

PORTOFOLIO AS AN AUTHENTIC ASSESSMENT IN TEACHING ENGLISH FOR YOUNG LEARNERS

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Abstract: Teaching English to Young Learners (TEYL) is a rapidly growing field around the world, and English education is increasingly found at the primary levels. In attempting to move away from the traditional classroom testing based on paper and pencil test, Portfolios are intended to aid teachers in the evaluation of students' oral and written work by showing a student's progression. A student's oral ability can be assessed through the use of audio and/or video recordings. All drafts of written work must be submitted in order to show improvement and advancement.

Keywords : Portofolio, assessment, teaching English, young learners

Introduction

For the new trend of teaching English, students should be trained to reflect on their skills and develop the ability to self-assess their work. Foster (1996) argues that self-assessment of writing when it emphasizes revision with specific criteria becomes a powerful method for the development of students' writing ability in all subjects. In addition, traditional measurements such as multiple-choice tests are not authentic because they do not represent activities students typically perform in the classroom. Multiple-choice test also does not reflect current theories of learning and cognition and are not based on skills students actually need for future success (O'Malley and Pierce, 1992).

To change this condition, it is necessary to move beyond current testing practices and to do so teachers need to consider the desired outcome from the assessment procedure utilized. Tierney (1991) states that portfolios offer a way of assessing student learning that are different from traditional methods. Portfolio assessment provides the teacher and students an opportunity to observe students in a broader context: taking risks, developing creative solutions, and learning to make judgments about their own performances. Therefore, George (in Richard, 2000) states that portfolio has some advantages for both the teachers and the students as one ongoing assessment type which allows student's total writing process to be considered in the assessment of writing proficiency, rather than one

final exam paper. It also allows students to show their writing at various stages in the process, at a different point in the semester, and on a variety of assignments. Portfolio assessment helps students improve their writing process by giving them opportunities to examine their own writing process. By examining their own learning process, students think about, invent, prewriting, draft, revise and edit, come to understand the overall strengths and weaknesses of their writing so that they can make effective changes. Participation and effort should also be taken into account because they are important elements of any overall assessment of a child. A child's attempts to improve (even if unsuccessful) should be rewarded in some form. Based on the previous explanation above, it can be said that portfolio is a current issue of the educational tool assessment that the English teachers may use in the activities of teaching and learning for young learner.

The Characteristics of Young Learner

Children are active learners and thinkers (Piaget, 1970). Children construct knowledge through the active interaction with the physical environment and adult in developmental stages. They learn through their own individual actions and exploration. Young learners tend to have short attention and a lot of physical energy. In addition, children are very much linked to their surroundings and are more interested in the physical activities. According to Slatterly and Willis in Shin (2009), the general characteristics of young learner are described below:

Very Young Learners (Under 7)	Young Learners (7-12)
<ul style="list-style-type: none"> - acquire through hearing and experiencing lots of English, in much the same way they acquire L1 - learn things through playing; they are not consciously trying to learn new words or phrases - love playing with language sounds, imitating, and making funny noises - are not able to organize their 	<ul style="list-style-type: none"> - are learning to read and write in L1 - are developing as thinkers - understand the difference between the real and the imaginary - can plan and organize how best to carry out an activity - can work with others and learn

<p>learning</p> <ul style="list-style-type: none"> - not able to read or write in L1; important to recycle language through talk and play - their grammar will develop gradually on its own when exposed to lots of English in context 	<p>from others</p> <ul style="list-style-type: none"> - can be reliable and take responsibility for class activities and routines
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It can be seen that young learners are able to plan and organize how best to carry out an activity. They can be reliable and take responsibility for class activities and routines. Therefore, potfolio assessment may be done with the young learners to measure the improvement.

The Advantage of Portfolio Assessment

Tierney, Carter, and Desay (1991) suggest that the benefits of portfolios are most obvious when portfolios are compared with what seems to be traditional practices. Portfolio represents the range of skills students, while testing assesses students across a limited range of language skills such as reading and writing assignments which may not match what students do. Another benefit of using portfolio when it is compared with conventional testing is that portfolio engages students in assessing their progress and accomplishments and establishing on-going learning goals. In the use of testing, it is mechanically scored by teachers who have little input.

Moreover, portfolio measures each student’s achievement while allowing for individual differences between students; it has a goal of student self-assessment. It also allows students for their total writing process to be considered in the assessment of writing proficiency, rather than one “final” exam paper. Portfolios allow you to show your writing at various stages in the process, at different points in the semester, and on a variety of assignments.

. It offers the possibility of assessing the more complex and important aspects of an area and topic. The greatest potential of portfolios is to document and chart students’ growth in proficiency in the four language skills. Specifically, items placed into the portfolio over time enable anyone to examine the students’

increased knowledge and sophistication with using vocabulary, greater accuracy in spelling, increasing fluency of written production, and growth in using the language for written purposes.

Portfolios and Test

As with any other form of assessment, the decision to use portfolios needs to be based on a consideration of the qualities of test usefulness. It may be helpful, therefore, to look at portfolios through the lens of Bachman and Palmer's model of the five qualities of test usefulness-construct validity, reliability, authenticity, interactiveness, impact, and practicality- especially in comparison with timed. Here the detail explanation about those components

1) Construct Validity,

Perhaps the most important benefit of portfolio assessment is its potential for demonstrating the validity of inferences about a broader construct or definition of writing than is possible with timed writing tests. The construct of writing that is tapped in portfolio assessments can potentially be broadened in two ways. First, the inclusion of a variety of writing samples in different genres, written for different purposes and addressing different audiences, allows us to feel more confident in generalizing from the results of a portfolio assessment to a broader domain of writing. Second, including multi-draft essays in a portfolio allows us to make inferences about students' ability to apply aspects of the writing process such as revising for content and organization and editing for sentence-level errors and mechanics. These aspects of the writing construct are particularly important for academic writing, where multi-draft, process-oriented writing and writing for different audiences and purposes are important focuses of instruction. Silva, (2002)

2) Authenticity

Again, for school based writing in particular, portfolios are clearly superior to timed writing tests in terms of authenticity. Indeed, one of the great strengths of portfolios is that they can be designed to include writing samples that were written for some authentic purpose other than the evaluation of writing process – for example, papers that were written for other academic courses. In

many writing programs, where many or all of the essays written in class are included in the final portfolio, the test tasks (the portfolio contents) and the TLU (Target Language Use) tasks (the writing classroom tasks) are virtually identical, which is of course the ultimate in authenticity.

It is important to bear in mind that out-of-class and multi-draft essays are not the only authentic writing tasks for academic writers, particularly at the secondary school and university levels: on the contrary, timed writing is also an authentic TLU tasks for these students, as they are required to take essay examinations in their content courses. It is therefore not the case that only untimed, multi-draft essays should be included in a portfolio.

3) Interactiveness

Interactiveness was previously defined as ‘the extent and type of involvement of the test taker’s individual characteristics in accomplishing a test task’ (Bachman and Palmer in Alderson and Bachman, 2002). Specifically, an interactive test task engages a test taker’s language ability, metacognitive strategies, topical knowledge, and affective schemata. By this definition virtually any writing task that involves generating and organizing content is interactive, including timed writing tests. However, compared to timed writing tests, portfolio assessment clearly on the high end of interactiveness. In particular, the act of collecting, selecting, and arranging the portfolio contents engages the metacognitive strategies to a considerable extent and, ideally, involves personal investment on the part of the student/portfolio author. This level of interactiveness can have many benefits, as the process of putting portfolios together can help students learn a great deal about the writing process and can serve as a motivating factor for students. On the other hand, it is probably most beneficial in contexts where writing is a central focus of instruction and may be less appropriate for students who have limited need for writing in their second language.

4) Impact

Apart from construct validity, the most important cited benefit of portfolio assessment is the impact that it can have on students, teachers, and programs. Murphy and Camp as cited by Alderson and Bachman (2002) discuss three

principle benefits of portfolios to students. First, portfolios offer opportunities for reflection and the development of self-awareness, both of which play important roles in learning.. Second, students develop a sense of ownership of their writing through having some control over both the conditions for writing and the selection of portfolio contents, which leads to a sense of agency and responsibility.. Finally, students can use portfolios as a basis for self-assessment and development standards, if they are given clear criteria and opportunities to evaluate and revise their own work in preparing their portfolios.

5) Reliability

Reliability is an area where timed writing tests have an advantage over portfolio assessment, as certain aspects of portfolios make reliability of scoring somewhat problematic. Results from large-scale portfolio assessments have frequently been shown to be less reliable than timed writing tests – for example, in a highly publicized statewide assessment of writing in Vermont, inter-rater reliabilities for writing portfolios in 1993 for 4th and 8th graders were reported as .56 and .63, respectively. For the individual classroom teacher using portfolio assessment, reliability may not be a major concern, although conscientious teachers will certainly strive to maintain consistent standards for judging their students' portfolios. Reliability is a much more important concern when portfolios are being read by people other than the classroom teacher, who may not be familiar with students or the curriculum, and when the stakes for the individual student are high (Koretz et al, Herman at al in Alderson and Bachman, 2002).

Essential Elements of Portfolio

O'Malley and Pierce (1996) say that portfolio consists of some elements; they are (1) samples of students' work, (2) student's self-assessment, and (3) clearly stated criteria.

- **Samples of Student's Work**

Most portfolios consist of a sample of student work that shows growth over time. The sample may consist of writing samples, audio or videotapes, mathematics problems, social studies reports, or science experiments. The content

may depend on student or teacher preferences, the purpose of portfolio, or the instructional the portfolio is designed to reflect. The whole point of having portfolios is to individualize them as much as possible-not only to suit classroom goal, but to suit each student's goal as well. Because of this, no two portfolios may ever be like.

- **Student's Self-Assessment**

Without self-assessment and reflection on the part of student, a portfolio is not a portfolio. That is, a portfolio is not just another assessment measure that is done to a student by a teacher or someone else. A portfolio is a unique opportunity for students to learn to monitor their progress and take responsibility for meeting goals set together with the teacher.

Paulson and Paulson in O'Malley and Pierce (1996) describe three kinds of self-assessment. They are: documentation, comparison, and integration. In documentation, the students provide a justification for the items selected for the portfolio. Students asked to select their best work and they have to give the reason why they select it. In self-assessment through comparison, students compare their recent work with an earlier one by looking for ways that they have improved. In the third kind of self-assessment, integration, students address their learning in more general way. They use portfolio to provide example of their growing strength in oral or written language or their independence as a learner.

- **Clearly Stated Criteria**

It is important for the students to know how their work will be evaluated and by what standards their work will be judged. Specifying criteria and standards and providing representative samples of what these look like helps students set goals and work toward them. Rather than making the students guess at how teacher is grading or applying criteria, the teacher involves the students in setting standards and clarifying them.

O'Malley and Pierce (1996) suggests that in portfolio assessment, criteria can be identified for selecting the work samples that go in portfolios as well as for

judging the quality of each sample. More, criteria for portfolio assessment need to be clear to students and parents.

Self-Assessment

According to O'Malley and Pierce (1996), Effective assessment involves students and enables them to see possibilities for reflection, redirection, and confirmation of their own learning efforts. Students often need support in understanding the importance of self-assessment, in becoming independent evaluators of their own progress, and in setting goals for future learning.

According to Griffin and Nix (1991), "self-assessment is a powerful way of motivating students to learn". When students assess their own efforts, they often have new sights and sometimes volunteer information about specific problems they are experiencing.

This encourages students to think about their purpose in writing and to reflect on what and how much they are learning. Self-assessment can provide teacher with useful information about student's expectations and needs, their problems and worries, how they feel about their own progress, their reactions to the materials and methods being used, and what they think about the course in general. O'Malley and Pierce (1996) state that self-assessment can be done in four ways: dialog journals, learning logs, self-assessment of interest and writing awareness, and checklist of writing skills.

Peer – Assessment

Useful feedback from other mates about their peers can build and stimulate students' insights and curiosity to perform better. According to O'Malley & Pierce, (1996) students can assess each other's writing through peer assessment as they participate in students writing conferences. Peer assessment encourages students to edit every paper that their peer produces. However, the students do not grade the writing but give and take feedback on their peer's writing. This activity helps the teacher to gain understanding of each student's knowledge and progress

and at the same time allowing students opportunities to apply performance standards to the work of others.

To provide effective peer response, Richards & Renandya (2002) states that since ESL/EFL student lack of language competence that can react instructively to their classmates' papers, peer responding in the ESL/EFL classroom must be modeled, taught, and controlled activity. The controlling peer response, just like self - feedback, can be done through the use of a checklist.

Teacher – Student Conference

The last to respond a written work is the teacher. Griffin and Nix (1991) say that teacher-student conferences are particularly useful for diagnosing learning difficulties, monitoring student work progress and developing insights into student work. Allied to this, Richards and Renandya (2002) say that conferencing is an effective means of teacher response to student writing. Furthermore, Cooper (2000) adds writing conferences may take place when the teacher and the student(s) engage in a conversation about a student's piece of writing.

There are four purposes of teacher-student(s) writing conferences. First, teacher and student can share and discuss thoughts, feelings or make suggestions about the student's writing. Second, they can discuss some aspects of the student's writing and for the teacher to ask probing or guiding questions that will help the students formulate their ideas. Third, conferences can be used to provide a mini-lesson on a particular strategy or skill to overcome the student's problem. In addition, conference can be used to assess student's progress.

Conclusion

Portfolio assessment is one of alternative forms of assessment which provide us with a way to evaluate students in a more relaxed manner. They are also less stressful for students and attempt to accommodate to all learning styles and intelligences. What is more, this type of assessment generally uses holistic scoring which focuses on evaluation of the whole child rather than counting mistakes, as is the case with traditional scoring way to assess students writing

Dalam melaksanakan pembelajaran matematika guru hendaknya dapat menggunakan metode/pendekatan pembelajaran yang tepat dan sesuai dengan materi, agar proses pembelajaran yang dilakukan lebih aktif, efektif dan menyenangkan. Sehingga siswa tidak merasa bosan dalam mengikuti pembelajaran yang pada akhirnya dapat meningkatkan kemampuan belajar siswa. Guru hendaknya mengembangkan berbagai bentuk *reward* yang diberikan kepada siswa. *Reward* dapat berupa hanya sekedar tepuk tangan atau dapat menggunakan poin prestasi siswa dalam pembelajaran sehingga siswa semakin termotivasi untuk belajar matematika.

3. Bagi Siswa

Siswa hendaknya dapat berperan aktif dalam proses belajar mengajar di kelas agar proses pembelajaran lebih interaktif dan dapat berjalan dengan lancar sehingga mendapatkan hasil belajar yang optimal. Siswa hendaknya dapat menggunakan dan memanfaatkan media yang ada di lingkungan sekitar untuk mempermudah dalam menyelesaikan permasalahan matematika dalam kehidupan sehari-hari.

4. Tindak Lanjut

Sebagai tindak lanjut dari penelitian tindakan kelas ini, perlu diupayakan penelitian-penelitian lain. Hal ini diupayakan agar peneliti lain dapat mengkaji teori-teori yang berkaitan dengan penerapan pendekatan PMRI sebagai salah satu alternatif untuk meningkatkan kemampuan belajar siswa yang belum terdapat dalam penelitian ini, terutama pelajaran matematika

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