert et al. in Fitriasia and Wijayati peer assessment is where one student assesses the quality of their performance and skill peer based on the standard criteria and vice versa<sup>34</sup>.

## 2) Project

Project is an assessment as the project based learning method involving projects or several activities to measure students' learning outcomes and develop critical thinking skills. It is usually a group or teamwork project<sup>35</sup>.

## 3) Observations

Observations are a systematic judgement process of classroom activities to capture the student's skills and behaviors, which can not be seen through conventional assessment<sup>36</sup>.

## 4) Homework

Homework is a work assignment presented by the teacher to the students during non-academic hours<sup>37</sup>.

## 5) Portfolio Assessment

Winch et al. in Suwaed define a portfolio as "a systematic collection" analysis of students' work to demonstrate learners' progress throughout specific instructional goals. In contrast, Suwaed said a portfolio is a compilation of written works that demonstrate students'

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<sup>34</sup> Tamara Carolin Fitriasia and Primardiana Hermilia Wijayati, "Self-Assessment and Peer-Assessment for Students' Essay Assessment in the Aufsatz II Course", *RETORIKA*, 2021, Vol. 14, No. 1, p. 82.

<sup>35</sup> Navisatul Izzah and Laksmi Diana, "Beyond the Implementation of Project-Based Assessment in ELT: Benefits, Challenges, and Teachers' Strategies", *Celtic*, 2021, Vol. 8, No. 2, p. 141.

<sup>36</sup> Teliou Eleni and Kofou Ifigenia, "Observation as Alternative Assessment Method in Assessing Second-Language Productive Skills", n.y.

<sup>37</sup> Max Strandberg, "Homework - is there a Connection with Classroom Assessment? A Review from Sweden", *Educational Research*, Vol. 55, No. 4, p. 326.

proficiency in writing and their progress in learning<sup>38</sup>. Similarly, *Permendikbud* No. 81 A of 2013 in Rizal et al. states that ongoing portfolio assessment contains several document collections that reveal the development of learners' abilities over time<sup>39</sup>. Generally speaking, the portfolio is a compilation of diverse of teachers' observations and goods created by students, which are methodically gathered over a duration of time to demonstrate a student's growth during the teaching-learning activity<sup>40</sup>. Then, the portfolio assessment provides students' learning evaluation from time to time and is a way to comprehend past and present experiences objectively. It is a concrete substantiation that represents the experience of work or accomplishment achieved while carrying out their responsibility as a teacher at a specific time. The unversed teachers can use the document of portfolio assessment to evaluate their learning preparation for increasing their demonstration skills in the classroom<sup>41</sup>. In conclusion, a portfolio assessment is one of the authentic assessments created by the teacher systematically and well structured to recognize the students' learning progress in any period by collecting the students' work and performance followed by a severe analysis from the teacher. Meanwhile, a portfolio assessment has several guidelines to create a portfolio assessment based on Brown, these are:

a) State objective

It means the teachers should determine one or more as the portfolio's objective, then show the students will be required to include resources from the course they are taking in their portfolio, which will serve to promote curriculum goals. For further details, in

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<sup>38</sup> Hamed Suwaed, "EFL Students' Perceptions of Using Portfolio Assessments in the Writing Classroom: The Case of Libyan Undergraduate Second Year Students", *Journal of Studies in Education*, 2018, Vol. 8, No. 2, p. 146.

<sup>39</sup> M. Khairu Rizal, et al, "Portfolio Assessment in Primary School, *Jurnal Ilmiah Teunuleh*, 2021, Vol. 2, No. 2, p. 330.

<sup>40</sup> Muhammad Javed, et al., "A Study of Students' Assessment", p. 107.

<sup>41</sup> Bambang Afriadi, "Portfolio Assessment Trends on Future Learning", *Jurnal Evaluasi Pendidikan*, 2021, Vol. 12, No. 2, p. 79.

portfolio assessment, the purpose is expected to be made based on the goal of the curriculum. It intends to ensure the students' assignments are in the line, either becoming overloaded or too general. The objective should be stated at the beginning clearly because if it is not, it will affect the efficiency of the time, the quality of the portfolio assessment, and how the items are collected<sup>42</sup>.

b) Give guidelines on what materials to include

It consists of naming the types of work that should be included. It will help the students gain a clear view or guidelines for getting started, as many students won't have completed portfolios and would require clarification on what has to be done. There is no restriction on the content of materials included.

c) Communicate assessment criteria to students

The assessment criteria should be expressed in a clear and concise manner and easy to understand. When the students understand the assessment criteria, they will carefully create their assessment and fight to overcome their weaknesses. Implementing assessment criteria will require a rubric to obtain a valid evidence assessment.

d) Designate time

It ensures that students are allocated dedicated time for portfolio work, which may include in-class time, and that opportunities for teachers to engage in conferences are not hindered. So, by designing the time, the students can organize their time to finish their material assignment and revise the mistakes.

e) Establish a periodic schedule for review and conferencing

The conferencing and review should be held to determine the students' mistakes in their work, particularly among the teacher and student. Then, the teacher can discuss the student's learning

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<sup>42</sup> Rezqan Noor Farid, "The Significance of Portfolio Assessment in EFL Classroom", *LENTERA Jurnal Ilmiah Pendidikan*, 2018, Vol. 13, No. 1, p. 55.

progress with the students, and the students can revise the materials in their portfolio after conferencing.

f) Designate an accessible place to keep portfolios

If the students have a place in class or school to keep their portfolio, like a reading room or library, it will be easier to get back their portfolio whenever needed.

g) Provide positive wash back-giving final assessment<sup>43</sup>

When the teacher corrects the students' assignment, besides giving a holistic score for their collecting work, the teacher also has to give feedback about the materials. The positive washback will improve students' work over a period.

## **B. Writing Recount Text**

### **1. The Concept of Writing**

#### **a. Definition of writing**

The lowest definition of writing is drawing letters, making the graphic symbols that stand for the sound symbols<sup>44</sup>. Then, in Oshima and Hogue, writing is a process of finding, where the writer finds ideas, figures out how to organize them, and decides what to put in the writer's order. This means that a lot of what the writer does doesn't show up on the page. It serves as a method of conveying information or ideas. When an author wants to write, he needs to know who will be reading it, which will help in communicating clearly and effectively<sup>45</sup>.

Richards and Schmidt in Rao stated that writing results from complex planning, drafting, reviewing, and revising processes<sup>46</sup>. It means that when creating a written text, the writers should be through the kind of processes starting from learning how to make a great idea

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<sup>43</sup> H. Douglas Brown, *Language Assessment*, p. 257-259.

<sup>44</sup> James Moffett, "Integrity in the Teaching of Writing", *JSTOR*, 1979, Vol. 61, No. 4, p. 276.

<sup>45</sup> Ilham Sukma Taufikurohman, "The Effectiveness of Using Padlet in Teaching Writing Descriptive Text", *Journal of Applied Linguistics and Literacy*, 2018, Vol. 2, No. 2, p. 75.

<sup>46</sup> Parupalli Srinivas Rao, "The Characteristics of Effective Writing Skills in English Language Teaching", *Research Journal of English*, 2017, Vol 2, No. 2, p. 80.

and how to develop the idea into a written text based on the writing procedures. Then, the writer learned how to check the clarity of the text and revise the mistakes, how to apply the correct grammar, and learn to produce a final written text<sup>47</sup>. Besides, writing can be stated as one of the activities to perform the students' writing performance, and its purpose is to improve grammatical patterns and lexical issue<sup>48</sup>.

The different meanings above all agree on one thing: writing is an action to express an idea, feeling, emotions, opinions, and others from word to a paragraph of written text, and it will go through several processes, such as creating, revising, and editing. Finally, the paragraph can be published. So, writing is about what you write and how you write it.

#### **b. Types of Writing Text**

Based on Dirgeyasa the written text is divided into several kinds: descriptive, narrative, recount, procedure, report, explanation, discussion, hortatory exposition, analytical exposition, news item, spoof text, anecdote, commentary, book review, and critical review<sup>49</sup>.

##### **1) Narrative text**

A narrative text is a written text that tells a tale of one figure or more who deals with a specific situation. The story can be fictitious or factual, and it is used for entertaining the readers or listeners. It also is defined as a text containing a series story of the actors' experiences in which events are told logically and chronologically. This written text tells an exciting story that makes the readers feel interested to read. Then the narrative text has several kinds, such as fables, myths, legends, horror stories, fairy stories, mysteries, and others.

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<sup>47</sup> Rizqie Oktanti Triandari, "Developing Reading and Writing Materials for Grade Eight Students of SMP Negeri 4 Malang", *Thesis*, State University of Yogyakarta, 2015, p. 14.

<sup>48</sup> Dian Candra Prasetyanti and Husnul Hotimah, "Developing Students' Writing Skill in Recount Text by Using Photograph and Group Grid Technique", n.y.

<sup>49</sup> I Wayan Dirgeyasa, *Collage Academic Writing: A Genre-Based Perspective*, Medan: Unimed Press, 2014, p. 3.

## 2) Descriptive text

Descriptive text is a type of writing that describes something in great detail. It can be an event, place, person, or noun-the text describes something clearly so the reader can understand each detail of the object. Oshima and Hogue also state that descriptive text uses the senses to help the readers to visualize how the objects look, feel, smell, taste or sound<sup>50</sup>.

## 3) Recount text

The recount text is a type of written text that retells an experience or event in the past. It is a text that tells the readers about a story, action, or activity<sup>51</sup>. The recount text is purposed to entertain or inform the reader. The writer usually tells an unforgettable story, a long journey in the past, a holiday trip, or something that has happened in their life.

## 4) Procedure text

The procedure text is a written text containing the steps to make or do something. It is an instructional text describing the sequence of steps for making or doing. The goal is to help someone in making or doing something in the correct order. These texts include food or beverage recipes, instruction manuals, directions, and itineraries.

## 5) Report text

Report text which explains the object or phenomenon in detail. The text consists of scientific detail that describes physic and nonphysics. It is a factual text about the environment. The report text also reveals specific information from an observation, study, or research of an object, animal, people, or place.

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<sup>50</sup> Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, United State of America: Pearson Longman, 1997, p. 15.

<sup>51</sup> Artono Wardimen, et al, *English in Focus: for Grade VIII Junior High School*, Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional, 2008, p. 61.



### c. The Aspects of Writing

Five aspects of writing have to know by the writer. As the assessor of the writing skill, these aspects are also essential for analyzing the writing assignment. These are grammar, mechanics, vocabulary, content, and organization.

In writing, grammar is essential in dealing with sentences' forms and smaller units like clauses, phrases, and words<sup>52</sup>. The writer also should be concerned about the parts of speech in writing, such as the form of the verb, adverbs, adjectives, prepositions, nouns, pronouns, conjunction, article, and the tenses that will be used. The mechanic deals with spelling words, capitalizing, punctuation, italicizing, and numbering<sup>53</sup>. Vocabulary is the primary component for mastering four language skills; one of them is writing skills. The more the writer knows the list of words, the easier the writer to develop their writing ability.

Next, in content, the writer should be able to think creatively and develop ideas as the content to create good writing. Besides, the writer should avoid irrelevant information about the chosen topic in the writing process<sup>54</sup>. The appropriate content will help the readers understand and comprehend the message the writer will deliver.

The organization is concerned about how the writer arranges the writing related to cohesion and coherence. The coherence structure organization is based on the text features like organizing the linking of the sentences, sticking to the point, and unity. Then, the organization is indicated as well-structured and well-balanced text if the writing has coherence and cohesion. Meanwhile, cohesion is connected with

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<sup>52</sup> Rodney Huddleston and Geoffrey K. Pullum, *A Student's Introduction to English Grammar*, New York: Cambridge University Press, 2010, p. 1.

<sup>53</sup> Lilik Yuliawati, "The Mechanics Accuracy of Students' Writing", *English Teaching Journal*, 2021, Vol. 9, No. 1, p. 47.

<sup>54</sup> Kristy Dwi Pratiwi, Thesis: "*Students' Difficulties in Writing English (A Study at The Third Semester Students of English Education Program at University of Bengkulu Academic Year 2011-2012)*", Bengkulu: University of Bengkulu, 2011, p. 3.

correlating the ideas, interfacing, and combining the expressions and sentences. It also shows with meaning that exists inside the content of the writing<sup>55</sup>. Besides, the organization states that the writing should be arranged chronologically and logically.

## **2. The Concept of Recount Text**

### **a. Definition of Recount Text**

Recount text is a commonly written text that is usually learned by students starting from Junior High School. Grace in Sukma claimed the recount text tells the reader or listener the activities or experiences in the past through a sequence of events. A recount is a story text that retells incidents in the past that usually consist of the writer's feelings. The feelings inside the text can be sad or happy.

Similar opinion from Andersson and Ketty in Wardani, Nursalim, and Samsur, a recount text is a piece of text that retells events with the purpose of giving the audience a description of what happened and when it occurred<sup>56</sup>. For the detail, the content of the recount will explain several matters, including what happened in the writer's experience, who was involved, why it occurred with the character, where it happened, and when the character experienced it. Therefore, recount text chronological written text which happens in the past to make a report and in the part of the text shows the characters, time, and place as the information<sup>57</sup>. A recount is aimed at retelling events to amuse or give information to someone<sup>58</sup>.

In conclusion, recount text is a text which consists of a life story, events, or experiences of someone in the past and the purpose of the

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<sup>55</sup> Abdul Razaque Lanjwani Jat, et al., "An Investigation of Students' Organizational Problems of Cohesion and Coherence in English Essay Writing at Higher Secondary Levels of Sindh, Pakistan", *International Journal of Social Sciences, Humanities, and Education*, 2020, Vol. 3, No. 4, p. 246.

<sup>56</sup> Rizqi Claudia Wardani, et al., "Students Ability in Constructing Paragraph of Recount Text", *Jurnal Pendidikan Bahasa*, 2019, Vol. 6, No. 1, p. 34.

<sup>57</sup> Resy Sinthianury, et al., "The Use of Journal Writing in Teaching Recount Text", n.y.

<sup>58</sup> Riana Br. Sianipar, et al., "An Analysis of Recount Text in English Textbooks Used by Tenth Grade Students", *JOLLT*, 2020, Vol. 8, No. 2, p. 121.

text is to retell the chronology of the accident in order. The recount text contains several pieces of information, such as the actors, place, time, and why the events came about.

#### **b. The Types of Recount Text**

In general, recount text is separated into several kinds that can be learned according to the respective types. According to UC High School Kaleen Writing Handbook, it is categorized into three types: personal recount, factual recount, and imaginative recount<sup>59</sup>.

The personal recount retells about someone or a personal experience in the past. It means that the writer is involved or has experienced the events directly. This text type is the most common type that the writer, as the material of the written recount text, usually provides. Next, a factual recount shows factual reports of events that happened<sup>60</sup>. It can be accident reports, eyewitness notes, science study experiences, historical events, and newspaper reports. This recount is aimed to inform everyone that an accident occurred in the past. Imaginative recount contains a fantasy story that the author retells through a fictional character built by himself. So, it is not the true story of the author, but it only happened in the text. Its purpose is to amuse the audience-an example of this type like the fantasy of the author's dreams.

#### **c. The Generic Structure of Recount Text**

The generic structure plays a vital role in the recount text, and it will make the story inside the text well organized so the readers can obtain and comprehend the contents of the text well<sup>61</sup>. There are three structures of recount text, and it includes orientation, events, and reorientation.

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<sup>59</sup> University of Canberra, *UC High School Kaleen Writing Handbook*, Canberra: University of Canberra, 2011, p. 26.

<sup>60</sup> Riana Br. Sianipar, et al, "An Analysis of Recount Text", p. 121.

<sup>61</sup> Anggi Eka Aprilina, et al, "Analyzing the Generic Structure of Recount Text Written by the Tenth Graders", *English Language and Literature International Conference*, 2022, Vol. 5, No. 1, p. 503.

The orientation stage is a story beginning where it gives a view of who participated, what transpired, the site, and time of the incident were all discussed. Besides, it helps the reader or listener to identify the scene, setting, and context of the text in order to fully understand it. Meanwhile, the sequence of events shows the chronological sequence of the main activity. It is narrated in order starting from the first part of events, the second part, and so on until the last part. Then, reorientation is the final part of the recount text. It consists of a closing statement of the text, like a personal comment or writer's feeling, the conclusion of the story, or an evaluation of the exciting topic. It also can be speculate about what might happen later. However, this part is optional for the writer; only some of the recount text provides reorientation as the final part<sup>62</sup>.

#### **d. Language Features**

As one genre-based text, recount text has characteristics different from other written texts. This characteristic can be seen through the language features of recount text. First, use the action verb. Recount text usually contains action verbs, which indicate the characters' actions. Then, the action verb base will be changed into a past verb fit with the tense.

Second, use simple past tense. The simple past tense is one grammatical tense showing a previous event and which does not exist in the present time<sup>63</sup>. It means that the movement began and ended in the past and can not be happened in present. In recount text, this tense indicates an event or experience from the past. Example of past tense verb is *saw, got, sat, slept, walked, broke, met*, and so on.

Then, using conjunction, the conjunction has a role in showing the order of events. It also has a vital role in connecting the text's

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<sup>62</sup> Ayu Firmala Sari, Wennyta, and Yanti Ismiyati, "An Analysis of Generic Structure on Recount Text Written by Tenth Grade Students of SMA 8 Kota Jambi in the Academic Years 2017/2018", *JELT*, 2018, Vol. 2, No. 2, p. 3.

<sup>63</sup> Rayendriani Fahmei Lubis, "Simple Past Tense in Recount Text", *English Education*, 2014, Vol. 01, No. 01, p. 38.

particular clauses. If there is no conjunction, the sentence will be an error and look ambiguous. Then, conjunctive adjuncts, such as *however*, *therefore*, *alternatively*, and *as a result*, show how the clauses are suitable to the whole unit. Besides, for maintaining the sequence of events, the writer of recount text usually uses conjunction like *first*, *second*, *next*, *then*, *after that*, and so on<sup>64</sup>.

Next, use adverbs and adverbial phrases. The adverbs and adverbial phrases in recount text are used to show the time and place of the events. These adverbs and adverbial phrases of time are *last week*, *yesterday*, *last year*, and so on. Meanwhile, the example of adverbs of place are *below*, *nearby*, *far away*, *around*, *here*, *behind*, and others.<sup>65</sup>

Another language features of recount text is using temporal sequence. Examples of temporal sequences include *on Monday*, *on Saturday*, *on Sunday*, and others. It like indicates the specific day of the events. Last, specific participant. The specific participant is used for introducing the participant of the events like *I (the author)*, *my friends*, *my family*, and others.

### **C. Portfolio Assessment for Writing Recount Text**

Writing assessment is one of assessment parts of assessing English basic skills. It can be applied to monitor students' skill progress, especially for writing performances. Teachers use it to find out how students write from the start of the learning procedure to the finish. However, writing assessment assesses students' writing performance in changing sentences become paragraphs and is broader than creating written paragraph or essay. Writing assessment is also based on the student's need and level.

Then, in designing, the writing assessment should determine the type of writing performance, the criteria, and the objective, and it is also based on the level of study. According to Brown, the type of writing assessment is divided

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<sup>64</sup> Sayukti N. K. H. and Kurniawan E., "An Analysis of Students Recount Text in Systematic Functional Linguistic Perspective, *RETORIKA: Jurnal Ilmu Bahasa*, 2018, Vol. 4, No. 1, p. 55.

<sup>65</sup> Anonymous, "Recount Text", <https://grammar.co.id/recount-text/>, accessed on February 20, 2022, at 20.49.

into four types of performances: imitative, intensive (controlled), responsive, and extensive. However, the writing assessment for Junior High School only uses the intensive (controlled). This intensive category is related to the correct grammatical, suitable vocabulary, and make longer sentences.

According to Brown, several assessments are suitable for portfolio-based writing in recount text at the Junior High School level, as follows:

### **1. Picture-Cued Tasks**

Picture-cued task is one of the tasks designed for assessing the students' writing performance. According to Skehan in Astuti and Suadiyatno, the picture-cued duties include the cognitive awareness-raising task where the students give attention to a series of pictures, cartoons, sketches, photos, or other features rendering a more concrete aspect of the meaning of the linguistic expression<sup>66</sup>. One example of a picture-cued task is a picture series or picture-cued story sequence; it is a practical assessment task in writing recount text for the Junior High School level. The picture series very imagine the recount text. It can be seen from the series of a picture that came with the language features of recount text which consist of sequence events. The picture series are shown to the students, which will stimulate the students to write words or simple sentences based on the picture one by one orderly. After the students tidily finish the sentences, they should rewrite them to create a simple paragraph of recount text<sup>67</sup>.

### **2. Grammatical Transformation Tasks**

This writing task can be applied as the assessment for writing recount text performance. It measures the student's ability in grammatical competence for recount text. The job that possibly can be used is to change the tense in a paragraph. For example, change a section that consists of

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<sup>66</sup> Warih Astuti and Taufik Suadiyatno, "The Effect of Picture-Cued Task Towards Students' Motivation in Learning Writing", *Jo-ELT*, 2021, Vol. 8, No. 1, p. 60.

<sup>67</sup> Desy Yunita Sari Widarti, Eusabinus Bunau, and Surmiyati, "The Use of Real Picture Series in Teaching Recount Text Writing", n.y.

simple present tense into past tense (based on the language features of recount text), then rewrite the paragraph.

### 3. Ordering Tasks

The ordering tasks can be used as the assessment of writing recount text, like games of puzzles where the students have to order or re-order a scrambled set of words into a correct sentence based on the language features of recount text that use past tense<sup>68</sup>.

#### D. Review of Relevant Studies

There were publications and some prior research that had associated with this study issue, according to several studies that were relevant to this research. These were:

1. The first study was a journal entitled “The Implementation of Portfolio Assessment in the English Class at Junior High School: a Case Study” by Bning Puspita Natin, Siti Sundari, and Made Adi Andayani in 2021 from Jember University<sup>69</sup>. The research was a qualitative case study to investigate how the teacher implemented the portfolio assessment in the English class. The similarities between the research by Natin et al. and this research were that both focused on using portfolio assessment in English classrooms. The setting of the research was at the same level, which was Junior High School level. The difference was that Natin et al. assessed not only a specific text but all of the written text that the students learned during the English class. Besides, the research by Natin et al. also dug into the teacher’s perception of the portfolio assessment. Meanwhile, this research only focused on implementing of portfolio assessment for the writing recount text performance.
2. The second study was a thesis entitled “The Implementation of Portfolio Assessment in Teaching Writing” by Saharuddin in 2019 from Universitas

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<sup>68</sup> H. Douglas Brown, *Language Assessment*, p. 230.

<sup>69</sup> Bning Puspita Natin et al., “The Implementation of Portfolio Assessment in the English Class at Junior High School: a Case Study”, *EFL education Journal*, 2021, Vol. 8, No. 2.

Negeri Makassar<sup>70</sup>. The research discussed how the teacher implemented the portfolio assessment and the impact portfolio on teaching writing ability. The similarities between the research by Saharuddin and this research were that both of the researches had the purpose of exploring the use of portfolio assessment in writing skills and these researches used qualitative methods. Meanwhile, the difference between the research was that the research by Saharuddin focused on teaching writing ability in common, and this research just focused on the writing recount text abilities. The difference also came from the subject of the research; both researchers used a different class level. The research by Saharuddin used the students of Senior High School as the subject of the research, but this research obtained the data from the students of Junior High School.

3. The third study was a thesis entitled “The Use of Portfolio Assessment in the Teaching of Narrative Writing to the Nine Graders of SMP N 2 Indralaya Utara” by Dita Selvina in 2015 from Sriwijaya University<sup>71</sup>. The research discussed the implementation of portfolio assessment in teaching narrative text writing. The research aimed to determine the significant differences in using portfolio assessment to assess students’ skills in writing narrative text. The similarities between the research by Selvina and this research were that both focused on analyzing portfolio assessments. The setting of the research was at the same level, which was the Junior High School level. The difference was that Selvina just focused on assessing students’ writing narrative text meanwhile this research just focused on assessing writing recount text.

In conclusion, the difference between this research and other research above was that this research explained the implementation of portfolio assessment in English class but in a more specific aspect, namely to describe

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<sup>70</sup> Saharuddin, Thesis: “The Implementation of Portfolio Assessment in Teaching Writing”, Makassar: Universitas Negeri Makassar, 2019.

<sup>71</sup> Dita Selvina, Thesis: “The Use of Portfolio Assessment in the Teaching of Narrative Writing to the Nine Graders of SMP N 2 Indralaya Utara”, Indralaya: Sriwijaya University, 2015.



writing for recount text. This research used Brown's theory of portfolio assessment as the research reference.



## CHAPTER III

### RESEARCH METHODOLOGY

This chapter elucidated the research methodology used to ascertain the solution to the research inquiry posited in the first chapter. It covered several aspects of research, including research design, the topic and purpose of the study, research instruments, data gathering methodologies, data analysis techniques, and research validity.

#### **A. Type of the Research**

This research included field research where the type was descriptive qualitative research. The qualitative research method is based on the post-positivism philosophy that examines the situations of natural objects in which the researcher serves as the primary instrument, the data analysis is qualitative, and the outcomes prioritize generalization<sup>72</sup>. Descriptive qualitative research had the characteristic that the data was natural input without the setting, like manipulation variables. Then, it was more concerned about what rather than how or why something has occurred<sup>73</sup>. The objective of this study was to provide a detailed account of the use of portfolio assessment, specifically for evaluating students' writing skills in recount text at MTs Ma'arif NU 1 Kebasen and it had an effect on students' academic performance.

#### **B. Setting of the Research**

This research was situated at MTs Ma'arif NU 1 Kebasen Banyumas. This institution was selected as the site for this research because it implemented the portfolios assessment during the writing English lesson especially writing recount text. Besides, MTs Ma'arif NU 1 Kebasen was among the most favored private institutions in Kebasen and it had achievement both in academic or non academic in a competition.

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<sup>72</sup> Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif, dan R&D*, Bandung: Alfabeta, 2016, p. 9.

<sup>73</sup> Hossein Nassaji, "Qualitative and Descriptive Research: Data Type Versus Data Analysis", *Language Teaching Research*, 2015, Vol. 19, No. 2, p. 129.

## **C. Subject and Object of the Research**

### **1. Object of the Research**

The object of this research was the implementation of portfolio assessment to teach writing skills in recount texts to eighth grade students in MTs Ma'arif NU 1 Kebasen, Banyumas.

### **2. Subject of the Research**

A subject of the research is “a person, a thing, a micro-organism which becomes an information source of the data collected for the research process”<sup>74</sup>. The subjects of this research consisted of the English teacher and second-grade students of MTs Ma'arif NU 1 Kebasen, Banyumas.

#### **a. The English Teacher**

The first subject of this research was the English teacher of the eighth grade students at MTs Ma'arif NU 1 Kebasen, Banyumas. The English teacher used the portfolio assessment for assessing students' writing recount text, and she was the only teacher responsible to the whole students in eighth grade during the English learning process. Besides, the researcher looked for other information about using portfolio assessment for the different English teachers in MTs Ma'arif NU 1 Kebasen.

#### **b. The second-grade students of MTs Ma'arif NU 1 Kebasen**

In MTs Ma'arif NU 1 Kebasen, there were five classes of the second grade. The average of each class consisted of 34 students. This research chose class 8D as the subject because, according to the English teacher's decisions. She suggested that this class was more diligent than other classes in performing and collecting the assignment.

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<sup>74</sup> Agung Widhi Kurniawan and Zarah Puspitaningtyas, *Metode Penelitian Kuantitatif*, Yogyakarta: Pandiva Buku, 2016, p. 58.

## **D. The Techniques of Data Collection**

There were three various of techniques to collect the data for this research, as follows:

### **1. Observation**

Observation is a data collection technique where the researcher directly observes and records field notes regarding the behavior and activities of individuals at the research site<sup>75</sup>. In this research, nonparticipant observation type was used to do observation. It means the researcher was not involved directly in classroom activity, but the researcher's role was only as an observer. The observations were taken twice during the learning process. The researcher made the first observation on April 2<sup>nd</sup>, 2023, during the first meeting. Then, for the second observation, the researcher observed on April 10<sup>th</sup>, 2023, in the last meeting. The observations were held in the 8D class in MTs Ma'arif NU 1 Kebasen, Banyumas.

During the observations, the activities of the students in writing class were recorded to explore the critical information based on the researcher's questions about portfolio assessment for writing recount text. The learning activities were also observed from beginning to end. The researcher then used an observation checklist to keep track of the teaching-learning processes.

### **2. Interview**

Esterberg in Sugiyono defines the interview as “a meeting of two persons to exchange information and idea through questions and responses, resulting in communication and joint construction of meaning about a particular topic”<sup>76</sup>. According to scientists, the interview was divided into three types, and these were unstructured interview, structured interview,

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<sup>75</sup> John W. Creswell and J. David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (Fifth Edition)*, Los Angeles: SAGE Publications, 2018. p. 168.

<sup>76</sup> Sugiyono, *Metode Penelitian Kualitatif*, p. 231.

and semi-structured interview. The unstructured interview is where the interviewer does not need to prepare a systematic plan of questions to interview the participants. A structured interview is where the interviewer has prepared questions before interviewing the participants. Meanwhile, the semi-structured interview is a process interview with a group of questions developed by the interviewer to get specific information<sup>77</sup>.

This research was used in-depth interviews for interviewing English teacher, included semi-structured interviews. An in depth-interview is one of the methods used for looking for more information and acquiring an extensive comprehension of the topic or idea through thorough investigation. Participants in an in-depth interview are actively urged and facilitated to provide detailed and comprehensive information on the subject being investigated<sup>78</sup>.

The English teacher of MTs Ma'arif NU 1 Kebasen, Banyumas was interrogated by the researcher of this study in order to obtain in-depth information and a better understanding of the learning environment. It means that the process of interviewing helped the researcher understand the researcher's mind through the participant in the research location. The English teacher was interviewed to get two points of view about using portfolio assessment for writing recount texts. During the interview, the crucial points of their result were written in a researcher's note based on a set of questions prepared beforehand. The research questions were based on Brown's guidelines for implementing the portfolio assessment and how the teacher delivers the material in the recount text. This interview was held on April 25<sup>th</sup>, 2023, located in MTs Ma'arif NU 1 Kebasen, Banyumas.

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<sup>77</sup> Hamed Taherdoost, "How to Conduct an Effective Interview; A Guide to Interview Design in Research Study Authors", *International Journal of Academic Research in Management (IJARM)*, 2022, Vol. 11, No. 1, p. 40.

<sup>78</sup> Nayeem Showkat and Huma Parveen, "In-depth Interview", *Communications Research*, 2017, p. 3.

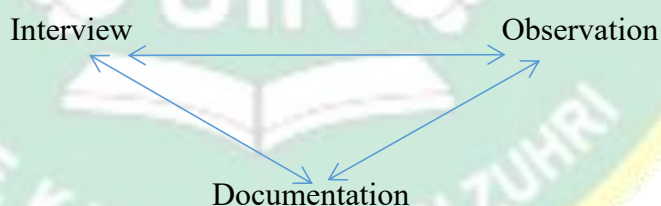
### 3. Documentation

Document review is “a way of collecting data by reviewing existing documents; it may be hard copy or electronic”<sup>79</sup>. Meanwhile, according to Creswell, the paper has two types: public and private<sup>80</sup>.

This research had collected the data from a document like students’ assignments, worksheet of writing skill assessment, documents related to the recount text material, and learning preparation, namely lesson plans. Therefore, the photos was taken during the implementation of the portfolio assessment and learning-teaching activity in the class could be used as evidence. The documentation instrument was compiled and refined via the use of interviews and observations, such as written notes and photographs. So, to obtain the documentation, the researcher did the two techniques of collecting data before.

#### E. Validity: The Triangulation

In checking the data validity, the researcher used the triangulation technique. Triangulation is qualitative cross-validation. It used to test the validity of data from the convergence of different sources. In this case, the researcher found data validity from the interview, observation, and documentation.



#### F. Techniques of Data Analysis

According to Bogdan in Sugiyono, data analysis is “the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own understanding of

<sup>79</sup> Evaluation Research Team, “Data Collection Method for Evaluation: Document Review”, <http://www.cdc.gov/healthyyouth/evaluation/pdf/brief18.pdf>, accessed on June 29, 2021, at 18.00.

<sup>80</sup> John W. Creswell and J. David Creswell, *Research Design (Fifth Edition)*, p. 264.

them and to enable you to present what you have discovered to others”<sup>81</sup>. The researcher used the following steps by to analyze the data:

### **1. Data reduction**

Data reduction refers to selecting, focusing, simplifying, obstructing, and transforming what appears in written field notes or transcriptions. In this research, the data from the observations process, semi-structured interviews (in-depth interviews), and documentation are selected, which is required to support the research. Then, the data selected was analyzed by categorizing the data related to the theories.

### **2. Data display**

The data displays included many matrices, charts, graphs, and networks. All were designed to assemble organized information into an immediately accessible, compact form so that the researcher could see what is happening and either draw justified conclusions or move on to the next step of the analysis; the data display suggests it may be helpful. After categorizing the data, the researcher displayed the data in sequence. It helped the researcher to describe the use of portfolio assessment for writing recount text.

### **3. Conclusion drawing or verification**

The third step to analyze the data of the research was conclusion. As the analyst moves forward, conclusions are also checked. Verification may take the form of a quick digression back to the field notes while writing, or it might take the form of a transient idea. It might be in-depth and complex, including protracted deliberation and discussion among peers to create "inter-subjective consensus" or substantial work to duplicate a result in a different data set. It is necessary to evaluate the meaning that emerges from the data in terms of its validity, likelihood, and "confirmability." If not, all

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<sup>81</sup> Sugiyono, *Metode Penelitian Kualitatif*, p. 244.

we have are fascinating tales about events that may or may not be true or useful<sup>82</sup>.

After the two processes of analyzing data, in the last step, the researcher gave a conclusion about what happened during the implementation of the portfolio assessment for writing recount text based on the data from observation, interview, and documentation.



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<sup>82</sup> Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis (Second Edition)*, California: SAGE Publications, 1994, p. 10-11.



## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

The findings below were acquired from the observations, in-depth interviews, and documents which were done collecting in several time. The observations were performed during four meeting portfolio writing assessments especially recount text in the second semester of 2022/2023. As results, the data of the observations will be presented here below. Meanwhile, the interviews were carried out after the observations along with presenting some essential documents to enhance the data. After the findings were displayed, they were interpreted based on each theory of Brown's guidelines for implementing the portfolio assessment as it was explained below:

#### **A. State Objective Clearly**

Based on the result of the data collection, the researcher saw that the teacher had communicated the purpose of the portfolio to the students clearly. According to the first observations, the researcher found that the teacher has implemented the first guidelines of the implementation portfolio assessment based on Brown's theory. She delivered the goal of the lesson to the students at the first session of the class after the students' attendance was monitored and the students prepared for the learning class session. Then, after the class was ready to start the learning process, she presented the learning objective and lesson assessment in front of the class. The English teacher verbally established the objective of the portfolio in the classroom. She crafted the portfolio to observe the students' progress in composing recount texts and how they wrote and developed their ideas continuously, and the portfolio was used as a document that could be revisited to assist in the improvement of future student performance in writing. Moreover, according to her, it was used to help students engage in the learning process by providing peer correction (teacher-student) of then students' worksheet.



Picture 4.1 Teacher explained the learning objective and objective of the portfolio

The above picture of observation showed that the teacher tried to communicate and explain the purpose of the portfolio to the students orally, for simplifying the understanding of students about the objective of portfolio, the teacher delivered the purpose by using two languages, it was Indonesian and English.

Meanwhile, for the interview with the English teacher of MTs Ma'arif NU 1 Kebasen, Banyumas. The teacher described about the purpose of portfolio clearly:

*“I explained orally what the aim of a portfolio was for developing their skills in writing, especially recount texts. I delivered it in front of the audiences. I also used the portfolio to document the students’ performance abilities”*

It showed the similar result of the observation that the English teacher verbally described the purpose of a portfolio as enhancing the students' writing abilities, with a particular focus on recount texts. The explanation

about the objective of portfolio assessment was presented before the audiences obviously. The portfolio was also utilized the teacher and students to record the students' performance capabilities in specific time.

In accordance with the result of documentation, the researcher found that the content of lesson plan included that the lesson would begin to introduced the materials of recount text. It means that the teacher had prepared some criteria to be delivered to students in order to assist them in understanding the context of the lesson.

## **B. Give Guidelines on What Materials to Include**

Based on the result of the data collection, the researcher found that the teacher had deliver the guidelines on what materials included. It could be seen on the three of data collections. In first observation, the interaction between teacher and students was also observed while observing the classroom surroundings. The teacher proceeded to monitor students' attendance and ensure that all of her students were prepared for class. Then she presented the learning objective and lesson assessment. Following that, the teacher guided students in thinking about the material of the recount text. The teacher demonstrated a recount text example using a Google Power Point. In this case, students may see the text while guessing the generic structure, language elements, and social function. The kids appear to be engaged in the text because it focuses on social life. During the instructor explanation, she occasionally asked the students about their personal experiences. Then, the teacher tried to introduced past tense to students and kind of past verb in a sentence. After the students were given the material about recount text and they did a learning process based on the teacher's instruction. The guideline what the materials to include in portfolio were explained by the teacher. The students had to fill out the students' portfolio such as students' identity on the cover, collecting of students' worksheets, students' reflection and teacher feedbacks after the students' assignment of each draft had done.

It was supported by the statement of teacher during the interview:

*“At the same time I explain the contents of portfolio assessment such as students’ identity, students’ worksheet, feedback section, and reflections.”*

Whereas, second observation was held on the fourth meeting. The teacher began the lecture by greeting the students with greetings and then she confirmed every student's attendance. Before beginning the lesson, the teacher asked students what they accomplished in the previous meeting. Teacher delivered feedbacks on students work. She appreciated the students’ improvement in writing recount experiences during meetings. They could learn and fixed the problem of incorrect words and misunderstanding of recount text. The teacher also explained to students’ scoring related to the students’ work. There are some criteria such as vocabulary, language use, content, mechanism and organization.

Moreover, for the interview with the English teacher, the researcher found the same statement. Teacher inferred:

*“I have delivered the materials of recount text to students. I introduced recount text in the beginning of the class. I tried to help students understand with the meaning.”*

Based on the above statement, teacher clarified that she had explain the materials of recount text in order to make clear understanding to students’ point of view.

In addition, the result of documentation added by lesson plan. The teacher put the statement on lesson plan. Lesson plan included the materials of recount text must be introduced to students in the first class or beginning of the lesson. Perhaps, it helped students to follow the class smoothly with a good understanding on recount text.

### **C. Communicate Assessment Criteria to Students**

According to the three data collections, the researcher found the similar phenomenon. The teacher indeed communicate the assessment criteria to students. It proved by the observation, interview and documentation. First

observation, teacher also communicated the assessment criteria to students. Teacher described one by one the criteria of writing recount text. It started from the content, vocabulary, language use, mechanism, and organization. The portfolio assessment had explained to the students while allowing the feedbacks by the students. It complied with the Brown (2004), the teacher's assessment may include questions that are similar to those on self-assessments in order to emphasize the formative aspect of the evaluation. Both teachers and students should use conferences as vital benchmarks. Support your students in processing your feedback and modelling how to react to your responses when they are asked to submit written responses.

Teacher inferred:

*“I have planned scoring criteria for students’ portfolio assessment on recount text. The criteria divided into vocabulary, language use, content, mechanism and organization to recount text. Each of criteria has score range and categories. The category such as excellent, good, very good, average and fair to poor.”*

In response to the following comment, the teacher has actually adequately prepared the portfolio assessment scores. She separated them up into certain categories, each with a different scoring level. As Brown (2004) said that provide instructions on the types of materials to add is indeed needed. After the goals have been established, list the categories of work that need to be included.

After discussion on what the learning process. It started to explain how the teacher use scoring rubric on students’ portfolio on recount text. Based on the documentation data, the teacher actually used scoring criteria adapted by Weigle, which is analytical scoring is used to evaluate students' writing based on criteria such as content, organization, vocabulary, language use, and mechanics. This style of scoring has the advantage of being more useful for diagnosing students' writing abilities than holistic scoring. It delivers in below Table:

**Table 4. 1 Rubric for Content Assessment**

**A. Analyze the structure of the text.**

Aspects	Score
Mention the text structure correctly	10
Mention the text structure inappropriately	5
Mention the text structure incorrectly	0
Highest Score	10

**B. Arrange the jumble paragraphs into a good order of recount text.**

Description	Score
Arrange paragraphs correctly in accordance with the evaluated text's structure.	10
Although the paragraphs are correctly sequenced, the text's structure is slightly incorrect.	5-8
Arrange inappropriate paragraphs and incorrect text's structure	1-4
Highest Score	10

**Table 4.2 Scoring Rubric for Writing skill**

Scores	1 Poor	2 Fair	3 Good	4 Excellent
Content	The topic is not clear and the sentences are not relating to the topic.	The topic clear but the sentences are not relating to the topic.	The topic is clear but the sentences are almost relating to the topic.	The topic is clear and the sentences are relating to the topic.
Organization	Not organized well	Sparsely organized	Fairly well organized	Organized well
Vocabulary	Poor or inappropriate word choices	Fair word choice, simple words	Good word choices, simple words	Vivid imaginative word choices, appropriate use of vocabulary
Language Use (Past tenses)	Frequent grammatical or agreement	Numerous grammatical or agreement	Few grammatical or agreement inaccuracies but not	Very few grammatical or agreement

	inaccuracies	inaccuracies	effect on meaning	inaccuracies
Mechanics	It is dominated by errors of spelling, punctuations, and capitalizations.	It has frequent errors of spelling, punctuations, and capitalizations.	It has occasional errors of spelling, punctuations, and capitalizations.	It uses correct spelling, punctuations, and capitalizations.

**Final Score** : Total number of points collected X 100

**Total Score**

**Highest Score: 100**

The teacher utilized the above scoring rubric as a reference to evaluate students' recount text in their portfolio. The students appear to be confused about the scoring. However, the teacher delivered and explained the scoring in an accessible way, enabling students to gain insight into the context.

In addition, the researcher found the students' sample of scoring. It is seen in Table 4.1

Table 4.2 Example of Student's score

Scoring Aspects	Score	Score	Score	Score	Total Score
	Portfolio 1	Portfolio 2	Portfolio 3	Portfolio 4	
<b>Content Assessment</b>	13	15	18	20	66
<b>Writing skill</b>	10	11	14	20	55
<b>SCORE</b>					86

According to the above student' score, it can be stated that students' learning progress has increased. It can be seen by the learning outcomes from first portfolio to the last one. The scoring aspects were divided into two content assessment and writing skill. Both the scoring criteria has been describe previously (see Table 4.1 Rubric for Content Assessment and Table 4.2 Scoring Rubric for Writing skill). The student got 86 from the highest score is 100. By means of these facts, the teacher tried to give students' score

by seeing their learning progress in writing recount text. Teacher also encouraged the students' motivation to improve their writing skill by giving score on student's portfolio. Students can exhibit their greatest work and illustrate what they understand about the subject matter by using academic portfolios<sup>83</sup>.

#### **D. Designate Time within the Curriculum for Portfolio Development**

The researcher conducted two observations during this data collection. The observations occurred throughout the first meeting of the learning recount text and the fourth instructional meeting. The researcher assumed that those periods were very effective. The teacher introduced the subject matter and the portfolio as the students' assessment in writing recount text at their beginning of the learning process. The fourth meeting teacher, on the other hand, provided feedback on the students' writing recount text. The researcher was able to obtain knowledge regarding how teachers integrate portfolios by employing these.

Teacher described:

*“The students made four draft in writing recount text, it consisted of four meeting of the lesson. They were asked to finish the draft. The result was surprising, by using portfolio, students improved their writing.”*

Based on the statement, it can be concluded that the teacher gives students four opportunities to make a good recount text. The result is quite good due to students actually could respond well. They might revise their work such as language use, vocabularies, mechanism and organization.

Besides, the times the students to complete the assignment during the lesson were designed by the teacher. It was based on the condition and the students' need. However, if the students did not complete the task on time in

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<sup>83</sup> Meng Kay Daniel Ling, “The Use of Academic Portfolio in the Learning and Assessment of Physics Students from a Singapore Private Collage”, *International Journal of Assessment Tools in Education*, 2016, Vol. 3, Issue. 2.



the meeting class, the additional time was given to help the students finished their assignment. According to the teacher statement:

*“But, if the time was not enough for the students so I would give them submission time to finish their task at home.”*

It showed correlation between the result of observation and interview the English teacher of MTs Ma'arif NU 1 Kebasen

#### **E. Establish Periodic Schedules for Review and Conferencing**

In offering the lesson using portfolio assessment, teacher indeed had due date for students completing their work. Recount text was explained during four meetings. By means of these, teacher tried to finish discuss it in four meeting. It was stated by Brown (2004) guidelines, Establish periodic schedules for review and conferencing. Teacher had created schedules for the lesson and explain to students clearly. The schedules for review divided into four students' draft or writing recount text.

According to the students' draft, there are four draft of writing recount text. In first draft, the students are asked to write few sentences about their past experience. They could write the sentence based on their understanding. There were still any mistakes in the use of vocabularies and language use. The teacher, then corrected the students' work and give comments. Second draft, the teacher explained the language use to students. So the students tried to understand the use of regular and irregular verb form of past. The teacher, then corrected the students' work and give comments. Third draft, the students wrote in complex text. They wrote their recount text with theme, “MY HOLIDAY”. The students actually got problem in arranging sentences to paragraph. The final draft, students could write the text with good language use, organizational text and mechanism.

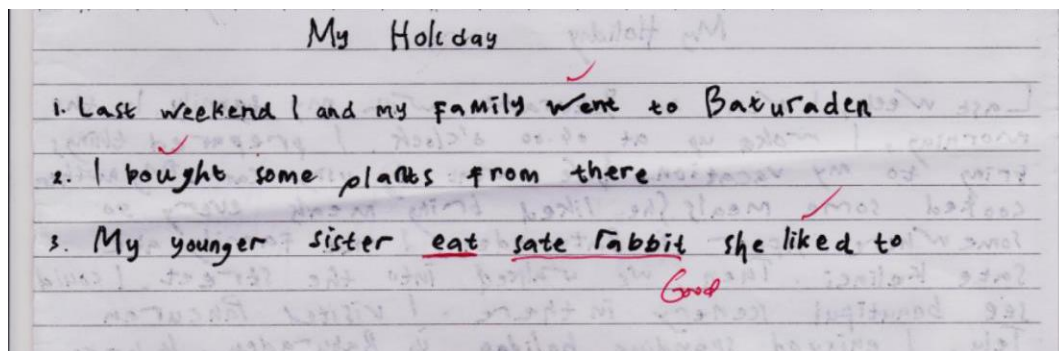


Figure 4.1 Students' First Draft of Writing Recount Text

According to the above students' worksheet, the students attempted to write their holiday experiences in English. The teacher corrected generic structures. There were some mistakes on students' writing recount text. Teacher provided a checklist and underlined the incorrect word its use. Following the assessment, teacher left her comment on students' worksheet. the teacher assumed that by giving positive comment on students' work, it gave them positive reinforcement. In addition, this portfolio assessment also enhanced the students to develop their understanding in writing recount text.

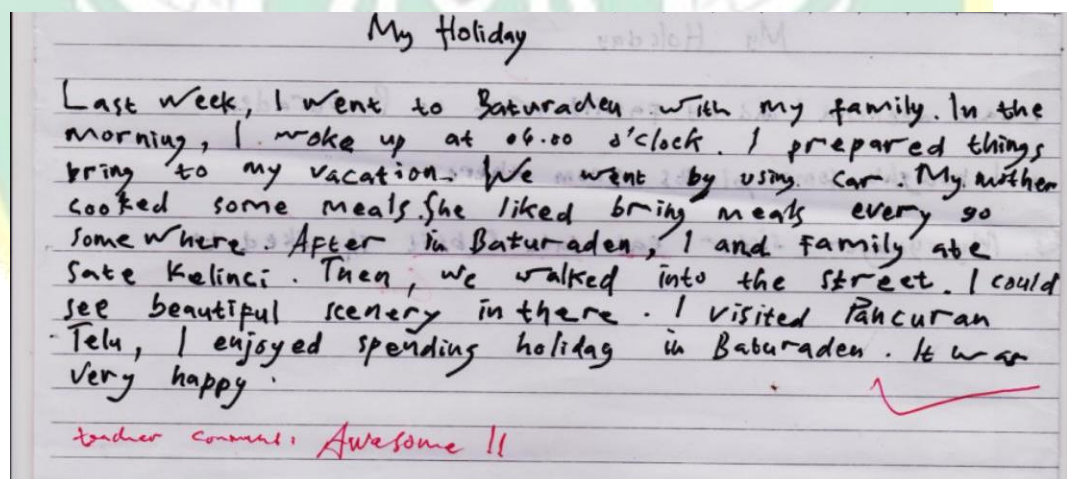


Figure 4.2 Students' Final Draft of Writing Recount Text

Based on the Figure above, the students had written their recount text in an orderly fashion. They employed diverse vocabulary that were appropriate for the situation. Every statement used appropriate language. Whereas the content of the students "My Holiday" story was also adequately described.

They were able to organize the text from the beginning of the story to the end of their holiday experience. On the other side, the teacher provided a checklist and comments on the students' worksheet. The teacher also mentioned that the final drafting of the students' work indicated the final report of their work after they created three earlier drafts from the first to third lessons.

Teacher added:

*“The students made four draft in writing recount text, it consisted of four meeting of the lesson. They were asked to finish the draft. The result was surprising, by using portfolio, students improved their writing.”*

Based on the statement, it can be concluded that the teacher gives students four opportunities to make a good recount text. The result is quite good due to students actually could respond well. They might revise their work such as language use, vocabularies, mechanism and organization.

#### **F. Designate an Accessible Place to Keep Portfolios**

In order to make the students easy to report their learning progress, the teacher had prepared a place for students' portfolio.

The teacher said:

*“I have prepared a place for students to keep their portfolio. I saved the portfolio on the desk in the class, or if the portfolio was full, I saved it in the library. They could write their identity on the portfolio so that I could be easy to check them.”*

Based on the observation in the last meeting, the teacher collected the students' portfolios after the learning process had been finished. Then, the students' portfolios were put on the desk in the class to make the students easier for accessing the portfolios. The identity of each students was written clearly on the cover of portfolios in order to the students found their portfolios without disturbing others.

## G. Provide Positive Washback-Giving Final Assessments

In this part, consist of how the learning process with the use of portfolio assessment. It included on the way teacher's giving feedback on students' learning outcomes. The researcher found that the portfolio assessment helped the students to engage the lesson. It could be seen to the teacher's respond on her way to give feedback and washback to students' writing recount text. The teacher said that she not only gave corrections on students' work but also put positive comment such as great, awesome, nice, etc. She suggested that by giving these comments, the students had positive respond. They tried to make their writing better. It supported to the students' reflection on their portfolio.

Teacher explained:

*"I found my students tried to improve their writing recount text after they achieve positive comment. It was seen by looking for their second to final draft of writing recount text."*

According to the facts presented above, portfolio assessment provides students with positive reinforcement. It additionally made possible for students to observe their learning progress. Additionally, students might offer brief comments on the lesson as reflection. It corresponds with Nezakagtoo, the portfolio method of writing and assessment (portfolio-based instruction and evaluation) has been found to significantly correlate with students' final examination scores. This is because portfolio assessment allows students to choose their best papers for final grading and allows them to continuously improve previously written papers<sup>84</sup>.

Based on the observations were conducted twice in MTs Ma'arif NU 1 Kebasen, the teacher gave positive feedback after the students finished their assignment. So, among the observation, interview, and documentation showed the similar result that washback on portfolios were provided for the students.

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<sup>84</sup> Behzad Nezakagtoo, "The Effects of Portfolio Assessment on Writing of EFL Students", *English Language Teaching*, 2011, Vol. 4. No. 2.



Picture 4.2 The teacher gave washback (positive feedback) for the students' worksheets.

The picture above explained that the teacher continuously presented the feedback for the writing recount text of the students. It was performed both orally and written on the feedback section below the assignment.

On the figure 4.2 about the final draft of the students' worksheets also supported that positive feedback was given by the teacher in writing by giving corrections and appreciate students' work by giving word's motivation. The example of positive feedbacks were nice, good, amazing, awesome, etc. The final assessment was also viewed on the final draft of students' worksheets.

## **BAB V**

### **CONCLUSION**

#### **A. CONCLUSION**

As a second-grade students at MTs Ma'arif NU 1 Kebasen in the eighth grade, the usage of portfolio assessment in writing skills to recount texts may assist in the evaluation of students' work. The teacher employed nearly every facet of the portfolio assessment concept of Brown's guidelines. The teacher determined the goal of the portfolio assessment, which measured the student's writing ability in recount texts, and she provided the portfolio components. Additionally, the teacher conveys the evaluation standards within the recount text lesson plan. She also established timetables for lesson review, prepared a place to keep the portfolio assessment, and gave a washback-final assessment.

The researcher came to the conclusion that the teacher implements the portfolio assessment in accordance with some aspects based on the information gathered from observation, interviews, and documentation. Brown (2004) stated that there are seven components to placing the portfolio into practice. Determining the goal of the portfolio, providing instructions on what items to include, informing students of the evaluation criteria, scheduling review and conference times, designating a location for the portfolio, offering positive wash back, and providing the final assessment include all essential stages.

The portfolio's objective, as set by the English teacher, was to enhance students' writing abilities, with a particular focus on recount texts. The English teacher informed the students about the specific contents to include in their portfolio, which encompassed their identification, worksheets, feedback section, and reflections. The time was designed based on the students' condition and needs. The schedules for review were divided into four students' drafts of writing recount texts. After the students had assigned the task, the teacher reviewed their worksheet. The criteria of assessment consist of content, language use, vocabulary, mechanics, and organization. The

teacher also prepared a place to keep the portfolio on the desk in the class. Finally, the teacher provided positive feedback by assigning final assessments. Positive teacher comments in their portfolios might help students write recount texts more effectively so that they have improved their ability through the portfolio assessment.

## **B. SUGGESTION**

There were some recommendations for the English teacher and other researchers, according to the previous conclusions:

### **1. For the English teachers**

To help the students experience the writing process, it is preferable for teachers to place equal emphasis on the writing process and the final product. They must employ evaluation strategies that go beyond just the product. The portfolio assessment is one of them. The results of the research demonstrate that, because portfolio assessments emphasize both the process and the final product, they can help students become more proficient writers. It can facilitate the students' experience with the writing process. They can also receive regular feedback to help them identify their mistakes. It may stop them from making the same mistakes twice. Additionally, by providing constructive criticism and comments to their students, teachers can positively reinforce their learning and inspire their students to write better.

### **2. For other researchers**

The use of portfolio assessment to enhance students' writing abilities is the primary subject of this research. Consequently, it is advised that other researchers with an interest in the same area carry out additional research on the same topic using different skill sets and backgrounds.

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## APPENDICES



**APPENDIX I**  
**EXPERT JUDGEMENT GUIDES**  
**“THE USE OF PORTFOLIO ASSESSMENT FOR WRITING RECOUNT**  
**TEXT IN MTS MA’ARIF NU 1 KEBASEN”**

**A. Interview**

a. Interview (English Teacher)

Based on Brown’s Theory, there were several questions for this research:

1. Apakah sebelum memberikan penilaian portfolio kepada siswa, Ibu membuat tujuan penilaian dan memberitahukannya kepada siswa?
2. Apakah Ibu membuat kriteria penilaian dalam menulis teks recount?
3. Bagaimana cara Ibu mengkomunikasikan kriteria penilaian portfolio dalam menulis teks recount kepada siswa?
4. Apakah Ibu memberikan pedoman kepada siswa mengenai apa saja yang harus ada dalam penilaian kemampuan menulis teks recount?
5. Apakah Ibu memberikan estimasi waktu kepada siswa saat mengerjakan tugas menulis teks recount?
6. Bagaimana jika waktu yang diberikan kepada siswa saat mengerjakan tugas menulis teks recount tidak cukup? Apa yang dilakukan oleh Ibu?
7. Apakah Ibu melakukan revisi untuk setiap tugas writing teks recount yang dikerjakan siswa?
8. Apakah Ibu memberikan kesempatan kepada siswa untuk merevisi hasil tulisan siswa dalam menulis recount text?
9. Setelah penilaian portfolio selesai, apakah Ibu menyediakan tempat khusus untuk menyimpan hasil penilaian siswa?
10. Apakah Ibu mengadakan penilaian akhir kepada siswa?
11. Apakah Ibu memberikan feedback kepada siswa setelah melakukan penilaian writing teks recount.

**b. Field Note of Interview**

Subject’s interview :

Date :

Time :

Place :



## **B. Observation Checklist**

Based on Brown's Theory, there were several observation items for this research:

No.	Observation Items	Option		Description
		Yes	No	
1.	Guru membuat dan menjelaskan tujuan penilaian portfolio untuk writing teks recount kepada siswa.			
2.	Guru memberikan pedoman mengenai apa saja yang harus ada di dalam penilaian portofolio kemampuan siswa menulis teks recount. a. Identitas siswa b. Lembar kerja siswa (kumpulan draft) c. Lembar feedback guru d. Lembar refleksi siswa			
3.	Guru menyampaikan kriteria penilaian menulis teks recount kepada siswa. Ada beberapa kriteria yang di adaptasi dari Jacobs et al: a. Content b. Organization c. Vocabulary d. Language Use e. Mechanics			
4.	Guru memberikan estimasi waktu kepada siswa saat mengerjakan tugas menulis teks recount.			

5.	Guru membuat jadwal untuk melakukan revisi hasil pekerjaan siswa dalam menulis teks recount.			
6.	Guru menyediakan tempat khusus untuk menyimpan hasil penilaian portofolio siswa dalam menulis teks recount.			
7.	Guru memberikan feedback kepada siswa di akhir penilaian portofolio dalam menulis teks recount.			





## OBSERVATION RESULT

### Checklist Observation 1<sup>st</sup> and 2<sup>nd</sup>

Place : MTs Ma'arif NU 1 Kebasen

Date : 2<sup>nd</sup> and 10<sup>th</sup> April 2023

Class : VIII D

Based on Brown's Theory, there were several observation items for this research:

No	Item Observasi	Presence		Catatan
		Ya	Tidak	
1.	Guru membuat dan menjelaskan tujuan penilaian portfolio untuk writing teks recount kepada siswa.	v		<i>The teacher has explained the goal of portfolio assessment.</i>
2.	Guru memberikan pedoman mengenai apa saja yang harus ada di dalam penilaian portofolio kemampuan siswa menulis teks recount. e. Identitas siswa f. Lembar kerja siswa (kumpulan draft) g. Lembar feedback guru h. Lembar refleksi siswa	v		<i>By seeing the students' sheet, It could be seen that the forth criteria has showed. It were students' identity, students' worksheets, teacher's feedback, and reflection sheet.</i>
3.	Guru menyampaikan kriteria penilaian menulis teks recount kepada siswa. Ada beberapa kriteria yang di adaptasi dari Jacobs et al in Weigle: f. Content g. Organization	v		<i>Teacher described one by one the criteria of writing recount text.</i>

	<p>h. Vocabulary</p> <p>i. Language Use</p> <p>j. Mechanics</p>			
4.	Guru memberikan estimasi waktu kepada siswa saat mengerjakan tugas menulis teks recount.	v		<i>Teacher said that she has planned four meeting on this lesson. Students had four draft revision-final. Then, teacher also implemented effective time principle in order to student could finish the worksheet match the estimation time.</i>
5.	Guru membuat jadwal untuk melakukan revisi hasil pekerjaan siswa dalam menulis teks recount.	v		<i>Of course, every weeks.</i>
6.	Guru menyediakan tempat khusus untuk menyimpan hasil penilaian portofolio siswa dalam menulis teks recount.	v		<i>Teacher provided a place for students' portfolio.</i>
7.	Guru memberikan feedback kepada siswa di akhir penilaian portofolio dalam menulis teks recount.	v		<i>Teacher always give feedbacks by giving corrections and appreciate students' work by giving word's motivation.</i>

**APPENDIX II**  
**INTERVIEW TRANSCRIPT**

**Teacher's name** : Mrs. Mutiara Hikmah, S. Pd.  
**Subject's interview** : Teacher's eyes on implementation Portfolio  
**Date** : 25<sup>th</sup> April 2023  
**Time** : 01.00 p.m  
**Place** : MTs Ma'arif NU 1 Kebasen

Based on Brown's Theory, there are several questions to be interviewed to teacher as follows:

**Researcher** : *Apakah sebelum memberikan penilaian portfolio kepada siswa, Ibu membuat tujuan penilaian dan memberitahukannya kepada siswa?*

**Teacher** : I actually explained to the students about the learning objective which means portfolio assessment is also described to them. So, before the learning process started, I explained orally what the aim of a portfolio was for developing their skills in writing, especially recount texts.

**Researcher** : *Apakah Ibu membuat kriteria penilaian dalam menulis teks recount?*

**Teacher** : Of course. I created scoring criteria in writing recount text. The criteria included the aim of recount text, generic structures, the use of verb 2 in recount text and language features. Each of terms had certain criteria. The criteria included content, language use, mechanics, vocabulary, and organization.

**Researcher** : *Bagaimana cara Ibu mengkomunikasikan kriteria penilaian portfolio dalam menulis teks recount kepada siswa?*

**Teacher** : Because my students are from Junior High School, I need to give extra explanation to explain the criteria of portfolio assessment. I write in white board the explanations while describe the meaning.

To make sure the students understand, I asked them to give feedbacks. “I tried to explain to students about portfolio. I give them type of the portfolio. Perhaps, it will help them to create draft of writing recount text. In other hand, we can correct their work directly on their portfolio. I also answer the students’ questions, if they did not understand the context.”

Researcher : *Apakah Ibu memberikan pedoman kepada siswa mengenai apa saja yang harus ada dalam penilaian kemampuan menulis teks recount?*

Teacher : Yes, It is closely related to when I explain the scoring criteria. At the same time I explain the contents of portfolio assessment such as students’ identity, students’ worksheet, feedback section, and reflections. I have planned scoring criteria for students’ portfolio assessment on recount text. As I have explained before, the criteria divided into vocabulary, language use, content, mechanism and organization to recount text. Each of criteria has score range and categories. The category such as excellent, good, very good, average and fair to poor. “By using two languages, I could make sure the students understand with portfolio assessment.”

Researcher : *Apakah Ibu memberikan estimasi waktu kepada siswa saat mengerjakan tugas menulis teks recount?*

Teacher : I have been implementing the effective time principle of the students’ worksheet. So, the students made four drafts of the writing recount text, which consisted of four meetings of the lesson. They were asked to finish the draft based on the time estimation. Although the students had limited time, the result was surprising: by using portfolios, students improved their writing.

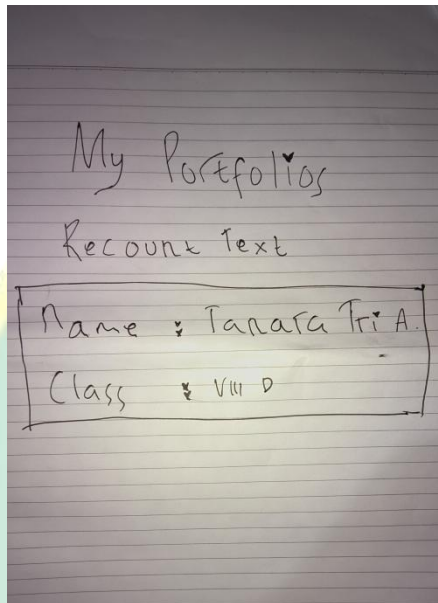
Researcher : *Bagaimana jika waktu yang diberikan kepada siswa saat mengerjakan tugas menulis teks recount tidak cukup? Apa yang dilakukan oleh Ibu?*

- Teacher : I had plan on lesson plan that writing recount text divided into four meetings, it actually has covered the lesson well due to I have considerations previously. But, if the time was not enough for the students so I would give them submission time to finish their task at home.
- Researcher : *Apakah Ibu memberikan kesempatan kepada siswa untuk merevisi hasil tulisan siswa dalam menulis recount text?*
- Teacher : Exactly. I gave them opportunity to modify their written after I gave them a feedback. I found my students tried to improve their writing recount text after they achieve positive comment. It was seen by looking for their second to final draft of writing recount text.
- Researcher : *Setelah penilaian portfolio selesai, apakah Ibu menyediakan tempat khusus untuk menyimpan hasil penilaian siswa?*
- Teacher : Yes, I have prepared a place for students to keep their portfolio. I saved the portfolio on the desk in the class, or if the portfolio was full, I saved it in the library. They could write their identity on the portfolio so that I could be easy to check them.
- Researcher : *Apakah Ibu mengadakan penilaian akhir kepada siswa?*
- Teacher : Sure, the final report of students as final draft of writing recount text was the final assessment through portfolio or I could say students' worksheet.
- Researcher : *Apakah Ibu memberikan feedback kepada siswa setelah melakukan penilaian writing teks recount?*
- Teacher : For every meeting, I indeed give students feedbacks on their worksheet on portfolio. I often give some corrections and give a statement such as “awesome”, “great”, “good”, “nice”, etc. Perhaps, students will be motivated to revise their work.

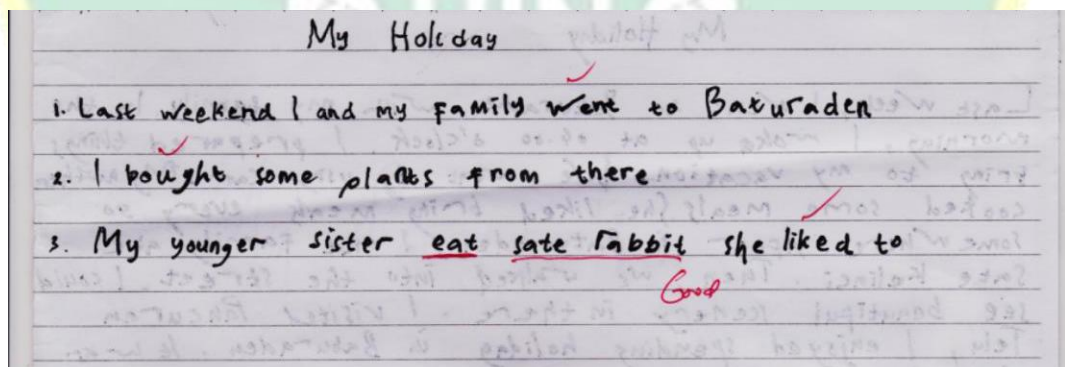
### APPENDIX III DOCUMENTATION

a. Documentation student's portfolio assessment

1) Students' identity



2) Students' First Draft writing simple sentence



### 3) Students' Second Draft

1. I (...had.....) a terrible day. First, I (...wake up...) an hour late because my alarm clock (...did.....) not go off. Then, I was in such a hurry that I (...burnt...) my hand when I was making breakfast. After, I got dressed so quickly that I (...forgot...) to wear socks.

2. Next, I (...ran out...) the house trying to get the 9:30 bus, but of course I (...missed...) it. I (...wanted...) to take a taxi, but I did not have enough money.

### 4) Students' third draft

My Holiday

Last weekend, I and my family went to Baturaden. I wake up in 06.00 o'clock. I prepared things bring to my vacation. We went by using car. My mother cooked some meals. She like brought meals every go some where. After in Baturaden, I and family ate sate kelinci. We walked into the street, I can saw beautiful scenery in there. I visited Pancuran Telu, I am enjoyed spent my holiday in Baturaden. It was very happy.

teacher comment: *Nike*

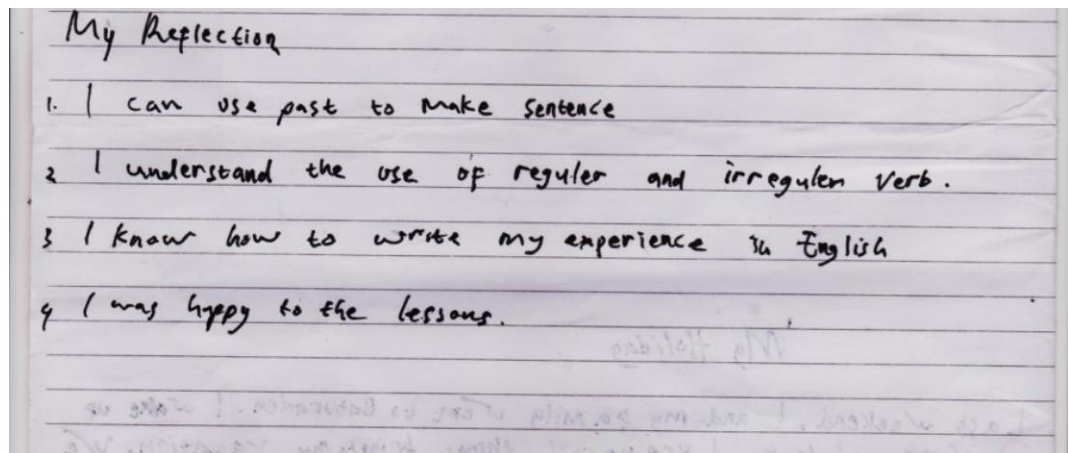
### 5) Students' Final Draft writing complete recount text

My Holiday

Last week, I went to Baturaden with my family. In the morning, I woke up at 06.00 o'clock. I prepared things bring to my vacation. We went by using car. My mother cooked some meals. She liked bring meals every go some where. After in Baturaden, I and family ate Sate Kelinci. Then, we walked into the street. I could see beautiful scenery in there. I visited Pancuran Telu, I enjoyed spending holiday in Baturaden. It was very happy.

teacher comment: *Awesome !!*

6) Student's Reflection



b. Documentation of Observation

1) Teacher gives feedbacks to students' writing recount text







2) Teacher explain the portfolio assessment





3) Teacher explained the context of Recount text



4) Students writing First draft in first meeting



5) Students writing Final Draft in forth meeting



c. Documentation of Interview the English Teacher



## APPENDIX IV

### LESSON PLAN

Sekolah : MTs Ma'arif NU 1 Kebasen  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : VIII/II  
Materi Pokok : Recount Text  
Alokasi Waktu : 8JP x 40 menit (4 Pertemuan)

#### A. Kompetensi Inti

- KI 1:** Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2:** Menghayati dan mengamalkan perilaku jujur disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran,damai), santun, responsive dan pro aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3:** Memahami, menerapkan menganalisis pengetahuan factual, konseptual, prosedur, berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dnegan wawasan kemanusiaan, kebangsaan, kenengaraan dan peradaban terkait dengan penyebab fenomena dan kejadian serta menerapkan pengentahuna procedural pada bidang kajian yang spesisfik sesuai dengan bakat dan minatnya untuk memecahka masalah.
- KI4:** Mengolah, menalar, dan mengkaji dalam ranah konkret dan ranah bastrak terkait dengan pengembangan dari yang dipelajari disekolah secara mandiri dan mampu menggunakan metode sesuai kaidah keilmuan.

## B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.11 Membandingkan fungsi sosial, struktur teks, and unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek, dan sederhana, sesuai dengan konteks penggunaannya.	3.11.1 Mengidentifikasi teks <i>personal recount</i> terkait liburan yang meliputi fungsi sosial, struktur teks dan unsur kebahasaan teks <i>personal recount</i> tulis. 3.11.2 Membandingkan teks personal recount dengan memberi dan meminta informasi terkait pengalaman liburan di waktu lampau meliputi fungsi sosial, struktur dan unsur kebahasaan teks.
4.11 Menyusun teks recount lisan dan tulis, sangat pendek, dan sederhana, terkait pengalaman pribadi di waktu lampau ( <i>personal recount</i> ), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	4.11.1 Menyusun teks recount acak terkait pengalaman liburan dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks. 4.11.2 Membuat teks recount sederhana terkait pengalaman liburan di waktu lampau dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

## C. Tujuan Pembelajaran

1. Peserta didik mampu mengidentifikasi fungsi sosial, struktur teks, and unsur kebahasaan teks personal recount terkait pengalaman pribadi di masa lampau.
2. Peserta didik mampu menyusun teks recount acak terkait pengalaman pribadi di masa lampau dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

3. Peserta didik mampu mengubah V1 menjadi V2 dalam teks recount terkait pengalaman pribadi di masa lampau dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.
4. Peserta didik mampu membuat teks recount sangat sederhana mengenai pengalaman pribadi di masa lampau dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

#### **D. Materi Pembelajaran**

##### **Recount Text**

###### 1. Fungsi Sosial

Menceritakan kembali kejadian atau pengalaman di masa lampau.

###### 2. Struktur Teks

- 1) **Orientasi:** memberikan informasi secara umum mengenai apa, siapa, dan dimana.
- 2) **Events:** menyebutkan urutan kejadian/peristiwa/tindakan secara kronologi.
- 3) **Re-orientasi:** memberikan komentar pribadi mengenai peristiwa/kejadian bisa berupa saran atau perasaan (opsional)

###### 3. Unsur Kebahasaan

- 1) Menggunakan simple past tense

Form:

- (+) Subject + Verb 2 + Object
- (-) Subject + did + not + Verb 1 + Object
- (?) Did + Subject + Verb 1 + Object

Example:

(+) Sinta went to Jakarta.

(-) Sinta did not go to Jakarta.

(?) Did Sinta go to Jakarta?

- 2) Menggunakan chronological connection seperti first, next, then ....
- 3) Fokus pada partisipan tertentu, contoh: I (the writer)
- 4) Menggunakan temporal sequence (last month, yesterday)

#### 4. Contoh Teks Recount

##### **A Trip to Jogjakarta**

Last year, I spent my holiday in Jogjakarta. I went to Prambanan Temple with my family early in the morning.

We went to Prambanan Temple by bus and arrived at 01.00 in the afternoon. I saw many foreign tourists there. I spoke English with them. Their name are Andrew and Mark. They were very friendly. They came from Canada. Prambanan Temple was crowded in holiday. We went back at 07.00 in the evening.

It was very interesting holiday.

#### **E. Metode Pembelajaran**

Pendekatan : Scientific Approach

Metode : Student Centered Method

Teknik : Tanya jawab, diskusi, penugasan

#### **F. Media/Alat dan Sumber Belajar**

Media/Alat : Papan tulis, spidol

Sumber Belajar : Lembar Kerja Siswa, Internet

#### **G. Langkah-langkah Pembelajaran**

##### **Pertemuan ke-1**

<b>Kegiatan</b>	<b>Deskripsi Kegiatan</b>	<b>Alokasi Waktu</b>
Pendahuluan	Guru mengucapkan salam dan menyapa peserta didik.	10 menit
	Guru dan peserta didik bersama-sama membaca doa untuk memulai pembelajaran.	
	Guru memeriksa kehadiran peserta didik.	
	Guru memerintahkan peserta didik untuk mempersiapkan diri dan alat tulis.	
	Guru mengulas kembali materi yang sudah diajarkan sebelumnya dengan memberikan beberapa pertanyaan mengenai materi tersebut.	
	Guru mengaitkan pembelajaran yang akan dilakukan dengan memberikan pertanyaan mengenai pengalaman peserta didik di masa lampau.	
	Guru memberikan gambaran mengenai manfaat dan tujuan pembelajaran serta indikator pencapaian	



	pada pertemuan yang sedang berlangsung.	
Inti	Guru bertanya kepada peserta didik mengenai jenis teks dalam bahasa Inggris yang mereka ketahui.	60 menit
	Guru memberikan contoh sebuah teks kepada peserta didik.	
	Guru dan peserta didik melakukan tanya jawab terkait teks tersebut.	
	Guru memberikan penjelasan mengenai fungsi sosial, struktur, dan unsur kebahasaan dari teks recount.	
	Guru dan peserta didik melakukan analisis bersama-sama mengenai fungsi sosial, struktur, dan unsur kebahasaan dari teks tersebut.	
	Guru memberikan instruksi kepada peserta didik untuk mencari beberapa kata dalam teks tersebut yang tidak mereka ketahui artinya.	
	Guru memberikan pemahaman arti mengenai beberapa kata yang peserta didik tidak ketahui artinya.	
	Guru membagi peserta didik menjadi beberapa kelompok.	
	Guru memberikan penjelasan mengenai penilaian portofolio dan menjelaskan tujuan penggunaannya dalam materi teks recount.	
	Guru memberikan penjelasan mengenai gambaran isi dari penilaian portofolio	
	Guru meminta peserta didik untuk mengamati sebuah teks.	
	Guru meminta peserta didik untuk mengubah verb 1 menjadi verb 2 dari teks tersebut dan menulis ulang teks tersebut dalam lembar penilaian.	
	Guru memberikan penjelasan mengenai prosedur penulisan teks recount.	
	Guru memberikan penjelasan secara detail mengenai kriteria hasil penilaian peserta didik.	
	Guru membimbing peserta didik untuk menentukan sebuah topik mengenai pengalaman pribadi "How's your holiday?" salah satu anggota kelompok yang akan di buat teks recount.	
	Guru meminta peserta didik untuk melakukan diskusi bersama kelompok masing-masing.	
Guru memberikan estimasi waktu kepada peserta didik dalam melakukan diskusi.		
Guru melakukan bimbingan dan arahan kepada setiap kelompok selama proses diskusi berlangsung.		

	Guru memberikan perintah untuk setiap kelompok mengumpulkan lembar penilaian mereka setelah waktu diskusi selesai.	
Penutup	Guru memberikan kesempatan bagi peserta didik untuk bertanya mengenai materi yang telah diajarkan.	10 menit
	Guru dan peserta didik mengulas materi yang telah diajarkan secara bersama-sama.	
	Guru memberikan informasi mengenai kegiatan pembelajaran di pertemuan selanjutnya.	
	Guru menutup pembelajaran dengan memberikan beberapa motivasi terhadap peserta didik.	
	Guru dan peserta didik berdoa untuk menutup pembelajaran.	
	Guru mengucapkan salam penutup.	

### Pertemuan ke-2

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	Guru mengucapkan salam dan menyapa peserta didik.	10 menit
	Guru dan peserta didik bersama-sama membaca doa untuk memulai pembelajaran.	
	Guru memeriksa kehadiran peserta didik.	
	Guru memerintahkan peserta didik untuk mempersiapkan diri dan alat tulis.	
	Guru mengulas kembali materi pada pertemuan sebelumnya dengan memberikan beberapa pertanyaan mengenai materi tersebut.	
	Guru memberikan gambaran mengenai manfaat dan tujuan pembelajaran serta indikator pencapaian pada pertemuan yang sedang berlangsung.	
Inti	Guru mengadakan review singkat secara langsung terhadap beberapa hasil teks recount peserta didik pada pertemuan sebelumnya.	60 menit
	Guru memberikan instruksi kepada peserta didik untuk memperbaiki teks recount sederhana mengenai kegiatan peserta didik di masa lampau yang peserta didik buat di pertemuan sebelumnya.	
	Guru memberikan estimasi waktu kepada peserta didik dalam memperbaiki tugas.	
	Guru melakukan bimbingan dan arahan kepada peserta didik.	
	Guru memberikan perintah untuk mengumpulkan lembar penilaian portofolio hasil pekerjaan	

	masing-masing peserta didik.	
Penutup	Guru memberikan kesempatan bagi peserta didik untuk bertanya mengenai materi yang telah diajarkan.	10 menit
	Guru dan peserta didik mengulas materi yang telah diajarkan secara bersama-sama.	
	Guru memberikan informasi mengenai kegiatan pembelajaran di pertemuan selanjutnya.	
	Guru menutup pembelajaran dengan memberikan beberapa motivasi terhadap peserta didik.	
	Guru dan peserta didik berdoa untuk menutup pembelajaran.	
	Guru mengucapkan salam penutup.	

### Pertemuan ke-3

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	Guru mengucapkan salam dan menyapa peserta didik.	10 menit
	Guru dan peserta didik bersama-sama membaca doa untuk memulai pembelajaran.	
	Guru memeriksa kehadiran peserta didik.	
	Guru memerintahkan peserta didik untuk mempersiapkan diri dan alat tulis.	
	Guru mengulas kembali materi pada pertemuan sebelumnya dengan memberikan beberapa pertanyaan mengenai materi tersebut.	
	Guru memberikan gambaran mengenai manfaat dan tujuan pembelajaran serta indikator pencapaian pada pertemuan yang sedang berlangsung.	
Inti	Guru memberikan sebuah teks recount acak terkait pengalaman pribadi di masa lampau.	60 menit
	Guru memberikan instruksi kepada peserta didik untuk menyusun teks recount tersebut menjadi utuh dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	
	Guru memberikan instruksi kepada peserta didik untuk membuat teks recount sederhana mengenai kegiatan peserta didik di masa lampau dengan spesifikasi hari tertentu.	
	Guru memberikan estimasi waktu kepada peserta didik dalam mengerjakan tugas.	
	Guru melakukan bimbingan dan arahan kepada peserta didik.	

	Guru memberikan perintah untuk mengumpulkan lembar penilaian portofolio hasil pekerjaan masing-masing peserta didik.	
Penutup	Guru memberikan kesempatan bagi peserta didik untuk bertanya mengenai materi yang telah diajarkan.	10 menit
	Guru dan peserta didik mengulas materi yang telah diajarkan secara bersama-sama.	
	Guru memberikan informasi mengenai kegiatan pembelajaran di pertemuan selanjutnya.	
	Guru menutup pembelajaran dengan memberikan beberapa motivasi terhadap peserta didik.	
	Guru dan peserta didik berdoa untuk menutup pembelajaran.	
	Guru mengucapkan salam penutup.	

#### Pertemuan ke-4

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	Guru mengucapkan salam dan menyapa peserta didik.	10 menit
	Guru dan peserta didik bersama-sama membaca doa untuk memulai pembelajaran.	
	Guru memeriksa kehadiran peserta didik.	
	Guru memerintahkan peserta didik untuk mempersiapkan diri dan alat tulis.	
	Guru mengulas kembali materi yang sudah diajarkan sebelumnya dengan memberikan beberapa pertanyaan mengenai materi tersebut.	
	Guru mengaitkan pembelajaran yang akan dilakukan dengan memberikan pertanyaan mengenai pengalaman peserta didik di masa lampau.	
	Guru memberikan gambaran mengenai manfaat dan tujuan pembelajaran serta indikator pencapaian pada pertemuan yang sedang berlangsung.	
Inti	Guru mengadakan review singkat secara langsung terhadap beberapa hasil teks recount peserta didik pada pertemuan sebelumnya.	60 menit
	Guru memberikan instruksi kepada peserta didik untuk memperbaiki teks recount sederhana mengenai kegiatan peserta didik di masa lampau yang peserta didik buat di pertemuan sebelumnya.	
	Guru memberikan estimasi waktu kepada peserta didik dalam memperbaiki tugas.	

	Guru melakukan bimbingan dan arahan kepada peserta didik.	
	Guru memberikan perintah kepada peserta didik untuk membuat self-reflection di akhir pertemuan.	
	Guru memberikan perintah untuk mengumpulkan lembar penilaian portofolio hasil pekerjaan masing-masing peserta didik.	
	Guru bersama peserta didik menentukan tempat atau media untuk menyimpan worksheet portofolio.	
Penutup	Guru memberikan kesempatan bagi peserta didik untuk bertanya mengenai materi yang telah diajarkan.	10 menit
	Guru dan peserta didik mengulas materi yang telah diajarkan secara bersama-sama.	
	Guru memberikan informasi mengenai kegiatan pembelajaran di pertemuan selanjutnya.	
	Guru menutup pembelajaran dengan memberikan beberapa motivasi terhadap peserta didik.	
	Guru dan peserta didik berdoa untuk menutup pembelajaran.	
	Guru mengucapkan salam penutup.	

## H. Penilaian

Teknik Penilaian

Pengetahuan : Penugasan

Keterampilan : Portofolio

Instrumen Penilaian

a. Penilaian Sikap

No.	Teknik	Bentuk Instrumen	Contoh Butir Instrumen	Waktu Pelaksanaan	Keterampilan
1.	Observasi	Jurnal	1. Religius 2. Kerja Keras 3. Percaya Diri 4. Kerjasama 5. Rasa Ingin Tahu 6. Bertanggungjawab	Saat pembelajaran berlangsung	Penilaian untuk pencapaian pembelajaran (assessment for and of learning)

### Rubrik Penilaian

Nama Peserta Didik : .....

Kelas : .....

No.	Aspek yang dinilai	Kriteria	Skor
1.	Religius	Sangat sering menunjukkan sikap Religius (memberi salam)	4
		Sering menunjukkan sikap Religius (memberi salam)	3
		Kadang-kadang menunjukkan sikap Religius (memberi salam)	2
		Jarang menunjukkan sikap Religius (memberi salam)	1
		Tidak pernah menunjukkan sikap Religius (memberi salam)	0
2.	Kerja Keras	Sangat sering menunjukkan sikap Kerja keras (aktif dalam belajar)	4
		Sering menunjukkan sikap Kerja keras (aktif dalam belajar)	3
		Kadang-kadang menunjukkan sikap Kerja keras (aktif dalam belajar)	2
		Jarang menunjukkan sikap Kerja keras (aktif dalam belajar)	1
		Tidak pernah menunjukkan sikap Kerja keras (aktif dalam belajar)	0
3.	Percaya Diri	Sangat sering menunjukkan sikap Percaya Diri (tidak mencontek)	4
		Sangat sering menunjukkan sikap Percaya Diri (tidak mencontek)	3
		Kadang-kadang menunjukkan sikap Percaya Diri (tidak mencontek)	2
		Jarang menunjukkan sikap Percaya Diri (tidak mencontek)	1
		Tidak pernah menunjukkan sikap Percaya Diri (tidak mencontek)	0
4.	Kerjasama	Sangat sering menunjukkan sikap bekerjasama (kerjasama dalam tugas kelompok)	4
		Sering menunjukkan sikap bekerjasama	3

		(kerjasama dalam tugas kelompok)	
		Kadang-kadang menunjukkan sikap bekerjasama (kerjasama dalam tugas kelompok)	<b>2</b>
		Jarang menunjukkan sikap bekerjasama (kerjasama dalam tugas kelompok)	<b>1</b>
		Tidak pernah menunjukkan sikap bekerjasama (kerjasama dalam tugas kelompok)	<b>0</b>
5.	Rasa Ingin Tahu	Sangat sering menunjukkan sikap Rasa ingin tahu (menunjukkan sikap tertarik terhadap materi)	<b>4</b>
		Sering menunjukkan sikap Rasa ingin tahu (menunjukkan sikap tertarik terhadap materi)	<b>3</b>
		Kadang-kadang menunjukkan sikap Rasa ingin tahu (menunjukkan sikap tertarik terhadap materi)	<b>2</b>
		Jarang menunjukkan sikap Rasa ingin tahu (menunjukkan sikap tertarik terhadap materi)	<b>1</b>
		Tidak pernah menunjukkan sikap Rasa ingin tahu (menunjukkan sikap tertarik terhadap materi)	<b>0</b>
6.	Bertanggungjawab	Sangat sering menunjukkan sikap Bertanggung jawab (mengerjakan tugas dengan sungguh-sungguh)	<b>4</b>
		Sering menunjukkan sikap Bertanggung jawab (mengerjakan tugas dengan sungguh-sungguh)	<b>3</b>
		Kadang-kadang menunjukkan sikap Bertanggung jawab (mengerjakan tugas dengan sungguh-sungguh)	<b>2</b>
		Jarang menunjukkan sikap Bertanggung jawab (mengerjakan tugas dengan sungguh-sungguh)	<b>1</b>
		Tidak pernah menunjukkan sikap Bertanggung jawab	<b>0</b>

	(mengerjakan tugas dengan sungguh-sungguh)	
<b>Jumlah Skor</b>		<b>24</b>

**Predikat :**

86 – 100 = Sangat Baik (SB)

71 – 85 = Baik (B)

56 – 70 = Cukup (C)

≤ 55 = Kurang (D)

$$\text{NILAI} = \frac{\text{JUMLAH SKOR YANG DIPEROLEH}}{\text{JUMLAH SKOR MAKSIMAL}} \times 100$$

b. Penilaian Pengetahuan

Teknik	Bentuk Instrumen	Butir Instrumen	Waktu Pelaksanaan	Keterangan
Penugasan	Menganalisis struktur teks recount pendek dan sederhana.	Terlampir	Saat pembelajaran berlangsung	Penilaian untuk pembelajaran dan sebagai pembelajaran
Penugasan	Menyusun kalimat acak menjadi teks recount tulis pendek dan sederhana.	Terlampir	Setelah pembelajaran usai	Penilaian pencapaian pembelajaran.

c. Penilaian Keterampilan

Teknik	Bentuk Instrumen	Butir Instrumen	Waktu Pelaksanaan	Keterangan
Portofolio	Mengubah verb 1 menjadi verb 2 dalam teks recount tulis.	Terlampir	Setelah pembelajaran usai	Penilaian pencapaian pembelajaran.
Portofolio	Membuat teks recount tulis pendek dan sederhana.	Terlampir	Setelah pembelajaran usai	Penilaian pencapaian pembelajaran.



Mengetahui,  
Kepala MTs Ma'arif NU 1  
Kebasen

Zidni Rosyadi, S. Pd. I.  
NIP.

Kebasen, 17 Maret 2023

Guru Mata Pelajaran

Mutiara Hikmah, S. Pd.  
NIP.



## Lampiran 1

### A. Analyze the generic structure of the text below!

#### Unforgettable Holiday

Last year, I spent my holiday in Jogjakarta. I went to Prambanan Temple with my family early in the morning.

We went to Prambanan Temple by bus and arrived at 01.00 in the afternoon. I saw many foreign tourists there. I spoke English with them. Their name are Andrew and Mark. They were very friendly. They came from Canada. Prambanan Temple wa crowded in holiday. We went back at 07.00 in the evening.

It was very interesting holiday.

### B. Arrange the jumble paragraphs into a good order of recount text!

We went to beach by motorcycle. We arrived in Menganti beach at twelve o'clock in the morning. Then, my cousin bought two tickets for us. The view was very beautiful. We took so many pictures as a memory. We also bought seafood and coconut water. We enjoyed sunset and went home at six o'clock in the afternoon.

I was very happy and I hope we can do an other trip together.

Last week, my cousin and I went to beach in Kebumen. We visited Menganti beach. We left at ten o'clock in the morning.

### C. Discuss with your own group and change the verbs in the brackets into the corect forms of Past Tense!

I (have) a terrible day. First, I (wake up) an hour late because my alarm clock (do) not go off. Then, I was in such a hurry that I (burn) my hand when I was making breakfast. After, I got dressed so quickly that I (forget) to wear socks.

Next, I (run out) of the house trying to get the 9:30 bus, but of course I (miss) it. I (want) to take a taxi, but I did not have enough money.

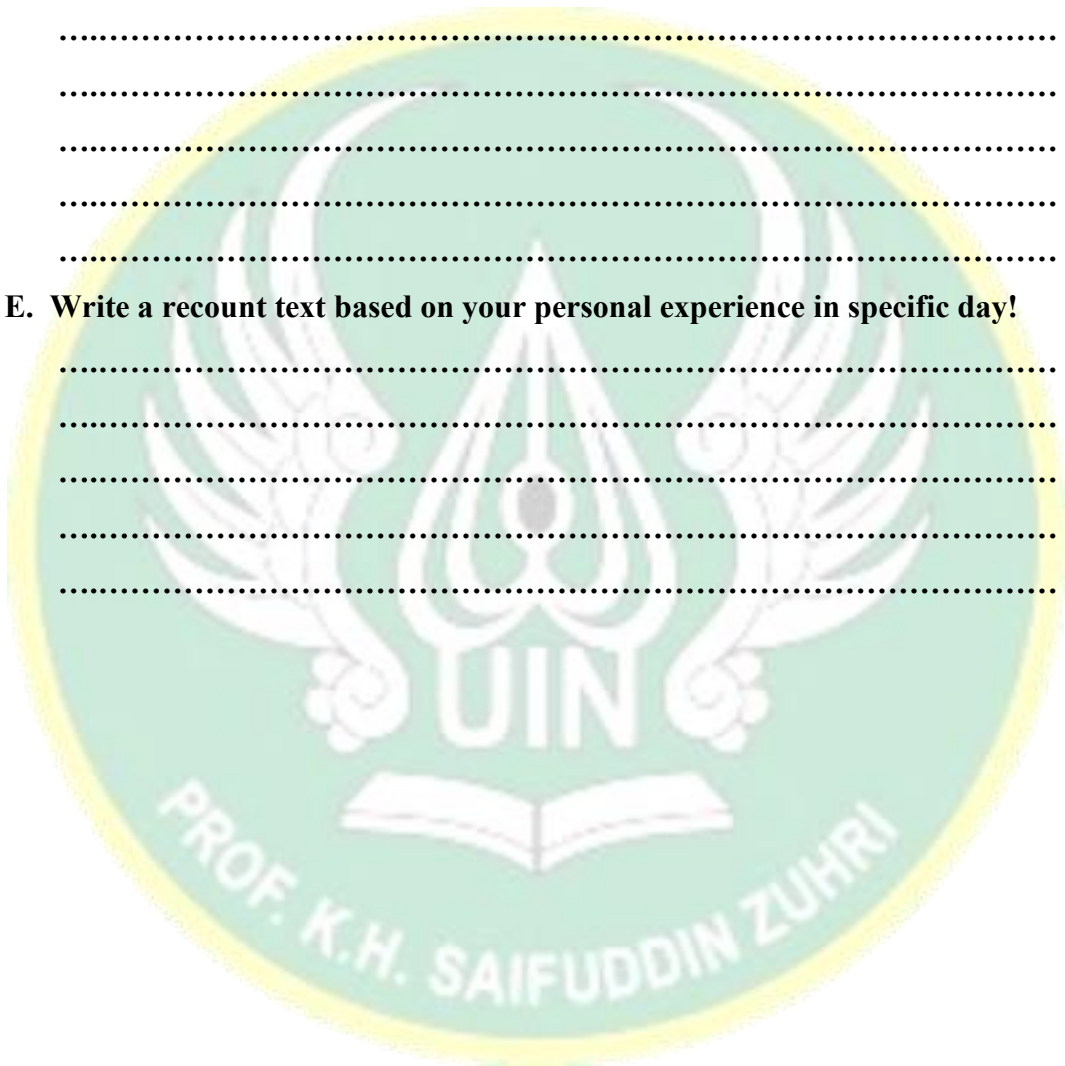
Finally, I (walk) the three miles to my school only to discover that it (is) Sunday! I hope I never have a day as the one I had yesterday.

**D. Make a simple recount text based on the personal experience about holiday!**

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

**E. Write a recount text based on your personal experience in specific day!**

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



## Lampiran 2

### Kunci Jawaban

#### A. The generic structures of the text:

1. Orientation
2. Events
3. Re-orientation

#### B. A good order of recount text:

Last week, my cousin and I went to beach in Kebumen. We visited Menganti beach. We left at ten o'clock in the morning.

We went to beach by motorcycle. We arrived in Menganti beach at twelve o'clock in the morning. Then, my cousin bought two tickets for us. The view was very beautiful. We took so many pictures as a memory. We also bought seafood and coconut water. We enjoyed sunset and went home at six o'clock in the afternoon.

I was very happy and I hope we can do an other trip together.

#### C. The correct forms of past tense:

I had a terrible day. First, I woke up an hour late because my alarm clock did not go off. Then, I was in such a hurry that I burned my hand when I was making breakfast. After, I got dressed so quickly that I forgot to wear socks.

Next, I ran out of the house trying to get the 9:30 bus, but of course I missed it. I wanted to take a taxi, but I did not have enough money.

Finally, I walked the three miles to my school only to discover that it was Sunday! I hope I never have a day as the one I had yesterday.

### Lampiran 3

#### Rubrik Penilaian Pengetahuan

##### A. Analyze the structure of the text.

Aspek yang dinilai	Skor
Menyebutkan struktur teks dengan tepat	10
Menyebutkan struktur teks kurang tepat	5
Tidak bisa menyebutkan struktur teks	0
Skor Maksimal	10

##### B. Arrange the jumble paragraphs into a good order of recount text.

Deskripsi	Skor
Merangkai paragraf dengan benar sesuai dengan struktur teks yang dinilai.	10
Merangkai paragraf dengan benar, struktur teks kurang tepat.	5-8
Merangkai paragraf kurang tepat dengan struktur teks yang kurang tepat.	1-4
Skor Maksimal	10

#### Rubrik Penilaian Keterampilan Menulis (Point D & E)

Scores	1 Poor	2 Fair	3 Good	4 Excellent
Content	The topic is not clear and the sentences are not relating to the topic.	The topic clear but the sentences are not relating to the topic.	The topic is clear but the sentences are almost relating to the topic.	The topic is clear and the sentences are relating to the topic.
Organization	Not organized well	Sparsely organized	Fairly well organized	Organized well
Vocabulary	Poor or inappropriate word choices	Fair word choice, simple words	Good word choices, simple words	Vivid imaginative word choices, appropriate use of vocabulary
Language Use (Pat tenses)	Frequent grammatical or agreement inaccuracies	Numerous grammatical or agreement inaccuracies	Few grammatical or agreement inaccuracies but not effect on meaning	Very few grammatical or agreement inaccuracies

Mechanics	It is dominated by errors of spelling, punctuation, and capitalization.	It has frequent errors of spelling, punctuation, and capitalization.	It has occasional errors of spelling, punctuation, and capitalization.	It uses correct spelling, punctuation, and capitalization.
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**Nilai : Jumlah skor yang diperoleh X 100**

**Jumlah skor total**

**Skor Maksimal : 100**



**APPENDIC V**  
**RESEARCH PERMIT**

**LEMBAGA PENDIDIKAN MA'ARIF NU CABANG BANYUMAS**  
**MTs MA'ARIF NU 1 KEBASEN**  
Jl. Raya Kalisalak No.7 Kecamatan Kebasen Kabupaten Banyumas  
Telp.(0281)7775338 e-mail : mtsmaarifnu1kbsl@gmail.com

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**SURAT KETERANAGAN**  
NOMOR : 082 / LPM / 33.17/MTs-23/B/IV/2023


Yang bertanda tangan di bawah ini Kepala Madrasah Tsanawiyah (MTs) Ma'arif NU 1 Kebasen Kabupaten Banyumas menerangkan dengan sesungguhnya bahwa :


Nama	: Syifa Nur Chofifah
Jenis Kelamin	: Perempuan
NIM	: 1717404038
Fakultas	: Tarbiyah
Jurusan	: Tadris Bahasa Inggris

Telah melakukan penelitian dari tanggal 20 Januari 2023 s/d 20 April 2023 di Madrasah kami, MTs Ma'arif NU 1 Kebasen, Kecamatan Kebasen, Kabupaten Banyumas, Propinsi Jawa Tengah.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Kebasen, 21 April 2023  
Kepala Madrasah,

  
Zula Rosyati, S.Pd.I., M.Pd  
NIP. 198012152007101002



## BIOGRAPHY

### A. Identitas

1. Nama lengkap : Syifa Nur Chofifah
2. NIM : 1717404038
3. Tempat, tanggal lahir : Banyumas, 28 Juni 1999
4. Alamat rumah : Sawangan, Kebasen, Banyumas
5. Nama ayah : Kholil
6. Nama ibu : Mubarokah

### B. Riwayat Pendidikan

1. Pendidikan formal
  - a. SD/MI, tahun lulus : SD Negeri 1 Kaliwedi 2011
  - b. SMP/MTs, tahun lulus : SMP Negeri 1 Sampang 2014
  - c. SMA/MA, tahun lulus : SMA Ma'arif NU 1 Kemranjen 2017
  - d. S1, tahun masuk : UIN Prof. K.H. Saifuddin Zuhri  
Purwokerto 2017

### C. Pengalaman Organisasi

1. PR Fatayat NU Desa Sawangan
2. PAC Fatayat NU Kecamatan Kebasen
3. Satkorcab GARFA Kabupaten Banyumas