

## PORTFOLIO AS AN EFFORT FOR IMPLEMENTING AUTHENTIC ASSESSMENT IN ENGLISH WRITING CLASSROOM

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### ABSTRAK

*Penilaian autentik memiliki banyak potensi manfaat, terutama bagi guru dan siswa. Portofolio merupakan salah satu bagian dari penilaian otentik. Jadi, penggunaan portofolio di kelas menulis bahasa Inggris dapat berpengaruh pada pembelajaran. Penelitian ini bertujuan untuk mengetahui persepsi mahasiswa Pendidikan Bahasa Inggris tentang penerapan portofolio sebagai bentuk penilaian di kelas menulis dan untuk mengetahui pengaruh penggunaan portofolio pada siswa Pendidikan Bahasa Inggris. Data penelitian ini menggunakan desain naratif dan diperoleh melalui wawancara. Hasil penelitian menunjukkan bahwa siswa Pendidikan Bahasa Inggris memberikan persepsi yang baik dan mendukung penerapan portofolio di kelas menulis bahasa Inggris. Pengaruh yang dihasilkan juga cenderung positif dan mereka menganggap bahwa portofolio merupakan bentuk penilaian yang efektif untuk diterapkan di kelas bahasa Inggris. Sehingga responden yang merupakan mahasiswa Pendidikan Bahasa Inggris menyarankan agar portofolio terus digunakan di kelas menulis Bahasa Inggris.*

**Kata kunci:** penilaian otentik, portofolio, kelas menulis.

### ABSTRACT

Authentic assessment has many potential benefits, especially for teachers and students. The portfolio is one part of authentic assessment. So, the use of portfolios in English writing classes can have an effect on learning. This research aims to determine the perceptions of English Education students regarding the application of portfolios as a form of assessment in writing class and to determine the effect of using portfolios on English Education students. This research data uses a narrative design and is obtained through interviews. The results showed that English Language Education students gave good perceptions and supported the application of portfolios in English writing classes. The resulting influence also tends to be positive and they think that the portfolio is an effective form of assessment to be applied in English classrooms. So that the respondents who were students of English Education suggested that portfolios should continue to be used in English writing classroom.

**Keyword:** authentic assessment, portfolio, writing classroom.

### INTRODUCTION

Assessment is an important aspect of education. The appropriate form of assessment will have an impact on students in the learning process. Thus, assessment activities will help the learning process to modify teaching and learning activities. Assessment plays a role in evaluating learning achievement and influencing decisions on grades, placement, learning progress, can diagnose problems, and guide

instruction in learning, so as to give increased attention to students regarding assessment (Li, 2018). Regulation of the Minister of Education and Culture Permendikbud No. 81A (2013) regarding the Implementation of the 2013 Curriculum which is currently used as a reference in the Indonesian learning process, that requires teachers to apply authentic assessment as a method of assessing student competence (Jaelani & Umam, 2021). Umam and Indah (2020) defines authentic assessment as a real

measure of student achievement in learning, both in the level of cognitive abilities, higher order thinking and problem solving skills assessed in the form of task completion. Mhlauli and Kgosidialwa (2016) say that authentic assessment has many potential benefits for students and teachers.

There are several types of authentic assessment, one of which is portfolio assessment. Mhlauli and Kgosidialwa (2016) say that one of the most commonly used authentic assessments is portfolio assessment. In Jaelani and Umam (2021) said that in the Regulation of the Minister of National Education and Culture Permendikbud No 104 (2014) regarding an assessment system that expects teachers to be able to assess student skills, one of them is by using portfolio assessment.

According to Li (2018), he argues that continuous assessment aims to produce independent graduates who are able to assess their own work based on criteria that are in accordance with the curriculum. Therefore, one alternative assessment is to use a portfolio, because the components of the portfolio are student reflection in the learning process, improving student progress, and prospective goals.

Portfolios, which are a part of authentic assessment, have many benefits. The focus of portfolio assessment is more on awareness and autonomous learning than on language structure so that it can be said to be a reflection of learning. According to Alam and Aktar (2019) portfolio assessment (PA) can measure a student's individual progress.

The lack of research confirming that portfolios are more effective than other forms of authentic assessment is one of the reasons for this research. Therefore, it is important to investigate the perceptions and impacts felt by students in using portfolios.

This research aims to determine the perception of English Education students towards the implementation of portfolio assessment in the writing class and to identify the positive and negative points of the implementation of portfolio assessment in the English writing class.

## **METHOD**

This research uses a qualitative method with a narrative research design. Qualitative research methodology is considered suitable for researchers who investigate the field of study by revealing facts or intending to ascertain and theorize salient problems (Jamshed, 2014). In this research the researcher uses a narrative research design, because Gay et al (2012) defines narrative research as the study of how every human being with different traits and genes experiences the world around them, so this research involves a methodology that allows for respondents tell stories about their lives, according to the topic of this research. In this research, the researcher reflected back on what was experienced by English Education students in English writing class who used portfolios as a form of assessment.

The participants of this research were students who had taken an English writing class at a university in Bogor. In determining the respondents to take part in the interviews, this study used random sampling. Random sampling is a sample that allows every item of the universe to have an equal chance to be present in the sample (Etikan, 2017). Thus, all students of English education have the same opportunity to be the research sample. Previously, they had attended writing classes and worked on assignments in the form of portfolios that had been given by the lecturer. This is important because the purpose of this research is to explore the perceptions and impacts that students feel in taking English writing classes that use portfolios as an assessment in assignments.

To get stories from respondents about the perceptions and impacts felt by English Education students in the writing class using a portfolio as a form of assessment, the researchers collected data by interview. An interview is a deliberate interaction in which a person obtains information from another person (Gay et al., 2012). In this research, the researcher will conduct interviews to collect data. The

interview focused on the story of an English Education student who worked on a portfolio as an assignment to be assessed in the writing class. Researchers conducted interviews with the agreement recorded orally through a digital voice recorder or with written text using WhatsApp media, this is because the data is stored properly (Abrar, 2019).

After collecting data through interviews, the researcher used narrative analysis to analyze the data. According to Gay et al (2012) states that in narrative analysis, researchers collect descriptions of events through interviews and observations and synthesize them into narratives or stories. The process of analyzing the researcher's data will be carried out in the following steps: 1) The Assembly Step, where data from interviews are collected; 2) Recovery Step, where the researcher starts the narrative analysis by sorting the answers from the interviewees neatly; and 3) Finishing Step, where the researcher will draw conclusions and verify the data. This activity aims to conclude the perceptions and impacts felt by English Education students with an assessment of assignments in the form of a portfolio in the writing class as a case study at a university in Bogor.

## RESULT AND DISCUSSION

The use of portfolios in English writing classes as a form of assessment makes portfolios an important element in English writing classes. To find out how the perception and impact that English Language Education students feel on the application of portfolios in the writing class, the researchers conducted interviews to obtain data. The interview process was carried out online, considering that currently Covid-19 is still the cause for reducing activities directly. The results of the interviews were recorded via voicemail and transcribed verbatim.

After applying the portfolio in the English writing class, it turns out that there are benefits for students, because the

portfolio is part of authentic assessment, this is in accordance with the opinion of Mhlauli and Kgosidialwa (2016) that portfolio as authentic assessment has many benefits. The first question that the researcher asked the respondents was about their perception, whether they agree with the implementation of the portfolio as a form of assessment in the writing class. This is illustrated by the following quotations from the respondents:

Excerpt 1:

*"Agreed, through a portfolio, students' writing skills will become more visible, especially in the structure of grammar or grammar."*(Student A).

Excerpt 2:

*"I agree, because portfolios can make students evaluate their writing progress in writing class."*(Student F).

It can be seen from the various quotes from respondents above, that the claim agrees with the use of portfolios, because students can continue to develop their potential in the field of writing, so that learning objectives, especially in the writing class, will be carried out well, this is in line with research conducted by Mhlauli and Kgosidialwa (2016), that students and teachers can share responsibility for setting learning goals, as well as evaluating each other so that goals are met.

Excerpt 3:

*"Strongly agree. Because, by using a portfolio, students must really pay attention to every meeting in the writing class and have notes. Because, I think when you have notes to study, learning will feel comfortable and easier."* (Student B).

Excerpt 4:

*"I agree, because the portfolio is one of the data from every meeting. So that the portfolio can be a solution if there is a shortage in learning."* (Student D).

In accordance with the respondent's quote above, with a portfolio as a form of assessment in class, students will be more active in learning. This is in accordance with the research of Mhlauli and Kgosidialwa (2016) that students play an active role in the assessment process through portfolio assignments.

Excerpt 5:

*"I agree if the portfolio is applied as a form of assessment in the writing class, because I think through the portfolio students are able to voice their opinions about the learning material."* (Student C).

The expression expressed by the respondents above, concludes that with student portfolios, students become more free to express, this is similar to research conducted by Mhlauli and Kgosidialwa (2016) that through portfolio assessment students can have more interactive dialogue with lecturers about their learning.

All respondents agreed with the application of portfolios as a form of assessment in English writing class. They stated the advantages they felt through portfolios, this is similar to what Alam and Aktar (2019) said that portfolio assessment can measure the progress of individual students, this means that there is progress experienced by students when working on a portfolio. According to the research data above, these advances include: students become more attentive during class and students have useful notes to support their academics in these courses. There are many perceptions regarding the use of portfolios in the English writing class, giving the conclusion that there are positive and negative impacts of using portfolios as a form of assessment in this writing class, as illustrated by the following quotes from respondents:

Excerpt 6:

*"With the portfolio, I have records and understand more about the material being*

*recorded. Talk about benefits a lot, and I don't think there's any harm."* (Student B).

Portfolios make students more active and diligent in learning, especially in the academic sphere in the classroom. This is progress, Mhlauli and Kgosidialwa (2016) also argue that measuring student progress can occur through the process of writing portfolios by entering various types of data and materials.

Excerpt 7:

*"Portfolios are a medium for expressing what I want to write, portfolios can also measure how my writing skills progress. The negative impact is, sometimes I get stuck, I don't know what to write."* (Student E).

The results of this interview clearly show that with a portfolio, students feel a lot of benefits for themselves, especially in the academic realm, this agrees with Mhlauli and Kgosidialwa (2016), that through a portfolio a positive attitude in learning can develop, and a portfolio can reflect everyday life, so that students are easier to reflect on learning. These positive things are illustrated by the quotes given by the respondents, that by using portfolios, students are increasingly training their skills in the field of writing, not only that, students are also more active in English writing classes. On the other hand, this portfolio still has a negative impact. The researcher concludes that the negative impact that the respondents said during this interview was more about writing barriers. One of them is feeling lazy, forgetting, even stuck or confused, not knowing what to write. Various kinds of positive and negative things that are obtained from writing activities through portfolios, provide the views of English Education students regarding the effectiveness of the application of portfolios as a form of assessment in writing classes. This is illustrated by the following quotations from the respondents:

Excerpt 8:

*"Effective, with the stages of writing, it can be compared between the beginning and the end of the writing, there is a change or not in the writing skill."* (Student A).

Excerpt 9:

*"Very effective, lecturers find it easier to assess the writing development of students. Students also try to practice their writing skills in portfolios."* (Student B).

Portfolios make students, especially the respondents above, improve their writing skills. Continuing to practice writing makes portfolios very effective for the respondents, because according to Mhlauli and Kgosidialwa (2016) students can take a role in the development of their portfolios, learn to evaluate their own work through guided reflective practices, so that students grow and develop in their knowledge and understanding.

Excerpt 10:

*"Effective, because through portfolios, lecturers can see students' progress in writing."* (Student C).

Excerpt 11:

*"Effective, because lecturers can see what students get in every meeting."* (Student F).

Several respondents agreed that lecturers played a more active role in the assessment. So, lecturers can see the development of students' writing and know the extent to which students understand the material presented. In other words, teachers take a bigger role in the assessment process, especially in authentic assessment (Mhlauli & Kgosidialwa, 2016).

All students of English Education are of the opinion that the use of portfolios as a form of assessment in English writing classes is an effective method in improving students' academic abilities and activeness in the classroom, this agrees with Mhlauli and Kgosidialwa (2016) that portfolios can play an active role in learning activities student.

The claims of English Language Education students, regarding the effectiveness of portfolio implementation in writing class, gave various opinions, whether they suggested the implementation of portfolio in writing class. This is illustrated by the respondents' quotes, as follows:

Excerpt 12:

*"I suggest, because lecturers can provide feedback as writing input to students."* (Student A).

The student quotes above suggest the application of portfolios in English writing classes, because lecturers can provide feedback as input to improve writing skills. This is similar to Mhlauli and Kgosidialwa (2016) that portfolios provide space for students to get extensive input into the learning process.

Excerpt 13:

*"I suggest. Because as a student I became more challenged to make a report every meeting and interspersed with weekly assignments. Besides that, I have notes that I can use to study."* (Student B).

The student above argues that he recommends using a portfolio, because portfolios are very useful for producing structured notes. Jardine (1996) also argues that in order to develop learning, there is a need for an organized system to keep records and share information, one of which is the need for an organized system is to use a portfolio.

Excerpt 14:

*"Yes, I suggest. Having a portfolio can make students more motivated in voicing their opinions."* (Student C).

In accordance with the quote above, that portfolio helps students to be more motivated to express their opinions. This is in accordance that students often tell interesting stories about the growth of

students' talents through portfolios (Mhlauli & Kgosiadialwa, 2016).

Claims regarding the effectiveness of using portfolios as a form of assessment in English writing classes, led English Education students to suggest that portfolio assessment as a form of assessment be continued and developed, because Frank and Barzilia (2004) also suggested that portfolio assessments were more suitable for measuring course learning objectives project-based compared to traditional appraisal strategies.

The results of the interview explained that, of the six respondents of English Education students who had taken writing classes and worked on portfolios as a form of assessment, most of them thought that they had a good perception and supported the application of portfolios as a form of assessment in writing classes. They also feel a lot of positive influence with this portfolio. Some things include generating interest in writing, increasing creativity, making students more technologically literate, providing results in the form of notes and guidelines in the course, making students understand more about the material being recorded, improving writing skills, being able to measure improvement. grammatical structure, and can evaluate or review learning well. In addition to these positive things, some students feel negative things, these negative things are more of the obstacles for students in writing, such as often some students are defeated by laziness, then forget about portfolio assignments, and some students are also trapped in confusion when writing. In comparison, there are more positive things to be gained from using a portfolio than perceived negative things. Thus, all respondents said that the use of portfolios as a form of assessment in the writing class was effective, they also suggested that the use of portfolios as a form of assessment in this writing class should continue.

## CONCLUSION

The use of a portfolio as an effort to implement authentic assessment in the English writing class provides a good perception and supports this portfolio to be applied in the English writing class. Portfolios have a lot of positive and few negative effects. So, it can be concluded, with good perceptions about the portfolio and the positive things obtained from the use of portfolios, making the portfolio an effective form of assessment and favored by many students. The suggestion on this research is The need for further research on ways to apply authentic assessment, especially in the use of portfolios in learning English, will complement this research. So that it will be clear about the effectiveness of using portfolios as the application of authentic assessment, especially in English writing class.

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