

## Using Portfolio Assessment to Improve the Students' Recount Writing Performance at SMPN.6 Parepare DOI:

Ramlah<sup>1</sup>, Ambo Dalle<sup>2</sup>; Abdul Haris Sunubi<sup>3</sup>

<sup>1</sup> English Language Education, IAIN Parepare

<sup>2</sup> Institut Agama Islam Negeri Parepare

<sup>3</sup> Institut Agama Islam Negeri Parepare

---

### Article Info

#### Article history:

Received: September 2<sup>nd</sup>, 2023

Revised: Oktober 17<sup>th</sup>, 2023

Accepted: November 20<sup>th</sup>, 2023

---

#### Keywords: (3 – 5 keywords)

Portfolio  
Recount Text  
Writing Performance

---

### ABSTRACT

One of the techniques that can be used to improve the students' recount writing performance is by using portfolio assessment. The objective of the research was to investigate the use of portfolio can improve the students' recount writing performance at SMPN.6 Parepare. The research applied quasi experimental method with experimental and control group consists of 50 students. The data were collected by giving pre-test and post-test in term of writing test. The data collected were then analyzed by using ANOVA and t-test. The result showed that the students' score on the post-test were significantly higher than the pre-test. The value of the t-test was greater than t-table. It was that  $t_{\text{value}} (4.446) > t_{\text{table}} (1667)$  and the sig.(2-tailed) value of post test score was lower  $0.000 < 0.05$ . The mean score of the pre-test is 66.76 and the post-test is 84.72. It indicated that the alternative hypothesis ( $H_1$ ) was accepted and the null hypothesis ( $H_0$ ) was rejected. It means that the use of portfolio assessment was effective to improve the students' writing recount text performance.

*This is an open access article under the [CC BY-SA](#) license.*



---

### Corresponding Author:

Corresponding Authors: Ramlah, Ambo Dalle, Abdul Haris Sunubi

Email: [ramlahpare@gmail.com](mailto:ramlahpare@gmail.com); [hambodalle@iainpare.ac.id](mailto:hambodalle@iainpare.ac.id); [abdharissunubi@iainpare.ac.id](mailto:abdharissunubi@iainpare.ac.id)

---

## 1. INTRODUCTION

Teaching English as a subject has writing skills in its curriculum. The purpose of specialized writing in middle school is to support another subject, which can help students increase their knowledge of a specific topic in another subject taught at an international level (Bachtiar, 2023). The indicator subject explains that 8th-grade students should be able to identify and construct short simple texts in the interpersonal, transactional, and functional domains, including paraphrased texts.

Based on Curriculum 2013, there are several ways to organize the sentence in a piece of writing, one of them is recount text. Recount text is chosen as the specific genre to be learnt because of its social function and its familiarity in students' life. According to syllabus, recount text is taught at junior high school grade 8. The purpose of learning recount text for grade 8 is to develop student's ability to compose a recount text and to make sense of understanding its structure.

Besides its purposes, the following indicators of learning recount text is students are able to understand several forms of recount text served by teacher

regarding personal experience. Second, students are able to understand the language use of recount. Next, students are able to compare each social function of recount, its generic structure, and the language features used in the recount text. Ultimately, students are also able to arrange short recount text related to personal experience and share his/her personal experience in the past

Based on the researcher's observations, in learning to write at SMP Negeri 6 parepare, the teacher has only emphasized using strategies and media in the writing learning process but not in the assessment process. Products produced by students in writing are only assessed according to the number of scores they get without providing comments, input or feedback on the products they make. In terms of foreign language learning and teaching, they are an alternative assessment tool used to offer opportunities for both recording language authentically and actively and for evaluating a student's progress (Bachtiar & Rizky Pratiwi, 2023). Furthermore, in the 2013 Curriculum, the teacher is expected to measure each student's ability by using portfolio assessment, which means that the teacher has to apply authentic assessments to evaluate the student's ability in writing (Panduan penilaian kemdikbud, 2017).

Therefore, using authentic assessment will help to improve English instruction. According to the 2013 curriculum, English teachers should use three different types of authentic assessment: performance, project, and portfolio assessment. A portfolio assessment evaluates a group of items that demonstrate development and are regarded as genuine works of art. Portfolio assessments might diverge from the work produced by individual students or groups, necessitate student evaluation, and be scored on various criteria.

Portfolio assessment is the most complete assessment. In the portfolio assessment, there is an assessment of performance, processes, products, and self-evaluation (Teguh Sulistiyo et.al. 2020). And also, Portfolio is a systematic or organized collection of students work in a file folder or box that lets teachers and students monitor the progress and achievement of knowledge and ability. And also clarify that portfolio assessment is a tool for assessing the writing process as well as the final product of writing in order to improve the students' writing performance (Sharon et.al.1994)

Concerning portfolio assessment, the researcher concluded that portfolio assessment is a method for continuously gathering information or evidence of work done and progress made by each student to evaluate their English language writing.

## **2. LITERATURE REVIEW**

### **1.1. Definition of Writing.**

Writing is the activity of conveying symbols or signs that describe a language that is understood by someone so that other people can read directly those symbols that function in understanding the language. According to Harmer (2004) writing is a learning process that spells and understands punctuation is an important thing for someone to have in writing. Learning to write has become one of the basic skills for language learning. Besides that, Tarigan (2008) state that writing is activity to produce or draw graphic symbols which represent a language that is understood by people, so that other people can read the graphic symbols presented. Dian (2015) also stated that, there are three characteristics of good writing namely: coherence, cohesion, and unity.

## 1.2. Recount Text

### a. Definition of Recount Text.

Generally, a recount text begins with an orientation that provides background information about the characters, what happened to the character, and where and when the story took place. Then, it is followed by the sequence of events that tells the events orderly. Sometimes, in the end of a recount text, there will be a re-orientation. It is an option to indicate the author's personal comment about the story.

Recount is a text that retells past events to give the audience a description of what occurred and when. The social function of recount text is to tell through a sequence of events. The events must be in the order in which the event occurred. Recount usually presents past experiences in order of time or place. The purpose is to entertain or inform the readers.

### b. Generic Structure of Recount Text

There are three generic structure of recount text, namely: orientation, events, and re-orientation. Orientation is telling the reader who has involved, what happened, where this event takes place and when it happened. Events is the main important activities or events that occurred in that story. Re-orientation is a conclusion of story. This is a kind of the text that saying about how a thing in the past happens in chronologically and also saying about a feeling of that things.

### c. Language features of Recount text

The use of language features of recount texts are:

- 1) The use of the simple past tense Example: on Sunday I went to Bali
- 2) The use of action verbs Example: bought, walk, worked, etc.
- 3) The use of adjectives Example: beautiful, interesting, pleased, happy, sad, etc.
- 4) The use of noun and pronoun Example: I, we, they, My family, etc.
- 5) The use of adverbs and adverbs of phrases: at the beach, at the mountain
- 6) The use time conjunction Example: first, then, next, finally, etc.
- 7) Focus on specific participants Example: I (the writer).

## 1.3. Definition of Portfolio Assessment

Portfolio assessment is a method of continuous assessment, gathering information or data systematically about the results of work done by students during a certain period. In a portfolio assessment system, teachers create a file for each learner, which contains a systematic collection of the results of their learning achievements during the education process. One important aspect of portfolio assessment is student self-reflection. Reflection is a significant component of the portfolio that helps students learn from experience so they can correct their mistakes. Sharifi.A (2011).

Students can recognize their own writing errors through the reflection process. In particular, they can periodically revisit their report to track their writing development and gain a better grasp of where they need to make improvements. Reflection exercises in this portfolio assessment might so demonstrate the students' achievement growth.

### a. The steps of portfolio assessment

There are some steps in doing portfolio assessment, they are as follows:

- 1) Writing

During the experiment process, the students are expected to write recount text involving three assignments with different topics in each meeting

- 2) Feedback

The teacher gives feedback to the students' work for each assignment. Feedback will provide to the students after they have handed in their work.

- 3) Revising

The students started to revise their work based on the comments given by the teacher after receiving feedback. Revising could be done by developing ideas and correcting mistakes.

- 4) Assessing

After revising their mistakes, the students submit their work, and the teacher will give a score based on the writing assessment criteria: content, organization, discourse, syntax, vocabulary, and mechanics. (Fitria, 2012)

- b. Kinds of Portfolio

In general, portfolio assessments can be divided into three groups: a working portfolio, a documentary portfolio and a show portfolio. Student participants are expected to make a minimum show portfolio because in reporting student learning outcomes, they are required to be able to write students' learning achievements. But it does not rule out the possibility for teachers to create two other types of portfolios for different purposes. Students can choose any kind of portfolio according to their interests.

Here is a description of each type of portfolio. (Kementerian Pendidikan dan Kebudayaan, 2017).

- 1) Workng portfolio

Working portfolio is the result of students work in the form of drafts, semi-finished work, and finished work that is used to monitor progress and assess how students organize and manage their learning. Good student work can be a clue to determine whether students have understood the learning material and can be input for teachers to assess the achievement of the curriculum and as a formative assessment tool.

- 2) Dokumentary Portfolio

A documentary portfolio is a collection of student work dedicated to assessment. This is a selection of the best student work submitted for evaluation. Therefore, this type of portfolio is a collection of a group of student work over a period of time as one of the types of evidence that can show student achievement.

- 3) Show Portfolio

Show Portfolio is a collection of the best portfolio samples for a given ability. These portfolios are kept in a folder and dated for teachers to collect. These briefcases can be stored in printed or electronic form. It is used to select things that show the students' best work. So that means it only includes the student's work, not the process of editing, fixing, and refining the student's work.

### 3. METHOD

The design of this research is quasi experimental design. Quasi experimental is a method whose influence is seen in two groups, using treatment in one group where this group is usually called the experimental group. While in the other group did not apply the treatment and this group is usually called control group.

Before the treatment, both of the groups will give pretest to know the preliminary writing ability. At the last meeting the students will give posttest. The design is formulated as follow:

<b>EG</b>	<b>O1</b>	<b>X1</b>	<b>O2</b>
<b>CG</b>	<b>O1</b>	<b>X2</b>	<b>O2</b>

Note: EG = Experimental  
Group CG = Control  
group

O1 =  
Pretest

O2 =  
Posttest

X1 = Treatment by using portfolio assessment instrument in  
Writing X2 = Treatment by using conventional assessment  
instrument

(Gay,L.R, 2012)

The researcher used writing test to know whether there is difference of students' score in Writing before and after giving portfolio as an assessment in writing text. The test divided into two times, the first is pre-test, giving before the treatment. The last one is post-test; giving after the treatment to the class.

To determine the interval of student achievement scores, it must refer to the minimum achievement criteria (KKM), where the school KKM is 75 so that it uses the formula  $100-75/3 =$

8.3. The interval length for a predicate is 8 (Kemdikbud :2017).

**Table.1.** The score was interpreted into the following category:

No	Score	Frequency	Percentage	Categories
1.	93 - 100	-	%	Very good
2.	84 - 92	-	%	Good
3.	75 - 83	-	%	Average
4.	66 - 74	-	%	Poor
5.	$\leq 65$	-	%	Very poor

	Total	25	100%	
--	-------	----	------	--

The population of this research was the eighth-grade students of SMP Negeri 6 Parepare 2022/2023 academic year. They were 50 students. Each class consists of 25 students. So, the population are 50 students. Because the population consists of two classes, the researcher used total sampling, there are 8.1 as control group and 8.2 as experimental group. So, the sample are 25 students as control class and 25 students as experimental class.

The data obtain through the test analyzed quantitatively. Scoring category of the student's pre-test and post-test by using scoring rubric items. It is based on item of scoring analysis including content, organization, vocabulary, language use, and mechanic. To analyze the data, the writer used parametric test; descriptive statistics, which consist of three steps: normality test, homogeneity test, and T-test.

Calculating the mean score of each group used the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where:  $\bar{X}$  : Mean score

$\sum X$  : The total number of the students' score

N : The number subjects

(Gay,L.R, 2012)

Calculating the students' score in percentage by using formula:

$$P = \frac{Fq}{N} \times 100$$

Where : P : Percentage

Fq : Number of frequencies

N : Number of respondents

#### 4. RESULTS AND DISCUSSION

Post-test was given after the treatment, which was aimed to know the result of the student's recount writing ability. In analyzing the data, the writer used five criteria for assessing writing (content, organization, vocabulary, language use, and mechanics). The researcher analyzed by quantitative analysis.

**Table.2.** The mean Score of post-tests in experimental and control group (after treatment)

No	Components of writing	Mean Score		Mean Rising Value
		Experiment group post-test	Control group post-test	
1.	Content	25.28	20.68	4.60
2.	Organization	18.60	17.28	1.32
3.	Vocabulary	17.76	17.24	0.52
4.	Language use	19.40	16.20	3.20
5.	Mechanic	3.68	3.08	0.60

Based on the table above shows the mean score of every component of post-test in experimental group and control group such as the mean score of content in experiment group was 25.28, organization was 18.60, vocabulary was 17.76, language use was 19.40, and mechanic was

3.68. while in control group content was 20.68, organization was 17.28, vocabulary was 17.24, language use was 16.20, and mechanic was 3.08.

**Table.3.** Classifying the students' writing ability score in experimental group

No	Score	classification	Pre-test		Post-test	
			F	%	F	%
1	93 - 100	Very Good	-	-	6	24%
2	84 - 92	Good	4	16%	6	24%
3	75 - 83	Average	2	8%	13	52%
4	66 - 74	Poor	5	20%	-	-
5	≤ 65	Very Poor	14	56%	-	-
			25	100%	25	100%

From the table above showed that the frequency and rate percentage of students' score in pre- test and post-test of experiment group. It can be seen in pre-test of experiment group none students got very good score, there were 4 (16%) students got good scores, 2 (8%) students got average score, 5 (20%) students got poor score, and 14 (56%) students got very poor scores. while in post- test of experiment group there were 6 (24%) students got very good score, 6 (24%) students got good score, 13 (52%) students got average score, and none students got poor and very poor score.

**Table.4.** Classifying the students' writing ability score in control group

No	Score	classification	Pre-test		Post-test	
			F	%	F	%
1	93 - 100	Very Good	-	-	-	-
2	84 - 92	Good	-	-	2	8%
3	75 - 83	Average	7	28%	12	48%
4	66 - 74	Poor	4	16%	4	16%
5	≤ 65	Very Poor	14	56%	7	28%
			25	100%	25	100%

From the table above showed that the frequency and rate percentage of students' score in pre- test and post-test of control group. It can be seen in pre-test of control group none students got very good and good score, there were 7 (28%) students got average score, 4 (16%) students got poor score, and 14 (56%) students got very poor scores. while in post-test of control group none students got very good score, 2 (8%) students got good score, 12 (48%) students got average score, 4 (16%) students got poor score and 7 (28%) students got very poor score.

**Table 5.** The students' Gain Score

Group	Pre-test	Post-test	Gain score
Experiment	66.76	84.72	17.96
Control	66.28	74.48	8.2

The researcher calculated the gain score on table 5 below to decide significance difference of students' recount text writing ability score before and after treatment. The gain score of experiment group and control group can be seen on the table below, it showed that the gain score of experimental group in writing recount text was higher than the score gained of control group. It was

$$17.96 > 8.2.$$

It claims sharifi.A and Jaleh Hassaskah (2011) that evaluating student achievement is the value of portfolios. The involvement and ownership of the students' learning can grow as a result of portfolio reviews. A systematic collection of student work and related materials that reflects activities, accomplishments, and performance in one or more academic disciplines is known as a portfolio assessment.

### **The Normality Test**

**Table 6.** Test of Normality

Group	Kolmogorov-Smirnov		
	Statistic	df	Sig.
Pre-Test Experiment Group	.168	25	0.66
Post-Test Experiment Group	.166	25	0.75
Pre-Test Control Group	.251	25	.000
Post-Test Control Group	.150	25	.149

The result of normality test on table 6 above, showed that the significance level of experiment group was 0.66 in pre-test and 0.75 in post-test. The control group was 0.000 in pre-test and 0.149 in post-test. It means that the probability value (p) of both experiment group and control group was higher than (>) than the degree of significance 5% ( $\alpha = 0.05$ ). Therefore,



it is concluded that the data of both experiment group and control group was normally distributed.

### *The Homogeneity Test*

After doing the normality test, the homogeneity test was also required in order to test the similarity of the sample in experiment group and control group. To calculate homogeneity test, the researcher used Lavene statistic. Test from IBM statistic SPSS version 25. The following was result which was obtained from test.

**Table 7.** Test of Homogeneity of Variances Post Test

		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	.960	1	48	.332
	Based on Median	.744	1	48	.393
	Based on Median and with adjusted df	.744	1	45.576	.393
	Based on trimmed mean	.933	1	48	.339

From the result of Lavene statistic test on table 7, showed that the significance level or probability value (p) of the data from experiment group and control group post test score was

0.332. It means that the significance level or probability value (p) was higher than the significance degree 5% ( $\alpha = 0.05$ ). The result of homogeneity test showed that the sample data from population homogeneous variance.

### *The Hypothesis Test*

After doing the normality and homogeneity test, the researcher conducted the hypothesis test. The researcher used independent t-test from IBM Statistic SPSS version 25 to compare the means or average of the experiment group and control group to check whether there was significance difference in the result of experimental group and control group after treatments were given by the researcher.

**Table 8** Independent Sample Test

	Levene's test for equality of variances		t-test for equality of means					95% Confidence Interval of the Difference	
	F	Sig	t	df	sig (2-Tail)	Mean Difference	std. Error Difference	Lowest	Upper

					ed		nce		
Equal Variance Assumed	.035	852	- 4.446	48	.000	-10.240	2.303	-14.871	-5.609
Equal Variance Not Assumed			-4.446	47.786	.000	-10.240	2.303	-14.872	-5.608

The result of t-test in the table 8 above, showed that tvalue which was 4.446 with sig (2-tailed)

0.000. then tvalue was compare to the ttable to know whether the use of portfolio assessment gave significance improve toward students' writing of recount text ability. The ttable was taken from the requirement which has been standard in analyzing the data. The ttable showed that 1.667 with 48 as the degree of freedom (df) in the significance level 0.05. The comparison showed that tvalue (4.446)

> ttable (1667) and the sig.(2-tailed) value of post test score was lower  $0.000 < 0.05$ . It means that there was significance improve of using portfolio assessment toward students' writing performance of recount text.

The results above support the idea Waode (2019) that giving students a portfolio assessment will lead to a satisfying outcome for recount writing. We can make use of the conclusions of earlier research. This validates the study's findings, which show that portfolio assessment had an impact on students' recount writing abilities in a statistically meaningful way. Yurdabakan and Erdogan (2009), portfolio evaluation boosted students' accountability and incentive to improve their writing skills.

## 5. CONCLUSION

As describe in the previous data findings and discussion, It could be concluded that the use of portfolio assessment can improve the students' recount writing performance at SMP Negeri 6 Parepare. It can be seen from the statistical data, the significance level of 5% indicated that the mean score of post-test value in the experimental group after the treatment by using portfolio assessment was 84.72. The value was higher than the mean score of pre-tests before giving treatment, it was

66.76. Data analysis also showed that at sig. 2 tail (p)  $< \alpha$ , or  $0.000 < 0.05$ . This indicated that the null hypothesis (H0) was rejected, and the alternative hypothesis (H1) was accepted. Then, the result of statistical hypothesis testing using the independent sample t-test showed that at the 5% ( $\alpha = 0.05$ ), tvalue 4.446 while ttable 1667 or tvalue > ttable ( t value was higher than t table). So, this showed that using portfolio assessment can improve the students' recount writing performance at SMP Negeri 6 Parepare.

## REFERENCES

- Bachtiar, B. (2023). *Maximizing Learning Potential : Unravelling the Synergy of Blended Learning and Student ' s Learning Motivation and Achievement*. 7(2), 2957–2967.
- Bachtiar, & Rizky Pratiwi, W. (2023). Teachers' Conceptions of the Role of Master of Elementary Education in Enhancing Their Competences. *Jurnal Pemikiran Dan Pengembangan Sekolah Dasar (JP2SD)*, 11(1), 1–17. <https://doi.org/10.22219/jp2sd.v11i1.24942>
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approach* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage.
- Dian Ayu Titisari. "The Effectiveness of Guided Writing for Teaching Writing Recount Text," 2015, 160.
- Erdogan, Tolga, and Irfan Yurdabakan. "The Effects Of Portfolio Assessment On Reading, Listening And Writing Skills Of Secondary School Prep Class Stud... Related Papers Secondary School St Udent S' Opinions On Port Folio Assessment In Efl The Effects Of Portfolio Assessment On Reading, Listen." *Uluslararası Sosyal Aratirmalar Dergisi The Journal Of International Social Research* 2, No. 9 (2009).
- Fitria. "Using Portfolio as Method of Assessing Students' Wirting Skill." IAIN Sunan Ampel Surabaya, 2012.
- Gay, L.R. *Educational Research: Competencies for Analysis and Applications*. Edited by Lauren Carlson. Tenth Edit. New york: Southern Oregon University, 2012
- Harmer, J. (2004). *How to Teach Writing*. Longman.
- Kemedikbud, Dirjen Dikdasmen, Direktorat PSMP. *Panduan Penilaian Oleh Pendidik Dan Satuan Pendidikan Untuk Sekolah Menengah Pertama*. Edited by Direktorat PSMP. Edisi keti. Senayan Jakarta: Kemendikbud, Dirjen Dikdasmen, 2017.
- Moya, Sharon S, and J Michael O 'malley. "A Portfolio Assessment Model for Esl." *Moya, S. S. & O'Malley, J. M. (1994). A Portfolio Assessment Model for ESL. The Journal of Educational Issues of Language Minority Students*, 13, no. 3 (1994):
- Pendidikan, Kementerian, dan Kebudayaan, Direktorat Jenderal, Pendidikan Dasar, dan Menengah, Direktorat Pembinaan, and Sekolah Menengah. "Penilaian K13," 2017
- Sharifi, Ahmad, and Jaleh Hassaskhah. "The Role of Portfolio Assessment and Reflection on Process Writing." *Asian EFL Journal* 13, no. 1 (2011)
- Sulistyo, Teguh, Katharina. "Portfolio Assessment: Learning Outcomes and Students' Attitudes." *Studies in English Language and Education* 7, no. 1 (2020)
- Tarigan, H. G. (2008). *Membaca Sebagai Suatu Keterampilan Berbahasa*. Angkasa.
- Waode, Iskandar (2019) "Using portfolio assessment to improve EFL students' expository-writing performance" *International Journal of Humanities and Innovation (IJHI)* Vol. 2 No. 1, 2019 pp. 1-6.