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THE USE OF PORTFOLIO ASSESSMENT OF WRITING SKILL IN DESCRIPTIVE TEXT

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ABSTRACT

The objectives of the research are to find out the use of portfolio assessment of writing skill in descriptive text and the challenges faced by the teacher in the use of portfolio assessment of writing skill in descriptive text in SMP Negeri 1 Pagelaran Cianjur. The type of the research is qualitative research with case study method. In collecting the data, the researcher uses field notes, observation checklist, open-ended questionnaire, and documentation. The data were analyzed by reducing the non useful data, displaying the data, and drawing conclusion. The researcher uses data triangulation to get the validity of the data. Based on the research finding, the teacher implemented almost all the procedures of portfolio assessment proposed by Brown & Abeywickrama, the teacher designed the purpose of portfolio, the teacher designed the material of portfolio, the teacher designed the time of portfolio, the teacher designed the time for reviewing, the teacher designed the place for portfolio. The challenges faced by the teacher in the use of portfolio assessment of writing skill in descriptive text that the teacher has difficulties in giving feedback in a large class, less in controlling and guiding the students, and the teacher did not use the rubric for assessing the writing skill of the student's task.

Keywords: Portfolio Assessment, Writing Skill, Descriptive Text

INTRODUCTION

Portfolio assessment is one of the types of an authentic assessment as a tool for assessing students' work. Ganensee and Upshur in Brown (2010) stated that portfolio is a purposeful collections' work of student to know their progress, effort, and achievement. The researcher

explains that portfolio assessment is an important thing to see the students' progress, the researcher had experienced in portfolio assessment when he studied in the university, the lecturer asked the students to write part of chapter in a book by their own words, the lecturer reviewed the material during the lesson, the students got the paper that had been evaluated by the lecturer in a week. Referring to the researcher experience, the researcher think that portfolio assessment can monitor the students' work for English subject.

In English, teacher can assess students' skill covered listening, speaking, reading and writing. Writing is important in English, writing is how to produce the idea into written, in line with Hamadouche in Shofiyah (2013) that writing as an activity to produce written language. In writing skill, there are some genre of text that studied in school. According to Derewianka & Jones (2016) some kind of genre in English are narrative, recount, descriptive, report, explanation, exposition, and review. In this research, the researcher only focus on descriptive text. According to Derewianka & Jones (2016) descriptive text gives an information about a particular entity by describing its features, history, and specific characteristic.

Based on English teacher information in SMP Negeri 1 Pagelaran Cianjur, there are some problem in English subject in seventh grade, teacher commonly asks student to do writing tasks at home which mean students did not practice writing optimally in the classroom. In addition, students mostly ignored the teacher's feedback, when the teacher returned students' work, students skipped the feedback and then put their writing in their bags and rarely took it for the second time.

Based on the explanation above of the background, then the question of the research are:

1. How is the use of portfolio assessment of writing skills in descriptive text?
2. What are the challenges faced by the teacher in the use of portfolio assessment of writing skills in descriptive text?

Methods

This research uses qualitative research with case study method. According to Fraenkel, Wallen, & Hyun (2012) qualitative research investigate the quality of relationship, activities, situations, or material are frequently. In addition, this study describing in detail all of what goes on in a particular activity or situation. A case study is a detailed study of one or a few individuals, it can also be a study of an event, an activity, or an ongoing process (Frankael, Wallen, & Hyun, 2012). Based on explanations, the researcher defined that case study method is designed to explores in depth a program or detailed information, event, activity,

process in detailed by using various of data collection. In this research, the researcher uses three kinds of data collection which are observation, questionnaire, and documentation. He uses the data triangulation method by four kinds of instrument namely observation checklist, field notes, documentation, and open-ended questionnaire. The research was conducted in SMP Negeri 1 Pagelaran Cianjur. The participant was an English teacher who has taught for five years in that school.

FINDINGS AND DISCUSSION

In this section, the researcher answers the research question. It consists of the result of the research and the discussion.

The Use of Portfolio Assessment of Writing Skill in Descriptive Text on 7th Grade at SMP Negeri 1 Pagelaran Cianjur

1. First Observation

The English teacher started the lesson by pointed one of students to lead praying, then she checked the students' attendance. She started the lesson by informing the objective and assessment of the lesson. After that, the teacher asked the students to open *When English Rings a Bell's* book, the teacher introduced the descriptive text to the students, then some of students asked question related to the descriptive such as the generic structure, the language features and social function.

After giving some explanations about descriptive text to the students, the teacher distributed the worksheet to the students, she asked the students to do the task in groups, the task was made the text into meaningful. Some of the students did not directly do the task but talk to each other, the teacher walked around the classroom to check and help the students. The teacher and students checked and discussed the task together that they did, then the teacher asked the students to write down on the worksheet, the teacher picked some of students to read the whole text to the class. After the time was almost up, the English teacher summarized the lesson, then the teacher asked the students to collect the task into folder, all the students collected the task into folder. the teacher motivated the students to study every day. The English teacher ended the lesson by saying *Alhamdulillah*. After the lesson, the researcher documented the task of the students of the day. The following is the example of the students' work.

2. Sofia is tall and thin. She has curly hair in plaits. She has a fringe. She's standing not sitting. She's wearing a yellow night dress with a picture of a sleeping baby. She is not a little chubby girl. She's a beautiful slim girl.
3. Mrs Hertina is a big lady with glasses. She is wearing batik and black pants. She is sitting on the bench in front of the Principal's office. She's not wearing a scarf. She's carrying a pink purse.

Figure 1.1 First draft of student's work

Based on the figure above, the first task that had been given by the teacher aims to write the descriptive text meaningfully. Based on the data from documentation, the teacher checked the students' task by giving a checklist if the task was correct. In the beginning of the lesson, the teacher explained the purpose of the portfolio assessment. Based on the open-ended questionnaire, the researcher found the purpose of the portfolio that used by the teacher in English subject for 7th grade of SMP Negeri 1 Pagelaran Cianjur, the teacher developed the portfolio assessment to see the student's development in learning English. In addition, it can be used as a report for parents about the student's progress.

2. Second Observation

The teacher started the lesson by greeting salam to the students, the teacher checked the students' attendance. Before the teacher started the lesson, she asked the students about what they had done in the last meeting. After that, the English teacher continued to the material about descriptive text, the teacher read the descriptive text about "I'm proud of my school" then the student repeated what teacher said, the teacher and the students discussed to identify the language features of the descriptive text. After the students understood about the formula in the descriptive text, the teacher asked students to make five groups. She asked the students to discuss about the descriptive text and make the descriptive text by entitled "This is our lovely school", the teacher remained the students in writing descriptive text, especially in using the tenses, then she walked around the class to help the students, some of students were talking to each other and did nothing. After finishing the task, the teacher reviewed the lesson of that day about the formula of simple presents tense and the generic structure of descriptive text. Students were spirit when answering the question from the teacher. At the end of the lesson, the teacher asked students to collect the task into folder, all the students

collected the tasks into map folder. The teacher ended the lesson by saying salam. After the lesson, the researcher documented the task of the students on the day.

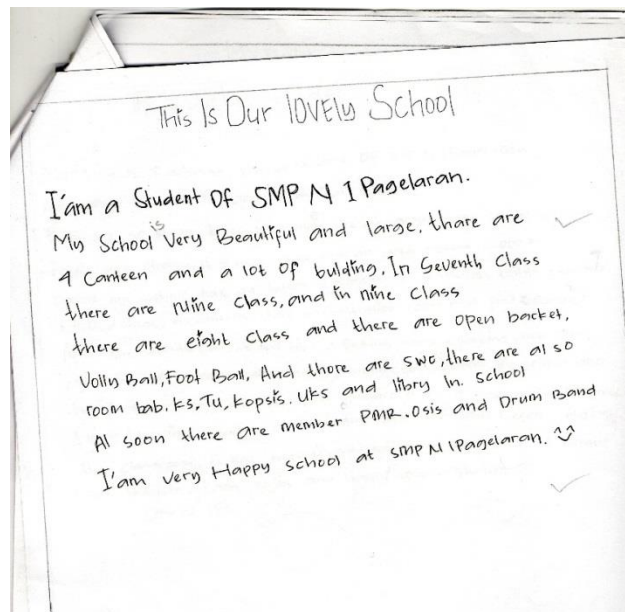


Figure 1.2: Second draft of student's work

Based on the figure above, the second task that has given by the teacher aims to write the descriptive text by entitled This is Our Lovely School. Based on the documentation the teacher assessed the students' task by giving checklist at the introduction and the description of the generic structure of descriptive text. She also checked the simple present tense by giving a sign and some notes. In line with the open-ended questionnaire that had given by the researcher that the teacher checked the descriptive by giving checklist.

3. Third Observation

The teacher started the lesson by greeting salam, checking students' attendance and praying. She told the students that the day was the last day of portfolio had to submit. The teacher asked students to distributed the students' task in the map folder, then she asked students to check their own text. The teacher told the students about the error in writing the descriptive text. She asked the student to revise the descriptive text. The teacher discussed and helped the student in writing descriptive text entitled "this is our lovely school". Then she asked the students to write in the paper. After finishing the task, the teacher asked the students to make reflection sheet and the identity of the portfolio, she helped the students in writing the reflection on the white board, then the students wrote the reflection on the paper. At the end of the lesson, the teacher asked the students to collect the portfolio into folder, all the students collected the tasks,

however, some of students collected the tasks into map lately. The teacher explained to the students about the benefits of the portfolio. She left the class by saying salam. After the lesson, the researcher documented the task of the students on the day. Below is the example of the student's work, the identity, and reflection sheet.

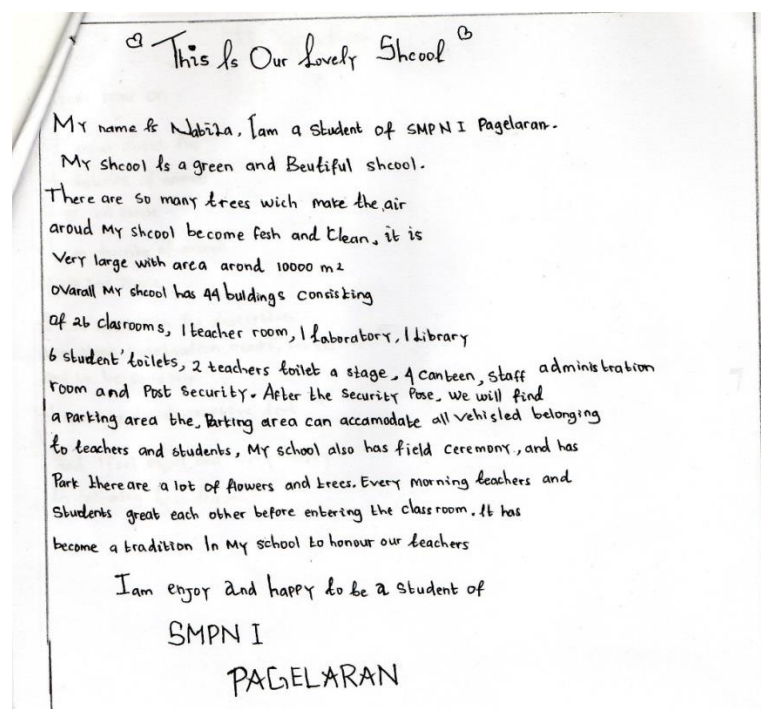


Figure 1.3 Third draft of student's work

Based on figure above, the students revised the task of descriptive text entitled This is Our Lovely School. Based on the data obtained from documentation, the teacher assessed the students' result by giving a checklist. she does not check the generic structure and the tenses because the teacher helped the students in writing descriptive text.

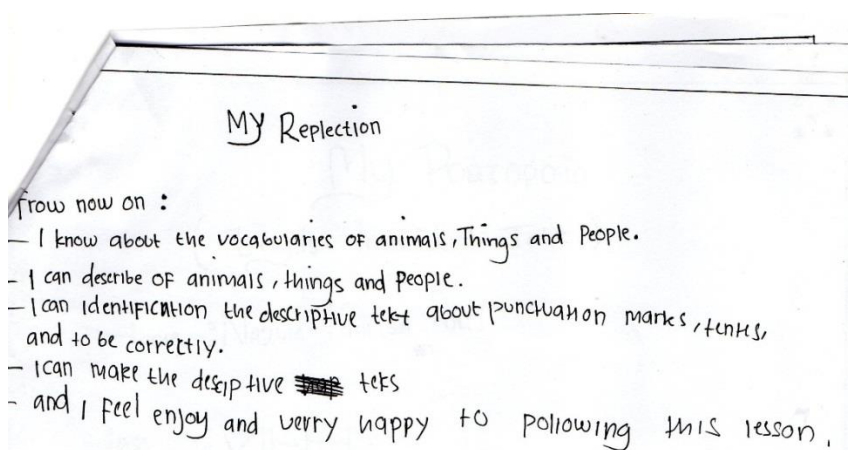


Figure 1.4 The student's reflection

Based on figure above, the students wrote the reflection of the lesson of the descriptive text. Based on the data from documentation, the students wrote five paragraph about what their learn in three meeting.

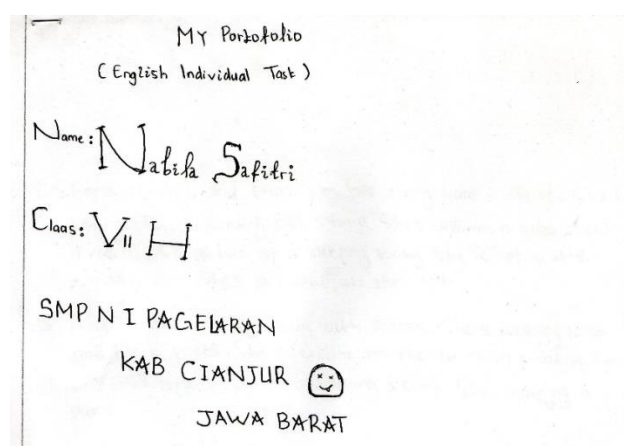


Figure 1.5 Student's identity

Based on figure above, the researcher found a cover page. Based on the documentation there are title of the task namely "My Portfolio", students' identification which mean his or her name, the grade, and the identification of the school.

Based on the data from observation, questionnaire, and documentation, the researcher concluded that the teacher follows some aspect in the implementing portfolio assessment. According to Brown & Abeywickrama (2010) there are seven aspect in the implementing the portfolio. There are deciding the purpose of portfolio, give guidelines on what materials to include, communicate assessment criteria to students, designate schedules for review and conferencing, designate a place to keep portfolio, provide positive washback and giving final assessment.

The first aspect is deciding the purpose of portfolio. The English teacher determined the purpose of portfolio orally in the classroom, she designed portfolio to see the students' development in writing descriptive text, and as an evidence for parents about the students' progress in learning English.

The second aspect is giving a guideline on what materials to include. The teacher explained to the students that the portfolio included the student's identity, three draft of descriptive text, and reflection sheet.

The third aspect is communicating assessment criteria to the students. The teacher showed the assessment criteria in the lesson plan, however the teacher did not use the criteria in assessing the students' task.

The forth aspect is designing the time for portfolio development. The teacher determined the portfolio assessment of writing skill in descriptive in three times of lesson, the teacher explained to the students about the time to complete the task in each of meeting.

The fifth aspect is determining schedules for review and conferencing. The teacher determined the schedules for review the lesson, the teacher and the students reviewed the material of descriptive text especially in the generic structure and the tenses.

The sixth aspect is designing a place to keep portfolio. The teacher designed one folder to keep the students' task of descriptive text. The teacher brought the map folder in every meeting of the lesson. At the end of the lesson, the English teacher put the map folder in the wall of class in order to make students easier in learning.

The last aspect is providing positive washback and giving final assessment. The teacher scoring the students' task by giving checklist all the students task that has been completed. All of students completed the task that has given by the teacher in writing the descriptive text. But the teacher did not give the final assessment to the student.

The Challenges Faced by The Teacher in The Use of Portfolio Assessment of Writing Skill in Descriptive Text on 7th Grade at SMP Negeri 1 Pagelaran Cianjur

The researcher found the challenge in the use of portfolio assessment of writing skill in descriptive text, the students so difficult to write the descriptive text. It can be proven when the students write about the text, they still confused how to write in English. In line with the result of open-ended questionnaire that the student's interest in learning English is low, they have less vocabulary building, they also difficult in expressing their idea. So, the teacher becomes translator for the students for helping the students in writing descriptive text.

Another challenge that the classroom was noisy, the teacher was less in guiding and controlling the students. Based on the field notes, the teacher just focused on some students, it made some students paid no attention. Furthermore, when the teacher gave the task to the student in group, some of students did not contribute in their group, some of students only talked to each other.

The teacher did not use the rubric of the writing skill from the lesson plan in assessing the students' task. The teacher only assessed the students' task by giving a checklist and some notes. As a result in the open-ended questionnaire, the teacher checking the students' task by giving checklist in the generic structure and the tenses.

The last challenges faced by the teacher is time management. It can be seen in the questionnaire that the teacher need extra time to analyze the student's work in big scale, that is a heavy job for teacher.

Based on the observation, questionnaire, and documentation, the researcher concluded that the teacher faced the challenges in the use of portfolio assessment of writing skill in descriptive text.

The first challenges that the teacher felt the portfolio assessment have long time in analyze the students' task in a big scale. The teacher taught English subject for all seventh grade which is eight class, she confused to analyze the students' writing all the students, she only generalized about the students' mistake in organization and tenses in descriptive. In line with Lam (2018) that portfolio assessment is heavier than other assessment because to assess portfolio must have a long time.

The second challenges that the student's interest in English is low, they so difficult in vocabulary building and expressing their idea. The students has to work more in writing descriptive text by translating the text from Bahasa Indonesia to English. So, the student feels difficult in writing descriptive text into the correct sentence. It mean that the teacher has to motivate the students in learning English.

The third challenges that the class was noisy, some of students did not contribute in the implementation of portfolio assessment of writing skill in descriptive text, some of student paid no attention to the teacher when the teacher explained about the lesson.

The fourth challenges that the teacher did not optimal in managing the classroom when she taught an English for VII grade about descriptive text. The teacher realized that she would more prepare in conducting the portfolio assessment of writing skill in descriptive text.

The last challenges that the teacher did not use the rubric of writing skill in assessing the students' task of descriptive text, even though the teacher wrote the rubric in the lesson plan.

CONCLUSIONS

The use of portfolio assessment of writing skill in descriptive text in seventh grade of SMP Negeri 1 Pagelaran Cianjur can help students to evaluate their work. The teacher almost used all aspects of the theory of portfolio assessment. The teacher decided the purpose of portfolio assessment of writing skill in descriptive text, she gave the materials to include in portfolio,

the teacher communicate the assessment criteria in the lesson plan of descriptive text, she determined schedules for reviewing the lesson.

The challenges faced by the teacher in the use of portfolio assessment of writing skill in descriptive text, the teacher has difficulties in giving a feedback in a large class, the teacher was less in guiding and controlling the students, she did not use rubric of the writing skill in assessing the students' task. The teacher realizes about this and tries to improve the assessment in order to help the students optimally in the portfolio assessment.

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