

PORTFOLIO ASSESSMENT IMPACT TO THE STUDENTS' PARAGRAPH WRITING

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Abstract

Begin with the assumption that Portfolio Technique is a good technique in writing skill, the researcher explored a research conducted at University of Abulyatama. It was a quantitative research design. The population of this research was the fourth semester students of University of Abulyatama. There were twelve students, as the sample. Based on the research findings, the writer found that the mean score of pretest was 53, 04 and the mean score of posttest was 87, 5. The result of t-score from pre test and post test was 6,60 and t- table for degree of freedom (df) from the twelve students was 1,711 in the significance of 0,05. It indicated that t-score > t- table. Thus, it also indicated that the hypothesis was accepted. Questionnaires response also reflected that this technique is very helpful in helping students' writing.

Keywords: Writing Skill and Portfolio Technique

INTRODUCTION

Some of teaching methods had been developed by some linguist and educational experts in English Language Teaching. One of them is the learning portfolio. Zubizarreta, J. (Anker, 2014) asserts that the learning portfolio is a flexible, evidence-based process that combines reflection and documentation. It engages students in ongoing, reflective, and collaborative analysis of learning. It focuses on purposeful, selective outcomes for both improving and assessing learning.

Meanwhile, Danielson and Abrutyn (1997) stated that the portfolio is the actual collection of work that results from going through the development process. The development process is at the heart of successful portfolio use. In relation to the context of teaching English as a foreign

language in Indonesia, Portfolio Learning Technique is also a teaching method used by English teachers in teaching English. From the above purpose of teaching English, we can conclude that the use of portfolio method is quite appropriate to use because EFL learners are expected to be able to write in English.

In relation to those problems mentioned above, the researcher chooses the concept of portfolio, also called portfolio essay, portfolio assessment and portfolio reflection to solve those problems. This technique is expected to help the students in generating ideas before writing, so that, they can write smoothly based on the portfolio that they made. Portfolio involves making a visual record of invention and inquiry. It helps writer thinks and explores about topic and its details. It also shows the relationship

between ideas, so as to allow the students develop them into passage more easily.

In term of discovering ideas, portfolio essay is worth to be applied in the process of writing. To contribute new findings at different level and grade of education, the researcher conducts a study in the form of pre experimental research about the use of concept of portfolio to help the students at pre experimental research at Fourth Semester of English Department of University of Abulyatama to improve their portfolio writing techniques.

The Problems of Study

According to the background described above, the following research problems are:

1. Does the portfolio technique affect the students' writing skill at Fourth Semester of English Department of University of Abulyatama?
2. Are the responses of the English students toward portfolio technique positive or not?

The Objectives of Study

The research objectives in this pre experimental research are:

1. To know the portfolio technique has an impact to students' writing skill at Fourth Semester of English Department of University of Abulyatama.

2. To find out the postive or negative responses of the English students toward the implementation of portfolio technique.

The Scope of Study

This research is focused on the portfolio writing text as an instrument or an object to improve English writing skill. In this research, the researcher chose the Fourth Semester of English Department of University of Abulyatama.

The Significances of Study

The significances of this study are:

1. Theoretically, this research can be useful to increase the students' writing mastery.
2. Practically, this research helps the teachers to solve the problems faced by using the technique of "Portfolio Assessment" which focuses on the active participation of the students to evaluate their own writing mistakes that are made available by the teacher or prepared by the teacher and to increase students' motivation and enjoyment in learning English.

LITERATURE REVIEW

The Origin of Portfolio Assessment

Portfolio can be defined as a bundle that is a collection or documentation from students' class work that saved in a bundle.

For example, result of pre-test, tasks, treatments, and post-test. In other hand, McNamara, as quoted by Tabatabaei and Assefi (2012) states that this new change from summative assessment has called “Authentic” or “Alternative” assessment which stresses the need for assessment to be integrated with the goals of curriculum and to have a constructive relationship with teaching and learning. According to the statement above it can be concluded that a variety of assessment procedures such as portfolio assessment and self-assessment can be used successfully in classroom.

Portfolio Assessment in EFL Writing Context

Nowadays, many lectures always apply a process technique in writing instruction. In that technique students need to spend time to select the topics, collect information, write about the topics and before submitting a final piece of writing, draft, revise and edit it. The new trend in teaching writing in EFL classroom is concentrating on writing processes to create a certain product, therefore, it is essential to apply an assessment technique that develop and encourage such trend as assessment and teaching are two side of similar coin.

Portfolio assessment can develop students’ autonomy, critical thinking and linguistic competence. Furthermore, it supports the nation that writing is process

that involves growth, development and learning as well as a product (Weiser, in Tabatabaei and Assefi, 2012). It means that the portfolio can improve the mind of students and also can improve their writing faster.

Essay Writing

An essay is a piece of structured writing, and an essay writing usually done by in formal academic writing. According to Oshima and Hogue, (2006) an essay is a piece of writing paragraphs long. It means that, in an essay writing, it should have the topic, the introduction, the body of paragraphs, and the conclusion.

Introduction consists of two parts, they are general statement and thesis statement. Body of paragraph consists of three parts; topic sentence, support sentence, and concluding sentence. In body paragraph you can write one or more paragraph. In addition should conclude or summarize all of the main points in the writer’s paper writing.

Moreover, the body paragraphs, in an essay writing, should have Logical Division of Ideas, Thesis Statement for Logical Division of Ideas, Thesis Statement Pitfalls, and Transition Signal for Logical Division of Ideas, (Oshima and Hogue, 2006).

Hypothesis

The hypothesis of this study are:

- a. The portfolio technique improves students' writing skill at the Fourth Semester of English Department of University of Abulyatama.
- b. The responses of the English students toward portfolio technique are positive.

METHOD

Population and Sample

To carry out the study, the researcher chose the English Department Students of University of Abulyatama as population. As the sample, the researcher took the fourth semester students of Academic Writing class in academic year of 2016/2017. The total of students is twelve (12) students.

Research Instruments

In the collecting of data, the researcher utilized the following instruments;

a. Test

i. Pre-test

Pre-test was given at the first meeting. It was to know the prior knowledge of students about English lesson. Pre test consisted of 1 topic of essay writing.

ii. Post-test

Post-test was given at the last meeting after treatment. It would examine the Portfolio Technique applied by the researcher in

improving students' writing mastery. Post-test consisted of 1 topic of essay writing.

b. Questionnaire

The questionnaire was in close ended that consisted of 10 items. This adopted by Likert Scale methodologists, which consisted of five items. There are Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), Strongly Disagree (SD). The following point value might be assigned from positive to negative responses.

Data Collection Procedure

The data collection procedure was used to collect the data. This research was in a pre experimental research which took One-Group Pretest-Pos test Design. It means that there was only one class as the sample of the research

1. Technique of Data Analysis

In analyzing the data, the researcher used quantitative analysis. The quantitative analysis was used to analyze the data for the research question. The data analysis was conducted by organizing the data gathered from pre-test and post-test. The data were:

a. Range

b. Mean

c. Standard Deviation

While the data from questionnaire was analyzed descriptively, the following formula will be used in analyzing the data

from questionnaire. The researcher used percentage system as mentioned of Sudijono (2005).

The formula is:

$$P = \frac{f}{n} \times 100\%$$

Remark:

P = percentage

f = frequency of respondent

n = number of sample

100% = constant value

RESEARCH FINDINGS AND DISCUSSIONS

Result and Data Analysis

The researcher did the pre experimental to the fourth semester students of English Department of University of Abulyatama. It was conducted on June, 13th, 2017 until 17th June 2017. The writer gave the test and provided questionnaire. In pretest and posttest, the researcher gave an essay writing to students, then the researcher asked them to write the text about the topic that the researcher gave them by using their own words related to the topic. The researcher conducted his pre experimental teaching writing by applying Portfolio Technique.

Table 1.1 Tabulation of Result of Pre-test and Post-test Scores Academic Writing of Pre Experimental Classroom (Using Portfolio Technique)

No	NAME	G	Result	Interval Pre-test	Result	Interval Post-test
			Pre-test		Post-test	
1	PC	W	70	1	100	5
2	NH	W	60	4	100	
3	PS	W	60		100	
4	SS	W	60		100	
5	DV	W	60		100	
6	MF	W	50	4	90	1
7	SR	W	50		80	3
8	H	M	50		80	
9	Y	W	50		80	
10	YR	W	40	3	70	2
11	FR	W	40		70	
12	FM	W	40		60	1
				12		12

a. Pre-test

In order to have description of the result interpretation, the writer processed result of test. The first step, researcher determined the range of pre-test result by applying formula:

$$R = Hs - Ls$$

$$R = 70 - 40$$

$$R = 30$$

In case to find the class of data (K), the researcher applied the following formula:

$$K = 1 + 3.3 \log n \text{ (n: number of students)}$$

$$K = 1 + 3,3 \log 12$$

$$K = 1 + 3,3 (1,07)$$

$$K = 1 + 3,531$$

$$K = 4,531 = 5$$

So, interval (I):

$$I = \frac{R}{K}$$

$$I = \frac{30}{5}$$

$$I = 6$$

Table 1.2 Group Frequency Distribution of Pre-test Scores of the Pre Experimental Classroom (Using Portfolio Technique)

Interval	F	X	X ²	FX	FX ²
40-45	3	42,5	1806,25	127,5	5418,75
46-51	4	48,5	2352,25	194	9409
52-57	0	0	0	0	0
58-63	4	60,5	3660,25	242	14641
64-69	0	0	0	0	0
70-76	1	73	5329	73	5329
Total /Σ	12	224,5	13147,75	636,5	34797,75

Range:

$$X = \frac{\sum fX}{n} = \frac{636,5}{12} = 53,04$$

Standard Deviation:

$$S^2 = \frac{n\sum fx^2 - (\sum fx)^2}{n(n-1)}$$

$$S^2 = \frac{12(34797,75) - (636,5)^2}{12(12-1)}$$

$$S^2 = \frac{417573 - 405132,3}{12(11)}$$

$$S^2 = \frac{12440,75}{132}$$

$$S^2 = 94,24811$$

$$S = \sqrt{94,24}$$

$$S = 9,70$$

So, the standard deviation of Pre- Test experimental group was 9,70.

For the post-test, writer used the same procedure, the statistic for the post-test of Pre Experimental Group was:

$$R = H_s - L_s$$

$$R = 100 - 60$$

$$R = 40$$

In case to find the class of data (K), the researcher applied the following formula:

$$K = 1 + 3.33 \log n \text{ (n: number of the students)}$$

$$K = 1 + 3.33 \log 12$$

$$K = 1 + 3.33 (1,07)$$

$$K = 1 + 3,531$$

$$K = 4,531 = 5$$

So, interval (I):

$$I = \frac{R}{K}$$

$$I = \frac{40}{5}$$

$$I = 8$$

b. Post-test

Table 1.3 The Group Frequency Distribution of Post-test Scores of the Pre Experimental Classroom (Using Portfolio Technique)

Interval	F	X	X ²	FX	FX ²
60-67	1	63,5	4032,25	63,5	4032,25
68-75	2	71,5	5112,25	143	10224,5
76-83	3	79,5	6320,25	238,5	18960,75

84-91	1	87,5	7656,25	87,5	7656,25
92-99	0	0	0	0	0
100-107	5	103,5	10712,25	517,5	53561,25
Total/Σ	12	405,5	33833,25	1050	94435

X =

$$\frac{\sum fX}{n} = \frac{1052}{12} = 87,5$$

The mean of Post- Test is 87,5

Standard Deviation

$$S^2 = \frac{n\sum fx^2 - (\sum fx)^2}{n(n-1)}$$

$$S^2 = \frac{12(94435) - (1050)^2}{12(12-1)}$$

$$S^2 = \frac{1133220 - 1102500}{12(11)}$$

$$S^2 = \frac{30720}{132}$$

$$S^2 = 232,7273$$

$$S = \sqrt{232,72}$$

$$S = 15,25$$

SD Post-Test 15,25

T Score

$$t = \frac{Xe - Xc}{\sqrt{\frac{(Se)^2}{n} + \frac{(Sc)^2}{n}}}$$

Where:

Xe = Post-test mean score

Xc = Pre-test mean score

Se = Standard Deviation of Post-test

Sc = Standard Deviation of Pre-test

n = student number

T- score of the test can be calculated as follow:

$$t = \frac{Xe - Xc}{\sqrt{\frac{(Se)^2}{n} + \frac{(Sc)^2}{n}}}$$

$$t = \frac{87,5 - 53,04}{\sqrt{\frac{(15,25)^2}{12} + \frac{(9,70)^2}{12}}}$$

$$t = \frac{34,46}{\sqrt{\frac{232,5625}{12} + \frac{94,09}{12}}}$$

$$t = \frac{34,46}{\sqrt{19,3802083 + 7,87083333}}$$

$$t = \frac{34,46}{\sqrt{27,2510416}}$$

$$t = \frac{34,46}{5,22}$$

$$t = 6,60$$

Based on the data, the result of t-score from pre test and post test was 6,60 and t- table for degree of freedom (df) from the twelve students were 1,711 in the significance of 0,05. It indicated that t-score > t- table. Thus, it also indicated that the hypothesis is accepted.

$$T \text{-Score} = 6,60$$

$$T \text{ Table} = 1,711$$

T-score is greater (>) than t-table, thus Ho is rejected.

The Result of Questionnaires

The result statements can be seen clearly in the following table:

Table 1.4 The Result of Questionnaire

QN	Result
1.	All of the students chose Agree, the percentage was 100%. Nobody chose Strongly Agree, Undecided, Disagree and Strongly Disagree.
2.	There were nine students chose Strongly Agree, 3 students chose Agree, and nobody chose Undecided, Disagree and Strongly Disagree. It means that 75% of students agreed that Portfolio Technique can improve their ability.
3.	There were 41, 6 % of students agreed that portfolio technique encouraged and improved their motivation, while 58,3 % of students chose Strongly Agree. It means that this technique encourages and improves their motivation.
4.	Nine of the students chose Strongly Agree. It means that 75 % of the total sample. Three of the students agreed or 25 % that they were happy and active in teaching learning process. No one chose Undecided, Disagree, and Strongly Disagree.
5.	All students were strongly agree, and no one chose Undecided Disagree, Strongly Agree, and Strongly Disagree. The result showed that 100% of the students are able to express and exchange their opinion under portfolio.
6.	Seven students chose strongly agree and four of them were agree upon the statement. No one chose undecided and strongly disagree, but there was only one students chose disagree. It means that they agreed that portfolio technique can express their new idea with others.
7.	83,3% of the students strongly agreed and 16,6 % chose agree. It means that the portfolio improves their involvement in teaching learning process
8.	There were seven respondents chose Strongly Agree, and 4 students chose Agree, one student chose disagree. The result showed that 58,3 % of the students agreed that they can rewrite the new writing by their own language.
9.	66, 6 % of the students chose Strongly Agree that they understood the materials easily by using portfolio, while 33, 3 % of the students chose Agree. No one chose undecided, disagree, or strongly disagree
10.	all students chose Strongly Agree. Thus, it strongly showed that they agreed that portfolio made them more active in improving their writing. For more information about the result of questionnaire, see the appendix 8

CONCLUSION

Writing in a foreign language context requires students to have a lot of feedback from the lectures. Authentic assessment is represented in the application of portfolio. The students learn how to produce the language correctly, both in oral or written form. After doing the research at University of Abulyatama, the Portfolio

Technique can improve students' writing mastery at the fourth semester of English Department. In addition, students' participation also improved by giving them the opportunity to correct their writing. Students are more active in teaching learning process in exchanging ideas among friends.

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