

Caecilia Berliningrum, Ida Bagus Putrayasa, I Nyoman Sudiana, I Made Sutama. (2021). The Effect of Portfolio Assessment on Students' Writing Competency during Online Learning Period. *International Journal of Early Childhood Special Education (INT-JECSE)*, 13(2): 1160-1163. DOI: 10.9756/INT-JECSE/V13I2.211162

Received: 24.06.2021 Accepted: 30.09.2021

Caecilia Berliningrum¹
Ida Bagus Putrayasa²
I Nyoman Sudiana³
I Made Sutama⁴

The Effect of Portfolio Assessment on Students' Writing Competency during Online Learning Period

Abstract

The current study was aimed at investigating students' writing competency before and after the implementation of portfolio assessment during online learning. This study was an experimental study conducted in one private school in Buleleng, Bali. The result of descriptive and inferential analysis found that students writing competency in posttest (8.20) was higher than pretest (7.42). A significant of mean difference was also identified from the result of paired sample t test (Sig. .000). Thus, it can be concluded that portfolio assessment has significant effect on students' writing competency.

Keywords: Portfolio, Online Learning, Writing.

Introduction

During Covid-19 pandemic situation, online learning is the only solution for conducting teaching and learning activities. The implementation online learning has been stressed by the ministry of Education of Indonesia through Learning from Home policy. Implementing online learning is also intended to save students from the threat of Corona Virus (Mardiah, 2020). This online learning has been applied to all levels of education, from basic education to higher education.

In online learning, the assessment process becomes a challenge for the implementation of teaching and learning activities. Most of teachers still use traditional assessments such as multiple-choice test. This kind of assessment is no longer appropriate to the current online learning context (Lee et al., 2021). In addition, several studies have found that it is difficult to know the quality of students only if it is based on

traditional assessments (Dikli, 2003). There are indications that students are cheating in answering the test given to the teacher such as asking for help from other (Dendir & Maxwell, 2020; Mellar et al., 2018).

Authentic assessments are alternative assessments that can be used in online learning. Authentic assessment is considered capable of assessing things that are the limits of traditional assessment (Sridharan & Mustrad, 2016). There are three types of authentic assessment: performance, portfolio, and self-assessment. Among the three types, portfolio assessment is the center of attention in the learning process in Indonesia. The emphasis on the use of portfolio assessment in the current curriculum can be understood as a product from criticisms and objections of many education practitioners to the use of traditional assessment (Marhaeni & Dantes, 2014).

Caecilia Berliningrum¹, Universitas Pendidikan Ganesha, Indonesia. Email: caecilia2312@gmail.com
Ida Bagus Putrayasa², Universitas Pendidikan Ganesha, Indonesia.
Email: bagus.putrayasa@undiksha.ac.id
I Nyoman Sudiana³, Universitas Pendidikan Ganesha, Indonesia.
Email: nyoman.sudiana@undiksha.ac.id
I Made Sutama⁴, Universitas Pendidikan Ganesha, Indonesia. Email: made.sutama@undiksha.ac.id

In general, portfolio a collection of document from students' work to see students' attempts, improvement and achievements in a certain period of time (Huang, 2012). O'Malley and Pierce (1996) said that the portfolio is a systematic collection of student work which is analyzed to show student progress over a certain period of time in accordance with the stated instructional goals. In an assessment system that emphasizes performance, the portfolio is physical evidence of a student's ability to meet content standards and the goals to be achieved.

In several observations made in secondary schools in Buleleng regency, it was found that teachers during online learning used multiple-choice tests to measure the achievement of learning objectives. Teachers used multiple choice to simplify the assessment process by looking at the large number of students and other administrative demands. However, the teachers realized that traditional assessments are not able to optimally measure students' abilities, especially in online learning situations. According to Baturay and Daloğlu (2010) using portfolio assessment in classroom in accordance with the online learning context which emphasizes the independence learning.

The current study was intended to see the effect of portfolio assessment on students' writing competency during online learning. The selection of writing skills is based on studies which state that writing is a process. The implication of applying the process approach in writing is process evaluation (Carolan & Kyppö, 2015). In carrying out the evaluation process, teachers must follow strong principles to ensure that these assessments are valid, fair, and appropriate to the context and purpose for which they were designed. In addition, the evaluation process used by the teacher must also be able to reflect on students' writing so that students can improve their writing skills (Suwaed, 2018). By doing a process of reflection, students are in the process of improving their writing by looking at the strengths and weaknesses of their own writing.

Method

Design

The current study used pretest-posttest design. The number of participants in this study were 31 students. They were 8th grade students in one selected private school in Buleleng, Bali.

Instruments

In collecting the data, this study used the collection of students' portfolios and a writing test. The students were asked to write a recount

text after learning with portfolio assessment. This study also used rubric for assessing student's writing which consists of four elements namely content, grammar, vocabulary and mechanics.

Data Analysis

The data analysis used descriptive and inferential statistical analysis. The descriptive analysis seeks for mean score and the standard deviation. Meanwhile, the inferential analysis seeks for the significant mean difference between pretest and posttest.

Findings & Discussions

After conducting the treatment, students' writing was compared with their writing in pretest stage. The result of descriptive analysis can be seen in Table 1.

Table 1.

Students' Writing

Descriptive	Pre-test	Post-test
Mean Score	7.42	8.20
Standard Deviation	.437	.407

The result of descriptive analysis shows: in pretest, the students' mean score is 7.42 with .437 standard deviation. Meanwhile, in posttest the students writing' mean score is 8.20 with .407 standard deviation. From the mean score, it can be said that the posttest (7.42) has higher mean score than the pretest (8.20).

In identifying the mean difference between pretest and posttest is significant or non-significant, a t test was conducted. Before conducting t test, the normality and homogeneity of the data were assessed first. The result of normality and homogeneity can be seen in Table 2.

Table 2.

Normality and Homogeneity

Kolmogorov-Smirnov	Homogeneity (Levene' Statistics)
.200	.651
.140	

A normal distribution of data from Kolmogorov-Smirnov shows a significant level at $>.05$. From Table 2, it can be seen that the values are higher than .05 (pretest=.200, Control =.140,). Thus, it data are normally distributed. The homogeneity of data is achieved if the value of significant level is above .05. The result of Levene Statistics shows .651 which indicates that the data are homogeneous. Since the data

are normally distributed and homogeneous, the t test then was conducted. The result of t test can be seen in Table 3.

Table 3.

Paired Sample t Test

	t	df	Sig. (2-tailed)
Pretest - Posttest	-7.705	28	.000

A significant indication of mean difference can be looked from the value of Sig. (2-tailed). A value lower than .05 means the differences are significant. From the result of t test, it can be seen that value of Sig. (2-tailed) is .000 which is lower than .05. This indicated that pretest and posttest have a significant mean difference. Thus, it can be inferred that there is a significant effect of portfolio assessment on students' writing competency.

The results of the analysis show that there is a significant mean difference in students' writing. Referring to the results of the descriptive analysis, it is known that the mean score student's writing competency in the posttest was 8.20. This score is higher than the mean score of pretests which 7.42. This means, writing competency after the implementation of the portfolio assessment is higher than before the implementation of the portfolio assessment.

The use of portfolio assessment is highly recommended in teaching writing skills as the essence of writing skills requires a process before being able to produce good writing. According to Efendi et al., (2017), portfolio assessment is closely related to self-assessment. Portfolio assessment has a positive impact on such as a sense of responsibility for the learning process, broadening their view of what is being studied; and see learning as a process (Ebrahimzadeh, 2016).

One of the advantages of portfolio assessment is that it can encourage or motivate students to learn, students will be trained to think critically, quickly, without pressure and be able to map their strengths and weaknesses in learning to write (Mahayukti et al., 2018). The benefits of implementing portfolio assessment in learning were also identified by research conducted by Khodadady & Khodabakhshzade (2012). They found that students who studied using portfolio assessment had better writing skills compared to students who studied using conventional assessment. In online setting, the results of a study conducted by Muchlas (2020), found that students are highly motivated in learning by using portfolio assessment. With portfolio assessment, they are able to find out their learning weaknesses and see the improvement

in the quality of their learning. Makokotlela (2020) explained that the use of portfolio assessment can be an alternative assessment that can be done by teachers during online learning in emphasizing abilities such as collaboration skills.

Conclusion and Suggestions

The results of this study concluded that the students' writing ability was higher after the portfolio assessment was carried out compared to before the implementation of the portfolio assessment. The results of this study also conclude that the use of authentic assessments will be able to help students to better master writing skills according to real-life contexts and increase students' awareness that learning is a process. As for suggestions that can be done in the future is the development and application of portfolio assessment in online learning as an alternative assessment, especially in relation to writing learning. In addition, it is necessary to develop a portfolio assessment with characteristics that can help in improving self-quality and motivation in learning.

References

- Baturay, M.H., & Daloğlu, A. (2010). E-portfolio assessment in an online English language course. *Computer Assisted Language Learning*, 23(5), 413-428. <https://doi.org/10.1080/09588221.2010.520671>
- Carolan, F., & Kyppö, A. (2015). Teaching process writing in an online environment. In J. Jalkanen, E. Jokinen, & P. Taalas (Eds.), *Voices of pedagogical development - Expanding, enhancing and exploring higher education language learning*, 13-30. <https://doi.org/10.14705/rpnet.2015.000285>
- Dendir, S., & Maxwell, R.S. (2020). Cheating in online courses: Evidence from online proctoring. *Computers in Human Behavior Reports*, 2(July), 100033. <https://doi.org/10.1016/j.chbr.2020.100033>
- Dikli, S. (2003). Assessment at a distance: Traditional vs . Alternative Assessments. *The Turkish Online Journal of Education Technology*, 2(3), 13-19. <http://www.tojet.net/articles/v2i3/232.pdf>
- Ebrahimzadeh, M. (2016). Portfolio assessment as a window into reading development. *International Journal of Foreign Language Teaching and Research*, 4(13), 11-18.
- Efendi, Z., Usman, B., & Muslem, A. (2017). Implementation of portfolio assessment in teaching English writing. *English Education Journal*, 8(2), 187-198.
- Huang, J. (2012). The Implementation of Portfolio Assessment in Integrated English

- Course. *English Language and Literature Studies*, 2(4), 15-21.
- Khodadady, E., & Khodabakhshzade, H. (2012). The Effect of Portfolio and Self Assessment on Writing Ability and Autonomy. *Journal of Language Teaching and Research*, 3(3), 518–524.
<https://doi.org/10.4304/jltr.3.3.518-524>
- Lee, N.W., Shamsuddin, W.N.F.W., Wei, L.C., Anuardi, M.N.A.M., Heng, C.S., & Abdullah, A.N. (2021). Using online multiple choice questions with multiple attempts: A case for self-directed learning among tertiary students. *International Journal of Evaluation and Research in Education*, 10(2), 553-568.
<https://doi.org/10.11591/ijere.v10i2.21008>
- Mahayukti, G.A., Dantes, N., Candiasa, I.M., & Marhaeni, A.A.I.N. (2018). *The effectiveness of using portfolio assessment in lecture by controlling mathematical logical intelligence*. August.
<https://doi.org/10.1051/shsconf/20184200081>
- Makokotlela, M.V. (2020). An e-portfolio as an assessment strategy in an open distance learning context. *International Journal of Information and Communication Technology Education*, 16(4), 122–134.
<https://doi.org/10.4018/IJICTE.2020100109>
- Mardiah, H. (2020). The Use of E-Learning to Teach English in the Time of the Covid-19 Pandemic. *English Teaching and Linguistics Journal (ETLIJ)*, 1(2), 49–55.
<https://doi.org/10.30596/etlij.v1i2.4894>
- Marhaeni, A.A.I.N., & Dantes, N. (2014). Toward Authentic Language Assessment: A Case in Indonesian EFL Classrooms. *The European Conference on Language Learning*, 1–0.
- Mellar, H., Peytcheva-Forsyth, R., Kocdar, S., Karadeniz, A., & Yovkova, B. (2018). Addressing cheating in e-assessment using student authentication and authorship checking systems: Teachers' perspectives. *International Journal for Educational Integrity*, 14(1).
<https://doi.org/10.1007/s40979-018-0025-x>
- Muchlas, M. (2020). Enhancing e-learning effectivity through the discussion method combined with e-portfolio assignments for vocational education master students during a pandemic. *Jurnal Pendidikan Vokasi*, 10(3), 238–248.
<https://doi.org/10.21831/jpv.v10i3.35793>
- O'Malley, J.M., & Pierce, L.V. (1996). *Authentic assessment for English language learners: Practical approaches for teachers*. Mass: Addison-Wesley Pub. Co.
- Sridharan, B., & Mustrand, J. (2016). *Authentic Assessment Methods: A Practical Handbook for Teaching Staff*. Deakin University.
<https://doi.org/10.13140/RG.2.1.2358.7921>
- Suwaed, H. (2018). FL Students' Perceptions of Using Portfolio Assessments in the Writing Classroom: The Case of Libyan Undergraduate Second Year Students. *Journal of Studies in Education*, 8(2), 144-156.
- Kircaali-Iftar, G., Ülke-Kürkcuoğlu, B., Çetin, Ö., & Ünlü, E. (2009). Intensive daytime toilet training of two children with autism: Implementing and monitoring systematically guarantees success!. *International Journal of Early Childhood Special Education*, 1(2), 117-126.