

THE USE OF PORTFOLIO ASSESSMENT FOR STUDENTS DESCRIPTIVE WRITING PROCESS

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Abstract

This research investigates the implementation of portfolio assessment. The writer focused in the title of this research: "The Use Of Portofolio Assessment For Students Descriptive Writing Process At Eight Grade Students Of SMP PGRI 64 Surabaya. The method of this research is Case Study which uses process follow: observation checklist and questionnaire. For doing this research the writer has chosen second grade class in SMP PGRI 64 Surabaya as the subject of the research and consists of 25 students. The writer conducted this research from October 4th to 18th October 2019. From the process of case study conducted, the writer concludes that the the implementation of portfolio assessment makes the students' writing descriptive text ability become better or not. Here, the implementation of portfolio assessment has fulfilled to make the students' writing became better than before. The result of this research is the teacher can implement the portfolio assessment in student's writing skill.

Keywords : *case study, portfolio assessment, writing.*

Abstrak

Penelitian ini menyelidiki penerapan penilaian portofolio. Penulis memfokuskan pada judul penelitian ini: "Penggunaan Penilaian Portofolio Untuk Proses Menulis Deskriptif Siswa Di Kelas Delapan Siswa SMP PGRI 64 Surabaya Metode penelitian ini adalah Studi Kasus yang menggunakan proses sebagai berikut: daftar periksa observasi dan kuesioner. Untuk melakukan penelitian ini penulis telah memilih kelas dua di SMP PGRI 64 Surabaya sebagai subjek penelitian dan terdiri dari 25 siswa. Penulis melakukan penelitian ini dari 4 Oktober hingga 18 Oktober 2019. Dari proses studi kasus yang dilakukan, penulis menyimpulkan bahwa penerapan penilaian portofolio membuat kemampuan menulis teks deskriptif siswa menjadi lebih baik atau tidak. Di sini, penerapan penilaian portofolio telah dipenuhi untuk membuat tulisan siswa menjadi lebih baik dari sebelumnya. Hasil dari penelitian ini adalah guru dapat menerapkan penilaian portofolio dalam keterampilan menulis siswa.

Kata kunci: studi kasus, penilaian portofolio, penulisan

Introduction

Writing is one of four basic skills. Which involves some language components (spelling, grammar, vocabulary, and punctuation). Braine and Claire May (1996:60), stated writing clear sentences the ability the rules of English grammar and mechanics such as the correct use of verbs and pronouns, as well as commas and other marks of punctuation. Those English comprtences are used to understand the world through listening and reading and to communicate our feeling, need, and desires through speaking and writing. are used by the student in the junior high school .various ways to organize the sentences in a piece of writing. One of them is descriptive text. Descriptive text is a text which says what a person or a thing is like. And the purpose is to describe and reveal a particular person, place, or order.

Considering the importance of writing skills for language learners, the researcher thought that there should be some efforts to be done in order to improve the students' writing skills. The researcher intended to conduct a research as a follow up to those problems. By conducting the research intended to improve the students' writing skills through portfolio assessment.

Portfolio assessment can be used as a tool to improve the students' writing because, according to Brown (2004), it is one of alternative assessments that is oriented to

the process as well as the product and facilitates revision processes. It means that there will be regular feedback given to the students' writing until the students write the final draft.

By learning the feedback given in every draft, students are expected not to write the same errors in their next writing. Concluding is the portofolio assessment can also capture the students learning progress. Moreover, the students can review their own writing over time so that they can reflect on their own learning. Since the work can be studied comprehensively, they can make improvement on the writing skills.

Based on those the background of study, the researcher takes the reseach of "the implementation of portofolio assessment in teaching writing descriptive text to the eight grade students of SMP PGRI 64 Surabaya"

Research Method

In conducting this research, the researcher used is descriptive qualitative as research design. According to Ary, Jacobs, & Sorensen (2010), descriptive research involves describing and interpreting the nature and incidence as it exists at the time of study. Furthermore, in other pages they explain that descriptive research studies are designed to obtain information concerning the current phenomena. Simply, we can say that descriptive

qualitative research is a research that describes natural phenomena. In line with the explanation, this research is purposed to obtain information concerning a phenomena. From the definition related to this research, it can be concluded that the goal of this research is to knowing and describing the students' ability in composing descriptive text based on its generic structure and language features. Moreover, there is no treatment on this study. The subject of the study is the students of the eight grades in SMP PGRI 64 Surabaya.

Moreover, the researcher takes six students as the representative of the study. The representatives are taken from two students who have good ability in English, two students who have fair ability level, and two students who have lower ability in English. In choosing and selecting the levels and the representatives, the researcher is helped by the lecturer who teaches this course. It is because the teacher himself who knows exactly about the students' level in the class.

The data in this study are the result of observation checklist that is related to the implementation of portfolio assessment in teaching writing descriptive text to the tenth graders of SMP PGRI 64 Surabaya. And also, the written text composed by the students in their writing assignment in descriptive text. In addition, the source of the data is the students' authentic

descriptive text writing assignment. Then the researcher will analyse the content, organization, vocabulary, language use and mechanic that found in the students' descriptive writing composition.

An instrument is a device to get data and to analyse them to get the result of study. Based on the research questions, the well-designed instruments must be prepared well to obtain a good and clear result. In this study, the first instrument is the researcher himself. The researcher could be considered as the key instrument because she conducted the direct observation in analysing the data. It is stated by Ary et al. (2010) that instruments are indicator the researcher uses for collecting data and the primary instrument used for data collection in a qualitative research is the researcher him or herself.

The next instrument is observation checklist. Observation checklist is the simplest instrument to collect the data during the teaching and learning process which presented a list of the teacher's activity and student's activity. Ary (2010) states that the simplest device used was a checklist, which presented a list of the behaviours that were to be observed. The observation checklist is made in the form of "yes" and "no" answers.

The next instrument is students' writing and scoring rubric assessment. This consists of the students' writing result and five kinds of that assessment. They are a rubric to

analyse the content, organization, vocabulary, language use, and mechanic of text. The fifth rubrics are important to answer the research questions. Moreover, they are used as a guideline to analyse, give score, and classify the students' writing assignment into excellent categories, good

Finding and Dicusssion

A.Finding

This section presents the pure data gotten from the students' writing result and observation checklist regarding to the implementation of portfolio assessment in teaching writing descriptive text to the Eight graders of SMP PGRI 64 Surabaya.

The implementation of portfolio assessment in teaching writing descriptive text to the eight grade students at SMP PGRI 64 Surabaya in academic year 2018/2019

Based on the result in three meetings on October 4th, October 11st, and 18th, it could be seen that the implementation of portfolio assessment in teaching writing descriptive text could make the students' writing better. Moreover, based on the students' writing task, it could be seen that almost all of them had already the criteria's of writing descriptive text since they mastered their material well. There were nine samples, which represented three criteria of students' ability. Here, the researcher took the example of result based on the portfolio assessment. The students'

categories, fair categories, or poor categories.

The last instrument was using Questionnaire in order to answer the second research question. This Questionnaire asked about the students responses after Implementing Portofolio assessment in teaching writing descriptive text.

tasks were analyzed based on ESL composition profile by Jacob in Weigle (2002). There were several aspects in this analysis, they are: content, language use, organization, vocabulary, and mechanics. Moreover, the students' ability in every aspect was divided into three criteria: excellent to very good, good to average, and fair to poor.

From the table of writing Assignment score above, it can be seen there are only fourteen students that passed the minimum required standard, 75. It means that the other students who got score under 75 are failed. The following table showed the score of students' writing Assignment task.

The students' respons of the implenment of portfolio assessment in teaching writing descriptive text to the eight grade students at SMP PGRI 64 Surabaya in the academic year 2018/2019

The following presents the students' responds of the 8th grade students at SMP PGRI 64 Surabaya in the academic year of 2018/2019 focusing on the implementation of portfolio assessment in teaching writing

descriptive text. The researcher employed questionnaires in order to describe the students' responds as the second research question in this research. In order to answer the second research question, the researcher obtained the data by distributing questionnaire to the 25 students who were involving in the class 8A at SMP PGRI 64 Surabaya. In elaborating the result of the data in this research about the students' responds of portfolio assessment in teaching writing, there were into ten statements posted on the questionnaire items.

Questionnaire is administered in order to know the student's response in learning writing descriptive text by using portfolio assessment. This instruments is distributed to 25 students. There are ten questions in the questionnaire. The questionnaire is in the form of "yes" or "no" questions. The amount of the students who chosen an option for each question

B. Discussion

After doing rigorous analysis, the researcher managed to get important findings related to the research questions mentioned previously regarding to the implementation of portfolio assessment in teaching writing descriptive text to the Eight graders.

The Implementation of Portfolio Assessment in Teaching Writing Descriptive Text to the Eight Graders

Based on the observation, the teacher had implemented portfolio assessment since 5 years ago. For the first research question, the researcher found the implementation of using portfolio assessment in teaching writing descriptive text. In this study, the teacher used portfolio assessment to teach writing descriptive text to the students. The teacher made the way to teach descriptive text using portfolio well. Portfolio assessment allows the students to increase the level of students' motivation and to give them a sense autonomous learning (Crosby, 1997). Moreover, portfolio assessment can help the students to write better by giving some comments and revisions from the teacher.

The researcher did the research in three meetings. In the first meeting held on Friday, October 4th, 2019. The teacher started the lesson by asking the students some questions related to the descriptive text in general form definition, the generic structure, the language features and the function. In this observation, the teacher knew that there were some students who had already understood about descriptive text, and the others had not. The teacher reviewed the lesson related to the material about descriptive text. After that, the teacher gave the handout to the students to help them to re-call the material concerning descriptive text for the next meeting. The teacher tried to review again the lesson and discussed the example of descriptive text together. In this case, there were some

students that still had difficulties in generic structure and language features. So, the teacher explained and gave some examples about it again in front of the class. After all of students had understood about what the teacher explained, the teacher asked the students to write descriptive text. And after all of the students' writing had submitted the teacher closed the meeting and told to the students what would they learn for the next meeting.

In the second meeting held on Friday, October 11th, 2019. In this meeting, the teacher continued the lesson by reviewing the first meeting. The teacher still discussed about the generic structure and language features of descriptive text to the students. Here, the teacher explained more detail about descriptive text and the mistakes that the students did in writing descriptive text in previous meeting by using portfolio assessment, such as some comments or revisions that the teacher wrote in their task. After all, the teacher asked the students to write descriptive text again with the topic that has chosen by the teacher.

In the third meeting held on Friday, October 18th, 2019. It was still the same as the previous meeting on which the teacher reviewed the lesson and their result that has given some comments and revisions from the teacher. After the teacher and the students discussed together, the teacher asked the students again to write descriptive text and the teacher gave the comments or revisions at that time. After all of them had

done, some students' results were good enough, but some of them have low writing ability. Furthermore, the teacher gave overall feedback to the students related to their writing in descriptive text so far. Here, from the first meeting until the last meeting, it could be seen that portfolio has fulfilled to make the students' writing became better than before.

Moreover, the students' writing ability after implementation portfolio assessment in the students' writing result showed that their writing became better. It could be seen from their first, second, and their third writing. Most all of them had had fulfilled the criteria of writing since they could deliver writing and master the material well.

Conclusion And Suggestion

A. Conclusion

The objective of this research was to describe or know whether the implementation of portfolio assessment makes the students' writing descriptive text ability become better or not. In the teaching and learning process, after the teacher asked the students to write descriptive text, the teacher would give some comments, notes, and revisions. In analyzing the students' writing, the teacher implemented portfolio assessment and analyzed based on ESL composition profile by Jacob in Weigle (2002). Here, the implementation of portfolio assessment has fulfilled to make

the students' writing became better than before.

Moreover, the students' writing ability after implementing portfolio assessment in the students' writing result showed that their writing became better. It could be seen from their first, second, and their third writing. Most all of them had fulfilled the criteria of writing since they could deliver writing and master the material well.

Moreover, based on the students' task in writing result in the third writing and third observation, it could be seen that almost all of them had completely fulfilled the criteria of writing since they master their material well. Although, in the first and the second their writing, were not in a good paragraph or good writing. But, after the teacher applied portfolio assessment, gave some comments and revisions in their writing, they could write better. It means that portfolio assessment is very helpful for the students to write in a good paragraph or good writing.

B. Suggestion

In this part, the researcher suggests some advice that would be useful for those related to this research, especially teachers and other researchers.

For teachers, the researcher should pay attention to the students' need by integrating new other interesting topic in writing. Portfolio assessment is one of tool

that cannot only make the students' writing become better by reviewing the status of the students' progress and development, but also increasing the level students' motivation and make them want to write more to get better writing results. So, it is hope that the teacher would apply portfolio assessment to teach writing, especially in teaching writing of another text. In addition, for other researchers, the research suggests that they apply this portfolio assessment for different students' level. It can be in the junior high school students or elementary school ones.

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