

**USING PORTFOLIO ASSESSMENT TO IMPROVE EFL STUDENTS' EXPOSITORY WRITING PERFORMANCE (A CLASSROOM ACTION RESEARCH WITH THE 11<sup>TH</sup> GRADE STUDENTS OF SMAS UMMUL MUKMININ MAKASSAR IN THE ACADEMIC YEAR OF 2017/2018)**

Waode Nur Gita Dahviyanti

Kisman Salija

Baso Jabu

**Abstract**

The objectives of the research were to find out the extent to which the use of portfolio assessment improves EFL students' performances in writing expository and to find out the students' responses about the taking of portfolio assessment in improving their performance in writing expository text. The researcher applied classroom action research which was done through two cycles. The location of this research was at SMAS *Ummul Mukminin Makassar*. There were 31 students as sample in this research and the data were collected using observation, writing test, and interview, and analyzed by using descriptive statistics. The result showed that portfolio assessment had improved EFL students' expository writing performance. The students were better in arranging the words into sentences and paragraph in order to convey their ideas, opinions and feeling because they had already known the steps in writing process and they learnt from their previous evaluated portfolios, and their responses on the using of portfolio assessment as a method in writing expository process was positive. They got positive motivation and appreciation to progress their writing performance. They were excited to revise and edit their own draft to become the best work in every meeting.

**Keywords:** *portfolio assessment, expository writing performance, EFL students*

**Abstrak**

Tujuan dari penelitian ini adalah (1) untuk mengetahui penggunaan penilaian portfolio untuk meningkatkan kemampuan menulis ekspositori siswa pada bahasa Inggris sebagai bahasa asing di SMAS Ummul Mukminin Makassar dan (2) untuk mengetahui respon siswa terhadap penggunaan penilaian portfolio dalam meningkatkan kemampuan dalam menulis teks ekspositori.

Peneliti menggunakan metode tindakan kelas yang meliputi dua siklus. Lokasi penelitian adalah SMAS Ummul Mukminin Makassar dan subjek penelitian adalah kelas XI IPA 2 dengan total sampel penelitian adalah 31 siswa. Data penelitian dikumpulkan dengan pengamatan, tes menulis dan wawancara yang dianalisis dengan statistik deskriptif.

Hasil penelitian ini menunjukkan bahwa (1) penggunaan penilaian portfolio telah meningkatkan kemampuan menulis ekspositori siswa. Siswa menjadi lebih baik dalam mengatur kata menjadi sebuah kalimat dan paragraf yang dibuat dengan tujuan menyampaikan ide, pendapat, dan perasaan siswa sebab siswa telah mempelajari tahap-tahap dalam proses penulisan dan penilaian pada portfolio yang telah dinilai sebelumnya, dan (2) siswa memberikan respon positif terhadap penggunaan penilaian portfolio sebagai metode yang dapat digunakan pada proses penulisan teks ekspositori. Siswa memperoleh motivasi, energi yang positif dan apresiasi dalam meningkatkan kemampuan menulis. Siswa bersemangat dalam merevisi, mengedit dan menilai draft masing-masing sehingga menjadi tulisan terbaik dalam setiap pertemuan.

Kata kunci: *Penilaian Portfolio, Kemampuan Penulisan Ekspositori, Siswa EFL*

## INTRODUCTION

Portfolios are defined as a collection of an individual's work for different purposes over a period of time into a box or folder for evaluation at some time in the future by peers, parents, outsiders, etc. In the education area, academic portfolios specifically refer to any procedures that require students to collect samples of their works. Therefore, the use of academic portfolios can allow students to showcase their best works and to demonstrate what they actually understand of the material (Ling, 2016).

Curriculum 2013 that used in Indonesia requires teachers to use authentic assessment as an assessment which reflects students' real-life and not only measure what they know but also measure what they can do or perform (Kemendikbud, 2013). Portfolio assessment is one type of authentic assessment. Portfolio in terms of writing assessment is a collection of written texts written for different purposes over a period of time (Weigle, 2002). It was developed as showcases for works done by photographers, painters, and architects so that employers could see their products (Brown, 2005). However, recently portfolios have been used for educational purposes and, more specifically, for language education. As a result, portfolio assessment is an authentic assessment form that students do together with their teacher as an alternative to the classic classroom writing test which contains samples of the students' work and shows growth over time.

One of the advantages of portfolio assessment is promoting student self-evaluation, reflection, and critical thinking (Venn, 2000). Besides that, it makes possible to enable teachers and students to share the responsibility to set the learning goals and evaluate progress toward meeting those goals.

This paper attempts to focus to the EFL students' writing performances by using analytical exposition as the genre. The researcher expected the portfolio assessment can serve as a platform for students to showcase how much they actually master English as foreign language. Analytical exposition to establish linkages between mastering foreign language and relevant written performances can also be included as work samples in the portfolio assessment.

Based on the previous description, the researcher was motivated to conduct a research about using portfolio assessment to improve EFL students' performance in writing expository to

the eleventh grade students of SMAS Ummul Mukminin Makassar. She formulated the research questions as follows:

1. To what extent is the use of portfolio assessment improves EFL students' performance in writing expository?
2. How are the students' responses toward the portfolio assessment given by teacher in teaching expository writing activity?

## METHOD

In conducting this research, the researcher used classroom action research. It was done through two cycles including trying out the portfolio assessment method, to test how much the portfolio assessment solves the students' writing problem. The procedure was "scheme of research cycles" which consisted of two cycles which each cycle followed four phases namely planning, acting, observing, and reflecting (Hami Widodo, 2011).

This research was conducted for two months (from 21<sup>st</sup> January 2018 until 25<sup>th</sup> March 2018). The researcher used the first month to conduct research at first cycle. In the second month, she conducted research for second cycle and collected the data. While collecting data, she also conducted data analysis. In the last meeting of second cycle, she confirmed her initial findings or the result of all portfolios assessment to all respondents in order to minimize misinterpretation and to avoid manipulation of data.

In collecting data, the CAR principle was used to collect the data including test-instrument and observation, and non-test instrument including interview and documentation. Interview referred to collect information from the students about their responses of using portfolio assessment. Documentation was collecting the documents about the use of portfolio assessment in teaching and learning expository writing.

In analyzing the data collected, the researcher used descriptive statistics and qualitative data analysis. Descriptive statistics provide simple summaries about the test-instrument and about the observations that have been made. Processes of analyzing data in qualitative data research (QDA) includes collecting data, preparing for analysis, reading and understanding, and coding text for description and themes in the research report (Creswell, 2012). The researcher attempted to answer the research questions as the description

and themes in this research by reading, understanding, and describing data collection.

## RESULTS AND DISCUSSION

In this section, the researcher presented the results of the research data that were obtained based on the test-instruments, observation, the interview, and documentation as the research instruments. The researcher presented the result of the test and observation, and then she presented the result of the interview and documentation.

Pre-cycle meeting was conducted at the beginning of the research. The purpose of this meeting was to find out the students' performances in writing expository text before they were given treatment through by portfolio assessment. Pre-cycle was conducted on Sunday, 21<sup>st</sup> January 2018.

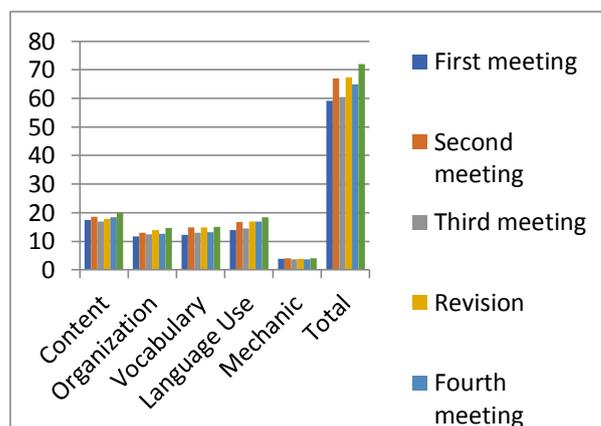
Based on the observation in this activity, most of the students still found difficulties in drafting their writing expository text and in developing their main ideas and opinions. They got difficulty in arranging words to write their own text and finally, they spent their time only thought about the words that would be written. Because of that, they did not focus on the organization, language use and mechanics of the text.

The first cycle was conducted on four meetings. Each meeting was conducted on 80 minutes. The first meeting of this cycle was on Sunday, 28<sup>th</sup> January 2018 and the last meeting in this cycle was on Sunday, 11<sup>th</sup> February 2018.

It was still found some students did not pay attention. There were some students that were confused with the portfolio assessment instruction that had been given because that was the first time that the students were given this method. They were also confused in the revision part because that was the first time for them to do writing with the correct writing process. Most students got difficulties in developing the topic into an analytical exposition text and revised their own portfolios with few times given by researcher. Students got more vocabularies in this cycle. However, they were still confused in arranging the words to be able to transfer the ideas and opinions in the text. Besides that, they were still confused with the generic structure of the text. However, students' enthusiast was high, because the researcher tried hard to stimulate and motivate them in each meeting. The researcher

tried to make the students understand all instructions she had given.

After whole activities had finished, the researcher assessed the students' writing results. From the result, she could calculate the mean of the score students' writing result. The results of the portfolio assessment every meeting in cycle 1 are presented in the following table.



Graph 1 The Students' Writing Performances in First Cycle

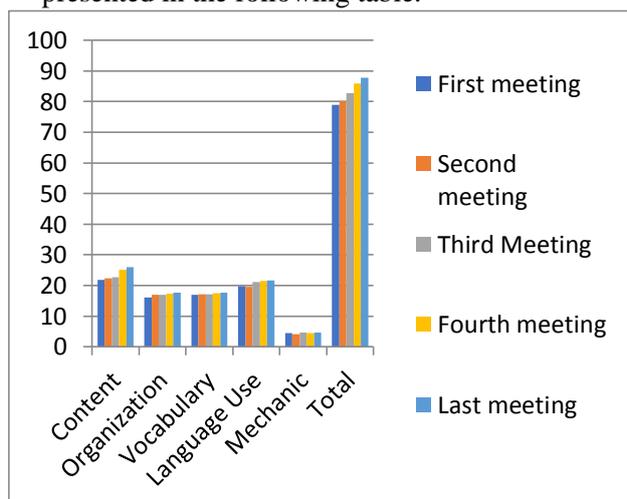
At the first meeting in this cycle, the students' activities in learning process were not maximal because some students still did not pay attention to the instruction given by the researcher. Some students spoke with their friend when teaching learning was progress. It caused almost all of students did not understand the instruction that had been given by the teacher. The students' performances in learning process were less maximal because portfolio assessment technique was still new for the students in writing process. It could be seen from the high of students' interest, respond and questions about the instruction and the method as long as the teaching learning process.

The second cycle was done based on the result of reflection from the first cycle. If the result from observation and the analysis of writing performances showed that the quality was still low, so it was needed another action in order the next cycle made some improvement of the quality. Second cycle started on 25<sup>th</sup> February 2018. The last meeting of this cycle was on 25<sup>th</sup> March 2018.

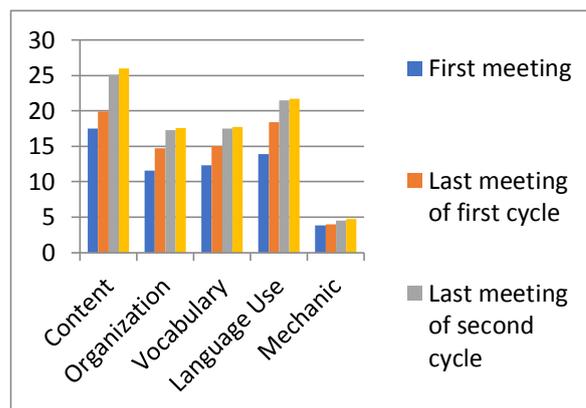
In this cycle, the students' understanding about the technique developed. It could be seen that most students rarely asked the researcher about the instruction while writing process. They have already known the steps in writing process by using portfolio assessment technique. Their

ability in writing process, using dictionary, developing paragraph, and assessing their own portfolios and their friends' portfolio developed. It could be seen by their performances in writing process. Most students were more confident in writing process. They were more active to finish their draft in every meeting because they were enthusiastic in editing their own drafts or their friends' drafts. The students enthusiastic developed. Even though they rarely asked the researcher, but they were more active in discussing with their friends. They tried hard to edit their portfolios. The development and showcase portfolio which showed their learning progress and the best portfolio in every meeting gave their motivation to make better drafts than before. All the students focused to write better analytical exposition text in every meeting. They more focused because the researcher gave them more time in their writing process so they could develop their ideas, opinions, and feelings based on the data or facts related to the topic that they chose.

After whole activities had finished in every meeting, the researcher assessed the students' writing performances as in first cycle. From the result, she could calculate the mean of the score from students' writing result in every meeting so she could know and show the students' performances progress in writing analytical exposition text. The results of the portfolio assessment every meeting in cycle 2 is presented in the following table.



Graph 2 The Students' Writing Performances in Second Cycle



Graph 3 The Students' Writing Performances in First and Last Meeting

Based on the table, the mean scores in posttest was greater than the mean scores in the pretest and other meetings. So, there was improvement of students' writing performance on treatment using portfolio assessment.

Not all students can follow the portfolio assessment method in writing process of analytical exposition until the last meeting of first cycle. Sometimes it was understandable and they got good scores for their drafts but sometimes they were confused in revising and assessing the portfolios. This made the students felt stress at the first. However, the researcher tried to give motivation and used reflection time to see the students' feedback as long as using portfolio assessment.

Next, the researcher asked about their responses about portfolio assessment method in learning analytical exposition and writing process. This question is the main point that the researcher wants to know from the students' opinion. The researcher asked them whether portfolio assessment help them in writing analytical exposition process.

Student A said:

"Yes miss. Mmm, I can see my mistakes in my projects before and try to don't do it again. I can learn from my mistake by seeing my projects before in my portfolios. I know the way to revise and edit my projects before collect it to you by seeing and analyze the assessment in my projects before."

Student D said:

"For me miss, portfolio assessment helps me in revising and editing steps miss. Sometimes I see or remember which part of my portfolio

before that I did mistake miss It was I did at revising and editing. At drafting, I would focus at the content of text that I made miss. Has it already connected with the topic that I chose or not and I also focused on the vocabulary miss.”

The students also agreed to use the portfolio assessment method in writing texts process, not only in learning analytical exposition but also in learning all genres of text. Student B said:

“Yes miss. It can make me and my friends understand the material faster because we practice it every week.”

Student C said:

“I agree miss. I like it miss. Portfolio assessment makes all score analysis clear. Our project also is safe. Yes miss, just continue the portfolio assessment.”

Student E said:

“Yes miss. You have just continued the use of portfolio assessment. Don’t only for teaching analytical exposition text but please continue it in teaching other materials.”

The students also agreed if portfolio assessment used by all teachers. Student A said:

“I agree about that miss. With portfolio assessment miss, I can know my score directly, I can control it. I mean if my score is still low, I can know where my mistake is and learn more about it. I also can know the way of the teacher assess my project, mmm, the aspects miss. So, I can know the way to revise and edit my projects based on the teacher criteria.”

Student B said:

“.... maybe cannot all teachers use writing process miss but for reflection time and portfolio assessment, yes, I agree. In reflection, we can know where my mistake and it shows that the teacher already checks our portfolio and in portfolio assessment, we can know the way the teacher analyzes our project miss. We know what the criteria.”

Students also expressed some problems in the use of portfolio assessment. Most of them

felt that the time given was not enough to use portfolio assessment. Student B said:

“40 minutes is enough if only until drafting not with revising and editing. But if 60 minutes or 70 minutes like in the last meeting ehhhh no, like in the two-last meeting, ahhh you give us 60 or 70 minutes, I feel free to do all the writing process because the time is long enough to plan the draft then drafting, revising, asking my friends then edit it to make it more good.”

Student C said:

“If 40 minutes miss like the first, it’s too short miss. That’s good in 60 or 70 minutes miss. In writing process, there are 4 steps miss. Pre-writing, drafting, revising and editing. If I miss, I need more time in all of steps miss especially drafting and revising. Because I still feel confused and afraid if I have a mistake.”

Student D said:

“Hmmm, I can do all the writing process at that time miss but I still feel it’s not enough because I still feel hard in all steps of writing process and if it adds with portfolio assessment again miss, I need more time, more than 70 minutes.”

While doing observation and collecting the test-instruments, the researcher also conducted documentation in order to get the real proof about the use of portfolio assessment in this research. After finishing interview activity with some students, she collected and arranged the documentation as the data about the use of portfolio assessment. Some documents that she got were the students’ portfolio, the assessment form used by the teachers and students, example of scoring rubric, teacher’s lesson plan, and transcript of interview.

Based on the findings above, the expository writing performance of the eleventh-grade students of SMAS Ummul Mukminin Makassar improved. It is supported by the students’ frequency and rate percentage of the students’ portfolio assessment result in pretest and posttest and all meetings in first and second cycle.

By comparing the frequency, percentage and mean score of all components observed, it was found that there were significant difference effects between the result of students' writing performances in pretest, first cycle, second cycle and posttest. The mean score obtained by the students' pretest for expository writing performances was classified into very poor classification. However, after conducting the treatment, the researcher found significant difference effects between the result of the students' portfolio assessment in pretest, all meetings in first cycle and second cycle, and posttest for their expository writing performance. The mean score of writing performance obtain by students in the last meeting of first cycle was classified into fairly good classification and good classification in the last meeting of second cycle, while in post-test was classified into very good classification. Certainly, it can be concluded that using portfolio assessment was effective in the students' expository writing performance. Since the percentage gained by the students in two cycles increased and it was higher after conducted the research, it implies that using portfolio assessment in writing analytical exposition class could improve the EFL students' writing performance.

The researcher also depicted the data based on the five components of writing; the results show that the students' pretest in each component was almost same. There was no significant different in content, organization, vocabulary and language use which were categorized as very poor and the mechanics was categorized as fair to poor. While the result of students' performance post-test based on five components of writing showed that students' posttest mean scores in each component was no significant different in content, organization, vocabulary and language use which were categorized as good to average and the mechanics was categorized as excellent to very good. The percentage and mean score gained by the students by content, organization, vocabulary, language use and mechanics in post-test was higher than pre-test. It can be concluded that practicing writing with portfolio assessment improve all the writing components of students.

Furthermore, the detailed information about the students' writing performance in writing based on the writing components; content, organization, vocabulary, language use and mechanics, before and after conducting the treatment is also included.

### **1) Content**

Based on the findings, the students' writing performance in terms of content was categorized as very poor before learning to write analytical exposition text through the writing process portfolios applied by the researcher. In fact, the content of the students' writing did not show knowledgeable of subject. The topic was not really well discussed by the students in their writing. Otherwise, after learning through writing process, the students' writing performance which was practiced using portfolio assessment significantly improved. It changed from very poor (15.30) at pre-test to fair to poor (19.90) at the last meeting of first cycle then improved to good to average (25.10) at the last meeting of second cycle and still good to average (26.00) at post-test.

For these findings, it was concluded that taking portfolio assessment in expository writing significantly improved the students' writing performance in terms of content in the sense that portfolio assessment makes the students try to develop their ideas which are personally relevant to the topic they chose and interested for them. Therefore, it could be inferred that the students' writing performance at post-test by content was better than at pre-test (26.00>15.30).

### **2) Organization**

In this part, students should arrange their writing with well organized. They should present their ideas and opinions in logical sequencing. Based on the students' portfolio at pre-test, organization seems little bit difficult for the students. In fact, most students had confused and made the draft with disconnected ideas in which the ideas were not structured or organized well based on the generic structure of analytical exposition text. As a result, the reader got confused in understanding the students' draft. For this evidence, the students' writing in terms of organization was only categorized as very poor (9.20).

However, after conducting the treatment, the researcher found that the students' writing by organization at pre-test changed to be good to average level (17.60) at post-test. This explanation showed that portfolio assessment had a good effect of students' organization of writing.

### **3) Vocabulary**

The basic problem faced by the students in writing is the vocabulary issue. It can be seen from the students writing test result at pre-test

that most students could not write longer and the paragraph in their draft tend to be short. Consequently, the students' writing in terms of vocabulary was categorized as very poor at pre-test.

After having some meetings in two cycles with the students by practicing writing analytical exposition text used portfolio assessment in writing process, the students' writing performance significantly improved. It changed from very poor (9.00) at pre-test to good to average level (17.70) at post-test. In other words, there was improvement in students' vocabulary after learning through writing process used portfolio assessment.

#### **4) Language Use**

Based on findings, the researcher found that the students' writing performance in terms of the language use at post-test seem better than at pre-test. It increased from very poor (10.00) at pre-test to good to average level (21.70) at post-test. Based on the post-test writing result, it was found that students are able to make well-formed and complete sentences with good order of subject, verb, object or complement. Besides that, they also used appropriate tense that usually used in exposition text such as simple present and passive voice. Based on the statement above, it can be concluded that the language use at post-test was better than the language-use at pre-test.

#### **5) Mechanic**

Based on the writing test result, the researcher found that the students' writing performance in terms of mechanic also improved from fair to poor level to excellent to very good level. This could be seen from students' writing test result before and after conducting the treatment. Before conducting the treatment, the researcher found that the students' writing performance in terms of mechanic was still dominated by errors of spelling, punctuation and capitalization. However, after conducting the treatment, the errors of using punctuation, capitalization, spelling and paragraphing made by students in their drafts decreased. The result in students' post-test of their mechanic component of writing (4.70) was higher than the results students got in pre-test (2.70).

Based on the result from all the mean scores of each writing components in pre-test and post-test, it can be calculated that total mean scores of students writing components in the post-test (87.70) was higher than the total mean scores of students writing components in the pre-

test (46.20). It is stated that there was significant different effect of using portfolio assessment in writing performance of the second-year students of SMAS Ummul Mukminin Makassar.

The findings of the present study are in line with previous qualitative and quantitative studies indicating that providing the EFL students with a method that need more their participation in case they are more active than the teacher not only in learning but also in assessing the projects would motivate and assist them in their struggle for EFL learning. In particular, the findings supported the idea that providing EFL learners with portfolio assessment would result in a satisfactory performance on EFL expository writing. We can refer to the findings of the study conducted by Wang and Liao (2008), Tabataei and Assefi (2012), Ali Roohani and Farzaneh Taher (2015). This supports the results of the present quantitative study which indicated that using portfolio assessment did have statistically significant effects on EFL students' writing performance. Referring to the findings of the reported quantitative studies such as Wang and Liao (2008) and Tabataei and Assefi (2012), we can claim that there is a strong consistency toward significant positive effects of using portfolio assessment on students' writing performance. The result of studies such as Yurdakaban and Erdogan (2009) indicated that the responsibility and motivation of the students increased on their writing ability because of portfolio assessment. However, as Jones (1998) stated that the teacher is the first one who know the need practice, prior knowledge, and points of grammar which appropriate with the students' ability at that time, EFL teacher also should realize that teacher should be a facilitator-not a director-of the learning process including the assessment process, letting the students control their papers in writing process. In other words, teacher should try to give opportunity to the students to have responsibility to keep their own works, to analyze and learn from their previous works, to assess their own works, because some students often need practical, simple and versatile tools for getting started in how interpret, develop topics, and assess themselves.

## **2. Students' Responses about the Portfolio Assessment applied by the researcher**

Regarding to the interviewed with some students, the researcher concluded that portfolio assessment method gave positive responses to the students' writing performance and their

motivation. It is because, at the end of the research, all students were satisfied in completing the writing task easily and effectively by using the method.

The researcher tried to explain the procedure in portfolio assessment and give examples and appreciation in reflection time. The more examples that given by the researcher, gave the students chance to understand the method because of the students have different level of understanding. The method tried to facilitate them in writing process. By combining between developmental and showcase portfolio in reflection time, the researcher tried to push students' motivation so they can resolve the problem that they faced in writing procedure that made them still confuse. According to the interview, the students said that even they felt nervous in every reflection time, but they always wait it because they can know their score and learn the way to assess their portfolio.

Talking about the students' responses of taking portfolio assessment in the writing analytical exposition process; they said that they like the method because they can save their projects in one folder, they can learn from that and they know the way in assessing their projects. The most important that they know that their projects had already checked and assessed by their teacher. It gives them motivation in doing their projects as best as they can do because they know their teacher appreciate what they had already done.

## CONCLUSION AND SUGGESTION

The researcher needed to draw a conclusion based on the discussion on the using of portfolio assessment to improve EFL students' expository writing performance to the eleventh grade students of SMAS Ummul Mukminin Makassar. Using portfolio assessment has improved the students' performance in writing exposition text from a very small extent at the first cycle to a great extent at the last meeting in second cycle. The way portfolio assessment has improved the students' performance in writing exposition text during this research is through learning the steps in writing process and from their previous portfolios that evaluated by the researcher as their teacher and self-assessment. The students were better in arranging the words into sentences and paragraph in order to convey their ideas, opinions and feeling because they had already known the steps in writing process and

they learnt from their previous portfolios that evaluated by the researcher as their teacher and self-assessment. They were motivated to get the progress of their portfolio assessment. They were better in revising and editing their own draft to become the best work in every meeting. Using portfolio assessment improved students' performance in content, organization, vocabulary, language use, and mechanics of their text, so we can see that using portfolio assessment affect students' performance in writing exposition text to a great extent. Besides that, the students give the positive responses in the using of portfolio assessment to improve their expository writing performance. By using portfolio assessment, they get positive motivation and appreciation in writing process and it helps them in achieving a greater score in writing process and writing performance.

From the conclusion above, the researcher suggests that English teacher should give motivation, responsibility, and chance the EFL students increasing and assessing the amount of choice in students' writing. The teacher should be a facilitator and have responsibility to assess all projects that given to the students and give explanation to the students about the way the teacher assesses the students' portfolio. Finally, what ever the method used by the teacher in writing process, it was important to make clear the explanation, the direction, and the way in assessing the students' draft. The teacher has to show their appreciation on the students' portfolio by assessing it and show them the criteria or the components that are important in assessing the students' portfolio.

## REFERENCES

- Brown, D. 2005. *Testing in language programs: A Comprehensive Guide to English Language Assessment*. New York: McGraw-Hill Companies, Inc.
- Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (fourth ed.). Boston: Pearson.
- Hami, Widodo. 2011. *Improving Students' Ability in Writing Descriptive Text through Wholesome Scattering Game: Classroom Action Research with the 8<sup>th</sup> Grade Students of MTs Sunan Ampel Patean Kendal in the Academic Year of*

2010/2011. Semarang: Walisongo State Institute for Islamic Studies.

Kemendikbud. 2013. *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 81A Tahun 2013 tentang Implementasi Kurikulum*. Jakarta: Kemendikbud.

Ling, Meng Kay. 2016. *The Use of Academic Portfolio in the Learning and Assessment of Physics Students from a Singapore Private College*. *International Journal of Assessment Tools in Education*, 3(2), 151-160.

Roohani, Ali and Farzaneh Taheri. 2015. *The Effect of Portfolio Assessment on EFL Learners Expository Writing Ability*. *Iranian Journal of Language Testing*, 5(1), 46-59.

Tabatabaei, O., and Assefi, F. 2012. *The Effect of Portfolio Assessment Technique on Writing Performance of EFL Learners*. *English Language Teaching*, 5(5), 138-147.

Weigle, Sara Cushing. 2002. *Assessing Writing*. *Cambridge Language Assessment Series*. Series Editors: Alderson, J. Charles & Bachman, Lyle F. Cambridge University Press.

Wang, Y. H., & Liao, H. C. 2008. *The Application of Learning Portfolio Assessment for Students in the Technological and Vocational Education System*. *ASIAN EFL Journal*, 10(2), 132-154

Venn, J. J. 2000. *Assessing Students with Special Needs (2nd ed.)*. Upper Saddle River, NJ: Merrill.

Yurdakaban, I., and Erdogan, T. 2009. *The Effects of Portfolio Assessment on Reading, Listening and Writing Skills of Secondary School Preparatory Class Students*. *The Journal of International Social Research*, 2(9), 526-538.