

**THE STUDENTS' ACHIEVEMENT IN ESSAY WRITING BY
PORTFOLIO ASSESSMENT AT THE TENTH GRADE
OF MA AL-HIKMAH BANDAR LAMPUNG
ACADEMIC YEAR OF 2022/2023**

A THESIS

**Submitted as a Partial Fulfillment of the Requirement for S1-
Degree**

By:

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2024 M/1445 H**

ABSTRACT

This study aims to analyze students' achievement in writing essays using portfolio assessment. A portfolio assessment is a collection of student task documentation that shows the achievement of students' writing skills over a specific period. This study focused on three objectives: 1. To find out students' achievement in essay writing using portfolio assessment in tenth grade MA Al-Hikmah Bandar Lampung, 2. To find out teacher problems when teaching essay writing using portfolio assessment in tenth grade MA Al-Hikmah Bandar Lampung.

This research used descriptive qualitative, then to collect data the researcher carried out document analysis in the form of a collection of three tasks from each student in the form of a portfolio and interviews in open end form. There are three steps in conducting this research: data condensation, data presentation, and drawing conclusions.

Students' achievement in writing essays using portfolio assessment increased, this can be seen from the process when students write essays using portfolios. From the results that have been analyzed, students in the first task got a mean score of 70.09% in the "fairly good" category, while in the second task students got a mean score of 76.27% in the "good" category and in the third task students got a mean score of 81.68% in the "good" category. Students are said to experience increased because in the essay writing process they become better at each task. In the aspects of content, organization, vocabulary, language and mechanics, students experience increased achievement and increasingly significant progress on each task. Then, researcher found several problems faced by teachers when teaching essay writing using portfolio assessment, they are: teachers lack experience and teachers do not have special strategies so that students can do their tasks better. Then, teachers are less able to control each student who has difficulty writing, or go around the classroom to ask questions to students one by one. The problem experienced by teachers is that teachers assess student work subjectively without providing notes on each student's work, and teachers are insensitive and teachers cannot meet the skill needs of each student as a whole.

Keywords: Descriptive qualitative, essay writing, portfolio assessment, students' achievement.

DECLARATION

I hereby declare that this thesis entitled "The Students' Achievement in Essay Writing by Portfolio Assessment at the Tenth Grade of MA Al-Hikmah Bandar Lampung" is really my own work. I am fully aware that I have cited several statements, references, and ideas from various sources and that are properly acknowledged in the text.

Bandar Lampung, November 2023

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MOTTO

نَّ وَالْقَلَمِ وَمَا يَسْطُرُونَ¹

“Nun. For the sake of the pen and what they write.”¹
(Q.S. Al-Qalam: 1)



¹ Al-Qur'an kemenag, surat Al-Qalam ayat 1

DEDICATION

This Thesis is dedicated to:

1. I dedicate this thesis to Mr. Suharin and Mrs. Sumarni, as my beloved parents who have always provided prayers, motivation, advice, facilities, and unlimited support for the success of this research. The writer was incredibly grateful and lucky to have parents like you in this life.
2. I dedicate this thesis to Fitri Wulandari as my sister who has given her encouragement, prayers and support.
3. I dedicate this thesis to Mei Popy Gayatri and Ridho Hidayat Fadilah as my younger siblings who have been a support system since my proposal seminar. I hope we all become children who become our parents proud.
4. I dedicate this thesis to Grandma Manisah as my beloved grandmother who has given advice, prayers, and encouragement for me all these years.
5. I dedicate this thesis to my beloved partner, my roommates, my classmates, and graduates of the Department of English Education who give me motivation and support.
6. My beloved almamater and lectures of English Education UIN Raden Intan Lampung. Thanks for helping me in my self-development.
7. Last but not least, me, my self, and I. I wanna thank myself for believing in me, for doing all this hard work, for having no days off, for just being me at all times. Thank you so much for survived this far. Thank you so much for always tried to think positively and never give up. Keep it up!

CURRICULUM VITAE



The name of this researcher is Ajeng Sitoresmi. She was born in Metro on August 14, 2000. She was the second of four children of Suharin and Sumarni. She has an older sister, whose name is Fitri Wulandari. She also has two younger siblings, named Mei Popy Gayatri and Ridho Hidayat Fadilah.

She started her studies at SDN 4 Mesuji and graduated in 2013. After that, she continued to SMPN 2 Mesuji and graduated in 2016. Then, she continued to SMKS Darusy Syafa'ah Kotagajah and graduated in 2019. In the same year, she enrolled as an English Language Education student at the Faculty of Tarbiyah and Teacher Training, UIN Raden Intan Lampung.



ACKNOWLEDGEMENT

First of all, praise to Allah, the Almighty, the Most Merciful, and the Most Beneficent who always gives His blessing and mercy to the researcher during her study to complete this final project. Peace upon the great messenger Prophet Muhammad SAW, his families, companies, and followers until the end of life.

In accomplishing of this thesis, the researcher would like to express her gratitude to:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung with her personnel who has given an opportunity and forbearance to the researcher when on going the study until the accomplishment of this thesis.
2. Ridho Kholid, M.pd the Chairperson of English Education Study Program of UIN Raden Intan Lampung.
3. Yulan Puspita Rini, S.S., M.A the secretary of English Education Study Program of UIN Raden Intan Lampung.
4. Rohmatillah, M. Pd, the Advisor, who has patiently guided and directed the writer until the completion of this thesis well.
5. Satria Adi Pradana, M.Pd, as the Co-Advisor, who has patiently guided, helped, supervision especially in correcting and given countless time for the researcher to finish this thesis as well.
6. All Lecturers of the English Education Study Program of UIN Raden Intan Lampung, who have applied their knowledge, information, and insight whether in formal classroom meetings or through informal occasional one.
7. Mukhtaruddin, S.Pd.I the Headmaster of MA Al-Hikmah Bandar Lampung who gave the researcher permissions to conduct this research and collect the data in the school.
8. Nofviyanti, M.Pd and all teachers of MA Al-Hikmah Bandar Lampung who gave guidance and spirit to the researcher in conducting her research.
9. All students of the tenth grade of MA Al-Hikmah Bandar Lampung in the academic year of 2023/2024, for giving nice participation during the process in conducting research.

10. Her big family, who always give love, motivation and support in completing this thesis.
11. Her best friends Fauziah Pangestika, Vionica Sandra caresta, Siti Mas Roudhoh, Indah Ayu Eka Pratiwi, Putri Anisya Syafitri, Lulu Rumzanah, Asmi Kusmia, Mei Popy Gayatri who always give me support, motivation and some ridiculous advice.
12. All friends in English Education UIN Raden Intan Lampung 2019, especially all of her friends in B class for an amazing four years together.

Finally, it has to be admitted that nobody is perfect and researcher is fully aware that there are still many weaknesses in this thesis. Therefore, the researcher sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis. Furthermore, the researcher expects that the thesis is useful for the researcher particularly and the reader generally, especially for those who are involved in the English teaching profession.



Bandar Lampung, November, 2023
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CHAPTER I

INTRODUCTION

A. Title Confirmation

This thesis are entitled "**The Students' Achievement in Essay Writing by Portfolio Assessment at the Tenth Grade of MA Al-Hikmah Bandar Lampung**", which discuss the analysis of the students' achievement in essay writing by portfolio assessment and analyze the problems by the teachers and students in the teaching and learning process of writing essays.

Achievement is an important indicator in knowing the quality of education, with the results that students have achieved after carrying out learning activities called achievement. According to Tian and Sun, the achievement is the result of student learning based on school curriculum standards.¹ They also said that achievement refers to the activity of evaluating student learning outcomes obtained in school education in accordance with educational objectives, carried out by collecting student tasks.² In other words, achievement is something that has been achieved by students after doing learning activities. This achievement are based on the task of students with three stages of tasks by the teacher to students using portfolio assessments; then from all student tasks it can be known how students perform from one task to the next, especially in writing essays. The achievement goal in this study is for students to be able to write and understand parts of the essay, and how student progress in writing essays is shown by the results of grades on student tasks. The achievement referred to in this study is the result of student tasks that have been assessed by the teacher to determine student achievement in essay writing using portfolio assessment.

¹ Huisheng Tian and Zhichang Sun, *Academic Achievement Assessment* (China: Educational Science Publishing House, 2018), https://doi.org/10.1007/978-3-662-56198-0_2, p.3.

² *Ibid*, p.17

Essay writing has become one of the most important parts of a high school education, and is a great reason to develop students' skills in writing, especially English subjects. According to Marriana and Anna, essay writing is a collection of paragraphs related to a particular topic.³ Besides that, according to Gabi's, an essay there are 250 words, which can be written in approximately forty minutes. Sometimes students make mistakes in expressing their ideas, but they still have to write from the introductory paragraph to the essay.⁴ In general, a word count for a high school essay is about 250 words. Basically, high school essays are mostly one-page documents, consisting of three paragraphs with an introductory paragraph, a body paragraph, and a concluding paragraph, and each takes up one paragraph. Essay writing also has several types for high school, such as argumentative essays, cause-and-effect essays, compare and contrast essays, descriptive essays, expository essays, narrative essays, and persuasive essays. Related to this study, essay writing is a task given by the teacher in the form of writing on a portfolio and has certain parts in it. In this case, students are able to write clearly and structurally according to a predetermined context which is then assessed using portfolio assessment.

Portfolio assessment is a test that shows students' ability to then document and collect evidence of student tasks in the portfolio.⁵ Portfolio assessment can also be interpreted as an ongoing assessment based on a collection of student task documentation that shows the development of student abilities in a certain period. Portfolio assessment in the context of this study is that students are asked to collect their tasks, especially those related to essay writing in the form of a portfolio, namely the first task, the second task, the third task, students and researcher want

³ Ohanyan Marianna and Ohanyan Anna, *Developing Creative Writing* (Yerevan: VMV-PRINT Publishing House, 2015), p.77.

⁴ Duigu Gabi, *Essay Writing for English Tests* (Australia: Academic English Press, 2002), p.13.

⁵ Bärbel Kühn and María Luisa Pérez Cavana, *Perspectives from the European Language Portfolio: Learner Autonomy and Self-Assessment*, Routledge (New York, 2012), p. 128, <https://doi.org/10.4324/9780203809426>.

to see how student achievement is based on grades on the tasks given by the teacher.

B. Background of the Problem

The ability to achieve communicative competence in writing is as major an aspect in language as academic success among students at all levels of the education system. Writing is considered the most important skill that students need to know about their personal abilities and academic success. That's because writing is also an excellent communication tool. Through writing, everyone can convey feelings, ideas, and announcements to others. Student success in writing skills is shown by student achievement in the form of their work when writing in English. Thus, achievement is very important because achievement is an indicator of success in achieving a learning goal. Achievement is the realization or expansion of the potential skills or capacities that a person possesses. The achievement of student learning outcomes can be seen from their behavior, both behavior in the form of mastery, knowledge, thinking skill, and other skills. In other words, achievement is a measure of the amount of academic essence that students learn in a certain period. Each level of teaching has specific standards or goals that educators must teach their students. Achievement is usually assessed through checks and checks on student progress and understanding. Achievement possessed by the student can be interpreted as the success of the students in education, achievement being the thrust that allows a person to achieve what is desired. A person who has good achievements tends to always try to achieve what is the goal, despite experiencing problems and difficulties in achieving it. One of the achievements is the ability of students to write essays.

Essay writing is a complex form of writing that is more than one paragraph so there are fixed components that must be achieved in the writing process as a result. Through essay writing, students can develop ideas more creatively, not monotonously, and they learn to write something more complex and arranged

according to the elements of essay writing. Essays can be a rewarding and challenging type of writing and are often a student's task in class, requiring prior planning and practice, developing their ideas poured into the essay and a bit of creativity from the student, or as homework, and requiring a certain amount of preparation. Many essays are poorly written due to lack of preparation and confidence. By doing regular exercises in essay writing, students can explore or develop vocabulary further and form critical thinking. Writing an essay aims to convince the reader to believe in an opinion or a piece of writing about something, and one medium that can be used in teaching and evaluating writing skills is the use of portfolio assessment.

Portfolio assessment is a developmental process and provides a new perspective on learning for both teachers and students.⁶ One of the benefits of portfolio assessment is that there are opportunities given to learners to get more involved and learners themselves can easily control the level of development of the abilities they have gained. The purpose of portfolio assessment is to appreciate student development, document the learning process, pay attention to work performance, reflect on the ability to take risks and conduct experimentation, increase the effectiveness of the learning process, exchange information between parents of students and other teachers, accelerate the growth of students' positive self-concept, improve self-reflection abilities, and help students formulate goals.⁷ Portfolio assessment is not just a collection of information on student work, nor is it just students' achievement, but also evidence of competence, understanding and students' achievement in competence in certain subjects or fields. With this portfolio assessment, the teacher can provide consideration in determining corrective steps and

⁶ Bryant L Sharon and Timmins A. Andrew, *Portfolio Assessment: Instructional Guide: Using Portfolio Assessment to Enhance Student Learning* (Hongkong: Intitute of Edcation, 2002), http://libdr1.eduhk.hk/pubdata/img00/arch00/link/archive/1/instarh/1921_image.pdf.

⁷ Sukanti, "Pemanfaatan Penilaian Portofolio Dalam Meningkatkan Hasil Belajar Akuntansi," *Jurnal Pendidikan Akuntansi Indonesia* 8, no. 2 (2010): 33–40, <https://doi.org/10.21831/jpai.v8i2.952>.

increasing student learning. Portfolio assessment is used by teachers to archive students' English tasks, especially those related to writing skill. With the use of portfolios assessment teachers can monitor student progress in essay writing. Thus the teacher can monitor whether the latest student essay writing is better than the previous one. However, it is also explained that the use of portfolio assessment by teachers is not yet intensive, because the content of learning English also includes other skills including reading, listening, and speaking. Therefore, the intensity of using the portfolio assessment is set to complete the learning process. The use of a portfolio assessment is an effort to support the process of learning to write in English. That is because the use of portfolio assessment can control the progress of students' achievement in achieving learning goals, especially with regard to essay writing skill. Specifically the use of portfolios in the process of writing essays using English is a useful effort, because it can stimulate students and help students reflect on the extent to which students are capable in the process of writing essays. That is because the process of writing an essay is not easy and requires a short amount of time to achieve good results. Therefore, based on the description above, it is very important to dig deeper or dig into student achievement in writing by using portfolio assessment to find out how student achievement in writing essays using portfolio assessment.

The preliminary research was conducted to determine learning English, especially related to writing skill. The preliminary research was conducted on January 12th, 2023 at MA Al-Hikmah Bandar Lampung. Preliminary research was conducted by interviewing the students and the English teacher. Based on interviews with English students and teacher, basically students and teacher have problems in the learning process of essay writing. This problem is shown by students' obstacles in using inappropriate vocabulary in the essay writing process, besides that students also have difficulty in developing ideas that are in accordance with the topic of the essay they compile. Another problem that students get is the inability of students to

apply grammatical aspects in the essay writing process, so that the quality of student writing is not satisfactory. Based on the results of the interview, it is also known that one of the ways teacher teach students to write essays is to use portfolio assessment. The problems that teacher get when teaching writing using portfolio assessment is its ineffective use and limited time in the learning process. Another problem is that portfolio assessments are not used intensively or not every day using portfolio assessments in the learning evaluation process because there are other types of assessments. In this study, researcher only looked at how student achievement was from the results of student tasks given by the English teacher.

Table 1.1
The students' score of essay writing at the tenth
grade of MA Al-Hikmah Bandar Lampung

No	Students Score	Class				Total	Presentage
		X AI	X B	X C	X AII TAHFID Z		
1.	<70	20	12	17	20	69	62.17%
2.	≥70	11	10	11	10	42	37.83%
Total		31	22	28	30	111	100%

Based on the data above, many students have low scores in essay writing. It can be concluded that students' achievement in writing in the learning process, especially essay writing, is relatively low because some of them score less than the minimum of seventy. In this case, English teacher have used portfolio assessment in evaluating students' essay writing in class, and researcher only took data from student tasks and researcher only analyzed students' achievement obtained when they wrote the first task, and how their achievement from the first task has changed or

not on the second task to the last task based on writing assessment indicators. Therefore, the title of this study is "**Students' Achievement in Essay Writing with Portfolio Assessment at the Tenth Grade of MA Al-Hikmah Bandar Lampung**".

C. Focus and Subfocus

1. Focus

This research are focused on students' achievement in essay writing using portfolio assessment.

2. Sub-focus

The sub-focus of this research are the students' achievement in essay writing which consists of three collections of the students portfolio assessment between the first task, the second task, to the last task, then teacher's problems when teaching essay writing using portfolio assessment.

D. Formulation of the Research

The formulation of the problem in this study is as follows:

1. How is the students' achievement in essay writing using portfolio assessment at the tenth grade of MA Al-Hikmah Bandar Lampung?
2. What are the problems of teacher when teaching essay writing using portfolio assessment at the tenth grade of MA Al-Hikmah Bandar Lampung?

E. Objectives of the Research

Based on the formulation of the problem, this study was conducted to determine the objectives of the research including:

1. To find out the students achievement in essay writing using portfolio assessment at the tenth grade of MA Al-Hikmah Bandar Lampung.

2. To know the teacher problems when teaching essay writing using portfolio assessment at the tenth grade of MA Al-Hikmah Bandar Lampung.

F. Significance of the Research

The research significance is formulated as follows:

1. Theoretically, this research is expected to provide information about the effectiveness of using portfolios in evaluating students' achievement in essay writing.
2. Practically
 - a. For the English teachers

This research is expected to be one of the information for other English teachers to routinely evaluate students' writing skill, especially those related to writing essays by using appropriate evaluation media. One of the right things in evaluating students' writing skill is the use of portfolios, it is hoped that by using portfolios teachers can effectively measure students' achievement in writing essays.

- b. For the students

It is hoped that this research are useful for students to further motivate them in writing practice, especially writing essays using English. In addition, through this research it is hoped that students are able to realize the importance of evaluation and revision in the writing process and the sustainability of the writing process by using a portfolio.

- c. For the researcher

This research is expected to be useful for other researchers as a reference for other researchers who conduct research on the same topic, namely the use of portfolio assessment in learning writing skills, it is hoped

that the results of this study can later be followed up by other researchers with different results.

G. Relevant Research

The originality of this study can be proven that is, the presentation of several other things related to this research. The first previous research is written by Jenny et al. with the title "Portfolio Assessment for an Undergraduate Intermediate Level Writing Class" this study focuses on identify consistent areas of strength and weakness to improve the students' writing. This study attempted in action research to make it more beneficial of which students marked in small group to give feedback on grammar and teachers specified the types of errors that students gave feedback on. The objective of this study is to determine how and to what extent portfolio assessment is useful for improving students' writing.⁸ According to the relevant research that has been described, there are some similarities and differences with the research conducted by researcher. The first research was conducted at the university as a research subject. The difference from this study is the research method, which uses action research. Another difference is that research focuses only on writing and does not focus on essay writing. Then the similarity is that this study also uses portfolio assessment in evaluating writing.

The second related study from Muzzakir with the title "The Students' Achievement in Writing Descriptive Paragraph by Portfolio Assessment at the Second Grader of SMP 2 Makassar". The purpose of this study is to to find out the development of the students' writing descriptive true portfolio at the second grader student of SMPN 2 Makassar. The researcher applied a descriptive research design with three times design. The finding indicated that portfolio method was effective to enhance the

⁸ Jenny H. Pakasi and Jeremy Beal, "Portfolio Assessment for an Undergraduate Intermediate Level Writing Class," *Edusentris* 5, no. 2 (2019): 91, <https://doi.org/10.17509/edusentris.v5i2.297>.

student's mean score of test 1 was 6.3, test 2 was 8 and test 3 was 8.3. The improvement from the test 1 to test 2 was 27% and improvement from the test 3 to test 2 was 3.75%. It showed that the student's writing skills in descriptive paragraph using portfolio.⁹ Furthermore, in the second study, there were differences and similarities. The similarities in this study used descriptive qualitative methods. But the difference is in the object of research, the subject of research, and the place of research.

The third previous research was written by Natin et al., this case study is shown to describe the implementation of portfolio assessment by an English teacher at SMPN in Banyuwangi, especially on the details of learning procedures as well as student portfolios. The application of strategies is used based on the conditions of student needs. English teachers are interviewed three times and the data collected is then analyzed from the portfolio implementation of the English language assessment. The results of this study reveal that portfolio assessments have been applied by English teachers based on the needs of students' assessment and their conditions.¹⁰ The difference in this study is that the application of portfolio assessment is only focused on students' English work without being specified. However, this study uses the same research method, which is qualitative.

The fourth previous study, entitled "The Significance of Portfolio Assessment in EFL Classroom", was conducted by Rezkan Noor Farid, this study focused on to reveal the significance of portfolio in assessing students' achievements. This study is conducted using Ex Post Facto design with Causal Comparative approach. The research is conducted by choosing two classes of 10th grades in MAN 2 Martapura which used

⁹ Muzakkir, "The Students' Achievement in Writing Descriptive Paragraph by Portfolio Assessment at the Second Grader of SMP 2 Makassar" (Universitas Muhammadiyah Makassar, 2018), https://digilibadmin.unismuh.ac.id/upload/18773-Full_Text.pdf.

¹⁰ Bning Puspita Natin, Siti Sundari, and Made Adi Andayani T., "The Implementation of Portfolio Assessment in the English Class at Junior High School," *EFL Education Journal* 8, no. 3 (2021): 126, <https://doi.org/10.19184/ej.v8i3.22904>.

portfolio assessment and traditional assessment. The data are collected through observation and documentation consisting of number of the students, pre-test English score, and the score of final test. The result shows that the difference of assessment process the differences of student's learning achievement between the two classes which use portfolio assessment and the class which use traditional assessment.¹¹ The fourth study has similarities and differences in the research conducted by researcher. The fourth study focused on uncovering the significance of portfolios in assessing student achievement. But there are differences in the object and design of the study used.

The fifth study conducted by Halim et al., The objective of this research are to find out the use of portfolio assessment of writing skill in descriptive text and the challenges faced by the teacher in the use of portfolio assessment of writing skill in descriptive text in SMPN 1 Pagelaran Cianjur. The type of the research is qualitative research with case study method. The data triangulation is used to get the validity of the data. Based on the research finding, the teacher implemented almost all the procedures of portfolio assessment proposed by Brown and Abeywickrama, the teacher designed the purpose of portfolio, the teacher designed the material of portfolio, the teacher designed the time of portfolio, the teacher designed the time for reviewing, the teacher designed the place for portfolio.¹² In this study has differences in variables or research subjects and data collection techniques used in research conducted by researcher.

Based on all the descriptions related to the relevant research, the novelty of this study is to specialize in this type of writing genre by focusing on essay writing. Specifically, through this research, this research explores how the use of portfolio

¹¹ Rezqan Noor Farid, "The Significance of Portfolio Assessment in EFL Classroom," *Lentera: Jurnal Pendidikan* 13, no. 1 (2018): 53–62, <https://doi.org/10.33654/jpl.v13i2.346>.

¹² Iman Abdul Halim, Agustin Hartati, and Zubaedah Wiji Lestari, "The Use of Portfolio Assessment of Writing Skill in Descriptive Text," *JALL (Journal of Applied Linguistics and Literacy)* 3, no. 2 (2019): 75, <https://doi.org/10.25157/jall.v3i2.2420>.

assessment in evaluating students' progress in writing essays from the previous period to the next. In other words, it is important to dig into the progression of students' essay quality from the previous essay to the next by looking at the extent to which they can develop the organization structure of their essay writing through the use of portfolios in assessing essay writing.

H. Research Method

1. Research Design

This research was conducted using qualitative research. According to Creswell, qualitative is in which the research mainly uses postpositive claims for a developed knowledge. That is various meanings from individual experience, meanings that are socially and historically constructed, with developed theories or patterns.¹³ In other words, qualitative research is research that digs deeper into a phenomenon related to actual data that occurs in a thing.

In this case, the research reveals more deeply about the fact of using portfolios as an effort to evaluate students' writing skill. Therefore, students' achievement in writing essays can be revealed more deeply. The research design of this study is descriptive qualitative. Descriptive is something that refers to the process of defining, classifying, or categorizing interesting phenomena. Descriptive research is useful because it can provide important information about the average member of a group.¹⁴ In the other words, qualitative descriptive is a kind of qualitative research design that describes real phenomena in depth. So as to produce data that is clearly described.

¹³ Creswell John, "Research Design Qualitative, Quantitative, and Mixed Methods Approaches" (London: Sage Publications, 2003).

¹⁴ Marczyk Geoffrey, Dematteo David, and Festinger David, *Essentials of Research Design and Methodology*, vol. 69 (Canada: John Wiley & Sons, Inc., 2005), <https://doi.org/10.1210/endo-69-4-673>, p.16.

2. Research Subjects

Subject is an important source of data so that research can achieve its goals. Katherine et al stated that the essence of important information can be provided by research subjects for studies. Subjects are the individuals who are the source of data in the study. The subjects are the adults or children who will receive in the treatment, take survey, or be under the close observation.¹⁵

In this study the research subject is determined based on the research objectives, therefore the research subjects are students who studied English subjects related to essay writing, especially those that are archived through the use of portfolios. Ultimately the study explores the students' achievement in writing essays by portfolios assessment, and teacher's problems when teaching essay writing using portfolios assessment. Therefore, the subjects of this research are the English teacher of the tenth grade and the students of the tenth grade of MA Al-Hikmah Bandar Lampung.

3. Sample

The population is the entire object under study, in the form of people, objects, events, values, and things that happen. According to Ary et al, a population is a larger group in number, a population defined as all members of a class of people, events or objects to be studied.¹⁶ The population in this study was all tenth grade students at MA Al-Hikmah Bandar Lampung.

The sample is part of the population to be investigated, or it can be said that the sample is a small population and this study uses purposive sampling. Purposive

¹⁵ Lodico Marguerite, Spaulding T. Dean, and Voegtli Katherine, *Methods in Educational Research From Theory to Practice*, vol. 7 (America: Jossey-Bass, 1975), <https://doi.org/10.1177/001312457500700301>, p.140.

¹⁶ Donald Ary et al., *Introduction to Research in Education*, eight (Canada: Wadsworth Cengage Learning, n.d.), <https://www.ptonline.com/articles/how-to-get-better-mfi-results>, 148.

sampling is a representative chosen from the population, because researcher has certain considerations in sampling.¹⁷ Besides that, Sugiyono said purposive sampling is a sampling technique that is often used in qualitative research. Purposive sampling is a technique of sampling data sources with certain considerations.¹⁸ In this study, sample selection using purposive sampling is determined based on certain considerations. The teacher in tenth grade teaches four classes, but class X B uses portfolios while other classes use different media when teaching writing. So, the selection of special samples was intended for classes that use portfolio assessment in the process of teaching and learning activities. So in conclusion, the sample in this study is class X B, consisting of 22 students with 12 female and 10 male.

4. Source of Data

There are two sources of data in this research, namely:

- a. Primary data is the type and source of research data obtained directly from the first source. The main sources for this study is the students achievement in essay writing by portfolio assessment at the tenth grade of MA Al-Hikmah Bandar Lampung, and the teacher problems when teaching essay writing using portfolio assessment.
- b. Secondary data are data that obtained or collected by conducting research from existing sources. This data obtained from the literature or previous research reports. Secondary data is an additional supporting source in the research process. Such as books, journals, e-books, and other references related to this research.

¹⁷ *Ibid*, p.156.

¹⁸ Sugiyono, "Metode Penelitian Kuantitatif, Kualitatif, dan R&D" (Bandung: ALFABETA, 2016), p.218-219.

5. Research Instruments

To achieve the objectives of this study, the research instruments are used. The research instrument is a device to obtain information relevant to the research project being carried out.¹⁹ With this, research instruments are used in the form of interviews and document analysis.

Interview is one of the most common qualitative methods. One of the reasons interviews are often used, because they are very effective in providing human opinions for research problems. In addition, conducting and participating in interviews can be a rewarding experience for both participants and interviewers.²⁰ Interviews have long been used in research as a means of obtaining detailed information about a topic or subject. A series of assumptions are involved in the interview and understanding situations that usually consist of two or more people. In connection with this study, interviews were conducted by interviewing tenth grade English teachers to find out the problems in teaching essay writing using portfolio assessment.

The instrument in the form of analysis in this study was arranged based on theoretical foundations, namely interviews were conducted for teachers to find out teacher problems in teaching essay writing using portfolio assessments. In addition, according to Ary, there are two basic types of questions used in instruments: close-ended or fixed alternative and open-ended or free response questions. Closed-ended is used to find out only a few answers, An open-ended question is used when there are a large number of possible answers, the researcher cannot predict all the answers that are descriptions.²¹ In this case, by using open-ended researcher

¹⁹ Wilkinson David and Birmingham Petter, *Using Research Instruments a Guide For Researchers*, vol. 4 (London: Routledge Falmer, 2003), p.3.

²⁰ Mack Natasha et al., *Qualitative Research Methodes: A Data Collector's Field Guide*, vol. 36 (2011: Family Health International, 2005), <https://doi.org/10.1108/eb020803>, p.29.

²¹ Ary et al., *Introduction to Research in Education*, p.391.

get responses in the form of more complex descriptions according to the questions asked. Based on this description, in giving questions can use open-ended to teacher as needed.

Teachers' problems in teaching essay writing using portfolio assessment with interview points are taken based on Weil's theory. Researcher also used instruments to facilitate the process of categorizing data in the form of tables, as follows:

Table 1.2
Teacher problems in teaching essay writing by portfolio assessment

Aspects	Sub-aspects
Teachers' problems	1. Less experienced teachers, but the use of this kind of portfolio includes not only how to evaluate student work but the process of the work that occurs in the classroom and specific strategies to get students to perform better tasks.
	2. Teachers have little control over the type of written material included in portfolio assessments.
	3. Teachers subjectively give lower evaluations to some groups of students, or teachers have pedagogic weaknesses that cause students to focus only on worksheets without developing a mindset on their work.
	4. Teachers are insensitive to the needs and skills of students. ²²

²² Kincheleo Joe and Danny Weil, *Standards and Schooling in the United States: An Encyclopedia*, vol. 39 (United States: Choice Reviews Online, 2002), <https://doi.org/10.5860/choice.39-6566>, p.986.

In addition, document analysis instruments will be used in this study. Document analysis is a systematic procedure required to review or evaluate a document.²³ In this regard, there are analysis efforts after the data collection process is complete, it is important to analyze student essay writing data in portfolio assessment to determine student achievement in essay writing with portfolio assessment in the tenth grade of MA Al-Hikmah Bandar Lampung and teacher problems when teaching essay writing using portfolio assessment.

6. Procedures of Research

The procedures of research are carried out by collected student essay writing using 3 stages of writing tasks given by the teacher to students in the form of a portfolio to determine student achievement in essay writing with portfolio assessment in the tenth grade of MA Al-Hikmah Bandar Lampung, and interviewing English teacher to find out teacher problems when teaching essay writing using portfolio assessments.

In addition, other data collection procedures are performed in the following series:

- a. Researcher asked the teacher to give essay writing tasks to students.
- b. The researcher collects the results of student tasks that have been assessed by the teacher.
- c. After collected the data in the form of essay writing tasks, researcher analyzed all task documents by looking at the progress of the results obtained by each student.
- d. The researcher classified the results of document data analysis based on portfolio reviews to find out how student achievement progressed from the first task, then

²³ Glenn A. Bowe, "Document Analysis as a Qualitative Research Method," *Qualitative Research Journal* 9, no. 2 (2009), doi:10.3316/qrj0902027.

the second task to the third student task based on writing aspects.

- e. Researcher gave several questions to teacher related to problems experienced by teacher when teaching English, especially in essay writing.
- f. Then, a researcher classified the results of interviews conducted with teacher to find out what problems experienced in the teaching and learning process of writing using portfolio assessments.

7. Data Analysis

After the data collection process are complete, it is important to analyze students' essay writing data in the portfolio to find out the students' achievement in essay writing by portfolio assessment at the tenth grade of MA Al-Hikmah Bandar Lampung, and the teacher problems when teaching essay writing using portfolio assessment.

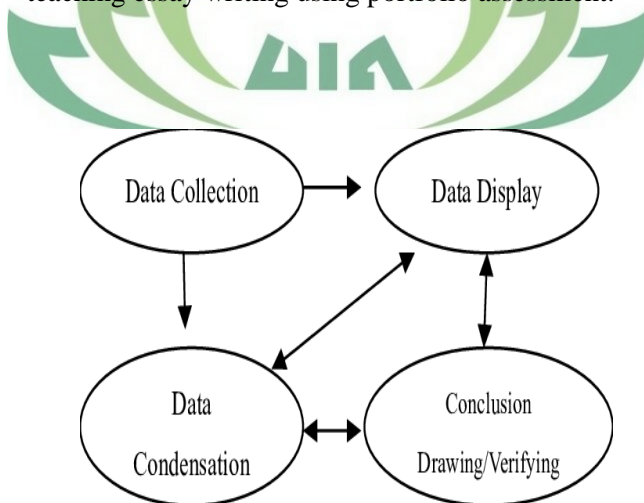


Figure 1.1 Data Analysis Miles and Huberman model

(Source: Miles and Huberman, 2014)

According to Huberman et al., there are three methods in data analysis, namely:²⁴

a. Data Condensation

Data condensation are the data which refers to the process of selecting, focusing, simplifying, abstracting, and informing data that appears in field notes or written transcriptions. In other words, at the data reduction stage, data sorting or classification occurs based on research objectives. In this case, to find out student achievement in writing essays using a portfolio, it is important to sort data by paying attention to student writing documents from the first writing to the next, by monitoring students' writing progress in terms of their ability to develop essay content in each sequence and generic structure or section of the essay. There are three generic essay writing structures, namely introduction, body, and conclusion. An essay introduction is something that stimulates the reader's interest and tells what the purpose of the essay. The last sentence in the introduction is the thesis statement. The specific topic of the essay is mentioned with the thesis statement. The body consists of one or more paragraphs. The sub divisions in the essay are developed by each paragraph. In addition, the last part of essay is conclusion as a summary or review of the main points discussed in the body. In addition, data reduction selection was carried out to sort out the results of data observations related to student achievement in essay writing with portfolio assessment. Then, data selection is carried out by sorting out data from interviews with teacher and students related to teacher problems in teaching the use of portfolio assessment in writing learning.

²⁴ Miles B. Matthew and Huberman Michael, "Qualitative Data Analysis" (London: Sage Publications, 2014), p.10.

b. Data Display

The next data analysis is the presentation of data or data display. This data display is used to compile data information related to research objectives so that the research data can specifically answer or achieve research objectives.²⁵ In this later, it is urgent to present research data clearly regarding the students' achievement in essay writing by portfolio assessment at the tenth grade of MA Al-Hikmah Bandar Lampung, and the teacher problems when teaching essay writing using portfolio assessment.

c. Drawing Conclusion/Verification

After displaying the data, from this study, the research results are concluded to increase the achievement of the research results. To find the study, it is important to examine whether the answer to the purpose of the study.²⁶ In this case, it is urgent to conclude the students' achievement in essay writing by portfolio assessment at the tenth grade of MA Al-Hikmah Bandar Lampung, and the teacher problems when teaching essay writing using portfolio assessment.

8. Trustworthiness of the data

In this study, there was an important thing, namely research verification. Therefore, this study requires validity to find and verify the research. The data collected in this study corresponds to reality. This is evidence that the data collection in this study is valid and responsible data. Ary et al stated there are four techniques to determine the validity of data in this study. They are credibility, transferability, dependability and conformability.²⁷

²⁵ *Ibid.*

²⁶ *Ibid.*

²⁷ Ary et al., *Introduction to Research in Education*, 498.

Credibility in qualitative research concerns the correctness of the investigation findings. Researcher has an obligation to represent the reality of research as accurately as possible and must provide guarantees in the report that this obligation is fulfilled. The term credibility in qualitative is validity that concerns accuracy or truth. A number of methods have been identified to improve credibility (internal validity) of qualitative studies. This method may be categorized according to specific types of evidence: structural substantiation, consensus, referential or interpretive adequacy, theoretical adequacy, and control bias.²⁸

Therefore, in this study evidence is used based on the theoretical adequacy with the theory triangulation strategy. According to Ary et al, theory triangulation is a strategy involved in considering how the phenomenon under study can be explained by theory.²⁹ Given the different theories, the theories used by the researcher are adjusted to those needed in this research.

I. Systematic of Discussion

The systematic discussion is as follows:

CHAPTER 1 : The introduction are about the title confirmation, background of the research, focus and sub-focus, research questions, research objectives, significance of the research, scope and limitations, relevant research, research methods and systematic discussions.

CHAPTER II : Review of Related Literature on consists of frames of theories there are achievement, essay writing, organization structure of essay writing, and portfolio assessment.

²⁸ *Ibid.*

²⁹ *Ibid.*

CHAPTER III : Descriptions of the Research Object consist of general discussion of the object and fact presentation and research data.

CHAPTER IV : Finding and Discussion. Finding consists of Data Condensation, Data Display, and Drawing Conclusion.

CHAPTER V : Conclusion, Suggestion.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Writing

1. The Definition of Writing

Writing becomes one of the most difficult skills to learn especially for students in foreign languages. However, writing is important for students. To achieve this, students need to get enough writing practice. Without practice, it is impossible for students to write well and effectively. Therefore, writing is a complex skill involving various processes and skills that some students may find difficult.¹ With this, it can be interpreted that in the process of writing besides requiring hard work, writing is also a difficult and challenging task for students who can train their thinking skill and develop students' ideas. Besides that writing is used for a variety of purposes and this is often reflected in the format and a work. Hylan stated, writing is one of the essential skills students need to develop as a second language, and the ability to teach writing is essential to the skill set of a trained language teacher.² In this case, English writing skills are important for students to master and develop, because writing is one of the important tools used to communicate and convey ideas, opinions. In learning to write, there needs to be a teacher who is capable or an expert in the field of writing.

Writing as a tool to help students string together words or sentences clearly and in detail on various topics related to interests. The text includes essays, reports, reviews, messages, and emails. Cheryl et al stated writing is a basic lesson in language, grammar, syntax that prepares students for

¹ Peter Westwood, *What Teachers Need to Know about Reading and Writing* (Australia: ACER press, 2008), 57.

² Hylan Ken, *Second Language Writing*, vol. 36 (New York: Cambridge University Press, 2004), <https://doi.org/10.2307/3588251>, 15.

what could also be called academic writing.³ Writing is a difficult subject especially for students. This leads to writing being a mixture of our ideas, vocabulary, and grammar. Besides that, according to Angela writing is a work, just like any other, the only way to start writing or preparing a presentation is to start writing on a related document.⁴ It means writing is a task that students must do to develop abilities and spread ideas, ideas on the students work.

Based on the explanation above, it can be concluded that writing are form of communication that expresses ideas, thoughts, and ideas from the author about something either based on personal experience or knowledge. One of the purposes of writing are as a means of sharing information and knowledge through writing to others. Therefore, writing is one of the important abilities to be possessed by a person. Writing are one of the difficult subjects for students, but students need to master it so that students are able to think critically, develop ideas, and be able to write well.

2. Writing Ability

The ability to use language to express ideas, thoughts, or feelings to others using written language is a writing ability that must be possessed by everyone, especially students. The ability to write has many aspects of its own, any approach and according to the definition of writing ability cannot be thorough and comprehensive by itself.⁵ In other words, the ability to write in the process of a cognitively oriented approach, defined as the ability to start and develop ideas and then use certain revision and editing practices to develop them until mature in a specific context. According to Hylan writing

³ Ball Cheryl and Loewe Drew, *Bad Ideas About Writing*, vol. 89 (United States: Digital Publishing Institute, 2017), p.18.

⁴ Thody Angela, *Writing and Presenting Research* (London: SAGE Publication Inc., 2006), p.60.

⁵ Jyi-yeon Yi, "Defining Writing Ability for Classroom Writing Assessment in High Schools" 13, no. 1 (2009): 53–69.

skills are the ability to communicate ideas and information effectively through a global digital network, relying heavily on good writing skills.⁶ On the one hand, writing ability is a very complex process that involves a variety of cognitive and metacognitive activities. To the best of a writer's ability, writing fluently, coherently, fluently and as widely as possible is the most difficult thing in language. This is something that most native speakers never master.

According to Stephen, the ability to write is a non-monolithic ability, a process that can be possessed by children and even adults who have unique abilities in the whole text, context and content.⁷ It means that students must have ability to express our ideas and thoughts in our writing clearly. It is needed in order the reader can receive the information clearly, so it can be understood by the reader. Writing skills are complex and sometimes difficult to teach. Requires mastery is not only grammatical and rhetorical devices but also conceptual and judgmental element. Besides that, student writing ability is the ability developed through a topic chosen primarily by the teacher. Students also engage in exercises that include aspects of grammar, construction, sentence spelling and punctuation.⁸ It means that writing skills have several aspects that need to be considered and mastered by students so that students can make structured writing and can be easily understood.

Based on the explanation above, writing ability are skills that are usually used to write effectively and concisely. A good writer is someone who can communicate their points to an audience in a way that others can understand. Writing skills are special abilities that help writers pour their thoughts into words or sentences in meaningful forms and interact mentally with the message. Writing skills helping students

⁶ Ken, *Second Language Writing*, p.xiii.

⁷ Stephen B. Kucer, *Dimensions of Literacy*, 4th edition (New York: Routledge Taylor Francis Group, 2004), <https://doi.org/10.4324/9781410611536>, 302.

⁸ Westwood, *What Teachers Need to Know about Reading and Writing*, p.70.

gain independence, completeness, fluency, and creativity in writing. If the learner has mastered this skill, the student can write so that not only can he read what has been written, but the writing can also be understood by others.

3. The Micro- and Macro Skills of Writing

Brown mentions the micro skills involved in writing skills, including:

- a. Produce graphemes and orthographic patterns of English.
- b. Produce writing at an efficient rate of speed to suit the purpose.
- c. Produce an acceptable core of words and use appropriate word order patterns.
- d. Use acceptable grammatical systems (e.g. tense, agreement, pluralization), patterns and rules.
- e. Express a particular meaning in different grammatical forms.
- f. Use cohesive devices in written discourse.
- g. Use the rhetorical forms and conventions of written discourse.
- h. Appropriately accomplish the communicative functions of written texts according to form and purpose.
- i. Convey links and connections between events and communicate such relations main idea, supporting idea, new information, given information, generalization, and exemplification.
- j. Distinguish between literal and implied meanings when writing.
- k. Correctly convey culturally specific, references in the context of the written text.

1. Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.⁹

Based on the above details, micro-skills are skills that students need to understand so that they are able to produce acceptable writing, correct cohesive devices, and the ability to express meaning in different grammatical forms. Macro skills are further skills and strategies that are required for students to be able to convey the meaning they want to communicate in their writing.

4. Rubric of Writing

The rubric of writing used by teachers to provide assessments to determine students' achievement in writing, rubric of writing based on Tribble's theory¹⁰:

Table 2.1

Scoring rubric of writing

1) Content

20-17	Excellent to very good: Excellent to very good treatment of the subject, considerable variety of ideas or argument; independent and through interpretation of the topic; content relevant to the topic; accurate detail.
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⁹ Brown, *LANGUAGE ASSESSMENT Principles and Classroom Practices*, p. 221.

¹⁰ Cristopher Tribble, *Language Teaching Writing*, (Oxford: Oxford University, 1996), p.130

16-12	Good to average: adequate treatment of topic; some variety of ideas or argument; some independent of interpretation of the topic; most content relevant to the topic; reasonably accurate detail.
11-8	Fair to poor: Treatment of the topics is hardly adequate; little variety of ideas or argument; some irrelevant content; lacking detail.
7-5	Very poor: Inadequate treatment of the topic; no variety of ideas or argument; content irrelevant; or very retracted; almost no useful detail
4-0	Inadequate: Fails to address the task with any effectiveness

2) Organization

20-17	Excellent to very good: Fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (coherence); connectives appropriately used (cohesion).
16-12	Good to average: Uneven expression, but main ideas stand out; paragraphing or section organization evident; logically sequenced (coherence); some connectives used (cohesion)
11-8	Fair to poor: Very uneven expression, ideas difficult to follow; paragraphing/organization does not help the reader; logical sequence difficult to follow (coherence); connective largely absent (cohesion)

7-5	Very poor: Lacks fluent expression, ideas very difficult to follow, little sense of paragraphing/organization; no sense of logical sequence (coherence); connectives not used (cohesion)
4-0	Inadequate: Fails to address this of aspect of the task with any effectiveness.

3) Vocabulary

20-17	Excellent to very good: Wide range of vocabulary; accurate word/idiom choice and usage; appropriate selection to match register
16-12	Good to average : adequate range of vocabulary; occasional mistakes word/idiom choice and usage; register not always appropriate
11-8	Fair to poor: limited range of vocabulary; a noticeable number of mistakes in word/idiom choice and usage; register not always appropriate
7-5	Very poor: No range of vocabulary; uncomfortably frequent mistakes in word/idiom choice and usage; no apparent sense of register
4-0	Inadequate: Fails to address this aspect of the task with any effectiveness

4) Language

30-24	Excellent to very good: confident handling of appropriate structures, hardly any errors of agreement, tense, number, word, order, articles, pronouns, prepositions; meaning never
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	obscured
23-18	Good to average: acceptable grammar but problem with more complex structures; mostly appropriate structures; some errors of agreement, tense, number word order, articles, pronouns, prepositions; meaning sometimes obscured
17-10	Fair to poor: insufficient range of structures with control only shown in simple construction; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured
9-6	Very poor: major problems with structures-even simple ones; frequent errors of negation, agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured
5-0	Inadequate: Fails to address this aspect of the task with any effectiveness

5) Mechanics

10-8	Excellent to very good: demonstrates full command of spelling, punctuation, capitalization, and layout.
7-5	Good to average: occasional errors in spelling, punctuation, capitalization, layout.
4-2	Fair to poor: frequent errors in spelling, punctuation, capitalization, and layout.
1-0	Very poor: Fails to address this aspect of the task with any effectiveness.

Noted:	
Content	: 20
Organization	: 20
Vocabulary	: 20
Language	: 30
Mechanics	: 10
Total	: 100

B. Essay Writing

1. The Definition of Essay Writing

An important foundational skill students need to succeed in high school and college is essay writing. Although the types of essays vary depending on the topic of the essay given by the teacher, most essays follow the same basic structure. Besides that, an essay is a topic and main idea written in several groups of paragraphs.¹¹ In the world of education, students are not only asked to read various essays. However, students are also required to write essays. Essays written by students usually consist of several paragraphs with the provisions that exist in essay writing. Although all essays require an introduction, a body paragraph to support an argumentative thesis statement and a conclusion, essay writing can use slightly different formats according to the topic approach. Beside that according to Alexander, writing an essay is not just about getting a few words required to write on paper. However, students should do some things they can to make the essays more interesting so that they will grab the reader's attention.¹² In this case, essay writing has a wide scope, which can be developed by students as creatively as

¹¹ Dorothy E. Zemach and Lisa a. Rumisek, "Academic Writing: From Paragraph to Essay" (Spain: Macmillan Education, 2006), 56.

¹² L.G Alexander, "Essay-and-Letter-Writing" (London: Longman group limited, 1965), p.21.

possible. An essay is not only a few words poured into paper, but also an idea, view and skill that is done so that the essay writing becomes interesting to read.

Writing an essay becomes very difficult when students do not have a strategy. The word "essay", when used as a verb in English, it means "trying". To produce a good essay writing requires serious effort with the best time management and ideas. Inspiration only a small part of the process, the rest requires effort, practice, and understanding of the essay itself. According to Peter, an essay is a broad traditional form: an essay, when invented, is a "test," that is, "trying," "going" something. Some of the best essays are informal, chatty, and associative in structure, but while essays have traditionally had a strong content, in this case, the most important thing is the quality of the essay.¹³ In writing requires an ideal way, such as paying attention to the structure of writing, word sorting and essay writing consisting of several paragraphs that are interesting to read. In the other words, an essay is a prose that addresses a problem at a glance from the author's personal point of view. Generally an essay is prose that presents a personal-subjective understanding of the subject based on the author's personal point of view. In other words, an essay is a written work that contains an opinion or on a real-world topic that attracts the reader's attention. Then the function of essay writing is essays play an important role in helping to increase students' knowledge. After writing an essay, the topic at a level further than before can be understood by students. In the process of filtering, interpreting, and reviewing information, writing skill can be developed and build critical thinking.¹⁴ Thus, the more students do writing exercises, especially writing essays, the

¹³ Peter Elbow, *Writing With Power: Techniques for Mastering the Writing Process* (New York: Oxford University Press, Inc., 1998), p.150.

¹⁴ Carol Hunter, *Planning and Writing University Tasks* (New Zealand: University of Otago, 2009), 6. www.otago.ac.nz/slc.

more critical students think and add new vocabulary that makes students more confident in their writing.

Based on the above, it can be concluded that writing essays needs to be learned and understood by students to get good product results, students are not only good at writing but also understand the parts of the essay paragraphs in accordance with the existing provisions. Thus, students' writing are interesting to read. Essays in addition to developing students' ideas can also increase vocabulary and continue to practice their writing skills.

2. Types of Essay Writing

According to Jhon, essay writing is divided into several types, as follows:

-
- Description
 - Narration
 - Exposition

Exemplification	Comparison or contrast
Process	Definition
Cause and effect	Division-classification
 - Argument
-

Figure 2.1 Pattern of essay writing development

(Source: *College Writing Skills with Readings* by John Langan, 2016)¹⁵

A description is a verbal picture of a person, place, or thing. In narration, a writer tells the story of something that happened. Then in exposition, the writer provides information

¹⁵ John Langan, *College Essay Writing Skill with Readings*, SEVENTH ED (New York: Higher Education, 2016), p. 176.

about and explains a particular subject. Patterns of development within exposition include giving examples (exemplification), detailing a process of doing or making something, analyzing causes and effects, comparing or contrasting, defining a term or concept, and dividing something into parts or classifying it into categories. Finally, in argument, a writer attempts to support a controversial point or to defend a position on which there is a difference of opinion.

3. The Writing Part of Essay

There are several parts or stages that need to be considered when writing an essay. These parts must be present in the essay and be in the order in accordance with the provisions of the essay. Therefore, an essay is one particular topic covered in a collection of paragraphs.¹⁶ In essay writing, there are several essay-forming organizations that are still related to paragraphs. It is necessary to understand the structure of essay writing, the writers need knowledge about what are the important parts contained in essay writing.

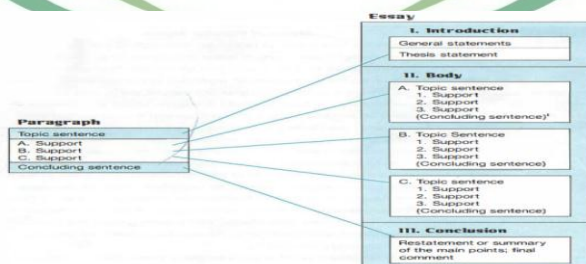


Figure 2.2 Writing part of essay

(Source: *Introduction to Academic Writing* by Alice Oshima, Ann Hogue 2007)¹⁷

¹⁶ Marianna and Anna, *Developing Creative Writing*, p.77.

¹⁷ Oshima Alice and Hogue Ann, *Introduction to Academic Writing*, Third edit (United States: Pearson Education, 2007), p.147.

There are three main parts to essay writing, namely introduction, body, and conclusion.

a. Introductory paragraph

Introductory paragraph is a paragraph that provides information to the reader regarding what the purpose of writing an essay is. In the essay there is an introductory paragraph which aims to state the introductory topic developed by the essay, its use is the same as supporting sentences, namely a paragraph is developed by a topic sentence. The body paragraph is the longest part of the essay, which supports the thesis statement. Furthermore, in the essay there is a closing paragraph, which contains the closing sentence.

b. The body

The body or support paragraph is the paragraph that exists after the introduction. This paragraph contains the thesis statement which provides support or development of ideas in writing. There is a topic and a closing sentence that must be owned by all body (supporting) paragraphs.

c. The conclusion

In the essay there is the last paragraph which is the conclusion of the whole paragraph. The thesis statement and supporting ideas are summarized and developed by a concluding paragraph. The closing paragraph of the essay can be interpreted as the last paragraph.

Based on description above it can be concluded that essay writing must include at least three elements, namely introductory, body, and concluding. To facilitate understanding in writing, essays should be written using a paragraph arrangement mindset. In essay there are three main components, namely the main sentence, developer or explanatory sentences, and affirmative sentences. In the essay there are introductory paragraphs, body paragraphs, and concluding paragraphs.

4. The Process of Building an Essay Writing

According to Alexander, there are several stages in building an essay:

a. Interest writing

Essays are not just about getting the required number of words down on paper. Students should be able to write essays as creatively as possible so that readers will be interested in reading them to the end.

b. Unity

Unity is one of the important factors for connecting sentences made in a paragraph. It can be ensured that each paragraph is interconnected.

c. Balance and Proportions

Maintain proportions, the length of a paragraph will depend on what will be conveyed in writing. Therefore it is important to keep the writing quality to be balance and proportional in writing content based on the appropriate of generic structure.

d. Personal statements

It is forbidden to add statements or make unfavorable comments about the topic you're writing about.

e. Test for Quality

In the every essay writing, there must be problems such as difficulty adding words to the essay. However, if the essay writing is fun, it is very likely that it will be fun to read as well. But it is not always reliable in testing the quality of essay writing.

f. Re-Reading

It is very important to re-read the essay writing work when it has been written.

g. Titles

After the essay is completed, the writers choose an interesting short title.¹⁸

Based on the explanations above, it can be concluded that, in writing an essay requires several processes that must be considered so that the results of essay writing are more interesting to read.

C. Achievements

Achievement refers to the extent to which a learner has achieved goals in their short-term or long-term education. Individual differences in academic performance are highly influential with differences in personality and intelligence. According to Hattie, the form of achievement is an estimate of student outcomes from their own performance, usually formed from student learning experiences. Students also have a fairly accurate understanding of their level of achievement.¹⁹ Achievement is held in the form of a series of tasks that must be done by students by conducting tests. To measure the abilities that have been mastered by students, an achievement test is carried out by the educator. Therefore, achievement is the result obtained by students who have the aim of knowing how much ability students have in mastering the material on which teaching materials are based. In other words, academic achievement is the amount of mastery of the subject matter that students have achieved. Beside that according to Gwen, an important feature of achievement is that the processes carried out are related to the product or work of students in some way.²⁰ Achievement is defined as the result of learning activities, which functionally represent the mastery of student knowledge and skills in the learning. This achievement is

¹⁸ L.G Alexander, "Essay-and-Letter-Writing" (London: Longman group limited, 1965), 21.

¹⁹ John Hattie, *Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement*, *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement* (London: Routledge, 2008), p.43, <https://doi.org/10.4324/9780203887332>.

²⁰ Bradford Gwen, *Achievement* (United States: Oxford University Press, 2016), p.65.

carried out in the form of giving tasks in the form of a product done by students. Along with the development of the education curriculum in Indonesia, student achievement also continues to be improved.

In addition, based on Nanda et al, that achievement as the knowledge attained or skill developed in the school subjects usually determined by test scores or marks assigned by the teachers.²¹ In this case, educators use test or observation methods to measure student academic achievement. In measuring students' achievement, it is necessary to carry out assessments or tests to determine student abilities. In addition, according to Sandra et al., achievement is regarded as one of the most important educational outcomes, which is greatly valued as an indicator of educational performance.²² Thus, educators apply achievement to the academic world which functions to find out how far students understand in the learning process. From achievements in the academic field it becomes easier for educators to monitor the learning process of students, as well as know progress and there is continuous improvement in learning outcomes. Attaining knowledge and developing skills possessed by students in certain subjects at school is the goal of achievement.

Based on the explanation above, it can be concluded that achievement is the result that has been achieved by students in the learning process. Achievement can be done by giving tasks to students that aim to find out how much ability students have in mastering a material, this achievement can be shown as well as how well the understanding obtained by students.

²¹ Hemwati Nandan and Ritu Bhardwaj, "International Journal of Education and Science Research Review the Concept of Academic Achievements," *International Journal of Education and Science Research Review* 1, no. 6 (2014): 93–94, <http://www.ijesrr.org/publication/14/IJESRR V-1-6-17.pdf>.

²² Sandra L. Christenson, Cathy Wylie, and Amy L. Reschly, *Handbook of Research on Student Engagement, Handbook of Research on Student Engagement* (USA: Department of Educational Psychology and Instructional Technology, 2012), 177. <https://doi.org/10.1007/978-1-4614-2018-7>.

D. Assessment

1. Definition of Assessment

Assessment allows educators to measure teaching effectiveness by linking student performance outcomes, these assessments are aimed at specific learning objectives. According to Angelo et al, assessment is an action taken by teachers in the classroom to check how well students are learning from the starting and secondary points of learning, and to provide information about improvements when learning is unsatisfactory.²³ In this case, the assessment has the aim of monitoring the process of student learning development, as well as checking the fulfillment of learning outcomes and providing value for student learning processes and outcomes. According to Dina et al, assessment is the activity of evaluating the extent to which learning and teaching are successful, this assessment focuses on student tasks as well as oriented towards students' strengths rather than their weaknesses.²⁴ Therefore, these assessments usually involve forms other than paper and pencil tests, but portfolios (i.e., writing essays, reports, and other tasks that may already be done) are also often used. Assessment works best when it is continuous (or "continuous"), i.e. done throughout the teaching and learning process rather than just done at the end of the teaching and learning. When assessment is learner-centered, it helps determine if the learner's needs and learning styles have been properly utilized. Proper assessment is also very beneficial for teachers, as it can facilitate self-evaluation of their own pedagogical decisions.

Lee stated that assessment is based on writing subskills which become a simpler arrangement in learning and student performance is acceptable even though students may

²³ Thomas Angelo and K Patricia Cross, *CLASSROOM ASSESSMENT TECHNIQUES*, *KnE Social Sciences*, Second edi (San Fransisco: Jossey-Bass-Publishers, 1993), <https://doi.org/10.18502/kss.v7i6.10614>, 4.

²⁴ Tsagari Dina et al., *Handbook of Assessment for Language Teacher*, vol. 25 (Tale Project, 2018), <https://doi.org/10.1177/0265532208090158>, p.148.

not master all the skills and knowledge thoroughly identified in a particular specification.²⁵ Beside that, assessment is used to determine whether students are allowed to continue all learning programs.²⁶ That is, the existence of assessment is as an evaluation of student performance results and to determine the process and progress in the next learning program. This assessment is an alternative to determine the growth and achievement of student abilities.

Based on explanation above, it can be concluded that assessment is an assessment process carried out during the learning process and is usually used as a basis for improving the student learning process. With assessment for learning, educators can provide feedback on the learning process of students, monitor progress, and determine their learning progress. Assessment can also be used by educators to improve performance in facilitating students. Various forms of formative assessment, such as tasks, presentations, projects, portfolios including quizzes are examples of assessments for the learning process.

2. Types of Assessment:

a. Formative assessment

Formative assessment is a discussion between teachers and students when meeting that discusses how students are progressing in using information from student portfolios.²⁷ In other words, formative assessment is an assessment carried out to obtain information about the learning process that has been carried out. The purpose of the formative assessment is to monitor students' learning

²⁵ Lee McCallum and Christine Coombe, *The Assessment of L2 Written English across the MENA Region: A Synthesis of Practice* (United States: palgrave macmillan, 2020), <https://doi.org/10.1007/978-3-030-53254-3>, p.32.

²⁶ Jan Van Tartwijk and Erik W. Driessen, *Portfolios for Assessment and Learning*, vol. 31 (United States: Association for Medical Education in Europe, 2009), <https://doi.org/10.1080/01421590903139201>, p.16.

²⁷ *Ibid*, p.19.

progress as well as to provide ongoing feedback that instructors can use to improve their learning.

b. **Summative assessment**

Summative assessments are important to ensure that portfolio learning can maintain its status alongside the subjects assessed.²⁸ This summative assessment is carried out at the end of each unit of time. Summative assessments include more than one subject matter intended to determine the extent to which students have been able to move from one learning to the next.

Based on description above it can be conclude, a formative assessment is an assessment carried out during the learning process, the purpose of this formative assessment is to determine the development of student mastery of a unit, chapter, and competency being studied. While summative assessment is an assessment carried out at the end of learning, summative assessment aims to determine student learning achievements in learning a unit, chapter, and competency that has ended.

E. Portfolio Assessment

1. The Definition of Portfolio Assessment

A portfolio assessment is used to collect systematically compiled student work that shows the effort, process, results, and learning progress that students make over time. In addition, portfolio assessment is an assessment to show the best and professional performance through the compilation of work that has been developed over time.²⁹ A portfolio assessment is a systematic collection of a person's work. In education, a portfolio refers to a systematic

²⁸ *Ibid*, p.1.

²⁹ Lam Ricky, *Portfolio Assessment for the Teaching and Learning of Writing*, *Australian Review of Applied Linguistics*, vol. 43 (Hongkong: SpringerBriefs in Education, 2020), p. 2, <https://doi.org/10.1075/ara1.19025.bak>.

collection student work.³⁰ In this case, teachers use portfolio assessments to ask students to put together work products that show growth over a period of time. On the other hand, portfolio assessment is kind of assessment that has been develop and used for a number of different purposes: summative description, certification or selection.³¹

Portfolio assessment is on-going process, which learners produced tangible evidence of their learning. It consists of learner's work collection in which it would assess students' performance, ability, progress, and learning process based on a marking standard in order to decide students' performance or a study program.³² Portfolio assessment can be used as evidence of the performance of students that they have achieved so far. At this stage, the portfolio acts as tangible evidence of the student's achievements, where the evidence can be demonstrated and can be safely stored. According to Keith, portfolio assessment is based on the creation of a collection of artifacts to illustrate growth and progress, so the introduction of the collection system will provide support and enthusiasm for each project that students undertake.³³ It means that the portfolio is used as a tool to create a product and is used to track the growth and progress of students.

Based on the explanation above, it can be concluded that portfolio assessment is a collection of student work results and an assessment of a series of student work documentation that is arranged systematically to prove the efforts, processes and learning outcomes as well as progress

³⁰ Popham James, *Classroom Assessment: What Teachers Need to Know (Second Edition)*, *Journal of Educational Measurement*, vol. 39, 2002, <https://doi.org/10.1111/j.1745-3984.2002.tb01136.x>, p. 220.

³¹ Scott David, *Curriculum and Assessment*, vol. 1 (London: Ablex Publishing, 2001), <https://doi.org/10.4324/9780203816318-9>, p.3.

³² Department of Higher Education JPG, *Alternative Assessment in Higher Education: A Pratical Guide to Assessing Learning* (Malaysia: Minnistry of Higher Education Malaysia, 2010), p.42.

³³ Keith Lustig, *Portfolio Assessment: A Handbook for Middle Level Teachers* (United States: National Middle School Association, 1996), p.47.

made by students within a certain period of time. Then portfolio assessments also have the benefit of being used to look at the growth and development of students' abilities over time based on feedback and self-reflection, helping teachers conduct assessments fairly, objectively, transparently and accountably without compromising student creativity in the classroom. In short, a portfolio is a collection of student work that can be used to assess student achievement in a particular area of learning.

2. The Advantages and Disadvantages of Portfolio Assessment

Portfolio assessment has advantages and disadvantages in the learning process, including:

a. Advantages of Using Portfolio Assessment

- 1) Portfolio assessments can be included in regular classwork activities;
- 2) Learners are actively involved in the learning process.
- 3) Better student teacher communication
- 4) Increasing insight for teachers about the process of developing students,
- 5) A more systematic/accurate assessment due to the large amount of potential assessment material.³⁴

Based on the above, it can be concluded that a well-packaged portfolio assessment can provide benefits. Some of the benefits of portfolio assessment are that teachers can assess student progress, teachers and guardians can communicate about student work, students can discover their talents and abilities, and this assessment can improve student and teacher interaction to achieve goals.

³⁴ Dina et al., *Handbook of Assessment for Language Teacher*, p.176.

b. Disadvantages of Using Portfolio Assessment

- 1) Time needed for the learner to compile the files into portfolio assessment.
- 2) Time and effort are needed for learning
- 3) Discipline is necessary to systematically set aside time for concentration and meticulous work on the portfolio assessment.³⁵

To overcome problems as described above, it is necessary to have exercises that are carried out regularly so that students are better able to develop their ideas into writing, especially essays using portfolios. With regular practice, students are more accustomed to writing so it doesn't take long to compile and complete tasks and provide assessments for their portfolio tasks. In addition, discipline are needed so that student work can be carried out systematically and have good concentration and accuracy in completing tasks which are then assessed using portfolio assessment.

3. Teacher problems in teaching writing using portfolio assessment.

According to Weil there are several problems teachers have in the process of teaching writing using portfolio assessments, including:

- a. Less experienced teachers, but the use of this kind of portfolio includes not only how to evaluate student work but the process of the work that occurs in the classroom and specific strategies to get students to perform better tasks.
- b. Teachers have little control over the type of written material included in portfolio assessments.

³⁵ *Ibid*

- c. Teachers subjectively give lower evaluations to some groups of students, or teachers have pedagogic weaknesses that cause students to focus only on worksheets without developing a mindset on their work.
- d. Teachers are insensitive to the needs and skills of students.³⁶

Based on the above, it can be concluded that sometimes teachers have some problems in using portfolios as assessments. Therefore, teachers should focus more on developing the quality of teaching and understanding all aspects of assessment. With improved quality of understanding, teachers can control all material delivered to students and help students to be able to further develop a mindset and teachers can be more sensitive to student needs and skills.

Based on all the description, it can be concluded that portfolio-based assessment can be used as evidence of student performance that they have achieved so far. Portfolio assessments act as tangible evidence of student achievement, where such evidence can be clearly demonstrated and can be safely stored. In other words, portfolio assessment is also used to monitor the development of learners' knowledge, skills and attitudes in a subject. In essence, both in the context of education and work, a portfolio becomes a person's track record in mastering a skill. In this study, portfolio assessment was carried out by giving three stages of tasks to students which would then be collected in the form of a portfolio.

³⁶ Joe and Weil, *Standards and Schooling in the United States: An Encyclopedia*, p.987.

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