

CHAPTER IV

RESULTS AND DISCUSSION

After the proposal seminar of this thesis had been carried on in Universitas Terbuka of Bandung, the research conducted a study in the school had been determined previously to be the object of research, and then finished it. The research arranged all the data gained from it and analyzed it based on the research designs in Chapter III.

Regarding the data arrangement and analysis carried on by the research, this chapter is divided into: results of the research and analysis. Results of the research present the findings in this study and the comparison between the findings and the previous findings from the previous researches mentioned in Chapter II. Then the analysis of this chapter explains how the findings are analyzed by the research based on the research problems, theories applied and the facts found in the research.

Since the analysis in this chapter are arranged based on the research problems mentioned in Chapter I, therefore the division of it is in three parts: how portfolio assessment can improve student's writing at different writing proficiency levels, the problems students encounter at different writing proficiency levels during portfolio assessment implementation, and the solution can be implemented by teacher to solve the problems encountered by students during portfolio assessment program. By always referring to the problems, the research would not be out of its scope.

A. Results of the Research

In Chapter III it has been mentioned that there are three variables in this research, which are portfolio assessment, students' writing proficiency, and students' improvement after having portfolio assessment program. To get all the data needed, the research cooperated with the teacher of Grade VIII and she offered to only become the second rater in this research, not to take part in the portfolio assessment activities in class. All the tests or assessments in this research were conducted open book.

To display the data, this subchapter is divided into two kinds of data, which are quantitative data and qualitative data. Below is the detail description:

1. Quantitative Data

The quantitative data in this research are in numbers or numeric data, tables, and diagram or chart. The numeric data include the scores afforded by students during the portfolio assessment program and the scores averages made from them. All the tests (pre-test and post-test) and portfolio assessments became the source of the scores. On the other hand, tables and charts are made from the scores average calculation in this research.

a. Pre-Test: Writing Proficiency Level Data

In the first meeting the research held a pre-test done by the students and then the writing proficiency levels of them were determined based on the pre-test scores. Based on Galton's assumption (Wibawa, Mahdiyah, & Afgani, 2016: 3.44 – 3.45), it is said that if the participants of a test (as the research instrument) are more than 30, the high level group is taken 27 % from the highest scores from the total number of participants and the low level group is

also taken 27 % from the lowest scores. The rest of the participants become the middle level.

The total number of the participants in this research is 57. If taken 27 % from the number, the result is 15 - 16 participants. Accordingly, the high level proficiency students are 15 - 16 and so are the low level proficiency students (from the pre-test). The highest score of pre-test is 88 and the lowest score is 46. The following is the data of pre-test scores and the writing proficiency levels:

Table 8
Writing Proficiency Level Data

Writing Proficiency Level	Scores	Number
High Level	76 - 88	14
Middle Level	54 - 75	29
Low Level	46 - 52	14
Total		57

The high level is taken 14 participants because rank 15 has the same score with the four students under his position (4 numbers after: rank 16 – 19)), so it will be too many if the high level has 19 participants. On the other side, the low level is taken 14 participants because rank 43 joins the middle level (from the percentage of 27 % calculation it should be in the low level). It is caused by its

score that is the same as the three ranks before it (rank 40 -42 or three numbers before).

Later in this chapter, based on the writing proficiency levels above, the research will display the achievement analysis of the students after the portfolio assessment program was done, for example: analyzing whether both the high level and low level proficiency students have an improvement in the post-test or not. This analysis in some part is to know the factors why a student has an improvement and why the others do not, especially by investigating how the portfolio assessment program was conducted in class (Hawkins in Benati, 2009; Patten in Benati, 2009).

The pre-test itself contained two instructions for students, which were to make two paragraphs consist of making a paragraph of daily activities and a paragraph of impressive experience. This test was held to know students' ability in writing and to produce scores (Weir, 2005: 1; Rao, 2016) as part of quantitative data in this research. Each of the paragraphs was expected to make in 70 – 100 words in 30 minutes, so the students would spend an hour to finish the test.

For daily activities topic, the students were asked to tell their daily activities every day from the first time they got up from bed until the end of the day. Some students did not finish this task until “going to bed”. For the impressive experience topic, some students just continued the example given in the test with their own stories, some did make different stories from the example.

For the criteria of Wang and Liao (2008), the scores of pre-test show the scores with the average as follows:

Table 9
Pre-Test Scores

Criteria	Average Scores
Focus	68,6
Elaboration/Content	66,9
Organization	65,3
Conventions	64,5
Vocabulary	63,7
TOTAL AVERAGE	65,8

The scores above were resulted from inter-rater correction that was done by the research and the teacher of Grade VIII as the second rater. The scores from both raters were calculated and averaged to find the final scores.

b. Portfolio Assessment Data

This research included a portfolio assessment program which was held in 8 meetings consist of six times writing portfolio assessment and twice feedback. The materials of the assessment were made based on the module of English lesson of Grade VIII entitled *Bahasa Inggris: When English Rings a*

Bell which was published by Kementrian Kebudayaan dan Pendidikan Indonesia in 2017.

Writing portfolio is one of English skills that is claimed to have positive effects on students' performance (Demirel & Duman, 2015: 2639). Based on this previous finding, the research conducted portfolio assessment on writing with the material from Grade VIII English book above.

On the other side, the research conducted writing portfolio assessments six times to apply the portfolio theory that states portfolio is a collection of a person's work to improve his/her writing performance (Lam, 2018: 2; Ibid, 1991: 40 in Kühn & Cavana, 2012; Nicolaidou, 2012). The six times assessments results were compiled in students' folder per each student.

The portfolio assessments did not play role as tests, but as a facility to train English writing for students (Weigle, 2005; Lam, 2018:20; Burner, 2014 in Lam, 2018: 3) in the research. During the program, the research tried to train the students in English writing, rather than to test their ability. By doing so, they did not feel stressed or intimidated and did the portfolio assessments with more enjoyment.

Since this research applied working portfolio (Burner, 2014 in Lam, 2018: 5 – 6), every time the students did portfolio assessmnet, they were not obligated to finish the task completely, but to do the task as best as they could and as much as they could. How far or how well they did the task with the limited time became the job of the raters to give evaluation. By those explanations, overall whether the students finished their story/description asked

in the task or not, was not the main consideration of the evaluation, but how far they could write well based on the criteria of Wang and Liao (2008), because the scoring in this research was based on those criteria.

The scoring is also a part of teacher's job in portfolio assessment (Dudley, 2000; Kim, 2004 in Caldwell, 2007), therefore it should be done in the research. This scoring also played role as feedback (this will be discussed later in Feedback Section) to improve students' writing performance (Lam, 2018: 59).

It was also mentioned in Chapter I that this research implemented a portfolio assessment procedure applied by Srikaew, Tangdhanakanond, and Kanjanawasee (2015: 768) which consists of seven steps; planning, preparation for students, evidence collecting, progress monitoring, improvement of performance, reflection and displaying the works. Accordingly, every time the research did a portfolio assessment, the steps done were:

- a) Planning; the research planned the program at home every time a portfolio assessment was going to be held in the two classes.
- b) Preparation for students; the research prepared everything for the assessment, such as fotocopies of test or assessment, correction results from inter-rater correction, feedback of the previous test/portfolio assessment per each student's work.
- c) Evidence collecting; the research collected students' works every time a portfolio assessment had been done.

- d) Progress monitoring; the research made a table of students' scores wholly and personally (scores per student) to monitor their progress.
- e) Improvement of performance; as the research always gave information of the scoring result and feedback for each work in every meeting, some improvement occurred in the program.
- f) Reflection; the research held twice feedback in two meetings which discussed the feedback and suggestions for each student. They were also allowed to ask questions related to the works they had done and the correction of the mistakes they made.
- g) Displaying the works; the research compiled every student's works in a file folder per name, to be students' artefacts/archives and to be displayed/informed in the feedback sessions.

1) Portfolio Assessment 1: *Opinion about Something*

This first portfolio assessment was about how to express one's opinion about something. Giving opinion is part of argumentative learning and it can be one of students' media to practice English writing as one kind of language assessment (Weir, 2005: 1). In this assessment, the students were asked to see a picture and to give opinion based on the picture in one paragraph with 70 – 100 words in 30 minutes. The following table shows the scores of portfolio assessment 1:

Table 10
Scores of Portfolio Assessment 1

Criteria	Average Scores
Focus	81,7
Elaboration/Content	75,1
Organization	73,7
Conventions	72,4
Vocabulary	72,3
TOTAL AVERAGE	75,1

There was one student did not join this assessment due to his absence in the class. Despite of the fact, this step of research could still be done because the main focus tests of this research were pre-test and post-test (not portfolio assessment 1), so one student's inability to do portfolio assessment 1 could be tolerated in this research.

For the result of the assessment, some students were mistaken by making description text rather than giving opinion as it was asked in the task. In fact it was explained before the task was given that the task was about giving opinion, not describing something. The explanation before giving assessment is suggested by Dudley (2000) and Kim (2004) (in Caldwell, 2007). This explanation was to make students do as best as they could.

Before this assessment was done, the research first show the result of pre-test to the students which was in a per-word-correction form along with the feedback and there were also some suggestions offered related to the work. This step meets the seven steps of portfolio assessment mentioned in the previous section. Then they were asked to return their corrected pre-test work to the research to be kept in a folder. The research also asked the students to observe the correction and feedback, in case there was unclear correction or feedback they wanted to ask.

This action made the students feel more eager to do portfolio assessment 1. It is proven by the better scores they attained in this first portfolio assessment, compared to the pre-test scores. This finding is in line with what Lam (2018: 60) said that feedback can make students absorb more knowledge to improve their work or their writing performance. The research did the same procedure (showing correction and giving feedback) to the next portfolio assessments and the post-test.

The portfolio assessment procedure from Srikaew, Tangdhanakanond, and Kanjanawasee (2015: 768) included feedback in “reflection” which means teacher gives students feedback and students see their mistakes and try to memorize them and are expected not to make the same mistakes in the next writing portfolio assessment. The success of a student to improve their writing performance shows a good reflection.

2). Portfolio Assessment 2: *Making an Invitation Card*

For this assessment, each student was given a pink or a yellow card to make an invitation card based on the example and the content information in the

instruction. The duration was 20 minutes and it was allowed to decorate the card with each student's own imagination based on the topic. This invitation card would be a beautiful artefact that students could memorize well as part of learning to be reviewed later (Lam, 2018: 2).

The participants who did not attend the class were two students. The scores of this assessment were much better than the pre-test as they are described in the next table:

Table 11
Scores of Portfolio Assessment 2

Criteria	Average Scores
Focus	85,7
Elaboration/Content	85,1
Organization	84,2
Conventions	82,9
Vocabulary	82,9
TOTAL AVERAGE	84,1

The increasing scores above might be caused by the easier instruction of the assessment which was to make an invitation like the invitation example given. The language in the invitation was simple, practical, and short that it did not require the students to think hard to arrange sentences in the task.

The increasing scores of portfolio assessment 2 above shows that the assumptions made by Lam (2018: 60) and Srikaew, Tangdhanakanond, and Kanjanawasee (2015: 768) are relevant with this result. Feedback gives positive effect to students' improvement.

3). Portfolio Assessment 3: *Simple News*

This assessment was executed by 55 students. The topic of this assessment was about simple news. To make the students more interested in the news, there was a picture of an artist in it. The students were asked to retell or to paraphrase a simple news about the artist in a paragraph of 70 – 100 words in 30 minutes.

The news itself was short and in Indonesian language. The students should paraphrase it in English. The reason of using Indonesian language news (not English) was that the research expected the students were not “trapped” to make a summary of the news by just copying the vocabulary in the news. It was part of teacher's role as a trainer by giving instruction to paraphrase, not to summarize (Lam, 2018: 20). The task was also part of learning formal written English and how to **communicate in written form** (Burner, 2014 in Lam, 2018: 3). As the news was in Indonesian language, the students should think by themselves how to find the appropriate vocabulary and to arrange good sentences to fulfill the task. Here is the result scores of the assessment:

Table 12
Scores of Portfolio Assessment 3

Criteria	Average Scores
Focus	64,0
Elaboration/Content	60,3
Organization	59,0
Conventions	57,6
Vocabulary	58,2
TOTAL AVERAGE	59,8

From the table it can be seen that the scores of this assessment are worse than the pre-test scores. The task in this assessment is indeed more difficult than the previous assessment.

In this writing task, the students should make a paragraph in past tense since it was about a news. The research learnt that past tense topic were still less taught in Grade VII and VIII, that is why the students seemed to be more inexperienced to write a paragraph in past tense than in present tense like the previous assessment. In spite of that fact, the research had an opinion that past tense topic was necessary to be included in this research since it would be more used in the future when the students reached the next grade of their study. This opinion is in line with the role of the school to help students to develop their

language competence by applying portfolio assessment (Council of Europe, 2000, 2011 in Kün & Cavana, 2012).

The fact shew some students found difficulties to find the appropriate words to arrange sentences. Some students also did not apply the correct usage of past tense, for example they still used Verb 1 to express some sentences that should be in past tense (Verb 2). These findings may not be in line with the previous studies that show the effective use of feedback, but it can be understood, because Grade VIII students still receive less lesson about past tense, even since they were in Grade VII (if seen from the modules of Grade VII and VIII). Due to the fact, they might still find difficulties to absorb the feedback of the topic that was given by the research previously. Besides, the past tense feedback had just been given once in this occasion (in pre-test result), so the students might need more feedback to improve their writing.

4). Portfolio Assessment 4: *Describing Things, People, Animals*

Descriptive text became the task of this portfolio assessment. This assessment had a purpose to make students have self-efficacy in writing by developing a descriptive text based on a picture. It is in accordance with Bandura's theory about the benefit of portfolio assessment (Nicolaidou, 2012).

In the task the students were given three pictures to choose and to be their topic of the descriptive text. The three pictures consisted of a picture of animals, a picture of things, and a picture of people. After the students chose one picture, they should describe it in a short paragraph (70 – 100 words) in 20

minutes. The participant who did not attend was one student. The table of the scores is shown below:

Table 13

Scores of Portfolio Assessment 4

Criteria	Average Scores
Focus	82,0
Elaboration/Content	81,0
Organization	80,4
Conventions	78,7
Vocabulary	79,3
TOTAL AVERAGE	80,2

The scores show that this assessment was easier than portfolio assessment 3 for the students. This assessment required them to write in present tense. Until this step of research (portfolio assessment 4), it can be seen that the students did present tense better than past tense.

From the three optional pictures in the instruction, most of the students chose the picture of animals. It means this picture was easier to describe than the other two pictures for them.

On the other side, the finding in this assessment is similar to the findings in Portfolio Assessment 1 and 2 (which were about present tense): the students

made improvement. This finding leads to another finding in this research that the feedback from the pre-test was useful to improve the students' writing performance. The improvement is in line with the previous finding about portfolio assessment's benefit that is to enhance students' writing performance (Lam, 2018: 1; Demirel & Duman, 2015: 2639). The assessment result also indicates that the students were more used to present tense than past tense, as the material portion of present tense has been given was more than past tense since they were in Grade VII.

5) Portfolio Assessment 5: Recount Text

In this assessment, once again the students were faced with past tense by making a paragraph of recount text of impressive experience in the past. It was the same as the second instruction of pre-test before. The research deliberately used this same type of assessment to make the students more skillful in creating past tense paragraph. It is part of teacher's role to train students (Weigle, 2005; Lam, 2018: 60), in this case by repeating the same topic. The paragraph in the assessment should be in 70 – 100 words and the duration was 30 minutes.

The absent participants in this assessment were two students. When this task was being executed, the research expected the scores would be higher than the previous past tense tasks, since the students had received some correction and feedback about past tense sentences from both raters. The following table describes the scores result:

Table 14
Scores of Portfolio Assessment 5

Criteria	Average Scores
Focus	72,6
Elaboration/Content	71,2
Organization	69,7
Conventions	66,4
Vocabulary	68,7
TOTAL AVERAGE	69,7

It can be seen from the scores above that the students have better scores in doing past tense task in this assessment, compared to the previous past tense tasks. The total average score (69,7) is better than the previous past tense task (*Simple News*) which produced total average score of 59,8.

The students who just continued the sentences from the example were less than those in the previous past tense task in the pre-test. It might be caused by the feedback from the raters that mentioned to be more creative in making sentences; not only following/continuing the sentences in the example given by the research.

The findings above are in line with those in Portfolio Assessment 1, 2, and 4 about students' improvement, which means they are also in line with the findings from Lam (2018: 60) and Srikaew, Tangdhanakanond, and

Kanjanawasee (2015: 768) that state portfolio assessment can improve students' writing performance.

6) Portfolio Assessment 6: *Interpreting a Song*

The number of students who joined this assessment was 55. In this portfolio assessment, the research gave the most difficult task among all tests or portfolio assessments programmed in this research. It was about how to interpret a song. Songs are like poems, they often contain words with connotation, ambiguity, and complexity of meaning. The research included this topic to give students a new language learning experience as part of portfolio assessment (Ibid, 1991: 40 in Kühn & Cavana, 2012).

To make the task simpler and easier, the research took a song that became a favourite song among the students which was produced in early 2019. However it seemed that the students still found difficulties to interpret this song, although it was their favorite one. The scores table below proves the fact:

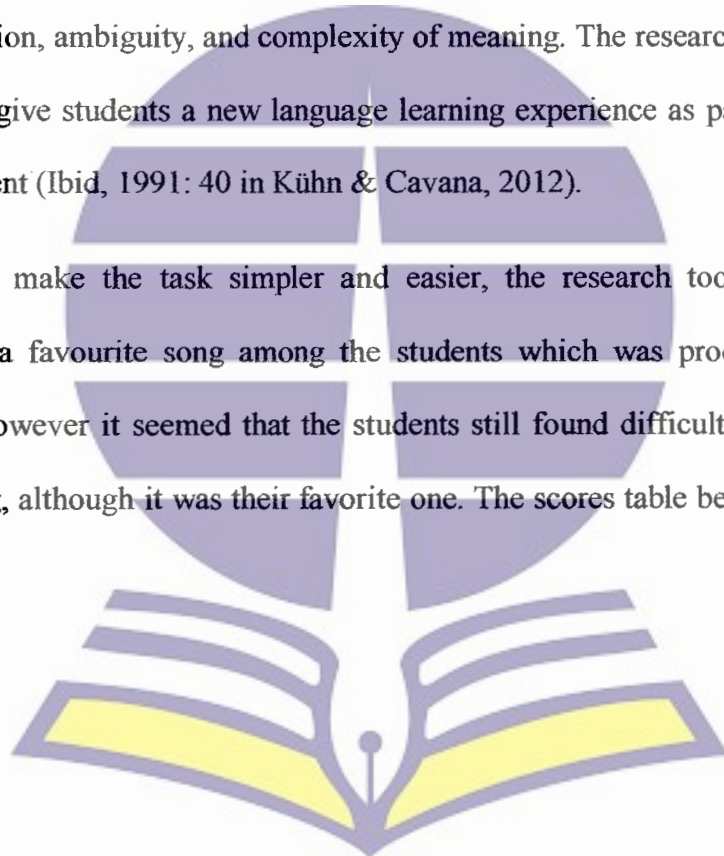


Table 15
Scores of Portfolio Assessment 6

Criteria	Average Scores
Focus	51,9
Elaboration/Content	50,8
Organization	49,4
Conventions	49,3
Vocabulary	49,3
TOTAL AVERAGE	50,1

The scores above prove that this assessment is the most difficult assessment for the students. The total average score is the lowest among all of the scores of portfolio assessments. For the research, it is acceptable since students of Grade VIII commonly have not studied much how to interpret a song or a poem referring to the module they use. Nonetheless it is worthy to try so it can be found out how far the students in this research understood this topic. The assessment result shows that some students understood and could interpret the song.

From the findings in this assesment, it can be said that generally the feedback did not work for the topic of this assessment. It is not in line with the function of feedback proposed by Lam (2018: 20, 60). It means the effective use of feedback proposed by the previous researcher in Chapter II does not

work for Portfolio Assessment 6. It might be caused by the difficult topic of the assessment; it is about interpreting a song that the students had never done before. The language of a song is more complicated for the students to understand than common texts. The research assumes that the students needed more practice and feedback about interpreting songs.

c. Post-Test Data

Post-test was done to reflect accurately students' ability (Weir, 2005: 1) after the portfolio assessment program. It was also for checking students' progress in learning as part of the learning itself (Fulcher & Davidson, 2007: 25). Due to the experts' theories, post-test was necessarily carried on in the portfolio assessment program of this research.

Post-test in this program had the same type of test as pre-test's. It consisted of two instructions which were about hobbies and unpleasant experience. The first instruction was to tell about hobbies; the kind of hobby/hobbies, where to do it, how to do it, with whom to do it, how much the cost was, what equipment to do it, etc. The second instruction was to tell an unpleasant experience which was in past tense. Only a few students who just continued the story from the example sentences. The others had more creative thinking in writing their own stories. The scores of post-test are as follow:

Table 16
Post-Test Scores

Criteria	Average Scores
Focus	78,0
Elaboration/Content	75,6
Organization	73,2
Conventions	69,3
Vocabulary	73,5
TOTAL AVERAGE	73,9

The scores above show that they are better than pre-test scores. It means the students had more understanding in executing their task, compared to pre-test's result that had the same type of test. The improvement of students' writing will be explained more in detail in the next section which is about improvement checklist.

d. Improvement Checklist

The comparison between pre-test scores and post-test scores produce improvement checklist. Not all the participants had improvement in their post-test. The result of post-test will indicate whether the portfolio assessment program held by the research succeeded or not. Since each participant did not have the same improvement and not every participant had improvement, the

research lists them all to see each participant's difference in scores of pre-test and post-test. The List of Improvement Checklist is in Table 17 (Appendix).

From the table it can be figured out that the average score of post-test is better than pre-test's. Another fact shows that not all participants had improvement in the program, but many of them had, which were 41 students. It means the number of students who did not get improvement is 16. To give the detail description, below is the data of the improvement per level of writing proficiency:

Table 18
Number of Students with Improvement and not

Level of Writing Proficiency	Number of students who had improvement	Number of students who did not have improvement
High	10	4
Middle	22	7
Low	9	5
TOTAL	41	16

From the table above it can be calculated that the number of high level students who had improvement is 71,43 %, the middle level students have 75,86 %, and the low level students have 64,29 %. The data indicate that the middle level

students have the highest improvement in percentage, while the low level students have the lowest improvement.

On the other hand, the students who are stable in scores are 2 (the score of pre-test is the same as the post-test's), which means they did not have improvement nor decrease in the research program. For the students who had score decrease, the number is 14.

Based on the scoring rubric by Wang and Liao (2008), the comparison of each criterion between Pre-test and Post-test is described below:

Table 19
Comparison between Pre-Test and Post-Test Scores

Test	Pre-test	Post-test
Content	65,6	75,6
Conventions	62,6	69,3
Focus	68,5	78,0
Organization	63,9	73,2
Vocabulary	68,0	73,5

The bar chart of the above table is described below:

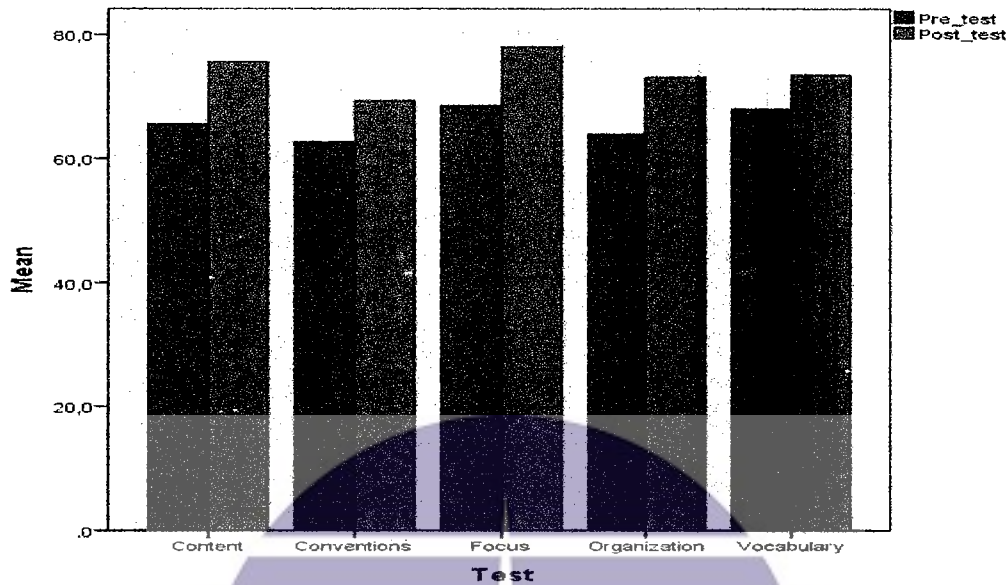


Figure 6
Bar Chart of Pre-test and Post-test in the Research Program

From the findings above, for the 41 students who had improvement, it can be seen that their improvement is in line with what is proposed by Demirel and Duman that portfolio assessment practice has positive effects on writing for students (2015: 2639). It is also supported by Weigle's opinion (2005) that is, by the role of teachers as trainers, students can have a learning improvement process that lead to students' writing development. On the other side, Bandura's theory about portfolio assessment supports this research's findings that states portfolio assessment motivates students to have writing self-efficacy, self-correction and self-evaluation to respond to teacher's feedback, that by those deeds their work could be improved (Nicolaidou, 2012).

Despite the findings above, those statements by the experts above are not in line with the students' results who did not get improvement. Yet it cannot be

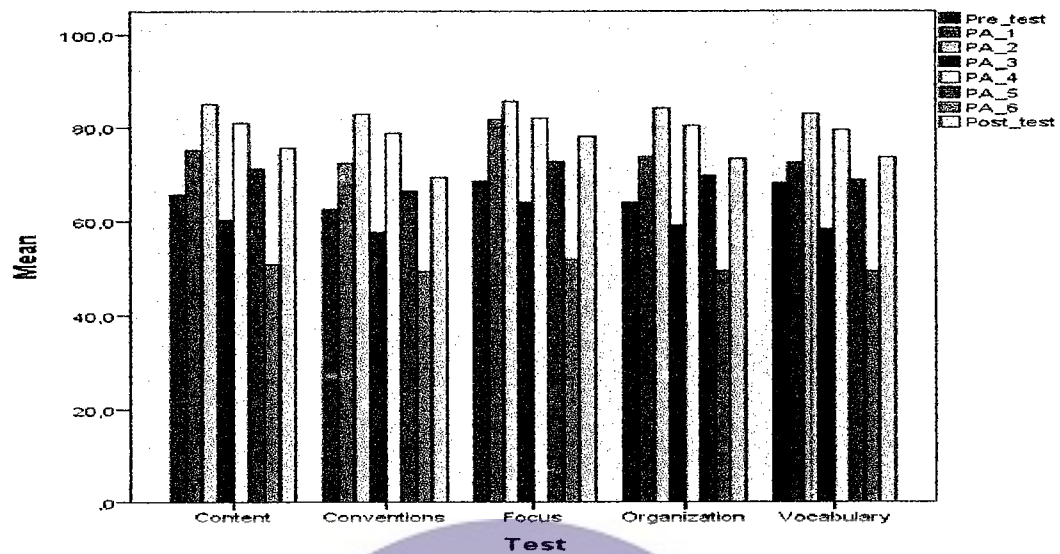
concluded that the theories are not right, the failed improvement might be caused by some factors that are beyond the research's scope of control in the assessment process, that is the students themselves. Later this will be discussed in the part of Qualitative Data of this research (about observation toward the students during the research program).

Portfolio assessment needs a serious involvement from the participants, which means being serious in doing the tests and responding the feedback. If the participants or the students did not take it seriously, the program would not run well. Due to this fact, the theories found in the previous findings would work on them if they took this program seriously.

e. Overall Statistics

The portfolio assessments held in this research have produced some data with basis of scoring rubric of Wang and Liao (2008) which is divided into six portfolio assessments. To give global description of the students' scores dynamics in this program, the following bar chart will show it:





PA: Portfolio Assessment

Figure 7
Students' Scores Dynamics in the Program

2. Qualitative Data

The qualitative data in this study are charts, the ordinal data of writing proficiency levels and words data in students' works, correction, commentaries in feedback, and observation result. The research documented all of them in each folder belongs to each student as part of portfolio assessment activities (Rukmini & Saputri, 2017: 269).

a. Ordinal Data

The categorization in the writing proficiency level mentioned before (in quantitative data) is called ordinal data. The writing proficiency level is divided into three based on pre-test result. To make it clear, here the table of writing proficiency level is reshown:

Table 8
Writing Poficiency Level Data

Writing Proficiency Level	Scores	Number
High Level	76 - 88	14
Middle Level	54 - 75	29
Low Level	46 - 52	14
Total		57

b. Students' works, correction in words, commentaries in feedback, and observation result

From the students' works have been assessed by the raters in this research, it could be found the words data of this study; they are the students' answers in words on their worksheets, correction in words by the raters, commentaries of feedback, and observation result. All of the data from students' worksheets, raters' correction, and feedback commentaries were displayed in class in **feedback sessions in the program**. Therefore in the next discussion of this section, the three data will be discussed altogether in feedback, because the students' answers and words correction can be seen later in the examples of feedback on students' worksheets. For the observation result, it will be shown in the analysis part of this chapter.

In this program, the research held feedback sessions twice. Feedback was important in this program as part of improvement step done by teacher.

Feedback should follow portfolio assessment (Burner, 2014 in Lam, 2018: 5 – 6) and supports teaching and learning improvement in writing in classroom (Lam, 2018: 59).

Although in every correction there was also feedback on the worksheets of the students had been corrected, this overall feedback is useful for the students. These feedback sessions had an aim to give overall feedback for students per each and to discuss the main problems they encountered along the program. By doing so, it was expected that the students could improve their mistakes in their writing performance and could do better in the next tasks.

The kind of feedback given was constructive feedback. This feedback generally consists of four kinds:

- 1) Negative feedback, that is corrective comments about the work has been done by students. By this feedback, students are expected not to repeat the their mistakes in the past.
- 2) Positive feedback, that is affirming comments about the work has been done by students. By this feedback, students are expected to continue their good work in the past.
- 3) Negative feedforward, that is corrective comments about the mistakes should be avoided in the future.
- 4) Positive feedforward, that is affirming comments about the things that will improve students' work in the future.

All the activities in the research program, especially the corrections and feedback, proved that the previous experts' statement about the energy and

time consuming teacher should go through in portfolio assessment is indeed true, as it is proposed by Caldwell (2007). Both activities should be done periodically. Dudley (2000) and Kim (2004) also mentioned the periodical activity of correction in their previous researches as part of portfolio assessment.

Besides those two activities, along the program, the research should explain how to do the assessment to the students as well, every time they were going to do a portfolio assessment. Then the following activity after the assessment in the program also created a fuss: to archive all the students' works and keep them as their artefacts. It is in line with Caldwell's opinion (2007) that states "work organization as part of portfolio program, and the opinion from the ELP (European Language Portfolio) that proposed a portfolio program should keep a personal record which contains examples of work done" (Ibid, 1991: 40 in Kühn & Cavana, 2012).

The work organization which was displayed in class in the feedback sessions of this program was in a form of scores report of each student during the program with some commentaries in it. This report was stucked on the folder cover belonged to each student. It is also called as binder management (Rukmini & Saputri, 2017: 269). On the other hand, this folder contained the collection of students' works as well and they can be called as the "artefacts" or portfolio assessment products of the students. The form of the report is in Figure 3 (Appendix).

Lam (2018: 20) views that portfolio assessment is a writing training, rather than a test. Regarding this opinion, what the research has been done in the

portfolio program can be said as a writing training as well, because the research always gave correction per word to each student's work and feedback. Then by learning the correction and feedback, the students could learn and improve their writing mistakes in the next assessment or test. Along the process the research also always emphasized that the program was not aimed mainly to test the students, but to train them in writing. By this statement, the students did not feel stressed and moreover they felt more interested to train their writing skill.

Corrective feedback applied by this research has actually been proposed by some previous researchers as a useful way to improve students' writing performance (AbuSeileek *et al.* 2014; Dippold, 2009; Recep & Aysel, 2010 in Saeedi & Meihami, 2015: 93). Nonetheless the corrective feedback in this research was more detailed and it was supported by per word correction that proved to be more effective in improving the students' mistakes.

As a description, in each work in the portfolio assessment program, the raters did correction per word and gave suggestions for the right words or sentences, so the students could know exactly their mistakes and tried to remember them that they would never repeat the same mistakes in the next writing task. The following texts documentation will show the examples of correction and feedback activities that were taken from some of the participants' writing works.

This is one example from pre-test work that is about daily activities with the correction and feedback:

Every day I get up at 04.30 a.m. Then I pray for Shubuh. Then I swept^{sweep} the flo^{floor}. And I take a bath at 05.30 a.m. And a[^]fter I bathing^{taking a bath}, I prepared for^{my books to} go to school. And I ate^{eat} breakfast at 06.00 a.m. Then I go to school at 06.30 a.m. After I in^{arrive} at school, I go to my classroom and I waiting~~time~~-for study^{time}. I study in school at 07.30 a.m. And I come back to home at 13.30 a.m.

Suggestions:

- Use present tense for daily activities and pay attention to the verb form (Verb 1).
- Do not use “and” at the beginning of a sentence.

The next is an example of an assessment of pre-test that is about the most impressive experience:

The most impressive experience I have ever had is when I celebrated my 10th birthday. At that time my father gave me a shoes.^(put comma, not full stop) And my mother gave me a bags.^(comma) And my brother gave me a doll. I^{was} very happy in^{at} the moment. My birthday^{was} celebrated in grandma^s house. Many^{people} gave me prizes.

Suggestions:

- Use past tense for telling the most impressive experience.
- Learn more how to use past tense, especially how to use “was, were”.

This example below is a work of student that has a theme of *Opinion about Something*:

The picture shows the event of cow race in Madura. The festival is done ⁱⁿ Madura Regent^{city}. I think the man in the picture is brave because the man is ⁱⁿ the picture ^{has} courage ~~have~~ to ride wild cow^s. I ~~think~~ also ^{think} the man in the picture is handsome and tall. I think the cow^s in the picture ^{are} fat and cute. Iⁿ my ^{point of} view, ~~that cow~~^{those cows} run very fast. I think the witness^{es} ~~are there~~ many. I ~~think~~ also ^{think} the situation there is very.....^{crowded}

Suggestions:

- The underlined words are the examples of utterance of stating opinion.
- Learn more how to differentiate single and plural words (“cow” or “cows”).

The other example here is a work of a student which is about *Simple News*:

The news is about an Indonesian artist, Jessica Mila. She is 21 years old. She ~~willing to up~~^{increased} her weight until 10 kg. She ~~do~~^{did} it because she play^{ed} a role as Rara in “Imperfect: Karir, Cinta, dan Timbangan” film. The ~~trailer~~^{trailer} movie ~~has~~^{was} ~~published~~^{uploaded} ~~when~~^{on} Thursday (19 – 9 – 2019) with duration of ± 40 seconds.

In that trailer, the ~~point view is a moment~~^{setting was} in an office. There ~~is~~^{was} a ~~wome~~^a-~~n~~ⁿ with purple work^{ing} clothes, walk^{ed} elegant^{ly}. Then ~~co~~^a-~~me~~^{me} a ~~wome~~^a-~~n~~ⁿ with long curly hair, follow^{ing} her with two lunch box^{es}. The ~~woman with purple clothes~~^{woman with purple clothes} ~~women~~^{ge}t in first. Then the curly hair ~~wome~~^a-~~n~~ⁿ ~~followed~~^{followed}. ~~And may be will made you confused~~^{it will make you surprised},

Suggestions:

- Learn more how to use past tense, especially how to use the verb (Verb 2), “was”, “were”.
- The **single form** of “women” is “woman”.

For the example below, it is about *Describing Things*:

This picture is about animals ^{which are} chicken^s. ~~It~~ ^{Chicken} is small. It has two leg^s. It can run fast. It is omnivor^{ous}. It can fly. It has feathers. It eats bran. It has paw^{claws}. It has tall^{tail}. It is^{has} beak. It has small^{no} ears. ~~It~~ ^{The cock} has eekscomb.

Suggestions:

- Please, write more to improve your writing performance.
- Pay attention to single and plural forms, and also the right vocabulary.

Then for the following example, it is about *Interpreting a Song*:

The song is about a person who don't^{doesn't} want to talk because he need^s a moment before he go^{es} to save the world. Nobody can understand him nor can keep him safe, so he was^{is} on his own. He begin^s doing ^{something to reach} his goal to see the blood moon.

Suggestions:

- Please, write more to improve your writing performance and to make more explanation about the song.
- The interpretation of the song uses present tense.

B. Analysis

It has been mentioned in Chapter I and II that although portfolio assessment needs teacher's patience, more time and energy, and perseverance, it has some advantages, such as improving students' writing performance and supporting to develop students' English's skills and their characteristics. Since the research focused on writing skill, therefore the portfolio assessment program was expected to be useful in improving the students' writing performance. To know the benefits of portfolio assessment in this research, the analysis of this research was done by applying triangulation of the test instrument used, the documentation of the tests, and the observation during the research program in the school. The following is the analysis of this research:

1. How portfolio assessment can improve students' writing at different writing proficiency levels

In the previous subchapter it has been described in tables that each of writing proficiency level of the participants in this research did have improvement, although each level has different percentage of number of students who had improvement. It is in line with the previous findings about portfolio's benefit on students' improvement (Demirel & Duman, 2015: 2639; Lam, 2018: 2; Ibid, 1991: 40 in Kühn & Cavana, 2012; Nicolaidou, 2012; Weigle, 2005). The highest percentage of improvement is from the middle level, which is 75,86 %, the lowest is from the low level, which is 64,29 %, while the high level is in the middle position of improvement percentage, which is 71,43 %.

The percentage of improvement is calculated from the pre-test and post-test data that were documented during the program. The data have been described in the previous table:

Table 18
Number of Students with Improvement and not

Level of Writing Proficiency	Number of students who had improvement	Number of students who did not have improvement
High	10	4
Middle	22	7
Low	9	5
Total	41	16

At first, in pre-test, all the participants did the test without any preparation or studying before the test. They just did what they should do in the test and some of them might face this kind of test for the first time. Probably some of them had never done writing in a paragraph before, and some of them were not sure what they were doing in the test. It can be seen from the scores that are still under 70 for the average. However after the feedback was given on each of their pre-test works, the students did the test more seriously by trying hard to write better in the next assessments (portfolio assessments and post-test) than in the pre-test. Feedback is indeed very useful in portfolio assessment (Lam, 2018: 59 – 60;

Srikaew, Tangdhanakanond, & Kanjanawasee, 2015: 768; Burner, 2014 in Lam, 2018: 5 – 6). Many scores of theirs got better in post-test. This fact can be seen from the previous table:

Table 19
Comparison between Pre-Test and Post-Test Scores

Test	Pre-test	Post-test
Content	65,6	75,6
Conventions	62,6	69,3
Focus	68,5	78,0
Organization	63,9	73,2
Vocabulary	68,0	73,5

For the correction and feedback on each work, although the research gave time to ask questions about the feedback or to clarify the scores, only a few students (2 -3) who did that. When the research tried to encourage them more to do it, they said it was enough by seeing the correction and feedback on their work. Sometimes the research explained some mistakes and asked them to come forward and to fill in the blanks on the whiteboard as a practice, only a few of them would willingly do it. Observing this fact, the research had an opinion that the feedback on the students' work was enough to inform their mistakes and to encourage them to improve their writing. They were encouraged because they felt their work was appreciated by the raters and they were given attention by receiving feedback, so they were motivated to improve their writing performance.

It is in accordance with the role of teacher as trainer (Weigle, 2005; Lam, 2018:20; Burner, 2014 in Lam, 2018: 3).

From the facts found in the research, it can be figured out the benefits could be taken and felt by each level of writing proficiency, that are:

- 1) **For the low level of proficiency**, this level has the least benefit since the low level students did not use this portfolio program as their chance to improve their English writing performance as much as they could. The only advantage they could get was to have experience of joining writing training in a portfolio assessment form so they would know more about writing, based on the various topics offered in the program. The experience is part of portfolio of assessment practice (Ibid, 1991: 40 in Kühn & Cavana, 2012).

As the level that has the least improvement in number of students, the research analyzed that they had their personal problem in motivation that could be seen from their scores result. Some of the low level students almost did not have any improvement in the program. Their scores even decreased in the post-test. From the observation, the research figured out that they might feel that they did not have to be serious in this research program since the scores did not influence their final scores report in the semester, as it had been told by the research before the program was started. The less personal motivation and less seriousness of the low level students can be seen from their less sentences and their mistakes in their writing. It can be seen in the following documentation of their works.

The first example is from two works belong to one low level student that consist of pre-test and post-test works:

Pre-test

1. Every ^{day} I have breakfast at 04.40 a.m. ~~Then~~ I go to school at 06.40. ~~Then~~ I have the firstbreak (give a space between first and break) at 09.30 a.m. ~~Then~~ I have the secondbreak (give a space between first and break) at 11.30 a.m. Then I pray for dhuhur at 11.35 a.m. ~~Then~~ I ^{go} back to home at 13.30 p.m. ~~Then~~ I have lunch at 13.40 p.m. Then I pray for Ashar at 15.30 p.m. ~~Then~~ I pray for Maghrib.....

2. (no answer)

Suggestions:

- Do not use too many “then” words at the beginning of a sentence. You can replace it with “after that”, or “before” with a different sentence that shows “before” meaning.
- Please, do not hesitate to write any sentence in number 2, so you can practice writing more.

Then for the post test of the student above, it is below:

Post-test

1. My hobby is martial art. I do ^{it every} ~~in the~~ Tuesday and Wednesday at 3.00 p.m. – 5.30 p.m, and I ever ^{got the} champion cup ^{of Number} ~~three and~~(full stop). I ~~collect~~ ^{practice-} ~~tehnik~~ ^{some techniques of} kick, punch, etc. I ~~to join~~ ^{-ever joined} ~~in event-event~~ ^{some other important} events

2. I have an unpleasant ^{experience}, ~~than~~ ^{that} is when I ~~elosh~~ ^{crashed on my} motorcycle. My ~~bike~~ ^{motorcycle} ~~is~~ ^{was} ~~broker~~ ^{broken}

Suggestions:

- Please, be more creative by making more sentences in number 1 and 2.

From the documentation of pre-test and post-test of the student above, it can be seen that the student had low motivation in writing and he/she did not take the assessment seriously by being reluctant to produce more sentences, while he/she still had more time.

Another example is from another low level student's works:

Pre-test

1. Every day I have breakfast at 05.45 a.m. Then I go to school at 06.30 a.m. Then I ^{have the} firstbreak ^(give a space between first and break) at 09.30 a.m. Then I ^{have the} secondbreak ^(give a space between first and break) at 11.30 a.m. Then I pray for dhuhur at 11.35 a.m. Then I ^{go} back ~~to~~ home at 13.30 p.m. Then I have lunch at 13.40 p.m. Then I pray for Ashar at 15.30 p.m. Then I pray for Maghrib at 18.00 p.m. Then I pray ^{for} Isya at 19.30 p.m.

2. (no answer)

Suggestions:

- Do not use too many "then" words at the beginning of a sentence. You can replace it with "after that", or "before" with a different sentence that shows "before" meaning.
- Please, do not hesitate to write any sentence in number 2, so you can practice writing more.

For the next, it is the post test work of the student above:

Post-test

1. My hobby is playing game. Every day I playing game^s at 3.00 p.m. – 5.30 p.m. While playing music, I playing games is^{that} I like.
2. I have an unpleasant^{experience}, that is when I elash^{crashed} a motorcycle. My bike is^{was} broken.

Suggestions:

- Please, be more creative by making more sentences in number 1 and 2.

From the documentation of pre-test and post-test of the second student above, it can be figured out that the student also lacked of motivation in writing and he/she did not take the assessment seriously by producing less sentences, while he/she still had more time.

2) **For the middle level of proficiency**, they are the most who took benefits from this program; they have the highest improvement based on the number of students who had improvement. This finding is in line with the previous findings about portfolio assessment's benefits (Demirel & Duman, 2015: 2639; Lam, 2018: 2; Ibid, 1991: 40 in Kühn & Cavana, 2012; Nicolaidou, 2012; Weigle, 2005).

The advantages they could take were to have the experience of English writing training with various topics (Ibid, 1991: 40 in Kühn & Cavana, 2012), to be monitored and paid attention by the two raters with results of correction and feedback (Nicolaidou, 2012; Lam, 2018: 20, 60), to be encouraged to produce better in writing, to know their real writing performance after receiving feedback (Lam, 2018: 60; Srikaew, Tangdhanakanond, & Kanjanawasee, 2015: 768). By knowing that their writing could be improved, they might like writing more than before.

The research observed and analyzed that at first, the middle level students did not do as best as they could in pre-test because they thought the pre-test work would not be corrected as seriously as it was. This could be seen from their surprised expression when they knew the pre-test was seriously corrected and was given feedback. After they found this fact, they felt more encouraged to do better. They wanted to do the best in the next assessments or test, to test their limit of capability in writing. This fact can be seen in Table 18 before.

- 3) For the **high level of proficiency**, they took benefit not as much as the middle level did; some of their scores decreased in the post-test. From the observation, the research analyzed that this fact was caused by their lower motivation in the end of the program (for those whose scores decreased). It could be seen from their response when the research asked them to write more sentences while they still had much time. They said that it was enough (their writing performance) and they did not want to use the remaining time to produce more sentences. The cause might be the same as the lower

level's cause that is the feeling about this portfolio assessment program that was not necessarily done in a serious way since the scores did not influence the semester final report. The data can also be seen in Table 18.

Actually all the advantages taken by the middle level could also be felt by the high level, but somehow at the end of the program the high level students did not have high spirit as much as the middle had. A benefit they could take was only to have the experience of English writing training with various topics. They were not aware enough to be monitored and paid attention by the two raters with results of correction and feedback. It might be caused by their overconfidence feeling of being part of the best in class and their attitude of underestimating the portfolio assessment program because all the results in it did not influence their final report of the semester. Therefore eventually they were not so encouraged to produce better in writing although they had received feedback.

Nonetheless, for those from the high level proficiency whose scores increased, it means they took benefits from this program as much as the middle level did. Although they had the highest writing proficiency level, they still felt it was important to join this portfolio assessment program seriously to improve their English writing.

2. Problems students encountered at different writing proficiency levels during portfolio assessment implementation

It has been explained before that the low level students had the lowest improvement in this research, it means this level had more problems encountered compared to the other levels. From the research's analysis, it can be said that this level had less confidence than the other levels, as it can be seen from Section 1 above. It might be caused by their weaknesses (the low level) in English they had realized before. This less confidence could be seen from the way they made sentences. It seemed they were afraid to make sentences, whereas the research had told them to make any sentence across their mind and the research also said that correction would be done on whatever sentence made by them, no matter they made many mistakes, in any aspect of English grammar or vocabulary. These low level students made less sentences, some did even make almost no sentence.

Eventhough the research found the facts above, it was also found that five of the low level students could increase their scores to 70 or more (Table 18). It means these low level students became confident enough during the research process that they wanted to make better sentences in their assessments. They felt they could compete with their friends if they tried harder and better.

For the other levels (middle and high) and global investigation, the research found that the problems encountered by the participants based on the criteria of Wang and Liao (2008) are:

a. *Focus*

Focus has the highest score in each test/portfolio assessment in average for all levels. It seems that it was not so hard for the students to keep on the topic they were working on in their writing. Some mistakes happened in *focus* criterion, but it was caused by a misunderstanding from some students about the instructions of the test, whereas the research had explained all the instructions every time a/an test/assessment was going to be executed—as part of teacher’s activities in portfolio (Caldwell, 2007; Dudley, 2000); Kim, 2004). As an example, in the topic of *Making an Invitation Card*, some students made another topic of invitation, whereas the instruction was to use the topic already provided in the assessment. The fact shows that the students could actually focus on the topic they were working on if they understood the topic should be written about. It means *focus* did not become a problem for the students. This finding can be seen in Figure 5 that shows *focus* has the tallest bars in the figure:

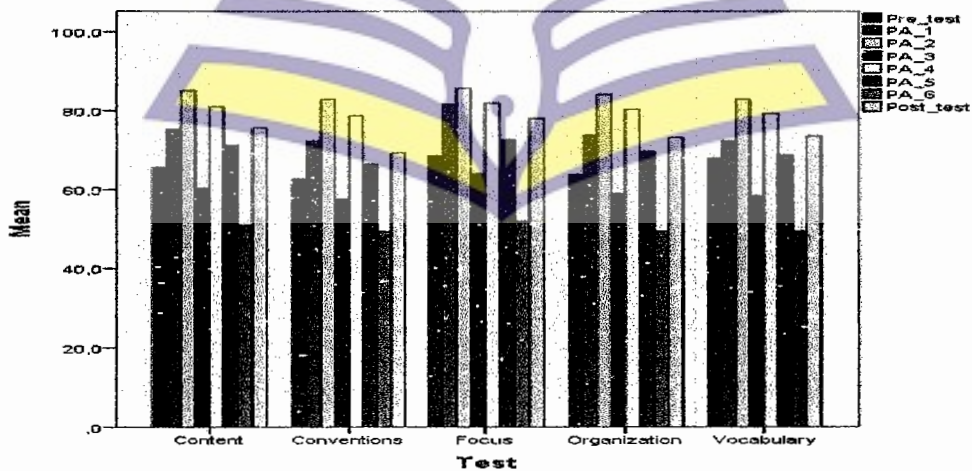


Figure 7
Students' Scores Dynamics in the Program

b. *Elaboration/Content*

Content is about how students use details of writing that match the topic (Chapter I). *Content* is the second highest score in the research result for all levels. It shows that the students in average could make the detail of the topic with their own ideas or imagination. Only a few students did not make the detail of the topic well, and they were the students with low scores of test in the other criteria of scoring (in each test/assessment). Many of the students who made low scores in *conventions* and *vocabulary*, also made low scores in *content*. It means the students who felt hard to make sentences or to use the appropriate vocabulary, also felt hard to make the details of the topic they were working on. This finding could be seen in the following table (as an example):

Table 20
Selected Students' Scores

No.	Name	Scoring Aspects					Total
		Focus	Elaboration/ Content	Organi- zation	Conven- tions	Vocabu- lary	
1	Student 54	50	45	45	50	50	48
2	Student 42	60	50	55	50	55	54
3	Student 3	60	60	60	60	60	60
4	Student 1	90	90	80	70	80	82
5	Student 2	90	90	85	80	85	86

The most difficult content to understand and to tell is the topic of *Interpreting a Song*. It can be seen in Figure 5 above that shows PA 6 (*Interpreting a Song*) has the lowest bars among all criteria of Wang and Liao

(2008). In this assessment the students found difficulties in interpreting words or sentences with ambiguity, connotation, or unfamiliar vocabulary. The complex sentence construction of the song also became another problem for the students. The research intentionally assessed this topic to know how good the students' capability was in understanding English sentences in a song and to give students a new experience in writing (Ibid, 1991: 40 in Kühn & Cavana, 2012).

c. *Organization*

Organization means how the writing work is organized, for example, how it is arranged from the specific to general, or from general to specific; from the main idea to the supporting ideas, or from the supporting ideas to the main ideas. From Table 18 above, it is seen that *organization* is also influenced by *conventions* and *vocabulary*. That is what the research analyzed from the portfolio assessment program. In this research, *organization* is the third position of scores in average (in each test/assessment). It can be observed from Figure 5 above. It indicates that for all levels, *organization* is neither so difficult nor so easy. Only students with low knowledge of *conventions* and *vocabulary* produced failed *organization* in their writing. It can be seen from their less production of sentences or words.

d. *Conventions*

The tests and the assignments in this research instructed the participants to write in present tense or past tense. From the average scores it can be seen that most of them had more obstacles in making past tense sentences. It can be

figured out from Figure 5 that shows PA 3 and PA 5 which are about past tense, that *conventions* has lower bars compared to the other criteria (except for PA 6). It can be understood since English lesson of Grade VIII discusses past tense less than present tense (if seen from the English module). It is even harder for the low level students to do past tense tasks.

When the research asked all the students about past tense, most of them did not know much about past tense. Some of them did not even know what Verb 2 was, whereas it is used in past tense. On the other side, when the research asked about present tense, it was found that most of them knew how to make present tense sentences. This is part of portfolio's activity as a training and part of teacher's role as trainer (Weigle, 2005; Lam, 2018:20; Burner, 2014 in Lam, 2018: 3), in this case it is training of making sentences in past tense and present tense.

The research assumed that there might be some other causes—besides the lack of past tense learning portion—that made the students could not make past tense sentences well. It might be caused by their failed transfer of past tense knowledge in the previous grade, their lack of attention in English lesson, or other causes, and it needs another research to know the causes. The research will not discuss the causes further since it is not in the scope of study of this research.

The past tense topics in the program were *Impressive Experience*, *Simple News*, and *Unpleasant Experience*. The lowest past tense test scores are in *Simple News* topic. Then when the students did the topic of *Unpleasant*

Experience, as the last past tense topic, they got better. It means they learnt from their mistakes and it shows an improvement.

e. *Vocabulary*

Vocabulary follows the content. *Vocabulary* supports the details of the topic. Since all the tests or assessments were done open book, it should have been easy for the students to find the right words for their sentences in dictionary. Unfortunately most of the students did not bring credible dictionary, most of them just brought little dictionary with limited amount of words and limited explanation of words classification (noun, verb, adjective, etc.). Due to this fact, some students could not find the appropriate words for their sentences or used the wrong word classification. Some of them even asked the research some English words they could not find in their dictionary and the research limited only three questions of English words for each student. The vocabulary support by the research is also a practice of “training activity” in portfolio assessment (Weigle, 2005; Lam, 2018:20; Burner, 2014 in Lam, 2018: 3).

Related to the usage of verbs, some students could not differentiate single and plural words, for example: they used V1+s for plural words, they used *it* as the pronoun of a plural word. Some of them could not differentiate how to use pronoun as an object and pronoun as a possession, for example: *them* and *theirs*, *him* and *his*. All the problems described indicate that words classification still needs more practice outside the research for the students. This finding can be seen in Figure 5 that shows *vocabulary* has lower bars compared to the other criteria.

3. Solutions implemented by teacher to solve the problems encountered by students during portfolio assessment program

After having analysis in the previous sections, the research offers solutions for the students related to the problems encountered by them that can be implemented by teachers, they are:

a. Giving frequent feedback to students

Some of the students who became the participants of this research made their scores increase after pre-test. They were encouraged by the detail correction per word and the feedback given by the raters. Feedback supports students in portfolio assessment (Weigle, 2005; Lam, 2018:20, 60; Burner, 2014 in Lam, 2018: 3; Srikaew, Tangdhanakanond, & Kanjanawasee, 2015: 768). They might feel being monitored by the raters so they felt they should appreciate it by doing the next tasks better with their best performance in the assessments. Then in the correction, if it was found that the students made unclear sentences, the raters gave examples of the other alternative sentences to give clearer meaning to the students' sentences.

There are four kinds of constructive feedback given to students in the research, so the portfolio assessments would be more effective to students, they are:

- 1) Negative feedback, that is corrective comments about the work has been done by students. By this feedback, students are expected not to repeat their mistakes in the past.

- 2) Positive feedback, that is affirming comments about the work has been done by students. By this feedback, students are expected to continue their good work in the past.
- 3) Negative feedforward, that is corrective comments about the mistakes should be avoided in the future.
- 4) Positive feedforward, that is affirming comments about the things that will improve students' work in the future.

b. Giving detailed correction and feedback

Detail correction (per word) and feedback would make clearer the steps the students had to do to improve their writing. Corrective feedback is important to enhance students' writing performance (AbuSeileek *et al.* 2014; Dippold, 2009; Recep & Aysel, 2010 in Saeedi & Meihami, 2015: 93). By understanding and memorizing their mistakes and the correction, they would not make the same mistakes or at least they would lessen their mistakes. This is in line with portfolio assessment's benefit that is improving students' writing performance (Demirel & Duman, 2015: 2639; Lam, 2018: 2; Ibid, 1991: 40 in Kühn & Cavana, 2012; Nicolaidou, 2012). This fact was proven by the research in the program as it has been explained in the previous sections.

c. Informing the students what they had developed their writing skills

The research informed the students' writing skill development regularly in the research in every meeting. By informing it, they could measure their own capability by themselves and make strategies to improve it. This skill development information can actually be done by teacher regularly in class, for example once a month or twice a month. By knowing their own writing skill

development, they can always monitor the skill. This was also seen in the program that was implemented in feedback activities. The monitoring activity is part of “training” in portfolio assessment (Weigle, 2005; Lam, 2018:20; Burner, 2014 in Lam, 2018: 3).

