THE STUDENTS' ACHIEVEMENT IN WRITING DESCRIPTIVE PARAGRAPH BY PORTFOLIO ASSESSMENT AT THE SECOND GRADER OF SMP 2 MAKASSAR

(A Descriptive Research)

A THESIS

*Submitted to the Faculty of Teacher Training and Education Makassar
Muhammadiyah University in Partial Fulfillment of the Requirement
For the Degree of Education of English Department*

MUZAKKIR
10535 4823 11

ENGLISH DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

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Makassar, 22 Ramadhan 1439 H
07 Juni 2018 M

Panitia Ujian :

1. Pengawas Umum : Dr. H. Abdul Rahman Rahim, S.E., M.M.   (................)

2. Ketua   : Erwin Akib, M.Pd., Ph.D.   (................)

3. Sekretaris   : Dr. Baharullah, M.Pd.   (................)

4. Dosen Penguji   : 1. Sulfasyah, S.Pd., M.A., Ph.D.   (................)

                       2. Ardiana, S.Pd., M.Pd.   (................)

                       3. Maharida, S.Pd., M.Pd.   (................)

                       4. Herlina Daddi, S.Pd., M.Pd.   (................)

Disahkan Oleh :
Dekan FKIP Universitas Muhammadiyah Makassar

Erwin Akib, M.Pd., Ph.D.
NBM : 860 934

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APPROVAL SHEET

Title	:	**The Students' Achievement in Writing Descriptive Paragraph by Portfolio Assessment at the Second Grade of SMPN 2 Makassar (*A Descriptive Research*)**
Name	:	**MUZAKKIR**
Reg. Number	:	10535 4823 11
Programmer	:	English Education Department Strata 1 (S1)
Faculty	:	Teacher Training and Education

Makassar,   Juni 2018

Approved by:

Consultant I

Sulfasyah, S.Pd., M.A., Ph.D.

Consultant II

Nunung Anugrawati, S.Pd., M.Pd.

Dean of FKIP
Makassar Muhammadiyah University

Erwin Akib, M.Pd., Ph.D.
NBM. 860 934

Head of English
Education Department

Ummi Khaerati Syam, S.Pd., M.Pd.
NBM : 977 807

Terakreditasi Institusi
BAN-PT

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Saya yang bertanda tangan di bawah ini:

Nama   : MUZAKKIR

NIM   : 10535 4823 11

Jurusan   : Pendidikan Bahasa Inggris

Judul Skripsi : "THE STUDENTS' ACHIEVEMENT IN WRITING DESCRIPTIVE PARAGRAPH BY PORTFOLIO ASSESSMENT" *(A Descriptive Research* at the second grade of SMP 2 Makassar*)*

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MUZAKKIR

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Saya yang bertanda tangan di bawah ini:

Nama   : MUZAKKIR

NIM   : 10535 4823 11

Jurusan   : Pendidikan Bahasa Inggris

Judul Skripsi **:** *"*THE STUDENTS' ACHIEVEMENT IN WRITING DESCRIPTIVE PARAGRAPH BY PORTFOLIO ASSESSMENT*" (A Descriptive Research* at the second grade of SMP 2 Makassar*)*

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ABSTRACT

MUZAKKIR 2016. *The Students' Aachievement in Writing Descriptive Paragraph by Portfolio Assessment at trhe Second Grader of SMPN 2 Makassar.* A thesis of English Education Department Faculty of Teacher Training and Education University of Muhammadiyah Makassar. Guide by Sulfasyah and Nunung Anugrawati.

The objectives of this research were to find out the development of the students' writing descriptive true portfolio at the second grader student of SMPN 2 Makassar. The researcher applied a descriptive research design with three times design. The population of the research was the second grader of VIII 8 SMP 2 Makassar academic year 2017-2018. The sample consists of 25 students. The instrument of this research was writing text.

The finding indicated that portfolio method was effective to enhance the student's mean score of test 1 was 6.3, test 2 was 8 and test 3 was 8.3. The improvement from the test 1 to test 2 was 27% and improvement from the test 3 to test 2 was 3.75%. It showed that the student's writing skills in descriptive paragraph using portfolio.

The improvement of writing skill in descriptive paragraph through portfolio method was significant at the second grader student's of SMP 2 Makassar.

Keyword: Writing Skills, Portfolio Method, Descriptive Test.

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CHAPTER 1

INTRODUCTION

A. The Background of The Study

In practice, learning the lessons taught writing after speaking, listening and reading. But this does not state that learning writing is not important. In fact, since writing is a very important lesson learning why writing is taught after the third important element is taught and writing also is the very difficult subject for the students. It is related to Oshima and Hogue (1999:3) that writing, particularly academic writing is not easy. It takes study and practice to develop this skill. For both native speaker and new learners of English, it is important to note that writing is a process, not a "product". This means that a piece of writing, whether it is a composition for your English class or a lab report for your chemistry class is never complete; that is, it is always possible to review and revise, and review and revise again.

Writing is a very important capability for being owned by students, writing is also an excellent communication tool. Through writing, each person will be able to convey feelings, ideas, and announcements to others. Sharples (1999:8) actually, writing is an opportunity; it allows students to express something about themselves, explore and explain ideas. Student can convey their ideas in their mind by organizing them into a good text so that the others know them and they can think critically. Therefore, learning is very important for improved writing in particular learning of English in Indonesia

because the writing is a process of transformation of thoughts and ideas into tangible forms of writing.

In the *Kurikulum Tingkat Satuan Pendidikan* (KTSP) 2006 syllabus of Junior and Senior High Schools curriculum require students to be able to write some kind of genre in writing. They are narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, reviews, anecdote, spoof, and news items.

In fact, not all students are able to write descriptive paragraph properly and in accordance with the existing elements in the descriptive text. Based on the researcher's observation at the time of the teaching practice program (PPL) contained 75% of students who were unable to write a descriptive paragraph. Teachers of English already taught the material to students well but the students still had the problem in writing descriptive paragraph. In addition, the researcher also had looked the teachers of English language teaching by lecture, and then asked the students to write descriptive paragraph individually and there is no media.

From the above, student's ability to write descriptive text was very less because the learning methods that has been adopted by teachers of English language has been a method that does not fit anymore in this day because it reduced the interest and activity of the students in the learning process so that students were bored and did not want to continue learning as they should.

Because of that it is needed to improve the student ability in writing descriptive text by using portfolio assessment. Increase the students' ability in writing descriptive text and will be interested in learning English because using portfolio that is making a connection between objects and language.

By using Portfolio Assessment will be expected to enhance students' skills in writing descriptive text properly and in accordance with the existing elements in the descriptive paragraph.

B. Problem Statement

Based on the background of the study, the problem of this study was formulated:

" What is the students achievement in writing descriptive text using portfolio assessment at SMPN 2 Makassar ?"

C. Objective of The Resaerch

In relation to the problem, the objective of the study is to investigate and to find out the students achievement in writing descriptive text by using portfolio assessmnet at SMPN 2 Makassar.

D. Significant of The Research

The result of this research might be significant for education field, in the form of giving information to the teachers and the students about how portfolio is implemented at school especially at SMPN 2 Makassar. Furthermore, it might be able to help the teachers and the students understand benefits and weakness of using portfolio assessment and especially in writing descriptive text.

E. Scope of The Research

There are many genres of writing learnt in the SMP (Junior High School) such as recount, narrative, procedure, descriptive, and etcetera. Specipically this study focused on improving on the students' achievement in writing descriptive text. The media that will be used to improve students' achievement on writing descriptive text is Portfolio Assessment. In other words, the study will be concentrated on the genre of descriptive.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Findings

The students' low writing skills could be caused by many factors such as the teacher, students, writing assessment, and other aspects. Based on the interview with the teacher and the students, the researcher found that the teacher used to ask the students to do writing tasks at home. Therefore, they did not practise writing optimally in the classroom. Moreover, the writing assessment did not run well. Assessment is an ongoing process which is a part of the teaching and learning process (Brown, 2004).

In other words, it is the part of writing process. However, based on the observation and the interviews, it could be seen that the teacher gave writing tasks that were oriented to the product only. She rarely gave corrections to the students' writing which was crucial in the process of writing and writing assessment. She usually only gave marks on the students' writing.

Slameto (1995: 2), psychologically, learning is a changing process as a result of the interaction with the environment to fulfil the needs in life. The changing is not only in increasing knowledge, but also skill, attitudes, the way of thinking, interest, adaptation, and the others. Learning is an activity done by everyone that can be hold anywhere and anytime.

It made the students not know their errors and influenced their writing skills. In addition, the students mostly overlooked and ignored the teacher's

feedback on their writing. After the teacher returned their work, they glanced at the feedback and then put their writing in their bags and rarely took it for a second look. It was because the writing assessment was oriented to the product only, so she did not give further instructions to the students such as asking to revise and to resubmit the writing. Therefore, the teacher and the students could not see the students' progress in writing.

Considering the importance of writing skills for language learners, the researcher thought that there should be some efforts to be done in order to improve the students' writing skills. She intended to conduct action research as a follow up to those problems. By conducting the research, she intended to improve the students' writing skills through portfolio assessment. Portfolio assessment can be used as a tool to improve the students' writing because, according to Brown (2004), it is one of alternative assessments that is oriented to the process as well as the product and facilitates revision processes. It means that there will be regular feedback given to the students' writing until the students write the final draft. By learning the feedback given in every draft, they are expected not to write the same errors in their next writing. As a collection of the students' work, portfolio assessment can also capture the students learning progress. Moreover, the students can review their own writing over time so that they can reflect on their own learning. Since the work can be studied comprehensively, they can make improvement on the writing skills.

B. Some Pertinent Ideas

1. Learning Achievement

From those definitions, apparently, learning is an activity done by human being as an effort to get knowledge (cognitive), to create attitudes (affective), and to raise concept and skills (psychomotor) as a result of the interaction with the environment. In learning process, the dominant activity is the interaction between teacher and the students (Sardiman, 1986:170).

According to Sudjana (in Djamarah, 1995: 45), the same as learning, teaching is a process. There are processes of controlling, organizing, motivating, guiding, facilitating, and giving feedback to the students in process teaching and learning. Teaching process is not only putting premium on product, but also on learning process. So, teacher needs evaluation's instrument that can be used to assess all of students' learning process step by step.

Slameto (1995: 2), psychologically, learning is a changing process as a result of the interaction with the environment to fulfil the needs in life. The changing is not only in increasing knowledge, but also skill, attitudes, the way of thinking, interest, adaptation, and the others. Learning is an activity done by everyone that can be hold anywhere and anytime.

Learning achievementis a sentence consisting of two words namely achievement and learning. Between achievement and learning words have different meanings. Therefore, before understanding learning achievement , it is worth discussion is directed at each issue in advance to gain further

understanding about the meaning of words and *learning achievement*. It is also to facilitate in-depth understanding of the meaning achievements of learning itself.Below will put forward some sense of achievement and learning according to experts.

Achievement is the result of an activity that has been done, created both individually and in groups (Djamarah, 1994:19). Meanwhile, according to Abdul Hassan Mas'ud Dahar in Djamarah (1994:21) that the achievement is what has to be created, the results of a job, pleasing results are obtained with tenacity the way of work.

From the definition set forth above, clearly visible differences on certain words for emphasis, but the point at which the outcome of an activity. For that, it is understood that the achievement is the result of an activity that has been done, created, pleasing, obtained with tenacity the way of work, either individually or in groups in certain activities.

According Slameto (1995: 2) that learning is a process of one's efforts to acquire a new behavior changes as a whole, as a result of his own experience in interaction with their environment. In simple terms of understanding learning as propounded by the above opinion, can take an understanding of the nature of learning activity is a change that occurs within the individual. Meanwhile, according Nurkencana (1986: 62) suggests that learning achievement is the result had been achieved or acquired form of the subject child. It added that learning achievement is the

result of which resulted in changes within the individual as a result of activity in learning.

After tracing the above description, it is understandable that learning achievementis the result or level of ability that has been achieved by students after attending a teaching-learning process within a certain time in the form of changes in behavior, skills and knowledge and will then be measured and assessed and then realized in numbers or statement.

Travers (1970:447) states that achievement was the result of what an individual has learned from some education experience. Additionally, Yelon, Weinstein, and Weener (1977:301) express achievement as the successfulness of individual, while another source Smith and Hudgins (1964:95) says that achievement was to do one's best, to be successful to accomplish tasks requiring skill and effort and to be recognized by authority. Based on the opinions above, it can be concluded that achievement was the result, the successfulness, the extent or ability, the progress in learning education experiences that the individual indicates relation with his/her educational learning. Achievement concerns with what someone has actually learnt whereas aptitude was the potential for learning something. In other words,achievement was a success in reaching particular goal/status or standard, especially by effort, skill, courage, and so on.

2. Writing, Descriptive text

Writing was a process of formulating and organizing ideas in right words to deliver the aim and present them on a piece of paper. According to Jones in R.Cooper and Odell (1977:33) writing was synonymous with discourse, and discourse was discussed in terms of its aims, it relate to the function of language, and in terms of its feature, which are the separate elements, devices, and mechanism of language.

On the other hand, Reinking, Hard and Osten (1993:188) state that writing was a way of communication and of course communicates all the time. And then Deporter and Heracki (2002:179) explain that writing was a whole brain activity, which use bright brain side (emotion) and left brain side (logic). Although right and left brain sides are used in writing, right brain side has a big position because it was a place which appears new ideas and emotion.

From the explanation above, we can state that writing was a whole brain activity to formulate and organize ideas in right words to deliver and communicate the aims to the reader and present it on a piece of paper.

A descriptive text was a piece of writing that was intended to convey meaning to the reader through sensory details and provides image to the reader (http://www.ehow.com). Additionally, descriptive text was a paragraph may be defined as a group of sentences that are closely related in thought and which serve one comment purpose often used to describe what a person looks like and acts like, what a place looks like, and what an object

looks like (http://www.exampleshelp. org.uk). Furthermore, Pardiyono (2007:34) state that description paragraph was a type of written text paragraph, in which has the specific function to describe about an object (living or non-living things) and it has the aim that was giving description of the object to the reader clearly.

Furthermore, Jolly (1984:470) assert there are five types of descriptive writing paragraph. They are:

a. Describing Process

Describing a process not only explains how something was done, but also explains why it was done and what was needed to complete the process.

b. Describing and event

To describe an event, a writer should be able to memorize and remember what happened in the event. Supposed the writer will write about Tsunami that was happened in Japan. In this case, he / she has to explain all details related to the event, so that the readers can imagine the real situation and condition.

c. Describing a personality

In describing a person, the first thing that we do was recognizing his/her individual characteristics. We need to describe people occurs fairly areas of physical attribute (hair, eyes), emotional (warm, nervous), moral attributes (greedy, honest, worthy, trust), and intellectual (cleverness, perception)

d. Describing a place

Presenting something concrete was the way to describe place, for example: a home, a hospital, and school.

e. Describing an object

To describe an object accurately was done by providing the physical characteristics of the object such as the color, form, shape, and so on.

From the definition above, it can be concluded that description paragraph was a paragraph that describes a particular person, place or event in great deal. Description writing vividly portrays a person, place, or things in such a way that the reader can visualize the topic and enter into the writer's experience. It was a way to enrich others forms of writing or as a dominant strategy for developing a picture of what something looks like.

3. **Portfolio**

a. Defenition of portofolio

Portfolios have been used in fine arts and architecture for many years to display the work of their owners.In contrast,the introduction of portfolios to the health professions, particularly as an assessment tool, has been recent, but rapid, with portfolios now regularly used at undergraduate, post-graduate, and continuing education levels.

A portfolio is a collection of various forms of evidence of achievement of learning outcomes. In practical terms, a student portfolio for assessment purposes is a compendium of reports, papers, and other material, together with the student's reflection on his or her learning and

on strengths and weaknesses. The assessment portfolio is prepared by an individual student either at the direction of the faculty or as uniquely devised by the student. It may also contain reports of grades, evaluations, and examinations, and it is usually held together in some appropriate binder or is in computerbased form so that it can be circulated easily to defined faculty for the specific purpose of assessment. If the portfolio comprises only a collection of evidence, it is no more than a logbook documenting learning experiences. The crucial difference between a logbook and a portfolio is that the portfolio evidence is annotated by the learner's reflections regarding his or her learning. The learners, depending on their reflective ability, may reflect on the learning experiences at three different cognitive levels: descriptive, analytical, and evaluative.

There are many theorists who give definition about portfolio. According to Yasin (2001), in the beginning, portfolio is only collection of task, learning experience, exhibition, and assessment of own work result in art areas. From the collection, teacher assesses painting skill of the students. So that assessment result is not only from final test. Final test sometime is not shows the student's ability because the students' work at the final test can be influenced by the situation and condition at the time, for example the students is in pain or less concentration, so they can't make good work. Paulson et all in Kemp and Toperoff (1998) give definition about portfolio: Portfolio is a purposeful collection of student

work that exhibits the student's efforts, progress, and achievements in one or more areas. The collection must include student participation in selecting contents, the criteria for selection, the criteria for judging merit, and evidence of student self-reflection.

Rubric score - Writing portfolios are best evaluated by using a scoring rubric,or a guide that allows a teacher to assess work based on predetermined criteria. Scoring rubrics for writing portfolios can contain many elements, such as the quality of work chosen, ability to write about or defend choices, or the variety of pieces chosen for the portfolio.

Portfolio Assessment	
Score	If students…
4	Includes a piece of work of each item on the checklist that clearly meets the criteria suggested; write a short paragraph about each item weaving a connection between a piece and describing what learned; show reflection about his or her thinking and learning over time.
3	Includes a piece of work for each item on the checklist; writes a short paragraph about each item; is somewhat reflective of how his or her thinking has changed.
2	Includes a piece of work for each item; write something about each piece.
1	Include a piece of work for most items; writes little about the pieces of work
0	Does not complete the task, or gives information that has nothing to do with the work chosen

b. The Characteristics of Portfolio

Portfolio is not just simply an activity of collecting students' woks in a period of time. Hamp- Lyons and Condon as cited in Weigle (2002:199) explain that there are several characteristics of portfolios as follow:

1) A portfolio is a collection of written works, rather than a single writing sample.

2) It enables the writer to display a range of writing performances, in different genres and for different audiences and purposes.

3) A portfolio possesses context richness insofar as it reflects closely the learning situation and demonstrates what the writer has accomplished within that context.

4) An important characteristic of most portfolio programs is delayed evaluation, giving students both the opportunity and the motivation to revise written products before a final evaluation is given.

5) Portfolios generally involve selection of the pieces to be included in the portfolio, usually by the student with some guidance from the instructor.

6) Delayed evaluation and selection offer opportunities for students-centered control, in that students can select which pieces best fulfil the 30 established evaluation criteria and can revise them before putting them into their portfolios.

7) A portfolio usually involves reflection and self-assessment, in that students must reflect on their work in deciding how to arrange the portfolio, and are frequently asked to write a reflective essay about their development as writers and how the pieces in the portfolio represent that development.

8) Portfolios can provide a means for measuring growth along specific parameters, such as linguistic accuracy or the ability to organise and develop an argument.

9) Portfolios provide a means for measuring development over time in ways that neither the teacher nor the student may have anticipated.

Hamp-Lyons and Condon state that from those characteristics, the most important aspects of portfolio are collection, reflection, and selection. Nunan (2004), additionally, explains that the following items are some characteristics of using portfolios to assess students' learning.

1) The teacher and the students should work together in the assessment.

2) The portfolios should contain specific items.

3) The students' work included in the portfolios should show the progress of students' learning.

4) The students have to get a clear explanation about the content and assessment criteria at the beginning of using portfolios.

In summary, the characteristics of portfolio mentioned above are very beneficial to improve the students' writing skills. The students will get benefits if portfolio is implemented in teaching writing. Some of the

benefits are that the students are given opportunities to revise their work before the final evaluation is given. Moreover, portfolio involves reflection and self-assessment which will be very useful for the students to evaluate their strengths and weaknesses.

c. Types of portofolio

There are three types of portfolios: developmental, assessment and showcase:

- Developmental Portfolios: demonstrate the advancement and development of student skills over a period of time. Developmental portfolios are considered works-in-progress and include both self-assessment and reflection/feedback elements. The primary purpose is to provide communication between students and faculty.

- Assessment Portfolios: demonstrate student competence and skill for well-defined areas. These may be end-of-course or program assessments primarily for evaluating student performance. The primary purpose is to evaluate student competency as defined by program standards and outcomes. The primary function of an assessment portfolio is to document what a student has learned. The content of the curriculum, then, will determine what students select for their portfolios. Their reflective comments will focus on the extent to which they believe the portfolio entries demonstrate their mastery of the curriculum objectives. For example, if the curriculum specifies persuasive, narrative, and descriptive writing, an assessment portfolio should include examples of each type of writing. Similarly, if the curriculum calls for mathematical problem solving and mathematical communication, then the

display portfolio will include entries documenting both problem solving and communication, possibly in the same entry.

- Showcase Portfolios: demonstrate exemplary work and student skills. This type of portfolio is created at the end of a program to highlight the quality of student work. Students typically show this portfolio to potential employers to gain employment at the end of a degree program.

d. Purpose of portofolio assessment

There are many stated purpose of potofolio and in most cases they are used for a combinatoin of purpose. Portofolio are claimed to intergrate theory and practice and learning and assessment, simulate reflection and practice and promote profesional development (Glen & Hight, 1992; Redman, 1994). Portofolio can capture student learning over time and provide a strong foundation for student-teacher discussion and collaboration. Portofolios provide students with a powerful opportunity for self development (Redman, 1994). Student decide that evidence to include in the pogrtofolio, often in collaboration with teacher, peers and employers. They are able to manage and monitor their own learning and own the final assessment product. They can set goals and establish what quality work is in their field (Shackleford, 1996), how to select one piece of work over another and how to provide sufficient work to demonstrate achievement (Borthwick, 1995). The ability to put together portofolio is an important skill in itself, demonstrating organisation of ideas, structuring material and presenting it effectively.

Using portofolio can provide student with theopportunity to enchance their performance, develope awareness of their skills, see gaps in their learning and deternime stretegies to further develop (Porter and cleaned, 1995; Redman, 1994). The show case portofolio, a collection of high standard work, is 'success focussed' (Brown, 1997, p. 1) and this differentiates it from many other assessment types which are mistake focused. Portofolio help student document their achievements, enchance their self esteem and develop a more positive attitude to the subject being studied (Gillespie Ford, Gillespie and Leavelf, 1996).

Portofolio challenge the separation between assessment and curriculum (Glen and High, 1992; Paulson et al., 1991). They can more closely integrate learning, assessment and the workplace. The portofolio contents may include work products and samples, projects and academic achievements and work done previously (prior learning). The documentation can include a range of product and processes from the workplace, home or college including computer disk, photograps, videotapes, models and displays. Portofolio are claimed to motivate learning, to encourage students in active learning (Borthwick, 1995; Brown, 1997) and to accomodate different patterns of learning. They may also assist in creating a collaborative climate where there is an opportunity for working with teachers, peers and workplace supervisors (Gillespie et al., 1996).

For the teacher , the portofolio provides evidence that learning outcomes are met, that the work can be done and that training can be eveluated at the laerning level. This may be useful to teacher s in intrucsional decision making (Gillepsie et al., 1996).

e. Writing portofolio

A writing portfolio is a collection of student writing used to help both the student and teacher see the progress of writing over time. It can be used in two ways:

- Process portfolios are used on one piece of writing. They are a collection of all the work a student does in the process of completing a writing sample. For example, a student working on a historical fiction piece on the Civil War will include research notes, drafts, revisions, teacher notes, and other work in the portfolio related to that one assignment. The teacher and student will use this information to look back and reflect on the process of the student's work, and the teacher will have a big picture of the steps the student took to produce the final product.

- Final portfolios are a collection of completed student work gathered over time, like the school year or semester. Sometimes, teachers ask students to put all final writing pieces in this portfolio, but more typically it reflects only the best work of a student. When a final portfolio shows a sampling of student work, the students are always involved in the process of selection, and criteria for the portfolio should

be provided by the teacher. Teachers, parents and students may come together to review this portfolio and reflect on student growth over time.

4. **Portofolio Assessment**

Portfolio assessment is an evaluation tool used to document student learning through a series of student-developed artifacts. Considered a form of authentic assessment, it offers an alternative or an addition to traditional methods of grading and high stakes exams. Portfolio assessment gives both teachers and students a controlled space to document, review, and analyze content leaning. In short, portfolios are a collection of student work that allows assessment by providing evidence of effort and accomplishments in relation to specific instructional goals (Jardine, 1996). At its best, portfolio assessment demands the following: clarity of goals, explicit criteria for evaluation, work samples tied to those goals, student participation in selection of entries, teacher and student involvement in the assessment process, and self-reflections that demonstrate students' metacognitive ability, that is, their understanding of what worked for them in the learning process, what did not, and why. These elements enhance the learning experience and the self-understanding of the student as learner.

a. Assumptions and Procedures

Portfolio assessment is not defined by a single procedure, nor is there a single best way to use portfolios. However, the following components are generally assumed integral. The portfolio itself is a

container of some sort, for example, a folder, crate, file, or virtual space for online portfolios. The selected contents should demonstrate student accomplishments over time. All selections and parts are authentic in that the included pieces provide evidence that the goals and objectives of the curriculum have been met, with added student reflections that review the process and /or products of learning. Participants in the portfolio assessment process (instructors, students and parents or administrators, if applicable), should be aware of assessment standards in advance. Depending on the type of portfolio, the contents may vary widely. Possible contents include writing samples that may vary in genre, content, and style, laboratory reports, journals, taped performances, recordings, art, research papers, projects, photos, interviews, conferences, tests, quizzes, observations, and reflections.

In some schools, material from a semester's or year's portfolio is digitalized and stored for future reference as a record of student accomplishments over a specified time. Colleges requiring licensure for a profession may require students to keep evidence of each standard met in an online or physical portfolio, ensuring ready access to reviewers or accrediting agencies that all work has been completed. Because a portfolio contains a variety of artifacts that provide evidence of work completed, it is particularly useful in these assessment circumstances.
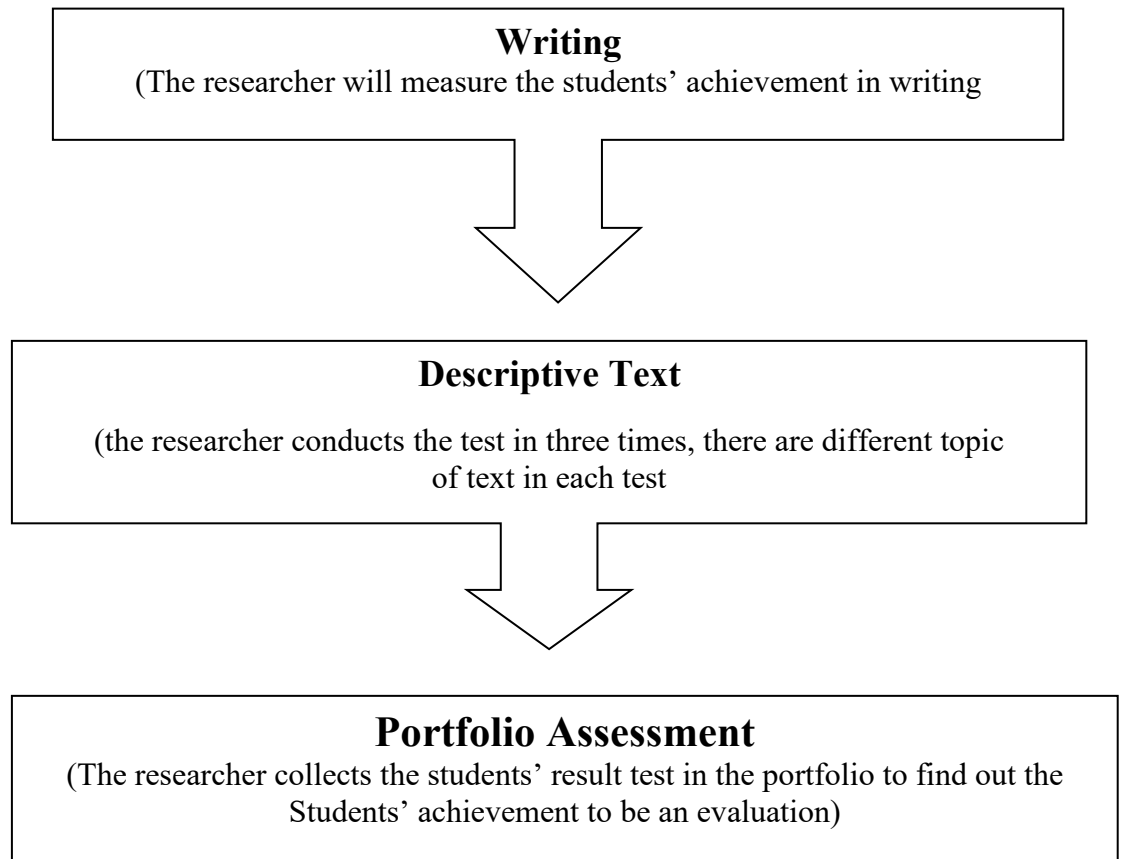
b. Key Elements for Effective Portfolio Assessment

Clear criteria for evaluation, including what must be included in the portfolio and rubrics for evaluation, are vital to successful portfolio assessment. When teachers develop unambiguous assessment criteria, they necessarily use a shared discourse, clarify beforehand any unfamiliar vocabulary (Rodgers, 2002), and assure that they and students have a mutual understanding regarding the theoretical foundations of the task before it takes place. Understanding these criteria can help reduce or eliminate criticism about subjectivity or unfairness of grading, a common criticism of those who prefer standardized assessments. The use of comprehensive rubrics that present structured information about organization, required components, length and content of entries and reflections, in addition to any specific assignment rubrics that clearly outline the goals, obligations, and constraints of particular entries, are valuable. The more precise and comprehensive the rubric, the more objective the assessment. Through explicit direction, instructors should make clear all guiding principles or policies for what may or may not be included in the portfolio.

Reflective pieces require students to articulate and review components of the portfolio and are a part of a comprehensive assessment. Reflections allow students the time and space to analyze their achievement in relation to class standards, evaluate their final products, and determine growth as well as needs (Fernsten & Fernsten 2005). The metacognitive

exercise of figuring out how they know what they know about the learning that has taken place can be an invaluable learning tool and helps participants take responsibility for their own learning

C. Conceptual Framework

```
┌─────────────────────────────────────────────────────────┐
│                       Writing                            │
│   (The researcher will measure the students' achievement │
│                      in writing                          │
└─────────────────────────────────────────────────────────┘
                            │
                            ▼
┌─────────────────────────────────────────────────────────┐
│                   Descriptive Text                       │
│                                                          │
│  (the researcher conducts the test in three times, there │
│         are different topic of text in each test         │
└─────────────────────────────────────────────────────────┘
                            │
                            ▼
┌─────────────────────────────────────────────────────────┐
│                 Portfolio Assessment                     │
│  (The researcher collects the students' result test in   │
│   the portfolio to find out the Students' achievement    │
│                   to be an evaluation)                   │
└─────────────────────────────────────────────────────────┘
```

Diagram 1. Conceptual Framework

Using portfolio assessment in evaluating students' achievement in writing descriptive paragraph.

CHAPTER III

RESEARCH METHOD

This chapter describes the design , population, sample, variable, operational definition, instrument, procedure of collecting data, and technique of data analysis

A. Research Design

The method used in this study was descriptive research. This method was a study designed to depict the participants in accurate more simply put, descriptive research is all about describing people who take part in the study. The researcher used portfolio assessment to collect the data (for three times test). The aim was to find out the achievement of students in learning descriptive text in class VIII 8 at SMPN 2 Makassar.

B. Population and Sample

1. Population

The population of this study was all the second graders of SMPN 2 Makassar. It was class VIII, consist of 212 students

2. Sample

In taking the sample, the writer only took one class representing all of the population. Class VIII 8 was consisting of 25 students with 14 woman and 11 men; it was the sample of the research

C. Instrument of the Research

There was an instrument used to collect data. It was worksheet that was used to write descriptive paragraph based on the picture in form portfolio assessment. The test was conducted three times. Each test had different topic.

D. Procedure of collecting data

The data would be collecting through the following procedure:

1. The writer explained about portfolio assessment and give the form of descriptive text to the students look at the topic and writing paper as long the research time, the students' worksheet collected consists of descriptive text.

2. The writer gave the task for three times to know the achievement of students in each task.

   a. the first test was wrote a descriptive text about their teacher (one o their favorite teacher)

   b. the second test was write a descriptive text about their school

   c. The third test was write a descriptive text about their vacation each other, during the school holiday.

E. **Technique of Data Analysis**

To analysis the test result, the researcher used percentage analysis. The use of percentage analysis aimed to know the percentage of student writing comprehension achievement and found the mean score.

The technique that use for analyzing the data were;

1. Scoring students test use the formula

Portfolio Assessment	
Score	If the student
4	Includes a piece of work for each item on the checklist that clearly meets the criteria suggested; writes a short paragraph about each item, weaving a connection between the pieces and describing what was learned; show reflection about his or her thinking and learning over time.
3	Includes a piece of work of each item on the checklist; write a short paragraph about each item; is somewhat reflective of how his or her thinking has changed.
2	Includes a piece of work for each item; write something about each piece
1	Includes a piece of work for most item; write title about the pieces of work
0	Does not complete the task, or given information that has nothing to do with the work chosen.

Score: $\underline{\text{Gain Score}}$ x 100

Maximum score

2. Classifying the students score was use the scoring system follow:

9.6 – 10	Excellent
8.6 - 9.5	Very good
7.6 - 8.5	Good
6.6 – 7.5	Fairly good
5.6 – 6.5	Fair
3.6 – 5.5	Poor
0- 3.5	Very poor

(Depdiknas 2006:38)

3. The mean score of the data

$$\overline{X} = \frac{\sum X}{N}$$

Where: X   = Mean score

$\sum$x = The sum of all score

N   = The number of students

(Gay, 1981)

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

Based on the problem statement previously in Chapter I, the researcher only use one instrument to collect data the students' achievement in writing descriptive text using portfolio assessment at class VIII 8 of SMPN 2 Makassar, it is test (writing descriptive text). When observing the class, the researcher found that majority of students have a upper vocabulary level and get to do the task. By using the portofolio assessment, the reseracher asks the students to arrange a descriptive text.

The first task was about teacher, the students describe about the teacher who be favorite for them. The second task, the students write the descriptive tesk with different title,but the same theme/ topic, about scholl. They will find the interesting things to describe in their scholl. It will be a material of teacher to see the upper level about the students ability in imaginating and arranging a good descriptive text. Through this step, the students may describe process, event, personality, place, or object. The researcher guides the students to find their theme easily. The theme must be unique because the successful in write a descriptive text is the student must interest in something first. Then, they start to imagine untill find what will they write on the paper.

Finally, in the last task the researcher hopes the students can master well how to write a good descriptive text, that contain all of the descriptive text

criteria. Such as person looks like and acts like, what a place looks like, and what an object looks like as long as their vacation time. Based on the students experience, the researcher find that the students can improve the descriptive text into some paragraph by using many more new vocabulary.

Table 4.1 The Mean Score of Students' Writing Descriptive Text

Writing Descriptive Text				
Mean Score			Improvement	
Test I	Test II	Test III	Test I - II	Test II - III
6.30	8	8.30	27%	3%

The above shows the greater score of the students project which collect in the portofolio assessment (it can show detaily in the appendices to measure the progress of each student). Based on this score, the researcher concludes that portofolio assessment is very helpful to support the student in increasing their comprehence about descriptive text. By portofolio assessment, the students can indentify what is the weakness of each text which have been written. The students can evaluate their ability in arrange descriptive text, how many vocabulary they have, and how deep their comprehence about the parts of descriptive paragraph.

The data above can also be shown from the graphic below:
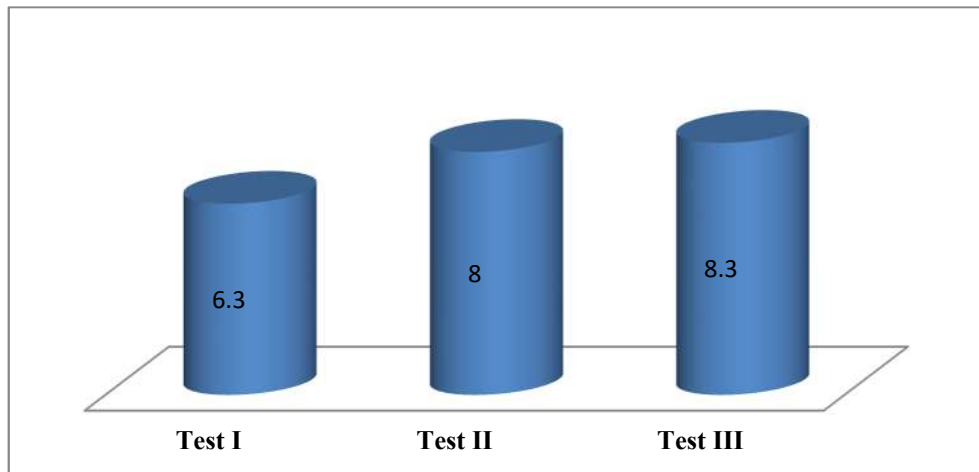
Figure 4.1: **The mean score of the students' writing descriptive text**

The figure above shows the students' achievement in every test. From the first test to be second test, three are a fair achievement, it is 1,7%. Then, from the second test to the third test, there are about 0,3% improvement. Over all. Start from the first until the last test, there is significant result.

B. Discussion

The result of the research show that follow the portfolio assessment can help the student to evaluate their achievement by themselves. Through the portfolio assessment, the students can know where is the weakness and what will they learn to improve their ability. Based on the Brown (2004) that assessment is an ongoing process which is a part of the teaching and learning process. In this researcher focus on the ability of students arranging descriptive text.

To make a good text, certainly the students had to know about the types of descriptive text. The compresence the part of text is the essential because as Pardiyono (2007:34) say, description paragraph was a type of written text paragraph, in which has the specific function to describe about an object (living or non-living things) and it has the aim that was giving description of the object to the reader clearly. Additionally, descriptive text was a paragraph may be defined as a group of sentences that are closely related in thought and which serve one comment purpose often used to describe what a person looks like an act like, what a place looks like, and what an object looks like.

To complete and support the data about English teachers' teaching methods, the researcher interviewed the teachers. The result of the interview questions was also about students' achievement in writing descriptive text. It drawn from the teacher's explanation that they usually use discussion and presentation in teaching because all students have been able to master grammar well. Therefore, it is not effective to focus on grammar.

At the first step, the researcher asked student to arrange the descriptive paragraph by giving the appropriate theme. The aim was to see the imagination skill of student about it. How the students improved the text without cheat each other. It was also could measure the vocabulary the students have. In this research gave the task in many times. It was based on the function of portfolio assessment, it could provide student with the opportunity to enhance their performance, develop awareness of their skills, see gaps in their learning and determine strategies to further develop (porter

and cleaned, 195; Redman, 1994). And also the portfolio contents might include work products and samples, projects and academic achievements and work done previously (prior learning).

Slameto (1995: 2) in the previous chapter said that psychologically, learning is a changing process as a result of the interaction with the environment to fulfil the needs in life. The changing is not only in increasing knowledge, but also skill, attitudes, the way of thinking, interest, adaptation, and the others. Learning is an activity done by everyone that can be hold anywhere and anytime. This is why the researcher set the test about their environment. The researcher collected the data by using portfolio assessment in this test, the students ask to write descriptive paragraph about teacher, school, and vacation, as we know that the topic will bring them to more participate to environment. Write more about how their know, socialize, and interest.

The content of writing should be clear for the readers so that the readers can understand the message convey and gain information from it. In order to have a good content of writing, its content should be well unified. In this case was content to know the students' writing proficiency on component of content observed trough test, the writer would like to discuss it.

Portfolio assessment can be used as a tool to improve the students' writing because, according to Brown (2004), it is one of alternative assessments that is oriented to the process as well as the product and facilities revision processes. As facilitation of revision processes, by using portfolio assessment,

the researcher can guide the students to be independent. The student learn to solve their problem each other. It can be seen on the result of the result of the research, after analyzing the data of this component, the writer found out that class VIII 8 of SMPN 2 Makassar have fair ability to comprehend the content (clear, meaningful, logical, communicated, knowledgeable and relevant with the topic). It was proved by the first test, the mean score 6,30 this classified as fair. The result showed that component of content of the students' scores in the second and third test improved. In the second test, the mean score of students was 8 as classification "good", meanwhile the mean score of students in the third test was 8,30 as classification "good". From the description above, it could be concluded that the students' proficiency in writing descriptive text was improved in every test.

According to Pardiyono (2007:34), description paragraph was a type of written text paragraph, in which has the specific function to describe about an object (living or non-living things) and it has the aim that was giving description of the object to the reader clearly. Step by step, the students comprehend that a good descriptive text is the content of writing should be clear for the readers do that the readers could understand the message convey and gain information from it. In other to have good content of writing, its content should be will unified.

Language used in writing description and other form of writing involves connected languages and point of grammar should be one that is capable of producing grammar. We should not be able to do anything more than latter

separate function. And also grammar can help the students improve the use of formal language. In this case, language used to know the students' writing proficiency on indicator of language use observed trough test, the writer would like to discuss it.

The result of the purpose of portofolio assessment suitable with the information that the researcher found through test. The information could be listed as follows:

1. The focus of English teaching by using portofolio assessment. Therefore, the class activities are adjusted to meet that goal. The teachers also focused on students' vocabularies, and structure to support their communication skill.

2. In the class, the teachers usually set some activities that actively involve students in language using, where discussion is the most used activity in the class.

3. The teachers let the students actively participate in the discussion and other activities. The correction of some aspects such as vocabularies, and grammar is the additional one, usually in the end of the class.

4. The material given by the teachers in the class is the authentic and related to the students' environment. Therefore, the students used language in the actual context.

5. The teachers used variation of activities in the class thus all students are able to show their ability in English through some activities which is still focused on communication.

6. In the class, the teachers were the facilitator and supervisor, where during the class they let the students show their ability and supervise them. In other side, they are the guidance when there are some aspects than need to be corrected or explained.

7. When a final portofolio shows a sampling of students work, the students are always involved in the process of selection, and criteria for the portofolio should be provided by teacher .

8. Teacher, parents, and students may come together to review the portofolio and reflect on student growth over time.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion. The conclusion is drawn based on the findings and discussion. And suggestion is given based on conclusion.

A. Conclusion

The result of data analysis was the mean score of students' writing descriptive text in term of content in first test was 6.30, in the second test was 8, and the third test was 8,30. The score of the students' test in writing descriptive text *(see table 4.1)*, in the meeting class there was three times test conducted.

Based on the findings and discussion, the researcher concluded that using portofolio assessment can improve the students' ability to write at the third year students of SMPN 2 Makassar especially in class VIII 8. The use of portofolio assessment could significantly improve the students' writing descriptive, which aims at improving the students' writing skill. In addition, portofolio assessment as evaluation tool in teaching can interest for the students. It could motivate the students to learn more.

The result of this research that has been explained in the previous chapter, the researcher concludes them as follows:

1. The English teachers in class VIII 8 at SMPN 2 Makassar used portofolio assessment. This was based on the result of observation checklist and interview done by the researcher. The teachers mostly used discussion activity in the class, because the students had already had a good ability in English, specially in writing

2. The students of class VIII 8 at SMPN 2 Makassar gave positive responses to the teaching method used by the English teachers in their class. They thought that the method given had already stimulated them to study English.

B. **Suggestion**

Based on the conclusion above, the researcher suggests:

1. English teacher should be creative and they are expected to use various techniques in teaching English, especially in teaching writing to avoid students' boredom and adjust the students' need to make an effective learning situation for them.

2. Students of English should be given more opportunities to exercise write for better writing ability.

3. To improve the effectiveness of English teaching in class, the English teachers should attempt to usually give the best activity to accommodate the special ability owned by the students. The activities given should be usually focus on communication.

4. The education stake holder should empower all students based on their intelligences. In this case, another class program should be created to

ensure that there will not be too broad gap in quality and ability in learning, especially in learning English.

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APPENDICES

MOTTO

DO NOT TO BE SAME, BUT BE BETTER

EDUCATION IS NOT PREPARATION

FOR LIFE, EDUCATION IS LIFE ITSELF

Skripsi ini kupersembahkan untuk

Ayah dan Almarhumah ibunda

tercinta yang senang tiasa mendoakan

dan membantu atas segala

keberhasilan ananda

Score of the students in Test I

Nama Sekolah   : **SMPN 2 Makassar (Kelas VIII 8)**

Mata Pelajaran   : **Bahasa Inggris**

Students' Code	Content	Score
R1	3	75
R2	3	75
R3	3	75
R4	4	100
R5	2	50
R6	3	75
R7	2	50
R8	2	50
R9	2	50
R10	3	75
R11	2	50
R12	2	50
R13	3	75
R14	3	75
R15	2	50
R16	2	50
R17	3	75
R18	2	50
R19	2	50
R20	3	75
R21	4	100
R22	2	50
R23	2	50
R24	2	50
R25	2	50
N = 25	**65**	**1575**
X	**2,6**	**63**

Score of the students in Test II

Nama Sekolah   **: SMPN 2 Makassar (Kelas VIII 8)**

Mata Pelajaran   **: Bahasa Inggris**

Students' Code	Content	Score
R1	4	100
R2	4	100
R3	3	75
R4	4	100
R5	2	50
R6	4	100
R7	2	50
R8	4	100
R9	4	100
R10	3	75
R11	4	100
R12	2	50
R13	3	75
R14	3	75
R15	4	100
R16	2	50
R17	4	100
R18	2	50
R19	4	100
R20	4	100
R21	4	100
R22	2	50
R23	3	75
R24	2	50
R25	3	75
N = 25	**80**	**2000**
X	**3,2**	**80**

Score of the students in Test III

Nama Sekolah : SMPN 2 Makassar (Kelas VIII 8)

Mata Pelajaran : Bahasa Inggris

Students' Code	Content	Score
R1	4	100
R2	4	100
R3	3	75
R4	4	100
R5	3	75
R6	4	100
R7	3	75
R8	4	100
R9	4	100
R10	3	75
R11	4	100
R12	2	50
R13	3	75
R14	3	75
R15	4	100
R16	2	50
R17	4	100
R18	2	50
R19	4	100
R20	4	100
R21	4	100
R22	3	75
R23	3	75
R24	2	50
R25	3	75
N = 25	**83**	**2075**
X	**3,32**	**83**

1. **Mean score of the students in Test I**

$$X = \frac{\Sigma X}{N} \times 10$$

$$= \frac{1575}{25} \times 10$$

$$= 6,3$$

2. **Mean score of the students in Test II**

$$X = \frac{\Sigma X}{N} \times 10$$

$$= \frac{2000}{25} \times 10$$

$$= 8$$

3. **Mean score of the students in Test III**

$$X = \frac{\Sigma X}{N} \times 10$$

$$= \frac{2075}{25} \times 10$$

$$= 8,3$$

4. **Improvement Test I to Test II**

$$X = \frac{T\,II - TI}{T\,I} \times 100\%$$

$$= \frac{8 - 6,3}{6,3} \times 100\%$$

$$= 27\%$$

5. **Improvement Test III to Test II**

$$X = \frac{T\,III - T\,II}{T\,II} \times 100\%$$

$$= \frac{8,3 - 8}{8} \times 100\%$$

$$= 3,75\%$$

CURRICULUM VITAE

MUZAKKIR, was born on September 03rd, 1993 in Sinjai. He is the third child from the marriage of her parents Ambo Tang and Rosnih. In 1992 the writer registered as student elementary school SDN 85 Labettang and he graduated in 2005.

The next, in the same year the writer registered as a student in SMPN 2 Sinjai Selatan in Sinjai regency and she graduated in 2008. Then the writer registered in senior high school, SMAN 1 Sinjai Timur in Sinjai regency and graduated in 2011. In 2011, the writer registered to English department in Makassar Muhammadiyah University.