The Use of Portfolio Assessment in the Teaching of Narrative Writing to the Nine Graders of SMP N 2 Indralaya Utara

A Draft Thesis by

DITA SELVINA
06111001010
English Education Study Program of Language and Arts Education

FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY
INDERALAYA
YEAR 2014- 2015

The Use of Portfolio Assessment in the Teaching of Narrative Writing to the Ninth Graders of SMP N 2 Indralaya Utara

A Thesis by

DITA SELVINA
Students' Number: 06111001010
English Education Study Program
Language and Arts Education Department

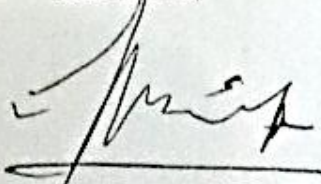FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY
INDERALAYA
2015

Approved by,

Advisor 1,

Drs. Muslih Hambali, M.L.I.S..
NIP. 19570826198431001

Advisor 2,

Fiftinova, S.S.,M.Pd.,
NIP. 197911152006042285

Certified by
The head of Language and Art Education Department
On behalf of the Dean of Faculty of Teacher Training and Education
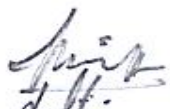Sriwijaya University

Dr.Didi Suhendi, M.Hum.
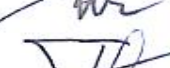NIP. 196910221994031001

ii

This thesis was defended by the researchers in the final program examination and was approved by examination committee on:

Day: Monday
Date: July 13th 2015

EXAMINATION COMMITTEE APPROVAL:

1. Chairman : Drs. Muslih Hambali, M.L.I.S.   (   )
2. Secretary : Fiftinova, S.S., M.Pd.   (   )
3. Member   : Erlina, S.Pd., M.Pd., M.Ed.   (   )
4. Member   : Drs. Akhyar Burhan, M.Pd.   (   )
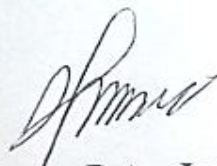5. Member   : Hariswan Putra Jaya, S.Pd., M.Pd.   (   )

Inderalaya, July 13rd 2015
Certified by
The Head of English Education
Study Program

Hariswan Putra Jaya, S.Pd., M.Pd..
NIP. 197408022002121001

ii

I, the undersigned

Name   : Dita Selvina
Students Number   : 06111001010
Study Program   : English Education

Certify that the thesis entitled "The Use of Portfolio Assessment in the Teaching of Narrative Writing to the Ninth Graders of SMP N 2 Indralaya Utara" is my own work and I did not do any plagiarism or inappropriate quotation against the ethnic and rules commended by the Ministry of Education Indonesia Number 17, 2010 regarding the plagiarism in higher education. Therefore, I deserve to face the court if I am was find to have plagiarized this work.

Indralaya, July 2015
The Undersigned,

Dita Selvina
06111001010

THESIS DEDICATIONS

This thesis is dedicated to:

- My Only One ALLAH SWT and Rasulullah SAW, the Chosen One to guide us from jahiliyah to jannah.

- My parents, My special man, Ayah Zaili. RD , and my lovely ibu Aswati. Unlimited thanks for both of you. Thanks for your love, your support, prayers, and everything.

- My only one brother Rian Fagesta, thanks for accompanying me everywhere, supporting me, and taking care of me.

- My best advisors Drs. Muslih Hambali, M.L.I.S., Fiftinova, S.S, M.Pd., and Febrianita Prasasti, S.Pd. Thank you very much for guiding me during my thesis.

- My beloved friends misrah, imeh, ica, and selvy. Thanks for all our togetherness, support, and prayers that we spent together. I will always love you. My sister Jerni F Sinaga, thank you very much for everything.

- Thanks for my family in seespa 2011, suka-suka, relawan anak. Who still accompany me during my thesis process. My students and teachers in SMP N 2 Indralaya Utara. LPM GS UNSRI, IMB, AIESEC UNSRI, Palembang Berkebun, Kelas Inspirasi, Indonesia Mengajar, RPP for all the experiences.

- Special thanks for my best partner, my best friend, Rio Aperta and also all the crews of Videografi UNSRI, Ule, Jaka, Ryan, Bang Rifqi, and Kak Faisal. Thanks for the kind hearted.

Motto:

"If its meant to be, it will be"

ACKNOWNLEDGEMENT

Alhamdulillah, by the grace of ALLAH SWT, the writer could finish the thesis as the final assignment for the study. The thesis was written to earn the Sarjana Degree at the English Education Study Program, Faculty of Teacher Training and Education, Sriwijaya University.

The writer would like to express her highest gratitude to her two advisors, Drs. Muslih Hambali, M.L.I.S. and Fiftinova, S.S, M.Pd. for their valuable advice, patience, and professional guidance during the process of writing this thesis. The writer also would like to express her gratude to all lecturers who had guided and taught her in English Education Study Program, the Head of Language and Arts Education Department, and the Dean of Faculty of Teacher and Training Education for their assistance in administrations matters. The writer would like to express her deepest gratitude to the Head Master of SMP N 2 Indralaya Utara, the English Teacher, the staffs, and specialy all the students of IX.1 class.

The deepest respect and love are expressed to her adored parents, siblings, and friends for their endless love, encouragement, support, and also the prayers.

Indralaya,   July 2015
The Writer

DS

TABLE OF CONTENTS

I. INTRODUCTION

II. LITERATURE REVIEW

CHAPTER I

INTRODUCTION

This chapter discuss... background, (2) problem of the study, (3) objectives of the s... ances of the study.

1.1 Background

i

The Use of Portfolio Assessment in the Teaching of Narrative

Nowadays people live in an information-driven society where the challenge for them is to learn how to evaluate and use that information to find the meaning in the knowledge that it can successfully be applied in new situations. Moreover, the rapidly changing world needs qualified persons who are able to manage the information obtained. Therefore, the importance of attaining literacy especially in English in the society cannot be neglected.

Related to the statements above, Ciconnetti (2003, p.234-235) in Wooster, Ohio, has been using pizza boxes for her fourth-grades students as places for them to collect their best work. She has organized the portfolio process around six weeks increments at the end of which she spent some time doing individual conferences with the students with their works. The students have been asked to pick out their work each week and to write about why they think it is their best work. From the time, she adds her own examples of students work to the pizza box. During the students' conference, she had her student together write a letter home describing what is in the portfolio and what the contents demonstrate about the abilities of the students. At the end, the pizza box is taken home and parents or guardian are asked to look at the pizza box and give comments on it. At last, the pizza box is returned to the teacher. She repeats the portfolio production several times during the year not only for one time. This will give her a break in between these six week sessions and students conference periods.

In line with this, Baldwin and Santoli (2004, p. 94) emphasize that it is time to change the teachers' perceptions, so that teaching and learning activities including the assessment system must be students oriented, not teacher centered anymore.

However, the instruction and assessment system in English Foreign Language classroom especially in Indonesia setting are still problematic. When the writer had the teaching practice in the SMP N 2 Indralaya Utara and did the survey in the school, the evaluation system still teach by using the methods which have been used since many years ago. They still feel comfortable to use traditional test especially paper-and-pencil style of test in assessing their students' ability although the facts show that traditional test tends to give no chance for the students to express their ideas, thoughts, and feelings. This statement is also strengthened by Baldwin and Santoli (2004, p. 93) who state that most of the teachers are still trapped in a traditional way of instructions and assessment systems.

One of the assessments which is really contributed to the teaching process is Portfolio assessment. It integrates teaching and assessment in a continuous process (Shaaban, 2005, p.39) that makes Portfolio assessment different from any other assessment. Paulo and Mayer (1991) as cited in Toperoff and Kemp (1998) emphasized that a portfolio offers a way of assessing students learning that is different from traditional method. Unlike single test scores and multiple choice tests, portfolio provides a multidimensional perspective on students growth over time. The use of portfolio encourages the students to reflect on their work, to analyze their progress, and to set improvement goal. Additionally, portfolios can be tailored not only to individual students, but also portfolio results can be used to plan instruction (O'Malley and Pierce, 1996, p.35).

Portfolio assessment helps both teachers and students to be more creative during the teaching and learning process in English Second Language classroom. Paulson, Pearl. and Meyer (2003, p. 61) state that Portfolios have the potential to reveal a lot about their creators. They can become a window into the students' heads, a means for both staff and students to understand the educational process at

the level of the individual learner. They can be powerful education tools for their own learning. Furthermore, they argue that Portfolio allows students to assume ownership in ways that few other instructional approaches allow. Portfolio assessment requires students to collect and reflect on examples of their work, providing both an instructional component to the curriculum and offering the opportunity for authentic assessments.

Nezakatgoo (2010) did a research about using Portfolio assessment in EFL students. The primary focus of his study was to determine the effect of portfolio assessment on final examination scores of EFL students' writing skill. To determine the impact of portfolio-based writing assessment, 40 university students who enrolled in composition course were initially selected and divided randomly into two experimental and control groups. The results of the study revealed that that students whose writing were evaluated by a portfolio system (portfolio-based assessment) had improved and gained higher scores in final examination when compared to those students whose works were evaluated by the more traditional evaluation system (non-portfolio-based assessment).These findings highlighted the fact that portfolio assessment could be used as a complementary alternative along with traditional assessment to shed new light on the process of writing.

In addition, a study of writing portfolio was conducted by LeMahieu, Eresh and Wallace (2000, p. 919) in Pittsburg Public School. The writing portfolios were compiled by students in Grade 6-12 from a folder of their writing. Using a set of guidelines, students selected four pieces (including drafts as well as final copies) and provided several written reflections on their writing processes, rationale for their selections, and the criteria they used for judging their work. Portfolios were scored by a small group of highly trained district teachers and administrators using a rubric that reflected a decade-long district-wide history of professional development in writing. Through the study, it was found that portfolio scores were highly related to the classroom opportunities students had in writing.

As a final point, Park (2014, p. 2) states that another often cited benefit of portfolios is that portfolios can be used to encourage students to reflect on the pieces they write and on the processes they use to write them. Students' reflection on their writing in preparation of a portfolio is a key concept in portfolio pedagogy and an essential aspect of learner-directed assessment.

Since Portfolio assessment is often to do with writing skill, this study will also use writing as the focus of investigation. According to Khoii (2011, p. 493), "Writing is the most difficult skill of language learners." Because of this writing is one of the problems that are faced by Indonesian Students in learning English. Idrus (2011, p.1) also states that writing is the most difficult skill to acquire among other skills. Meanwhile, in many academic contexts, writing is essential for the display of student's knowledge (Brown, 2007, p. 396). In line with this, Al-Fadda (2012, p. 123) claims that students of English as Second Language (ESL) face many difficulties and stresses in their academic writing, such as difficulty in distinguishing between spoken and written English, making an outline before writing a draft, identifying the skills needed for successful writing, and avoiding plague words and phrases.

O'Malley and Pierce (1996, p. 127) clarify that portfolios have most typically been used in English language arts classrooms to monitor the development of writing. Moreover, writing test has been applied in recent years as supplementary test for Junior and Senior High School students. Although the test is not included in the final examination, it is considered as one of the requirements to finish their study at those levels. As the result, many students got difficulties in writing English well as they were not accustomed to writing English in their school hours so that their scores were not satisfactory (Fatimah, 2006, p.3). It can be assumed that this condition might be caused by the teacher's ignorance of teaching and asking them to write in English.

Based on the description above, the writer tried to prove the effectiveness of portfolio assessment in the teaching narrative writing in the English classroom. This research was conducted to the ninth graders of SMP N 2 Indralaya Utara,

because in the English learning process the teachers of this school have not applied yet Portfolio assessment. The way to evaluate students' achievement still used the conventional test in which the result of mid term test or final test became the basis of evaluation, whereas Portfolio assessment provided the evaluation of students achievement by documenting student's language development.

1.2 Problem of Study

With regard to the explanation above, there is one essential problem in the study. Is there any significant difference in writing achievement before and after students are assessed by using Portfolio assessment?

I.3 Objective of the Study

Due to the problem above, the objective of the study is to find out whether or not there is a significant difference in writing achievement before and after students are assessed by using Portfolio assessment

I.4 Significant of the Study

It is expected that the study can not only bear some advantages in teaching and learning writing skill through the process of Portfolio assessment in the Ninth graders of SMP N 2 Inderalaya Utara but also other junior high schools. The English teachers will have a better alternative assessment in their own classrooms. It is also expected that it will be able to increase the students' achievement in writing. Besides, the students will be more encouraged to write English better, understand how to evaluate their own others' works, and ultimately they can be involved in making judgment of the scoring system for their own projects.

REFERENCES

Ali, Sadia Y. (2005). *An introduction to electronic portofolio in the language classroom*. retrieved from http///www. Sadiayasser[at]hotmail.com

Al-Fadda, H. (2012). Difficulties in academic writing: from the perspective of king saud university postgraduate students. *Candian center of science and education. CCSENET-Journal*, 5(3) 123. retrieved from http://www.ccsenet.org/journal/index.php/elt/article/view/15272/10336

Baldwin, D. B. & S. Santoli. (2004). *Writing is power; critical thinking, creative writing and portofolio assessment*. Retrieved from http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0CB4QFjAA&url=http%3A%2F%2Fwww.usca.edu%2Fessays%2Fvol102004%2Fsantoli.pdf

Brown, H.D (1996). *Testing in language programs*. New Jersey, NJ : Prentice Hall Regents

Brown, H.D (2007). *Teaching in principles: an interactive approach to language pedagogy (3rd ed)*. White Plains, NY: Pearson Education, Inc.

Ciconnetti. (2003). *Pizza boxes for teaching and learning*(234-235). Wooster, OH: Ohio State University

Cohen, L., Manion, L., & Manison, K. (2005). *Research methods in education*, (5th ed.). London: Taylor & Francis e-Library

Coulmas, Frlorian. (2015). *Writing systems: an introduction to their linguistic analysis*. London: Cambridge University Press

Departemen Pendidikan Nasional. (2004). *Pedoman umum pengembangan penilaian*. Jakarta, Indonesia: Direktorat Jendral Pendidikan Dasar dan Menengah

Elbow, P., & Belanoff, P. (1997). *Reflections on the explosion: Portfolio in the 90s and beyond*. In K. B. Yancey (Ed.), *Situating portfolios* (pp. 21-33). Logan: Utah States University Press

Emily, Chi-Fen Emily Chen. (2015). *The elements of Literature*. Retrieved from http://www2.nkfust.edu.tw/~emchen/CLit/study_elements.htm

Fatimah. (2006). *The use of portofolio assessment in the teaching reading and writing to the eleven graders of SMA N 3 Muara Enim* (Unpublished Postgraduate's thesis). Pascasarjana Sriwijaya University, Palembang, Indonesia

Fraenkel, J.R. & Wallen, N.E. (2001). *Educational research : a guide to the process*. New York, NY : McGraw-Hill

Gerrot, L & P.Wignell. (1995). *Making Sense of Functional Grammar*. Sydney: Gerd Stabler

Harmer, J. (2007). *The practice of language teaching*. Harlow,London, England Pearson Education

Hatch, E.M & Farhady, H. (1982). *Research design and statistics for applied linguistics*. Rowley, Mass: Newburry House

Hedge, T. (2000). *Teaching and learning in language classroom*. NY: Oxford University Press

Hornby, AS. (2007). *Oxford advance learner's dictionary (7th ed)*. New York, NY: Oxford University Press

Idrus, Z. (2011). *Increasing narrative text writing achievement of the eleventh grade students at SMA Setia Dharma Palembang through harringbone strategy*. (unpublished master's thesis). Sriwijaya University, Palembang, Indonesia

Kemp. J, & D. Toperoff. (1998). Guidelines *for portfolio assessment in teaching english*. Retrieved from Http://www.anglit.net/main/portofolio/default.html

Khoii, R. (2011). A solution to the dilemma of writing in a foreign language: Adaptive mentorship. *International journal for cross-disciplinary subjects in education (IJCDSE)*, *2*(4), 493-501. retreived from http://infonomics-society.org/IJCDSE/

Maher, J. & Allene C. 2005. *Portofolio assessment*. retrieved from: http///www.jmaher@pqcps.org

McCuen, J.R. & Winkler. A.C. (1987). *Rewriting writing: A rethoric*. Orlando, FL: Hrcourt Brace Jovanovich

McMillan, J. H. (1992). *Educational research: fundmentals for the consumers*. New York, NY : Harper Collins Publisher

Mustofa. (2002). *Pembelajaran menulis dengan menggunakan penilaian portofolio: sebuah penelitian tindakan kelas pada SD Muhammadiyah 12 Palembang*. (npublished thesis) Graduate School Program – Sriwijaya University Palembang, Indonesia

Nezakatgoo, B. (2010). *The effects of portfolio assessment on writing of EFL students*. *2*(4). 231-241. retrieved on https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1 &cad=rja&uact=8&ved=0CB4QFjAA&url=http%3A%2F%2Fengres.ied.e du.hk%2Flang_arts%2Ftasks%2FcurricRenew- 2009%2Fwk3%2Fprogression_narrative.pdf&ei=BIoHVfKkGdLJuATW_ YCABw&usg=AFQjCNFdiqr6UsR0ns2FoRedLOdcKJknww&sig2=sDEi 90t42jIIC7SITMjQLw&bvm=bv.88198703,d.c2E

Norton, P. and Karin, M. Wiburg. (2003). *Technology with Teaching*. Belmont, CA: Thomson Wadsworth

Oshima. A & Hogue. (2006). *Writing Academic English, Fourth Edition (The Longman Academic Writing Series, Level 4)*. NY: Pearson Longman

O'Malley, J. Michael. & Loraine. V. Pierce. (1996). *Authentic Assessment for English Language Learners: Practical Approaches for Teachers.* Boston, New York, NY: Addison-Wesley Publishing Co

Park, T. (2014). *An overview of portfolio-based writing assessment*. 4(2). 1-3. retrieved on http://www.education.com/reference/article/portfolio- assessment/

Palmer, Barbara. (1994). *Developing Cultural Literacy Trough the Writing Process*
    Empowering Learners. Massachusetts: Paramount Publishing

Paulson, L.F., Paulson P.R., and Meyer, C. (2003). *What makes portfolio a portfolio? "educational leadership ."* 48(5), 19 (EJ 421 352)

Puhl, Carol A. (1997). Develop, not judge: continuous assessment in the ESL classroom. *English Teaching Forum, 35*(2), 2-9

Tuckman, B.W. (1978). *Conducting educational reserach* (2nd ed.). SD : Harcourt Brace Jovanovich

Sewell, M, Marczak, & Horn, M. (2015). *The use of portfolio assessment in evaluating.* Retrieved on http://methodenpool.uni- koeln.de/portfolio/USE%20OF%20PORTFOLIOS%20IN%20EVALUAT ION.htm

Shabaan, K. (2005). *Assessment of young learners english teaching forum, 43*(1), 34-39

Santos, Marcel G. (1997). Portfolio sssessmena and the role of learner reflection. *English teaching forum, 35* (2), 10-14

Sugoyono. (2006). *Statistik untuk penelitian*. Bandung: Alfabeta

Viera, A.J &Garret, J.M. (2005). Understanding inter observer agreement. The kappa statistic. *Research series 37*(5), 360-363. Retrieved from http://www.1.cs.columbia.edu/julia/course/CS6998/Interrater_aggrement. Kappa_statistic.pdf