DEVELOPING PORTFOLIO ASSESSMENT FOR WRITING COMPETENCE OF GRADE IX JUNIOR HIGH SCHOOL 12 PADANG

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ABSTRACT

Portfolio assessment has become a means of achieving the goals of learner-centered education. This study aimed to develop a portfolio assessment tool to assess her grade IX writing skills for SMPN 12 Padang. It leads to: (1) to find out portfolio assessment instruments needed to be developed,(2) to design prototypes of developed portfolio assessment tools; and (3) to identify the quality of developed portfolio assessment tools that need to be developed. This study used his ADDIE model for research and development, which includes his five steps of analysis, design, development, implementation and evaluation. The results show that teachers need portfolio-assessment tools that focus on student learning development. A research prototype was developed based on curriculum analysis and teacher needs and developed in a genre-based format. To judge the quality of the tools developed for portfolio assessment, the developed tools were also validated by experts and users. The results show that the content validity of the means was very high and the utility of the means was excellent. It can be concluded that this assessment model can be applied by teachers to assess.
(182 Words)

INTRODUCTION

English Language Teaching (ELT) is undergoing a paradigm shift from teacher-centered education to student-centered education. Traditional classroom practice places the learner differently as a central figure in the teaching andlearning process. Harris (1997) argues that teaching and learning effectiveness should be based on learners' perceptions of the learning process and of themselvesas language learners. Furthermore, Vein, Hunt, Gow, and Barnes (1989) argue that successful language teaching must begin with the learner, not the teacher. Teachers should recognize that the language learner is the most important factorin the learning process. Teachers, on the other hand, should provide opportunitiesfor learners to become more portfolio-aware of their needs, goals, and learning processes.

Since mid-2013, the 2013 Curriculum has been implemented in Indonesia. It aims to change habitual patterns of teacher education and student learning. Governments and other agencies usually try to solve the various obstacles that teachers face as they face various changes in their duties and responsibilities. A variety of training courses, workshops, and mentoring will be offered to teachers to help them implement her 2013 curriculum.

Teachers must follow curriculum changes, whether they like it or not. It turns out that my previous study habits at school have changed. Students should be active and dynamic and should organize their own activities to compensate for changes in the teacher's classroom activities. Therefore, students must learn how to learn what is going on with portfolio-regulated learning skills. Teachers should create well-planned syllabuses, study plans, and materials to meet the 2013 curriculum objectives. To assess a student's level of competence and to determine the quality and quantity of a student's competence, an assessment must be conducted. Nitko (1996) argues that assessment in education helps teachers make better decisions about teaching strategic language acquisition. Establishing well-defined assessment tools helps teachers design appropriate teaching materials. Teachers must decide which skills, processes, or knowledge to assess. Therefore, it is very important for teachers to make good assessments for their students.

A language learner is considered proficient when she masters her four skills of language learning: listening, speaking, reading, and writing. Of the four skills, writing is considered one of her most important. Writing is a productive skill that requires ample time to reflect on a particular topic and analyze and categorize existing background knowledge. This means that writing integrates several processes such as: Finding topics, providing information to support topic content, categorizing ideas, putting ideas in logical order, and implementing language knowledge.

Portfolios are various samples of writing that are written over time which can represent the students' development and ability in a certain context (Hyland, 2003). Stecher in Evers and Walberg (2004) supports that "portfolio is a collection of student work that reflects the skills that the student has mastered in a particular subject domain". Meanwhile, related to Moya and O'Malley (1994), a portfolio is considered as a collection of a student's work, knowledge, and

selfjudgment. Besides, portfolio assessment is a procedure that is used to plan, collect, and analyze those data that are contained in the portfolio. Hyland (2003) adds that portfolio assessment refers to the practice of writing courses where the 2 students write their writing by using some useful information sources as references, revise and resubmit it after getting feedback from the teacher and peers.

In addition to the portfolio definitions, a portfolio can be defined as a collection of student's work in a certain theme. The function is to record the achievement of the students in learning (Damiani, 2004; Genesee and Upshur in Brown, 2004). Moreover, Damiani says that portfolio can show the strengths of the students. It can consist of drafts, reflections, diaries, teachers' and peers' feedback, and the final draft (Hyland, 2003). In summary, a portfolio is a collection of student's work that can be used to assess the student's achievementin a certain area of learning.

RESEARCH METHOD

The nature of this research was research and development (R and D). This study focused on developing a portfolio assessment of writing skills. The researcher created a reliable assessment and applied it specifically to her SMPN12 Padang students in her IX grade as well. Researcher used that of Branch (2009:17). It provides curriculum designers with a framework to ensure thateducational products are effective and creative processes are as efficient as possible. ADDIE represents the steps of the model including analysis, design, development, implementation, and evaluation. Each step has a result that feeds to subsequent steps. Evaluation is essential after each step.

There were five phases were conducted in this study. It started with a needs analysis for a full-scale assessment of writing skills and ended with a new model evaluation by user perception. These phases were presented in full as follows:

Analyzing

Firstly, in the analysis phase, the researcher interviewed three English teachers at SMP N 12 Padang, discussed the topic of questionnaire, and identified the actual need for a portfolio assessment tool to develop. Curriculum analysis was also conducted at this stage. This was important data for the development of the needs assessment questionnaire.

Designing

Secondly,in the design stage, the researcher designed a portfolio assessment goal and then proceeded to design the portfolio assessment that I needed to develop for the SMP N students of the 12 Padang. A literature review was also performed to find portfolio assessment procedures.

Developing

Thirdly, during the development phase, drafts were developed as a result of draft documents. The design of the musical instrument was developed with consideration for the basic ability of IX graders to distinguish writing genres. Subsequently, tools were developed that consisted of lesson plans, study materials, writing tasks, writing plan checklists, drafting checklists, and portfolio-

reflection

Implementing

Fourthly, the tools were measured during the implementation phase by a panel of experts and users.

Evaluating

Fifth, during the evaluation phase, data analysis was performed and feedback from the user and expert reviewers was used to modify the tools we develop. In this research, due to time constraints, we proceeded to the development stage and then conducted a follow-up to confirm the validity and practicality of the content. The validity of content was Measured by experienced judges, and practicality was measured by teachers as user judges. A portfolio - rating tool related to content effectiveness was measured by experts using the Gregory formula and given a rating of 5 being excellent, 4 being good, 3 being average, 2 being below average and 1 being poor.

FINDINGS

To answer the first research question, need analysis was conducted in order to investigate the portfolio assessment needed to be developed. It wasconducted in SMP N 12 Padang by administering questionnaire to the teachers as well as conducting interview after the questionnaire was collected.

From the data analysis it was found that the type of portfolio -assessment needed by teachers was portfolio -assessment which focuses on the learning development of students considering the students' different level of competency and the syllabus of Grade IX junior high school. Furthermore, the writing task developed also need to be differentiated based on students' level of competency (complex, and simple). By giving the different level of task based on students' competency, the students who have higher level of competency will develop their competency and the students who have lower level of competency will still get the target of the learning.

The findings of the need analysis questionnaire are of 6 indicators as follows: (1) Teachers claim that writing is a complex skill which require students to master the other skill of language. Writing is a productive skill that make the writer need to read or listen about a certain information first before writing the ideas. It is in line with Byrn (1993) who states that writing is transformingthoughts into language. (2) Portfolio assessment helps students realize their own competency. The students will get feedback for their own portfolio by administering portfolio-assessment in the classroom. The use of portfolio assessment enables learners to reflect on their progress and such revision enables learners to take more control of their learning and tobe responsible (Gardner and Miller in Srimavin and Pornapit, 2004). (3)The teacher needs a clear guidelineon the applicationof portfolio assessment in the classroom in order to help them to apply the portfolio-assessment in the correct way. (4) Teachers found difficulties in applying an appropriate portfolio assessment writing. It happen because the teacher believes that it is time consuming and the teachers are not really aware of the appropriate way in developing portfolio-assessment in writing.
(5) Teachers would like to have a portfolio assessment which focuses on the

learning development of students in order to produce a better result of students' product. Focusing the portfolio assessment in the process of writing, the students can make decisions for themselves, not waiting for the teacher to tell them if they understand (6) Teachers are aware of the different levels of competence of each student because the teachers are always dealing with the students. The teachers know the students competency by the students' performance in the classroom.   It is in line with the criteria of authentic assessment proposed by Wiggins (1990) which stated that assessment is authentic when it directly examines students' performance on worthy intellectual task which is in this case design in competency based.

The second objective of this study is to design the prototype of the developed portfolio assessment. The prototype was designed based on the need analysis and syllabus analysis. The need analysis was obtained by administering a questionnaire and conducting interview to nine grade junior high school teacher in SMP N 12 Padang. Analyzing the syllabus was conducted in order to find out the scope of the instrument being developed. In the syllabus, there are two basic competencies that were developed. There are three genre of writing namely report, narrative, and procedure from the first and second semester. Thus, the development of portfolio assessment instrument for this present study covered those three genres of writing. The result of all the analysis was then combined to create the prototype. Bellow is the figure of the prototype designed.
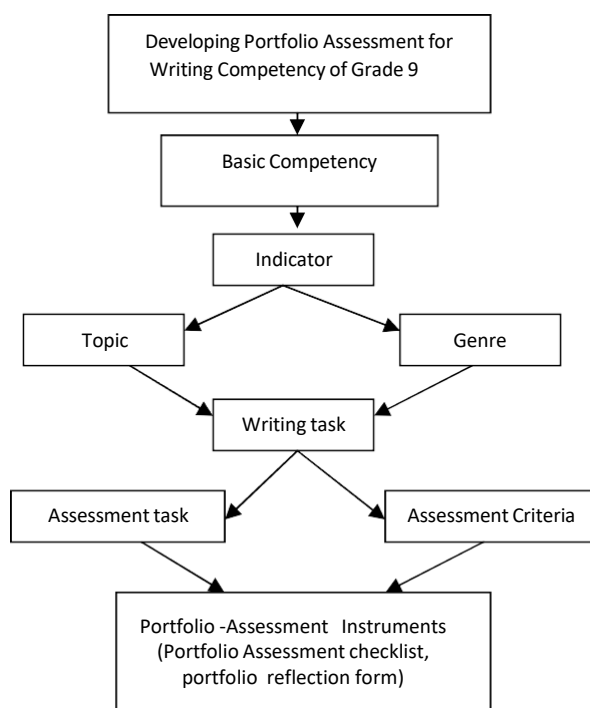

Figure of the Prototype Designed

The prototype was designed by considering the standard competency and basic competency of the writing skill of grade 9 junior high school students in SMP N 12 Padang which consist of two points of standard competency and two points of basic competency.

The standard competencies are (1) Expressing the meaning of functional text and short essay in the form of report and procedure text to interact with surrounding environment. (2) Expressing the meaning of functional text in the form of report and narrative text to interact with surrounding environment.The

basic Competencies are (1) Expressing meaning and rhetorical steps in short simple essay by using a variety of written language accurately, fluently, and acceptably to interact with surrounding environment in the form of report and procedure text, (2) Expressing meaning and rhetorical steps in short simple essay by using a variety of written language accurately, fluently, and acceptably to interact with surrounding environment in the form of procedure and narrative text.

Furthermore, Indicators were developed based on the genres in the basic competencies and standard competencies. The genres are report, narrative and procedure. For report text, the indicators are (1) Filling in the gap of report text, (2) Arranging sentence into a meaningful report text, (3) Developing a short simple essay in the form of report text. For procedure text, the indicators are (1) Filling in the gap of procedure text, (2) Arranging sentence into a meaningful procedure text, (3) Developing a short simple essay in the form of procedure text. For the narrative text the indicators are (1) Filling in the gap of narrative text, (2) Arranging sentence into a meaningful narrative text, (3) Developing a short simple essay in the form of narrative text.

The writing activities were developed based on the indicators of the first and second semester such as filling in the gap text and arranging sentence into a meaningful paragraph. Furthermore, the assessment criteria was developed considering Grammar, mechanic, vocabulary, content, organization, generic structure as well as the characteristic from each genre. The characteristics of Report, Procedure, and Narrative text were used as guidance to develop the blue print and the instrument.

Assessment tasks were developed According to Harmer (2004), involving four elements in writing process, namely planning in which the writer plans what they are going to write, drafting in which the writer puts down his/her ideas into words, editing in which the writer corrects the mistakes in the writing, and the final version in which the writer has done the final version of his/her writing.

The portfolio assessment instruments developed in this present study concerns the portfolio-assessment process focusing on the development of students' writing. Andraide and Valtcheva (2009) claim that it was designed with three processes proposed which are used in the process of conducting the portfolio-assessment in the classroom. The three processes consist of articulating expectations, portfolio assessment, and revision. In the articulating expectations stage, the goal was articulated by the blue-print of portfolio-assessment. Furthermore in the portfolio- assessment stage, the students were supposed to examine themselves by using the portfolio assessment developed and the last part

was revision in which the students used feedback from the portfolio assessment conducted before revising their writing.

According to Marhaeni (2005) the assessment criteria focused on the development of quality of ideas, the understanding of the topic selected, and the arrangement of ideas, during the writing process as well as the five dimensions of writing; content, Ideas organization, sentence structure, vocabulary and mechanics. .The instruments were developed based on the genre of text in the syllabus. There were 3 genres in the syllabus namely Report, Narrative and Procedure. The items of the portfolio-assessment checklist were referring to the aspects of each genre

Langan (2002) says that the items for the portfolio assessment checklist were developed based on the criteria of good grammar, mechanic, content, organization, and vocabulary. Besides, the checklist for generic structure of report, narrative, and procedure texts were developed in line with Sorenson (2000). The criteria for report text are (1) **general** classification talks about what the phenomenon under discussion (2) **description** explains the phenomenon in terms of parts (and their function), qualities, and habits or behavior (3) l**anguage features usually uses simple present tense.** Those criteria of descriptive text above were used as a guidance for the developing the blue print of self- assessment.

DISCUSSION

The finding of this study shows that the content validity of the instrument (using Gregory formula) was one (1), which was classify as very high referring to the validity criteria by Candiasa (2012). The practicality of the instruments developed was excellent ($35.75 \leq 36.5 < 44$) referring to the criteria proposed by Fernandes in Dantes (2012) which states that Mi + 1.5Sdi$\leq$Sr < Mi + 3.0 Sd i = excellent.

Since the instruments were developed by using relevant model design, it resulted valid instruments that will impact the success of the implementation of this instrument in the classroom. On the other hand, it can be said that theinstrument is ready to be used by junior high schools teachers at SMP N 12 Padang to assess students' writing competency. Thereby, the development of portfolio- assessment instrument in this present study was focused on the process of writing which means the teachers are aware of the importance portfolio- assessment in the process of writing. By implementing the portfolio- assessment in writing, the students will be aware of their own strength and weaknesses in writing. It will then encourage students to judge the quality of their own work based on the assessment criteria which is stated in the portfolio assessment checklist descriptor. Moreover, it will train the students to make decision for themselves, and not only wait for the teacher to tell them about their mistakes in writing.

The prototype designed in this present study was developed considering the syllabus, assessment task and assessment criteria. It means that the product developed is suitable with the syllabus and the self task developed. It can be stated that the product developed is suitable with students needs so that it is

appropriate to be implemented in the classroom.The content validity of the instruments is very high and the practicality of the instrument was excellent. Both means that the portfolio-assessment instruments developed met the requirements of ready to be used instruments to be applied in the classroom since it is measured already by expert judges and user judges who are expert in this field.

CONCLUSION

From the data analysis it was found that the portfolio-assessment instruments needed by teachers are portfolio-assessment which focuses on the learning development of students considering the students' different level of competency. The prototype of portfolio -assessment contains assessment criteria, assessment task, planning checklist, draft checklist, and portfolio reflection. In the writing task, the students must filling in the gap text, arranging sentences into a meaningful paragraph, and writing a simple essay.

The quality of the instrument by the expert judges was deemed excellent and the practicality deemed as good by user judges. The content validity of the instrument by using Gregory formula was 1, which was classify as very high referring to the validity criteria. Furthermore, the Mi+1.5Sdi from the user judgment was 34.75, the Sr was 35.5 and the Mi +3.0Sdi was 2.4, so referring to the criteria, the self- assessment instrument developed was considered excellent. (Mi + 1.5 Sdi ≤Sr < Mi+ 3.0 Sdi =Excellent), (Mi+0.5 Sdi ≤ Sr < Mi + 1.5 Sdi= Good) (Mi– 0.5 Sdi ≤ Sr < Mi+0.5Sdi= Average), (Mi – 1.5 Sdi ≤ Sr < Mi – 0.5 Sdi =Below Average) (Sr < Mi – 1.5 Sdi= Poor). In the other hand, it can be said that the instrument is ready to be used by junior high schools teachers at SMP N 12 Padang to assess students' writing competency

SUGGESTION

Based on the research conducted, there are some suggestions that can be proposed: (1) The students: By using the portfolio- assessment instrument in the correct way,.(2) for teachers: It is recommended treat the findings as the model for developing assessment instrument for different type of material. This finding can be considered as the first hand reference for conducting further research in theEFL area of pedagogy in general or teaching of writing in particular.

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