

The Implementation of Portfolio Assessment in the English Class at Junior High School: a Case Study

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Abstract: This case study was aimed at describing the implementation of portfolio assessment by the English teacher of SMPN in Banyuwangi, especially the detailed procedures as well as the students' portfolios. The participant of this research was the seventh-grade English teacher she had implemented the portfolio assessment since the academic year of 2017/2018. He used applied the strategy based on the students' conditions and their needs. The researcher interviewed the English teacher three times and analyzed the collected data of the implementation of the portfolio assessment of English. The result of this research revealed that the English teacher has implemented the portfolio assessment based on the students' needs as well as their conditions. It was suggested that the future researchers can conduct the similar research by using another research design at different schools, participants, or different targets of the analysis.

Keyword: Portfolio Assessment, Students' needs and condition, Teacher's Implementation

INTRODUCTION

In terms of education, the learning process is very important and needs more attention to achieve the learning objectives that have been designed. The teachers are required to design and use effective methods for the learning process of students in the classroom. By using effective methods, the learning objectives will also be very easily achieved by the students. However, it is not only the learning process that needs more attention. The assessment process is equally important in achieving the learning objectives. As stated in the Regulation of the Ministry of Education and Culture number 23 of 2016, that assessment is the process of gathering and managing information to measure the achievement of student learning outcomes. Moreover, Boud (as cited in Charvade et al., 2012) emphasizes that the assessment process should not be considered only as a tool to give students a diploma, but also must be a process that leads to the development of the students and better learning conditions and applications. However, many assessment practices encourage students to play a passive role in the assessment process, rather than actively developing students' critical thinking (Jogan, 2019). It brings up the existence of an innovative model of assessment such as portfolio assessment. Portfolio assessment promotes student-centered learning and it emphasizes the composting process, students' independence,

and self-reflective capacity (Hamp-Lyons & Condon, 2000), rather than the product in the last teaching. Therefore, this kind of assessment can help the teachers and students in monitoring the process of the student's learning and investigating the students' strengths and weaknesses (Demirel & Duman, 2015).

The issues of portfolio assessment have been raised-up with some previous researchers, especially the research about the implementation of portfolio assessment. A portfolio assessment is for all levels of education. As found by Kouzouli (2012), in his research, the primary school students also felt the benefits from the implementation of portfolio assessment such as positive attitudes toward learning. Moreover, it was also felt by the students at a secondary school level, as Sign and Samad (2013) found in their research that portfolio assessment could improve students' motivation and confidence in the English learning process. The teachers believe that implementing the portfolio assessment can improve students' tertiary school level in writing skills (Sofiah and Partolo, 2020), increase the students' awareness of their strengths and weaknesses (Aksit, 2016), and give a positive feeling toward learning (Baturay, 2015). On the other hand, Aksit (2016) found that most of the teachers felt the implementation of the portfolio could make a new modification to their traditional roles and could improve their professional development.

Therefore, portfolio assessment will give many benefits to both for teachers and students if the steps are true in making the portfolio assessment more than a random collection of students' works. However, Coombe and Barlow (as cited in Demirel & Duman, 2015) said that there is no right method to conduct the portfolio assessment. Yancey (1992) underlines that portfolios should be designed by the English teachers and the students adapted to their own needs. This makes each teacher or institution has various ways or steps in implementing the portfolio assessment, that is the reason their portfolios would be different from each other. Nevertheless, portfolio assessment is still not widely used in Indonesia, although the portfolio assessment has more advantages than the traditional assessment

Hence, the Indonesian Ministry of Education and Culture has started to raise portfolio assessments as a tool to measure and evaluate the acquisition of students' skills as stated in their regulations No. 23 of 2016 about the standard of educational assessment. Hence, some teachers have used portfolio assessment in their teaching-learning process. However, some of them felt difficulties in implementing an effective portfolio assessment. In this current research, the researcher investigated deeply the detailed activities related to the case that was the implementation of portfolio assessment, including both process and product of the students' portfolios, especially about how the teacher implemented the portfolio assessment and how the students designed their portfolios, especially in the junior high school context. A portfolio, in this research, refers to the collection of the students' English work such as reading and writing skills done in the classroom and they are put in a folio. So every student has a portfolio of the students' work.

RESEACH METHOD

This research was a qualitative case study that aimed to investigate the implementation of portfolio assessment done by the English teacher. This research involved

one of the English teacher at the public junior high school in Banyuwangi. The school was chosen because the school has implemented the 2013 Curriculum since the academic year of 2017/2018; and the seventh grade English teacher has applied portfolio assessment (as the process assessment) on the students' English work beside the English test (as the product assessment) done that includes mid semester test and semester test. Besides, the English teacher has used the strategy based on the students' needs and conditions. She has been teaching English for seventeen years which makes her have rich information dealing with portfolio assessment

In collecting the data, the researcher interviewed the English teacher to get the information about the English teacher's application of the students' portfolio assessment. The interview was conducted three times by using online interview to get in-depth information about (1) the English teacher's general information; (2) the portfolio assessment procedures done by the English teacher; and (3) the English teacher's experiences and perceptions of the portfolio assessment. Then, the collected data were analyzed by using the model of portfolio assessment by Creswell (2013). Those steps were collecting the data and preparing the data for the analysis by transcribing and translating. Then, the researcher read through the data by re-reading the result of the interviews and gave the codes and divided them into three codes. They were the preparation stage, the implementation stage, and the evaluation stage. Then, the researcher explained the findings descriptively, compared the findings with the literature, and reviewed the theories to get the conclusion and recommendation of the research. Last, the researcher checked the validity of the findings by using the triangulation technique. The triangulation technique was done by comparing the result of the interview with the indicators in the students' portfolios. The indicators were (1) the cover of the students' portfolio; (2) the content; (3) the student's creativity; (4) the student's portfolio score; and (5) the English teacher's feedback.

FINDINGS AND DISCUSSION

The finding of the research showed that almost the seventh grade English teacher in the public junior high school in Banyuwangi has applied portfolio assessment as the process evaluation of the students' English work. Therefore, the English teacher of the seventh grade at public junior high school implemented the portfolio assessment adapted from Creswell (2013). The indicators of the implementation of the portfolio assessment were as follows : (1) the English teacher constructed the portfolio assignment, timeline, and assessment criteria as well as gave the example of the portfolio; (2) the English teacher discussed the assessment criteria with the students and explained how to score the portfolios; (3) the English teacher did direct guidance for the students who were lazy or lack of motivation; (4) the English teacher scored the students' process during the discussion session of the portfolio assignment; (5) the English teacher scored the students' portfolios individually and classically; (6) the English teacher never conducted self-assessment or event reflective-assessment.

The steps in the preparation stage were (1) the English teacher identified the assessment objectives; (2) the English teacher constructed the portfolio assignment, timeline, and assessment criteria; (3) the English teacher prepared the example of the

portfolio; (4) the English teacher explained the process that students had to carry out in portfolio assessment; (5) the English teacher explained the strategy for the students in doing the portfolio assignment; (6) the English teacher gave the example of the portfolio to the students; (7) the English teacher discussed the assessment criteria with the students and decided the rubric score.

The English teacher explained the strategy to the students for doing the portfolio assignment in groups to make the students easier to finish their portfolio assignments and giving the students chance to have more speaking English practices with their friends. This step was the adaptation for the students' condition which avoided the students' boredom. Nevertheless, the English teacher still did the material reinforcement together with the students when they corrected the students' portfolios in the evaluation stage. This step was implemented to make sure all the students understood the materials although the students did their portfolios assignment in groups. Moreover, the English teacher did not have much time to assess the students' portfolios one by one in detail because the English teacher had other responsibilities beside being the English teacher. Therefore, grouping the students to do the portfolio became a good strategy for the English teacher in assessing the portfolios of many students.

In the implementation stage, the steps were (1) the English teacher gave motivation to the students in working on the portfolio; (2) the English teacher held a discussion session during the English Class; (3) the English teacher and the students discussed and commented on the students' portfolios; (4) the English teacher did direct guidance for the students who were lazy or lack of motivation; (5) the English teacher followed up on the students' progress. The adaptation that was carried out by the English teacher was that the English teacher did direct guidance for the students who were lazy or lack of motivation. By doing direct guidance, it would make the learning process run smoothly because there were no students who left behind the other students. On the other hand, the English teacher rarely held an extra meeting with the students to discuss the development of the students' work in the portfolio assignment, because the discussion could be conducted in the English class. However, the English teacher had willingness to have discussions when there were students who wanted to discuss their portfolios outside the classroom. Moreover, the English teacher used to follow up and guided them in doing their portfolio assignment, so the students did not take the English teacher's portfolio assignments as a burden.

The steps in the evaluation stage were (1) the English teacher scored the students' process during the discussion session of the portfolio assignment; (2) the English teacher reminded the students about the portfolio assessment criteria; (3) the students collected their portfolios; (4) the English teacher corrected and scored the students' portfolio; (5) the English teacher corrected classically to reinforce the materials together with the students; (6) the English teacher accumulated the portfolio scores in the last semester; (7) the English teacher reflected on the students' portfolios and made a plan for the next portfolio assignment for the students. The adaptation that was carried out by the English teacher was that the English teacher scored the students' portfolios individually and classically. Scoring individually was the appropriate way for the English teacher's condition. The English teacher gave the individual scores to the students' portfolios group work to give the different value

of the student quality. Moreover, this step would fulfill the principle of satisfaction because the students who got under average scores would correct their portfolios to make a better portfolio of each student. Scoring the students' portfolios classically was appropriate to the students' needs. This step made the students understand more about the materials. However, the English teacher never conducted self-assessment or event reflective-assessment after doing the portfolio assessment as mentioned in Zainul's procedures(2001).

The finding also indicated that the English teacher has implemented portfolio assessment and fulfilled the six principles of implementing portfolio assessments as stated by Creswell (2013) and the Indonesian Ministry of Education and Culture (2018, 69-69). The fulfilled principles were (1) there was a mutual trust between the English teacher and the students in making the portfolio assignment as group work when the English teacher believed in the students that they had discussed to complete the assignment together and the students were honest to tell the English teacher about their progress in doing the portfolio assignment; (2) the English teacher kept the students' progress and mistakes of their work to avoid the students' discouragement in learning English; (3) the English teacher and the students had a sense of belonging portfolio assessment when discussing the students' portfolios; (4) the English teacher asked the students who got below average scores to correct their portfolios to make a better portfolio of each student; (5) the English teacher's implementation of portfolio assessment was relevant enough with the learning objectives because the kinds of text in the portfolio assignment were the material that would be studied while they were in junior high school; and (6) The English teacher accumulated the students' portfolio scores and the students' process assessment.

Based on the explanations above, the researcher underlined that the portfolio assessment done by the English teacher of the seventh grade at the public junior high school in Banyuwangi was suitable with the implementation of portfolio assessment which was based on the students' needs and condition as suggested by Creswell (2013). The findings of this current research on the implementation of portfolio assessment in the English teaching could fulfill the result of the previous studies on how English teachers implemented the portfolio assessment in effective and strategic ways which kept the consistency of positive effects given by the portfolio assessment. This finding was in line with Yancey (1992) who states that portfolios should be designed by the English teachers and the students adapted to their own needs.

CONCLUSION AND SUGGESTIONS

It was found that the implementation of the portfolio assessment by the English teacher of the seventh grade at public junior high school in Banyuwangi adapted the steps of the portfolio assessment as suggested by Creswell (2013) and students' needs and conditions. Therefore, the indicators of portfolio assessment that the English teacher made several adaptations including, (1) the English teacher constructed the portfolio assignment, timeline, and assessment criteria as well as gave the example of the portfolio; (2) the English teacher discussed the assessment criteria with the students and decided the rubric score; (3) the English teacher did direct guidance for the students who were lazy or lack of motivation; (4)

the English teacher scored the students' process during the discussion session of the portfolio assignment; (5) the English teacher scored the students' portfolios individually and classically; (6) the English teacher never conducted self-assessment or event reflective-assessment. However, the English teacher's implementation of portfolio assessment had fulfilled the six principles of implementing portfolio assessments as stated by the Indonesian Ministry of Education and Culture (2018, 69).

The findings of the research showed that the English teacher has implemented the portfolio assessment to make the students easier to understand the differences between a descriptive text, a procedure text, a short functional text (notice, prohibition, and warning) being assigned in portfolio assessment. However, the procedure text and short functional text are not the material taught in the seventh grade. Therefore, it will be better, if the English teacher implements the portfolio assessment by giving the appropriate materials to the seventh-grade students based on the syllabus. Moreover, it is important for the English teacher to conduct self-assessment or reflective-assessment for the students after doing the portfolio assessment to help the students be aware of their strengths and weaknesses. The second suggestion is for the further researchers who want to conduct the similar research, it will be better if the further researchers enrich the data collection method by observing the implementation of portfolio assessment directly and analyzing the English teachers' documents, or interviewing the students on how the English teachers' implementation of portfolio assessment. Thus, the future researchers will get more in-depth data. Besides, the further researchers can also conduct the similar research by using another research design at different schools, participants, or different targets of the analysis.

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