

**THE IMPLEMENTATION OF STUDENTS' LEARNING
PARAGRAPH WRITING BY USING PORTFOLIO
ASSESSMENT**

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ABSTRACT

Teaching English aims to master the four basic language skills, one of the four components is writing skills. Writing is an important place in most English courses. Writing is an activity to produce written language that is going to be read (Hamadouche, 2010). Writing paragraph is an activity to express feelings, ideas, arguments and thought into written form to be one sentence. Using portfolio assessments allows students to confidently demonstrate their true performance to continue writing and developing their ideas through their own writing and also to observe student learning progress during the learning process. This study aimed to describe the implementation and the students' receptions of portfolio assessment in learning paragraph writing. The study used descriptive qualitative design. The subject of this study is the English lecturer and 25 students' of English education program in 2nd semester morning class at STKIP PGRI Sidoarjo. The instrument of this study are observation checklist and questionnaire. This study shows that the implementation of portfolio assessment can make inferences about individuals language. The result of questionnaire shows that 15% strongly agree, 54% agree, 28% neutral, 3% disagree, 0% strongly disagree. It indicates that using portfolio assessment makes the students active and can helped them to write a good essay. This study concludes that portfolio assessment more flexible, independently, show the complete learning process and results to learning paragraph writing. Moreover, the further researcher should enrich with another varied design on portfolio assessment that may improve the strategy to learning paragraph writing.

Keywords : Learning, Paragraph Writing, Portfolio Assessment

ABSTRAK

Pengajaran bahasa Inggris bertujuan untuk menguasai empat keterampilan dasar bahasa, salah satu dari empat komponen tersebut adalah keterampilan menulis. Menulis adalah tempat penting di sebagian besar kursus bahasa Inggris. Menulis adalah kegiatan menghasilkan bahasa tulis yang akan dibaca (Hamadouche, 2010). Menulis paragraph adalah kegiatan mengungkapkan perasaan, gagasan, argumentasi, dan pemikiran ke dalam bentuk tulisan menjadi satu kalimat. Menggunakan penilaian portofolio memungkinkan siswa untuk dengan percaya diri menunjukkan kinerja mereka yang sebenarnya untuk terus menulis dan mengembangkan ide-ide mereka melalui tulisan mereka sendiri dan juga untuk mengamati kemajuan belajar siswa selama proses pembelajaran. Penelitian ini bertujuan untuk mendeskripsikan implementasi dan resepsi siswa terhadap penilaian portofolio dalam pembelajaran menulis paragraf. Penelitian ini menggunakan desain deskriptif kualitatif. Subyek penelitian ini adalah dosen bahasa Inggris dan 25 mahasiswa program studi pendidikan bahasa Inggris semester 2 kelas pagi di STKIP PGRI Sidoarjo. Instrumen penelitian ini adalah daftar periksa observasi dan angket. Penelitian ini menunjukkan bahwa penerapan asesmen portofolio dapat membuat kesimpulan tentang kemampuan bahasa individu. Hasil kuesioner menunjukkan bahwa 15% sangat setuju, 54% setuju, 28% netral, 3% tidak setuju, 0% sangat tidak setuju. Hal ini menunjukkan bahwa menggunakan penilaian portofolio membuat siswa aktif dan dapat membantu mereka untuk menulis esai yang baik. Penelitian ini menyimpulkan bahwa penilaian portofolio lebih luwes, mandiri, menunjukkan proses dan hasil belajar yang utuh untuk pembelajaran menulis esai. Selain itu, peneliti selanjutnya harus memperkaya dengan desain lain yang bervariasi pada penilaian portofolio yang dapat meningkatkan strategi untuk pembelajaran menulis paragraph.

Kata kunci : Pembelajaran, menulis paragraf, Penilaian Portofolio

INTRODUCTION

This activity is not simply arranging language using symbols but it has to apply appropriate words to convey them into sentences. One reason is that more people need to learn to write in English for the work purposes or academics. In order to be able to write well, people must have a good ability in writing. People want to write paragraph or stories must know the steps in the writing process and aspects of writing. Writing is an important place in most English courses. Writing is an activity to produce written language that is going to be read (Hamadouche, 2010).

The author must be able to manage ideas for building sentences, using punctuation and spelling properly. In addition, they must be able to regulate their writing into coherent and coherent paragraphs and texts, which is why writing is a very complex and quite complicated skill. Thus, it is not an easy task for English teachers to teach it. Basic competence that must be achieved in the subject of English writing is that students have the ability to develop and produce simple functional text written in writing paragraph.

Paragraph is a series of sentences that developed one idea. It is a unit of written language. Furthermore, Alice and Masoud state that a paragraph is a group of sentences about a topic. Based on the experts' statements, the writer concludes that paragraph is combination of sentences that has one main idea. In addition, Syafi'i expresses that a paragraph is a unit of information in writing that is unified by a central idea. A good paragraph is a unit of information in writing that is only if the readers completely understand the unit of information it contains and if its central idea is completely developed. According to Oshima and Hogue (2007) states that a paragraph is a group of related statements that a writer develops about a subject. Based on the explanation above, writing paragraph is an activity to express feelings, ideas, argument and thought into written form to be one sentence.

The need for assessment to be open and linked to clear criteria, as well as advocating the use of a range of performance assessment strategies, such as portfolio assessment, so that all learners have a chance to perform well. The use of portfolios assessment is an example of this type of good practice. Assessment is important for the student regarding its crucial role in measuring the student's grade. The writer wants to use the portfolio assessment to make inferences about individuals language ability, and possibly to make various types of decisions. Portfolio assessment, as the term is currently being used, refers to a range of approaches to assessing student performance. Portfolio can contextualize learning and facilitate students' involvement in the learning process (Sandford & Hsu, 2013, pp. 215-221).

RESEARCH METHODOLOGY

In this research, the researcher used qualitative because the main objective of this study is to find out the students' receptions of using portfolio assessment in the paragraph writing. Qualitative method has the natural setting as the direct source of the data and the researcher is the key instrument (Bogdan & Biklen, 2007). Data in this research can be collected by observation checklist and questionnaires. Particularly, the researcher wants to know the implementation and the students' perceptions of using portfolio assessment in the paragraph writing.

In several research methodology papers, the authors refer the informants as the research subject due to the reason of them being the conduit that gives information or data in the study. In this research, the subject of this study is the 2nd semester students of STKIP PGRI SIDOARJO especially, morning class students. The object of this study is to learn writing by portfolio assessment in paragraph Writing. The numbers of students are 25 students. The researcher chooses them as the subjects of the study because of the students especially in 2nd semester learn about paragraph Writing.

Data source is all of information like event, reality thing. Data source used in qualitative research, Primary source obtained directly from research site and

observed the behavior of people is a primary data. Secondary source is data from writing source of journal or essay about language variation to strengthen findings and complement of existing primary source. The source of the data in this research is the students and the English lecture who are involved in teaching and learning paragraph writing using portfolio assessment. Meanwhile, data in this research is the students and the lecturer activities during learning paragraph writing using portfolio assessment.

FINDING AND DISCUSSIONS

In this part, the researcher is describing the implementation of portfolio assessment in learning paragraph writing as the first problem of this research. The result of the observation checklist. The total of the students was 25. The observation is conducted in 4 meetings start from 17th June 202, 24th June 2021, 1th July 2021, and 8th July 2021.

Table observation checklist the lecturer and students activities

NO.	Subjects	Pointer(s)	Meeting I		Meeting II		Meeting II		Meeting IV	
			Yes	No	Yes	No	Yes	No	Yes	No
The lectures' activities										
1.	Pre-Teaching	Lecturer and student greeting	√		√		√		√	
		Checking all of student attendant	√		√		√		√	
		Motivates the students to be active	√		√		√		√	
		The lecturer explain the purpose of teaching	√		-		√		-	
2.	Whilst Teaching	The lecturer begins to explain portfolio assessment material to students	√		-		-		-	
		Deciding the purpose of the portfolio	√		√		-		-	
		The lecturer gives assignments to students	-		√		√		√	

		The lecturer gives time for students to do the assignment	-		√		√		√	
		The lecture provides an opportunity for a repeat performance of the assignment	-		-		√		-	
		The lecture encourages reflection on how the assignment was performed	-		-		√		-	
		The lecturer review and clarification about the material	-		-		√		-	
3.	Post Teaching	The lecturer provides feedback to students	-		-		√		√	
		Lecturer reminds to prepare for the next meeting	√		√		√		-	
The student's activities										
1.	Pre-Teaching	The students respond the lecturer's greeting	√		√		√		√	
		The student respond the lecturer's attendant check.	√		√		√		√	
		The students respond the lecturer's explanation.	√		√		√		√	
		The student are activated by the lecturer.	√		√		√		√	
2.	Whilst Teaching	The student listen to lecturer teaching about portfolio assessment	√		-		-		-	
		Discuss the portfolio assessment that has been presented	√		√		-		-	
		The students look for assignment that have been given by the lecturer	-		√		√		√	

		The students doing the assignment.	-	√	√	√	
		The students repeat performance of the assignment.	-	-	√	-	
		The students the lecture's encourages reflection on how the assignment was performed.	-	-	√	-	
		The students listen about the portfolio assessment strategy explanation.	-	-	√	-	
3.	Post Teaching	The students listen to feedback from lecturer about the material that has been taught	-	-	√	√	
		The student respond to the learning directions to make an portfolio assessment meeting.	√	√	√	-	

The observation is conducted in 4 meetings start from 17th June 2021, 24th June 2021, 1st July 2021, and 8th July 2021. The first observation was done on 24th June 2021 lecturer explained about the cause and effect and portfolio assessment. The second meeting the lecturer the application of material, giving the task of paragraph writing using the portfolio assessment technique. The third meeting on 1st July 2021 the lecturer providing feedback to students and recollect the work. On Tuesday, July 08, 2021, the lecturer gave several times the opportunity to researchers to provide a questionnaire to students about the portfolio assessment, providing reward for 3 students the most active during the study and the last documentation.

In this part, the researcher is describing the Students' Receptions about Learning Paragraph Writing Using portfolio assessment as the second problem of this research. The questionnaire uses in order to know the result of the students' perceptions about Learning Paragraph Writing Using portfolio assessment. The

questionnaire was distributed to 25 students at the end of the observation and the questions were about 15 point. The questionnaire is in form of a Likert Scale which is consists of Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (S). The researcher counts the students' receptions. The total of the questionnaire can be shown as follows:

Table questionnaire answer students perceptions

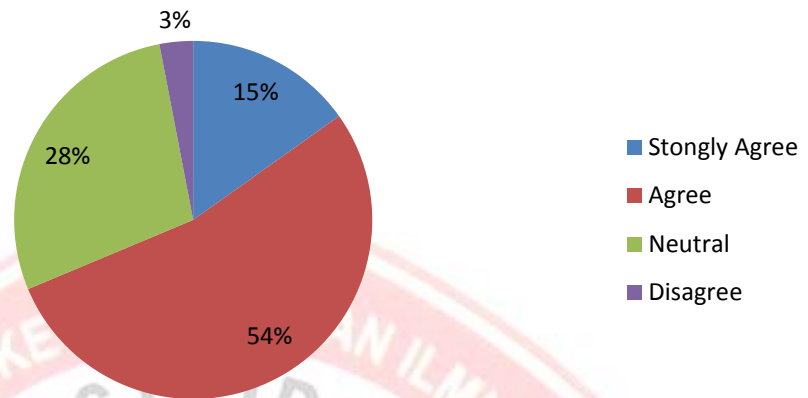
NO.	Questions	SA	A	N	D	SD
1.	I like writing in English.	(5)	(16)	(4)	(0)	(0)
2.	I can write texts independently	(3)	(12)	(5)	(0)	(0)
3.	I can write sentence that identifies the topic and controlling idea of paragraph	(4)	(15)	(4)	(2)	(0)
4.	I can organize my ideas when I write a paragraph	(6)	(14)	(5)	(0)	(0)
5.	I can support and develop my main point when I write a paragraph	(2)	(15)	(7)	(1)	(0)
6.	I can see my writing development from the use of portfolio	(2)	(9)	(13)	(1)	(0)
7.	Write on portfolio assessment can show the complete learning process and results	(2)	(17)	(5)	(1)	(0)
8.	I can evaluate my writing in portfolio assessment	(4)	(13)	(7)	(1)	(0)
9.	I can become more flexible in writing through a portfolio assessment	(2)	(10)	(12)	(1)	(0)
10.	portfolio assessment has a potential to demonstrate learning process and leaning product over time	(3)	(14)	(6)	(2)	(0)
11.	Portfolio assessment provides more authentic and valid assessment	(6)	(13)	(6)	(0)	(0)

12.	Write on portfolio assessment can enhances communication among teacher and student	(5)	(14)	(5)	(1)	(0)	
13.	Write on portfolio assessments can encourage to develop learning independently	(4)	(15)	(5)	(1)	(0)	
14.	Write on portfolio assessment can evaluate progress to meet the objectives specified	(3)	(11)	(12)	(0)	(0)	
15.	The use of portfolios assessment is an example of this type of good practice	(6)	(12)	(6)	(1)	(0)	
	Total	F	57	200	106	12	0
		%	15%	54%	28%	3%	0%

After giving the questionnaire the researcher analyzed all of the questions one by one and then make conclusion from the questionnaire. The amount of the students who chosen an option for each question in percentage (100%). The formula is:

$$\frac{\text{Number of student's answer}}{\text{Number of student}} \times 100\%$$

Students' Reseptions Using Portfolio Assessment in learning Paragraph Writing



Based on the data displayed in tables and diagrams, it can be concluded that the students agree with the use of portfolio assessment in learning paragraph writing. It strengthens by the total of students answering “agree” option is or the percentage is 54%, which means that more half of students like learning essay writing by using portfolio assessment. Besides, according to the data, the students who feel disagree with the use of with the use of portfolio assessment in learning essay writing is 3%, which mean that under 50% of students did not like learning essay writing by using portfolio assessment. It means that the students agree with the use of portfolio assessment in learning paragraph writing.

DISCUSSION

In this part, the researcher will discuss the result of the observation checklist and questionnaire at English Education Study Programs 2020A at STKIP PGRI SIDOARJO. The first problem was the implementation portfolio assessment in learning paragraph writing. The teaching and learning process is divided into Pre-Teaching, Whilst teaching, and Post-Teaching. In the Pre-Teaching lecturer and student greeting, checking all of student attendant. Explain today's lesson and motivates the students to be active. In the whilst teaching, the

lecturer deciding the purpose of the portfolio and considering the evidence to be included in the portfolio. The lecturer determining the time for portfolio development and determining regular schedules for review and conferencing. In the Post-Teaching , The lecturer review and clarification about the material. Lecturer reminds to prepare for the next meeting.

After the observation checklist was analyzed, the students gave a piece of paper that contained the questionnaire of the portfolio assessment. From the questionnaire the researcher got the result that portfolio assessment can help students to write paragraph writing. Data showed that more students understand the model of the paragraph writing text with portfolio assessment, it can be concluded that the students agree with the use of portfolio assessment in paragraph writing. It strengthens by the total of students answering “agree” option is or the percentage is 54% and a few of the remaining students answering “disagree” option is or the percentage is 3%. It means that more half of students like learning paragraph writing using portfolio assessment, and under half of students dislike learning paragraph writing using portfolio assessment.

CONCLUSION

The implementation of students’ paragraph writing by using portfolio assessment at English education study program was effective to learn paragraph writing. The use of portfolio assessment in teaching paragraph writing that prioritize students centered makes students more active in attending class. The students give fast receptions and active so that the class atmosphere looks fun.

The students’ perceptions in learning paragraph writing by using portfolio assessment at English education study program makes the students active and steps in portfolio assessment can helped them to write a good paragraph. The result of students’ responses on the questionnaire, the students answered strongly agree 15%, agree54%, neutral 28%, disagree 3%, and strongly disagree 0%. It means that more half of students liked learning essay writing by using portfolio

assessment and under 50% of students did not like learning essay writing by using portfolio assessment.

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