

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discussed the finding and discussion of the use of Portfolio Assessment in learning paragraph writing at English Education Study Programs. The first, describing finding about the implementation Portfolio Assessment in learning paragraph writing at English education study programs that the data collected from observation checklist. The second, describing finding about the students' perceptions towards Portfolio Assessment in learning paragraph writing at English education study programs that the data collected from the questionnaire.

4.1 Findings

The findings of this research was to know about the implementation of portfolio assessment in learning paragraph writing and students' receptions about learning paragraph writing using portfolio assessment in English Education Study Programs. The researcher observed process of teaching in English Education Study Programs 2020A morning class at STKIP PGRI SIDOARJO consisted of 25 students.

4.1.1. Findings of the Implementation of Portfolio Assessment in Learning Paragraph Writing at English Education Study Programs

In this part, the researcher is describing the implementation of portfolio assessment in learning paragraph writing as the first problem of this research. The

result of the observation checklist. The total of the students was 25. The observation is conducted in 4 meetings start from 17th June 2021, 24th June 2021, 1st July 2021, and 8th July 2021. The first observation was done on 24th June 2021 lecturer explained about the cause and effect and portfolio assessment. The second meeting the lecturer the application of material, giving the task of paragraph writing using the portfolio assessment technique. The third meeting on 1st July 2021 the lecturer providing feedback to students and recollect the work. On Tuesday, July 08, 2021, the lecturer gave several times the opportunity to researchers to provide a questionnaire to students about the portfolio assessment, providing reward for 3 students the most active during the study and the last documentation.

The researcher observes the process of teaching and learning writing using portfolio assessment technique, the lecturer explains paragraph writing and also explains about studying using portfolio assessment in paragraph writing class. The researcher got the students' task from observed the learning process carried out by lecturer and students as follows:

Pre-Teaching

In the pre activities the lecturer greeted the students, checked the student's attendance, motivates the students to be active and explained the activities that were going to do by the students. The lecturer giving a little explain of the cause and effect. The Cause and effect is another common paragraph type, either as an paragraph type on its own, or as part of a

larger paragraph which includes one or more paragraphs examining causes and effects. A cause-effect paragraph tells how one event (the cause) leads to another event (the effect). A cause-effect paragraph can do one of two things: It can analyze the ways in which one or more effects result from a particular cause.

Whilst Teaching

In the second part, the lecturer explain about portfolio assessment, Advantages of Portfolio Assessment, Process Portfolio Assessment and the lecturer asked the students to make a paragraph writing using portfolio assessment.

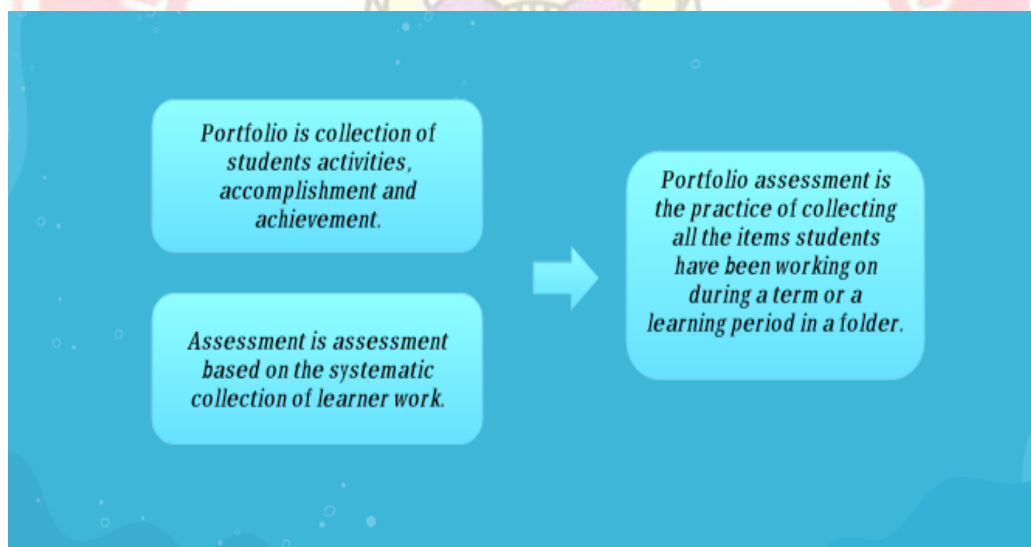


Figure 4.1 Portfolio Assessment

Portfolio is a collection of works of a student, is a result of the implementation of performance tasks, determined by the lecturer or by students with the lecturer, as part of business achieving learning goals, or achieving competencies specified in the curriculum. Portfolio assessment is a continuous

assessment method, by gathering information or data systematically for the results of one's work.

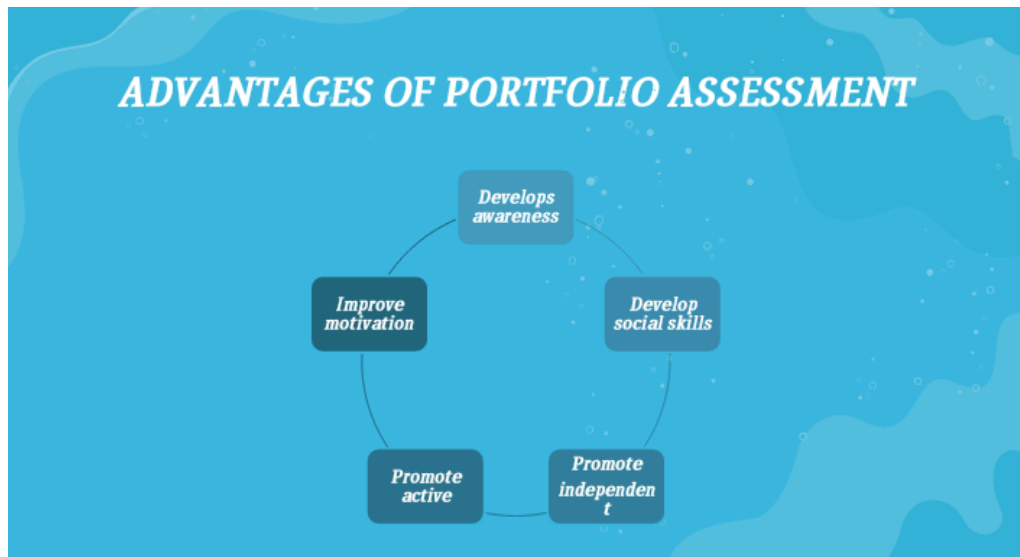


Figure 4.2 Advantages of Portfolio Assessment

Portfolio assessment provides more authentic and valid assessment of students' achievement and comprehensive views of students' performances in contexts, and encourages students to develop independent and self-directed learners, and enhances communication among lecturer, student and parents. It can provide opportunities for learners to demonstrate his/her weakness and strengths and for lecturer to direct their teaching. It also can encourage students to take responsibility for their own learning, and enhance student-lecturer communication. In addition, portfolio assessment has a potential to demonstrate students' learning process and leaning product over time

Next, the lecturer asked the students to make an paragraph writing using portfolio assessment with a predetermined them. Three steps in developing portfolio assessment. These include:

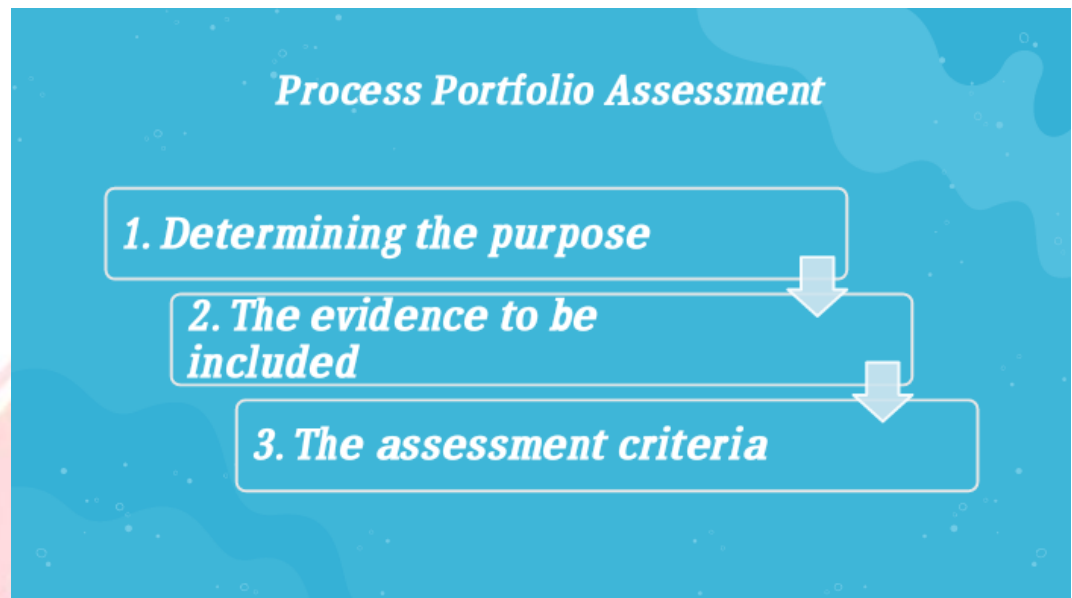


Figure 4.3 steps in developing portfolio assessment

First, determining purpose, for developing essay effects. The teacher and the student need to clearly identify the portfolio contents, which are samples of student work, reflections, teacher observations, and conference records. Second, The Evidence, for example Portfolio 1 Student A quickly wrote, Portfolio 2 increased by 5 students following because it was increasingly understood about portfolio engineering, 3 portfolio then increased and followed each other following depositing because of the increasingly understood portfolio technique. The teacher should develop evaluation procedures for keeping track of the portfolio contents and for grading the portfolio. Third, Assessment Criteria, students

are not just writing but also in accordance with the academic rules. The teacher needs a plan for holding portfolio conferences, which are formal and informal meetings in which students review their work and discuss their progress.

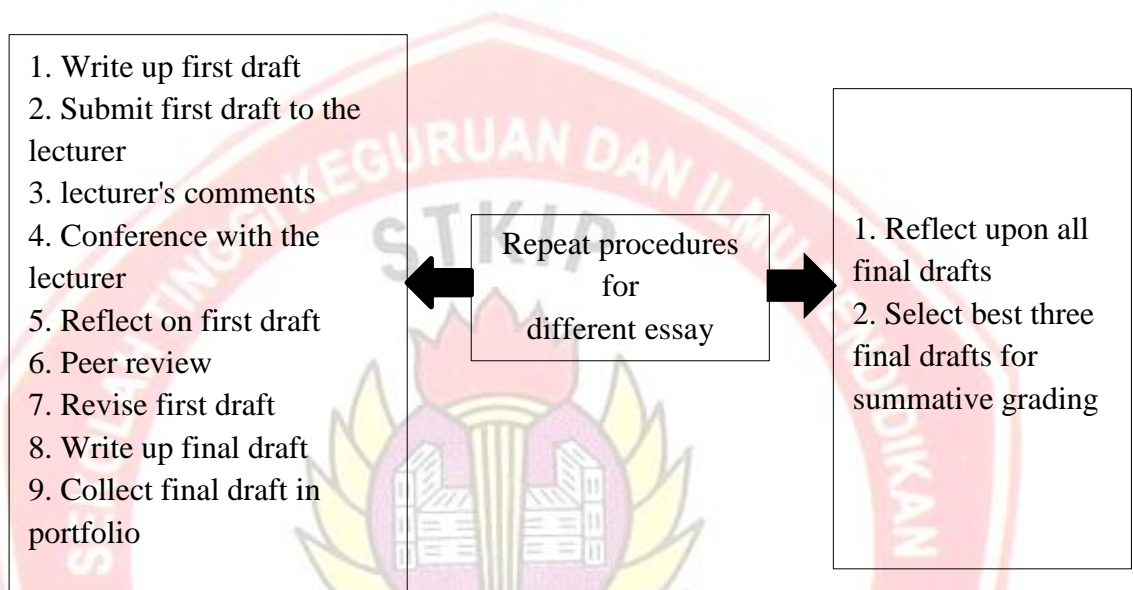


Figure 4.4 procedures of the portfolio assessment

Students are given an explanation of the purpose and process of portfolio assignments. The students were asked to write an essay from the cause and effect genre. Students choose topics that interest them and do not require expert knowledge. After receiving the first draft of the student essay, the teacher reads it carefully. Then, under the cache assignment he wrote his comments for the focus, elaboration, organization, convention and vocabulary of the students' written assignments. Therefore, the students obtain information about their strengths and weaknesses in aspects of their essay. In short, a Portfolio is a collection of the work of a

student, as a result of carrying out a performance assignment, determined by the teacher or by the students together with the teacher, as part of an effort to achieve learning objectives, or to achieve the competencies specified in the curriculum.

Next, Students prepare notebooks, laptops or directly type via WA to write paragraph writing using the Portfolio Assessment technique. The genre used is cause and effect with the topic of learning and teaching in a pandemic.

Writing Competencies
1. Discovering ideas for writing
2. Deciding on a writing topic
3. Brainstorming and free writing
4. Writing an outline
5. Drafting a paper
6. Redrafting
7. Revising the paper
8. Submitting a formal paper

Table 4.1 Writing Competencies

At the stage of finding ideas for writing, students are taught to get used to various techniques and procedures to stimulate their creative thinking. They are also encouraged to explore various ways to express ideas. In the topic of determining the topic, after re-searching in the library or on the internet, students decide on the topic they are interested in. At the

stage of brainstorming and writing freely, students find inspiration and write freely.

After completing the brainstorming process and free writing, students collect ideas and information related to the topic of writing. At the stage of writing the paragraph. Students organize the information they have collected and compiled it. By compiling records related to similar concepts, students compile the main ideas and support details.

First, students simply write 1 cause and 1 effect and the lecturer gives students time 15 minutes to process their assignment.

cause : The COVID-19 pandemic requires us to stay away from crowds and avoid direct contact with other people. This also has an impact on the education system which can only be held online.

effect : Obstacles in the online learning process are mainly the lacking technology mastery, the additional cost of internet quota, and lastly the reduced communication and socialization between students, teachers and parents.

Figure 4.6 Portfolio 1 of student A

After 15 minutes, the lecturer adds 1 cause and effect, so that in one paragraph there is 2 causes and 2 effects. Then, the lecturer gives students time 15 minutes to process their assignment. For everything that hasn't been finished, keep working on it.

1.	Are ideas expressed in a clear and interesting way?
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2.	Are new details, examples, illustrations, or information added to fill in information gaps?
3.	Are unnecessary details committed or left out?
4.	Is the content organized clearly?
5.	Does each paragraph include a main idea with supporting sentences to develop this idea?
6.	Are a variety of sentence patterns and lengths used?
7.	Are sentences clear and complete?
8.	Are transitional words and phrases used to link sentences and ideas?
9.	Are there any better word choices, such as concrete nouns, descriptive adjectives, and active verbs?
10.	Does the chosen writing style reflect the writer's intended ideas?
11.	Does the writing form a circle by showing a relationship between the introduction, the body, and the conclusion of the writing?
12.	Is the writing satisfying?

Table 4.2 Redrafting and revising

At the redrafting stage, students are required to continue to compile and rearrange their writings. They can give their draft lecturer, ask for comments and suggestions to fix it. Furthermore, during this process, students must always remember whether the use of language, writing organizations, and disclosure of ideas can be understood by the reader.

At the stage of revising the paragraph, students are asked to keep rereading their writing to see if any changes are needed to improve it. The redesign and revision phase can take place after getting suggestions for improvement from the lecturer, because students redesign and revise their writing as much as they want to "give up". In addition, they are also encouraged to step back and look at it from the reader's point of view to

see if it is necessary to add some details to help the reader understand the writing of the paragraph. The checklist in Table 1 was used during the rearrangement and revision process.

Students submit their writing portfolios. After developing a writing portfolio assessment framework, an instructional procedure for writing classes, to explore the effect of portfolio assessment on students' English writing to determine whether students under portfolio assessment experienced greater satisfaction than those under traditional test assessment, the researchers used a questionnaire. Students satisfaction to measure students satisfaction in writing courses.

cause : The COVID-19 pandemic requires us to stay away from crowds and avoid direct contact with other people. This also has an impact on the education system which can only be held online.

cause : Not all students have adequate facilities to conduct online learning activities.

effect : Obstacles in the online learning process are mainly the lacking technology mastery, the additional cost of internet quota, and lastly the reduced communication and socialization between students, teachers and parents.

effect : Cause gaps between students because they cannot follow the learning optimally

Figure 4.6 Portfolio 2 of student A

Next, final draft for students who already have 2 causes and 2 effects, for polish, finally added an introductory paragraph and a concluding paragraph. Then, the lecturer gives students time 15 minutes to process their assignment.

Introductory: The increase in cases of Covid patients has forced the government to lock down to limit community activities

cause: The COVID-19 pandemic requires us to stay away from crowds and avoid direct contact with other people. This also has an impact on the education system which can only be held online.

cause: Not all students have adequate facilities to conduct online learning activities.

effect: Obstacles in the online learning process are mainly the lacking technology mastery, the additional cost of internet quota, and lastly the reduced communication and socialization between students, teachers and parents.

effect: Cause gaps between students because they cannot follow the learning optimally

concluding: This is the focus of the government to solve the problem by providing free quotas to students according to their level.

Figure 4.7 Portfolio 3 of student A

So for each student collect 3 drafts (1 cause 1 effect, 2 causes - 2 effect, introduction- concluding). This study demonstrated the formative potential of portfolio assessment to help students foster their English writing ability. The results showed that portfolio assessment as a process-oriented teaching and assessment tool improved the students' overall writing ability and the sub-skills of focus, collaboration, organization and vocabulary. The students also perceived the positive effects of portfolio assessment on the product as well as the process of English writing. The positive effects of portfolios on students writing might be due to the opportunities they afford students to become actively involved in assessment and learning.

The students were actively involved in assessment and learning in the process-oriented portfolio program. They revisited, reflected on and

put their selected pieces of writing in their portfolios. Assessment should be viewed as a process designed for learning rather than a product separated from learning. Writing portfolios can be used in EFL. Classes as a mechanism whereby learning, teaching and assessment are linked. They can be used to boost the development of EFL students' writing ability.

Post-Teaching

The lecturer gave feedback to students about the portfolio assessment, feedback from the lecturer is In class writing English students pass the following stages: find ideas for writing; decide on the topic of writing; Brainstorming and free writing; write out the outline; preparation, rearrangement, revise; and finally submit the results of his writing. At the stage of finding ideas for writing, students are taught to get used to various techniques and procedure to stimulate their creative thinking. They are also encouraged to explore various ways to express ideas. In the topic of determining the topic, after re-searching in the library or on the internet, students decide on the topic they are interested in. At the stage of brainstorming and writing freely, students find inspiration and write freely.

Table 4.3 Observation Checklist

NO.	Subjects	Pointer(s)	Meeting I		Meeting II		Meeting III		Meeting IV	
			Yes	No	Yes	No	Yes	No	Yes	No
The lectures' activities										

1.	Pre-Teaching	Lecturer and student greeting	√		√		√		√	
		Checking all of student attendant	√		√		√		√	
		Motivates the students to be active	√		√		√		√	
		The lecturer explain the purpose of teaching	√		-		√		-	
2.	Whilst Teaching	The lecturer begins to explain portfolio assessment material to students	√		-		-		-	
		Deciding the purpose of the portfolio	√		√				-	
		The lecturer gives assignments to students	-		√		√		√	
		The lecturer gives time for students to do the assignment	-		√		√		√	
		The lecture provides an opportunity for a repeat performance of the assignment	-		-		√		-	
		The lecture encourages reflection on how the assignment was performed	-		-		√		-	
		The lecturer review and clarification about the material	-		-		√		-	

3.	Post Teaching	The lecturer provides feedback to students	-		-		√		√	
		Lecturer reminds to prepare for the next meeting	√		√		√		-	
The student's activities										
1.	Pre-Teaching	The students respond the lecturer's greeting	√		√		√		√	
		The student respond the lecturer's attendant check.	√		√		√		√	
		The students respond the lecturer's explanation.	√		√		√		√	
		The student are activated by the lecturer.	√		√		√		√	
2.	Whilst Teaching	The student listen to lecturer teaching about portfolio assessment	√		-		-		-	
		Discuss the portfolio assessment that has been presented	√		√		-		-	
		The students look for assignment that have been given by the lecturer	-		√		√		√	

		The students doing the assignment.	-		√		√		√	
		The students repeat performance of the assignment.	-		-		√		-	
		The students the lecture's encourages reflection on how the assignment was performed.	-		-		√		-	
		The students listen about the portfolio assessment strategy explanation.	-		-		√		-	
3.	Post Teaching	The students listen to feedback from lecturer about the material that has been taught	-		-		√		√	
		The student respond to the learning directions to make an portfolio assessment meeting.	√		√		√		-	

At the first meeting, it started on time according to schedule. The initial meeting aims to provide students with an understanding of writing which will be tested at the next meeting. Students must understand the text they are looking for the next meeting.

In the second meeting, the class started 10 minutes later because students took lessons before class started. Students will be asked for some

understanding of their text and will work according to the direction of the lecturer/researcher. Here students are required to make several paragraphs with a predetermined and the text will be collected.

In the third meeting, the lecturer providing feedback to students and students recollect the work. In the fourth meeting, this is the last meeting. At this meeting, students are required to collect the assignment and will fill in several questions given by the researcher in the form of a questionnaire. In this questionnaire, students are required to fill in based on their ability when doing yesterday's assignment.

Lecturers provide the opportunity to repeat the performance of essays in forms that have been proven to be problematic for students when they do paragraphs then they can rewrite their paragraph into perfect essays and encourage reflection about how the essay is done. Then the lecturer provides feedback to students in during learning. At the end there will be documentation and the lecturer provide reward for 3 students the most active during the study. As a form of appreciation for his attention and cooperation.

4.1.2. Findings of the Students' Perceptions about Learning Paragraph Writing Using Portfolio Assessment at English Education Study Programs

In this part, the researcher is describing the Students' Perceptions about Learning Paragraph Writing Using portfolio assessment as the second problem of this research. The questionnaire uses in order to know the result of the students' perceptions about Learning Paragraph Writing Using portfolio assessment. The

researcher gave a questionnaire in the last observation that the questionnaire consists of fifteen questions. The questionnaire is in form of a Likert Scale which is consists of Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (S).

After giving the questionnaire the researcher analyzed all of the questions one by one and then make conclusion from the questionnaire. The amount of the students who chosen an option for each question in percentage (100%). The formula is:

$$\frac{\text{Number of student's answer}}{\text{Number of student}} \times 100\%$$

The questionnaire was distributed to 25 students at the end of the observation and the questions were about 15 point. The researcher counts the students' perceptions. The total of the questionnaire can be shown as follows:

Table 4.4 The Result of Questionnaire Answer

NO.	Questions	SA	A	N	D	SD
1.	I like writing in English.	(5)	(16)	(4)	(0)	(0)
2.	I can write texts independently	(3)	(12)	(5)	(0)	(0)
3.	I can write sentence that identifies the topic and controlling idea of paragraph	(4)	(15)	(4)	(2)	(0)
4.	I can organize my ideas when I write a paragraph	(6)	(14)	(5)	(0)	(0)

5.	I can support and develop my main point when I write a paragraph	(2)	(15)	(7)	(1)	(0)
6.	I can see my writing development from the use of portfolio	(2)	(9)	(13)	(1)	(0)
7.	Write on portfolio assessment can show the complete learning process and results	(2)	(17)	(5)	(1)	(0)
8.	I can evaluate my writing in portfolio assessment	(4)	(13)	(7)	(1)	(0)
9.	I can become more flexible in writing through a portfolio assessment	(2)	(10)	(12)	(1)	(0)
10.	portfolio assessment has a potential to demonstrate learning process and leaning product over time	(3)	(14)	(6)	(2)	(0)
11.	Portfolio assessment provides more authentic and valid assessment	(6)	(13)	(6)	(0)	(0)
12.	Write on portfolio assessment can enhances communication among teacher and student	(5)	(14)	(5)	(1)	(0)
13.	Write on portfolio assessments can encourage to develop learning independently	(4)	(15)	(5)	(1)	(0)

14.	Write on portfolio assessment can evaluate progress to meet the objectives specified	(3)	(11)	(12)	(0)	(0)	
15.	The use of portfolios assessment is an example of this type of good practice	(6)	(12)	(6)	(1)	(0)	
	Total	F	57	200	106	12	0
		%	15%	54%	28%	3%	0%

Percentage of questionnaire results the researcher:

1. The first question was “I like writing in English” and the students answered strongly agree were 5, answered agree were 16 students, answered neutral were 4 students, answered disagree were 0, and answered strongly disagree were 0. It means that all of the students like writing in English.
2. The second question was “I can write texts independently” and the students answered strongly agree were 3, answered agree were 12 students, answered neutral were 5 students, answered disagree were 0, and answered strongly disagree were 0. It means that all of the students can write texts independently.
3. The third question was “I can write sentence that identifies the topic and controlling idea of paragraph” and the students answered strongly agree were 4, answered agree were 15 students, answered neutral were 4 students, answered disagree were 2, and answered strongly disagree were

0. It means that all of the students can write sentence that identifies the topic and controlling idea of paragraph.
4. The fourth question was “I can organize my ideas when I write a paragraph” and the students answered strongly agree were 6, answered agree were 14 students, answered neutral were 5 students, answered disagree were 0, and answered strongly disagree were 0. It means that all of the students can organize my ideas when I write a paragraph.
5. The fifth question was “I can support and develop my main point when I write a paragraph” and the students answered strongly agree were 2, answered agree were 15 students, answered neutral were 7 students, answered disagree were 1, and answered strongly disagree were 0 It means that all of the students can support and develop main point when write a paragraph.
6. The sixth question was “I can see my writing development from the use of portfolio” and the students answered strongly agree were 2, answered agree were 9 students, answered neutral were 13 students, answered disagree were 1, and answered strongly disagree were 0. It means that all of the students can see my writing development from the use of portfolio.
7. The seventh question was “Write on portfolio assessment can show the complete learning process and results” and the students answered strongly agree were 2, answered agree were 17 students, answered neutral were 5 students, answered disagree were 1, and answered strongly disagree were

0. It means that all of the students Write on portfolio assessment can show the complete learning process and results.
8. The eighth question was “I can evaluate my writing in portfolio assessment” and the students answered strongly agree were 4, answered agree were 13 students, answered neutral were 7 students, answered disagree were 1, and answered strongly disagree were 0. It means that all of the students can evaluate my writing in portfolio assessment.
9. The ninth question was “I can become more flexible in writing through a portfolio assessment” and the students answered strongly agree were 2, answered agree were 10 students, answered neutral were 12 students, answered disagree were 1 student, and answered strongly disagree were 0. It means that all of the students can become more flexible in writing through a portfolio assessment.
10. The tenth question was “portfolio assessment has a potential to demonstrate learning process and leaning product over time” and the students answered strongly agree were 3, answered agree were 14 students, answered neutral were 6 students, answered disagree were 2 students, and answered strongly disagree were 0. It means that all of the students have a potential to demonstrate learning process and leaning product over time in portfolio assessment.
11. The eleventh question was “Portfolio assessment provides more authentic and valid assessment” and the student answered strongly agree was 6, answered agree were 13 students, answered neutral were 6 students,

answered disagree were 0 student, and answered strongly disagree were 0.

It means that all of the students can provide more authentic and valid in portfolio assessment.

12. The twelve question was “Write on portfolio assessment can enhance communication among teacher and student” and the student answered strongly agree were 5, answered agree were 14 students, answered neutral were 5 students, answered disagree were 1 student, and answered strongly disagree were 0. It means that all of the students write on portfolio assessment can enhance communication among teacher and student.

13. The thirteen question was “Write on portfolio assessments can encourage to develop learning independently” and the students answered strongly agree were 4, answered agree were 15 students, answered neutral were 5 students, answered disagree were 1, and answered strongly disagree were 0. It means that all of the students write on portfolio assessments can encourage to develop learning independently.

14. The fourteenth question was “Write on portfolio assessment can evaluate progress to meet the objectives specified” and the students answered strongly agree were 3, answered agree were 11 students, answered neutral were 12 students, answered disagree were 0, and answered strongly disagree were 0. It means that all of the students write on portfolio assessment can evaluate progress to meet the objectives specified.

15. The fifteenth question was “The use of portfolios assessment is an example of this type of good practice” and the students answered strongly

agree were 6, answered agree were 12 students, answered neutral were 6 students, answered disagree were 1, and answered strongly disagree were 0. It means that all of the students the use of portfolios assessment is an example of this type of good practice.

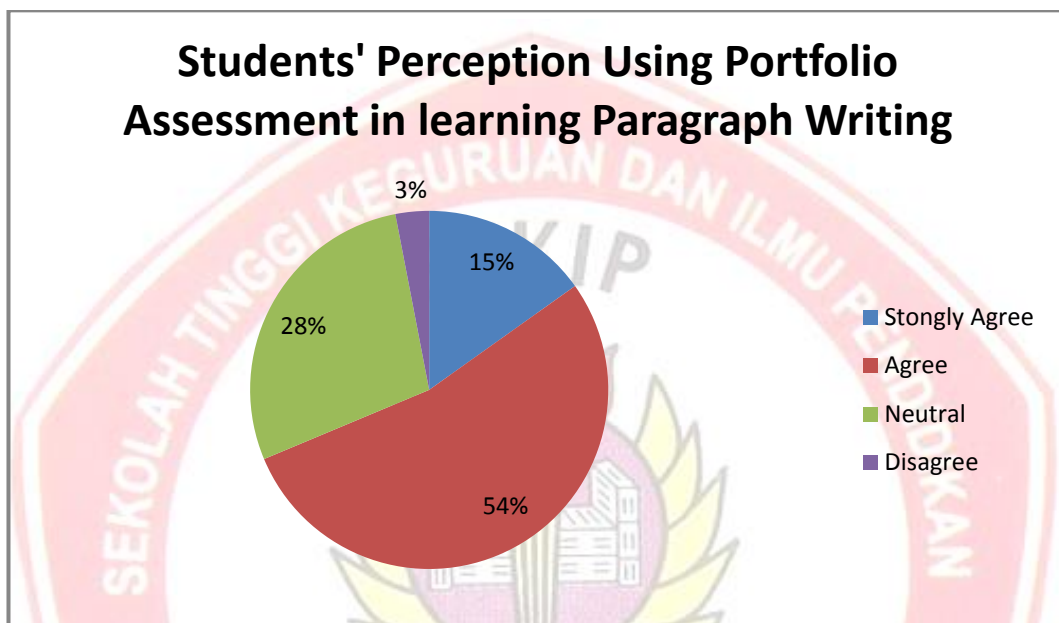


Figure 4.7 The Result of Questionnaire Answer

Based on the data displayed in tables and diagrams, it can be concluded that the students agree with the use of portfolio assessment in learning paragraph writing. It strengthens by the total of students answering “agree” option is or the percentage is 54%, which means that more half of students like learning essay writing by using portfolio assessment. Besides, according to the data, the students who feel disagree with the use of with the use of portfolio assessment in learning essay writing is 3%, which mean that under 50% of students did not like learning

essay writing by using portfolio assessment. It means that the students agree with the use of portfolio assessment in learning paragraph writing.

4.2. Discussion

In this part, the researcher will discuss the result of the observation checklist and questionnaire at English Education Study Programs 2020A at STKIP PGRI SIDOARJO. The first problem was the implementation portfolio assessment in learning paragraph writing. The teaching and learning process is divided into Pre-Teaching, Whilst teaching, and Post-Teaching. In the Pre-Teaching lecturer and student greeting, checking all of student attendant. Explain today's lesson and motivates the students to be active. In the whilst teaching, the lecturer deciding the purpose of the portfolio and considering the evidence to be included in the portfolio. The lecturer determining the time for portfolio development and determining regular schedules for review and conferencing. In the Post-Teaching , The lecturer review and clarification about the material. Lecturer reminds to prepare for the next meeting.

After the observation checklist was analyzed, the students gave a piece of paper that contained the questionnaire of the portfolio assessment. From the questionnaire the researcher got the result that portfolio assessment can help students to write paragraph writing. Data showed that more students understand the model of the paragraph writing text with portfolio assessment, it can be concluded that the students agree with the use of portfolio assessment in paragraph writing. It strengthens by the total of students answering “agree” option

is or the percentage is 54% and a few of the remaining students answering “disagree” option is or the percentage is 3%. It means that more half of students like learning paragraph writing using portfolio assessment, and under half of students dislike learning paragraph writing using portfolio assessment.

Some researchers have shown that the implementation of portfolio assessment improved the’ writing skills and the receptions of the students. Therefore, the hypotheses of this study were accepted. There was a significant improvement in the students’ writing skills and their receptions after teaching by using portfolio assessment. It was concluded that the use of portfolio assessment can increase students’ writing skills and their responses (Efendi, Usman & Muslem, 2017).

Abdul (2019); Efendy (2017); Puverdi (2016); Boumediene (2016); and Nezakatgoo, T. (2011) conducted similar studies to investigate the problems and challenges of the university students in writing for an international journal and to investigate the implementation of portfolio assessment to improve students’ writing skills and responses. The results showed that the implementation of portfolio assessment could improve the students’ writing skills and also give their positive responses by using portfolio assessment. Moreover, another significant aspect of the portfolio assessment is student self- reflection. It can be seen that portfolio assessment can successfully encourage the students to become more active and help them to understand the writing processes. In addition, students are able to improve their writing skills and make their words much worthy as well.