

THE IMPLEMENTATION OF PORTFOLIO-BASED ASSESSMENT IN ENGLISH LANGUAGE TEACHING TO ASSESS SPEAKING SKILLS

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Abstract

Assessment is an Educational systematic process of documenting and using empirical data regarding knowledge, skills, attitudes, talents, and beliefs to improve programs and student learning. This research aimed to describe the teachers' use of portfolios for assessment in speaking to obtain data/information from the learning process and results to find out how well students are performing, growing, and developing their abilities over time based on feedback and self-reflection and to find out the research result of the implementation of portfolio-based assessment in English language teaching to assess speaking skills. The subject of this study was the English teachers who teach the English language, especially speaking skills. This research was descriptive qualitative with the descriptive research type. The sources of the data obtained from the results of the direct observation and interviews were conducted by the researchers during the research activities. The data were in the form of field notes, interview transcripts, and photographs. This study applied the triangulation technique to support data credibility. Then, the data were analyzed using Miles and Huberman's interactive models: data reduction, display, and conclusion drawing/verification. Accordingly, the result showed that implementing a portfolio-based assessment effectively organizes assignments to help teachers carry out assessments fairly, objectively, transparently, and accountably without reducing classroom creativity. This method benefits students, enhances their abilities and achievement, and produces good results in the learning process.

Keywords – Portfolio based assessment, speaking skills

Introduction

Portfolio-based Assessment, or PBA, has a well-established history in L1 English, the language of most everyday communication. Nevertheless, several studies have acknowledged PBA's potential in ESL or EFL settings. Relevant literature evaluations (Hamp-Lyons, 2001; Vass & Kiss, 2020; Desyatova, 2020; Syzdykova, Koblandin, Mikhaylova, & Akinina, 2021) have found that the majority of PBA studies were conducted with English as the first language, not in the setting of ESL or EFL.

According to Swicegood (2015), Portfolios provide a reasonable substitute for the conventional methods used to evaluate students from different backgrounds. Specifically, the portfolio includes data methodically gathered from several domains through an extensive assessment procedure. PBA aims to evaluate students more holistically, considering their learning as promoting autonomous, metacognitive, and learning-

oriented attitudes (Nezakatgoo, 2011; Arrafii, 2021; Segaran & Hasim, 2021). Liu (2003) proves that PBA gives students considerable autonomy over the evaluation procedure. Additionally, it serves to illustrate more comprehensive data on the students. In addition, according to Han, Blank & Berson, (2020), PBA encourages students to evaluate their growth and development to standards, consider the work they have included in their portfolios, and compare and compare their past work with their current work.

On the other hand, PBA encourages students to make reflective statements. By using reflective statements, students can assess their academic achievements by elucidating the salient features of the provided evidence and the insights it conveys about them as learners. García, (2020) states Reflective statements also demonstrated changes in students' attitudes and feelings about their prospects for future growth or their capacity to perform in an academic setting. Portfolios

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thus motivate students to become more independent responsible and take greater ownership of their educational experience (Aghazadeh & Soleimani, 2020).

Review of Related Literature

Portfolio-Based Assessment

Portfolio-based assessment (PBA) is a technique utilized to assess students' learning by gathering and arranging samples of their work over a period of time (Ma'arif et al., 2021). Lasminiar (2022) asserts that the primary objective of portfolio assessment is to offer a comprehensive perspective on a student's capabilities that goes beyond the limitations of conventional tests. This enables students to contemplate their learning process, track their advancement, pinpoint areas that require improvement, and establish future learning objectives. With the increasing sophistication and advancement of technology, traditional exams may no longer adequately assess crucial talents such as critical thinking and problem-solving abilities. Therefore, the idea of portfolios has developed with improvements in information technology, resulting in words such as electronic, digital, and online portfolios (Hanifa et al., 2024). Furthermore, portfolios can encompass a wide range of data, including audio and video clips, photographs, text, and links. This versatility allows them to serve as effective tools for displaying learning outcomes and reflections. It is a helpful instrument in contemporary educational approaches prioritizing active learning, self-directed learning, and ongoing enhancement (Laksana, 2022).

The Role of Portfolio-Based Assessment in Assessing Speaking

It is crucial in cultivating writing abilities and evaluating pupils' ingenuity. Portfolio-Based Assessment is essential for evaluating students' speaking skills as it enables teachers to collect a wide variety of evidence regarding students'

performance and growth over a period of time. This continuous assessment aims to get insight into the progression of students' oral communication skills as they engage in different tasks and activities (Sumaharani et al., 2023). The study offers a holistic perspective on students' speaking proficiency by incorporating a compilation of students' verbal exchanges, presentations, discussions, and other speaking assignments in the portfolio. This assortment of tasks facilitates the assessment of several facets of students' oral communication abilities and offers a comprehensive perspective on their overall ability. Portfolio-Based Assessment enhances student involvement and introspection over their speaking development as they curate exemplars of their speaking proficiency to incorporate into their portfolio. This process of reflection enables students to discern their aptitudes and deficiencies in verbal communication and actively engage in their educational journey. Portfolio-based Assessment promotes cooperative learning and peer evaluation, allowing students to provide and receive comments on oral assignments inside their portfolios. This cooperative approach cultivates a nurturing educational atmosphere and enables students to acquire knowledge from one another's speaking aptitudes and areas that need enhancement. Educators can utilize E-Portfolio to assess the improvement in students' oral communication skills by comparing their performance before and after using the platform for practice. By utilizing this approach, educators can assess the improvement in students' oral communication abilities, thereby gaining insights into areas where additional support may be required (Laksana et al., 2021).

Methodology

In this study, the researchers used qualitative research. Sugiyono's book

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Educational Research Methods Quantitative, Qualitative, and R&D Approaches suggests that qualitative research examines the condition of scientific objects, where the researchers is the key to the instruments. The researchers used qualitative research to explore the phenomena that occur in an object that cannot be measured in quantitative research. This type of research is descriptive research. Descriptive research is the type of research that is intended to describe a particular situation or area of the population in a factually systematic and accurate way. The source of the data or object of research in qualitative research is called a social situation consisting of three elements: place, subject, and activities that interact synergistically. In this study, MA NW Narmada is a place of research; the subjects in this study are English teachers. The data sources were obtained from the direct observation and interviews conducted by the researchers during the research activities. The observations were conducted in three meetings of each of the classes. Each of the classrooms was observed three times. The learning process observed included sharing materials and discussions, grading assignments and giving feedback. In this study, the researchers used the analysis proposed by Miles and Huberman, namely the activities carried out in three stages: data reduction, data display, and conclusion drawing/verification. In testing the credibility of the data, the researchers uses triangulation techniques. The triangulation technique combines the results of the data obtained through observations, interviews, documentation, and the credibility test of all data from various sources. The data in the field follows the statement from the source. This step is done to find out if there are different data from the test results and allow the researchers to create further discussion and ensure it. Then, the results of these data will strengthen the existing data.

Finding and Discussion

Figure 1.1 shows four advantages of PBL implementation in ELT: increased engagement, comprehensive evaluation, reflective ability and integrated learning. Each advantage was observed three times during classroom activities, and all five teachers agreed with the benefits of all four advantages. In addition, all three students interviewed to provide validation and further evidence also agreed on the benefits of the four advantages.

Figure 1.1 The Advantages of PBL Implementation in ELT

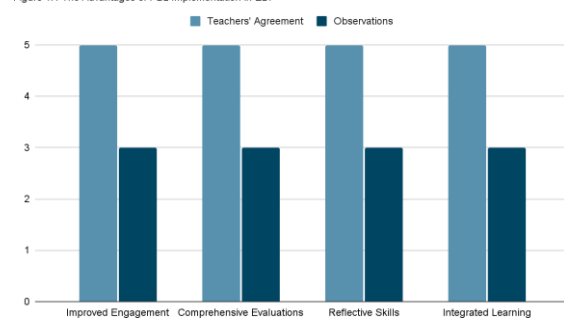


Figure 1. The advantages of PBL implementation in ELT

Using portfolio-based assessment in English language teaching to assess speaking skills is very effective. There was a significant enhancement for students in learning English through portfolio-based assessment. Based on the interview responses of the respondents and the observation result, teachers use portfolio-based assessment to assess speaking lesson for students, and then give the instruction to students. The teacher also can monitor the progress of the student during the class. The teacher can also see the student's assignments and then give them the correction and feedback. Based on the researchers' observation result, teachers use portfolio-based assessment to access the assignment and provide students with additional assessment that improves students' knowledge. The teacher also provides some comments to students during the class. Teachers can also give the students the score when

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students finish their assignments. They also see the assignment and grades when the teacher finishes checking it. Based on students' perceptions, using portfolio-based assessment is very useful to improve the abilities and skills of each student. Students can learn by themselves and through guidance and the teacher also felt very helpful in giving the assignment and evaluate students improvements.

Speaking is a talent that people employ to communicate with others by exchanging ideas and viewpoints. In addition according to Sri Kuning (2019), the ability to exchange thoughts and viewpoints involves crafting language that others must comprehend. Furthermore, Yildiz (2021) thinks that practically all language users find speaking difficult.

Discussion

Assessment is part of the learning process. It follows the students' acquisition of certain content and gauges their comprehension. The teachers employed assessments to evaluate the student's learning progress. According to Gultom (2016), teachers are responsible for conducting a subset of evaluations to gauge and appraise their students' academic progress. Assessment thus becomes a crucial component of the teaching and learning process. According to Brown 2024, the education system frequently utilizes two significant evaluation forms. There are two types of assessments: alternative and traditional. An alternative assessment is intended to assist students in transforming their deficiencies into strengths. Traditional or authentic assessment is a test to evaluate whether students pass or fail in the learning process. According to Afrianto (2017), authentic assessment is emphasized in the most recent Indonesian school curriculum (Kurikulum, 2013), and a portfolio is one kind of authentic evaluation.

A portfolio is created by methodically gathering student projects demonstrating students' growth during the teaching and learning process. As a result, portfolios can assist students in achieving more success during the learning process. Teachers can make decisions about students' reports using their portfolios. Portfolio evaluations are shared. According to Genesee & Upshur (1996 in Brown 2004, 256), a student's portfolio is a significant collection of assignments that shows their efforts, development, and learning outcomes over a course or program. This means that when teachers use portfolios, students can describe their areas of weakness, and, in the end, the portfolio will highlight the students' accomplishments. Arter and Spandel (1992) define a portfolio as a deliberate compilation of students' work showcasing their assignments and efforts. That demonstrates advancement or success in a particular field. In this case, the collection consists of several student assignments that reflect their work and serve as their academic achievements.

According to Paulson & Paulson (1991), a student's portfolio should show their growth, accomplishments, and ability to reflect on one or more areas of their lives. They contended that a portfolio is a tool for assisting pupils in demonstrating their mastery of several subject areas.

Constructing a portfolio, characterized as "a purposeful collection of students' work that demonstrates their efforts, progress, and achievements in given areas," is one of the most popular

and effective evaluation techniques (Genesee & Upshur, 1996, p. 99). A range of resources is included in portfolios, including draft and final versions of essays and compositions, reports, projects; presentation outlines; poetry and creative prose; artwork; photographs; snippets from magazines or newspapers; video and audio recordings of presentations,

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demonstration, etc, diaries, journals, and other personal reflection, written homework assignments, tests, and test score; lecture notes; checklists, comments, and evaluations and peer assessment.

Portfolio also can be the form of electronic. Electronic portfolios are popular with the advancement of technology-enhanced learning and teaching because they take advantage of the features available in digital format. A writing portfolio should be established with a clear goal and guidelines regardless of whether it is a hard copy or electronic.

Using the abbreviation CRADLE. Gottlieb (1995, 2000) proposed a developed schema to think about the nature and aim of portfolios. It contains six potential portfolio characteristics: Collecting, Reflecting, Assessing, Documenting, Linking, and Evaluating.

Portfolios serve as collections that represent the lives and identities of students. The appropriate level of freedom to select what to include should be respected, and the goal of the portfolio must also be specified for them. Reflective practice through journals and self-assessment checklists is an important ingredient of a successful portfolio. Both educator and student need to take the role of Assessment seriously as they evaluate quality and development over time. It is essential to acknowledge that a portfolio is an essential Document that demonstrates student achievement. it is not just an insignificant adjunct to tests, grades, and other conventional forms of evaluation. A portfolio is a concrete tool that can act as a link between a student and their peers, parents, teachers, and community. it is a tangible product, created with pride, and it identifies a student's uniqueness. Finally, Evaluation of portfolios requires a time-consuming but fulfilling process that produces accountability.

Advantages of porfolios

The advantages of portfolios include:

- 1) fostering intrinsic motivation, responsibility, and ownership
- 2) promoting student-teacher interaction, with the teacher as facilitator
- 3) individualizing learning and celebrating each student's uniqueness
- 4) providing tangible evidence of a student's work
- 5) facilitating critical thinking, self-assessment, and revision processes
- 6) offering opportunities for collaborative work with peers
- 7) permitting assessment of multiple dimensions of language learning

Testing is indispensable in language learning and teaching. As Bachman (1990) asserts "language tests can be valuable sources of information about the effectiveness of learning and teaching". It should be used frequently to evaluate the effectiveness of different language teaching approaches. Nowadays, The emphasis of language teaching is shifting from the traditional way of enlightening learners solely by transmitting knowledge to what students will need to succeed in the real world. Educators take Learner's language learning ability as well as language ability into consideration and insert them into their curriculum. Portfolio allow students to demonstrates their speaking abilities in a variety of speaking contexts.

As extracurricular activities, peer and/or self-reflections could be carried out (e.g., Cepik & Yastibas, 2013; Huang & Hung, 2010; Sun & Yang, 2015). Therefore, during this pandemic, portfolios can be an alternative method of doing speaking courses entirely online. This research, however, was primarily concerned with examining how portfolios affected students' public speaking abilities.

Steps and guidelines for successful

According to Brown, the stated objective of a portfolio is to grow it and show how those goals relate to complement the confirmation of your most recent stated

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curricular purposes. A portfolio achieves optimal washback and authenticity. This means that the portfolio needs to include learning objectives and be integrated with the school's curriculum. Teachers must provide washback when using portfolios to raise student achievement.

In the development of a Portfolio, Teachers can establish a portfolio by following certain rules and processes in the portfolio development process. As per Brown's (2004) findings, a good portfolio follows these processes and guidelines:

1) Specify guidelines on what materials to include

According to Brown, the types of work should be included in the content. It was suggested by Hamp-Lyons and Condon (in Brown 2004) to place it over the materials but between the learner and the teacher. They claimed that as many students never create a portfolio and may be unsure about what to accomplish, it can be helpful to provide clear instructions on how to acquire initiation. Therefore, it is important to provide clear instructions and materials in the portfolio so that the students can comprehend the nature of the task.

2) Inform the pupils of the assessment criteria.

According to Brown, one of the most crucial and intricate components of portfolio application is that students need to get both instructor and self-assessment in order to accomplish at their highest level. In this situation, in order to provide students with better resources, teachers must administer a questionnaire to learn about the criteria that are used in the language learning process.

3) Designate time in the curriculum for the creation of a portfolio.

Brown recommended that teachers make sure that students are gathering time for portfolio work in a sideways manner, even during class, and that this does not interfere with the teacher's ability to hold conferences. The teacher plans time for the

language learning process in the portfolio assessment. It includes the class assignments and exercises.

4) Set up a periodic schedule for reviewing and conferencing

It will be completed after the learning process to enable the students to fully understand the lesson they have completed. Additionally, it can aid in the student's exam preparation and memory of the subject matter.

5) Give a positive washback for the last evaluation

A portfolio can be used to compare student performances, courses, and districts using numerical scores. Written work is included in the portfolio. In Brown (2004), Wolcott presented a comprehensive scoring system with six points, based on factors such as extra credit, flawless work, deep substance, originality, politeness, writing style, and alignment with the student.

Conclusions

The research concludes that implementing portfolio-based assessment in English language teaching, specifically for assessing speaking skills, proves to be highly effective and beneficial. This method facilitates the organization of students' assignments for teachers and positively influences the evaluation process. The findings from teacher and student perceptions highlight that portfolio-based assessment offers numerous advantages. It enables fair, objective, transparent, and accountable assessment practices without compromising classroom creativity. Moreover, this approach significantly enhances students' abilities and achievements, improving learning outcomes. The portfolio-based assessment method supports a comprehensive and reflective evaluation process, contributing to the holistic development of students' speaking skills.

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