CHAPTER I

INTRODUCTION

A. The Background of Problem

Recently, English speaking has become an important skill for the students. There are many aspects of students' life that require the knowledge and ability of speaking, especially in social interaction and education. In social interaction aspect, it is commonly found that many students use English to communicate each other even though they speak in fragments or a mixing which out of the standard spoken language. Meanwhile, in educational aspect, English speaking is one of the most important skills that must be mastered since the students' speaking proficiency is going to be evaluated for the purpose of passing a test or a program in the school or courses.

In some schools, English becomes one of requirements to join some purposive classes. The classes are prepared to students who join National and even International competition, the students must have good intelligence both science and English. In science class, the students should be skillful in some lessons such as Math, Physic, Biology, Chemistry and Economic. Then, the students are expected to present and perform their knowledge by using English in various sciences Olympiad and competition for national and international level.

MAN 2 Pekanbaru, where the researcher conducted this research, is one of senior high schools that prepare the students to have knowledge and English skills. The students who were selected to join with purposive or Olympiad classes, are expected to have good speaking English proficiency, especially in speaking performance. In the Olympiad classes, the teachers prepare the students good knowledge of the specific lessons and the students are expected to deliver and perform the knowledge in English.

The Head of curriculum division at MAN 2 Pekanbaru stated that the students who want to join the Olympiad classes examined by using some test; science and English test. The science test items were about Math, Physic, Biology and Chemistry. The students are also expected to have good English competence by answering multiple choice test. The students were also interviewed to know their learning motivation. Then, the teachers who became examiners decided the students who were deserve to study in the Olympiad classes.

In the year of 2017-2018, there are two Olympiad classes; tenth grade of Natural science seven and eight. All lesson of Olympiad classes students is similar to regular classes students. But, the students have limited time to study in the classroom. The students are grouped based on the students' skill and interest subject. So, the students can improve the specific lesson chosen. There is specific lesson that can be mastered deeply such as Math, Physic, Biology, Chemistry, Economic, Computer, Geography, Astronomy, Geology.

However, the problem appears when the students cannot spend much time to study in the classroom. While in English lesson, the students could not practice their competence and performance in the classroom. The students often gathered and studied based on their own club, such as Math, Physic, Biology, Chemistry, Economic, Computer, Geography, Astronomy, Geology club. Moreover, the students have to prepare themselves in facing national students Olympiad; they cannot do their tasks of some lesson, especially English in the class time. The students needed more time to do the tasks and all assignments at home. Therefore, the English teacher attempted to find out the solution in encouraging the students to practice English at home.

Based on the researcher's observation, the teacher taught the students to produce an additional task. The task is an autonomous learning media which is called as electronic portfolio (e-portfolio). The teacher asked the students to produce e-portfolio in order to help the students to fulfill their English tasks. And, the Electronic Portfolio as additional task could encourage the students to improve their good speaking English performance. Because the e-portfolio which was produced by the students completed by software and hardware media that could optimize the students in learning process. In addition, Gagne (1987) stated that the use of appropriate media will make the students learn easily. Gray (2008) mentioned that the interest of potential e-learning tools and technology has been increased because e-learning tools and technology are believed to make learning more student-centered and create more personalized forms of education.

One of the e-learning tools and technology is e-portfolio. Media as one of the components of teaching and learning process should be selected appropriately based on the students' condition. The use of appropriate media can be helpful and more interested in learning English. According to Lorenzo and Ittelson (2005) people can use E -portfolio as a tool to improve personal skill in learning process. The students produced e-portfolio as learning media and also reflect their speaking skill by themselves. The students have chance to know what level they are in speaking skill and they know what should be improved for the next time. For example, to pronounce English words correctly, is not an easy task even for the English teachers themselves.

E-portfolio can allow both teachers and students to improve their speaking performance in producing pronunciation of the language. Therefore, the teacher believes the e-portfolio is useful for the students in doing their English task. Cepik and Yastibas (2013) stated e-portfolio can be used to improve students speaking skill by giving chance students to learn and practice. By using e-portfolio, the students can practice English a lot and review their lesson as well as individual reflection. When the students have solution to improve their English-speaking skill, the students are not only able to communicate in English but they also can use English as tool of communication to deliver other lessons in various competitions.

Electronic portfolio can become a solution for English teachers in giving additional tasks to the students. According to Herring & Notar (2011) Electronic portfolios (e-Portfolios) are gaining increased attention as a mechanism for students to collate and showcase artifacts which provide evidence of skills and attributes

acquired through curricula and extra-curricular experiences. E-portfolio can lead the students to get meaningful material because the students have recent media in learning English. Besides that, the use of e-portfolio is interesting for them. The students will not get bored in teaching and learning process; they can learn English at school and home individually unintentionally.

The previous findings may be appropriate to the students of Olympiad classes. The previous theories were also implemented in speaking skill. Therefore, the researcher was curious to know the correlation of Electronic Portfolio as additional task on students' speaking performance. In this research, the researcher found that the teacher encouraged the students to have many opportunities in speaking English. Then, the teacher hope that the students of the purposive classes can get several advantages such as excellent performance in national and international science Olympiad level that require the students to present their ideas in English.

Since, the English teacher guided the students to do some exercises by using e-portfolio. The students produced their own e-portfolio through writing and recording different text types such as factual recount text, factual report and narrative. Therefore, the teacher facilitated the students to produce e-portfolio as additional task that can help them to practice English more. The teacher hopes that the students master English competence and also performance to support the other lesson. The students who stayed with their lesson club were expected to be able to perform English properly.

Regarding the problem and several theories above, the researcher was interested to conduct a research, entitled "***THE INFLUENCE OF ELECTRONIC PORTFOLIO AS ADDITIONAL TASK ON STUDENTS' SPEAKING PERFORMANCE AT MAN 2 PEKANBARU.*** "

B. The Statement of the Problem

Based on the background above, it was apparent that the English teachers at Olympiad classes of MAN 2 Pekanbaru attempted to help the students in improving the students' competence and speaking performance by electronic portfolio. The Speaking performance is as an important English aspect which is needed by the students. But, the students do not have enough time to complete their English task in English class. The students also cannot practice their English in class. Whereas, the students who have good speaking performance can benefit their skill in delivering knowledge of Olympiad lesson properly.

In this research paper, the researcher observed that the English teacher had benefit electronic portfolio. The teacher required the students to produce an electronic portfolio as additional task. The students could produce their own Electronic portfolio in order to complete some English Competencies properly. The electronic portfolio as additional task is believed that could facilitate the students to study English lesson more and perform English as good as expected.

Those phenomena are appeared by the students at MAN 2 Pekanbaru. Some questions were needed to be addressed; Is there any significant influence of

Electronic Portfolio on students' speaking performance? To what extent does electronic portfolio influence the students' speaking performance? Trying to find the answer of the questions, the researcher conducted a research on students' speaking performance at MAN 2 Pekanbaru.

C. The Limitation of the Problem

This research was concerned with the influence of Electronic Portfolio on students' speaking performance at MAN 2 Pekanbaru. By considering time and fund were needed. It was necessary to limit the problem. Therefore, the limitation of the research problems as follows;

1. This research was carried out to find out the influence of Electronic Portfolio on students' speaking performance at MAN 2 Pekanbaru.

2. Electronic Portfolio as additional task was focused on three lesson topics such as historical event, factual report and narrative text.

3. Students' speaking performance was focused on the students' performance about one of three topics given by the teacher as additional task.

4. The subject of this study was limited for the tenth-grade students of Olympiad classes (Natural science seven and eight) of MAN 2 Pekanbaru.

D. The Purpose and the Objectives of the Research

The purpose of this research was an attempt to identify the influence of Electronic Portfolio on students' speaking performance at MAN 2 Pekanbaru and to what extent the electronic portfolio contributed to students' speaking performance. This research was intended to answer the objectives, as follows:

1. To find out whether any significant influence of electronic portfolio as additional task on students' speaking performance at MAN 2 Pekanbaru.

2. To explain to what extent the electronic portfolio as additional task influences the students' speaking performance at MAN 2 Pekanbaru.

E. The Research Questions

Based on the above-mentioned problems, there were two problems that were investigated in this research. The formulation of the problem was specified in the form of the questions as stated below;

1. Is there any significant influence of electronic portfolio as additional task on students' speaking performance?

2. To what extent does electronic portfolio as additional task influence the students' speaking performance?

F. Significance of the Study

This research is expected to bring some benefits to the teachers, students, and teaching learning and researcher herself. This research is also expected to give significance contributions. Firstly, the result of this research can contribute scientific feedback to students' speaking performance. Moreover, it can be helpful for the English teachers to facilitate the students in completing their task.

Besides that, this research attempts to find the relationship between Electronic portfolio as additional task and speaking performance. The result of this research can be useful for the readers, especially in speaking learning and teaching. Finally, this research is relevant to the writer's status as a graduate student of the English Education Department of Graduate Program of State Islamic University of Sultan Syarif Kasim Riau to accomplish the final examination.

G. The Rationale of the Research

In learning English, mastering some English skills are very important. Speaking performance is one of valuable skill. The students' speaking performance is an important aspect that can allow the students to perform their English in national and international science Olympiad events. In order to perform the English properly, the students need to practice their English more by using various media. One of various media that can be used is by electronic portfolio .

Based on curriculum 2013, Speaking is one of four basic skills that the students should gain well. The students need to perform their speaking skill that the

teacher can measure how well the students can master the lesson given. To have good speaking performance, the students need more practices and activities that can support the learning objective. One of the objectives is the students can use English in teaching and learning process.

Rationally, based on the explanation above, to reach better speaking performance, the students need to be given some tasks or exercises. The teacher can encourage the students in practicing English through electronic portfolio. Having task such as Electronic Portfolio could facilitate the students to practice actively although the students did not have enough time to practice in the class.

Furthermore, the students' e-portfolio as additional task and speaking performance were tested to show to what extent Electronic Portfolio can influence students' speaking performance.

H. Definitions of Terms

To avoid the readers' misunderstanding in reading this research, the definitions of the terms will be defined in the following:

1. **The Influence** is the power to have an effect on people or thing that is able to do something (Cambridge Advanced Learners' dictionary;3rd edition, 2008).

2. **Electronic Portfolio** is an electronic tool that can benefit in teaching and learning process (Alawdat, 2013). A digital and personalized collection of one students' own learning process (Cepik and Yastibas, 2013) Electronic Portfolio is as a type

of online working environment, or learning journey that can house or provide access to many digital artifacts and resources in various media formats (Munro, 2011). E-portfolio can be used by students and teachers as a digital task. Moreover, an e-portfolio is format for learners to record their work, their achievements and their goal, to reflect on their learning, and to share (Banks, 2004). In this research, the e-portfolio is defined as an additional task given by the English teacher to help the students in understanding the lesson topics.

3. **Additional Task** is a piece of especially hard work; a duty that must be done by someone (Cambridge Learners Dictionary;2003). In this research, additional task is meant as students' duty that should be submitted at mid-term period. The Mid-term period was done on March 2018.

Therefore, Electronic Portfolio as additional task is a task given by the teacher to the students in order to make a digital and personalized collection of one students' own learning process in a period time. In this research, the students should produce the electronic portfolio in mid-term period. There are some artifacts that should be fulfilled by the students in their e-portfolio task such as personal description, paragraph about the students' dreams, historical event text, factual report text, narrative text and reflective text. In the e-portfolio task, the students typed their texts in Ms. Power Point then record their voice in each slide.

4. **Speaking Performance** is defined as how well a person does a piece of work or activity (speaking) (Cambridge Advanced Learners' dictionary;3rd edition, 2008). Richard (2008: 38) speaking performance is also called as *Talk as Performance*, it refers to public talk; it transmits information to the audience such as classroom presentations, public announcements, and speeches.

In this research, the researcher defines speaking performance as students' ability to perform their English in front of the classroom. The students chose one of three topics which were discussed in middle period; it was about January to March. The topics were historical event text, factual report text and narrative text. Then, the students were given chance to perform one of the three topics in front of the class. The students' speaking performance was held on April after the students had submitted their e-portfolio task to the teacher.

The students' speaking performance was measured by using analytical scoring rubric. The rubric has some criteria that can give clear description of the students' English performance.