

CHAPTER II

LITERATURE REVIEW

This chapter consists of theoretical review that contains theories support the research, previous studies that contain the previous research results related to this research topic, theoretical framework that explains the theories scheme in diagram, and operational variables that describe the variables researched in this research and how they were operated. By this division, it is expected that the literature review of this research can be clearly understood.

A. Theoretical Review

The theories explained here are based on the variables reflected on the title of this proposal, thus the discussion is about second language proficiency, language assessment, and portfolio assessment. Those three subtopics are the main elements supporting the title of the study.

1. Second Language Proficiency

Benati (2009: 3) states that concerning the development of L2, proficiency has purposes in three main areas:

- theory and dimensions of second language proficiency

The knowledge of English theories (reflected from students' proficiency) is important for students to support their learning in class. As an example, the knowledge of vocabulary of English based on their proficiency level influences them in making verbal sentences. The more proficiency they have, the more

they can make verbal sentences (Hall & Durán in Benati, 2009). In other words, the proficiency owned by someone shows his/her capability in making English verbal sentences.

– factors contributing to the attainment of second language proficiency

A number of empirical studies shows that there are some factors contributing to adult's learning of L2 (second language), e.g. the different usage of language forms between L1 and L2, such as the use of syllables (Hawkins in Benati, 2009). The study of proficiency tries to find the factors contributing to the attainment of second language proficiency as described in the example mentioned before.

– attaining second language proficiency in the classroom.

There are some factors influence SLA (Second Language Acquisition). Some studies of proficiency try to find the factors, one of which is the explicit information in the instruction delivered by teacher in class (Patten in Benati, 2009). That is one example of proficiency studies to find the factors influence SLA.

Based on the theories above, this research tries to cover the second and third areas of proficiency purposes. First, is to find the causes/factors of students' achievement in writing and second, to describe what proficiency gained in the classroom (in writing).

On the other side, Rao says that a significant factor to gain success and advanced career and to have a chance in economic field is English proficiency, and the best way to attain it is by practicing reading and writing (Rao, 2016).

Rao's theory about proficiency hence supports this research to focus on students' English skill of writing in portfolio assessment. By executing writing assessment, it is expected that students' writing proficiency would be better and it can support them in developing their English skills later on.

2. Language Assessment

Language testing is done to show a test can produce scores that are accurate in reflecting a participant's ability in certain field (Weir, 2005: 1). The ability could be how to find the main ideas and supporting ideas in a text, how to make a descriptive writing, how to use vocabulary in a writing, and how to speak in peers.

For classroom practice, a language assessment is related to learning experiences in a learning environment to find how students achieve language acquisition and communication skill (Fulcher & Davidson, 2007: 25). This kind of language assessment is suitable and representative for the learners. By knowing their result of learning, it can be figured out how far learners make progress in language practices and in communicating with the language in the learning process. This kind of concept is part of language assessment.

It can be concluded from the theories above that language assessment means a kind of test to measure learner's language ability, either in spoken or written, that the result of it reflects his/her acquisition of the language and how to communicate with the language. This definition of language assessment was also implemented in this research, especially in writing.

3. Portfolio Assessment

An Italian word 'portafoglio' is the origin of 'portfolios'. 'Portafoglio' was used by Italian society in the early eighteenth century, which is constructed from the words 'portare' that means 'to carry' and 'foglio' that means leaves and sheets. From the two words, Lam derives portfolios as "a person who carries loose papers, artefacts and documents in a portable case" (2018: 2). In teaching, portfolios are lasting accounts of learners to look back on their works, see the accomplishment and mistakes, and make improvement in the works as follow-up action.

Portfolio assessment is basically to display one's best achievement by collecting his/her works that are improved continually in forms of printed, non printed media, multimedia or Web-based record that are taken from his/her daily practice. The main goal of portfolio assessment is to enhance the process of teaching and learning in certain course scopes as it can be flexibly implemented as an innovative pedagogy, a stimulus to lead to standard learning or a direct assessment instrument which produces quantitative and qualitative learning evidence (Lam, 2018:2).

Strengthening the above findings, Weigle (2005) states that teachers can undergo total change of students' personal involvement in testing process into a learning improvement process that leads to students' writing development by doing portfolio assessment. Here teachers play as coach in writing rather than assessor to help students improve their writing continuously. Whereas for students, portfolio assessment can be seen as writing training, rather than a test, in

which they can inquire, think, plan, draft and revise works with formative feedback (Lam, 2018: 20).

Then in another discussion about portfolio in Europe, it is determined that the ELP (European Language Portfolio) should consist of three parts. They are: (1) there should be formal qualifications based on a common European scale, (2) the learner expresses his/her personal language learning experiences, and (3) it should keep the learner's work collection (Ibid, 1991: 40 in Kühn & Cavana, 2012).

According to the Principles and Guidelines (Council of Europe, 2000, 2011 in Kühn & Cavana, 2012), the ELP is an instrument to support learner's autonomy, authorities, and educational institutions. By applying an ELP, learners can be supported from the aspects of autonomy performance, essential knowledgeability in their learning and to assess their language and intercultural competence.

From the definitions above, it can be concluded that portfolio assessment means an assessment that asks students to make examples of their work of language skill, either in speaking, listening, writing, or reading, and the works they have done are compiled in a tool named portfolio folder or record. In this research, the examples of students' work is writing.

Bandura's theory about portfolio assessment shows that there is a connection between self-efficacy and portfolio affordance. It is motivating students to have writing self-efficacy in portfolio assessment in elementary school helps students to: (a) record their progress in their work, have clear goals in

learning, have self-correction and self-evaluation, (b) train peers' work, and (c) respond to teacher's feedback (Nicolaidou, 2012).

This statement suggests that portfolio assessment raises students' effectiveness (efficacy) in writing. Since their progress in writing assessment is always monitored, they will have more experiences in writing, and teacher's feedback is useful to construct their writing ability.

In writing portfolio assessment, feedback means an assessment information that supports teaching and learning improvement in writing in classroom. It can be in numerical marks, letter grades, percentage, qualitative commentaries and interactive annotations and it can be in various forms such as verbal, written or online feedback (Lam, 2018: 59). Teacher as a mentor should give explanation of correction result, e.g. by giving input about the mistakes and how to fix them in the work, making detail explanation about scoring rubric, etc. Beside that, constructive feedback is needed to give to students to improve their work and to enhance students' writing performance (Lam, 2018: 60). The correction explanation and feedback would linger in students' memory and it is useful for their next writing task.

In secondary schools, portfolio is seen as a stimulus to increase students' learning by preparing them to be able to do reflective skills, metacognitive thinking and self-regulated learning. By the increasing learning, they have capability to do writing examination, to understand formal written English and to communicate with each other (Burner, 2014 in Lam, 2018: 3).

Commonly, there are three types of writing portfolio assessment (Burner, 2014 in Lam, 2018: 5 – 6), which are:

1) Progress portfolios

This kind of portfolios is aimed to stimulate students to have learning improvement by doing writing assessment and to review it continuously, and to compile their work in a portfolio folder. This assessment is usually formative.

2) Working portfolios

This kind of portfolios is aimed to know how students' attempts are in doing portfolio. Here students can decide whether they input finished, unfinished or unpolished works in their portfolio compilation/folder, to show how far they have achieved in their learning to meet the goals. It is a record of student's learning history.

3) Showcase portfolios

This kind of portfolios is aimed to compile students' best written works to know their academic achievements and efforts in writing portfolio. This is a summative assessment, but students can choose which works of theirs considered the best to select and to be assessed.

Although the types of portfolio assessment above are different, they have similar procedures when applied in classrooms, that consist of collection, selection, self-assessment, reflection and delayed evaluation and are embedded within multiple feedback sources (Burner, 2014 in Lam, 2018: 5 – 6). Based on Burner's division above, the kind of writing portfolio assessment applied in this research is working portfolio; the program was divided into some different writing portfolio topics that were implemented in some meetings based on the schedule. In each topic, students were asked to write in a determined amount of words (from minimum to maximum) and they were not obligated to finish the work, but to

meet the determined amount of words. In each work, teacher also limited the writing time.

By doing this research in working portfolio model, it would be found whether portfolio assessment for Junior High School students was necessarily applied or not and the benefits of it. This research applied portfolio assessment in two classes of English lesson – of Grade VIII of a Public Junior High School. The results of this research may contribute to the English Education stakeholders which consist of school (the Public Junior High School researched), government (Department of Education and Culture), and society (parents of students and the people or institutions/foundations play role in English Education).

B. Previous Studies

The benefit of portfolio assessment has been proposed by some researchers, two of them are Demirel and Duman that imply that portfolio assessment is beneficial in reading, writing, and listening skills, but not in speaking (2015: 2639). They studied English portfolio assessment on Grade VIII students (as this research did) in foreign language learning.

The positive effects of portfolio assessment are also suggested by some other researchers as it can be used to monitor students' English improvement (O'Malley & Pierce, 1996 in Rukmini & Saputri, 2017: 264). It can also be used to collect students' works that represent their efforts, English capability progress and achievements (Lam, 2018: 1).

In portfolio assessment program, feedback is needed, specifically corrective feedback. It is stated that corrective feedback is advantageous to attain more

knowledge about writing and its elements (AbuSeileek *et al.* 2014; Dippold, 2009; Recep & Aysel, 2010 in Saeedi & Meihami, 2015: 93). Corrective feedback in this research was applied with more effective implementation: the corrective feedback was more detailed (per word) and was repeated in every portfolio assessment the students did.

On the other side, the portfolio assessment procedure implemented in this research is from Srikaew, Tangdhanakanond, and Kanjanawasee (2015: 768) that conclude the procedure consists of seven steps, they are planning, preparation for students, evidence collecting, progress monitoring, improvement of performance, reflection and displaying the works. The three researchers also suggest the portfolio assessment used is appropriate with the age of students and the tasks are hands-on, so it would be more effective to enhance students' performance.

Portfolio assessment application needs teacher's effort to make it optimally executed with the best result of students' performance. It is stated that portfolio assessment needs teacher's hard work to give motivation to students, to give detail explanation about the portfolio assessment going to do by students, to be organized in arranging students' works, and to evaluate them periodically (Dudley, 2000; Kim, 2004 in Caldwell, 2007). This hard work done by teacher is called *teacher perseverance*. Applying portfolio assessment means applying a routine program in a series of action that should be done repeatedly in a range of time; it could be once a week, twice a month, or once a month. When teacher could apply all the steps in portfolio assessment completely and carefully, the effective effects of portfolio assessment could be felt by students, which is mainly their improvement.

Another statement says that portfolio assessment work is dominated by managing students' works in a folder called binder management (Rukmini & Saputri, 2017: 269). In this research portfolio assesment in fact needed an extra work from the research to collect students' works, to file, and to monitor them so it would be known the students' writing performance enhancement.

C. Theoretical Framework

The research framework of this research can be described in the following scheme:

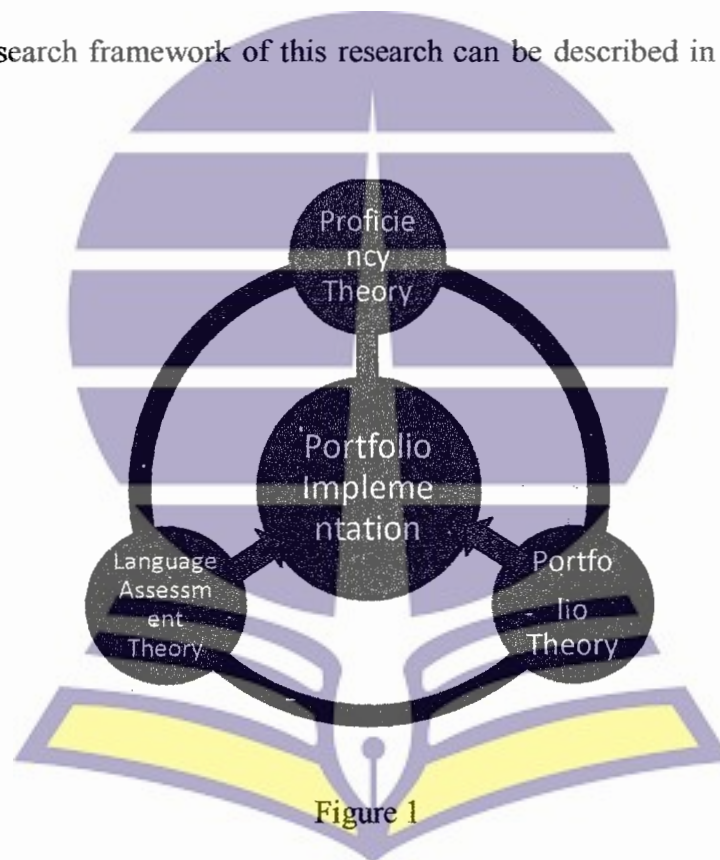


Chart of Research Framework

The scheme describes that this research (portfolio implementation or portfolio assessment application) was supported by the theories of proficiency, language assessment, and portfolio or portfolio assessment. All the previous findings about the three supporting theories topics from the previous researches

that support this research were applied. At the end some conclusions are drawn after the analysis.

Beside the research framework chart above, the research process is described in the following diagram:

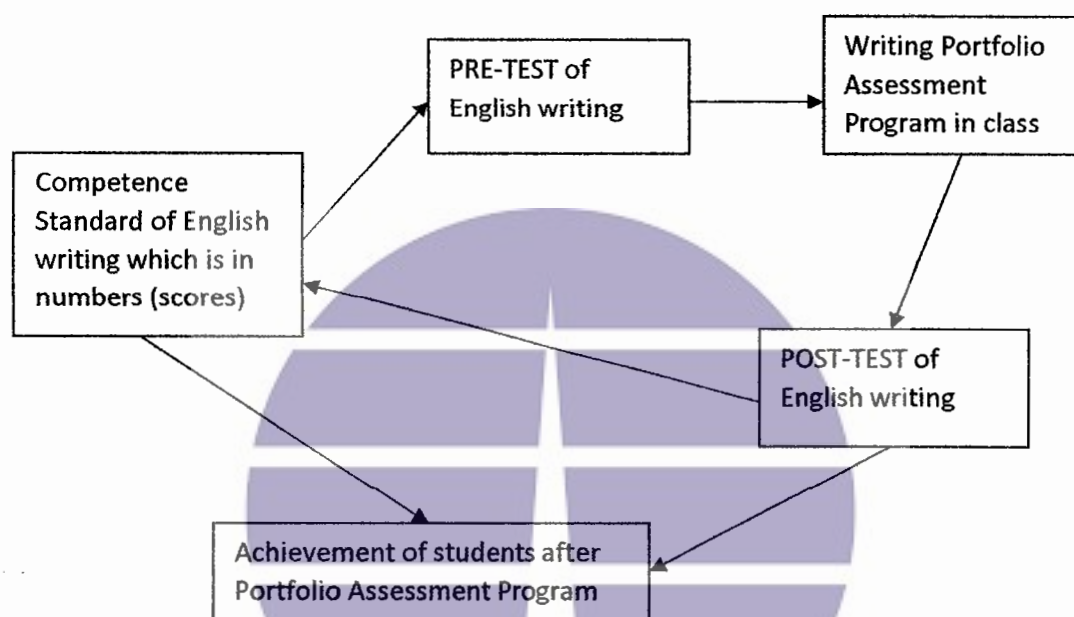


Figure 2
Scheme of Research Process

From the scheme it can be seen that first of all, the research set a competence standard of English writing for the Grade VIII students who joined this research. The competence standard was in scoring rubric adapted and modified from Wang and Liao (2008). This scoring rubric then was applied in all the tests and portfolio assessments held in the program. The research took two classes as the object of study, and both of them had writing portfolio assessment program for five weeks, including pre-test and post-test. After the post-test had been done, then the results of pre-test and post-test were compared from the two classes. The post-test result would show whether the writing portfolio assessment

program could increase students' performance or not in English writing. The analysis of the data also included students' writing proficiency, that the analysis was done based on each level of writing proficiency.

D. Operational Variables

There are three variables in this research: portfolio assessment, students' writing proficiency, and students' improvement after having portfolio assessment program. The students were tested in English writing; first they were tested in pre-test and were retested in post-test to know their improvement after the program. If there was a significant improvement (rising scores), it means the program enhanced the students' English writing performance.

