



**THE IMPLEMENTATION OF
PORTFOLIO ASSESSMENT IN THE ENGLISH CLASS
AT JUNIOR HIGH SCHOOL: A CASE STUDY**

THESIS

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**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2021**



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Composed to Fulfill One of the Requirements to Obtain the Degree of S1 at the
English Education Program, Language and Arts Department,
The Faculty of Teacher Training and Education,
Jember University

By:

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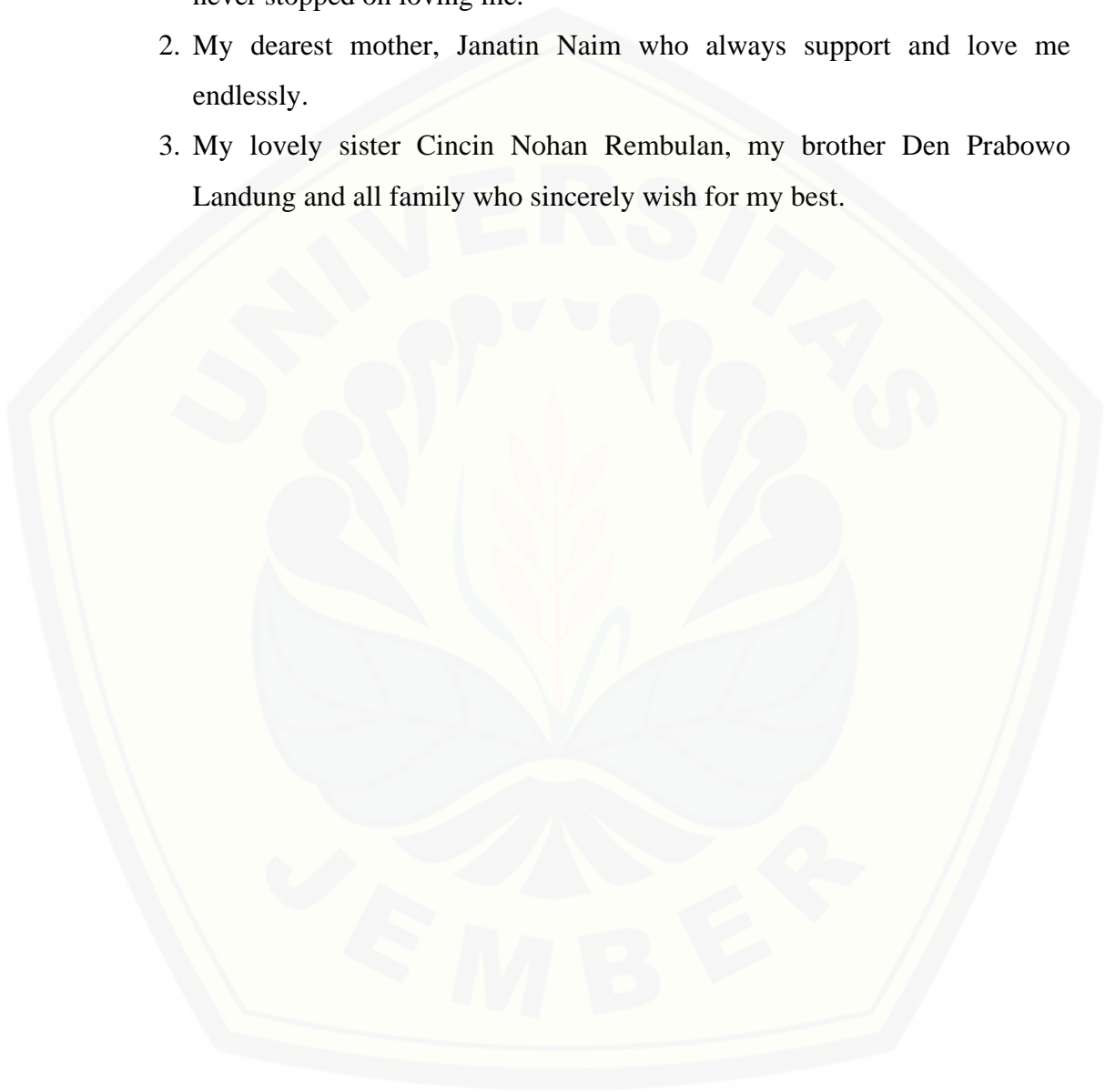
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2021

DEDICATION

This thesis is respectively dedicated to:

1. My beloved fathers, the late Sugeng Hariyono and Muhammad Sanusi who never stopped on loving me.
2. My dearest mother, Janatin Naim who always support and love me endlessly.
3. My lovely sister Cincin Nohan Rembulan, my brother Den Prabowo Landung and all family who sincerely wish for my best.



MOTTO

*“You need to assess yourself on a yearly basis and see how far you have gone
and what you still need to work on”
(Sunday Adelaja)*



STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by myself. Hence, all materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of my work which has been carried out since the official commencement date of the approved thesis title; this thesis has not been submitted previously, in whole or in part, to qualify for any other academic award, ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

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Jember, January 2021

The Writer

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CONSULTANT APPROVAL

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Finally, I hope this thesis will provide some advantages for the researcher and readers. Any constructive suggestions and criticism will be wisely appreciated to make this thesis better.

Jember, January 2021

The Writer

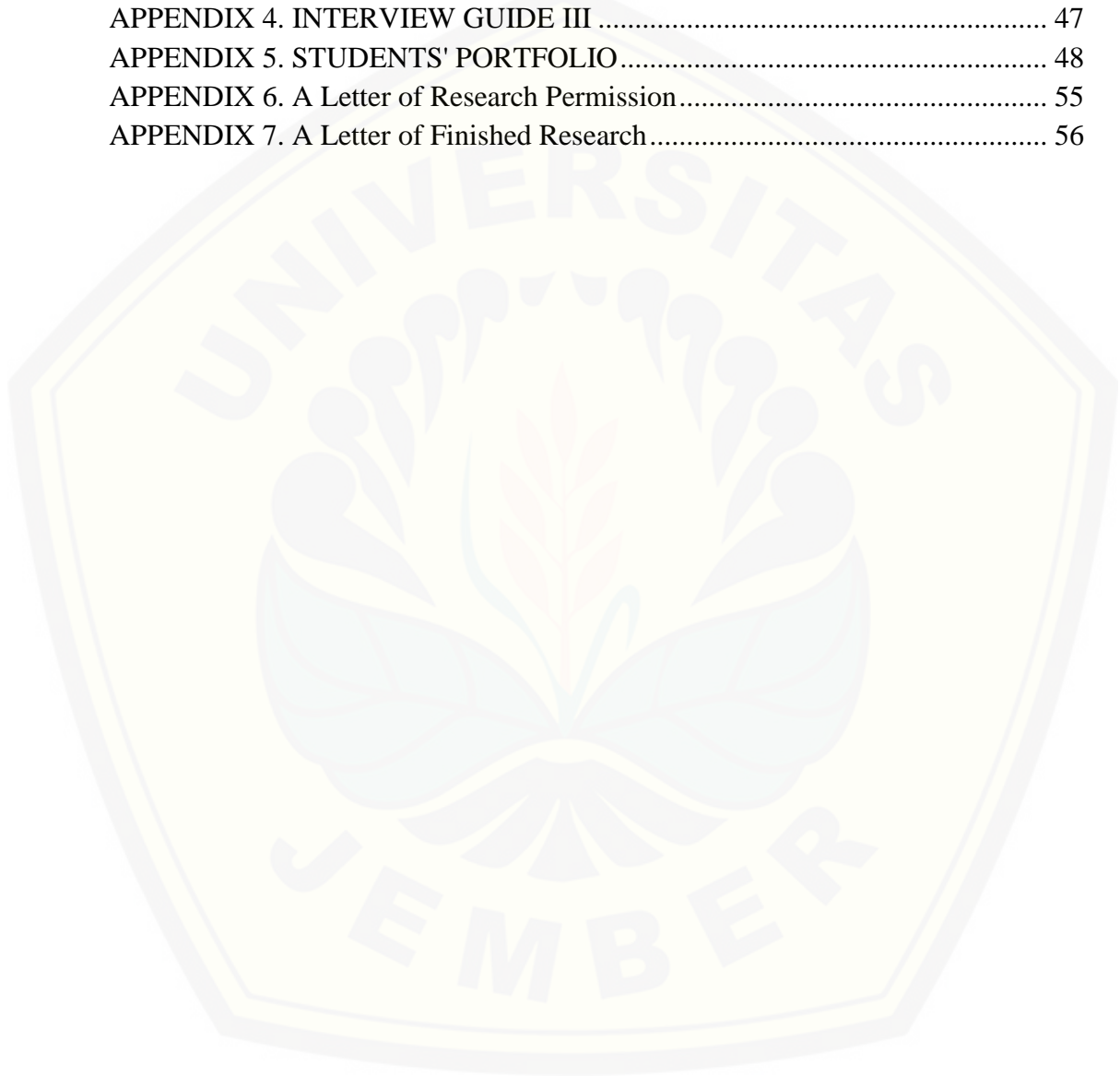
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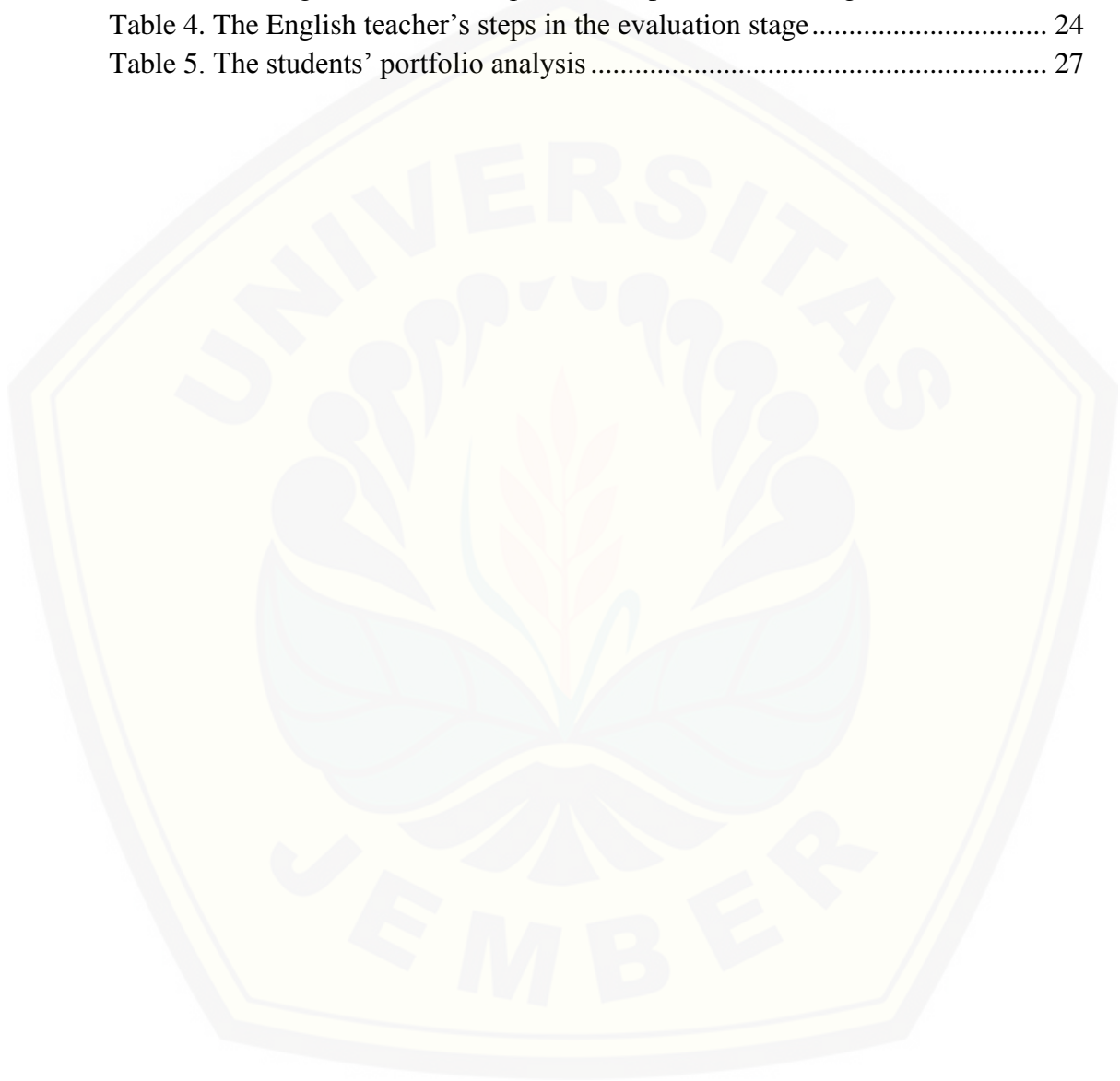
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SUMMARY

The Implementation of Portfolio Assessment in the English Class at Junior High School: A Case Study; Bning Puspita Natin; 160210401045; 2020; 55 pages; English Education Study Program, Language and Art Department, Faculty of Teacher Training and Education, Jember University.

This research was conducted by using the qualitative case study design to report the implementation of portfolio assessment by the English teacher of public junior high school in the Regency of Banyuwangi. This research was conducted to give information about the English teacher's strategy in implementing the portfolio assessment, especially the detailed procedures as well as the students' portfolio.

The participant of this research was the seventh-grade English teacher at a public junior high school in Banyuwangi. The English teacher was selected as the research participant because the English teacher has implemented the portfolio assessment since the academic year of 2017/2018 when the school has to implement the 2013 Curriculum. The English teacher used her strategy which was based on the English teacher and students' conditions as well as their needs. Moreover, the English teacher has been teaching English for about seventeen years, so the English teacher has rich information dealing with the topic. In collecting the data, the researcher conducted an interview with the English teacher three times and documented the students' portfolios. Then, the researcher applied the model of Creswell (2013) to analyze the data collected.

The result of this research reveals that the English teacher implemented the portfolio assessment which was adapted from Zainul (2001). The implementation started from the preparation stage, implementation stage, and evaluation stage that was adapted to the need and conditions of the English teacher and the students. Where almost all the teachers implemented the portfolio assessment. This condition made the students feel bored and burdened. Therefore, the English teacher scored the students' portfolios once a year and the students did the portfolio in groups although their portfolios' scores were individual scores.

On the other hand, the English teacher gave the portfolio assignment for the material of the descriptive text, procedure text, short functional text (notice, prohibition, and warning) to make the students easier in understanding the differences between those five kinds of text. However, the procedure text and short functional text are not the material taught in the seventh grade. Therefore, the researcher suggested it will be better if the English teacher implements the portfolio assessment by giving the appropriate materials to the seventh-grade students based on the syllabus. Moreover, it is important for the English teacher to conduct self-assessment or reflective-assessment for the students after doing the portfolio assessment to help the students be aware of their strengths and weaknesses.

The result of this research is expected to be able to give meaningful contribution especially for the English teacher as a consideration in implementing the effective portfolio assessment and gave both the English teacher and students positive effect from implementing the portfolio assessment. Furthermore, this research is expected to become useful for future researchers as the additional information in conducting further research dealing with the implementation of portfolio assessment in the English class, especially in the junior high school context.

CHAPTER I. INTRODUCTION

This chapter discusses the topics related to the introduction of this research. They are the research background, the research problem, the research objective, and the research contributions.

1.1 The Research Background

In the teaching practice, the learning process is very important and needs more attention to achieve the learning objectives that have been designed. The teachers are required to design and use effective methods of the learning process of students in the classroom. By using the effective methods, the learning objectives will also be very easily achieved by the students. However, it is not only the learning process that needs more attention. The assessment process is equally important in achieving the learning objectives.

Assessment is a tool used by teachers to measure and evaluate the acquisition of students' skills or educational needs. As stated in the Regulation of the Ministry of Education and Culture number 23 in year 2016, that assessment is the process of gathering and managing information to measure the achievement of students' learning outcomes. Besides, Djwandono (1996) says that assessment is a tool, procedure, or series of activities used to obtain examples of student behavior values that provide an overview of their abilities in a particular teaching area.

Moreover, Boud (as cited in Charvade et al., 2012) emphasizes that the assessment process should not be considered only as a tool to give students a diploma, but also must be a process that leads to the development of the students and better learning conditions and applications. Afterward, the Education Assessment Center (2019:1) states that the assessment plays an important role in the context of students' education to provide the initial information for the teachers in designing the learning scenarios before the teaching-learning process begins, provide feedback for teachers and students to improve the quality of the learning process, and provide the information about students' achievement of certain learning objectives in a basic competency. However, many assessment practices

encourage students to play a passive role in the assessment process, rather than actively developing students' critical thinking (Jogan, 2019).

The deficiencies in the current assessment process, such as the assessment process make students play a passive role, bring up the existence of an innovative model of assessment such as portfolio assessment. Portfolio assessment promotes student-centered learning and it emphasizes the composting process, students' independence, and self-reflective capacity (Hamp-Lyons & Condon, 2000), rather than the product in the last teaching. Therefore, this kind of assessment can help the teachers and students in monitoring the process of the students' learning and investigating the students' strengths and weaknesses (Demirel, M., & Duman, H. 2015).

The issues of portfolio assessment have been raised-up with some researchers, especially the research about the implementation of portfolio assessment. A portfolio assessment is good for all levels of education. As found by Kouzouli (2012) in his research that primary school students also felt the benefits from the implementation of portfolio assessment such as a positive attitude toward learning. Moreover, it was also felt by the students at a secondary school level, as Sign and Samad (2013) found in their research that portfolio assessment could improve students' motivation and confidence in the English learning process. The teachers believe that implementing the portfolio assessment can improve students' tertiary school level in writing skills (Sofiah and Partolo, 2020), increase the students' awareness of their strengths and weaknesses (Aksit, 2016), and also give a positive feeling toward learning (Baturay, 2015). On the other hand, Aksit (2016) found that most of the teachers felt the implementation of the portfolio could make a new modification on their traditional roles and could improve their professional development.

From the previous researches reviewed above, it was known that the research on the implementation of portfolio assessment had been done in any case and context. However, the Education Assessment Center (2019:1) announces that the portfolio assessment is still not widely used in Indonesia, while the portfolio assessment has more advantages than the traditional assessment. Besides, the

Indonesian Ministry of Education and Culture has started to raise portfolio assessments as a tool to measure and evaluate the acquisition of students' skills as stated in their regulations No. 23 of 2016 about the standard of educational assessment. Therefore, some teachers have been used portfolio assessment in their teaching-learning process. However, some of them felt difficulties in implementing an effective portfolio assessment. In this current research, the researcher will investigate how does the implementation of the portfolio assessment being carried out by the English teachers in the junior high school context.

Based on the background above, the researcher conducted a case study research entitled "The Implementation of Portfolio Assessment in the English Class at Junior High School: A Case Study".

1.2 The Research Problem

Based on the research background stated above, the research problem was "How does the English teacher implement the portfolio assessment in the English class of junior high school?"

1.3 The Research Objective

According to the research problem stated above, the objective of this research was to know how the English teacher implements the portfolio assessment in the English of junior high school.

1.4 The Research Contributions

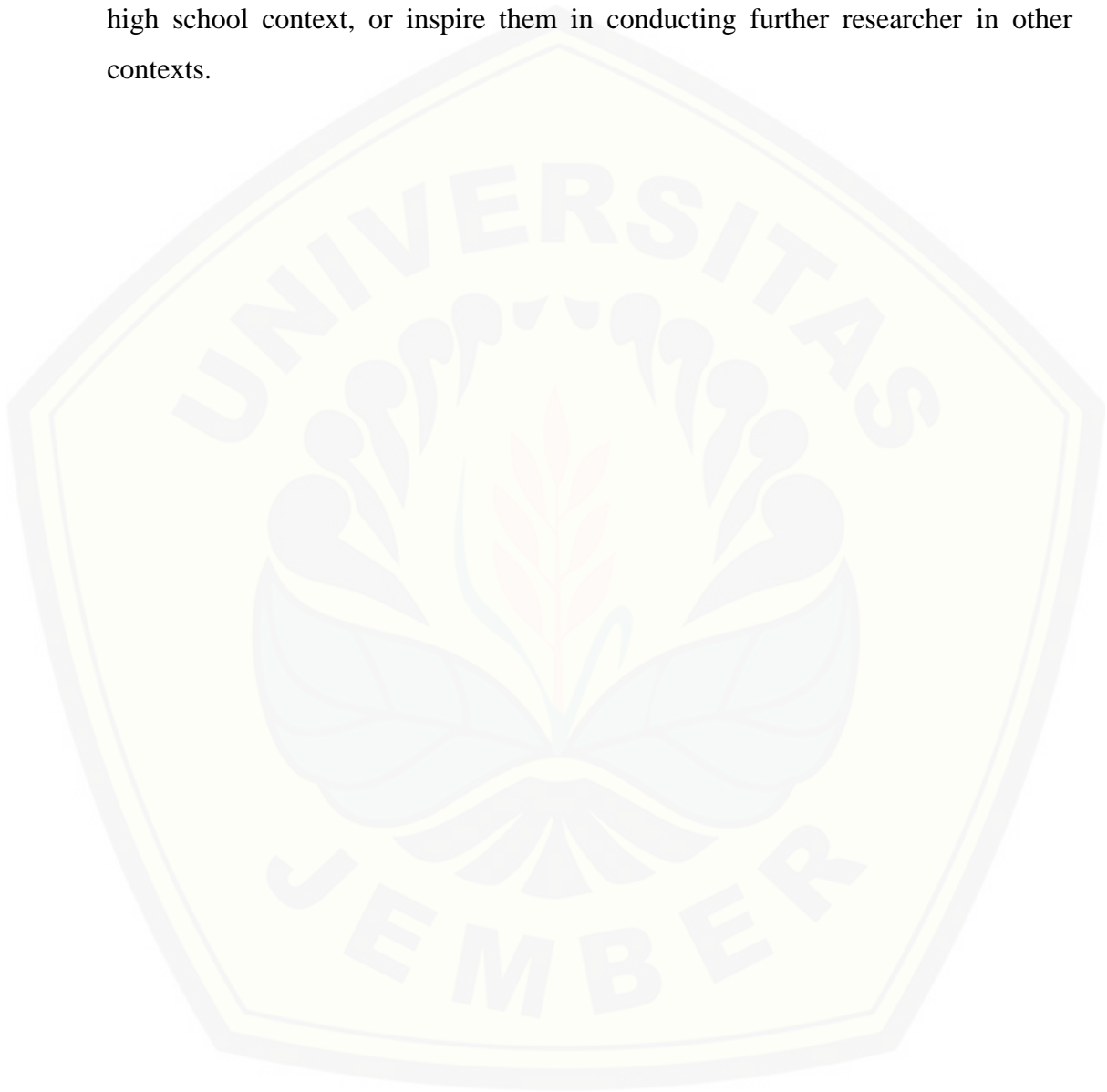
There are two groups who are expected to use this research contribution.

1.4.1 The Practical Contribution

Practically, the result of this research was expected to be able to be used by the English teacher as a consideration in implementing the effective portfolio assessment in the English class, especially in the junior high school context.

1.4.2 The Empirical Contribution

The result of this research was expected to be useful for the other researchers as the additional information in conducting further research dealing with the implementation of portfolio assessment in the English class especially, in the junior high school context, or inspire them in conducting further researcher in other contexts.



CHAPTER II. LITERATURE REVIEW

This chapter explains several aspects related to the literature review of the research. They are the definition of portfolio assessment, the strengths of portfolio assessment, the weaknesses of portfolio assessment, portfolio assessment on the evaluation process, and previous researches on the implementation of portfolio assessment.

2.1 The Definitions of Portfolio Assessment

In several countries, the portfolio assessment has been raised and used extensively since the eighties in the educational context for classroom assessment and regional assessments, as well as assessment nationally or national examination. Many experts and researchers define portfolio assessment broadly with a different definition (Bataineh et al., 2007). As mentioned by Efe (2016) that portfolio assessment differs according to the purpose of its use. For example, Baturay (2015), Demirel & Duman (2015) mention that portfolio assessment is a collected purposive document that clearly describes the students' efforts, growth development progresses, and successes. As stated in the Education Assessment Center (2019), a portfolio assessment is a collection of students' works from their learning experiences over a certain period of time. Segers et al. (2008) mention that portfolio assessment is the termly purposeful collection of examples of students' learning collected over a period of time (termly or yearly) and gives visible and detailed evidence of students' competencies. While Davis et al. (2009) say that the portfolio assessment in educational value is accepted concerning the promotion of students-centered, deep, and reflective learning accordingly to certain aims. Based on the definition of portfolio assessment from the experts above, portfolio assessment is a process of the students' centered learning purposively and it produces the collection of information about students' efforts, growth development progresses, and successes in learning something which is collected in a certain period of time and became evidence of students' competencies.

2.2 The Strengths of Portfolio Assessment

By carrying out portfolio assessments, many researchers found several positive effects of it. Calfee and Perfumo (1993) found that the implementation of portfolio assessment can improve students' interest in learning and improve their motivation and confidence levels. Moreover, they also emphasized that portfolio assessment provides the students to evaluate their learning more uniquely. Further, Demirel & Duman (2015) mentioned that portfolio assessment can assess the students' higher-order cognitive skills such as problem-solving, critical thinking, and reasoning. It is because portfolio assessment facilitates an authentic assessment of learning (Gomez, 2000). Therefore, by using the portfolio assessment, the students will be better equipped to deal with real-life problems.

Other than that, Yurdabakan and Erdogan (2009) captured that portfolio assessment assists the students to identify their future learning in the next steps. They also mentioned that portfolio assessment helps the students to find which language learning contents are best for them. Besides, the portfolio assessment helps them to exhibit their best work. It also helps the students to see their strengths and weaknesses in some aspects of learning (Demirel & Duman 2015).

Besides, portfolio assessment gives benefits for students, some researchers also found several benefits for the teachers who applied the portfolio assessment in their teaching-learning processes. Such as portfolio assessment helps the teachers to determine effective language learning strategies and it provides information on the students' processes in learning (Yurdabakan and Erdogan, 2009). The teacher also felt that portfolio assessment can stimulate them to reflect and demonstrate their professional development on their job (Struyven, Dochi & Janssen, 2005). Then, Birgin and Baki (2007) said that the teacher can enhance communication and interaction with the students by implementing the portfolio assessment.

Hence, it can be stated that portfolio assessments are prominent in terms of authenticity as well as its function to assess students' higher-order cognitive, affective, and psychomotor so that teachers and students can see the strengths and weaknesses of each student. Besides, the benefits of implementing a portfolio assessment are not only felt by students but also teachers in determining the

effective language learning strategies for students. Thus, portfolio assessment can increase the intensity of communication and interaction between students and teachers.

2.3 The Weaknesses of Portfolio Assessment

The portfolio implementation would enable someone to see the overall picture of what the student is capable of doing or highlighting strengths and areas for improvement. It is proven that portfolio assessment gives many benefits to the students and the teachers. Therefore, it is also possible that portfolio assessment might have some weaknesses. Venn (as cited in McDonald, 2011) mentioned that portfolio assessment is required extra time to plan the system of conduct this kind of assessment. Then, after gathering all of the necessary data and work samples from the students, it can make the teacher have some difficulties managing the data. Other than that, the teachers also have to make sure the steps are true to make the portfolio assessment more than a random collection of students' works. Scheduling individual portfolio conferences are also difficult and the length of each conference may interfere with other instructional activities. However, if the portfolio assessment is carried out with a high commitment to carry out the portfolio assessment properly, then during the portfolio assessment process until the completion of the process will get a positive-effects on both students and teachers.

2.4 Portfolio Assessment in the English Class

The portfolio assessment in the English class is another technique for assessing the students' English Language skills. The main purpose of doing portfolio assessment is to determine the students' works and the process of how their work is obtained as one of the evidence that can demonstrate as the students' learning achievement, it means that the students achieve the basic competencies and indicators that have been determined.

Portfolio assessment procedures have some steps, but every researcher in the previous research have their own steps to conduct the portfolio assessment. Coombe and Barlow (as cited in Demirel & Duman, 2015) say that there is no right method to conduct the portfolio assessment. Each class or institution has various

ways or steps in implementing the portfolio assessment, that is the reason their portfolios would be different from each other. For example, Yurdabakan and Erdogan (2009) conducted a portfolio assessment started from (1) setting the portfolio purposes; (2) identifying the instructional objectives; (3) matching task and homework to instructional objectives; (4) setting the evaluation criteria; (5) reviewing the portfolio components with the students; (6) monitoring the students' progress and supervising students' work; and (7) evaluating students' portfolios and doing a reflection on the portfolio process. Whereas Zainul (2001: 49) divides the procedure of portfolio assessment into three-stage. There are (1) preparation stage; (2) implementation stage; and (3) evaluation stage. The following are the procedures of conducting a portfolio assessment by Zainul (2001,49).

1. The Preparation Stages of Portfolio Assessment.
 - a. Identify learning objectives that will be assessed with a portfolio assessment
 - b. Explain to students that an assessment will be carried out with a portfolio assessment to assess specific objectives and it is necessary to explain the process that students must go through as clearly as possible, and it is necessary to give them the examples of portfolios
 - c. Explain the purpose and how many portfolios that student should make and collect, then how the portfolio will be assessed
 - d. Explain what kind of work and the way should be presented
2. The Implementation Stage of Portfolio Assessment
 - a. The teacher encourages and motivates students to act in the activities that will be assessed with a portfolio assessment
 - b. The teacher conducts regular meetings with students to discuss the learning process that produces student work, so each step of the student's activity can improve the learning outcomes
 - c. Provide good feedback to students
 - d. Displaying the entire work that is stored in the portfolio along with the overall work of other students

3. The Evaluation Stage of Portfolio Assessment

- a. Enforcing the assessment criteria that have been agreed upon together with the student.
- b. The assessment criteria that agreed by teacher and students are applied consistently
- c. It must be remembered that the most important meaning of this portfolio assessment is self-assessment which is carried out by the students themselves so that they can fully appreciate their strengths and weaknesses
- d. The results of the assessment are used as new goals for the next learning process.

Yurdabakan et al (2009) and Zainul (2001) have different procedures in conducting portfolio assessment. However, they have the same out-line from the start until the end of the assessment process. This is because the portfolio assessment has several principles that should be used as a guide-line in conducting portfolio assessments to make the portfolio assessment process give many benefits for students and teachers. The following are the principles in conducting portfolio assessment by The Indonesian Ministry of Education and Culture (2018:68-69) as follows.

a. Mutual trust between the teacher and the students

In the portfolio assessment process, the teacher and students must have a sense of mutual trust, open and honest with each other to create a natural relationship for a good educational process.

b. Confidentiality between the teacher and the students

The confidentiality of the students' work results needs to be maintained properly and not conveyed to other parties who are not interested.

c. Joint ownership between the teacher and the students

The teacher and the students need to have a portfolio file together. With a sense of belonging to the result of their work, it is expected to grow a sense of responsibility in students themselves.

d. Satisfaction

The work of the portfolio should contain information and/or evidence that is satisfying for the teacher and the students. It is the evidence of students' brilliant achievements and the teachers' success in teaching.

e. Relevance

The work that is collected must have a relation with the learning objectives.

f. Evaluation of the process and results

The learning process that is assessed for example is obtained from the daily records of students' behavior. Evaluation of results is an assessment of the final results of an assignment given by the teacher.

Furthermore, Damirel and Duman (2015) mentioned some kinds of activities that we can do in carrying out portfolio assessment, such as (1) adapting a story or a fairy tale to the modern age; (2) being able to express the strengths and weaknesses of something in English; (3) interviewing a family member; (4) engaging in dialog and acting with friends in the classroom; (5) making a list of ten things they wanted to do most in life; (6) writing about a person who inspired them most for many reasons; (7) creating an imaginary interview with a celebrity or a character who acted by asking questions about what they did or where they visited; (8) preparing a puzzle using a new vocabulary; and (9) preparing an advertisement or leaflet about a famous tourism destination.

2.5 The Previous Researches on the Implementation of Portfolio Assessment

In the last ten years, the issues of portfolio assessment had been researched by many researchers. Some of the previous researches that were relevant to the implementation of portfolio assessment research had been reviewed by the current researcher as below.

The qualitative research conducted by Kouzouli (2012) implemented the portfolio assessment based on Kemp and Toperoff (1998) and Tsagari (2005) because they were manageable and applicable in her particular context. The procedures of portfolio assessment by Kemp and Toperoff (1998) and Tsagari

(2005) were (1) establishing purpose; (2) establishing portfolio format and content; (3) establishing ownership; (4) introducing the idea of portfolios; (5) notifying other interested parties; (6) setting the guidelines for portfolio presentation; (7) preparation period; (8) assessment of the portfolios; (9) following-up; and (4) using the result of the portfolio. After investigating all the data collected, the finding showed that portfolio assessment was appropriate for young learners, and it met specific pedagogical and assessment criteria. It also gave a positive impact on metacognitive awareness, autonomous learning, and a positive attitude towards learning.

Then, Singh and Samad (2013) conducted a qualitative case study to investigate the portfolio as an assessment tool and its implementation in the Malaysian secondary school ESL classroom. The participants in this research were nine teachers who had implemented a portfolio as an assessment tool in their schools. The findings were all the participants implemented the portfolio assessment based on their own needs as mentioned by Yancey (1992) that portfolios should be designed by teachers and students adapted to their own needs. Most of the participants' procedures of portfolio assessment were (1) explaining the portfolio assessment purposes; (2) showing the portfolio contents; (3) giving extra activities for their portfolio; (4) asking the students to submit their best work to the teacher; (5) asking the students to fill in the self-assessment form and write-in their self-reflection; (6) providing constructive feedback based on students' reflection; (7) returning the students' portfolios; and (8) asking the students to show and discuss their portfolios to one another. The finding showed that the implementation of the portfolio as an assessment tool was considered more effective for English language teaching when the teacher designing the appropriate planning and preparation of the portfolio well. Moreover, they claimed that the students' self-assessment and self-reflection helped the teachers to improve their instruction in the classroom.

Furthermore, in investigating the use of portfolio assessment in teacher training programs, Aksit (2016) also analyzed the contributions of portfolio assessment utilization to educators, teacher training programs, and students. The

participants of this research were twenty-five students who were randomly selected from the "Special Teaching Methods I" course which consisted of 128 students. She implemented the portfolio assessment by (1) explaining the weekly distribution; (2) explaining the portfolios' format and content; (3) giving the relevant information as the enrichment references; (4) giving the activities of the portfolio; (5) giving feedback to the students' works while developing their work; (6) asking the students to do the self and peer-assessment to one and another in the form of written feedback every three weeks; and (7) asking the students to rearrange their portfolio according to all feedback received. The result of the questionnaire from the students showed that the portfolio assessment procedures could increase their awareness of their strengths and weaknesses. Moreover, the semi-structured interview with the nine teachers who had implemented portfolio assessment revealed that the use of portfolio assessment helped the teachers to make modifications in their traditional roles and encourages them to adopt more student-centered approaches. Furthermore, portfolio assessment is a decent, effective, and appropriate tool in documenting students' and teachers' learning and professional development.

Besides, Baturay (2015) implemented the portfolio assessment in an online system to the twenty-seven EFL learners in an online elementary level English language course at a higher education institution in Turkey. The portfolio assessment steps by Baturay (2015) were (1) informing the learners about the portfolio implementation, such as the learners' tasks, the rules and the learning scenario, the rubric used for the evaluation, and the instructions after the evaluation process; (2) the portfolio assessment committee was assigned the assessment; (3) the learners were offered some topics for their portfolio; and (4) the learners wrote the portfolio with a predetermined time duration. The findings revealed that the learners had very positive feelings in the use of the portfolio assessment because it made them see how they used the target vocabulary. They were also able to reflect on what they learned, acquired ownership of their work, enthusiasm, and increased motivation they took responsibility for their learning process towards the online English language course.

The latest research about the implementation of the portfolio was done by Soifah & Pratolo (2020) investigated the teachers' implementations and challenges of portfolio assessment in one of the urban areas in Indonesia. The participants were four English teachers of public senior high school in Yogyakarta who had at least five years of English Language Teaching experience. Soifah & Pratolo (2020) gathered the data by interviewing the English teachers and documenting the form of teachers' lesson plans. The steps of portfolio assessment were based on Brown (2004). They were (1) determining the objectives of the portfolio; (2) determining the rules; (3) informing students about the criteria of the portfolio assessment, allocating time for the portfolio works; (4) scheduling the periodic review or conference; (5) providing space for keeping the portfolios; and (6) giving the final assessment. The result of this research revealed that the implementation of portfolio assessment was reflected in the teachers' lesson plans that are followed by portfolio development steps. On the other hand, the English teachers also faced some challenges in implementing the portfolio assessment, such as time-consuming, reliability in scoring and designing a rubric for assessment.

The previous researches reviewed above showed that the implementation of portfolio assessment had been implemented in any method and procedures based on the theory used by each previous researcher. However, the previous researchers have not found the strategies in more effective portfolio implementation. Moreover, this current research used the portfolio assessment theories from the Indonesian Ministry of Education and Culture as the references in investigating the implementation of portfolio assessment by the English teacher at junior high school in Indonesia.

CHAPTER III. RESEARCH METHODOLOGY

This chapter covers the methods that are used in this research. They are the research design, the research context, the research participants, the data collection method, and the data analysis method. Each section is explained in the following part respectively.

3.1 The Research Design

This research used a qualitative case study design. As mentioned by Mitchell (1983), a case study is an investigation of an event or series of related events. Moreover, Gomm, Hammersley, and Foster (2000), define a case study as research that investigates a few cases in considerable depth. Creswell (2007) explains more about a case study that is a problem to be studied, which will reveal an in-depth understanding of a “case” or bounded system, which involves understanding an event, activity, process, or one or more individuals.

Based on the explanation above, the qualitative case study was used in this research to investigate deeply the detailed activities related to the case that was the implementation of portfolio assessment at one of the public junior high school in Banyuwangi, including both process and product of the students’ portfolios, especially about how does the English teacher implement the portfolio assessment and how the students design their portfolio. Furthermore, the researcher used the interview method and documentation of the students’ portfolios to get the data about the English teacher’s implementation of portfolio assessment.

The procedure for investigating the implementation of the portfolio assessment in English Class started by preparing the questions to interview the English teacher. Then, the researcher interviewed the English teacher about (1) the English teacher's general information; (2) the portfolio assessment procedures done by the English teacher; and (3) the English teacher's experiences and perceptions of the portfolio assessment. After that, the researcher conducted the second and third interviews with the English teacher to follow-up on the first interview that still not clear enough or did not fill the data needed. Besides, the researcher collected the sample of students’ portfolios randomly to get information about the result of the

portfolio assessment done by the English teacher. The last, the researcher analyzed the collected data dealing with the English teacher's implementation of the portfolio assessment. Through these procedures, the researcher obtained in-depth information about how the English teacher implement the portfolio assessment in English Class.

3.2 The Research Context

Since the implementation of the 2013 curriculum, almost all of the schools in Indonesia require the teachers to conduct portfolio assessment in their teaching at least once a semester. However, the Ministry of Education and Culture in Indonesia is still lacking in providing specific training for assessment, especially portfolio assessment. This made some teachers unprepared for implementing portfolio assessments. Therefore, the researcher was interested to conduct this research at one of the public junior high school in Banyuwangi, West Java that had implemented the 2013 Curriculum since the academic years of 2017/2018. This school was the school that requires all the teachers to conduct the portfolio assessment. Because of this situation, the researcher wanted to know how the English teacher implementation of portfolio assessment in this school.

3.3 The Research Participants

The participant of this research was the English teacher who teaches in the seventh grade at a public junior high school in Banyuwangi. The reason for choosing the English teacher as the research participant was because this English teacher has implemented the portfolio assessment since the academic year of 2017/2018 when the school has to implement the 2013 Curriculum. The English teacher used her own strategy adapted to the students' conditions where almost all the other teachers have implemented the portfolio assessment in their teaching-learning process. Moreover, the English teacher has been teaching English for seventeen years which makes the English teacher rich information dealing with portfolio assessment. Therefore, because of these reasons, the researcher was

interested in investigating the English teachers' implementation of portfolio assessment deeply.

3.4 The Data Collection Methods

There were two data collection methods used in this research. They were an interview with the English teacher and the documentation of the students' portfolios.

3.4.1 The Interview

Esterberg (as cited in Sugiyono, 2015) says that interview is a meeting of two persons to exchange information and idea through questions and responses resulting in communication and joint construction of meaning about a particular topic. However, the researcher used an asynchronous online interview to get in-depth information on the implementation of portfolio assessment from the English teacher. An asynchronous online interview or a one-way online interview is an online interview that happens in non-real-time or both the researcher and the participant are not online at the same time (Wikipedia, 2019). This method was used by the researcher because the English teacher preferred to do the online interview when we trapped by the COVID-19 pandemic condition. Moreover, the English teacher asked the questions of the interview first to the researcher because of her busy activities. Therefore, the researcher gave the questions first and allow the English teacher to answer the questions at her convenience later. The researcher sent a set of questions via WhatsApp Application and the questions were developed in the English teacher's first language (Indonesian) in the form of a document to the English teacher in order to get easier and further specific information. The interview guide is presented in the following table.

Table 1. The interview guide for the English teacher

No	Aspect	Item Number	Question Goal
1	General Information of the English Teacher	1-7	To find out the general information about the

			English teacher's portfolio assessment experiences
2	The Procedures of Portfolio Assessment Implementation	8-20	To find the English teacher's strategies being used in implementing the portfolio assessment
3	The English Teacher's Perceptions	21-28	To find out the English teacher's perception of portfolio assessment

The second interview was conducted to clarify the English teacher's answer related to the evaluation process and the effect of portfolio assessment implementation that unclear in the first interview. While the third interview contained the follow-up questions of the first and second interviews that were still missing. For the second and the third interview, the researcher also sent the questions via WhatsApp Application to the English teacher and she finished answering the questions after a few days.

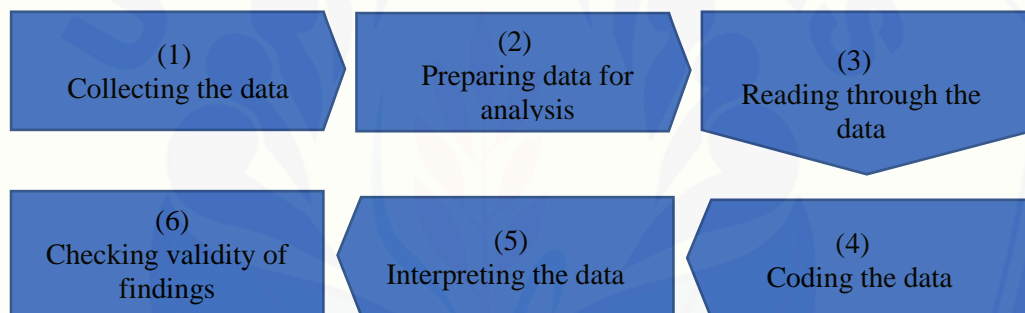
3.4.2 The Documentation

Arikunto (2006: 231) argues that the documentation method is looking for data about things or variables in the form of notes, transcripts, books, magazines, newspapers, and other documents or written materials. In this research, the documentation was used to gain data about the students' portfolios. The researcher took four samples of the students' portfolios randomly in the recent year when the English teacher started implementing the portfolio assessment in English teaching. Two samples were taken by the researcher to represent the students' portfolios in the academic years of 2017/2018 and the rest of the students' portfolios were taken by the researcher to represent the students' portfolios in the academic years of 2018/2019. However, the English teacher could not implement the portfolio assessment during the academic years of 2019/2020 because of the COVID-19 pandemic, so the researcher could not take the sample of students' portfolios at this time.

3.5 The Data Analysis Method

The researcher analyzed the result of the interview with the English teacher by using the models of Creswell (2013;197) because this method was appropriate to get the answers to the research question about how the English teacher implements the portfolio assessment in the English class. According to Creswell (2013, 197-201), there are six steps that can be used in analyzing the qualitative data. Those steps were started from collecting the data, preparing the data for analysis, reading through the data, coding the data, interpreting the data, and the last was checking the validity of the findings.

**Figure 1. The Diagram of Data the Analysis Method
Adapted from Creswell (2013)**



In analyzing the interview data, the researcher started by preparing the data for the analysis by transcribing and translating the results of the interview then copied the students' portfolios collected. The next step was reading the data. The researcher tried to understand the data by re-reading the transcripts and looking out the students' portfolios. Then, the researcher gave codes to the data. The codes were written by the letter "T" as Teacher and three digits of the number. The first digit of the number refers to the interview activities and it was written in number 1 until 3 because the interviews were done three times. Then, the second and the third digit of the number refers to the order of the questions in the interview guide activities. The codes here were used to generate detailed descriptions in investigating the data. After that, the researcher classified the codes of the portfolio assessment procedures based on the portfolio assessment procedures proposed by Zainul (2001). Then, the

researcher categorized the themes based on the portfolio assessment stages from Zainul (2001). The researcher gave a different highlight color for each stage to make a clear difference in every step. The yellow highlight showed about the “Preparation Stage”. The green highlight showed about the “Implementation Stage”, and the blue highlight showed about the “Evaluation Stage” in interpreting the data. In the next step, the researcher explained the findings descriptively, compared the findings with the literature, and reviewed theories to get the conclusion and recommendation of the research. Last, the researcher checked the validity of the findings by using the triangulation technique.

Next, the researcher documented the students’ portfolios that were considered as the results of the portfolio assessment implemented by the English teacher. The students’ portfolio documents were analyzed descriptively, then the results were used as the triangulation data of the interview with the English teacher. If the analysis of the students’ portfolios were the same as the English teacher’s explanation in the interview results, especially in the Evaluation Stage, then the data could be said valid enough.

CHAPTER V. CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion of the research findings and suggestions for English teachers and future researchers. They are respectively written in the following section.

5.1 Conclusion

Based on the results of the interview on the English teacher's implementation of portfolio assessment in the English class at junior high school and the students' portfolios documentation, it was found that the implementation of the portfolio assessment by the English teacher of the seventh grade at public junior high school in Bnayuwangi adapted the steps of the portfolio assessment proposed by Zainul (2001) with the English teacher and students' needs and conditions. Therefore, the English teacher made several adaptations including, (1) the English teacher constructed the portfolio assignment, timeline, and assessment criteria as well as gave the example of the portfolio; (2) the English teacher discussed the assessment criteria with the students and decided the rubric score; (3) the English teacher did direct guidance for the students who are lazy or lack of motivation; (4) the English teacher scored the students' process during the discussion session of the portfolio assignment; (5) the English teacher scored the students' portfolios individually and classically; (6) the English teacher never conducted self-assessment or event reflective-assessment. However, the English teacher's implementation of portfolio assessment had fulfilled the six principles of implementing portfolio assessments as stated by the Indonesian Ministry of Education and Culture (2018, 69).

5.2 Suggestions

After conducting the research and considering the results of the interview and document analysis of portfolio assessment by the English teacher, some suggestions are proposed for the following stakeholders.

The first suggestion is for the English teacher. The findings of the research showed that the English teacher implemented the portfolio assessment to make the students easier in understanding the differences between a descriptive text, a procedure text, a short functional text (notice, prohibition, and warning) being assigned in portfolio assessment. However, the procedure text and short functional text are not the material taught in the seventh grade. Therefore, it will be better, if the English teacher implements the portfolio assessment by giving the appropriate materials to the seventh-grade students based on the syllabus. Moreover, it is important for the English teacher to conduct self-assessment or reflective-assessment for the students after doing the portfolio assessment to help the students be aware of their strengths and weaknesses. When the students' have known their weaknesses, it will help the English teacher to reflect on what has been taught and what has not been taught to the students. Therefore, the English teacher can make a plan for the next portfolio assignment better that is more concerned with the students' needs.

The second suggestion is for other researchers. This research only focused on investigating the implementation of portfolio assessment for the seventh-grade students in junior high school by interviewing the English teacher and analyzed the students' portfolio. For the further researchers who want to conduct similar research, it will be better if the further researchers enrich the data collection method by observing the implementation of portfolio assessment directly and analyzing the English teachers' documents, or interviewing the students on how the English teachers' implementation of portfolio assessment. Thus, future researchers will get more in-depth data. Besides, the further researchers can also conduct similar research by using another research design on different schools, participants, or different targets of the analysis.

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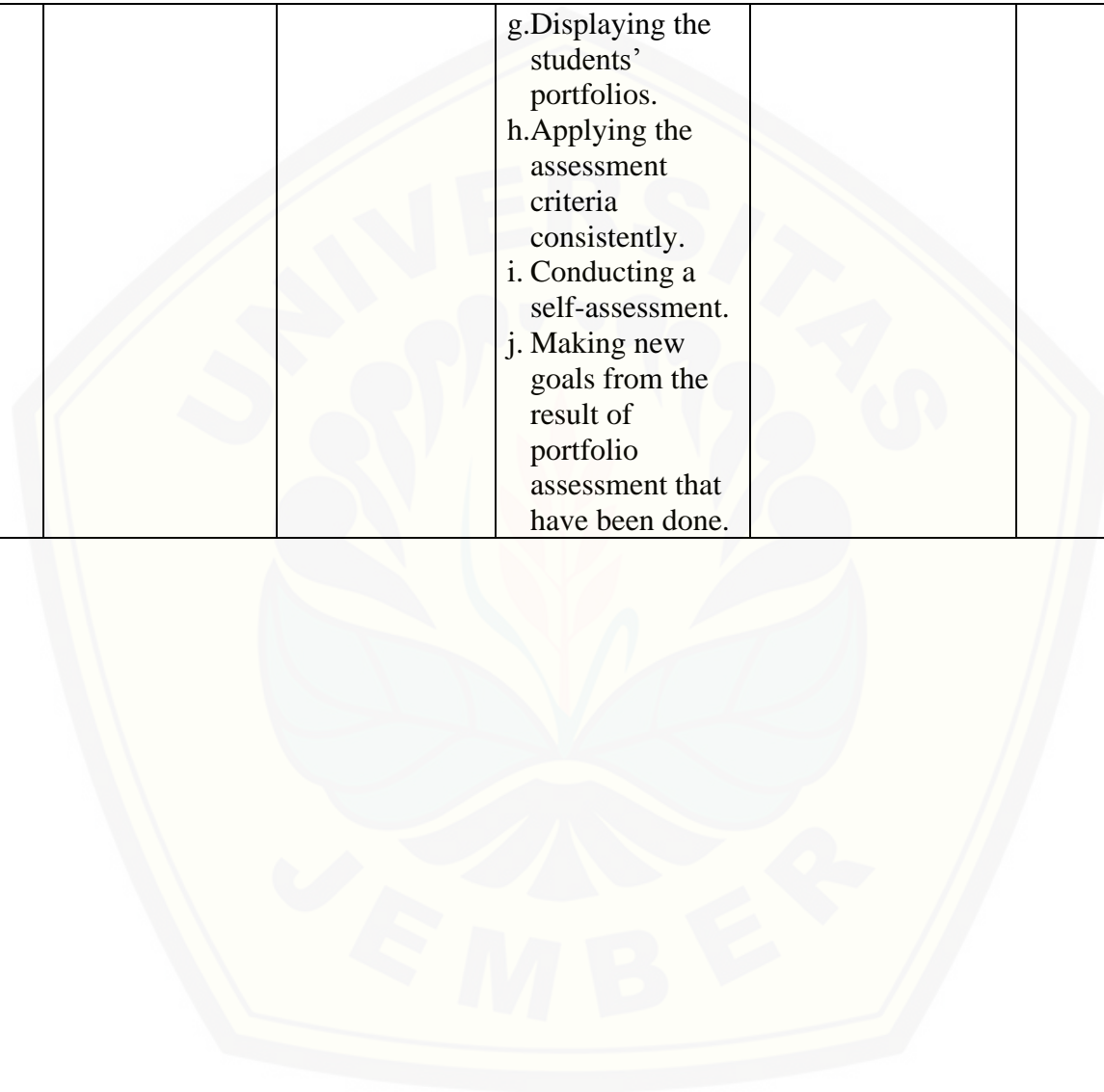
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APPENDICES

APPENDIX 1. RESEARCH MATRIX

Title	R. Questions	Variable	Indicators	Data Resources	Research Method
The Implementation of Portfolio Assessment in English Class at Junior High School	How does the English teacher implement the portfolio assessment in the English class of junior high school	The implementation of portfolio assessment by the English teacher	a. Identify learning objectives. b. Explain the process of portfolio assessment. c. Explain the purpose of portfolio assessment. d. Giving a good motivation to the students. e. Conducting regular meeting f. Providing good oral responds to the students' questions.	<ul style="list-style-type: none"> • Participants The English teacher of seventh grade at public junior high school • Documents The students' portfolios 	<ul style="list-style-type: none"> • Research Design A Case Study • Area Determination Method Purposive method • Participant Determination Method Purposive method • Data Collection Methods Interview Documentation • Data Analysis Method The data collected from the research were analyzed by using the model of Creswell qualitative data analysis.

			<p>g. Displaying the students' portfolios.</p> <p>h. Applying the assessment criteria consistently.</p> <p>i. Conducting a self-assessment.</p> <p>j. Making new goals from the result of portfolio assessment that have been done.</p>	
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APPENDIX 2. INTERVIEW GUIDE I

INDICATORS	NO	QUESTIONS	ANSWER	CODE
General Information	1	How long have you used the portfolio assessment in English Class?	I have been used portfolio assessment since the enactment of the 2013 curriculum (K-13) at this school.	T.101
	2	Can portfolio assessment be applied to all English materials?	Yes, it depends on the management of the assignment of the material.	T.102
	3	Have you ever known or attended the training related to the implementation of portfolio assessment?	There is no specific training to discuss the implementation of portfolio assessment, only training on the implementation of the 2013 Curriculum. And I have attended training about the implementation of the 2013 Curriculum twice.	T.103
	4	What do you understand about portfolio assessment?	Portfolio assessment is in the form of assignments that are carried out in a collection of assignments that are scored into one unit of assessment, it can be per basic competencies, midterm, or semester. And I scored the students' portfolios per semester.	T.104
	5	What are the objectives of the portfolio assessment that you have carried out?	I implement the portfolio assessment to strengthen the students' memory related to the materials, increase the students' productivity, as well as their creativity.	T.105
	6	During this time, what are positive effects have you and students received after implementing the portfolio assessment?	One of them is the existence of learning interactions between the students. It can bring out the unstructured peer tutors.	T.106

INDICATORS	NO	QUESTIONS	ANSWER	CODE
	7	During this time, what negative effect have you and students received after implementing the portfolio assessment?	It is a bit burden for the students, so the students feel bored with portfolio assignments. Some students complained to the teacher because the portfolio assignments received by them are not only from the English lessons, but other lessons also gave them a portfolio assignment.	T.107
Procedures of Portfolio Assessment	8	What Basic Competencies use portfolio assessment? And why those KD use portfolio assessment?	I implement the portfolio assessment for the descriptive text, procedure text, short functional text (notice, prohibition, and warning) materials because the portfolio can make the students easier in understanding the differences and similarities of each text, at the same time in the terms of grammatical and content.	T.108
	9	Did you identify the learning objectives first before implementing the portfolio assessment? How is the process?	I identified the assessment objectives that can improve students' ability in grammatical terms and content on a variety of texts so that the assessment objectives can be achieved with portfolio assignments.	T.109
	10	Did you explain to the students first that portfolio assessment would be implemented for specific objectives or overall learning objectives? How do you explain this to students?	I often forget to explain the objectives of the portfolio assignment to the students.	T.110

INDICATORS	NO	QUESTIONS	ANSWER	CODE
	11	Did you explain the process that students must carry out in portfolio assessment? How do you explain this to students?	Definitely, I always explain the methods, steps, and period of time needed by the students	T.111
	12	Do you give examples of portfolios to students? What kind of example do you give to the students?	Yes, I gave them the example of students' portfolios from their friends in another class or their seniors.	T.112
	13	Did you explain the criteria of the work that students had to achieve in the portfolio assessment? How do you explain this to students?	Yes, I did. The determination of the assessment criteria is divided into several points, for example, the compatibility with the themes/ materials, the words, and sentence choices, timeliness, etc.	T.113
	14	Do you encourage/motivate to students in working on the portfolio? How do you do this?	Yes, I gave motivation to the students in working on the portfolio by giving extra-points, for those who finish on time and dare to ask.	T.114
	15	Do you hold routine/ extra meetings with students to discuss the development of student work in the portfolio?	It's rare. I rarely hold extra-meetings with the students to discuss the development of student work in the portfolio. However, I gave them a good response and suggestion when there were students who want to discuss their portfolios outside the classroom.	T.115
	16	Do you provide continuous feedback to students in portfolio assessment? How do you give this feedback?	Yes, I gave verbal feedback when we discussed their portfolio progress. Then, I gave a written correction, when the students have collected their portfolio to me. Moreover, I returned it to be corrected and reinforced the materials together.	T.116

INDICATORS	NO	QUESTIONS	ANSWER	CODE
	17	Did you display the entire work that is stored in the portfolio together with the overall students' work?	Yes, because that is the main objective of the portfolio assignment. After getting permission from the students, some of their portfolios were displayed in front of the class and discussed and commented on by their other classmates.	T.117
	18	How does the learning process take place when implementing portfolio assessment?	It chaotic sometimes, for those who are lazy/ lack the motivation to learn in the class, but with direct guidance, all can be overcome.	T.118
	19	How do you score the process of making students' portfolios?	By observing the students' involvement while discussing the portfolio assessment together.	T.119
	20	How do you score the students' portfolio that has been collected?	I corrected by myself first, then corrected together with the students while reinforcing the materials	T.120
Teacher's Perceptions	21	What difficulties have you encountered in the process of implementing portfolio assessment?	Portfolio assessment takes more time in correcting the students' portfolio to make the students satisfied with the feedback given by the teacher.	T.121
	22	What are the solutions implemented in overcoming the problem of implementing the portfolio assessment?	I asked them to work in groups.	T.122
	23	What is your opinion on the results of students' working portfolios that have been collected?	During this time, some students are lazy to collect their portfolios. Some students still collected their incomplete portfolios.	T.123

INDICATORS	NO	QUESTIONS	ANSWER	CODE
	24	In your opinion, can the student portfolio assessment motivate students to learn English?	Yes, it can. As long as the teacher is always willing to remind and follow up the students' progress, assessment criteria, and also make bills and gave constructive feedback to show the results of the students' hard work.	T.124
	25	Can students' portfolio assessment improve their ability to speak English?	I don't think all the students can improve their speaking skills because some students just want to complete the assignment by cheating.	T.125
	26	Is portfolio assessment effective in an English class? Why?	Yes, it is. It all depends on the teacher's strategy in implementing it and care to remind the students' unresolved assignment.	T.126
	27	Do the parents know about the students' portfolios?	I am not sure. Maybe some parents are known about it.	T.127
	28	What are the responses of parents regarding the students' portfolio and its results?	There is no information about it so far	T.128

Notes :

1. The Code "T.100" represents the English teacher's answers to the researcher's questions in the Interview Guide I.
2. The Yellow Highlight represents the information about the preparation stage in conducting the portfolio assessment.
3. The Green Highlight represents the information about the implementation stage in conducting the portfolio assessment.
4. The Blue Highlight represents the information about the evaluation stage in conducting the portfolio assessment.

APPENDIX 3. INTERVIEW GUIDE II

No	Questions	Answer	CODE
1	What do you think about "portfolio assessment can provide the information about the students' process, progress and success in the learning process"?	<p>I strongly agree.</p> <p>The score of the portfolio provides information about the learning process of students because students are directly involved in the learning process, such as work on assignments individually or in groups.</p> <p>Information about progress will be seen when all portfolio assignments have been put in one folder. So clearly visible progress of students in understanding the material one by one.</p> <p>Information about success can be seen if the students' portfolio scores and students' points on the progress of the working portfolio accumulated at the end of the semester. When the score looks good, it will produce significant success both in terms of the teacher and students.</p>	T.201
2	The positive impact stated is that portfolio assessment can bring out the unstructured peer tutors, how can peer tutors appear when students carry out portfolio assessments?	<p>Portfolio assignments done by students are individual tasks, but to simplify and shorten the time, I advise them to work on portfolio assignments in groups with a system of dividing the assignments among the member of the group. So that in this process students can complement and cooperate in understanding each material and completing portfolio assignments, indirectly peer tutors appear as a positive impact of the portfolio assessment process.</p> <p>However, the students collected their group result in doing portfolio and edited based on their creativity to distinguish the students score each other in the determined time.</p>	T.203
3	Are there other positive effects that are intentionally or unintentionally felt by the teacher or students?	<p>The positive effect for the students, portfolio assessment can improve the students' social character among others to work on portfolios inside or outside the classroom. Besides, the "Complete Learning" will be more successful</p>	T.204

	Why?	<p>because there is an attachment for each student to complete each other's tasks and materials given.</p> <p>The positive effect for the teachers is by giving portfolio assignments, teachers increasingly know one by one student who has mastered all the material and who have not mastered the material. So, if there are students who have not mastered the material, the teacher can immediately give them advice and apply peer tutors to resolve the problem.</p>	
4	<p>In addition to burdening the students, are there other negative effects that are intentionally or unintentionally felt by the teacher or students?</p> <p>Why?</p>	<p>For the students, sometimes students look bored with portfolio assignments because almost all the other teachers give portfolio assignments, so some students only cheating in doing the assignment, copy their friends' assignments. It makes them not really understand the material.</p> <p>Moreover, there is no other negative effect except for spending a lot of teacher's time.</p>	T.205
5	Why did you choose to use a working portfolio?	<p>I am not always using portfolio assessment. It's depending on the proper materials.</p> <p>Besides, using portfolio assessment is a requirement for me to conduct a portfolio assessment at least once in one semester. Moreover, the portfolio is a part of learning that can be asked for results at any time, not per-KD, and it becomes evident that the teacher can save.</p>	T.206
6	Can you explain more how to assess the processes and products of the students' portfolio?	<p>Assessing the portfolio process is a process of assessing the student involvement, creativity, and activities that can be observed by the teacher when in the classroom or outside the classroom when we did a discussion about the student's progress in making their portfolio.</p> <p>Besides, the evaluation of product results can be done after some assignments have been filed by students. Evaluation of the results is seen qualitatively and quantitatively. Can be corrected individually or classically. Individual means corrected personally by me</p>	T.207

		and classical means displayed in front of the class to be corrected and discussed together with students and teachers while reinforcing the materials	
		I provide individual assessments to give a different value between the quality of student A and others.	

Note :

1. The Code “T.200” represents the English teacher’s answers to the researcher’s questions in the Interview Guide II.
2. The Yellow Highlight represents the information about the preparation stage in conducting the portfolio assessment.
3. The Green Highlight represents the information about the implementation stage in conducting the portfolio assessment.
4. The Blue Highlight represents the information about the evaluation stage in conducting the portfolio assessment.

APPENDIX 4. INTERVIEW GUIDE III

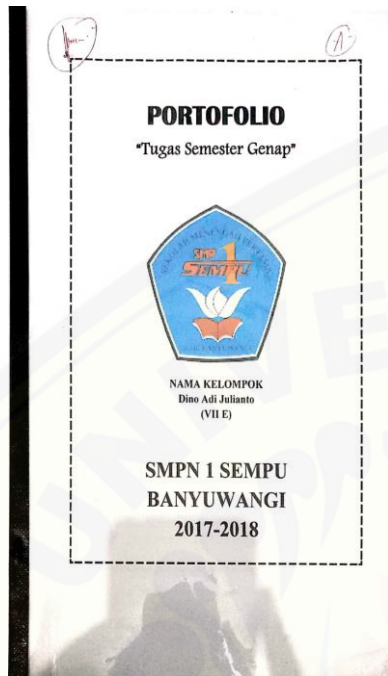
No	Questions	Answer	CODE
1	Did you prepare the assignment, timeline, and assessment criteria by yourself before explained it to the student?	Yes, of course. I did it first then I discussed it with the students in the class	T.301
2	How does your assessment criteria in scoring the students' portfolios?	The criteria were simple for the junior high school. For example, I will give a minus score for the students who are late in submitting the assignments, will refuse their assignment when the assignment is too bad or far from the stipulations that have been made like their portfolio are not neatly put into one file and I will give an extra assignment for those who only copying their friends work.	T.302
3	Did you conduct a self-assessment or reflective-assessment after implementing the portfolio assessment?	No, I never conducting those kinds of assessment because the time is limited	T.303

Note :

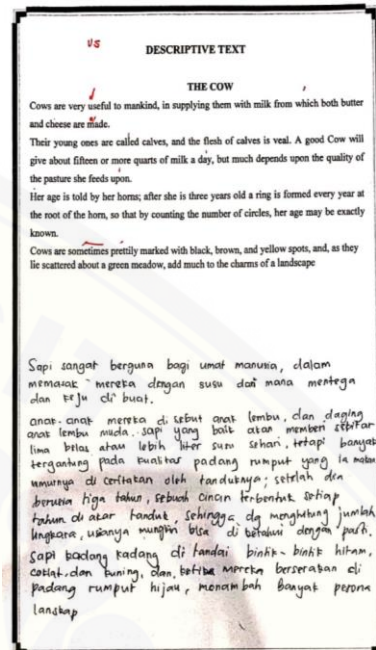
1. The Code “T.300” represents the English teacher’s answers to the researcher’s questions in the Interview Guide III.
2. The Yellow Highlight represents the information about the preparation stage in conducting the portfolio assessment.
3. The Blue Highlight represent the information about the evaluation stage in conducting the portfolio assessment

APPENDIX 5. STUDENTS' PORTFOLIO

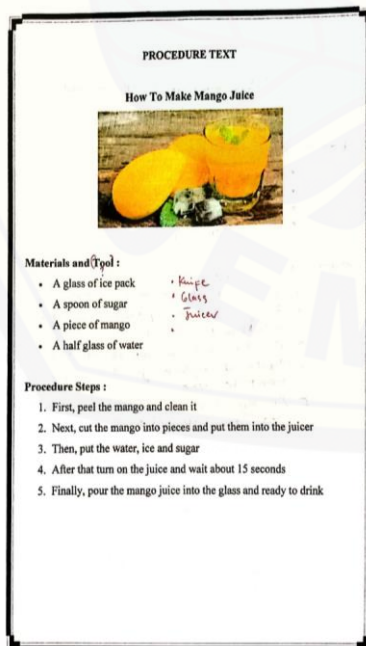
• STUDENT A



(Cover)



(Content 1)



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(Content 3)



(Content 4)



(Content 5)

- STUDENT B



(Cover)



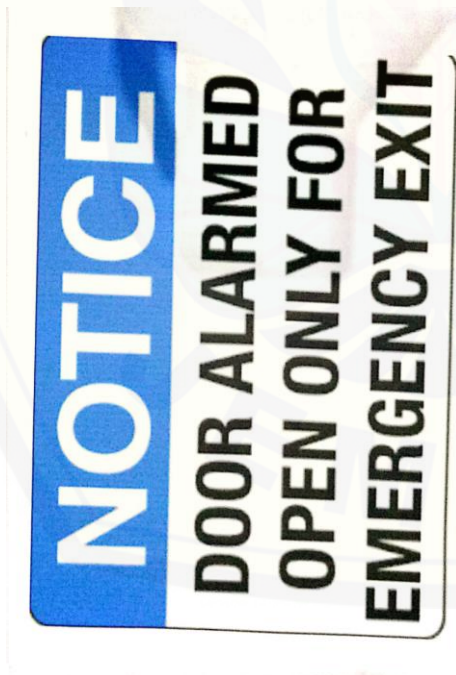
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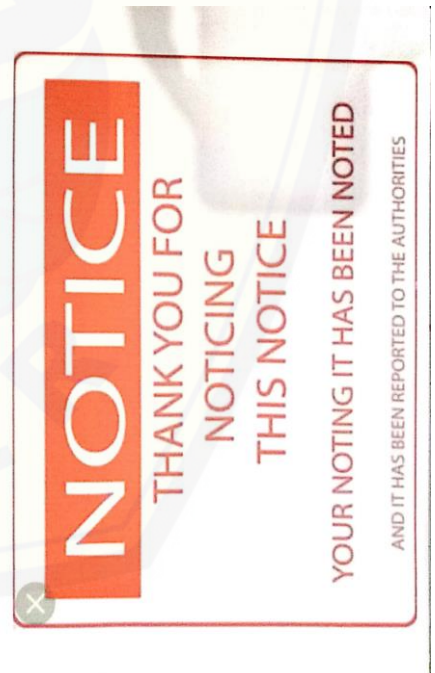
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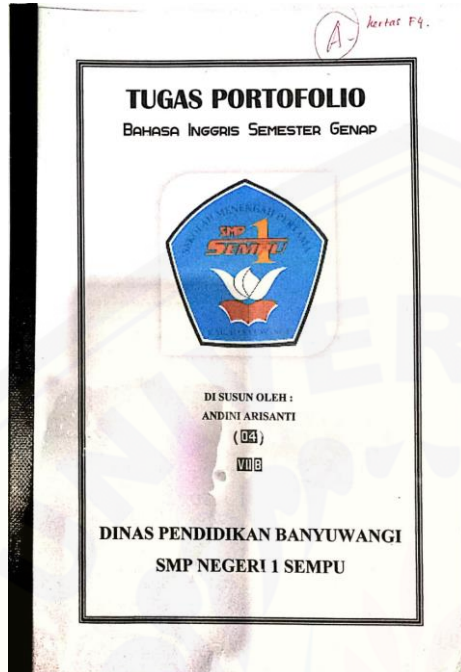


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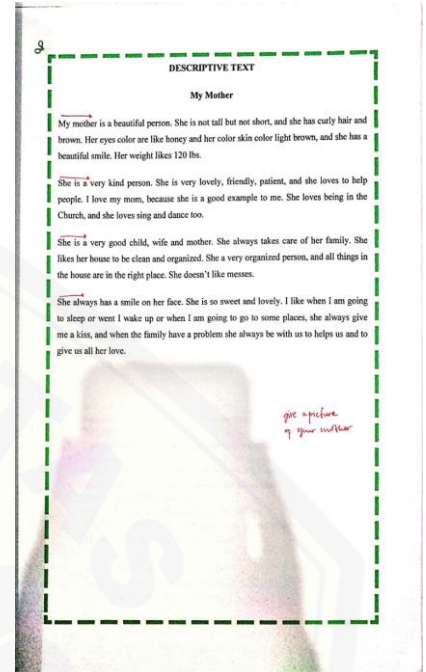


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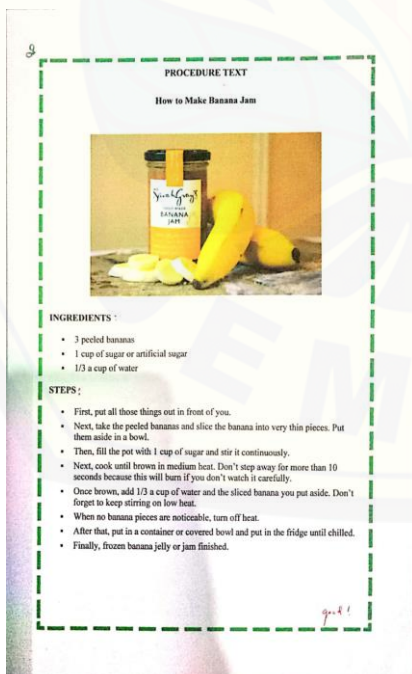
• STUDENT C



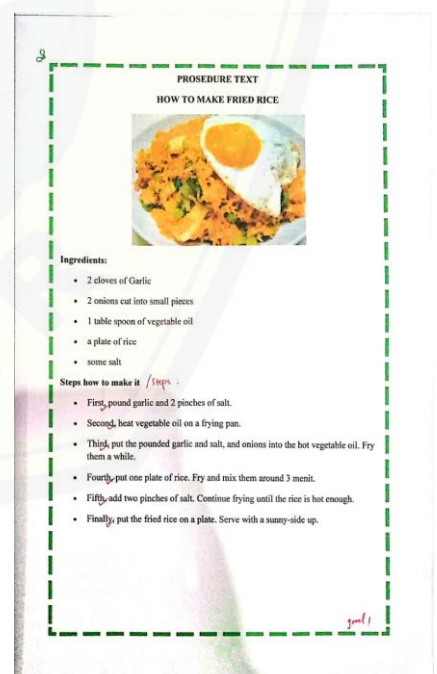
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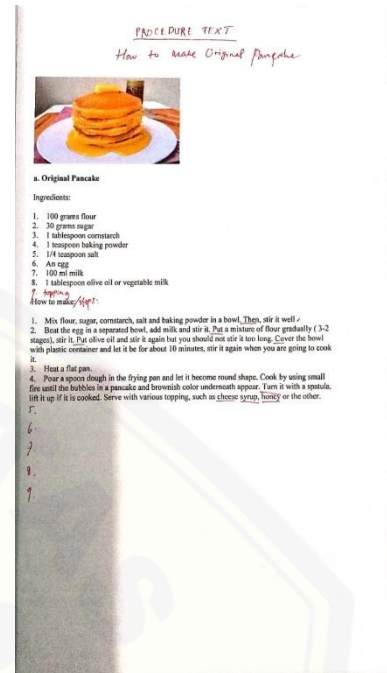


(Content 6)

• STUDENT D



(Cover)



(Content 1)



(Content 2)



(Content 3)



(Content 4)

APPENDIX 6. A Letter of Research Permission



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kalimantan Nomor 37 Kampus Bumi Tegalboto Jember 68121
Telepon : 0331-334988, 330738 Fax : 0331-334988
Laman : www.fkip.unej.ac.id

Nomor : 2525 /UN25.1.3/LT/2020
Lampiran : -
Hal : Permohonan Izin Penelitian

22 MAY 2020

Yth. Kepala Sekolah
SMP Negeri 1 Sempu Banyuwangi

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini:

Nama : Bning Puspita Natin
NIM : 160210401045
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris
Rencana Penelitian : Mei - Juni 2020

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian di Sekolah yang Saudara pimpin dengan judul "**The Implementation of Portfolio Assessment in English Class at Junior High School: A Case Study**". Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenaan dan kerjasama yang baik kami sampaikan terima kasih.

a.n. Dekan
Wakil Dekan I,

Prof. Dr. Suratno, M.Si.
NIP. 96706251992031003

APPENDIX 7. A Letter of Finished Research



PEMERINTAH KABUPATEN BANYUWANGI
DINAS PENDIDIKAN
SMP NEGERI 1 SEMPU
NPSN : 20525716 NSS : 201052515143
Jl. Temuguruh Karang Sari Sempu 68465 (0333) 846788 Banyuwangi
Website : <http://www.sekolah-online.net> E-Mail : smpn_1sempu_bwi@yahoo.co.id

SURAT KETERANGAN

Nomor : 423-6/109 /429.245.200860/2020

Yang bertanda tangan di bawah ini, kepala SMP Negeri 1 Sempu, Kabupaten Banyuwangi, Propinsi Jawa Timur, menerangkan bahwa :

- | | |
|------------------|---|
| 1. Nama | : Bning Puspita Natin |
| 2. NIM | : 160210401045 |
| 3. Fakultas | : Keguruan dan Ilmu Pendidikan |
| 4. Program Studi | : Pendidikan Bahasa Inggris |
| 5. Judul Skripsi | : <i>"The Implementation of Portfolio Assessment in English Class at Junior High School : A Case Study"</i> . |

Telah benar-benar mengadakan Penelitian di SMP Negeri 1 Sempu terhitung mulai tanggal, 13 Mei s/d 23 Juni 2020.

Demikian surat keterangan ini dibuat dengan sesungguhnya untuk dipergunakan sebagaimana mestinya.

30 Juni 2020
Kepala Sekolah

H. SARWITO, S.Pd.

19651010 198703 1 016