An assessment of students` portfolio of writing in the English language subject

Hadjirah Raveloarinirina [1] *, Asruddin Barori Tou [2]

[1] Department of Applied Linguistics, Graduate School of Universitas Negeri Yogyakarta. Jalan Colombo No. 1, Karangmalang, Yogyakarta, 55281, Indonesia
* Corresponding Author. Email: hadjirah0@gmail.com

Abstract

The objectives of this study were: (1) to describe the students` portfolios of writing in the English language subject of Kolombo High School of Sleman, Yogyakarta, and (2) to describe the quality of students` portfolios of writing in the English language subject in question. This study used a case study method with a qualitative descriptive approach. The researcher performed data analysis by enriching information and finding the pattern on the basis of the original data obtained from observation, interview, field notes, and assessment sheet. The result of the research shows that the establishment of the students` Portfolios of writing in English language subject was not appropriately conducted as the portfolio process recommended by the experts due to the limitation of the teacher`s understanding of the assessment criteria, and the analysis of the data collected indicates that the lacks of the students` competences in elaborating the portfolio tasks were due to the limitation of grammar mastery and lacks vocabulary. Nevertheless, the students have improved their writing skills through the drills in elaborating portfolio from time to time.

Keywords: portfolio assessment, writing method, English language.

_____

INTRODUCTION

Assessment is a very important component in learning activities. Assessment is one of the pursuits to be carried out by teachers and learners in learning activities series that they do. As the part responsible for the success of learning, teachers are requested to be well prepared and well performed so that the assessment of learning objectives that have been settled can be optimally achieved. A new paradigm is required for English language education to conduct an integrated and continuous innovation. The habit of teachers in the activities of collecting information about the learners' level of understanding of through inquiry, observation, assignments and tests will be very useful in determining the mastery of and the evaluation of the students effectiveness in learning and assessment process. Even though, accurate information about the results of learning, interests, and learners needs can only be obtained through effective assessment and evaluation. According to Hamalik (2006, p. 146) assessment is the series of activities designed to measure the learning achievement of students as a result of an instructional program. This shows that the results of assessment of learners can be used as evidence to be considered in order to evaluate teaching.

Assessment is critical to the success of implementing learning since its goal is to determine whether an educational program of learners has already mastered or not. In other words, assessment is used to determine the strengths and weaknesses that exist in the learning process, so it can be used as a basis for decision making, for example whether the learning process is good or still need improvement (Supranata & Hatta: 2006, p. 1). However, we realize that the system of learning assessment occurs in school is still limited to provide a right value; without any follow-up by the teachers, so that students do not surely know their point error.

The Assessment that is often used in the teaching field is still using conventional test type. This was chosen for the reason that material can be widely reached, and can be imple-

Hadjirah Raveloarinirina, Asruddin Barori Tou

mented in a relatively short time. However, this assessment cannot measure the demands of the current Curriculum (Curriculum 2013), especially in English teaching. In fact, many learners are actually in lack of mastering subjects; they can answer correctly, but actually they do not know the reason why the answer was correct. Especially if the types of questions used is multiple choice or true false, many learners answered based on conjecture only. This suggests that teachers prefer to use test assessment tools which tend to be easy and fast. In this case we do not deny that for the time being more dominant assessment through tests are used and unconsciously we become the absolute judge in assessing the learning outcomes of students. Though, learning outcome itself is an attempt to find information about the learners' progresses and it is used to give a feedback to the students. Seeing this phenomenon, it is necessary to evaluate right techniques, which covers all aspects of learning to measure successful learners.

The implementation of the assessment should essentially be carried out periodically, continuously, and also must be able to estimate the capability of thoroughly covering the processes and outcomes of growth and development of insight knowledge, attitudes and skills achieved in the study. To avoid the lack of effective assessment, the education programs that have been implemented in Indonesia today, the 2013 curriculum is more emphasizing teachers to use an authentic, continuous, and comprehensive assessment which consider all aspects of the learner in order to independent them to learn, collaborate, and assess themselves. Curriculum changes also have implications for the assessment of change. The change in question is the assessment of the valuation norms approach using the criteria and standards of reference, namely the aspect that shows how competent learners master the material that has been taught.

Assessment is also a process of collecting and interpreting facts which served as the basis of professional judgment to take a policy on a set of information about the learners. Assessment is one of the tools to improve learning outcomes, the assessment should result in as much information as possible, which is relevant to learning, both formal and informal information, for example, to determine the value of the daily test results and structured tasks. It is very important to identify both the weakness and strength of the learners and provide significant diagnostic value for teachers. As for the learners, the assessment can be used as a reflection to assess themselves on the quality and quantity of their work and progress in achieving the learning objectives. It is a process of teachers looking at pupils' learning, striving to understand it, and using that knowledge in the interests of the pupils (Swaffield : 2011, p. 434).

From varying tools to foster reflection, the use of portfolios in promoting reflective thinking has been the focus of research in many studies. Portfolios shift the responsibility and ownership of learning to the learner and encourage students to reflect on their own learning. The portfolio writing process can "promote ownership of the learning process, foster reflection, enhance teaching, and provide concrete evidence of achievement" (Ayan & Seferoglu : 2011, p. 514). Portfolio assessment is a classroom-based assessment of the work collection composed by learners, systematically organized and captured during the learning process within a certain time (Hatta: 2006, p. 21).

Portfolio as an assessment process is essentially the results of task collection of materials that can provide information about the performance of learners objectively. Portfolio assessment needs to be disseminated to the teachers who are concrete in implementing education policy. In fact, the portfolio has not substantially touched correct socialization. In the current teaching moment of English language, still many teachers do not use portfolio assessment. For that reason we need a careful implementation of the portfolio assessment in the teaching learning. For the teachers, portfolio is used to document all the materials and resources used in the learning process that serves to evaluate learners' competences. The portfolio is used by learners to collect all the documents relating to the materials learned both in the classroom and outside the classroom, including outside school.

Portfolio as one of the assessment tools has properties which are more objective, opened, and thorough the other kind of assessments it will be an effective tool. The nature of portfolio assessment is strongly supported in the 2013 curriculum pattern, which is currently being promoted by the Indonesian Government. Characteristic of portfolio assessment is to enable teachers to see students as individuals, each of which has the characteristics, needs, and

its own advantages. So that learners can demonstrate their ability to improve and develop, which in turn can demonstrate progress over time. The portfolio is a place for students to actively explored, and show evidence of their competence.

Reality currently seen in the field using a written test cannot bring up the capabilities of the learners. As expressed by Firman & Widodo (2008, p. 84) who argued that all learners ability in English subjects cannot be disclosed as well, especially affective and psychomotor abilities, it can be seen in the context of student learning outcomes assessment at the lower to upper class in school where assessment with written test is considered less appropriate because students at that age are still plagued with reading and writing, so that the process of assessment in writing is considered invalid and less less able to assess the ability of the students study in a comprehensive manner.

Therefore, by applying the portfolio assessment in English language courses, students are expected to have the ability level of authentic knowledge and skills that could be closer to the real thing and can be applied in their daily life, in addition the presence of alternative assessments such as portfolios can make students more creative. So portfolio as an assessment system of education is necessary to be implemented to assess the student's ability which cannot be measured by standard tests.

In other words, in addition to activating the learners, the portfolio provides an opportunity for learners to participate in the assessment of their self. Portfolio assessment is expected to improve the learning outcomes of students because collaboratively between teachers, learners, parents, person in charge of education, and the education observers there will always be a teaching learning activity associated with what is drafted with portfolio assessment. Based on that fact, the author is encouraged to perform research titled "The Assessment of Student Portfolios of Writing in English Subject at High School Kolombo of Sleman".

Kolombo High School is a school that is located in Kolombo area, precisely in the Jl. Rajawali 10 Kompleks Kolombo. It is an exceptional and special school with its difference from other schools located in urban areas such as Yogyakarta; Kolombo high school assigns teachers to hold more than one subject such as English, Indonesian, and geography. This fact does not seem difficult for those teachers because the curriculum of education both the 2006`s and the 2013`s provide to all teachers and students handbooks for all materials, then teachers have only to implement appropriate lessons from those books. This is one reason why this research is very important to be conducted there in order to know how the teacher of English establishes the assessment of portfolio as a learning activity. Hopefully with this research, the reader could better understand the use of portfolio assessment in English language teaching.

METHOD

This study used a case study method with a descriptive qualitative approach. Like other research strategies, it is a way of investigating an empirical topic by following a set of pre specified procedures. In other words, this research used the case study method because it deliberately wanted to cover contextual conditions-believing that is highly pertinent to the phenomenon of study (Robert: 2013, p.13); that is the portfolio assessment.

According Sugiono (2009, p.15) qualitative research is a research method that is based on the philosophy of postpositivisme, it is used to examine the condition of natural objects in which the researcher is the key instrument, sampling is done by purposive data sources, gathering with triangulation techniques, data analysis is inductive and the research result further emphasize the significance rather than generalization of the data. Qualitative research relies on a natural background holistic, researcher position as a research tool, inductive data analysis, more concerned with process than result. Qualitative approach was chosen in this study because of the reason that the issues examined in this study are describing the students` portfolios of writing and the quality of the students` portfolios of writing in the English language that required a number of conceptual data. In addition, the qualitative approach is more able to adapt to the situations appeared in the field since it can change during the time of study (Moleong: 2007, p. 10).

This research was conducted at Kolombo High School of Sleman Yogyakarta, which consist of a public school that is located at jalan Rajawali 10 Kompleks Kolombo. It was elaborated at the first semester scientific classes of grade 11 students including: biology class, chemistry class, and social education class.

Those classes were taken randomly to prove the seriousness of the students` learning activities.

The research was carried out on the middle of October 2014 until the end of December 2014 in which the researcher started to elaborate the observations of the learning activities and in the middle of November the interviews with the school principal, the teacher, and the students were established, and in the end of December the researcher collected data. Thus, after that was the data analysis time until the end of January.

The subjects of this study were the Head of school, the English teacher, and the first semester English learners of the scientific classes of grade 11, respectively 20 students of each class of Kolombo High School of Sleman, Yogyakarta. During the time of research, the school principal was interviewed, whereas the English teacher and the students were not only interviewed but also their teaching learning activities were observed.

Data collection techniques used in this study were: observations of the English learning activities and interviews to the school principal and the English teacher. Observations were used to observe the phenomenons of the students learning. Interviews were used as a guide in order to collect information and data in identifying problems and obtaining input or response from the subjects of the research. Field notes contained the interpretations of researcher about a particular occurrence happened in the field. Assessment sheet to the teacher to describe the overall students` competences and lacks in performing the portfolio tasks.

Instruments

The basic instrument of this research was the researcher herself; researcher prepared interview guidelines that contain questions that are related to the theory used and the principal problems in this study. In elaborating the interviews the researcher was using a video recording awhile observing the occurrences happened in the field; researcher also used the observation sheets for the English teacher, and the students; interviews guidelines for the school principal, the English teacher, and the students; field notes; and assessment sheets for English teacher about the overall competence of the students in performing portfolio tasks in English subject.

Data analysis is a way of thinking which includes the process of looking for arranging the data obtained from the data collection techniques (observation, interviews, and field notes), with organizing data into categories, describing into the units, synthesizing, and making conclusions to be easily understood. Descriptive analysis was used in this study to describe and analyze the data of the students` portfolios quality indicators, and to refer the discovered quality to the English writing standards. It allowed the researcher also to determine the quality of the students` portfolios of writing, this technique was used to find their writing skills, their strengths and weaknesses based on the characteristics of the students` perceptions and behaviours on the elaboration of the portfolio tasks.

In analyzing data, the researcher established firstly, a data reduction that includes summarizing, choosing basic matters, focusing on the important matter, looking for themes and patterns and discarding the unnecessary patterns. Once the researcher conducted a survey at the study field, there was found a variety of problems in the elaboration of the portfolio activities. consisted of selection matters relating to the important aspects of the learning activities that can support the success of the learning that is about the process of the elaboration of the portfolio activities in the English subjects, then researcher reduced the data that were considered important, and discard the data that is not required.

Secondly, a Presentation of data was established in which the researcher followed the process of collecting data that related to each other through interviews, field notes and in depth observations. It is intended to strengthen the results of data reduction for further processing so that a conclusion is produced in the end. Once the data was obtained in the form of either writing or recording notes which has been reduced, the data was then presented in the form of descriptions. The related data were grouped to form groups of data that were subsequently concluded.

Thirdly, a conclusion and verification of the data were established. After the researcher drawn conclusion from the result of the study, researcher studied and understood in return the data, requested consideration of the various parties regarding the data obtained in the field. That conclusion declared the credibility of the initial assumptions determined by the researcher.

RESULT AND DISCUSSION

Descriptions of the Students` Portfolios

From the interview established with the school principal it can be said that the portfolio activities helped the students to do efforts because the collection of their works constitute the proof needed to assess their skills. It is shown in the following statement of the school principal during the interview: *"dengan portofolio anak jadi bisa berusaha karena kumpulan karya siswa itu merupakan bukti yang dibutuhkan sehingga guru bisa menilai secara detail hasil portofolio itu"*. In addition, the portfolio activities required a follow-up from teacher to ensure the maximization of drills given to the students and to make sure if their progresses were improved or not. Moreover, the portfolio assessment was supported by other kinds of assessments to assure the effective learning assessment. It is shown in the following result of the interview established with the school principal: *"kalo portofolio merupakan bukti nanti ada penilaian yang lain bisa digabung.... menurut saya satu penilaian saja saya belum mengatakannya baik tapi penilain yang lain saling mendunkung"* .

The interview established with the teacher showed that the portfolio activity implemented at school is a series of task in the form of assignment process that starts with a rough draft of task until a final or a particular purpose. It is proved by the following statement of the teacher during the interview time: *"jadi portofolio yang diterapkan dalam sekolah ini, terutama yang saya terapkan yaitu serangkaian tugas yang diserahkan kepada siswa, yaitu nanti hasilnya berupa rangkaian perjalanan tugas sampai final atau suatu tujuan tertentu".*

The purpose of the portfolio activities were the students` understanding about a text type for example narrative, descriptive, or recount, their analysis of the text by identifying its orientation and organization. This is proved by the statement of the teacher during the interview as following: *" ..akhir pelajaran siswa diharapkan mempunyai pemahaman tentang suatu bentuk teks, misalnya naratif*. In addition, the students were given both classroom tasks in which they were told to make a rough draft during the learning schedule and take home tasks in which they continued the assignment of the rough draft until the final draft of portfolios and its results were discussed in the next meeting. Lastly, the portfolio assessments were not difficult to the teacher because she already knew the students` competences and their behaviours. This means that the teacher did a daily observation about their learning participations and their motivations during the everyday`s meeting.

From the interviews established with the students it is obvious that the portfolio activities enhance their English writing skills including the mastery of grammar, and vocabulary since their tasks were to write texts that began with elaborating drafts and analyzing the content of the texts; it is shown in the following interview transcript of the students: *"meningkatkan kemampuan menulis dalam bahasa Inggris..... meningkatkan pengetahuan tata bahasa, kosakata"*

Despite, they thought that they faced difficulties in the writing process that required those skills mentioned above since their gammar and vocabulary mastery were limited, and they had to make many notes to gather ideas in completing their writings. It is shown as following from the interview established with the students:

" kesulitan yang dialami adalah tentang kosakata penulisan....terlalu banyak catatan dan kurang efektif".

Description of the Participants` Behaviours on the Establishment of the Portfolios

Teaher`s Behaviours

In every elaboration of portfolio tasks, teacher explained about the assessment type will be carried out during the learning process, that was including two aspects of the competence assessments: cognitive and affective since the *" determination of the learning competences"* was found during the observation of the learning activities. Teacher also provided the overview of the portfolio assessment and the goal achievement that the students would reach in the elaboration of portfolio tasks. For cognitive competencies, the portfolio tasks were in the form of homework, and the affective competencies were in the form of teacher`s observation results of the students` affective during the learning process that constitute by the cooperation of students in the group, the enthusiasm of the students in asking, the enthusiasm of students in answering questions. In the learning process if the teacher did not help the students to form groups with a limited number of members of at least 4 heterogeneous

Hadjirah Raveloarinirina, Asruddin Barori Tou

people in terms of gender and academic ability, the students were told to work individually.

After understanding the use of portfolio assessment in English language material it is revealed also that the teacher was planning the portfolio activities in accordance with the portfolio process, namely: planning portfolio objectives, content to be assessed, the organization, the use of portfolios in practice, and general and specific portfolios evaluation. Despite this time the teacher still has difficulty in designing assessment criteria specifically; this is due to the lack of time to prepare the design of portfolio assessment and the amount of materials of English learning that must be completed in one semester. The time constraint is caused by the lack time allocation offered by the curriculum 2013 in which the English material is only taught 2 hours and once in a week. However, when teacher will plan the portfolio assessment, she should have designed the criteria that will be used in the portfolio to ensure that the contents of which will be included in the portfolio have actually contains evidence that is expected in the indicators of learning achievement outcomes and all will depend on the characteristics of the basic competencies that have been determined as well as the method of assessment and the types of the portfolio that will be assessed.

Moreover, it is seen that in the implementation of portfolio in English language subject, the teacher did not involve students in the portfolio planning; it is proved by the observation found during the time of research in which there was not an *" involvement of the students into the planning of portfolio assessments in English teaching"*. However, the portfolio planning should include especially the portfolio contents that should be collected. Teacher also did not involve students in determining the criteria for student portfolios; it was seen as following that the : " *establishment of the portfolio assessment formats of the English teaching"* was not found during the time of learning. ; it means there is no cooperation between teacher and students in the preparation of the portfolio.

In addition, there was no specific portfolio format used by teacher in every learning activity, but the students were only told to seek some references from the internet to help them in gathering ideas in accomplishing their portfolio assignments. The downside of this is the students tend to copy and paste texts from the internet in order to quickly finish their tasks, hence they might not know exactly the contents of the texts they took.

The positive side that can be revealed behind the incident of portfolio activities is the teacher provided sufficient time for students in accomplishing their tasks both the classroom tasks and take−home tasks. For the classroom tasks, they were given one hour for task description and an hour for working it out in group or individually, and then teacher also was controlling each student during the assignment time in the classroom. Furthermore, teacher also gave feedback to students about the deficiencies that must be corrected for the next portfolio assignments, and told their strength points as well as announced the results of the portfolio task of each student so that students who have higher marks become the model for the students with lower marks. This was seen during the learning time from the observation result as that the teacher was *" giving feedback of the compiled portfolios"* .

Students` Behaviours

From the portfolio activities conducted in English subject at Kolombo high school Sleman, Yogyakarta it is disclosed also that the students' competences are limited on the lacks vocabularies and the use of proper grammar. It is caused by the inadequacy of drills or practices in English writing of daily school activities. With this factor, teacher was trying to interact in English with the students as much as possible in every meeting of learning. However, the students were participating in the class and they consulted the difficulties they faced with the teacher in every learning activity. It was found during the observation of the students` behaviours as following: *" students are participating in the class....there is reflection of the portfolios"*.

However, the advantages that each student obtained in the portfolio activities are the growth of their knowledge about how to write well in English and what are the criteria needed to achieve better writing. They also understood better how to analyze texts such as: narrative, recount, descriptive, and pictures series. In fact the component of portfolio activities conducted by the teacher was including: teacher's notes on students' writing skills in English, the work of students, and a series of developmental profile of learners from time to time.

Descriptions of the Portfolio Quality

The writing of the overall students` portfolios was almost appropriate to the analytic assessment criteria since the focus of the main idea of the texts they analyzed was clear. In fact they could identify the different parts of them including the orientation, the main idea, the development, and the conclusion of the texts. In addition, the piece that fulfills the purpose of the writing was almost appropriate to its intended audience; the depth of the texts analysis was enough to the students` competence levels, and the text contents were easy to understand.

The ideas also were presented in a near effective order since there were not too many errors of the use of grammar such as tense, preposition, punctuation, and word order; and the lexical errors including ellipsis, spelling, capitalization, and collocation were not too poor also. Accordingly, it can be said that the students` writing mostly have unity and coherence.

The opening of the students` writing engaged the reader`s attention since most details were clearly related to the topic discussed. The details were sufficient and mostly appropriate by the word choice that enhanced the writing. As their references, the internet helped them to check on the right words to use in the online dictionary. Even if their writings were not too long, the ideas were almost related and they mostly can use the transition words in the near effective ways to connect the paragraphs.

From 60 students of 3 different classes, only 13 of them were committing many errors in grammar and lexis. It means that most of their writings were free of misspelling; the errors of punctuations in the sentences, the pieces were mostly free of fragments and run−ons; most of them also could use the English standards related to the topics. Moreover, their papers were neat and legible, but they did not present them in a specific format because it was not planned by the teacher since the beginning of the portfolio elaboration.

Description of the Language Errors in the Students` Portfolios

The assessment of the students` writing included the errors of grammar such as the use of morphology, verb tense, sentence order, articles, preposition, and punctuation; and the errors of lexis such as ellipsis, spelling, capitalization, and collocation. Those components are detailed as following:

Language Errors in Students` Portfolios

Within 60 students from 3 classes, the following errors were the most found from their results of portfolio tasks:

M: Morphemes	E: Ellipsis
T: Tense	S: Spelling
O: Order	C: Capitalization
A: Articles	Co.: Collocation
Pre: Preposition	
Punc.: Punctuation	

Table 1. Errors in the Students` Portfolios

	Example of Grammar Errors
M	There are nine planet`**s** which rotate **round** the sun….; there are also planets which have satellites such as the earth **has** a moon… Toads and frogs are **amphibians** animals **most known people** in Indonesia.
T	…it is axis makes it **look** as if the sun **is** moves. A kite **is** uses wind to make it fly.
O	Most people don`t see these events because they are visible in the **evening sky only half the time**.
A	And **the** put the pan on the stove, while boiling water.
Pre.	**Its** tastes bitter; however, cacao beans are half fat, **which** is why the ground nibs from liquid.
Punc.	Frogs are amphibians which have unique developmental metamorphosis. **So we have to maintain habitat**
	Example of Lexis Errors
E	The fan is an electronic device that everybody use **it** in their house.
S	**Conclution.**
C	**this** makes them more confused to put them into questions. **is** there any solution?
Co.	Earth move **a round** the sun with in twenty four hours.

Grammar

Morphemes

Some of the students still made errors in the use of morphemes in sentences. For example instead of using the adverb "around", they use the adjective " round"; it is shown in this data sample : " there are nine planet`**s** which rotate **round** the sun." In addition, the possessive case in the word "planet`s" in this sentence is wrong used. In fact, the sentence should not take a possessive case but the word " planet`s" should be in plural like "planets".

Verb Tense

The students do many errors also in the use of tense. The following samples can show that: " ..it is axis makes it **look** as if the sun is **moves**." The word "look" is not well conjugated, it should be "looks" since it is in the third singular; the word 'moves" also should be " moving" since its tense is in the present continuous, or the to be verb "is" is deleted. If we take another sample like this sentence: "a kite **is uses** wind to make it fly". The verb " uses" should be in present simple, so the to be verb "is" in before it is wrong used, it should not be conjugated in present continuous since the sentence is talking about habitude.

Sentence Order

The sample of data like the following sentences showed the errors of the sentence order: "most people don`t see these events because they are visible **in the evening** sky **only half the time."** The bold words in this sentence are in wrong order. The right order should be "….they are **only** visible **half the time in the evening** sky" , the word "sky" and ' half the time" are not clear. It would be enough if the part of this sentence is " ….they are **only** visible **in the evening.**

Article

The sample : "..and **the** put the pan on the stove, while boiling water" shows some of the students still make errors in the use of article such as " the". In this sentence the article " the" before the verb " put" should not be used, this article is wrong used.

Preposition

Sometimes the students forgot to put the appropriate prepositions in sentences, and sometimes they are incorrects. For example in this sentence :" toads and frogs are amphibians animals **most known people** in Indonesia; the suitable preposition "by" is not used between the bold words **" known people",** hence the sentence is not well connected.

Punctuation

The students` errors also seen in the use of punctuation like in this sentence:" frogs are amphibians which have unique developmental metamorphosis. **So we have to maintain habitat** ".
The two clauses of the sentence should be connected by a comma **(,)** and ended by a full stop **(.)** because thay are among the important element of a sentence composition.

Lexis

Ellipsis

The errors on ellipsis is often appear in the students` writing since it requires a true comprehension of the sentence meaning used and since its main function is to omit or refer words signification. For example the errors is shown in this sample :"the fan is an electronic device that everybody use **it** in their house." The ellipsis "it" in this sentence should not be used since the noun " fan" it is referred to still in the same sentence, unless it is separated by a semicolon.

Spelling

The errors of spelling are not too poor from the students` writing since from 13 paper sheets of the group works, only one paper has an error of spelling the word " conclusion" as seen in this sample :" **conclution.**"

Capitalization

Some of the students` still neglect the use of right word capitalization as it is shown in this sentence :" **this** makes them more confused to put them into questions. **is** there any solution?" . The first letters of those two sentences are not capitalized as they should be to form a complete structure of a sentence.

Collocation

The errors of collocation also were often occurring in the students` writings. In fact they are confused of the use of a particular adjective and adverb like " around" and " round", and even their true spellings. It is shown in this sample:" earth **move a round** the sun with in twenty four hours", instead of spelling "around" they spell " a round", and also the tense used in this sentence is not appropriate.

Description of the Students` Writing Based on the English Standards

Comparing from the writing process of the writing standard, the students` writings can be categorized as good criteria because they already used to make pre−writing strategies to generate and organize their ideas about a given topic; it is shown by their rough drafts in the beginning of their works and it ended by final drafts and pursued to the paragraph tasks. In addition, they were told to review and revise the

drafts to search for the text orientation and organization for supporting their comprehension of the text, and to analyze the contents of the texts.

Table 2. The English writing standards appropriated to the students` writings.

Write using appropriate conventions and grammar	
Benchmarks	**Grade level**
Intermediate Level	**Grade 11**
Show characteristics of early name alphabetic spelling.	√
Write simple sentences independently, with correct capitalization, punctuation, spelling and moderate control of grammar.	√
Write for varied purposes and audiences, with appropriate tone and voice, using various media	
Write Write personal and reflective journal entries, with support Write notes and letters, with support.	√
Write to demonstrate learning, share ideas and present new information, with support.	√
Write to demonstrate learning, with support.	√
Write using the writing process	
Use pre-writing strategies to generate and organize ideas for writing about a given topic, with extensive support.	√
Organize and draft a paragraph based on pre-writing activities, with support.	√
Review and revise draft paragraphs for content, organization and vocabulary,with support.	√
Use basic vocabulary and simple structures to communicate ideas.	√

Looking for the students` range of vocabulary, sentence structures, and verb tenses, their writings are categorized as medium criteria because they could not use a high− frequency vocabulary, and still confused in using verb tenses. The students still use the basic vocabulary and simple structures, but most of them could already use the common structures to communicate a range of ideas.

Judging from the English writing standard, the students` writings are not totally categorized as good criteria. In fact, the uses of grammar in their most works are not really appropriate to the writing benchmarks if their English language level is categorized as intermediate. This fact is obvious in the errors of spelling, incorrect capitalization, punctuation, preposition, wrong order of sentences, and

articles. This means they could not really control the use of the correct grammar.

Briefly speaking, the students` writings still not appropriate to the writing standards since the writing skills requirement is not only for academic achievement but for communication in socially and culturally appropriate ways, also. Hence the use of the appropriate conventions and grammar, writing for varied purposes and audiences with appropriate tone, various media, use of writing process, and a range of vocabulary, sentence structures and verb tenses are necessary to complete a correct and standardized writing.

Discussion

The elaboration of the portfolio activities at Kolombo High School include the aspect of the identification of the purposes, planning the content of the portfolios, portfolio analysis, the preparation of the instruction, verification of the accuracy of information and the implementation of the portfolio model. Those aspects are suggested by the scholar as the process of the portfolio activity but they were not fully established. From the data analysis on the portfolio activities at the beginning of the semester it was found that the first result of the portfolio activities during the first meeting was not in line with expectation according to the basic competences (in the syllabus attachment). In fact the basic competences that the students should achieve include: elaboration of writing text in observing social function, text structure, and an accurate language along with appropriate context of the language component on the students' affective competencies. Students who have a higher ability seemed enthusiastic about the tasks that must be done, whereas the low-ability students tend to be passive and indifferent to ask a friend who is more capable. Most of them still believed that their activeness in each learning activity did not obtain judgment. This assumption also caused them reluctant to ask questions when they found problems. Having held refinement and improvement to those constraints, the result of the portfolio tasks of the next meeting of each student was better.

Based on the results obtained during the learning meeting for 1 semester, the portfolio activities can be quite able to improve cognitive and affective aspects of the grade 11 students of Kolombo High School Sleman, Yogyakarta, and academic year 2013/2014. This can occur

Hadjirah Raveloarinirina, Asruddin Barori Tou

because the portfolio assessment gives students extensive opportunities for creativity in the classroom. Students have the opportunity to develop the attitudes and skills in English writing, so that the optimal control of the process can assist the students in developing the concept of the language they are learning. The assessment of portfolio also provides ample opportunity for students to build the students` skills and thoughts. This is consistent with the understanding of constructivism paradigm which states that knowledge is constructed in the students` minds, in this case the students search for meaning and will try to find relationships in the sequence of events from the world of information they receive. It is important and strongly supports the success of the English learning process and their feelings towards the portfolio assessment were reflected in the responses given by them. Students have responded positively to the use of portfolio assessment in English learning as the data collected using interviews to students at the end of the second semester of the academic year 2014 showed.

Moreover, the quality of the students` writings belongs to a medium level since they can be categorized as the intermediate levels of students. This reason is drawn from the fact that their English writing criteria still not reach the standard of writing skills in which the overall requirements are a writing that is marked by the appropriate tense and grammar, infrequent errors in mechanics such as punctuation and capitalization, composition of short paragraph that are mostly intelligible, less dependence on visual supports such as internet, coherence and meet creative demands of most social and academic situations, and generally expresses complete thoughts.

Although the quality of students' writings were not included to the good criteria of writing standards, they will be able to achieve the requirement skills if the teacher can be creative in elaborating the portfolio activities, so that students will not feel saturated with the existing learning systems. If students are motivated to elaborate the portfolio tasks, they can produce a better result of writing. The portfolio activity process can work well and produce a good result if the teacher has a good conceptual grasp in the portfolio assessment. In fact the process of portfolio assessment requires a good planning. The planning process can be done by the teacher at the beginning of each school year in preparing a device such as a syllabus and assessment system, and a lesson plan. It can be seen from the research data (syllabus) that the teacher understood the basic principles of the portfolio assessment by the lesson plan design, identified learning objectives that will be used in the portfolio assessment, explained the use of the assessment and the types of task to be carried out by the students, and designed the assessment criteria in the form of general assessment rubric.

Based on the analysis of the implementation of portfolio assessment in the English subject at Kolombo High School Sleman, Yogyakarta that investigator obtained through interview with teacher, it can be revealed that teacher identified the purposes of portfolio before establishing it, explained the contents of the portfolio, provided sufficient time for students to work on the portfolio tasks both classroom and take home tasks, announced the students` portfolio grades of all their group and their individual grades, so that they know their level of competences, provided feedback to students about their weaknesses and strengths in establishing the portfolio assignments, then students will do efforts to improve their skills. Moreover, teacher determined the portfolio assignment type in a form of text analysis such as: narrative text, descriptive text, and recount, etc or in analyzing pictures series. To facilitate the students` works, they were told to browse some needed references on internet for the take-home assignments, whereas for the tasks performed in class, students are asked to make a rough draft and then continued it at home. However, teacher does not involve the students in the preparation of the portfolio and provide them specific consultation schedules to discuss the students` difficulties in elaborating the portfolio tasks. We can also say that teacher has not any difficulty in implementing portfolio assessment because she already knows her students, she knows who is active and not. However in general, the students have barriers in grammar and vocabulary limitations when working on the portfolio assignments, but that problem is not fatal because there is always input and improvement from their teacher.

From the interviews conducted with the school principal, it was found that the portfolio evaluation was conducted in the middle or in the end of the semester in order to let parents know the ability of their children and all the learning activities they do at school. In addition, the portfolio assessment is very important to develop students' ability in English writing.

However, it does not go alone but it is supported by other kinds of assessment, and they support each other to make the learning achievement more effective.

Based on interviews with students, portfolio assessment can be said as a tool to enhance writing skills and mastery of students' vocabulary in English, as well as strengthen their knowledge in analyzing text narrative, descriptive, recount, etc. However, they are dotted with constraints on grammar and vocabulary limitations. One of the weaknesses of portfolio assessment they see is they should take many notes to connect the needed ideas in completing their portfolio tasks that starts from a rough draft to a final paper. Based on the observation of the establishment of student portfolios in the classroom, that problem can be caused by their lack of focus during the learning time even though teacher had tried to convey the material clearly. Nevertheless they still participate to ask about what they do not understand. That means the students have enough motivation in performing portfolio tasks, likewise, teachers strive to help students in transmitting the lessons they need and assess them according to their skills.

CONCLUSION AND SUGGESTIONS

Conclusion

Based on the research result and the discussion in chapter IV, some conclusions were obtained: The data collection of the students` portfolios of writing in the English language subject of Kolombo High School Sleman, Yogyakarta was obtained in using observation, interview, field note, and the assessment sheet techniques to the English teacher as the measurement of the use of portfolio activities. The instrument of the interviews was used in the end of the time of research to enable the researcher to know the participants`perceptions, the observation sheets were used since the beginning until the end of the research period to know the participants` behaviours, and the assessment sheet to the teacher was used in the end of the interview time to provide the overall assessment on the students` portfolios.

The data analysis showed that the elaboration of the portfolio activities in the English language subject at Kolombo High School Sleman, Yogyakarta was not appropriate to the portfolio activities suggested by the scholar. In fact in the elaboration of the portfolio

tasks the teacher was not incisive hence the students still faced difficulties in accomplishing the writing tasks; those barriers is due to the lack of writing practices and the unconsistency of the students in the focus of learning. However, the portfolio actitivies were beneficial to the students since it increased their writing skills, especially in terms of grammar and vocabulary mastery. Hence their writings were near the good criteria according to the English writing standards.

The factor that caused the teacher limitation in the establishment of the portfolio activities was the time constraint since the time allocation for the English teaching offered in the curriculum 2013 was 2 hours a week. Concequently, the teacher was obliged to only teach the main focus of learning.

The quality of the students` portfolios of writing were mostly categorized as good criteria since their writing elaborations were appropriate to the analytic assessment criteria, their writing elaborations were mostly coherent. Despite, the students still faced difficulties in the use of grammar and vocabulary; those were due to the lack of their maximal attentions on the learning and the time limitation offered by the government.

Suggestions

To be able to perform better learning, teacher is expected to be able to design and develop learning tools with existing assessment systematic suggested by the curriculum 2013, especially in developing a portfolio assessment system that can be obtained from a variety of relevant sources. For Kolombo High School Sleman Yogyakarta, especially principal can review the process of evaluating and monitoring the performance of teacher in preparing learning system in accordance with the assessment suggested by the current curriculum. With this effort the teachers can apply various kind of learning assessment and the students` learning outcomes can be fully visible and measurable to look at their development time to time. Besides students are also able to assess themselves and parents can monitor their children seeing their development. It is expected also that teachers can implement portfolio assessment as one of the authentic assessment of learning that can assess all aspects of the students learning outcomes as well, so that the learning process can be established well and the learning objectives can be achieved as expected.

Hadjirah Raveloarinirina, Asruddin Barori Tou

In order to achieve a better quality of education, especially in secondary education, school can be better expected to related parties (stakeholders) that can give attention to teachers in an effort to improve the ability of educators to prepare lesson plans and assessment tools, implement and evaluate learning, by providing training on portfolio assessment. It is better also to provide enough drills for the students in elaborating the writing portfolios to enhance their writing competences.

REFERENCES

Ayan, D. & Seferoglu, G. (2011). Using electronic portfolios to promote reflective thinking in language teaching education. *Educational Studies*, 37,5.

Firman, H, & Widodo, A. (Eds). (2008*). Paduan pembelajaran ilmu pengetahuan alam SD/MI.* Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

Moloeng, L. J. (2007). *Metodologi penelitian kualitatif.* Bandung: PT. Remaja Rosdakarya.

Permendikbud. (2013). *Peraturan Pemerintah RI Nomor 66 Tahun 2013 tentang Standar Penilaian Pendidikan.*

Robert, K. Y. (2013). *Case study research.* Sage Publication. New Delhi.

Sugiono. (2009). *Metode penelitian kuantitatif kualitatid dan R & D.* Bandung: PT Alfabeta.

Supramata, S. & Hatta, M. (2006). *Penilaian portofolio.* Bandung: PT Remaja Rosdakarya.

Swaffield, S. (2011). Getting to the heart of authentic assessment for learning. *Assessment in Education: Principles, Policy & Practice*, 18, 433–449.