

THE IMPLEMENTATION OF PORTFOLIO ASSESSMENT IN TEACHING WRITING AT SMAN 12 BONE

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Abstract

The objective of this research was to explore the way an English teacher implement portfolio assessment and the Impacts in implementing portfolio assessment in teaching writing of SMA Negeri 12 Bone in the academic year of 2018/2019 through portfolio assessment. This study was qualitative research which was conducted in 3 meetings. The subject of the study was X Exact 2 Grade students of SMAN 12 Bone. The qualitative data were obtained from the observations and interviews with the English teacher and the students. The actions implemented in this research were providing writing tasks to practice writing in the classroom, and applying portfolio assessment, providing materials and activities. The results of this research showed that the implementation of portfolio assessment in teaching writing was able to improve the students' writing skills in five aspects of writing, namely content, organization, vocabulary, language use, and mechanics. The feedback given to the students made them know their errors. Furthermore, the students had opportunities to revise their writing. They also could review their writing that made them write better.

Keywords: Portfolio assessment, teaching writing, writing.

1. Introduction

Assessment is central in the teaching and learning process. As one of the aspects embedded in a curriculum, it can be defined as a set of procedure of collecting information about the students' development, growth, and achievement toward the learning objective (Shermis & DiVesta, 2011). Besides, it is an ongoing process involving a large domain (Brown, 2004). Therefore, it is always conducted continuously from any evidence to decide on learning and teaching (Shermis & DiVesta, 2011; Walvoord, 2010).

In terms of practice, the scientific approach is applied based on a natural phenomenon which is assessed by authentic assessment with the real evidence. Assessment is one of the important things to measure the success of students and teachers in the teaching and learning process which shows the progress of a student's ability. Aitken & Pungur (2005) state that authentic assessment captures aspects of students' knowledge, deep understanding, problem-solving skills, social skills, and attitudes that are used in a real-world, or simulation of a real-world situation. Authentic assessment provides meaningful and exciting tasks to students in accordance with the material being taught, develops their knowledge and skills, and performs duties in a pleasant environment. Authentic tasks help students to practice the complex ambiguities and to adapt to professional life.

Over the last three decades, actually there has been a major shift in this area around the world (Roscoe, 2013). The concept of assessment in Indonesia through the policy and practice is interesting to discuss. It is demonstrated by the policy in which since 2013 the government through the Ministry of Education and Culture has decided to change the previous curriculum by implementing the new one namely 2013 Curriculum. One of the prominent characteristics of this curriculum is the use of authentic assessment which Shams & Tavakoli (2014) claim as a part of the post method era. This assessment is a mandated assessment to implement by the teacher as stated in the Regulation of Ministry of Education and Culture Number 66 (2013) on Assessment Standard, Number 81A (2013) on Curriculum Implementation, and Number 104 (2014) on the assessment of learning outcomes. The use of authentic assessment then will contribute to the improvement of English instruction. English teachers, based on the new curriculum 2013, are required to apply three types of authentic assessment; performance, project, and portfolio assessment. Performance assessments test students' ability to use skills in a variety of authentic contexts. They frequently require students to work collaboratively and to apply skills and concepts to solve complex problems. Project Assessments, on the other hand, ask students to complete tasks at a certain time. Completion of a task is an investigation conducted by the students, ranging from planning, data collection, organization, processing, analysis, and presentation of data. Portfolio assessment is an assessment of the collection of artifacts that show progress and are appreciated as the work of the real world. Portfolio assessment can depart from the work of individual learners or be produced in groups, requiring learner's reflection, and be evaluated on several dimensions.

English, as a foreign language in Indonesia, has four skills, namely listening, speaking, reading, and writing. Writing can be considered as the most difficult skill since there are many aspects of writing such as punctuation, spelling, and grammar. The students have to pay attention to those aspects to produce good writing. It makes writing not as easy as it is assumed. There are several reasons why students have to master writing skills. First, writing is one of the most important means of communication. It is very beneficial for the students. Students, who want to enroll at an international school or a college, have to acquire good writing skills since it is used in any

subject of study. In this era, writing is needed in almost all aspects of human activities such as education and business. People need to write in almost all their activities, for example, emailing, writing a job application, writing a business proposal or report. The next reason is that writing can help people to express their feelings when they cannot express their feelings verbally. Writing can be used as a tool for them to express their ideas such as describing people, place, things, writing short stories, novels, and other forms of writing products. Another reason is that writing can generate ideas. Sometimes, people get new ideas when they are writing.

Khodadady & Khodabakhshzade (2012) conducted a study at Tabaran University with 59 TEFL students as the participants. The study investigated the effect of portfolio and self-assessment on the students' writing autonomy as well as their writing ability. The students were divided into groups. They were experimental and control group. The findings indicated that there were significant differences between those two groups in writing ability as well as in writing autonomy. The study found that the portfolio and self-assessment did not only increase the students' autonomy in writing but also improve their writing ability.

Aydin (2010) conducted research with 39 pre-service teachers studying English Language Teaching at Balikesir University to investigate the contribution of portfolio keeping in English as a Foreign Language (EFL) writing. The portfolio keeping process consisted of three steps. First, the pre-service teachers created their first drafts. Then, they received and gave peer feedback. After that, they wrote their second drafts. After receiving oral feedback from the instructor, they wrote their final drafts. Finally, the portfolios were completed with cover letters, tables of contents, entries, dates, drafts, reflections, and revision plans. The result of the study shows that the portfolio keeping improved vocabulary, grammar, reading skills, organization of the paragraphs, punctuation, and capitalization of the participants.

Sabrina (2012) conducted action research with the purpose of improving the students' writing skills by using portfolio assessment. The research was conducted in two months with 31 students of Grade VIII of SMP N 14 Yogyakarta as the sample. The result was that the portfolio assessment can improve the five writing aspects of the students such as content, organization, vocabulary, language use, and mechanics. In addition to this, the findings of the study showed that the students' motivation improved. It was because of the implementation of portfolio integrated the writing as a process, not as a product.

2. Method

This study focuses on one case which is portfolio assessment in teaching writing implemented by a teacher, case study is an ideal guiding framework as it is used in many situations that focus on a particular group or an individual (Creswell, 2007; Creswell & Creswell, 2013; Stake, 1995; Yin, 2009) conducting particular educational practice.

This study was conducted at SMAN 12 Bone, South Sulawesi. The participant involved in this study was an English teacher along with his classes in the school. The participant was selected among six teachers through some consideration. Specifically, the participant has joined the training of the 2013 curriculum, he was cooperative teacher, and he is a teacher of English who has gone through five years of formal training at a university level; therefore, their proficiency level in English is at least upper-intermediate or above. Their teaching experience varies from 4-6 years. Therefore, purposive sampling method as discussed by Fraenkel, Wallen, & Hyun (1993) was employed to select the participant. In this design, the data were collected through observation and interview. The data will be analyzed based on Miles, Huberman, & Saldana, (2014) theory about qualitative data analysis. The researcher used descriptive analysis in analyzing data, in which the researcher analyzed the data that were collected through the instruments previously mentioned.

3. Findings and Discussion

Before conducting the research, the teaching and learning process of writing encountered many problems. Firstly, the students had difficulties in five aspects of writing namely content, organization, vocabulary, language use, and mechanics. In terms of content, they had difficulties in generating ideas. In the organisation aspect, they had difficulties in organizing their ideas. Meanwhile, in terms of vocabulary, they lacked vocabulary since they made many errors of word choices. In terms of language use aspect, they had difficulties in English grammar.

They made many errors of tense, agreement, and articles. In terms of mechanics, they had many errors in spelling, punctuation, and capitalization. Secondly, the materials and activities were less various. Most of the materials and the activities were only taken from LKS. During the teaching and learning process, most of the activities were doing some tasks in the LKS. As a result, the students were bored and less motivated in the teaching and learning process of writing. Last but not least, the writing assessment did not run well. The teacher only focused on the product of writing. She always asked the students to do writing task at home. Moreover, she rarely gave correction to the students' writing. Usually, there were only marks on it. She also did not give chances to the students to revise their writing.

After the research was conducted by implementing portfolio assessment and its supplementary actions, there were some changes in the teaching and learning process of writing at SMAN 12 Bone. The effort of providing writing tasks to practice writing in the classroom and assessing them by using portfolio assessment successfully improved the students' writing skills. It made the students practice writing more in the classroom. It helped them experience the writing process. Moreover, they could get the researcher's guidance when writing which helped them to generate and to organize ideas. By assessing the students' writing using portfolio assessment, the

researcher gave the students regular feedback so they knew their errors. They also got opportunities to revise their writing. It challenged the students to correct the errors. Moreover, they could review their writing over time so they could see their progress in writing and have a better understanding. Furthermore, the students could express their ideas by using appropriate vocabulary. Their ideas were also well-organized.

Moreover, they also had a better understanding of the English grammar so they could minimize their errors in writing. In addition, they became more aware of the writing conventions. As a result, their mistakes in terms of vocabulary, language use, and mechanics decreased. It can be concluded that their writing skills improved.

Furthermore, the implementation of portfolio assessment gave positive results toward the students' attitudes. The students became more interested and motivated in writing. It also aroused their self-confidence in writing. Moreover, the reflection activities in portfolio assessment could show the students' achievement progress. Those made the students become critical writers since they reflected on their strengths and weaknesses.

In reference to the discussion above, the following table presents the summary of changes in the teaching and learning process related to the implementation of each action are presented in Table 1.

Table 1

No	Category of Writing	Before The Implementation	After The Implementation
	Content	The students were confused how to begin their writing although they had picture series as the guidance. Moreover, the students' writing lacked details.	Some of the students could generate ideas. They knew how to begin their writing. However, they needed the researcher's guidance to write.
	Organization	The students had difficulties in organizing sentences into a good paragraph	The students could organise their ideas. However, they needed the researcher's

			guidance to hold their ideas.
	Vocabulary	The students made errors of word choices since they had difficulties in using appropriate vocabulary.	The students' errors decreased. The students' vocabulary mastery increased. However, many of the students still made errors of word choices since they still had difficulties in using appropriate vocabulary.
	Language Use	The students made many errors of tense, agreement, word order, and articles.	The students' errors decreased. However, many of the students still had difficulties writing with correct structure. Some of them still made errors of tense and word order.
	Mechanics	The students made many errors of spelling, punctuation, and capitalization.	The students' errors decreased. However, many of the students still made errors of spelling, punctuations, and capitalization.

4. Conclusion

The action of providing writing tasks to practice writing in the classroom and applying portfolio assessment successfully improved the students' writing skills. It could make the students practice writing more in the classroom so they could experience the process of writing well. By assessing the students' writing using portfolio assessment, the researcher gave regular feedback on the students' writing. It made the students know their errors. Furthermore, they had opportunities to revise their writing after getting feedback from the researcher who acted as the teacher. They also could review their writing over time so they could monitor their progress in writing and have better understanding. Moreover, the students could express their ideas by using appropriate vocabulary. Their ideas were also well-organised. In addition, they also had better understanding of the English grammar so they could minimize their errors in writing. Furthermore, they became more aware of the writing conventions. The students' improvement on writing skills could also be seen in the students' writing scores by comparing the means of each aspect scores before the implementation and after implementation. The researcher concluded that there were significant improvements in the five aspects of writing, namely content, organization, vocabulary, language use, and mechanics.

Moreover, the implementation of portfolio assessment improves the students' writing skills and it improves the students' attitudes towards writing. It aroused the students' self-confidence in writing. The students also became more interested and motivated in writing.

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