

# CHAPTER I

## INTRODUCTION

This chapter presents an overview of the research. This chapter consists of seven sections; background of the problems, research questions, purpose of the research, significance of the research, research methodology, clarification of terms, and organization of paper.

### 1.1 Background of the Problem

The implementation of National Examination (NE) in Indonesia in principle has good purposes, as stated in Law No. 20 of 2003 on National Education System Article 58 paragraph (2) which states that with UN, the government is able to do standardization and mapping: which area or which school that still needs attention, needs improvement, and treatment/ support. The results of the test as stated in the law no 20, 2013 are also used for gaining feedback, looking back whether the learning activities is successful or not, evaluating whether the intended purpose is achieved, measuring how big the achievements are, finding what constraints are seeing in the field, and defining the purpose which has not been achieved yet. The analyses of the test results are used as a consideration to determine future policy, such as curriculum, learning tools, teaching staff, even learning paradigm (Ministry of Education, 2013).

However the NE made the education system in Indonesia tends to be product oriented rather than process oriented (Sutarsyah, 2011). This can be seen from the fact that many learning activities focus only on how to solve the problems correctly in

order to pass and get a diploma instead of focusing on how to gain the competencies or skills that are needed in students' lives.

Questions in the NE that are in the form of an objective test are not able to measure all the competencies that require skills such processes mindset, creativity, and argumentative reason (Sutarsyah, 2011). Therefore alternative assessment is needed to ensure that the assessment should be professional, open, educational, effective and in accordance with socio-cultural context. The report of assessment also should be objective, accountable and informative (The Ministry of Education, 2013). The regulation no 66, 2013 sees assessment as a process of collecting and processing information to measure student achievement of learning outcomes which one of them is portfolio-based assessment.

Portfolio-based assessment is an assessment conducted to assess the overall learning process entities including assignment of individual learners and/or groups within and/ or outside the classroom. Another definition states that Portfolio assessment is an assessment that is done by assessing the entire collection of students' work in a particular field that is reflective - integrative to know the interests, growth, achievement, and/or creativity of learners in a given period of time (The Ministry of Education, 2013). If the focus of the assessment is to display students' best work then it will become student portfolio.

A student portfolio is a systematic collection of student work and related material that depicts a student's activities, accomplishments, and achievements in one or more school subjects. The collection should include evidence of student reflection and self-evaluation, guidelines for selecting the portfolio contents, and criteria for judging the quality of the work. The goal of this portfolio is to help students assemble their tasks which illustrate their talents, represent their writing capabilities, and tell their stories of school achievement (Venn, 2002). Therefore, it can be said that

portfolio assessment is not only a kind of students' collection of work but also consist of reflective writing. Reflective writing shows students' self-assessment. The use of self-assessment promotes the learners to get involved in learning process (O'Malley and Pierce, 1996; Kohonen, 1999). By reflecting their own learning (self-assessment), students begin to identify the strengths and weaknesses in their work and it will lead students to improve their critical thinking ability in learning process.

The previous research has been done by some researchers such as Soewandi (2007) who states that portfolio assessment is a collection of student work that is determined by the teacher and students as part of an effort to achieve the learning objectives or achieve specified competencies in the curriculum.

Damiani (2004) who did her research among senior high school students found that portfolio assessment empowered students in three domains; cognitive, social and psychological factors. It also said that portfolio assessment would reach its goal if it was carried out effectively.

Other research on portfolio assessment proposed by Davis & Ponnampereuma (2005) and Bryant & Timmins (2002) showed the effect of implementing portfolio in classroom. They stated that portfolio was good to be applied in classroom setting since the portfolio assessment led the learners to be active participants, it directed student learning toward the curriculum outcomes. Students also knew their strengths and weaknesses in learning the subject. Meanwhile there were some challenges that should be faced by teachers and students if that was their first time in implementing portfolio in their classroom. The challenges were writing reflection and self-assessment.

Based on the previous research, it shows that portfolio assessment gives positive effects in learning process and plays significant role in assessment system. Due to that reason, this study tries to find out how teacher implement the portfolio

assessment in the classroom, what the obstacles faced by both students and teacher in implementing portfolio assessment.

## **1.2 Research Question**

In line with the focus of the study, this study attempts to address the following questions:

1. How does teacher implement portfolio in the classroom?
2. What are the obstacles faced by teacher in implementing portfolio assessment?
3. What are the obstacles faced by students while completing portfolio assessment?

## **1.3 Purpose of the Study**

Based on the research question above, the purposes of this study are as follows:

1. To investigate the use of portfolio assessment in the classroom.
2. To identify the obstacles faced by the teacher in implementing portfolio assessment in classrooms.
3. To identify the obstacles faced by students in completing portfolio assessment.

## **1.4 Significance of the Study**

There are significances that this study may offer. Theoretically, the result of this study will be great importance to enrich the literature on understanding the

implementation of portfolio assessment related with the Regulation of Ministry of Education and Culture number 66, 2013 and the way to assess it.

Practically, the result of this study will be useful for teacher to gain more information about portfolio assessment. This study gives information of good portfolio assessment that fulfills the principles of assessing students' learning outcomes. This study also shows how portfolio should be implemented in the classroom and what the steps are to implement the portfolio assessment.

The information about obstacles faced by both students and teacher can be a guide for those who are interested in portfolio in order to minimalize the obstacles or to find out the solution in order to resolve those obstacles.

This study can also be used as a guide for school stakeholder or even government to analyze the effectiveness of using portfolio as an assessment. Therefore government can develop new method to assess students' learning outcome if the result of the study is not really satisfying.

## **1.5 Clarification of the Terms**

The following terms are provided in order to understand the case presented in this paper.

### **1.5.1 Portfolio**

The term of portfolio refers to the collection or document of students' works or products (Arter, 1992). Portfolio is a collection of evidence of students' progress or group progress, the achievement evidence, the skills, and students' behavior. Portfolio can show the previous work and the current work of students that the data of student's work illustrate students' progress in learning (Shohamy, 2001).

Portfolio in this study refers to how the collection of students' best work is collected in order to show their progress in learning process and also to record what the students have learned and achieved.

### **1.5.2 Assessment**

Assessment in this study refers to how assessment is used to evaluate students' progress through specific assessment, which is portfolio. The assessment in this study concerns about students' performance and ability, and the degree of their knowledge or skill.

### **1.5.3 Portfolio Assessment**

Portfolio assessment has been defined by Kemp & Toperoff (1998) as a form of assessment consisting purposeful collection of student's work that exhibits the students' efforts, progress and achievements in one or more areas.

Portfolio assessment in this study refers to the type of assessment used by teacher in assessing and evaluating students' progress of learning.

## **1.6 Thesis Organization**

The organization of the thesis will be in five chapters. Chapter one contains the background of the study, followed by research questions, purpose, and its significance to the research. In addition, the chapter also presents some clarification of the terms and thesis organization.

Chapter two highlights the detailed theories and frameworks of portfolio assessment including some views of the experts, the purpose of portfolio assessment, the types of portfolio, and the stages to develop portfolio assessment. This chapter

also reveals how to establish an effective portfolio assessment, and some related research findings.

Chapter three emphasizes on the methodology of the research elaborating data collection, research design, the procedure of the research, research sites, research participants, the phases of gathering data collection and some instruments used in the research, and how to analyze the data collection.

Chapter four deals with the discussion of data analysis obtained from the research site, exploration of questionnaire, interviews, and observation used in the investigation and some findings which come up in the process of investigation.

The last chapter, chapter five, conveys the overview of the findings consisting some conclusions, suggestions and recommendations for the improvement of portfolio assessment.

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*Investigating The Use Of Portfolio Assessment In English Classrooms*

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