

The Correlation between Portfolio Assessment and Students' Motivation in Learning English

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Abstract

This study was quantitative and qualitative research. The aim of this study was to find out whether or not there was correlation between portfolio as assessment and students' motivation. The subjects of this research were 20 fifth students of elementary school. The score and questionnaire tests were administered as instrument of this research and also the interview. The result showed that there was a significant correlation between portfolio as assessment and students motivation.

Keyword: *portfolio, portfolio assessment, motivation.*

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I. Introduction

Assessment is a process by the teacher to know the students' progress. There are several types of authentic assessment. O'Malley and Pierce (1996) mention three types of the authentic assessment: performance assessment, portfolios, and students-self assessment. Performance assessment consists of oral reports, writing samples, individual or group projects, exhibitions, as well as demonstrations in which students respond orally. In the cases of writing, it requires students to undertake complex tasks to examine prior knowledge, recent learning, and relevant skills to solve problems. Another type is a portfolio. Based on Norman and Keith (2009), a portfolio is a collection of student work that has been selected and organized to show students' learning progress (developmental portfolio) or to show samples of the students' best work (showcase portfolio). Actually this type is a good way to get the authentic progress of students but in fact shows that this portfolio assessment is not used effectively yet in the field, many teachers still use some kinds of traditional tests to assess students' learning. The traditional assessment is the conventional methods of testing which usually produce a written document, such as quiz, exam, or paper and pencil-based tests.

In the education context, academic portfolios refer specifically to the consolidated works of the students. Therefore, the use of academic portfolios serves the important function of allowing students to showcase their best works and to demonstrate what they actually know of the subject (Kang Ling, 2016). The emphasis on using the portfolio assessment in the current curriculum can be understood as a response to many educational practitioners' criticism and objection to the use of traditional assessment in Indonesia (Marhaeni, 2014). Nowadays students less motivations to explore their ability in learning process. It may caused by the teacher did not have tools of learning that trigger their motivation. Many researchers were conducted the study that related to the portfolio. Arshad Abdul Shamad, discusses about the use of portfolio as assessment tool in Malaysian L2 classroom in his research. He used qualitative research and he found that portfolio assessment to beneficial as it allowed student and teacher to collaborate in teaching learning and assessment process. The second researcher is Apriyanto (2017). Different from the first research he analyze the using of using portfolio as an assessment for teaching English in Indonesian school. The finding showed the portfolios assessment is not use effectively by the teacher. Many teachers still rely on some kinds of traditional tests to assess student learning. Different from previous research this study discuss about the correlation of students motivation and the portfolio as an assessment. The researcher used portfolio assessment in my class at elementary school to know the increasing of students' progress. Researcher ask students to collect their scores in to a plastic map then hang them on the wall in the class so they can put back the score again when they got it. This process makes teacher easier to see is there any progress that achieved by the students and also expected to make students more motivated in learning.

II. Literature review

2.1 Portfolio assessment

Paul and Mayer (1991) provide an extensive definition. They define a portfolio as a purpose full collections of students works', not only displaying students' effort process and achievement, but also demonstrating students participation in selecting content and selecting criteria for assessment. These new

method of assessment are known as alternative assessment measures (Combee, 2004). At present, portfolio is viewed as one of the leading alternative assessment approach (Tabataei, 2012). Itutrain (2007) add, portfolio is a collection of course work which shows learners' level of English. It may include corrected class or homework, tests and exams or any other piece of work which illustrates where the learner is at. Here, a learner may keep voice or video recordings or any part of project work which they have done.

Simon and forgette Giroux (1994) defines a portfolio as a cumulative and continuous collection of entries selected and reflected on by student in order to assess their competency development. Portfolio assessment is valuable as it enable students to think critically, and also become active, independent and self-regulated learners (Bergman, 1994 & Tunku Mohani Tunku Mohtar, 2010). Being independent learners, students can take responsibility for their own learning (Ballard, 1992).

There are two types of portfolio assessment. They are showcase and developmental (Norman and Keith, 2009). For showcase portfolio the teacher just gather the data, or students work just from the result of the end learning or final exam at the end semester than teacher see is there any progress or not. In developmental portfolio, the teacher gathers students work in every theme or every one competence done including the final exam. In this case a developmental portfolio is recommended. The teacher can easily know which competencies that students have not yet achieved and make it easier to determine remedial if needed.

There are at least five criteria for designing quality portfolio assessment;

1. The instructional goals and objective included in portfolio assessment should be very important and warrant the increased time required for this assessment format.
2. The word sample must be anchored to specific international goals and performance ejectives
3. The world sample should be the criterion-referenced assessment that are collected during the process of instruction
4. The assessments are regular pre-test and post-test, regardless of the test format and typically no special test are created for portfolio assessment.
5. Each regular assessment is accompanied by its rubric with a students' responses evaluated and scored, indicating the strength, and problem within a performance.

Portfolio assessment increases student motivation for learning as they are often enmeshed in constant self-reflection and self-assessment. Students don't just put the materials into the portfolio, they have to reflect upon the material, what they learned from the worksheets, and why are they placing the material into the portfolio (Charanjit, 2013). Kemp (1998) also gives a detailed characteristic of portfolio assessments, they are; Firstly, portfolio is an assessment in which teachers and students can work together; Secondly, it is not only a matter of a collection but also a selection; Thirdly, it provides samples of students' works which reflect their progress over time; and the criteria for assessing must be clear either for teacher or for students.

Motivation

Motivation refers to "the reason underlying behavior" (Guay et al, 2010). Motivation involves a constellation of beliefs, perceptions, values, interests, and actions that are closely related. There are two kinds of motivation, intrinsic and extrinsic. Intrinsic motivation is motivation that is animated by the personal enjoyment, interest, or pleasure. Deci at al. (1999) observe "intrinsic motivation energizes and sustain activities through the spontaneous satisfaction inherent in effective volitional action.

Motivation involves a constellation of beliefs, perceptions, values, interests, and actions that are all closely related. As a result, various approaches to motivation can focus on cognitive behaviors (such as monitoring and strategy use), non-cognitive aspects (such as perceptions, beliefs, and attitudes), or both (Lepper 1992). According to Stipek (1996), early approaches to the study of motivation were rooted in the literature on extrinsic reinforcement. Within this literature, all behavior, including achievement, was believed to be governed by reinforcement contingencies.

III. Methodology

In this research, the researcher used quantitative and qualitative research. it is quantitative in that ex post facto design has been adopted. It is also qualitative design in that students' motivation through the interview. The populations of the study were the fifth grade of SD N 1 Durian Payung. The instrument was students' learning motivation questionnaire. The questionnaire was adopted from Lita Listiyani (2012). There are twenty seven questions. The students asked to answer the twenty seven items on following of four point scale; 1. Strongly disagree; 2. Disagree; 3. Agree; 5. Strongly Agree. The interview was 3 questions that should be answered by the students.

Data Analysis

The data analysis collected was examined through Statistical Package for Social Sciences (SPSS) 16.

Table 1. Pre_english

N Valid	20
Missing	0
Mean	63.85
Std. Error of Mean	1.959
Std. Deviation	8.762

Table 2. Post_english

N Valid	20
Missing	0
Mean	80.60
Std. Error of Mean	.936
Std. Deviation	4.185

Table 3

		post_english	Allmotiv
Kendall's tau_b	post_english	Correlation Coefficient	1.000
		Sig. (2-tailed)	.427*
		N	20
Allmotiv		Correlation Coefficient	.427*
		Sig. (2-tailed)	.047
		N	14

*. Correlation is significant at the 0.05 level (2-tailed).

Table one show the students score before the portfolio was applied. The mean of pre English was 63.85, and in table 2 there was mean 80.60 after the portfolio applied. Table 3 showed that students' motivation and the increasing the students' progress was significant correlation. According to the result there was a statistically significant correlation in their correlation score at (<0.05).

IV. Result and Discussion

For the quantitative part of the study, the researcher use correlate bivariate to see the correlation of the portfolio as assessment and students motivation. While for the qualitative part, the researcher uses the interview to support the result of the quantitative design. From the answered by the students, they said that portfolio assessment that applied by the researcher make them motivated because of they will feel shy if their score was low. They should collect their score after that they hang it on the wall. The used of plastic map give the big impact. From the plastic map their score can be seen by the other and they will feel shy if they got the bad score. This way was applied in the researcher's class. After the portfolio assessment applied there is an increasing scores of the students. Besides student's active participation during the portfolio assessment process, teachers role as a facilitator is considered crucial as they are the key to successful use of such a strategy (Neimon, 1999). It makes the researcher curious what the factors that make it happen. After analyze the data by SPSS and support the result by interview, the researcher got the answer that there is correlation between portfolio and students motivation. It supported by Lehman (2006), he stated that motivation is one of factors that influence the learning process.

V. Conclusion

Sometimes students must be forced to study harder. This was noted in this study. When students are only told to study hard without one thing that makes them really feel they have to learn, they will be the same in the learning process. But when students feel they should have good grades because the score will be seen by the others, then they realize themselves that they should be them. Adams (1998) asserts that portfolio presents a wide perspective of learning process for students and enables a continuous feedback for them. This

is further supported by De fina (1992) as portfolio enables students to have a self assessment for their studies and learning, and to review their progress.

Teachers can use their own way to control their class and they should to know their students have increased or not. In general, teachers have a student grade document which they save themselves to then they will see whether they have improved or not. But sometimes that method is not effective considering there will be a lot of documents that they save so it is not impossible that there will be missed or other problems happen. Doner and Gilman (1998) conducted an observation on how students react to portfolios. They investigated 621 students by giving them an open-ended survey following their final portfolio conference. They found that portfolios give several potential benefits to students. Some of the benefits are that the portfolios are proven as assessments which show a more accurate reflection of students learning than tests; enhance personal skills and self-confidence; improve the relationship with the teachers as well as with classmates; improve skills in organization and development. The teacher should have something that make all effective and easy to be evaluate. And this journal was prove that portfolio as an assessment help teacher in assessing and can increase the students' achievement.

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