

ABSTRACT

Purnawati, Rika. 2010. Students' Learning Achievement with Traditional Assessment and Portfolio Assessment. A Skripsi. English Qualification Program of State Islamic University Faculty of Educational And Training Teacher Sunan Gunung Djati Bandung. The First Advisor, Dra. Erni Haryanti, Ph.D. The Second Advisor, Anugrah Imani, S.Pd.

Traditionally, assessment is held at the conclusion of a unit of study. Certain grade is used to decide the understanding degree of the students to the subject. Traditional assessment includes multiple-choice questions and asking students to respond the questions with short answers. Portfolio assessment is a purposeful collection of student work that tells the story of the student's effort, progress, or achievement in given areas. Portfolio can be viewed as a systematic and organized collection of evidence used by the teacher and student to monitor the growth of student's knowledge, skills, and attitudes in a specific content area. The indicators of portfolio assessment are daily test result, structured tasks, anecdotal record, and report of the student's activity out of school.

The purposes of this research are to describe the student's learning achievement with traditional assessment and portfolio assessment, and then find out the difference between the student's learning achievement with traditional assessment and portfolio assessment.

The design of this research is ex post facto. The population is the 1st class of students of MTS Ar-Roja Cilawu Garut. In selecting the sample is used clustered random sampling. The students of class 1A and 1B of MTS Ar-Roja Cilawu Garut are chosen as the sample. The data collection is done by observation and collecting the documentation. T-test is used to analysis the difference between the students' learning achievement with traditional assessment and portfolio assessment

Based on the analysis, the researcher finds that mean of the class with traditional assessment is 60.00 and mean of the class with portfolio assessment is 70.31. By using t-test at the level of significance (α) 0.05, is got t_{ratio} is bigger than t_{table} , that is $t_{ratio} = 2.833 > t_{table} = 1.992$, it shows that there is a significant difference between the students' learning achievement with traditional assessment and portfolio assessment. It can be concluded that the student learning achievement with portfolio assessment is better than the student learning achievement with traditional assessment at the level of believe 95%. But portfolio assessment is better implemented in small class because teacher will be easier in managing the class.