

STUDENTS' LEARNING PERFORMANCE WITH TRADITIONAL ASSESSMENT AND PORTFOLIO ASSESSMENT IN ENGLISH CLASS

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Abstract

The goals of this study are to describe the student's learning performance using traditional evaluation and portfolio assessment, as well as to determine the difference between the two. Assessment is traditionally held at the end of a unit of study. Multiple-choice questions are used in traditional assessments, and students are asked to respond to the questions with short answers. Portfolio evaluation is a collection of student work that illustrates the story of a student's effort, development, or performance in a specific subject. Daily test results, organized tasks, anecdotal records, and reports of the student's extracurricular activities are all indicative of portfolio assessment. This study was designed after the fact. The population is made up of students from SMPN 35 Makassar's first class. Clustered random sampling is used to pick the sample. The researcher discovers that the mean of the class with traditional evaluation is 60.00 and the mean of the class with portfolio assessment is 70.31 based on the analysis. Using a t-test with a significance level of 0.05, it was discovered that $t_{ratio} > t_{table}$, that is $t_{ratio} = 2.833 > t_{table} = 1.992$, indicating that there is a significant difference between students' learning performance with traditional and portfolio assessments. It can be concluded that portfolio assessment improves student learning performance over traditional assessment.

Keywords: Student's Learning Performance, Traditional Assessment, Portfolio Assessment

INTRODUCTION

Learning a language is crucial to a person's social growth. English holds the key as an international language because it is spoken by more than half of the world's population. English is a language used to communicate between people all over the world in order to achieve trade, social-cultural, scientific, and technological goals. Furthermore, because English proficiency is vital for career advancement, students must learn to understand and apply the language in order to boost their confidence in the face of global competition.

These failures are influenced by many factors. According to Zamroni in Somantri (2003), it happens because of the education system at school just transfer the dead knowledge where the knowledge is separated from the application. Teachers teach materials that will be tested. The goal is that the students get good score in the final test. While Ali in Ant-O2 (2005) argues that the low of the students' quality in teaching and learning English happens because the students are used to memorizing and doing multiple choice assignment. Both of arguments above show that the process of teaching and learning English is not so support the improvement of life skills. Students can get good score in the final test and they can memorize the theory well but they cannot use English in real communication.

Assessment is essentially the methodical collecting of information regarding a student's growth in order to assess his or her ability to learn (Jamaris, 2015: 43). Of course, there are measuring activities in the assessment process, and this necessitates the use of an appropriate evaluation tool, which necessitates the selection of the type of assessment utilized. Assessment is one of important thing that has important role in education. The importance of assessment in education is stated that the proper relationship between teaching and assessment is partnership. By assessment process teacher can discover how far students have achieved the

objectives of a course of study. Teacher also can use the result of assessment to analyze which material that should be explained again and which instruments that should be repaired. Besides, assessment is useful for the students to motivate in teaching learning process.

Based on previous observations, the researcher concludes that the majority of teachers continue to employ traditional assessment methods. The students are given multiple choice exercises, LKS to complete, a textbook dialog to practice, and another activity, all of which render the students as passive subjects. Multiple-choice questions and asking students to respond to questions with brief responses are common forms of traditional assessment. Students are given a variety of tasks in order to react to questions in the final test with accurate answers. The outcome of learning is valued more than the process itself. Only the cognitive part of the student is assessed through quizzes and examinations given by the teacher. This type of evaluation is simply a recall of the student's memorization.

Teachers in traditional assessment procedures pay little attention to students' work and rarely assess it. It causes pupils to lose focus on their mistakes in completing their work, and learning will suffer as a result if students are unaware of the outcome of their work. As a motivation in the learning process, students want to know feedback on their effort in accomplishing the job. Students would be more motivated to learn if they knew the outcome of their work as feedback, according to Dimiyati and Mudjiono (2002:48).

Learning Performance

Slameto (1995:2), psychologically, learning is a changing process as a result of the interaction with the environment to fulfil the needs in life. The changing is not only in increasing knowledge, but also skill, attitudes, the way of thinking, interest, adaptation, and the others. Learning is an

activity done by everyone that can be hold anywhere and anytime. From those definitions, apparently, learning is an activity done by human being as an effort to get knowledge (cognitive), to create attitudes (affective), and to raise concept and skills (psychomotor) as a result of the interaction with the environment. In learning process, the dominant activity is the interaction between teacher and the students (Sardiman, 1986:170).

According to Sudjana (in Djamarah, 1995: 45), the same as learning, teaching is a process. There are processes of controlling, organizing, motivating, guiding, facilitating, and giving feedback to the students in process teaching and learning. Teaching process is not only putting premium on product, but also on learning process. So, teacher needs evaluation's instrument that can be used to assess all of students' learning process step by step.

Traditional Assessment

Traditionally, assessment is held at the end of teaching-learning process. Its purpose is to know whether the students have understood the subject that is learned or not. Certain grade is used to decide the understanding degree of the students to the subject. If the students get a good grade at the test, it means that they passed. On the contrary, they didn't pass if they get bad grade. This notion is the traditional notion of assessment. According to Solomon (2004), the traditional purpose of assessment is to summarize student knowledge and progress at the conclusion of a unit of study. Traditional assessment includes multiple-choice questions and asking students to respond the questions with short answers.

Traditionally, teachers used to rely on pencil-and-paper evaluation. However, recent researchers like Colley in Abualrob & Al-Saadi (2019) contradict this practice saying that such assessments do not always reveal what students really know. They argue such usual approach of traditional

assessments does not capture the extent to which learners have acquired the required understanding of a topic nor if they have mastered complex skills like critical thinking or problem solving.

From those definitions of assessment, it is evident that the typical goal of the teaching and learning process is for students to be able to reply to questions correctly. The outcome of learning is valued more than the process itself. Only the cognitive part of the student is assessed through quizzes and examinations given by the teacher. This type of assessment is simply a review of the pupils' memorization. This rarely requires pupils to put what they know and can do into practice in real-world settings. It promotes the teaching of less important skills as well as passive learning.

Portfolio Assessment

According to Hanifah & Irambona (2019) Authentic assessment guarantees that all students have the opportunity to demonstrate their abilities, while teachers have the information they need to create a balanced and fair assessment for each student. In other words, the authentic assessment can help students meet their overall developmental needs, which can be summarized in the portfolio assessment. Portfolio evaluation demonstrates that students have grasped the learning objectives and have broadened their learning horizons.

According to Yasin (2012), in the beginning, portfolio is only collection of task, learning experience, exhibition, and assessment of own work result in art areas. From the collection, teacher assesses painting skill of the students. So that assessment result is not only from final test. Final test sometime is not shows the student's ability because the students' work at the final test can be influenced by the situation and condition at the time, for example the students is in pain or less concentration, so they can't make good work.

In this way a portfolio is a living, growing collection of a student's work. Each addition is carefully selected by the student for a specific reason which he will explain. The overall purpose of the portfolio is to enable the student to demonstrate to others learning and progress. The greatest value of portfolio is that, in building them, students become active participants in the learning process and its assessment

According to Sahronih, Hanim, Rachmadtullah, & Agustiningasih (2019), the whole portfolio evaluation stages are as follows: include students actively, determine the samples of work needed, collect student work, prepare rubrics and timetables, and involve students' parents. Some of the procedures in The name of the type of student collaboration cannot be isolated from the method, because the creation of a scientific work or product necessitates some type of collaboration or research groups. This is consistent with the nature of learning science, which cannot be divorced from the environment. The surrounding environment necessitates some form of cooperation, and this type of cooperation is actually required. It's a great tool to utilize in science classes (Kartikaningtyas, Yulianti, & Pamelasari, 2014)

Portfolios include materials such as: essays and compositions in draft and final forms; reports, project outlines; poetry and creative prose; artwork, photos, newspaper or magazine clippings; audio and/or video recording of representations or demonstrations; journals, diaries, and other personal reflections; test, test scores, and written homework exercises; notes on lectures; and self and peer-assessments (comments, evaluation, and checklists). It can be summarized that portfolio is the collection of student work and documentation about the students learning progress (i.e., the students' task, test, performance, and activity) regularly and continuously. Portfolio can be in form of the students' work, the students' answer to

the teacher's questions, anecdotal record of the students, report of the students' activity, and the students' composition or journal.

In this research there are three formulation of the problems that must be answered there are How is the student's learning performance with traditional assessment in English class, How is the student's learning performance with portfolio assessment in English class, How is the difference between the student's learning performance with traditional assessment and portfolio assessment in English class. To answer the formulation of the research the researcher use significance of the difference between two means formula, if the degrees of freedom is $n_1 + n_2 - 2$ at the level of significance (α) 0.05. It will be said that there is a significant difference between the two classes if $t_{ratio} > t_{table}$.

The result of this research might be significant for education field, in the form of giving information to the teachers and the students about how portfolio is implemented at school especially at SMPN. 35 Makassar. Furthermore, it might be able to help the teachers and the students understand benefits and weakness of using portfolio assessment. It also can be a reference for further research, especially a research about portfolio assessment.

RESEARCH METHOD

This research is conducted in Ex Post Facto design. According to Furchan (1982:50), ex post facto is a systematic empiric research where the researcher can't set up the independent variable directly because it happened, or because of the independent variable can't be manipulated.

Researcher does an observation without any manipulation; just choose the class that still uses traditional assessment and the class that uses portfolio assessment. The observation progresses at SMPN.35 Makassar.

Table Ex Post Facto Design

Group	Independent Variable	Dependent Variable
1 st	(X)	Y ₁
2 nd	-	Y ₂

Gay (1987:102) gives clearer definition of population that is the group of interest to the researcher, the group to which she or he would like the results of the study to be generalizable. Population at this research is the 1st class of students of SMPN.35 Makassar. Sample is a number of individuals for a study in such a way that the individuals represent the larger group from which they were selected (Arikunto, 2002:109). In this research, the sample is selecting by using clustered random sampling.

The steps to select the sample are arranged as bellow:

(1) Choose the class which use portfolio assessment as the first group.

Class 1A is the only one class that uses portfolio assessment. Researcher decides Class 1A as the first group.

(2) Choose other classes, which still use traditional assessment. To step up the credibility of ex post facto design should be used criteria to choose the sample (in Furchan, 1982:393) as the following:

- Have the same English teacher with the first group;
- Given the same material with the first group;
- Given the same process of learning except the process of assessment;
- Find that the classes are normally distributed, have homogeny variances, and have the same class average of English ability.

(To get this data, researcher asked the document of first English daily test score to the teacher then found mean and standard deviation of each class).

(2) The last step is choosing one class that uses traditional assessment by using roll of papers randomly

In this research, researcher would conduct the data analysis through the following steps:

- Doing tabulation to the first English daily test (formative test) score at first semester in 2019/2020 academic years.
- Classifying the sample based on the result of the tabulation.
- Analyzing the final test score. Goal of data analyze is to find whether there is a difference of the students' learning achievement between the two class, by using t-test, there are some conditions must be shared by the data before doing t-test: (1) they must be interval data; (2) they have normal distribution; and (3) they have the same variance.
- Interpreting the data that have been analyzed.

FINDING(S) AND DISCUSSION

Class	L ₀	L _{table}
1 A	0.1145	0.1367
1 B	0.1156	0.1321
1 C	0.1013	0.1401

Table 1.1 L₀ and L_{table} Values of First English Formative Test Score of 1st Classes at First Semester at SMPN 35Makassar

L₀ value is compared with L_{table} value, it shows that all of classes have L₀ < L_{table}, it means that the population are normally distributed.

- Those classes are homogeny. From the calculation (Appendix 5), is gotten $\chi_{ratio}^2 = 0.4969$ while $\chi_{table}^2 = 2.92$ for significance (α) at the 0.05 level. So, $\chi_{ratio}^2 < \chi_{table}^2$ which means that all of the population have the homogeny variance at 95% belief level.
- Those classes have the same ability for English subject. From the calculation (Appendix 6) is gotten $F_{ratio} = 0.000002627$, $F_{table} = 3.0708$ with $\alpha = 0.05$. So, $F_{ratio} < F_{table}$, it means that the English ability of the populations is not difference.

	Class 1A	Class 1B
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	With Portfolio Assessment	With Traditional Assessment
N	42	45
Σx	2953	2700
Σx^2	220109	173970
\bar{X}	70.3095	60
s	17.4503	16.4938
s^2	304.5117	272.0455

Table 1.2 Average and Standard Deviation of Final Test Score of The Class

The differences of student's learning achievement between the class with portfolio assessment and the class with traditional assessment are caused by the difference of assessment process at those classes. At class with traditional assessment, teacher and students do not make documentation of student's score and do not record the student's work. While, at class with portfolio assessment, teacher and students always make documentation of student's score and record the student's work, so both teacher and students know the student's learning progress time to time.

Portfolio is usable for teacher, students, and parent. Teacher can use portfolio to analyze which material that should be explained again and which instruments that should be repaired. Teacher can send portfolio to parents to show the students' learning progress, so parents know how to help the students to learn at home. Besides, portfolio is very important for student itself. Students can see their score time to time. Students can find feedback of their effort in learning. Dimiyati and Mudjiono (2002:48) stated that students would be more motivated in learning if the students know the result of their work as a feedback.

Besides, at the class with traditional assessment teacher never asks the students to make revision of their work. Students never do self or peer-assessment so they do not realize what their weakness in learning English is. While at the class with portfolio, teacher asks the students to make revision of their work, so the students are accustomed to make a best work. Because

of the students' work are documented, the students can see their work time to time, so they know what their weakness is, and it will motivates them to study hard and better. Self and peer-assessment in portfolio assessment process also give important role in motivating the students, because this is one of a good way to convince them about what they can do or what they cannot do in learning English. Then, it will be a tool for teacher and parents to help the students in learning English when the students meet a difficulty.

At class with portfolio, students were asked to make creativity and join in some positive activities. It will have certain score. After check-out the students work, teacher ask the students at class with portfolio assessment to make revision of their work and put the revision work on "Majalah Dinding".

Teacher also asks the students at class with portfolio assessment to do self and peer-assessment. The result of self and peer-assessment shows what they can do and what they cannot do in learning English. From this kind of assessment teacher can know what the students' difficulty is.

These findings are in lines with the opinion from Gronlund (in Rusoni, 2001) that portfolio have some advantages.

Based on the explanation above, researcher come to the conclusion that the students at class with portfolio will be prompted to have intrinsic motivation to learn English hard and better because they get enough feedback from the works that are documented in a file, so their learning achievement are better than the students' learning achievement at class with traditional assessment.

Although there are some strength of portfolio assessment have been extolled in a number of sources, but it also has weakness, they are:

- (1) Students need more time in doing the work;

Teacher gives many kinds of task in order the students become more

creative in using English in real life. Besides, students should correct the errors in their work and make revision of the work. It needs more time consuming for the students to do all the work.

- (2) Teacher needs more time in completing portfolio of the students;

In portfolio assessment process, students' work should be given feedback as a motivation for the students. Therefore, teacher needs more time to check over the students' work and give feedback to each work. Teacher also should assess students' attitude in class. What should be done by the teacher is out of proportion to the number of the students in class and the salary of the teacher.

- (3) School' parties need more cost to give portfolio to each student.

To record the student's work needs a kind of folder for each student.

Portfolios can fail if objectives are not clear, if guidelines are not given to students, or if systematic periodic review and feedback are not present.

CONCLUSIONS

In this research, researcher will be find Theoretical benefits, as a process of developing and teaching method for the teacher especially in the field of English teaching, Methodological benefits, as a reference for researchers who are interested in continuing to explore this research problem in the future., Practical benefits, as input for the teachers.

Traditional assessment and portofolio assessment have a difference to use in English teaching but both of them have a benefits. That's way the teacher must be selective to use both of assessment as a method in their class.

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