

**THE INFLUENCE OF PORTFOLIO ASSESSMENT TOWARDS
STUDENTS' ACHIEVEMENT IN SEMANTICS ON THE SEVENTH
SEMESTER OF ENGLISH DEPARTMENT STUDENTS OF
STATE INSTITUTE FOR ISLAMIC STUDIES OF SALATIGA
IN THE ACADEMIC YEAR OF 2011/2012**

A GRADUATING PAPER

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for the Degree of *Sarjana Pendidikan Bahasa Inggris* (S.Pd.I)
in the English Department of Education Faculty
State Institute for Islamic Studies (STAIN) Salatiga



BY:

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**ENGLISH DEPARTMENT OF EDUCATION FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES (STAIN)
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2012



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DECLARATION

In the name of Allah, The most gracious and most merciful.

Hereby the researcher fully declares that this graduating paper is made by the researcher and it is not containing materials written or has been published by other people except the information from references and also the researcher is capable of accounting for this graduating paper if in future this is can be proved of containing other's ideas, or in fact, the researcher imitates the others' graduating paper.

In addition, the researcher really hopes that this declaration can be understood for all human being.

Salatiga, August 9th 2012

Researcher

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ATTENTIVE COUNSELOR'S NOTE

Case: Naila Munawwarotul

Qonaah's Graduating Paper

Salatiga, August 9th 2012

Dear

The Head of State Institute for
Islamic Studies of Salatiga

Assalamu'alaikum Wr. Wb.

After reading and correcting Naila Munawwarotul Qonaah's graduating paper entitle **THE INFLUENCE OF PORTFOLIO ASSESSMENT TOWARDS STUDENTS' ACHIEVEMENT IN SEMANTICS ON THE SEVENTH SEMESTER OF ENGLISH DEPARTMENT OF STATE INSTITUTE FOR ISLAMIC STUDIES OF SALATIGA IN THE ACADEMIC YEAR OF 2011/2012**. I have decided and would like to propose that if it could be accepted by educational faculty. I hope it would be examined as soon as possible.

Wassalamu'alaikum Wr. Wb.

Counselor

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GRADUATING PAPER

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TOWARDS STUDENTS' ACHIEVEMENT IN SEMANTICS ON
THE SEVENTH SEMESTER OF ENGLISH DEPARTMENT OF
STATE INSTITUTE FOR ISLAMIC STUDIES IN THE
ACADEMIC YEAR OF 2011/2012

ARRANGED BY

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Has been brought to the board of examiners of English Department of Educational faculty of State Institute of Islamic Studies (STAIN) Salatiga on August, 31st 2012 and hereby considered to completely fulfill of the requirement for the degree of *Sarjana Pendidikan Islam* (S. Pd. I) in English and Education Department.

Boards of examiners,

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Salatiga, August, 31th 2012
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MOTTO

وَأَنْ لَّيْسَ لِلْإِنْسَانِ إِلَّا مَا سَعَى ﴿٣٩﴾

“ And that man can have nothing but what he does (good or bad) ”.

(An-Najm: 39)

DEDICATION

♥ *To my parents, Dad (Abdul Rahman), Mom (Sri Hidayah) . . .*

*Who always take care of me. Thanks for your never ended prayer
and guidance "May Allah always give the best for you"*

♥ *To My Brother and Sisters (Mas Nur, Mbak Nafik, Mbak Ria) . . .*

Who gave me support and advice.

♥ *To My sweetie niece "dek Atzka" . . .*

Who add cheerfulness in my life

♥ *To all of my big family . . .*

Thanks for your motivation

ACKNOWLEDGMENT

In the name of Allah, the most gracious and merciful, the Lord of universe. Because of Him, the writer could finish this thesis as one of the requirement for Sarjana Pendidikan Islam at English Department of Educational Faculty of State Institute for Islamic Studies (STAIN) Salatiga in 2012.

Secondly, peace and salutation always be given to our prophet Muhammad SAW who has guided us from the darkness into the lightness.

However, this success would not be achieved without those supports, guidance, advice, help, and encouragement from individual and institution, and I somehow realize that an appropriate moment for me to deepest gratitude for:

1. Dr. Imam Sutomo, M.Ag, the head of State Institute for Islamic Studies (STAIN) Salatiga.
2. Mr. Suwardi, M.Pd., the Head of Educational Faculty of State Institute for Islamic Studies (STAIN) Salatiga.
3. Maslihatul Umami, S.Pd. I, M.A., as the chief of English Department of Educational Faculty.
4. Norwanto, M.Hum., as the consultant of this graduating paper, thanks for suggestion and guidance for this graduating paper from beginning until the end.

5. Rr. Dewi Wahyu Mustikasari, M.Pd., who helped the researcher in getting the data.
6. All lecturers of English Department of STAIN Salatiga.
7. All of staffs of STAIN Salatiga who helped the researcher in processing of graduating paper administration.
8. My parents who always be patient to educate me, for their never ended prayers, resignation, honest, love. You are everything for me.
9. My sisters, brother, and my beatiful niece, thanks for support, motivation, and love.
10. My best friends (Mr. Kriwul, Innay, Jenny, Bemby) who helped me in finishing this graduating paper.
11. All of my classmates in TBI-D '08, (Hamida, Debby, Pipeh, Gista, Ratna, Mb'rul etc.) thanks for togetherness in the class.
12. All of students of TBI '08
13. Those who cannot be mentioned one by one.

Finally, this graduating paper is expected to be able to provide useful knowledge and information to the readers, and the writer is pleased to accept more suggestion and contributions from the reader for the improvement of this graduating paper.

Salatiga, August 9th, 2012

The writer



Naila Munawwarotul Qonaah

ABSTRACT

Qonaah, Naila Munawwarotul. 2012: **“THE INFLUENCE OF PORTFOLIO ASSESSMENT TOWARDS STUDENTS’ ACHIEVEMENT IN SEMANTICS ON THE SEVENTH SEMESTER OF ENGLISH DEPARTMENT STUDENTS OF STATE INSTITUTE FOR ISLAMIC STUDIES OF SALATIGA IN THE ACADEMIC YEAR OF 2011/2012.** Graduating Paper. Educational Faculty. English Department. State Institute for Islamic Studies. Counselor: Norwanto, M.Hum.

Key Word: Portfolio Assessment, Semantics Achievement

This research is aimed to develop students’ semantics achievement by portfolio assessment. Main questions will be answered in this research are (1) how far is the profile of portfolio assignment of semantics class on the seventh semester students of English Department of STAIN Salatiga in the academic year 2011/2012 (2) How far is the profile of semantics achievement on the seventh semester students of English Department of STAIN Salatiga? (3) Is there any influence of portfolio assessment toward semantics achievement on the seventh semester of English Department of STAIN Salatiga? To answer the questions, this research uses Quantitative method with questionnaire as the main instrument to collect the data. The sample of this research are 48. From the result of the study which is conducted by the writer showed that the portfolio assessment gives a positive contribution to the students’ semantics achievement. This is proved by the statistical analysis of the writer to the collected data in this research. The result of data analysis showed that portfolio assessment has significant influence in students’ semantics achievement.

TABLE OF CONTENTS

TITLE	i
DECLARATION	ii
ATTENTIVE COUNSELOR'S NOTE	iii
STATEMENT OF CERTIFICATION	iv
MOTTO	v
DEDICATION	vi
ACKNOWLEDGMENT	vii
ABSTRACT.....	ix
CHAPTER I INTRODUCTION	
A. Background of the Study	1
B. The Statement of the Problems	2
C. The Objectives of the Study	3
D. The Benefits of the Study	3
E. Limitation of the Problems	4
F. Clarification of Key Terms	4
G. Hypothesis	5
H. Methodology of the Research	6
I. Graduating Paper Outline	8

CHAPTER II	THEORETICAL FRAMEWORK	
	A. The Terms of Portfolio	10
	B. The Terms of Assessment	14
	C. The Terms of Semantics	15
	D. The Terms of Achievement	21
CHAPTER III	STAIN SALATIGA OVERVIEW	
	A. General Description	25
	B. Study Program and Curriculum	29
	C. Academic Administration System	35
CHAPTER IV	DATA ANALYSIS	
	A. Hyphotesis	38
	B. Testing Validity and Reliability of the Questionnaire	39
	C. Data Analysis.....	41
	D. The Profile of Portfolio Assignment and Semantics	
	Achievement	50
CHAPTER V	CLOSURE	
	A. Conclusion	55
	B. Suggestion	57
BIBLIOGRAPHY		
APPENDIXES		

CHAPTER I

INTRODUCTION

A. Background of the Study

In learning process, an assignment method is very important to be able to know the progress of students in receiving materials. For students, it can be a reflection to be able to fix the value, while for teacher reflection can also be used to improve the quality of the delivered material. These assignments will be very useful for students to encounter the material when the final test.

Teacher role is very important to be able to choose the right method for students' assignment. Teachers do not only transfer their knowledge or convey information but also must be able to choose the method of assignment that can assist students in learning and improve students' achievement. So the success of students is not only determined by the final test, but also of the tasks given during lectures.

Portofolio is one of assessment method that can facilitate students in learning. Portfolio assessment is an alternative way that can be used to demonstrate how much students effort to record and work on tasks assigned by the teacher. Every time the teacher gives an explanation about the material and then teachers give assignments which relate to the material and students have to write it in a paper during a semester. It can be used as learning materials for students and teachers also can know the development experienced by students.

Portfolio is also used to measure the outcome of a learning program. Portfolio which aims as an assessment tool of learning outcome is collection of work or the result of learning task that have been carried out by students during a certain time. A number of these works are a task that are interconnected each others so as to form a complete work or not. (Sujiono, 2010: 12). So, teachers know students who are diligent and lazy to do the work.

For example, after teacher explains the material, teacher gives a task to do and the end of result is a set of collection task from the first task until the last task. Each task will contribute towards the final assessment in addition to the mid term test and final test. The information above attract the writer to do research on “ THE INFLUENCE OF PORTFOLIO ASSESSMENT TOWARD STUDENTS’ ACHIEVEMENT IN SEMANTICS ON THE SEVENTH SEMESTER STUDENTS OF ENGLISH DEPARTMENT OF STAIN SALATIGA IN THE ACADEMIC YEAR OF 2011/2012 ”.

B. The Statement of the Problems

In order to get better order on discussing of the study, the writer would like to compose problem’s statement as follow:

1. How far is the profile of portfolio assignment of a semantics class on the seventh semester students of English Department of STAIN Salatiga in the academic year 2011/2012.

2. How far is the profile of semantics achievement on the seventh semester students of English Department of STAIN Salatiga in the academic year of 2011/2012.
3. Is there any influence of portfolio assesment towards semantics achievement on the seventh semeter students of English Department of STAIN Salatiga in the Academic year 2011/2012?.

C. The Objectives of the Study

In order to get better order on discussing of the study, the writer would like to compose objectives of the study as follow:

1. To find out the profile of portfolio assingment of semantics class on the seventh semester students of English Department of STAIN Salatiga in the academic year 2011/2012.
2. To find out the profile of semantics achievement on the seventh semester students of English Department of STAIN Salatiga in the academic year of 2011/2012.
3. To prove whether portfolio assessment influences students' semantics achievement.

D. The Benefits of the Study

The benefits that would like to achieve on this research are:

1. Theoretically, this research is used as an additional reference for discussion of learning method.

2. Practically, this research is to inform the other researcher to conduct such as quantitative correlation research.

E. Limitation of the Problems

In order to avoid misinterpretation of the problem, the writer would like to limit the scope of the study to the following problems:

1. This research especially focus on how far is the influence of portfolio assesment toward semantics achievement.
2. This research conducted to the quantitative correlation of seventh semester students of English Department of STAIN Salatiga in the academic year of 2011/2012.
3. The subject of seventh semester students of English Department that consist of three classes of STAIN Salatiga in the academic year of 2011/2012.

F. Clarification of Key Terms

To make easy and understandable in discussing more about the title, the writer wants to explain the meaning of the title at glance. It consists of three main terms, which are necessary to explained. They are follows:

1. Influence

According to Hornby, influence is power to affect somebody's character, belief or actions through, person, fact etc that exercises such power, action of natural forces, power due to wealth, position.

2. Portfolio

A portfolio may appear as simply a collection of work that has been compiled over a period of time. (Johnson, 2010:5)

According to Yang (2003), the portfolio is a compilation of students' work, which demonstrates how much effort they have put into their work, their progress and achievement in their learning, and their reflection on the materials chosen for the portfolio.

3. Assessment

According to Stiggins (2008 in Johnson, 2010: 34) defines assessments as the process of gathering evidence of student learning to inform instructional decisions.

4. Semantics

Semantics is the technical term used to refer to the study of meaning, and since meaning is a part of language, semantics is a part of linguistics. (Aminuddin, 2001: 15).

5. Achievement

Something accomplished successfully, especially by means of exertion, skill, practice, or perseverance.

G. Hypothesis

Hypothesis is a temporal answer to the research problem. For this purpose, the writer has hypothesis as follows:

There is an influence of Portfolio Assessment towards students' achievement in Semantics on the seventh semester students of English Department of STAIN Salatiga in the academic year 2011/2012.

H. Methodology of the Research

1. The object of the Study

a. Population

Population is the totality of all objects or individuals that have certain characteristics, clear and complete to be studied (Hasani, 2002: 84). In this study, the population was seventh semester students of English Department of STAIN Salatiga in the academic year 2011/2012. It consisted of three classes, they are C, D, E class. Totally, there are 55 students.

b. Sample

Sample is part of population that represents the whole population. The sample of the study was the seventh semester students of English Department of STAIN Salatiga in the academic year of 2011/2012.

According to Suharsimi Arikunto if the number of subject is less than 100 subjects, the writer can take entire subjects. Then, if the number of subject more than 100, the writer can take 10 – 15%, atau 20 – 25% (Arikunto, 1998: 120). The writer takes 48 persons because

five of them are disqualified. They didn't fulfill the requirement of attendance list while two of them were graduated.

c. Sampling

Sampling is a way or a technique used to take sample. The writer used non random sampling in which not all of people have the same opportunity to be the sample of the research.

2. Data Collecting Methods

a. Questionnaire

The questionnaire is the main instrument to collect data. It is a list of questions about portfolio assessment given to the seventh semester of English Department of STAIN Salatiga in the academic year of 2011/2012 to find out the dependent variable. Before the writer makes questionnaire, the writer makes some indicators of question. It consisted of 15 questions with five answer multiple-choices of statement categories. By using this method, the writer can device the data from subject sample related to the portfolio assessment.

b. Documentation

Documentation is finding the data about all variables in the notebooks, newspapers, magazines, and so on (Arikunto, 1993: 202). The writer use this method to get the data related to students' semantics achievement. It consists of :

- 1) List of code name sample and class
- 2) Score of students' Semantic achievement of the seventh semester. The score is taken from lecturer's data who teaches semantic.

3. Data Analysis

After all the data of the result of questionnaire and students' semantics achievement, then the writer analyzed by using SPSS 16.00 Windows Program.

I. Graduating Paper Outline

As a guidance of writing the Graduating Paper, the writer will convey the Graduating Paper Outline as follows:

Chapter I presents introduction. It explains background of the study, the statement of the problems, the objectives of the study, the benefits of the study, limitation of the problems, clarification of key terms, hypothesis, methodology of the research and graduating paper outline.

Chapter II shows theoretical framework, which consists of definition of portfolio assessment and students' semantic achievement.

Chapter III discusses STAIN Salatiga overview which consists of the general description of State Insitute for Islamic Studies (STAIN) Salatiga.

Chapter IV is data analysis. It explains hypothesis, testing validity and reliability of the questionnaire, data analysis, and the profile of portfolio assessment and semantic achievement.

Chapter V presents closure, which consists of conclusion and suggestion

The last part is bibliography and appendix.

CHAPTER II

THEORETICAL FRAMEWORK

This graduating paper investigates the influence of portfolio assessment toward semantics achievement on the seventh semester students of English Department of STAIN Salatiga in the academic year of 2011/ 2012. To clarify the references needed, the writer discusses portfolio assessment and students' semantics achievement.

A. The Terms of Portfolio

1. The Definitions of Portfolio

A portfolio may appear as simply a collection of work that has been compiled over a period of time. (Johnson, 2010: 5). According to Burke (1997 in Johnson, 2010: 5), portfolios are sometimes compared with scrapbooks. Although, both may contain artifacts that are selected over time, portfolio contents can be organized to assess competencies in a given standard, goal, or objective and focus on how well the learner has achieved in that area.

Additionally, portfolio assessment is a systematic collection of student work and related material that depicts a student's activities, accomplishments, and achievements in one or more school subjects. The collection should include evidence of student reflection and self-evaluation, guidelines for selecting the portfolio contents, and criteria for judging the quality of the work. (Valenzuela, 2002). Sujiono (2010)

states that Portfolio is a collection of student work that shows all the efforts of learners, learning progress and achievement in a particular field or more. Irmawati Nasri (in Abidin, 12/09/2011) defines that portfolio is an organized collection of evidence accumulated over time on a students' or group's academic progress, achievements, skills, and attitudes.

2. The Purposes of Portfolio

Portfolio serves a variety of purposes. For example, they may be used for developmental and culminating assessments, to show case or display outstanding work, and to measure levels of competency for certification, graduation requirements, and career advancement. Barton and Collins (1997 in Johnson, 2010: 6) have highlighted the fact that portfolios are:

- a. Another method to evaluate the success of a graduate
- b. A way to give student and faculty the opportunity to reflect on students' progress
- c. A method to translate the learning from instructors to students, and
- d. A way to allow instructors to evaluate a variety of specific evidence when making global determinations about learner competency.

Nowadays, in education the use of portfolio is becoming more widespread. This is based on the principle of meaningfulness and humanism, that every person who learns whether the child or adult, should be able to demonstrate what they already know and what they can do more than just to mention or limited to just a mere knowledge.

Another reason the use of portfolio is considered as an "authentic assessment" or "performance assessment" in the educational process. The authentic assessment is an evaluation technique to learn is deliberately designed so that assessment given the students are guaranteed authenticity, honesty and results can be trusted. While the "performance assessment" is a demand changing times, where the measurement of performance associated with students' mastery of the core curriculum (Sujiono, 2010: 8).

3. The Kinds of Portfolio

There are several types of portfolios with different objectives and diverse interests. Generally, the various types of portfolios could meet most or all of the educational program and learning in schools. Based on a literature, here are some types of portfolios

(Sujiono, 2010: 9):

a. The Documentation Portfolio

This types is also known by the term "working portfolio". Specifically includes a collection of work during the period of time which shows the growth and progress of students learning about the learning outcomes that have been identify (Sujiono, 2010: 9).

b. The Process Portfolio

This approach in terms of documenting all stages of the process of learning. This portfolio will show how students engage in

a specific knowledge or skills, and progress towards the basic mastery and advanced (Sujiono, 2010: 9).

c. The Showcase Portfolio

This type of portfolio is the best used for summative evaluation of student mastery of core curriculum learning outcomes. This type is also in accordance with the development of audiovisual media, including the achievement of fotografiy, electronic records of student work as a whole. This portfolio also includes written analysis and reflection by students about making decision process used to determine the work to be included (Sujiono, 2010: 9).

4. Portfolio Assignment Techniques

In portfolio technique, there are four phases (Sujiono, 2010: 32), namely:

a. Giving Tasks Phase

The activities of this phase are lecturers give the tasks to the students, including information about the working procedures to be implemented and the deadline in collecting the task.

b. Task Implementation Phase

The activities of this phase are students carrying out work to be done and finished.

c. Structural Duty and Self-Learning Phase

The activities of this phase are students do the task assigned by lecturers outside the lesson and lecturers monitoring these activities.

d. Task Responsibility Phase

The activities of this phase are students accountable for the execution of tasks to teachers and other friends.

B. The Terms of Assessment

1. The Definition of Assessment

According to Stiggins (2008 in Johnson, 2010: 34) defines assessments as the process of gathering evidence of student learning to inform instructional decisions.

Thrash (1990, in Walker, 1999) provides a working definition for assessment. "Assessment should be seen as a means of documenting that institutions are doing what they say they do and that students who complete their programs receive what is promised. The emphasis should be on institutional quality and individual competence". In addition to that, Ewell and Boyer (1988, in Walker, 1999) define assessment as an evaluation of curricula, institutional accountability, and the teaching and learning that takes place in the classroom.

2. The Importance of Assessment

Ewell, Boyer and Davis (1989, in Walker 1999) find that assessment in higher education is important because it can provide institutions with feedback to improve and develop, termed "formative," a student, a program, or a department. Also, assessment helps institutions

with accountability, termed "summative," to stakeholders, student placement, or faculty promotion. As Davis notes "... institutions undertake assessments to improve what they are doing [formative] or to make decisions about resources, institutions, programs, faculty, or students [summative]".

Thomas (1991, in Walker, 1999) finds importance in assessment through the outline it provides an institution in determining ways in which to improve and strive for academic excellence.

C. The Terms of Semantics

1. Definition of Semantics

Semantics is originally derived from Greek "sema" which means "sign" or "symbol". The verb from the word is "semaino" which means "to signify" or "to symbolize". Then semantics is called the terminology used in linguistics for studying about relationship between the symbol of language and what it symbolized (Chaer, 1990:2). In a short definition, semantics means a study of meaning. According to Palmer (1981 in Aminuddin, 2001: 15), semantics is the technical term used to refer to the study of meaning, and since meaning is a part of language, semantics is a part of linguistics.

There are three components of linguistics: sounds, sign or symbol, and meaning. The three components are integrally related each other. In the study of linguistics, semantics is always placed in the third component

of linguistics, which indicate certain meanings. For example, symbol “c” connected with “a” and “t” becomes “cat” indicates an animal like a tiger in smaller size.

Ten aspects of any speaker’s semantic knowledge (Kreidler, 1998: 10-12):

1. Anomaly

Speakers know that which one is meaningful sentence and not meaningful sentence. For example:

1a. Henry drew a picture

1b. Henry laughed

1c. The picture laughed

1d. Picture a Henry drew

From the sentences above can be seen that 1a and 1b are meaningful sentence while 1c and 1d are not meaningful sentence.

2. Paraphrases

Speakers agree when two sentences have same meaning.

For example:

2a. Rebecca got home before Robert

2b. Robert got home before Rebecca

2c. Robert arrived at home after Rebecca

2d. Rebecca got home later than Robert

Sentences above are paraphrases each others.

3. Synonymy

Speakers agree when two words have same meaning. The following sentences is a group of words.

- 1) Where did you purchase these tools?

Use buy release modify take

- 2) At the end of the street we saw two enormous statues.

Pink smooth nice huge original

The underlined words are synonymy, “purchase” has same meaning with “buy” and “enormous” has same meaning with “huge”.

4. Contradictory

Speakers acknowledge that the one sentence contradict another sentence. The sentences below are all about the same person but two of them are related in such a way that if one is true the other must be false.

- 1) Edgar is married
- 2) Edgar is fairly rich
- 3) Edgar is no longer young
- 4) Edgar is a bachelor

Sentences that make opposite statements about the same subjects are **contradictory**.

5. Antonymy

Speakers agree when two words have opposite meaning.

The following sentences is a group of words.

5a. Betty cut a thick slice of cake

Bright new soft thin wet

5b. The train departs at 12.25

Arrives leaves waits swerves

The underlined words are antonymy, “thick” has opposite meaning with “thin” and “departs” has opposite meaning with “arrives” .

6. Semantic feature

Words can have some elements of meaning without being synonymous or antonymous or in the other word it can be said that sometime a group of words have something in common.

6a. Street lane road path house avenue

6b. Buy take use steal acquire inherit

The common element of meaning, shared by all but one word in 6a and by all but one item in 6b, is a **semantic feature**.

7. Ambiguous (Ambiguity)

In fact, some sentences can be interpreted in different view. As the result, the meaning of the sentence depends on the reader’s interpretation. For example:

1. Marjorie does not care for her parakeet
(doesn't like it; doesn't take care of it)
2. Marjorie took the sick parakeet to a small animal hospital
(small hospital for animals; hospital for small animals)

A sentence that has two meanings is ambiguous – an example of **ambiguity**.

8. Adjacency pair

In the communication, people are aware that there are various possible answers when someone give a question or makes a remark, but only one answer that is appropriate for the question.

1. When did you last see my brother
Ten minutes ago. Last Tuesday. Very nice
Around noon. I think it was on the first of June.
2. There's a great new comedy at the Old town Playhouse.
So I've heard. What is it called? When did it open?
So do I. are you sure it's a comedy?

When a question and an answer, or any two utterances, can go together in a conversation and the second is obviously related to the first, they constitute an **adjacency pair**.

9. Entailment

Speakers are aware if two statements of the speakers related to each others. It means that if one is true so the other must be true.

- 9a. There are tulips in the garden
- 9b. There are flowers in the garden
- 9c. The ladder is too short to reach the roof
- 9d. The ladder isn't long enough to reach the roof

These pairs of sentences are examples of entailment. Assuming 9a and 9b are about the same garden, if 9a is true so 9b must also be true and if 9c is true so 9d must also be true.

10. Presuppositions

Speakers know that the message of the sentence bring presupposition in other pieces of knowledge. For instance if 10a accepted as true, 10b-10e must also be accepted as true.

- 10a. Andy murfee usually drives his Datsun to work.
- 10b. There is a person named Andy Murfee
- 10c. Andy Murfee works
- 10d. There is a Datsun that belongs to Andy Murfee.
- 10e. Andy Murfee knows how to drive an automobile.

The meaning of sentence 10a presupposes what is expressed in 10b, c, d, and e. The latter are **presuppositions** of 10a.

2. The Basic Notions in Semantics

It is important that people master these notions from the outset as they will keep recurring throughout the course. Some basic notion in Semantic, namely (Hurford, 1983: 15):

a. Sentences

A sentence is a grammatically complete string of words expressing a complete thought (Hurford, 1983: 18). For example, "I will go to Jakarta by plane".

b. Utterance

An Utterance is any stretch of talk, by one person, before and after which there is silence on the part of that person (Hurford, 1983: 15). For example, if someone tells to another person that she or he will go to Jakarta "by phone"

c. Propositions

A Proposition is that part of the meaning of the utterances of a declarative sentence which describes some state of affairs (Hurford, 1983: 19). For example, "I have schedule that I will go to Jakarta and I buy plane ticket".

D. The Terms of Achievement

1. The Meaning of Achievement

Watson and Alesbury (1987: 8) achievement is something done with an effort and skill successfully. In general, achievement is a personal accomplishment, attainment of goal by the individual or the society in educational psychology. Achievement is perhaps the most commonly used

to measure achievement effect. However, the common use of testing is acceptable by education decision makers.

Learning achievement is a score gained of the student after doing the learning activity. Learning achievement refers to a result of an effort. The students get learning achievement there are good achievement, average achievement, and low achievement. So, they gets achievements according to students' capability. That is achieved from an ability measurement or a real ability that can be measured directly using taste and the result of learning can be counted.

2. The Factors of Achievement

Teaching is consciously effort of teachers to make students learn and reach an achievement. The factors of achievement according to the theory of psychology are influence of internal factors and external factors (Syah, 1995: 132).

a. The Internal Factors

The internal factors consists of physical and psychological moods. Physical moods cover health, fatigue, and sensory factor. Phychological factors consists of student intelligent, emotion, motivation, desire attention, aptitude, interest (Syah, 1995: 133).

b. The External Factors

The External factors consists of social environment and non social environment factors. Social factors covers family, teachers, staff

society and friend. Non social environment consists of house, school equipment, and nature (Syah, 1995: 137).

3. Measurement of Learning Achievement

There are three learning achievements, namely: cognitive achievement level, affective achievement level, and psychomotor achievement level (Syah, 1997: 151).

a. The Cognitive Achievement Level

The cognitive achievement level concerns knowledge, comprehension, application, analysis, synthesis, evaluation, and memory.

b. The Affective Achievement Level

The affective achievement level involves receiving, responding, valuing, organization, characterization, and internalization.

c. The Psychomotor Achievement Level

The psychomotor achievement level consists of movement, basic skill movement, perceptual movement, expressive, speech behaviors.

4. The Technique of Measuring Achievement

Test is one of the techniques that can be used measure students' learning achievement. According to Arikunto test is any series of questions or exercises or other means of measuring the skill, knowledge, intelligence, capacities of individual or group (Arikunto, 1996: 29).

In measuring achievement, there some terms of test that can be used as follows:

a. True – False Question

It is the questions that choose of answer only two kinds that are “B” if the question is true and “S” if the question is false (Syah, 1997: 146).

b. Multiple Choice Question

It has several choices and the participant is asked to select the most correct one.

c. Checklist Question

It is a list of items where a participant is asked to check those that apply to the situation.

d. Matching Test Question

It is consists of two parallel list of words or phrases that require the examine to match times in one list with the appropriate items in the second list. (Popham, 1981: 247).

e. Two – Way Question

It is a test which has alternative responses, a yes/no or other possibilities (Popham, 1981: 247).

CHAPTER III

STAIN SALATIGA OVERVIEW

A. General Description

In this chapter, the writer presents several data dealing with the research such as, general scription explaining history of STAIN Salatiga, transformation of STAIN Salatiga, vision, mision, educational purpose, and organization structure of STAIN Salatiga, Major and Curriculum, competence of English faculty, and curriculum of English Department of STAIN Salatiga. It will also describe academic administration system presenting teaching staff of English, the official staffs, students' condition, and facilities of STAIN Salatiga.

1. History of STAIN Salatiga

Historically, STAIN Salatiga has changed its name three times. At the beginning, STAIN Salatiga was established for the reasons to create Islamic Society in Salatiga. Therefore, it conducted Educational Faculty, Teaching and Educational Institute of "Nahdatul Ulama" in Salatiga. The location of that institute was in "Pesantren Luhur" on Jl. Diponegoro 64 Salatiga. It was established because it got support from people especially scholar of Islam and the functionaries of Nahdatul Ulama in Central Java (*Buku Pedoman Penyelenggaraan Pendidikan STAIN Salatiga, 2011: 2*).

Not more than one year, Teaching and Education Institute of Nahdatul Ulama of Salatiga changed into Educational Faculty (Tarbiyah).

It was aimed in order that institute can get "state" status in the same time with preparation of IAIN Walisongo establishment in Semarang of Central Java. To fulfill formal requirement, it formed a committee for the preparation and KH. Zubair as the chief and its dean (*Buku Pedoman Penyelenggaraan Pendidikan STAIN Salatiga, 2011: 2*).

In the same time of establishing process of IAIN Walisongo of Central Java in Semarang, Educational faculty in Salatiga was proposed as a state Institute of branch from IAIN Sunan Kalijaga, control process of Educational Faculty Salatiga, were managed by IAIN Walisongo Semarang. This decision was based on Minister of Religious Affair letter c.q. Founding Directorate of Islamic Studies Institute Number Dd/PTA/3/1364/69 date November 31, 1969 (*Buku Pedoman Penyelenggaraan Pendidikan STAIN Salatiga, 2011: 3*).

When IAIN Walisongo of Central Java in Semarang was established, Education Faculty Salatiga became a state Institute and as a branch of IAIN Walisongo. This status based on recommendation letter of Minister of Religious Affair number 30 date April 16, 1970. (*Buku Pedoman Penyelenggaraan Pendidikan STAIN Salatiga, 2011: 3*).

2. Transformation of STAIN Salatiga

Finally, the hope of Islamic Society in Salatiga has been answered. In 1997, STAIN Salatiga was established with notarial document of Indonesian President number 11/97, on March 21. With this decision, STAIN Salatiga has become an independence institution under supervisor

of Indonesian religion department. Therefore, STAIN Salatiga has the same position and function with other institution or university. The location of STAIN Salatiga is on Tentara Pelajar street number 2 Salatiga (*Buku Pedoman Penyelenggaraan Pendidikan STAIN Salatiga, 2011: 9*).

The Rectors of STAIN Salatiga can be described as follows:

Year of 1997-1998 (transformation)

- Rector : Drs. H.A. Noerhadi Djamal
- Vice I : Dr. Muh. Zuhri, MA
- Vice II : Drs. H. Komari Alwan
- Vice III : Drs. H. M. Zulfa Machasim

Year of 1998-2002

- Rector : Prof. Dr. Muh. Zuhri , MA
- Vice I : Drs. H.M. Zulfa Machasim
- Vice II : Drs. H. Sukari Tamsir, M.Pd
- Vice III : Drs. Badwan, M.Ag

Year of 2002-2006

- Rector : Drs. Badwan, M.Ag
- Vice I : Drs. Imam Sutomo, M.Ag
- Vice II : Drs. Imam Baihaqi
- Vice III : Drs. H. Nasafi

Year of 2006-2010

- Rector : Drs. Imam Sutomo, M.Ag
- Vice I : Dr. H. Muh. Saerozi, M.Ag

Vice II : Drs. H. Imam Baihaqi, M.Ag

Vice III : Drs. Miftahuddin, M.Ag

Year of 2010-2014

Rector : Dr. Imam Sutomo, M.Ag

Vice I : Dr. Rahmad Hariyadi, M.Pd

Vice II : Drs. Miftahuddin, M.Ag

Vice III : Drs. Agus Waluyo, M.Ag

(Source: Buku Pedoman Penyelenggaraan Pendidikan STAIN Salatiga, 2011: 11-12).

3. Vision and Mission

a. Vision

STAIN Salatiga wants to be the best quality institution to create the balance among Intellectual intelligence, emotional intelligence, and spiritual intelligence *(Buku Pedoman Penyelenggaraan Pendidikan STAIN Salatiga, 2011: 14).*

b. Mission

- 1) To prepare the new generation with Islamic foundation, stability of aqidah, dept of spiritual, and majesty of morals and extent of science.
- 2) To give service to the students and society in the study of science, technology, and art.
- 3) To developed the education, research, and devoting the society.
- 4) To develop college base management with stakeholder and society.

- 5) To create the place as reference in the Islamic value.

(Source: Buku Pedoman Penyelenggaraan Pendidikan, 2011: 14).

c. Educational Purposes

The educational purposes of STAIN Salatiga are:

- 1) To prepare the students to be member of society that have academic ability and professional, that can apply, develop and create Islamic science, technology and Islamic art.
- 2) To develop and spread Islamic science, technology, and Islamic art increase the life of society and enrich notion culture.

(Source: Buku Pedoman Penyelenggaraan Pendidikan STAIN Salatiga, 2011: 15).

B. Study Program and Curriculum

1. Study Program

Constitutionally, movement from faculty of IAIN Walisongo in Salatiga as STAIN Salatiga gives an opportunity to develop it as well as possible. Even it is not only Under Graduate Program (S1) that is developed but also open for Post Graduate (S2) and S3 program. If the requirements are fulfilled, STAIN can be UIN. Bellow is faculties in STAIN Salatiga in the academic year of 2011/2012. *(Buku Pedoman Penyelenggaraan Pendidikan STAIN Salatiga, 2011: 15).*

a. Education Faculty

Its functions are organizing academic and professional education. Purpose of education faculty is making Islamic Education

Master *Sarjana Pendidikan Islam (S.PdI)* that is skillful in the Islamic education and teaching with specific skill in the subject of Islamic education, Arabic language, English language, and teacher of Madrasah Ibtidaiyah. Education faculty has four study programs:

- 1) Study Program of *Pendidikan Agama Islam (PAI)*
- 2) Study Program of *Pendidikan Bahasa Arab (PBA)*
- 3) Study Program of *Tadris Bahasa Inggris (TBI)*
- 4) Study Program of *Pendidikan Guru Madrasah Ibtidaiyah (PGMI)*

(Source: *Buku Pedoman Penyelenggaraan Pendidikan STAIN Salatiga, 2011: 15*).

b. *Syari'ah Faculty*

Its function is to organize academic and professional education. Its purpose is to train *Sarjana Hukum Islam (SHI)* in the area Islamic law and positive law with specific skill in the *Ahwal al-Syakhshiyah (Buku Pedoman Penyelenggaraan Pendidikan STAIN Salatiga, 2011: 16)*.

Syari'ah Faculty has three programs:

- 1) Study Program S1 of *Ahwal Al-Syakhshiyah (Peradilan Agama)*
- 2) Study Program DIII of *Perbankan Syari'ah (PS)*
- 3) Study Program S1 of *Manajemen Keuangan Syari'ah (MKS)*

c. Particular Program (International Class Program)

International class program was established in the academic year 2010/2011. This program consists of the students either from

educational or law faculty that have passed the selection process. The international class curriculum is based on each study programs. It means the college degree that will be given is according to the students' own study program (*Buku Pedoman Penyelenggaraan Pendidikan STAIN Salatiga, 2011: 16*).

2. Competency of English Department

Purpose: Training Muslim scholar as English teacher in basic and higher education.

Table 3.1
Competency of English Department of
STAIN Salatiga in the academic year of
2011/2012

Graduate Competence	Competence Indicator
Understanding the education concept comprehensively	Explaining the concept of general education and Islamic, history, philosophy, theory, figure, and concept, methodology and intuition Having capability to explain the application of linguistic psychology technology and curriculum in the English education
Mastery the English science, teaching science, and teaching methodology	Having capability to explain English science, linguistic theory and applied, structure, vocabulary, listening, speaking, writing, and reading at the elementary, intermediate and advance.

Graduate Competence	Competence Indicator
	Having capability to explain the concept of teaching English methodology, approach, method technique, media, and evaluation Giving freedom in opinion Respect with other opinion Love his profession Increase and develop the profession Due his duty effectively and efficient
Having democratic attitude	Increase and develop science and academic ability
Having job professionalism	Respect with other concept a. Perceptive with development of English teaching education b. Repair and increase the quality of English teaching education
Like a science	Show the good attitude as model Discipline Appreciate of the time Safety
Responsive, Innovative, and Creative	Work hard a. Planed English learning b. Evaluate English learning c. Continued the result of evaluate English teaching
Having a good model	a. Students able to access English text b. Students able to speak English

Graduate Competence	Competence Indicator
Applying the theory of Education in English learning Having English skill	oral and written

(Source: *Buku Pedoman Penyelenggaraan Pendidikan STAIN Salatiga*, 2011: 26).

3. Curriculum of English Department of STAIN Salatiga

Table 3.2
Curriculum of English Department of
STAIN Salatiga in the Academic year of
2011/2012

Subject	SKS
Al-Qur'an	2
Ilmu Alamiah Dasar	2
Bahasa Indonesia	3
Fiqh	6
Bahasa Arab I (SIBA)	2
Structure I (SIBA)	2
Reading I	2
Ilmu Pendidikan	2
Civic Education	2
Sejarah Peradaban Islam	2
Tafsir	3
Hadis	6
Bahasa Arab II (SIBA)	2
Structure II	2
Reading II	2
Structure II	2
Ilmu Pendidikan Islam	2
Filsafat Ilmu	2
Akhlak Tasawuf	2
Metodologi Studi Islam	2
Statistik	3
Ushul Fiqh	2
Structure III	2
Reading III	2

Subject	SKS
Speaking I	2
Bimbingan dan Konseling	2
Administrasi Pendidikan	2
Praktikum Ibadah	0
Ilmu Kalam	2
Ulumul Hadis	3
Cross Cultural Understanding	2
Vocabulary I	2
Writing I	2
Speaking II	2
Reading IV	2
Structure IV	2
Medium of Language Teaching	2
Theories of Learning	2
Ulumul Qur'an	2
Translation I	2
Listening I	2
Vocabulary II	2
Writing II	2
Speaking III	2
Evaluation of Language Teaching	2
Curriculum and Material Development	2
Method of Language Teaching	2
Filsafat Pendidikan	2
Teknologi Informatika	0
Metodologi Penelitian	2
Introduction to Linguistics	2
English for Specific Purposes	2
Translation II	2
Listening II	2
Vocabulary III	2
Writing III	2
Design of Language Teaching	2
Classroom Management	2
Micro Teaching	2
Literature Appreciation	2
Translation III	2
Listening III	2
Writing IV	2

Subject	SKS
Psycholinguistics	2
Sociolinguistics	2
Semantics	2
Pragmatics	2
Research in English Language Teaching	2
Praktikum Pengembangan Profesi Kependidikan	4
Praktikum Pengabdian Masyarakat	4
Skripsi	6

(Source: *Buku Pedoman Penyelenggaraan Pendidikan STAIN Salatiga, 2011: 46*).

C. Academic Administration System

1. Teaching Staff of English

In teaching learning process, teachers have important roles. His or her existence always needed in every school or educational institution. They will give material or subject. There are 19 lecturers who teach English according to their qualification as follows:

- a. Dr. Sa'adi M.Ag., he teaches Theories of Learning
- b. Hanung Triyoko, S.S., M.Hum., M.Ed., he teaches Writing III
- c. Dra. Woro Retnaningsih, M.Pd., she teaches Vocabulary III
- d. Ruwandi, M.Pd., he teaches Micro Teaching
- e. Hammam, M.Pd., he teaches Cross Cultural Understanding
- f. Norwanto, S.Pd., M.Hum., he teaches Medium of Language Teaching and Introduction to Linguistics
- g. Maslihatul Umami, S.PdI., M.A., she teaches Structure IV
- h. Dra. Supriyanto, M.Pd., he teaches Classroom Management and Micro teaching

- i. Ari Setiawan, S.Pd. M.M., he teaches Design of Language Teaching and Micro Teaching
- j. Faizal Risdianto, S.S. M.Hum., he teaches Medium of Language Teaching and Speaking II
- k. Sari Famularsih, S.Pd., M.A., she teaches Translation II
- l. Dra. Widyastuti, M.Pd., she teaches Listening II and Micro Teaching
- m. Rifki Aulia Erlangga, S. Fil., M.Hum., he teaches English for Spesific Purposes
- n. Setia Rini, S.Pd, M.Pd., she teaches Reading IV
- o. Sri Walji Hastanti, S.Pd., she teaches Writing I
- p. Win Listyaningrum, S.PdI. M.A., she teaches Vocabulary I
- q. Sumarjono, S.Pd., he teaches Reading II
- r. Evi Murti Wardani, S.Pd., she teaches Reading II and Writing I
- s. Abdul Ghofar Nawawi, S.Pd., he teaches Medium of Language Teaching

(Source: The English Department Monograph and the administration document of STAIN Salatiga).

2. The official Staffs

To manage the educational activities, every institution need official staffs, it expected that every activity performed effectively and efficiently, so that the goal of teaching achieved. Based on the result of direct observation found, that the number of official staffs in the institution year

of 2011/2012 are 43 persons (Academic and administration document of STAIN Salatiga).

3. Students' Condition

There are 2197 students of STAIN Salatiga in the Academic year of 2011/2012. They consists of 681 students of *Islamic Department (PAI)*, 123 students of *Arabic Department (PBA)*, 542 students of *English Department (PBI)*, 339 students of *Ekstensi*, 140 students of *Ahwalul Al-Syaksiyyah (AS)*, 89 students of *DIII KPI*, 233 students of *PGMI*, 50 students of *MKS (Management Keuangan Syari'ah)*. (Academic and administration document of STAIN Salatiga).

4. Facilities of STAIN Salatiga

This institution has enough complete facilities to develop the quality of education and teaching learning process. The facilities have the main role in the educational process. The institution must try to fulfill them. So, the teaching learning process can be successful. English Department has language laboratory to conduct teaching learning process, library and internet services. The library is one of major supporting facility to fulfill scientific information needed by the students (Academic and administration document of STAIN Salatiga).

CHAPTER IV

DATA ANALYSIS

In this chapter, the data was collected from 48 students of the seventh semester of English Department of STAIN Salatiga in the academic year of 2011/2012. The researcher is eager to know whether there is or not the influence of portfolio assessment toward semantics achievement.

A. Hypothesis

In this research, the writer has two variables, they are X and Y. Two variables analyzed in this study, namely:

1. Independent variable (X) is the influence of portfolio assessment
2. Dependent variable (Y) is semantics achievement

Based on the link variables in this study, the hypothesis formula is:

H_0 = There is no influence between portfolio assessment toward semantics achievement.

H_1 = There is an influence between portfolio assessment toward semantics achievement.

Criteria : If $r\text{-calculation} \geq r\text{-table}$, so H_0 is rejected

If $r\text{-calculation} \leq r\text{-table}$, so H_0 is accepted (Santoso, 1999: 224)

Level of Significance: 0, 05

B. Testing Validity and Reliability of the Questionnaire

1. Validity

After making questionnaire, the writer gave the questionnaire to 30 respondents to analyze the validities using SPSS (Statistical Product and Service Solution) program to find out the significance of the variable, with r table ($n= 48$, $\{\alpha 1\% = 0, 368\}$ $\{\alpha 5\% = 0, 284\}$)

Table 4.1
Validity Test

	Score (Pearson Correlation)	Probabilitas Correlation [siq.(2- tailed)]	Result
Item No. 1	,233	,215	Invalid
Item No. 2	-,016	,933	Invalid
Item No. 3	,404(*)	,027	Valid
Item No. 4	,601(**)	,000	Valid
Item No. 5	,601(**)	,000	Valid
Item No. 6	,666(**)	,000	Valid
Item No. 7	,508(**)	,004	Valid
Item No. 8	,554(**)	,001	Valid
Item No. 9	,712(**)	,000	Valid
Item No. 10	,704(**)	,000	Valid
Item No. 11	,607(**)	,000	Valid
Item No. 12	,406(*)	,026	Valid
Item No. 13	,469(**)	,009	Valid
Item No. 14	,600(**)	,000	Valid
Item No. 15	,667(**)	,000	Valid

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

Based on the table, the writer found 2 questions invalid namely, item 1 and item 2. Then, the writer used 13 valid questions to collect data on real sample.

2. Reliability

According to Phillips, a reliable instrument is one which is consistent enough that subsequent measurements of an item give the same result (Phillips, 1945: 85).

On the other hand, the writer did reliability test to analysis questionnaire by SPSS (Statistic Product and Service Solutions). As stated by Imam Ghozali (2002 in Juliandi, 2007: 3), the criteria of instruments have high reliability score if coefficient score is $\geq 0,60$.

Table 4.2
The Result of Reliability
Case Processing Summary

		N	%
Cases	Valid	30	100,0
	Exclude d(a)	0	,0
	Total	30	100,0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,822	15

From the result above, the writer saw that the questionnaire has score reliability 0,822. Thus, because of $r\text{-calculation} \geq r\text{-table}$, so the

questionnaire that is used by writer can be believed. On the strength of validity and reliability on the table 4.1 and 4.2 can be concluded that the instrument can be accepted.

C. Data Analysis

The writer used Pearson Product Moment Formula Process using SPSS 16.00 Windows Program. The subject of the research is seventh semester students of English Department of STAIN Salatiga in the academic year of 2011/2012. They are:

Table 4.3
List of sample

No.	NAMA CODE	CLASS
1.	ISIS	C
2.	NIA	C
3.	AR	C
4.	MF	C
5.	SS	C
6.	ATM	C
7.	EI	C
8.	SMHA	C
9.	SFM	C
10.	IKW	C
11.	AM	C
12.	KR	D
13.	TEY	D
14.	AL	D
15.	SA	D
16.	GAP	D
17.	SN	D
18.	NA	D
19.	SY	D
20.	KAP	D

No.	NAMA CODE	CLASS
21.	NMQ	D
22.	AS	D
23.	MB	D
24.	SLF	D
25.	AF	D
26.	DN	D
27.	DM	D
28.	NR	D
29.	RS	D
30.	NHZ	D
31.	IR	D
32.	MN	E
33.	MD	E
34.	SEP	E
35.	SN	E
36.	AZ	E
37.	BA	E
38.	EW	E
39.	MDA	E
40.	TA	E
41.	SM	E
42.	MS	E
43.	MT	E
44.	ZW	E
45.	RAS	E
46.	AR	E
47.	FT	E
48.	MA	E

The writer spread the questionnaire to 48 respondents and then, collected their answers. These questions were made to find the data of portfolio assessment. All the answers of questionnaire can be seen in the table below:

Table 4.4
The Result of the Questionnaire Distribution

No.	Answer Number												
	1	2	3	4	5	6	7	8	9	10	11	12	13
1.	D	C	B	B	B	B	B	B	C	A	C	C	C
2.	B	B	A	A	B	B	C	B	A	A	B	A	C
3.	B	B	D	A	B	B	C	B	B	C	C	B	B
4.	A	B	E	A	B	B	C	B	C	B	C	B	B
5.	A	A	A	A	A	B	C	C	A	C	B	C	B
6.	B	C	A	B	B	B	B	B	A	A	A	B	B
7.	C	E	B	B	B	B	C	C	B	C	B	B	B
8.	A	B	A	B	B	C	C	B	B	B	A	B	B
9.	B	A	A	B	A	B	C	B	B	C	C	C	B
10.	B	B	B	A	B	C	B	B	B	B	C	D	C
11.	A	A	A	A	A	B	A	A	A	A	B	B	B
12.	B	B	A	B	B	C	B	A	B	A	C	B	A
13.	D	E	E	C	C	C	B	C	D	D	D	D	D
14.	A	A	A	B	A	A	C	A	A	B	B	C	C
15.	B	C	B	A	B	B	C	A	B	B	B	C	C
16.	B	B	B	B	C	C	D	D	C	C	B	C	D
17.	B	A	A	A	B	B	C	B	B	B	C	C	B
18.	B	B	B	B	B	C	B	B	C	B	B	C	B
19.	B	B	B	C	C	C	C	C	B	B	C	C	C
20.	B	B	B	C	C	C	D	C	A	A	E	B	E
21.	B	B	A	A	B	C	B	B	A	B	C	C	B
22.	C	B	A	B	B	B	B	C	B	C	C	B	B
23.	A	B	A	A	B	B	C	A	B	A	A	A	A
24.	A	B	A	C	C	C	C	B	B	C	C	B	A
25.	B	B	B	B	B	B	C	C	B	B	C	C	C
26.	B	A	A	A	B	B	C	B	A	B	C	B	B
27.	B	B	B	B	C	C	C	B	C	B	B	B	C
28.	A	B	A	B	A	B	B	A	B	B	B	B	C
29.	B	B	A	B	B	B	C	B	B	B	B	C	C
30.	B	A	B	B	A	B	C	C	D	C	B	C	C
31.	A	B	B	A	B	A	C	B	B	C	B	C	B
32.	B	A	B	B	A	B	C	B	A	C	C	B	B
33.	B	A	A	B	B	C	C	B	B	B	B	B	B
34.	A	B	B	B	B	B	B	B	B	C	B	C	B

No.	Answer Number												
	1	2	3	4	5	6	7	8	9	10	11	12	13
35.	B	C	A	B	B	B	C	A	C	C	C	B	C
36.	B	A	C	B	B	C	B	C	A	B	C	C	B
37.	B	B	B	B	B	C	C	B	B	C	A	B	B
38.	B	C	A	B	B	C	B	B	B	C	C	B	C
39.	A	A	A	B	B	B	D	B	B	A	C	C	B
40.	A	B	A	A	B	B	C	B	A	B	A	C	C
41.	C	A	A	B	C	A	C	B	A	C	C	B	A
42.	C	B	D	A	B	C	C	C	B	C	B	C	B
43.	A	A	A	A	B	A	B	B	A	A	C	B	B
44.	A	B	B	C	C	B	C	C	B	C	C	C	B
45.	B	B	B	A	A	A	D	A	B	A	C	B	B
46.	A	A	B	C	B	B	D	A	B	B	B	C	B
47.	B	B	B	C	B	C	C	C	B	B	B	B	B
48.	B	A	C	C	C	C	D	A	B	A	B	A	B

Table 4.5
The Questionnaire Calculation of Portfolio Assessment (X Data)

No. respondent	Frequency													Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	
1.	2	3	4	4	4	4	4	4	3	5	3	3	3	46
2.	4	4	5	5	4	4	3	4	5	5	4	5	3	54
3.	4	4	2	5	4	4	3	4	4	3	3	4	4	48
4.	5	4	1	5	4	4	3	4	3	4	3	4	4	48
5.	5	5	5	5	5	4	3	3	5	3	4	3	4	54
6.	4	3	5	4	4	4	4	4	5	5	5	4	4	55
7.	3	1	4	4	4	4	3	3	4	3	4	4	4	45
8.	5	4	5	4	4	3	3	4	4	4	5	4	4	53
9.	4	5	5	4	5	4	3	4	4	3	3	3	4	51

No. respondent	Frequency													Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	
10.	4	4	4	5	4	3	4	4	4	4	3	2	3	48
11.	5	5	5	5	5	4	5	5	5	5	4	4	4	61
12.	4	4	5	4	4	3	4	5	4	5	3	4	5	54
13.	2	1	1	3	3	3	4	3	2	2	2	2	2	30
14.	5	5	5	4	5	5	3	5	5	4	4	3	3	56
15.	4	3	4	5	4	4	3	5	4	4	4	3	3	50
16.	4	4	4	4	3	3	2	2	3	3	4	3	2	41
17.	4	5	5	5	4	4	3	4	4	4	3	3	4	52
18.	4	4	4	4	4	3	4	4	3	4	4	3	4	49
19.	4	4	4	3	3	3	3	3	4	4	3	3	3	44
20.	4	4	4	3	3	3	2	3	5	5	1	4	1	42
21.	4	4	5	5	4	3	4	4	5	4	3	3	4	52
22.	3	4	5	4	4	4	4	3	4	3	3	4	4	49
23.	5	4	5	5	4	4	3	5	4	5	5	5	5	59
24.	5	4	5	3	3	3	3	4	4	3	3	4	5	49
25.	4	4	4	4	4	4	3	3	4	4	3	3	3	47
26.	4	5	5	5	4	4	3	4	5	4	3	4	4	55
27.	4	4	4	4	3	3	3	4	3	4	4	4	3	47
28.	5	4	5	4	5	4	4	5	4	4	4	4	3	55
29.	4	4	5	4	4	4	3	4	4	4	4	3	3	50

No. respondent	Frequency													Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	
30.	4	5	4	4	5	4	3	3	2	3	4	3	3	47
31.	5	4	4	5	4	5	3	4	4	3	4	3	4	52
32.	4	5	4	4	5	4	3	4	5	3	3	4	4	52
33.	4	5	5	4	4	3	3	4	4	4	4	4	4	52
34.	5	4	4	4	4	4	4	4	4	3	4	3	4	51
35.	4	3	5	4	4	4	3	5	3	3	3	4	3	48
36.	4	5	3	4	4	3	4	3	5	4	3	3	4	49
37.	4	4	4	4	4	3	3	4	4	3	5	4	4	50
38.	4	3	5	4	4	3	4	4	4	3	3	4	3	48
39.	5	5	5	4	4	4	2	4	4	5	3	3	4	52
40.	5	4	5	5	4	4	3	4	5	4	5	3	3	54
41.	3	5	5	4	3	5	3	4	5	3	3	4	5	52
42.	3	4	2	5	4	3	3	3	4	3	4	3	4	45
43.	5	5	5	5	4	5	4	4	5	5	3	4	4	58
44.	5	4	4	3	3	4	3	3	4	3	3	3	4	46
45.	4	4	4	5	5	5	2	5	4	5	3	4	4	54
46.	5	5	4	3	4	4	2	5	4	4	4	3	4	51
47.	4	4	4	3	4	3	3	3	4	4	4	4	4	48
48.	4	5	3	3	3	3	2	5	4	5	4	5	4	50
Total													2403	

After calculated data X then the writer calculated data Y or data students' semantics achievement. To get data semantics achievement, the writer takes the students' score in semantics test from semantics lecturer, Rr Dewi Wahyu Mustikasari, M.Pd.

Table 4.6
Score of Students' Semantics (Y Data)

No.	Nama	Score (Y)
1.	ISIS	73
2.	NIA	81
3.	AR	85
4.	MF	87
5.	SS	89
6.	ATM	61
7.	EI	81
8.	SMHA	85
9.	SFM	87
10.	IKW	74
11.	AM	76
12.	KR	63
13.	TEY	56
14.	AL	81
15.	SA	84
16.	GAP	77
17.	SN	80
18.	NA	69
19.	SY	77
20.	KAP	63
21.	NMQ	86
22.	AS	63
23.	MB	63
24.	SLF	83
25.	AF	81
26.	DN	87
27.	DM	84
28.	NR	86
29.	RS	87

No.	Nama	Score (Y)
30.	NHZ	65
31.	IR	71
32.	MN	67
33.	MD	59
34.	SEP	83
35.	SN	69
36.	AZ	74
37.	BA	68
38.	EW	71
39.	MDA	77
40.	TA	84
41.	SM	60
42.	MS	57
43.	MT	91,5
44.	ZW	73
45.	RAS	85
46.	AR	60
47.	FT	69
48.	MA	90
Total		3622, 5

From all of data collected, the writer used Pearson Product Moment Formula Process using SPSS 16.00 Windows Program to get coefficient score significant, there is a significant or there is no significant between two variables. The following is the result of data processing:

Table 4.7
The Result Data Correlation

Correlation			
		Variable_x	Variable_y
Variable_x	Pearson Correlation	1	.293(*)
	Sig. (2-tailed)		.043
	N	48	48
Variable_y	Pearson Correlation	.293(*)	1
	Sig. (2-tailed)	.043	
	N	48	48

* Correlation is significant at the 0.05 level (2-tailed).

Notes:

Pearson correlation : the score of coefficient between variables

Sig. (2-tailed) : the significance test of coefficient correlation

N : the number of sample

1. Based on the data from SPSS above, the writer can conclude that there is a significant correlation, 0.293. It means positive correlation with the significance test of coefficient correlation 0.043. According to Sutrisno Hadi (1977: 286), the coefficient of correlation is among 0,000 until +1,000 or among 0,000 till -1,000, depend on correlation direction, nihil, positive or negative. A positive coefficient show positive correlation. A negative coefficient shows negative correlation. Thus, coefficient that has score 0,000 shows there is no correlation between X and Y. From the statement above, the writer can conclude that there is a significance

correlation between portfolio assessment towards students' semantics achievement r -calculation $0.293 > r$ -table 0.284 by significance $0,05$ or 5% so H_0 is rejected, but the correlation is weak. In addition, the writer finds out the factor influencing the result that is in the last meeting, lecturer asks students to collect all of tasks from beginning until the end. There are some students who are not do the task on time. As the result, the students cheat their friend's task to fulfill their portfolio assessment. So, they do not understand the semantics materials which do not do by themselves.

D. The Profile of Portfolio Assignment and Semantics Achievement

1. The profile of Portfolio Assignment

From the data collection of questionnaire about portfolio assessment in previous page, The writer calculates score each questionnaire item to know the profile of portfolio assignment. It can be shown as follows:

Table 5.1
Portfolio assessment profile

Portfolio assignment phases	Questions	Option				
		A	B	C	D	E
Giving the tasks	Assignment procedure	15	27	4	2	0
	The deadline of collecting the task	15	26	5	0	2
	Collecting the tasks during the lesson	23	19	2	2	2

Portfolio assignment phases	Questions	Option				
		A	B	C	D	E
Doing the tasks	Doing the tasks by students	16	24	8	0	0
	Doing the tasks based on the procedure	8	31	9	0	0
	Collecting the task based on the deadline	5	25	18	0	0
Independent tasks	Giving the independent tasks by the lecturer	1	13	28	6	0
	Doing the independent tasks by students	10	25	12	1	0
	Assignment evaluation	13	27	7	1	0
Assignment responsibility	Assignment discussion	11	19	17	1	0
	Assignment Presentation	5	19	22	1	1
	Friend's feedback	3	22	21	2	0
	Giving comments and suggestion by the lecturer	4	27	14	2	1

From the table above can be seen that the intensity of portfolio assignment as measured based on the of portfolio assignment techniques that includes four phases, namely:

a. The first phase is given the tasks where there are three questions are number 1-3:

1) In question 1 (assignment procedure) most students (27) answer B.

It means lecturer often explains the procedure in performing the task.

- 2) In question 2 (the deadline of collecting task) most students (26) answer B. It means lecturer often determines the deadline for collecting task.
 - 3) In question 3 (collecting the tasks during the lesson) most students (23) answer A. It means lecturer very often tells students gathered tasks during the lesson into a single task.
- b. The second phase is the implementation of the task which consisted of three questions are number 4-6:
- 1) In question 4 (doing the tasks by students) most students (24) answer B. It means students often do the tasks assigned by the lecturer.
 - 2) In question 5 (doing the task based on the procedure) most students (31) answer B. It means students often do the tasks accordance with the procedure set out by the lecturer.
 - 3) In question 6 (collecting the tasks based on the deadline) most students (25) answer B. It means students often collect the tasks according to deadline set out by the lecturer.
- c. The third phase is giving independent task which consisted of three questions are number 7-9:
- 1) In question 7 (giving the independent tasks by lecturer) most students (28) answer C. It means lecturer rare provide an independent task to the students.

- 2) In question 8 (doing the independent tasks by students) most students (25) answer B. It means students often perform independent tasks given by the lecturer.
 - 3) In question 9 (assignment evaluation) most students (27) answer B. It means lecturer often corrects students' work.
- d. The fourth phase of assignment responsibility that consisted of four questions are number 10-13:
- 1) In question 10 (assignment discussion) most students (29) answer B. It means lecturer often take discussion to discuss the task.
 - 2) In question 11 (assignment presentation) most students (22) answer C. It means lecturer rare ask students to present the task at hand.
 - 3) In question 12 (friends' feedback) most students (22) answer B. It means students often ask about things that were presented by their friends if they do not understand.
 - 4) In question 13 (giving comments and suggestion by lecturer) most students (27) answer B. It means lecturer often criticism and suggestion to students when there is an error.

2. The profile of Semantics Achievement

Then, to know the profile of students' semantics achievement of seventh semester of English Department of STAIN Salatiga, the researcher analyzed Deviation Standard using SPSS 16.00 windows program. It can be shown as follows:

Table 5.2
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
nilai_sem	48	56	91.5	75.46	10.173
Valid N (listwise)	48				

From the table above can be seen that the mean of semantics achievement is 75.46 with deviation standard 10.173. Based on the normal curve the writer concluded that 68% students' semantics score are 65 until 85.

CHAPTER V

CLOSURE

This study involves two variables namely portfolio assessment and the students' semantics achievement. After calculating and measuring the data, in this chapter the writer would like to present the conclusion and suggestion which may help to understand about three objectives that have been stated: to find out the the profile of portfolio assignment of semantics class on the seventh semester of English Department of STAIN Salatiga in the academic year of 2011/2012, to find out the profile of semantics achievement on the seventh semester students of English Department of STAIN Salatiga in the academic year of 2011/2012, and to prove whether portfolio assessment influences students' achievement in semantics.

A. Conclusion

Based on the previous theoretical review and data analysis, the writer can conclude the result of those analyses. The three items of conclusions presented that are related to the three problems of statements. The first concerned with how far the portfolio assignment of semantics class on the seventh semester students of English Department of STAIN Salatiga in the academic year of 2011/2012, the second is how far the profile semantics achievement on the seventh semester students of English Department of STAIN Salatiga in the academic year of 2011/2012, and the third is the

relationship between portfolio assessment toward students' semantics achievement. Based in the results of study, the writer concludes:

1. The profile portfolio assignment can be seen as follows:
 - a. In giving assignment lecturer often explains the procedure in performing task, lecturer often determines the deadline for collecting task, and lecturer very often tells students gathered tasks during the lesson into a single task.
 - b. In doing the tasks phase can be concluded that students often do the tasks assigned by lecturer, do the tasks based on the procedure, and collect the tasks based on the deadline.
 - c. In giving independent task can be concluded that lecturer is rare in giving the independent task, students often perform independent tasks, and lecturer often corrects students' work.
 - d. In the assignment responsibility phase can be concluded that lecturer often takes a discussion to discuss the work, lecturer is rare asks students to present the task, students often ask about things that were presented by their friends if they do not understand, and lecturer often gives comments and suggestions when there is an error.
2. The profile of students' semantics achievement can be seen as follows:

Table 5.2
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
nilai_sem	48	56	91.5	75.46	10.173
Valid N (listwise)	48				

From the table above can be seen that the mean of semantics achievement is 75.46 with deviation standard 10.173. Based on the normal curve the writer concluded that 68% students' semantics score are 65 until 85.

3. There is an influence in the result of the research between portfolio assessments toward semantics achievement. It can be seen in the result of the research that r -calculation is 0,293 while r -table is 0,284. Because r -calculation $>$ r -table, so H_0 is rejected. It means that there is an influence between portfolio assessment towards students' achievement in semantics, but the correlation is weak. In addition, the writer finds out the factor influencing the result that is in the last meeting, lecturer asks students to collect all of tasks from beginning until the end. There are some students who are not do the task on time. As the result, the students cheat their friend's task to fulfill their portfolio assessment. So, they do not understand the semantics materials which do not do by themselves.

B. Suggestion

At the end of this chapter, the writer would like to propose some suggestion, which can be useful for the Semantics lecturer and researcher hopefully.

1. The lecturers

- a. In the teaching learning process, a portfolio assignment is very important to be reflection to improve the quality of delivered the material.
- b. Lecturers should choose the other method of assessment which can assist the students to understand the material, such as Journal assessment and peer assessment.
- c. Lecturers should correct the assignments that given to students to know the progress students' ability from it.

2. The learners

- a. In Semantics subject, the students should give good feedback to the task from the lecturer during the lesson.
- b. The learners should not only study at school with lecturers but independently at home, the students should target achievement, so they can increase their ability in order to get a good achievement in semantics.

3. The other Researcher

It is suggested to other researchers to complete this research by conducting any other researches on portfolio assessment.

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APPENDIXES

INDIKATOR ANGKET

Variabel Penelitian	Sub Variabel	Deskriptor	Banyaknya butir	Nomor butir
Penugasan Portofolio	Pemberian tugas	Dosen memberikan tugas dan menjelaskan prosedur pelaksanaan tugas dan batas waktu pengumpulan tugas	5	1-5
	Pelaksanaan tugas	Peserta didik mengerjakan tugas yang diberikan dosen sesuai dengan prosedur	3	6-8
	Tugas mandiri	Dosen memberikan dan mengoreksi tugas diluar perkuliahan dan siswa mengerjakannya	3	9-11
	Pertanggungjawaban tugas	Peserta didik bersama dosen diskusi membahas tugas	4	12-15

**ANGKET METODE PENUGASAN PORTOFOLIO
PADA MATA KULIAH SEMANTIK**

Petunjuk Pengisian Angket:

1. Baca dan pahami tiap-tiap pernyataan yang ada
2. Jawablah pernyataan dibawah ini sesuai dengan pernyataan yang diberikan
3. Berilah tanda Check List (√) pada kolom yang telah disediakan untuk jawaban yang sesuai dengan yang Anda alami
4. Isilah kolom identitas Anda

Nama :
 Hari/Tanggal :
 Kelas :
 NIM :

Keterangan Pilihan Jawaban:

- A = 5 (Sangat sering)
 B = 4 (Sering)
 C = 3 (Kadang-kadang)
 D = 2 (Tidak pernah)
 E = 1 (Tidak pernah sama sekali)

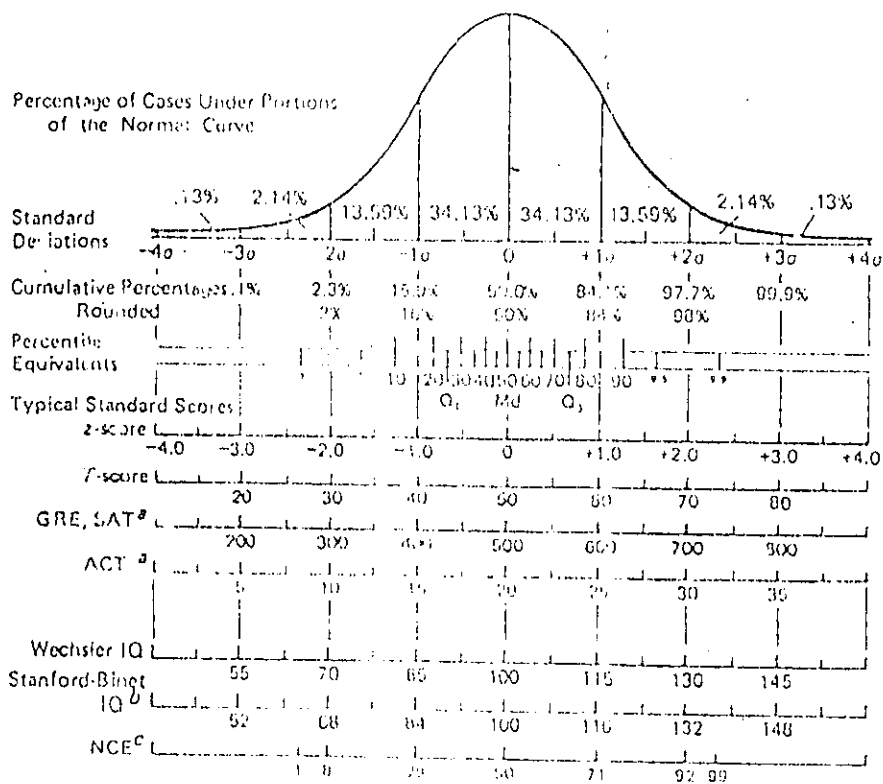
No.	Pernyataan	Jawaban				
		A	B	C	D	E
1	Dosen menjelaskan prosedur pelaksanaan tugas					
2	Dosen menentukan batas waktu pengumpulan tugas					
3	Dosen menyuruh mahasiswa mengumpulkan tugas-tugas selama perkuliahan menjadi satu					
4	Mahasiswa mengerjakan tugas yang diberikan dosen					
5	Mahasiswa mengerjakan tugas sesuai dengan prosedur pelaksanaan tugas yang ditentukan dosen					
6	Mahasiswa mengumpulkan tugas sesuai dengan waktu yang ditentukan dosen					
7	Dosen memberikan tugas mandiri di luar perkuliahan					

No.	Pernyataan	Jawaban				
		A	B	C	D	E
8	Mahasiswa mengerjakan tugas mandiri yang diberikan dosen					
9	Dosen mengoreksi tugas-tugas yang dikerjakan mahasiswa					
10	Dosen mengajak diskusi untuk membahas tugas-tugas					
11	<i>Dosen menyuruh mahasiswa untuk mempresentasikan tugas yang dikerjakan</i>					
12	Teman sekelas menanyakan hal berkaitan dengan materi yang di presentasikan apabila kurang paham					
13	Dosen memberikan kritik dan saran apabila ada kesalahan					

Table r

NILAI-NILAI r PRODUCT MOMENT

N	Taraf Signif		N	Taraf Signif		N	Taraf Signif	
	5%	1%		5%	1%		5%	1%
3	0,997	0,999	27	0,381	0,487	55	0,266	0,345
4	0,950	0,990	28	0,374	0,478	60	0,254	0,330
5	0,878	0,950	29	0,387	0,470	65	0,244	0,317
6	0,811	0,917	30	0,361	0,463	70	0,235	0,306
7	0,754	0,874	31	0,355	0,458	75	0,227	0,296
8	0,707	0,834	32	0,349	0,449	80	0,220	0,288
9	0,668	0,798	33	0,344	0,442	85	0,213	0,278
10	0,632	0,765	34	0,339	0,436	90	0,207	0,270
11	0,602	0,735	35	0,334	0,430	95	0,202	0,263
12	0,576	0,708	36	0,329	0,424	100	0,195	0,256
13	0,553	0,684	37	0,325	0,418	125	0,178	0,230
14	0,532	0,661	38	0,320	0,413	150	0,159	0,210
15	0,514	0,641	39	0,316	0,408	175	0,148	0,194
16	0,497	0,623	40	0,312	0,403	200	0,138	0,181
17	0,482	0,606	41	0,308	0,398	300	0,113	0,148
18	0,468	0,590	42	0,304	0,393	400	0,098	0,128
19	0,456	0,575	43	0,301	0,389	500	0,088	0,115
20	0,444	0,561	44	0,297	0,384	600	0,080	0,105
21	0,433	0,549	45	0,294	0,380	700	0,074	0,097
22	0,423	0,537	46	0,291	0,376	800	0,070	0,091
23	0,413	0,526	47	0,288	0,372	900	0,065	0,086
24	0,404	0,515	48	0,284	0,368	1000	0,062	0,081
25	0,396	0,505	49	0,281	0,364			
26	0,388	0,496	50	0,279	0,361			



Distribution of scores of many standardized educational and psychological tests approximate the form of the normal curve shown at the top of this chart. Below it are shown some of the systems that have been developed to facilitate the interpretation of scores by converting them into numbers which indicate the examinee's relative status in a group.

The zero (0) at the center of the bell curve shows the location of the mean (average) raw score on a test, and the symbol σ (sigma) marks off the scale of raw scores in standard deviation units.

Cumulative percentages are the basis of the percentile-equivalent scale.

Several systems are based on the standard deviation unit. Among these standard score scales,

the *z*-score and the *T*-score, are general systems which have been applied to a variety of tests. The others are special variants used in connection with tests of the College Entrance Examination Board, the Graduate Records Examination, and other intelligence and ability scales.

Tables of norms, whether in percentile or standard score form, have meaning only with reference to a specified test applied to a specified population. The chart does not permit one to conclude, for instance, that a percentile rank of 84 on one test necessarily is equivalent to a *z*-score of +1.0 on another; this is true only when each test yields essentially a normal distribution of scores and when both scales are based on identical or very similar groups of people.

^a Scores points (norms) on the scales refer to university students and not to general populations. (GRE = Graduate Records Examination, SAT = Scholastic Aptitude Test of the College Entrance Examination Board, ACT = American College Testing Assessment.) These norms are not related to letter designations; comparisons are valid. Consequently current norms are lower than means given above.

^b Standard-score IQs with $\sigma = 10$ are also used on several other current intelligence tests.

^c The NCE ("normal curve equivalent") scale is an 111 converted normalized scale used in the evaluations of certain federally funded educational programs. The NCE scale has $\mu = 50$ and $\sigma = 20$; the NCE unit is 1.00 of the distance between the 1st and 99th percentiles, expressed in *z*-score units.

FIGURE 6.5. Types of standard score scales. (Adapted from Test Service Bulletin No. 48 The Psychological Corporation, New York, by permission of The Psychological Corporation.)

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NAMA MAHASISWA: Naila Munawwarotul . Q
N I M : 113 08 119
PEMBIMBING : NORWANTO, M. Hum
JUDUL : The Influence of Portfolio Assessment
toward Semantic Achievement on the
Seventh semester students of STAIN Salatiga
in the academic year of 2011/2012

NO.	TANGGAL	ISI KONSULTASI	CATATAN PEMBIMBING	PARAF
1.	28 Maret '12	Proposal	ACC by Revision	
2.	3 Mei '12	Bab I dan II	Revisi - Grammar - Bodynote	
3.	24 Mei '12	Chapter I and II	ACC	
		Questionnaire	Revisi (indicators)	
4.	30 Mei '12	Questionnaire	Revisi	
5.	1 Juni '12	Questionnaire	ACC	
6.	19 Juli '12	Chapter III Chapter IV	ACC Revisi	
7.	12 Juli '12	Chapter IV	Revisi	
8.	08 Agustus '12	Chapter IV Chapter V	Revisi	
9.	09 August	Chapter IV Chapter V Abstract	ACC	

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SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) SALATIGA

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Website : www.stainsalatiga.ac.id E-mail : administrasi@stainsalatiga.ac.id

nomor : Sti.24/K-1/PP.00.9/I-1.3.71/2012

23 Februari 2012

jenis : Proposal Skripsi
: Pembimbing dan Asisten
Pembimbing Skripsi

Yth. Norwanto, M. Hum

Assalamualaikum w.w.

Dalam rangka penulisan Skripsi Mahasiswa Program Sarjana (S.1). Saudara ditunjuk sebagai Dosen Pembimbing / Asisten Pembimbing Skripsi mahasiswa :

Nama : Naila M. Q
NIM : 11308119
Jurusan : Tarbiyah
Judul Skripsi :

THE INFLUENCE OF PORTFOLIO ASSESSMENT TOWARD SEMANTIC
ACHIEVEMENT ON THE SEVENTH SEMESTER STUDENTS OF STAIN
SALATIGA IN THE ACADEMIC YEAR OF 2011/2012

Apabila dipandang perlu Saudara diminta mengoreksi tema Skripsi di atas.

Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum w.w.

a.n. Ketua,
Pembantu Ketua Bidang Akademik

Dr. Rahmat Hariyadi, M.Pd.
NIP. 19670112 199203 1 005

Tembusan : Yth. Ketua STAIN Salatiga (sebagai laporan)



Nomor : Sti.24/K-1/TL.01/1010 /2012
Lamp : Proposal Penelitian.
Hal : Izin Penelitian

28 Juni 2012

Kepada
Yth.Ketua STAIN
Di Salatiga

Assalamualaikum w.w.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa :

Nama : Naila M. Q
NIM : 11308119
Mahasiswa : Sekolah Tinggi Agama Islam Negeri (STAIN) Salatiga
Jurusan : Tarbiyah
Program Studi : Tadris Bahasa Inggris (TBI)

Dalam rangka penyelesaian studi Program S. I di STAIN Salatiga, diwajibkan memenuhi salah satu persyaratan yang berupa pembuatan SKRIPSI.

Adapun judul yang diambil adalah
THE INFLUENCE OF PORTFOLIO ASSESSMENT TOWARD SEMANTIC
ACHIEVEMENT ON THE SEVENTH SEMESTER STUDENTS OF STAIN
SALATIGA IN THE ACADEMIC YEAR OF 2011/2012
Dengan Pembimbing : Norwanto, M. Hum
Asisten Pembimbing :

Untuk penyelesaian Skripsi tersebut, kami mohon Bapak/Ibu memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian guna memperoleh data atau keterangan dan bahan yang diperlukan di STAIN, mulai tanggal 28 Juni 2012 s.d. selesai.

Kemudian atas pemberian izin Bapak/Ibu, kami sampaikan terima kasih.

Wassalamualaikum w.w.

a.n. Ketua
Pembantu Ketua Bidang Akademik



Rahmat
Dr. Rahmat Hariyadi, M.Pd.
NIP. 196702121992031005

Tembusan : Yth

1. Ketua STAIN Salatiga (sebagai laporan)
2. Mahasiswa yang bersangkutan

SURAT KETERANGAN

Nomor : Stt.24/K-0/11.00/2140 2012

Ketua Sekolah Tinggi Agama Islam Negeri Salatiga, dengan ini menerangkan bahwa :

Nama : Naila M. Q.
NIM : 11308119
Program Studi : Tadris Bahasa Inggris
Jurusan : Tarbiyah STAIN Salatiga
Judul Skripsi : THE INFLUENCE OF PORTFOLIO ASSESSMENT TOWARD
SEMANTIC ACHIEVEMENT ON THE SEVENTH SEMES-
TER STUDENTS OF STAIN SALATIGA IN THE ACADEMIC
YEAR OF 2011-2012

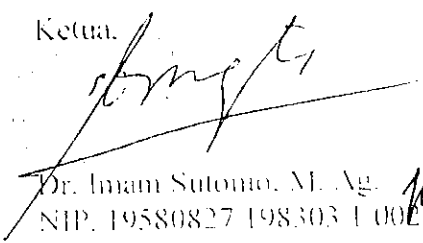
Dosen Pembimbing : Norwanto, M. Hum.

sudah selesai melakukan penelitian (dalam rangka penulisan skripsi) di STAIN Salatiga mulai tanggal 28 Juni s. d. 08 Juli 2012.

Demikian surat keterangan ini dibuat dengan sesungguhnya, kepada semua pihak yang berkepentingan agar menjadi periksa.

Salatiga, 11 Agustus 2012

Ketua,


Dr. Imam Sutomo, M. Ag.
NIP. 19580827 198303 1 001

DAFTAR NILAI SKK

Nama: Naila Munawwarotul. Q Progdi : Tadris Bahasa Inggris (TBI)
NIM : 113 08 119 Dosen PA: Drs. Djus'an. M. Hum

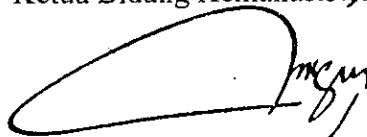
No	Jenis Kegiatan	Tanggal	Jabatan	Nilai
1	Piagam Penghargaan Orientasi Program Studi dan Pengenalan Kampus (OPSPEK)	27 Agustus 2008	Peserta	3
2	Piagam Penghargaan Buka Bersama dan Bedah Film dengan tema " Perjumpaan Indah dengan Ramadhan Penuh Berkah"	15 September 2008	Peserta	2
3	Sertifikat Asramanisasi Ramadhan 1429 H Pondok Pesantren Edi Mancoro dengan tema " Ramadhan Sebagai Awal Evaluasi Diri"	16 September 2008	Peserta	2
4	Piagam Penghargaan Seminar Nasional dan Sarasehan Gubernur JATENG dengan tema " Memberdayakan Ekonomi Syari'ah di Jawa Tengah"	17 Oktober 2008	Peserta	6
5	Piagam Penghargaan Pendidikan dan Latihan Calon Pramuka Pandega ke-18 (PLCPP XVIII)	14 November 2008	Peserta	4
6	Certificate " English Friendship Camp"	16 November 2008	Peserta	3
7	Sertifikat Workshop Kepemimpinan dengan tema " Menggali Potensi Pemimpin yang Amanah"	30 Desember 2008	Panitia	3
8	Piagam Penghargaan Seminar Pembiayaan Pendidikan Kota Salatiga dengan tema " Efektifitas dalam Mengaplikasikan Anggaran Pendidikan dari APBD Kota Salatiga"	25 Maret 2009	Peserta	3
9	Piagam Penghargaan Workshop Legal Drafting dengan tema " Pengembangan Nalar Kritis Mahasiswa dalam Perspektif Perundang-Undangan"	30 Maret 2009	Peserta	3
10	Piagam Penghargaan Seminar Nasional dengan tema "Demokrasi, Kepemimpinan Nasional dan Masa Depan Indonesia"	22 April 2009	Peserta	6
11	Sertifikat Pelatihan Asatidz dengan tema "Mengembangkan Profesionalitas Asatidz yang Berkompeten"	14 Juni 2009	Panitia	3
12	Sertifikat Asramanisasi Ramadhan PP. Edi Mancoro dengan tema "Asramanisasi sebagai Wahana Membangun Hati dan	12 September 2009	Panitia	2

	Mendekatkan Diri Kepada Sang Ilahi ”			
13	Sertifikat Musyawarah Santri PP. Edi Mancoro dengan tema “ Berani Bicara! Lakukan, Berani Bertindak! Pertanggung Jawabkan, Diam! Bukan Jawaban”	22 Oktober 2009	Panitia	2
14	Sertifikat Pelatihan Administrasi dalam rangka Harlah ke-20 PP. Edi Mancoro	20 Desember 2009	Peserta	3
15	Piagam Penghargaan Seminar Regional dengan tema “ Peran Lembaga Publik Sebagai Alat Kontrol Pemerintah Demi Terciptanya Good Governance”	22 Maret 2010	Peserta	4
16	Piagam Penghargaan Malam Pengakraban Santri (MAPESA) Tarbiyatul Banin wal Banat (TBB) PP. Edi Mancoro	29 April 2010	Fasilitator	3
17	Piagam Penghargaan Seminar Nasional Pendidikan dengan tema “Aktualisasi Nilai-Nilai Pendidikan Dalam Upaya Membentuk Karakter dan Budaya Bangsa ”	02 Juni 2010	Peserta	6
18	Surat Keputusan Ketua STAIN Salatiga tentang Pengangkatan Panitia Orientasi Program Akademik dan Kemahasiswaan (OPAK)	02 Agustus 2010	Panitia	3
19	Sertifikat Praktikum Pelatihan ILAik	27 Agustus 2010	Peserta	2
20	Piagam Penghargaan Orientasi Pengenalan Akademik dan Kemahasiswaan (OPAK) dengan tema “ Optimalisasi Nalar Kritis Mahasiswa: Upaya Mengawal Perubahan Bangsa ke Arah yang Lebih Baik”	28 Agustus 2010	Panitia	3
21	Sertifikat Practicum Program	01 September 2010	Peserta	3
22	Sertifikat Asramanisasi Ramadhan PP. Edi Mancoro dengan tema “ Revitalisasi Nilai-Nilai Kepesantrenan Melalui Asramanisasi”	02 September 2010	Panitia	2
23	Piagam Penghargaan Pelatihan Advokasi Kebijakan Anggaran dengan tema “ Penguatan Peran Mahasiswa Dalam Mengadvokasi Anggaran Untuk Kesejahteraan Rakyat”	12 Oktober 2010	Panitia	3
24	Sertifikat Practicum Program Discourse Analysis	01 Maret 2011	Peserta	3
25	Piagam Penghargaan Pelatihan Asatidz Tarbiyatul Banin Wal Banat (TBB) PP. Edi Mancoro dengan tema “ Mencetak Generasi Islami Yang Kreatif, Mandiri,	27 Maret 2011	Peserta	3

	dan Terampil”			
26	Sertifikat workshop penyuluhan peraturan kawasan kampus tanpa rokok	11 Mei 2011	Peserta	3
27	Piagam Penghargaan Sarasehan Keagamaan dengan tema “ Membedah Pemikiran dan Gerakan”	06 Juni 2011	Panitia	3
28	Surat Keputusan Ketua STAIN Salatiga tentang Perpanjangan dan Reshuffle Masa Kepengurusan Dewa Mahasiswa (DEMA) Masa Bakti 2010/2011	21 Juni 2011	Pengurus	3
29	Sertifikat “ a Half-Day Teacher Training Workshop ” IALF Bali	15 Juli 2011	Peserta	3
30	Surat Keputusan Ketua STAIN Salatiga tentang pengangkatan panitia Orientasi Program Akademik dan Kemahasiswaan (OPAK)	08 Agustus 2011	Panitia	3
31	Piagam Penghargaan Seminar Regional dengan tema “ Peran Mahasiswa Dalam Mengawal BLSM (BLT) Tepat Sasaran ”	03 Mei 2012	Peserta	4
Total				99

Salatiga, 30 Juli 2012

Ketua Bidang Kemahasiswaan



H. Agus Waluyo, M.Ag.
NIP. 19750211 200003 1 001

CURRICULUM VITAE

1. Personal Identity:

Name : Naila Munawwarotul Qonaah
Sex : Female
Place/Date of Birth : Grobogan, 25 Juli 1990
Address : Jl. Bantolo Mulyo 77, RT 03/III Dusun Kliling,
Kelurahan Kunden, Kecamatan Wirosari ,
Purwodadi-Grobogan 58192
Email Address : nayla_fahra@yahoo.com
Phone number : 085740989542

2. Education Background

TK Islam Kliling (1994 - 1996)
SDN IX Wirosari (1996 - 2002)
MTsN Wirosari (2002 - 2005)
MAN Purwodadi (2005 - 2008)

