TEACHERS' VIEWS ON THE MODEL OF STUDENT'S LANGUAGE PORTFOLIO IN ENGLISH LANGUAGE TEACHING AND LEARNING

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ABSTRACT

The objective of this research is to explore the teachers' views toward the model of student's language portfolio in English language teaching and learning. Participants of this research included six lecturers in English Education Study Program at Universitas Jambi who teach language skills and had implemented portfolio in their respective class. A qualitative research design was employed by conducting interview with the participants as the primary data as well as document analysis as the secondary data for this research. The result of this research indicates portfolio is used in English Education Study Program at Universitas Jambi although it is not broadly implemented. The finding shows portfolio is developed according to two distinctive purposes, namely process and product portfolio with the tendency towards process portfolio in its implementation. The participants disclosed that the core components of portfolio include collection of students' learning artifacts, result of peer review, and reflection which considered crucial to bring about effective record of students' progress in learning. In it's practice, portfolio implemented in accordance to project-based class within the purpose to encourage the students to work collaboratively in developing portfolio. Portfolio assessment decision is determined by the implementation of holistic assessment and the use of rubrics. Besides, peer review is employed in the assessment process in order to reduce teachers' work for providing feedback towards students' portfolio even though it is not accompanied by any scoring guidelines in its implementation.

Keywords: Portfolio, portfolio assessment, teachers' views, ELT context.

INTRODUCTION

This study aims to explore teachers" views towards the model of student's language portfolio in ELT context. The idea of using portfolio in both EFL and ESL settings is not a new-fangled innovation, there are various studies has been conducted with a significant number of researches concentrating on investigating the use of portfolio in English language classroom and its effect on learners" language learning. For instance, Demirel and Duman (2015) conducted experimental research to see the effects of portfolio on eighth-grade students in foreign language learning. Similarly, Uçarand Yazıcı (2016) also investigated the effect of portfolios on developing writing skills among 52 Turkish undergraduate learners in ESP classes. In particular, Al- Muslimi (2015) and Kalra et al. (2017) investigate the effect of using portfolio on the development of English as foreign language (EFL) learners' writing skills. Both of these experimental researches participant are students who are majoring English Business at Sana'a University in Yemen and an International University in Thailand. Lastly, Charanjit and Swaran (2013)"s qualitative research focused on the use of portfolio as an assessment tool for learning in two Malaysian secondary ESL classrooms through exploring nine ESL teachers' perspectives who had utilised portfolio as an assessment tool in their classrooms. From these several previous studies, a portfolio can be used as a promising strategy and appealing to many classroom practitioners and researchers in the sight of

its potential from the application of portfolio in ELT.

Although many proposals have been made on portfolios, there are very few researches eliciting the teachers views on the model of portfolio, especially in English language classroom context which are not adequate in number. There is a need to seek teachers' view on the model of portfolio since their perspectives and experiences towards it can take into account. This purpose is supported by a sum up study from Demirel and Duman (2015) stated that not all students' work can be placed in the portfolio. The studies that will be placed in the portfolio should represent the prominent studies that reflect students' best performance and the documents that prove the students' progress which should be in line with the objectives stated in the curriculum. Thus, items in portfolios have to be selective and most representative collection of students' work to be organized systematically in a portfolio. Regarding to this point, a considerable view is bringing the voice of teachers to get involved as people who know students' academic performance well, as it will also provide a model of portfolio consisting of among others checklist/table of content of portfolio, so learners would have an idea about the appropriate items that should be include for the portfolio.

In conjunction with the previous issue, this present study is guided by certain reasoning. First, portfolios make considerable contributions to the students' language learning process and it is proven by a number of researchers in the field (Al- Serhani, 2007; Aydin, 2010; Charanjit & Swaran, 2013; Demirel & Duman, 2015; Uçar & Yazıcı, 2016 Kalra, Sundrarajun, & Komintarachat, 2017; Karami et al., 2018). Second, prior researchers recommend that EFL and ESL teachers, pre-service teachers can be instructed to use portfolios in foreign language teaching more efficiently. As stated in Aydin (2010) who investigated EFL writers' perceptions of portfolio keeping obtained the results that portfolio keeping in EFL writing is beneficial to the improvement of vocabulary and grammar knowledge, reading, research, and students' writing skills as well. The author of this study mentioned a need to give a comparison between students' and teachers' side for further exploration of related issue. However, studies in teachers' perceptions on an ideal model of a portfolio are very rare. Particularly in Indonesia, the researcher cannot find adequate information on this kind of research. Therefore, this present study aims to explore teachers' views towards the ideal model of students' language portfolio in ELT context in higher education.

METHODS
Research Design

The researcher conducted this study by using descriptive qualitative method to explore teachers" views on the model of students" language portfolio in English Language Teaching context. The primary data of this research obtained through interview session with the teachers, plus, this research also supported by collection of documents of student portfolio as secondary data. The data collected for data analysis are collection of students" portfolio, rubrics, lesson plan, drafts, etc.

Settings and Participants of the Research

This research took place at English Study Program of Jambi University. English department determined by the researcher because it is where English language teaching and learning occur. It is also supported by a condition that language skills are one of the components students should acquire in this department, hence, lecturers will teach these language skills in particular and manifest the implementation of portfolio in the English Language Classroom context. In addition, Ministry of education and culture point out that portfolio is highly suggested as a model for assessment method in education especially in higher

education.

The main focus of this research is on teachers" views on the model of students" language portfolio in ELT context. For this reason, particular lecturers were selected according to these criteria:

1. Lecturers in English educationdepartment at Universitas Jambi;
2. Lecturers who had utilised portfolioin their teaching;
3. Lecturers who teach language skills.

This research applied snowball or chain sampling strategy to cluster the participants of the research. The starting point of the strategy is to list the main respondents inprinciple and then ask them to recruit more participants who are similar to them in the investigation (Dörnyei, 2007).

Data Collection Techniques

The instrument used in this study is individual interview with the lecturers. The researcher applied semi-structured interviewwith the interviewee. In this type of interview, the researcher has pre-preparedguiding questions and prompts of the research topic which is intended to elicit views and opinions from the participants. The format of the question is open-ended questions but the interviewee is encouraged to elaborate their statement on the issues raised in an exploratory manner. According to Dörnyei (2007) this interview format needs an „interview guide" which has to be made and piloted in advance. Therefore, the interview protocol designed to focus on these main aspects:

No.	Main Aspects for the Interview
1	Course description
2	Teachers" views of portfolio: • Benefit of using portfolio • Problems and challengesin using portfolio
3	Purposes of using portfolio in English language classroom
4	Implementation of portfolio in English language classroom
5	Types of artefacts collected
6	Assessment technique used

Table 1. Interview guideline

Trustworthiness

According to Creswell (2009), researchers must use some strategies called "trustworthiness" to determine the accuracy or credibility of data, findings and interpretation. Trustworthiness or validity of the data employed peer checking to examine the data including findings and interpretationof the data. Afterwards, feedback isprovided to enhance credibility and ensure the validity of the data. The researcher conducted member checking as well. In member checking, the researcher cross-checked and showed written transcription of the interview to the participants in order to make sure that there is no additional or decrement of the interview content.

FINDINGS AND DISCUSSION

Overview

This research aims to explore teachers' views on the ideal model of students' language portfolio in English language teaching and learning context. In order to obtain the data, this research used interview method for collecting primary data as well as colleting some relevant documents as the secondary data for this research. Before conducted the interview, the researcher designed interview protocol which include list of questions for the interview. This list of questions was then reviewed by one of the lecturers in English department at Universitas Jambi. The reviewer provided some insightful comments and suggestions to revise some aspects of the research instrument. After the second revision, the research instrument was accepted for interview session.

There were six teachers selected as the respondents of the interview. These respondents are all English lecturers in English education study program at Universitas Jambi who teach language skills and had implemented portfolio in their respective classrooms. Respondents of this research were purposefully selected through *snowball* or *chain* sampling. The snowballing sampling technique involves asking a respondent to refer the researcher to the other respondents.

The interviews with these respondents were carried out during the period of 10th February 2021 to 26th March 2021. There are six respondents interviewed out of 6-8 scheduled and the number of six respondents was not continued according to these particular reasons. First, there was difficulty in finding more respondents because it is found that only few lecturers had implemented portfolio in their teaching especially in language skills. Second, the data have been considered saturated, i.e. there was no new information gathered from the subsequent interview.

Prior to the analysis, the respondents of this research are *Ms. Irish, Mr. Anthony, Ms. Nina, Ms. Cantika, Ms. Endah, and Ms. Fera.* All the respondents were given a pseudonym for confidentiality concerns.

Findings

The findings achieved in the analysis of the data were obtained in accordance with the research purpose and interpreted with tables and descriptions. The things found are divided into six themes which discussed in turn:

Process portfolio as dominant type of portfolio.

From the findings it is identified there are two major distinctions on purposes of using portfolio in English language classroom context. The majority group of respondents such as *Ms. Irish, Mr. Anthony, Ms. Nina, Ms. Cantika,* and *Ms. Fera* stated that they developed portfolio that "focused to the process" (*Ms. Fera*). Despite, for the rest such as *Ms. Endah* developed portfolio that focused on the product rather than process portfolio.

According to the respondents who developed process portfolio in their respective class, the purpose of using portfolio in the subject they teach is to emphasize the students" learning process through developing portfolios. Process portfolio is implemented to record students" development in learning from the very beginning until the end of course which can be vividly noticed through their portfolio. This side of predominance is considered as major differentiation between process

andproduct portfolio, as *Ms. Fera* expressed:

> "…*kalau produk akhir biasanya kan sudah bagus ya sudah tertulis semua*."

> (…if the final product is usually good, it is all already written down.)

The statement demonstrates that product portfolio regarded as a complete product of learning, meanwhile portfolio focusing to the process emphasized to the journey of learning rather than the final outcomes. This idea is in line with *Mr. Anthony*"s portfolio implementation in his writing class. *Mr. Anthony* preference towards process portfolio is to observe any improvements in students" writing. As *Mr. Anthony* said:

> "*Apakah the progress is growing up, apakahthe progress is like going down, bisa terlihat dari portfolio yang dikumpulkan*."

(Whether the progress is growing up, or the progress is going down, it can be seen from the collected.)

One of the characteristics of process portfolio is that it involved „drafts" of students" collected works to indicate students" developmental process in learning.In her writing class, Ms. *Cantika* collected such drafts which students should include in their portfolio. These drafts exhibit progressive record of students" growth, *Ms. Cantika* pointed out that:

> "…*minsalnya draft 1, 2, dan 3 jadi kita akan melihat mahasiswa dari prosesnya secara baik*."

> (…for instances drafts 1, 2, and 3 so we will see the students from the process properly.)

Individually these respondents had their owndecision of what types of portfolio they developed in their classes, either focused on the process or product portfolio. *Ms. Irish, Mr. Anthony, Ms. Nina, Ms. Cantika,* and*Ms. Fera* believed process portfolio suits their courses" objectives, which is to see students" progress in learning while *Ms. Endah* considers the outcomes or product of students" learning become the main priority.

Portfolio implementationlimited to document collection

All of the respondents of this research agreed that portfolio that they developed contained students" learning artifacts. In this case, the types of document collected are diverse which depends on language skillsthey taught.

The components of students" language portfolio according to the respondents include collection of students" learning artifacts. It can be in a form of digital or paper-based students" collected works such as assignments, exercises, projects report, videos, observation sheets, highlight of the material, reflection, peer reviews and drafts of their work can be add in as well to proof students" reflective process.

In its practice, the majority group of respondents revealed that there is no specific document organization regulation that students should obey. The students are instructed to select the documents and collect it in their portfolio. In *Mr. Anthony*"s class for example, students are

informed to compile all of their writing based on the type of writing given by the lecturers per week. The students are given freedom to arrange it in their portfolio as long as it still followed the topic that being taught. As *Mr. Anthony* expressed:

"…*mahasiswa bebas asalkan mereka mengikuti topik yang diberikan seperti itu jadi mereka tidak melenceng dari topik yang diajarkan*."

(…students are free as long as they follow the given topic like that so they don't deviate from the topic being taught.)

In accordance with *Mr. Anthony*, *Ms. Cantika* also conveyed students" writings, result of peer reviews, reflection, and drafts from developing the project until the final version is all documented in their portfolio. As she said:

"…*seluruh dokumen yang dihasilkan mahasiswa dari awal develop project-nya sampai akhir project berbentuk produk setelah hasil revisi berulang-ulang nah itu isi portfolionya*."

(…all documents produced by students from the beginning of their project development to the end of the project are in the form of products after repeated revisions, so that's the contents of their portfolios.)

The core component of students" portfolio according to these respondents is a compilation of students" learning artifacts which all should be documented in their portfolio sequentially from the very beginning until the end of the project. Each of the respondents collected different types of documents which relevant to the subject they taught. The majority group of respondents revealed that there is no specific set of guideline for document organization in students" portfolio, however, there is still some sort of instruction for the document arrangement which become essential for the student in order to organize their portfolio.

Project-based class and portfolio

The majority stated portfolio implementation is allocated with 21st century learning models which mainly positioned the student as the centre of the learning process. For instances, *Ms. Endah* and *Ms. Cantika* were employed project- based learning in their teaching. Here, the students are instructed to work on their final project which the task should be completed at the end of the course. The task that students should complete is developing their portfolio. In *Ms. Cantika*"s class for example, she introduced to the students a set of target which will be pursued in every meeting and the students are expected to be able to accomplish at the end of the subject.

In addition, *Ms. Endah*"s implementation of project-based learning for developing portfolio in her listening classes is very much similar. *Ms. Endah* divided the project into weekly and final projects that the student should finish over a period of time.

Portfolio which implemented as project that students developed during the learning process is not only for individual work, otherwise, they also have peer task and group project for developing portfolio. For instance in *Ms. Nina*"s class, she allocated portfolio as peer and group task.

"*Portfolio pada mata kuliah yang saya ajarkan itu tidak hanya untuk tugas individu, tetapi*

itu juga ada yang grup. Baikitu grup berdua ataupun berkelompok."

(Portfolio in my class is not only for individual assignments, but also for groups. Whether it is a group of two students orliterally a group.)

Despite *Ms. Nina*, some other respondents such as *Ms. Endah*, *Ms. Fera* and *Ms. Cantika* implemented portfolio as group project as well. The consideration of implementing peer and group project in developing portfolio is to promote the students to work collaboratively, as *Ms. Cantika* uttered:

"Saya berusaha membagi ada yang kelompok dan juga ada yang individual. Kalo kelompok pertimbangannya itu karna lebih untuk mengajarkan collaborativelearning…"

(I try to divide there are groups and individuals task. For the group, the consideration is because it is more to conduct collaborative learning…)

There is a variety in terms of portfolio implementation in particular class. Portfolio can be assigned as individual work, peer task or even group project. The consideration for implementing portfolio by involving students with their peers canencourage each individual to be more reflective of their learning process and as a form for sharing ideas to promote students to work collaboratively.

Portfolio as tangible evidence of students' learningprogress

The respondents are asked about the benefits of using portfolios in their teaching and the answers are diverse. First, some of the respondents revealed that they are able to see students" progress in learning through portfolio. Any development as well as students" strengths and weaknesses in learning can obviously see through their portfolio. For instances *Ms. Cantika.* She revealed that portfolio is benefited to record her students" progress in learning, as sheexpressed:

"Yang paling besar manfaatnya itu adalah saya jadi punya record tentang progress mahasiswa secara komprehensif karnakan portfolionya itu berkesinambungan ya..."

(The biggest benefit is that I have a record ofstudent progress comprehensively because the portfolio is continuous...)

These respondents all agreed that students" performances in learning can be measured through portfolio, and it helps the lecturers to do the assessment. The majority of respondents confessed that from documents that collected by students in their portfolio can provide fair judgment whichhelps these lecturers to assess each ofstudents" work. For example *Mr. Anthony* and *Ms. Nina* who are in a team to teach "Critical Reading and Writing" course, agreed that the documents collected by students in their portfolio supported them in assessing students" performances in learning. As represented by *Ms. Nina*:

"…tugas-tugas mahasiswa, apa yang mereka kumpulkan itu jadi dokumen buat saya. Jadi disanalah saya bisa meng-assess atau menilai kemampuan dia, apakah ada perkembangan atau tidak."

(…these collection of student assignments, itbecomes documents for me. So that is where I can assess their ability, is there any progress or not.)

Interestingly, this collection ofdocuments can also be the "evidence" (*Ms. Endah*) in case if the teachers find trouble proving that they have given fair grades according to the quality of each student"s work. For example in a narrative, if one timethe student complained:

"Mam nilai saya kok segini"

(Mam, how come my grades are this way?)

In this case, *Ms. Endah* revealed that document collected in students" portfolio is used as "evidence" for an assessment decision that teachers have been made.

On the other hand, portfolio is not beneficial for teachers, but for students as well. The benefit obtained by students from the collection of documents in portfolio is it raises awareness of their own mistakes in learning. Students can do self-reflection of their learning trough portfolio. Some respondents such as *Ms. Nina, Ms. Irish* and *Mr. Anthony* confirmed that portfolio canprovide such benefits in its implementation. As *Mr. Anthony* said:

"…*itu juga bermanfaat untuk mahasiswa gitu ya, jadi mereka juga aware of their writing 'oh I have done this mistake and I will not do the same mistake for the next'*"

(…it is also useful for students, so they are also aware of their writing „oh I have done this mistake and I will not do the same mistake for the next")

From the implementation of portfolio, the respondents believed that portfolio can be tangible evidence of students" learning process. It is benefited to provide a vivid view of students" progression which helps them do assessment. Regardless, portfolio is also advantageous to promote self-reflection in learning process.

Tendency towards holisticassessment on students' portfolio

The majority group of respondents employed holistic assessment techniques in order to assess students" portfolio. Holistic assessment employed to assess students' overall achievement on a particular activity. In its practice, *Mr. Anthony* and *Ms. Nina* applied this kind of assessment for assessing students" portfolio in their class. The whole aspects relating to students" overall growth in learning are being assessed trough conducting holistic assessment. As represented by *Mr. Anthony:*

"*Nama penilaiannya holistic. Jadi penilaiannya itu pokoknya kita melihat secara keseluruhan.*"

(The name of the assessment is holistic. So the judgment is basically we see as a whole.)

Despite this technique, some of the respondents also utilized rubrics in order to assess students" portfolio. Rubrics can beused as guidelines for scoring and provideset of criteria for an assessment. In its practice, a limited number of the respondents utilized rubrics for assessing portfolio. The rubrics itself are either adopted as it is stated by certain respondent or the rest also revealed that they made it by their own to meet particular requirements in a course. For instances *Ms. Irish*, expressed that she referred to the combination of speaking and listening rubrics in her speaking class. *Ms. Irish* said:

"*…kalau oracy-kan mencakup kemampuan speaking dan listening jadi digunakan rubric speaking dan listening. Jadi rubriknya juga diambil dari foreign language assessment yang sudah seringdipakai minsalnya di Universitas lain.*"

(…for oracy it includes speaking and listening skills, the speaking and listening rubric are used. So the rubric is also taken from the foreign language assessment that has been used frequently at other universities.)

On the contrary, teachers can develop their own version of rubrics for an assessment as another alternative. Thus, *Ms. Cantika* developed the rubrics for assessing students" portfolio in her writing class. In her writing class, *Ms. Cantika* referred tothis customized rubrics in order to assess collection of students" work collected in their portfolio. The rubrics already divided into several measurements for each aspect that considered relevant in the assessment process, such as the content of students" writing and a portion for revision which also collected for then be assessed and evaluated. *Ms. Cantika*"s intention to construct the rubrics is to meet particular requirements in the class as well as to measure students" competencies in one specific area, as she said:

"*Saya construct sendiri biasanya, sesuai dengan kebutuhan dari kelasnya. Karna hampir seluruh mata kuliah saya saya pakai model seperti itu jadi memang di-customize sesuai dengan keperluan mata kuliah, fitur apa yang pengen saya hightlight dikompetensi mahasiswa.*"

(I usually construct it by myself, accordingto the needs of the class. Because almost all of my courses I use a model like that, so it iscustomized according to the needs of thecourse, what features do I want to highlight the competencies of students.)

Peer review as a solution ofa burden task to assess portfolio

In implementing portfolio in teaching,the respondents revealed that they found constrain in its practice. The majority of the respondents stated that it is a challenge for them to give feedback towards students" portfolios because it takes time for them to read, collect, and assess each student"s work.For example in *Ms. Nina* and *Ms. Cantika*"s classes, both of them find it hard to provide feedback for students. When *Ms. Nina* asked about challenges that she faced when teaching portfolio, she said:

"*Jujur sih kalau dosen yang paling banyak menyita waktu itu kalo mengkoreksi ya membaca tulisan mahasiswanya apalagi kalau mata kuliah writing ya…*"

(To be honest, if the lecturer, it takes the most time is for correcting, reading the students' writings, especially in the writing subject…)

It its implementation, *Ms. Nina* argued that portfolio is very time-consuming which she specifically mentioned that checking about 30 portfolios for each student in particular subject burdened her. Similarly,*Ms. Cantika* also complained about the class size that is too big. There are approximately 30-35 students in each class which make it harder to give feedback for students" portfolios individually.

This major concern of implementing portfolio faced by *Ms. Nina* and *Ms. Cantika* was overcome through employed peer review. Students are instructed to review their peers" work,

then summarize some important points and discuss it in class meeting, through conducting peer review the teachers are helped out. *Ms. Cantika* stated:

> "*Jadi kalau yang seperti itu saya tanganidengan lebih banyak peer review. Jadidibawa lagi ke kelas kemudian di-peer review kemudian saya biasanya hanya kasih evaluasi secara general dan comprehensive saja…*"

> (So, if something like that I handle with more peer reviews. So it is brought back to the class and then peer reviewed, then I usually only give a general and comprehensive evaluation…)

Along with *Ms. Cantika*, *Ms. Nina* also conducted peer review in her class, the students are instructed to review their friends" writing. *Ms. Nina* revealed that through conducting peer feedback indirectly helping her and reduced her burden task of assessing students" portfolio.

> "…*nah itu sebetulnya sih secara tidak langsung cara mam untuk mengurangi pekerjaan mam dengan mereka saling mengkoreksi dan kita diskusikan bersama- sama.*"

> (…Well, that is actually an indirect way of reducing my work by them corrected each other work and we discuss it together.)

Discussion

Q1. The components of students' language portopoliao

The components of students" portfolio is classified into a collection of students" work which includes assignments, exercises, projects report, videos, audios, observation sheets, highlight of the material, peer reviews, drafts, students" self-reflection, and any external acknowledgement documents such as certificate in related field. These documents can be in the form of digital or paper-based of students" collected works. The documents that students" collected in their portfolio are not purposefully arranged according to some specific guidelines for document organization. Students are instructed to compile the documents in their portfolio in sequence to the topic taught in a week, so there is no specific document organization regulation that students should obey.

A study conducted by Gottlieb (1995) stated portfolio implementation is suggested to follow a developmental scheme using the acronym CRADLE which includes; 1) collecting, 2) reflecting, 3) assessing, 4) documenting, 5) linking, and 6) evaluating. By referring to these six attributes completed the whole process of developing effective portfolio. On the other hand, in the discussion it was found that the process was proceed at the level of documenting. Portfolio implementation is rarely operated at the level of linking and evaluating.

Q2. The implementation of students' language portfolio.

Portfolio in English language classroom is implemented in accordance to project- based class. According to Thomas (2000) PBL is defined as "a model that organizes learning around projects" (p. 1). A study conducted by Heckendorn (2002) revealed that the project-based learning approach concentrates both on the experience of the process and the end-product of the learning.

Portfolio is assigned to the students not only for individual work but also for peer task and group projects. The primary consideration of implementing portfolio as peer and group project is to foster collaboration in learning. Brown & Abeywickrama (2010) stated that „portfolio offers opportunities for collaborative work with peers" (p. 131). Therefore, students are encouraged to work collaboratively and involve to the learning process as an active role.

Q3. The assessment of students' language portfolio.

In its practice, there is a tendency towards holistic assessment on students" portfolio. Holistic assessment refers to the process of using multiple sources for assessing students" development in learning. From diverse entries that students collected in their portfolio, it permits assessment of multiple dimensions of language learning (Brown & Abeywickrama, 2010). Therefore, teachers are provided with a rich view for an assessment decision. It is also supported by a study conducted by Davis and Ponnamperuma (2005) stated that portfolio is highly structured framework for holistic assessment of an individual. On the other hand, portfolio can be assessed by utilizing rubrics for the assessment decision. It can be used as guidelines for scoring as well as it provide a set of criteria for an assessment. The rubrics can be adopted from well- established and credible sources or it can also be created to meet particular requirements in a subject. According to Fiktorius (2013), the use of rubrics perceived as reliable and effective scoring guidelines for portfolio assessment.

CONCLUSION AND SUGGESTION

Portfolio is used in English Education Study Program at Universitas Jambi although it is not broadly implemented. Here, portfolio is developed according to two distinctive purposes, namely process and product portfolio. Process portfolio is more dominating than product portfolio in its implementation. The components of students" language portfolio are a collection of their learning artefacts includes assignments, audios, videos, observation sheets, highlight of the material, drafts, peer review, reflection, and any external acknowldgement documents i.e certificate. In it"s practice, portfolio implemented in accordance to project-based class within the purpose to encourage the students to work collaboratively in developing portfolio. Portfolio assessment decision is determined by the implementation of holistic assessment and the use of rubrics. Besides, peer review is employed in the assessment process inorder to reduce teachers" work for providing feedback towards students" portfolio eventhough it is not accompanied by any scoring guidelines in its implementation.

In the light of the findings of the study, there are some suggestions to take as consideration provided in turn:

1. Portfolio implementation should be more than document collection. It needs to involved students" reflective process as one of the indications of process portfolio. The reflection phase is suggested as it provides meaningful learning experiences in its practice.
2. Portfolio assessment should be implemented according to multiple scoring strategies for thoughtful consideration. It is also necessary to provide the students with scoring guidelines or rubrics to conduct peer review so they will have an idea of the aspects that should be highlighted and carried out peer review properly.

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