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THE DEVELOPMENT OF PORTFOLIO ASSESSMENT FOR LEARNING FRENCH IN SENIOR HIGH SCHOOLS (SMA)

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Abstract

Portfolio assessment has a significant role in learning French for Senior High School students as it refers to the 2013 curriculum. However, up until now, there has been no book-shaped portfolio assessment that French teachers can utilize. This article presents the results from the first year of ongoing development research aiming to determine the portfolio model required by Senior High School French teachers. Quantitative data were collected from 26 teachers via questionnaires in google forms and analyzed using simple descriptive statistics. The results of the analysis showed that Senior High School French teachers need a portfolio assessment model for each semester that contain students' identification, assignments that assess students' core and basic competencies, assessment standards, guidelines for student self-evaluation, and awards related to French.

Keywords: portfolio assessment, Senior High School, French learning, research and development

In a learning process, an evaluation needs to be conducted by the teacher (Tagliante, 1991:5). Why is it like that? Because evaluation is useful for teachers and students. For teachers, evaluation can give an idea of whether the material can be absorbed and understood by students, and for students, it is useful to know whether they have understood the material so that they can achieve learning goals.

Evaluation can be done orally or written. The initial evaluation is usually carried out at the beginning of the meeting, to find out students' prior knowledge. There is also an evaluation carried out in the middle of the learning process, which is usually called a mid-term test, and an evaluation at the end of the learning process called a final semester test.

Usually, tests carried out either at the beginning, middle, or end of the semester emphasize the students' cognitive mastery. Due to this, the teacher does not develop mastery of other domains such as the affective and psychomotor domains. Why is that? This is because assessing of the affective and psychomotor domains is considered less useful and requires a lot of time and varied activities (Kunandar, 2014: 16). This is the situation in which the teaching and learning of French in Senior High School in Indonesia finds itself.

Indeed, the assessments usually carried out so far only provide information to students and parents about the results. Meanwhile, the student learning process is not well-explained to the parents. What they can see is only the score obtained by the student and whether the score has reached the KKM (Minimum Completeness Criteria) or not. Parents do not know how their children

achieved their grade. Based on this phenomenon, it is essential to know the process of achieving the score. Hence, there is a need for the research team to develop an assessment model that can provide information for students and parents about the students' achievements and how the learning process took place by attaching evidence of students' progress in the form of portfolio assessment.

The information in this assessment tool can be used by parents to assist their children encountering any difficulties in their learning. In portfolio assessment, there is a process that students go through, and an assessment rubric that can be read and studied by students and their parents. Hence, if the scores they get are not perfect yet, parents can check the rubric on the things that their children need to improve. Considering this, portfolio assessment is very important and influential in learning.

Portfolio assessment is an assessment tool that consists of students' work which is arranged systematically for the purpose of assessing student performance or achievement in relation to the learning outcomes of the curriculum. The fact that it can be used for formative assessment, summative assessment, or both, makes it a flexible and robust assessment method. Additionally, it is increasingly cited as a viable alternative to standardized testing which is seen as ineffective in providing teachers with a full picture of students' learning ability.

As a matter of fact, portfolios have been used by students of fine arts and architecture for many years to display the selection of their work to demonstrate their competencies and accomplishments. In this regard, Lam (2018: 2) noted: "The basic idea of a portfolio assessment is to showcase a professional's best performance through the compilation of work". Meanwhile, Majid (2014: 281) pointed out that a portfolio can be used as evidence that can show to the teachers and parents on the students' efforts in learning and in carrying out and working on assignments given by the teacher at a certain time. Portfolio assessment, conducted in a systematic and logical manner, allows teachers to assess students learning ability comprehensively, objectively, accurately, and using the authentic evidence that students own (Jailani, 2012). More specifically, the use of a portfolio assessment can help teachers to pay attention to the student's development, diagnose learning difficulties experienced by students, find out the students' needs, interests, etc.

This practice in assessing students' achievement is in line with the statement made by Nasution & Suryanto (2008) which highlight the need for assessments to not only focus on the learning outcomes, but also the learning process. In relation to this, Hosseini and Ghabanchi (2014) suggest that one alternative assessment that can be used to show students' activities and various learning strategies is portfolio assessment. Thus, it will not only help teachers who can see the development of students but also the parents.

In terms of the specific skills that portfolio assessment can be used to measure, based on Jatiningtyas's (2009) research results, it is concluded that a portfolio assessment instrument can be used not only to assess but also to enhance students' creative thinking skills. Its use can also create a more attractive learning atmosphere for the students. Meanwhile, the findings from Sharifi and Hassaskhah's (2011) study which investigates the effects of using portfolio assessment technique and reflection activities on students' writings and process writings, indicated that the use of portfolios helps to enhance students' reflective skills and to develop a sense of responsibility for their own professional development. According to these two researchers, a possible reason why the students in their study reported that portfolios helped them enhanced these two skills could be due to the amount of support and guidance students felt they received with their portfolio use.

Using academic portfolio assessment according to the University of Southern Maine, USA website (usm.maine.edu) is as follows: 1) demonstrate how students' learning aligns with a specific course, 2) reflect critically on how their learning has prepared them for future challenges, and 3) provide documentation of their learning experiences. It is also stated that this portfolio often takes the form of independent writing projects.

One of the characteristics of portfolio assessment is its authenticity. Reviewing the use of various types of authentic assessment in language learning, Zahrok (2009) concludes that the use of an authentic assessment, be it performance assessment, portfolio assessment or self-assessment, can improve the quality of learning that is beneficial to students. It is assumed that this type of assessment can stimulate students to respond actively to language learning activities and provide challenges for students to express understanding and its application in real life. In support of this observation, Erdogan and Yordabakan (2012: 4) state: "Portfolios are considered to be useful and they can be used at any level, from primary to tertiary education." The results of their studies confirmed that portfolio assessment can be used at all levels of education, including high school students.

Besides, Boumediene, Berrahal, and Harji (2016) asserted that portfolio assessment is proved to be a successful instructional strategy and evaluation method. As such, they recommended that portfolio assessment is to be used as a complimentary assessment technique to traditional test since opportunities ought to be given to our learners to practice reflection during classroom time. Considering all these aspects, it is our opinion that portfolio assessment is applicable in SMA and that its use is beneficial to our students. However, this method of assessment is not yet available for learning French at SMA in Indonesia. It is therefore necessary for us to develop a portfolio assessment model that would fit our context. Thus, the study undertaken is for this purpose.

Based on the background described, the problems that can be identified with French learning in Senior High School (SMA) in Indonesia are as follows: (1) The assessment of French learning outcomes in SMA is not optimal yet. (2) The assessment of French learning outcomes in SMA focuses primarily on cognitive aspects while the other two aspects have not been worked out yet, namely affective and psychomotor aspects. (3) A portfolio assessment can be used to monitor cognitive, affective, and psychomotor aspects.

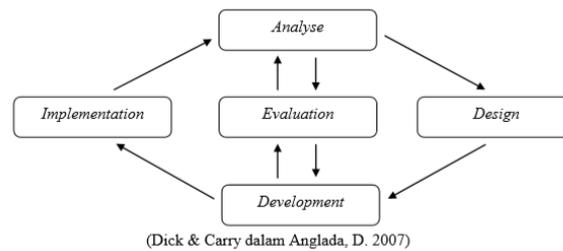
With an aim to determine the portfolio model required by SMA French teachers, this study seeks to answer the following questions: 1) What do teachers think about portfolio assessment? 2) Is it necessary to develop a portfolio assessment for learning French in SMA? 3) What is the design (prototype) of the portfolio assessment for learning French in SMA?

The research undertaken is divided into three stages: the first year is used to analyze the situation or to conduct needs analysis for a portfolio assessment model for French learners in SMA, the second year, to develop a portfolio assessment model for French learners in SMA in the form of a prototype, while the third year, to conduct a limited trial of the prototype at schools to get an idea on the effectiveness of the prototype before producing a portfolio assessment for French learners in SMA. The present article reported the results from the first year of the ongoing research.

The results are expected to be useful for French teachers, Senior High School students, parents, school administrators, and readers interested in research concerning evaluation or assessment in French learning.

METHOD

This research employed the Research and Development (R&D) method. The theory used to develop the portfolio assessment was the ADDIE model, namely Analyze, Design, Development, Implementation, and Evaluation. The diagram below illustrates the processes in the ADDIE model:



In this research, the steps are divided into 3 stages as follows:

Table 1. Research Steps

No	Activities	Information
1	Prototype design potentials and problems	This activity aims to identify problems related to portfolio assessment for Senior High School French learners which will then followed by the designing of a prototype.
2	Data collection for expert validation in limited trials	After finishing a prototype, expert validation and limited trials will be carried out.
3	Wide implementation and mass production	After finishing the limited trial and revision, then the production will be carried out.

In order to find out whether Senior High School French teachers require portfolio assessment, a pilot study was conducted. Telephone interviews were conducted with 5 French teachers of SMA. Of these 5 teachers, only two of them mentioned that they have the experience of using portfolio assessment. Nevertheless, when the researchers asked if there is a need for portfolio assessment, they all answered positively. Thus, from the initial interview, it was determined that there is a need for the development of portfolio assessment model.

Following this, several questions were posed in relation to the potential portfolio assessment model. Among these questions were: What is the content of the portfolio assessment model? What is the shape like? Are all students' work included in it? Or only part of it? These questions are in line with the aims of the activities undertaken in the first stage of the ongoing research.

The instrument used for data collection in this study was a questionnaire developed by the research team based on the theory adopted. The questionnaire which was in the form of a Google form comprised 2 parts. The first part of the questionnaire was basically intended to obtain the background information of the teachers such as their name, telephone number, email address and type of school where they are teaching. The second part consisted 25 statements asking for level of agreement based on five-point Likert Scale, namely SS (Strongly Agree), S (Agree), N (Neutral), TS (Disagree), and STS (Strongly Disagree). The questionnaire was mainly used to discover the teachers' general perceptions about the need for portfolio assessment for French learning in SMA, how the portfolio assessment model should look like (shape, content, etc), how it is going to be utilised and implemented. Table 2 below shows the 5 statement categories with the statement number (the questionnaire is attached).

Table 2. Contents of Questionnaire Statement

No	Statement Category	Statement Number
1	Contents of the portfolio assessment model	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 13, 14, 15, 16, 19, 20
2	Students' identification or personal information	11, 12
3	Self-evaluation of students	17, 18
4	Preparation for the use of the portfolio assessment model	21, 22, 23
5	Portfolio assessment form	24,25

RESULTS AND DISCUSSION

The questionnaires were distributed to the French teachers of SMA in Jakarta (15), Central Java (7), and West Java (4). These teachers are from State and Private Senior High Schools (SMA) and State and Private Vocational High Schools (SMK). A total of 26 teachers completed the questionnaire. Figure 1 below shows the distribution of the teachers according to the types of the school where they are teaching. There were 21 Senior High School (SMA) teachers and 5 Vocational High School (SMK) teachers



Figure 1 Number of SMA and SMK Teachers responding to the questionnaire

French teachers who participated in this research are teachers teaching in state and private schools. In terms of teachers from Senior High School, there were 14 State Senior High School teachers and 7 Private Senior High School teachers while for Vocational High School, there were 2 teachers from State Vocational High School, and 3 teachers from Private Vocational High School.

Description of Questionnaire Results

The following sub-section present the results of the 25 statements in the questionnaire.

Statement number 1 is regarding the need to have portfolio assessment as one of the assessment methods of French learners in SMA, in addition to Middle Test (UTS), Final Test (UAS), and daily tests. A total of 44.4% of the teachers strongly agreed, and 51.9% of the teachers agreed with the statement.

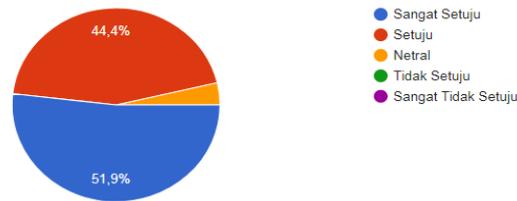


Figure 2 Statement Number 1

Statement number 2 is concerning the implementation of portfolio assessment, that is to discuss it with both teachers and students before it is implemented. As many as 37% of the teachers strongly agreed, and 55.6% of the teachers agreed with the statement.

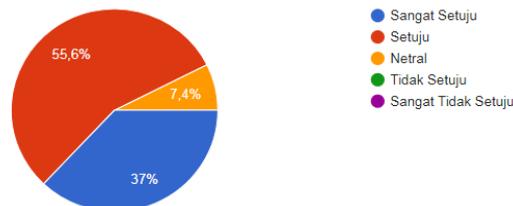


Figure 3 Statement Number 2

Statement number 3 is regarding the portfolio assessment contents, whether the portfolio assessment should contain all the students' work in one semester. 25.9% of teachers strongly agreed, and 59.3% of teachers agreed with this statement.

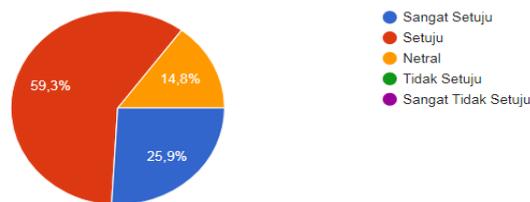


Figure 4 Statement Number 3

Statement number 4 touch on the validity period of the portfolio assessment, that it is valid for one year. 11.1% of the teachers strongly agreed, and 29.6% of the teachers agreed with the statement.

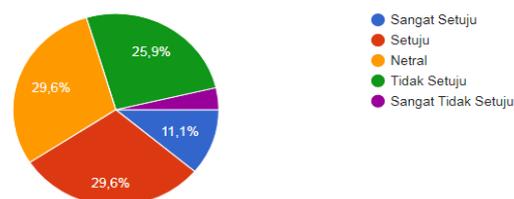


Figure 5 Statement Number 4

Statement number 5 is concerning the contents of the portfolio assessment, that the portfolio should contain only the best work of students. 14.8% of the teachers strongly agreed, and 18.5% agreed, while 44.4% disagreed with the statement.

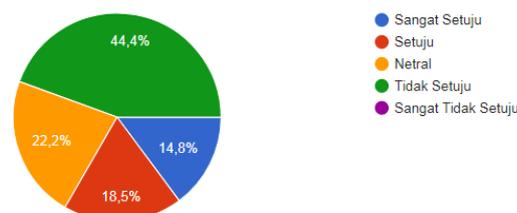


Figure 6 Statement Number 5

Statement number 6 is also concerning the contents of the portfolio assessment, that the portfolio should contain the work that has been determined. 14.8% of the teachers strongly agreed, 18.5% of the teachers agreed, and 44.4% disagreed with the statement.

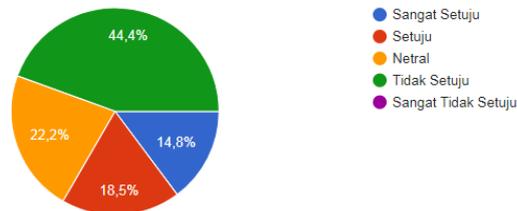


Figure 7 Statement Number 6

Statement number 7 is regarding the portfolio assessment contents, whether the portfolio assessment should also contain students' scores. 18.5% strongly agreed, 33.3% agreed, and 14.8% of the teachers disagreed with the statement.

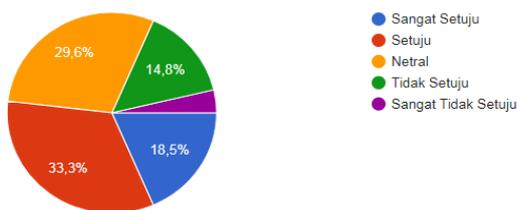


Figure 8 Statement Number 7

Statement number 8 is regarding the inclusion of UTS (Middle test) score in the portfolio assessment. 63% of the teachers disagreed with the statement.

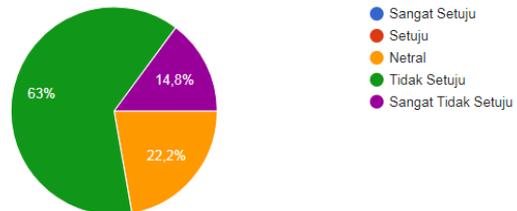


Figure 9 Statement Number 8

Statement number 9 is regarding the inclusion of UAS (Final test) score in the portfolio assessment. 51.9% of the teachers disagreed with the statement.

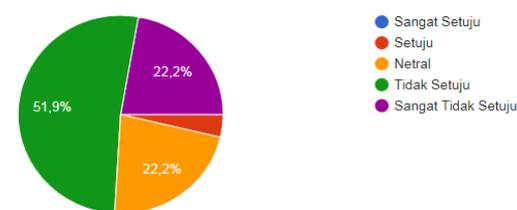


Figure 10 Statement Number 9

Statement number 10 is regarding the assessment guidelines of portfolio assessment that must be provided. 44.4% strongly agreed, and 48.1% of teachers agreed with the statement.

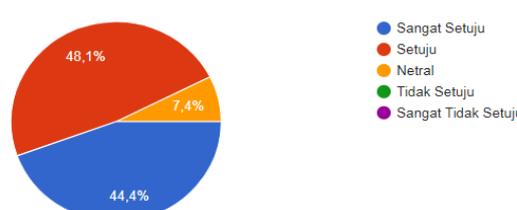


Figure 11 Statement Number 10

Statement number 11 is regarding the inclusion of complete students' identification or personal information in the first-page portfolio assessment. 37% strongly agreed, and 59.3% of the teachers agreed with the statement.

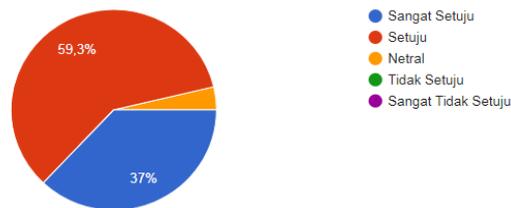


Figure 12 Statement Number 11

Statement number 12 is regarding the portfolio assessment, which is given the date, month and year in each student's work. 44.4% of the teachers strongly agreed, and 51.9% of the teachers agreed with the statement.

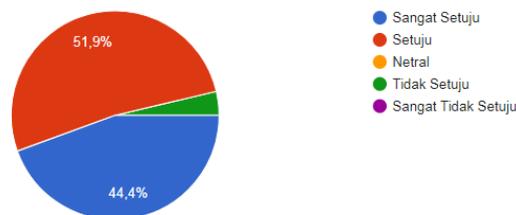


Figure 13 Statement Number 12

Statement number 13 is concerning the portfolio assessment, that it should contain the holistic work of French language skills. 25.9% of teachers strongly agreed, and 55.6% of teachers agreed with the statement.

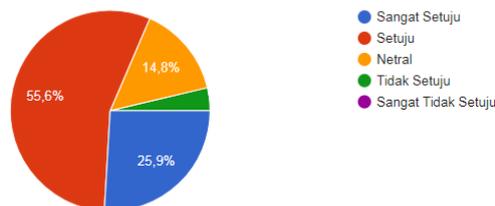


Figure 14 Statement Number 13

Statement number 14 propose a portfolio assessment that contains students' work for reading skills. 14.8% of the teachers strongly agreed, and 63% of the teachers agreed with the statement.

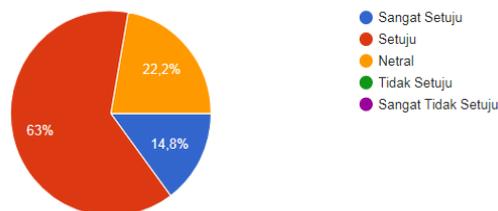


Figure 15 Statement Number 14

Statement number 15 propose a portfolio assessment that contains students' work for writing skills. 25.9% of the teachers strongly agreed, and 66.7% of the teachers agreed with the statement.

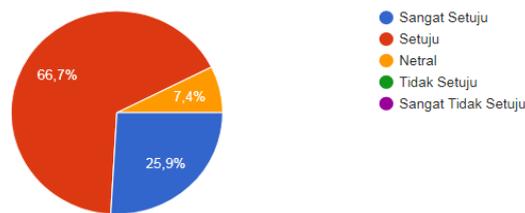


Figure 16 Statement Number 15

Statement number 16 propose a portfolio assessment that contains students' work for speaking skills. 22.2% of the teachers strongly agreed, and 51.9% of the teachers agreed with the statement.

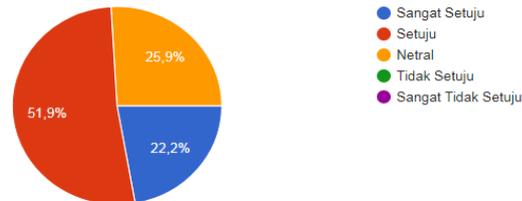


Figure 17 Statement Number 16

Statement number 17 is regarding the portfolio assessment that contains student self-evaluation. 11.1% of the teachers strongly agreed, and 59.3% of the teachers agreed with the statement.

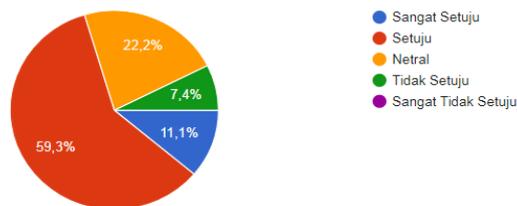


Figure 18 Statement Number 17

Statement number 18 states that there are assessment guidelines for self-evaluation. 11.1% of the teachers strongly agreed, and 74.1% of the teachers agreed with the statement.

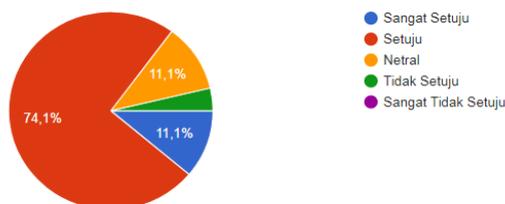


Figure 19 Statement Number 18

Statement number 19 states that the teacher and students know and understand how the portfolio assessment is used. 44.4% of the teachers strongly agreed, and 51.9% of the teachers agreed with the statement.

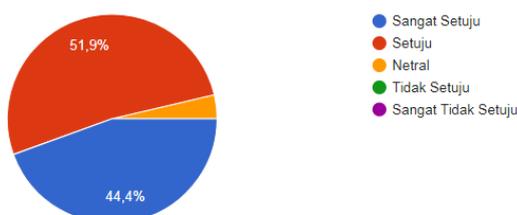


Figure 20 Statement Number 19

Statement number 20 states that the portfolio assessment can also include certificates or awards from students related to French language. 29.6% of the teachers strongly agreed, and 55.6% of the teachers agreed with the statement.

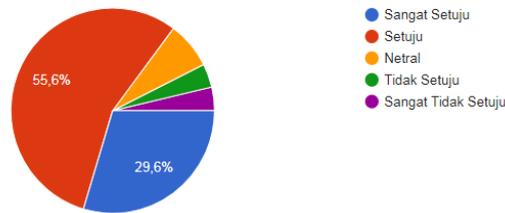


Figure 21 Statement Number 20

Statement number 21 states that explanation must be given to students about the implementation of the portfolio assessment. 40.7% of the teachers strongly agreed, and 55.6% of the teachers agreed with the statement.

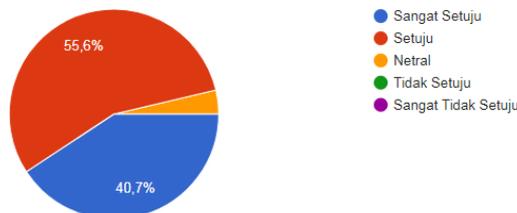


Figure 22 Statement Number 21

Statement number 22 states that the portfolio assessment results will be combined with the final assessment of the semester. 29.6% of the teachers strongly agreed, and 55.6% of the teachers agreed with the statement.

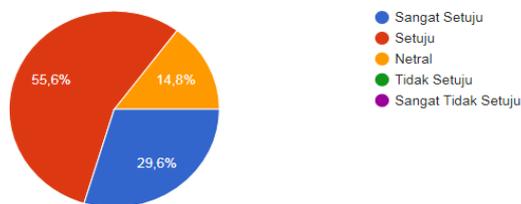


Figure 23 Statement Number 22

Statement number 23 states that the portfolio assessment is open or accessible to teachers, headmasters, and parents of students. 29.6% of teachers strongly agreed, and 66.7% of teachers agreed with the statement.

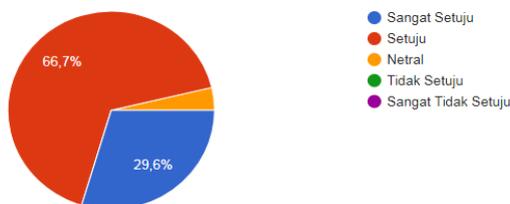


Figure 24 Statement Number 23

Statement number 24 is regarding the shape of the portfolio assessment, which is in the form of a book. 29.6% of teachers agreed, while 55.6% was neutral.

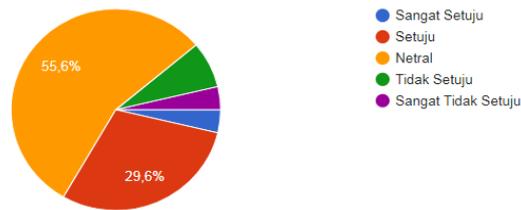


Figure 25 Statement Number 24

Statement number 25 is regarding the portfolio assessment, which is in the form of a portfolio that can be uploaded or downloaded on google form. 11.1% of teachers strongly agreed, and 55.6% of teachers agreed with the statement.

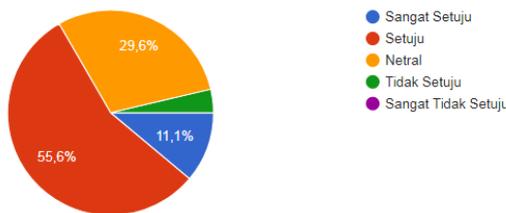


Figure 26 Statement Number 25

Considering the types of schools where respondents (French teachers) to the questionnaire. They are mostly from state schools. State Senior High School French teachers are easier to be contacted and much faster in filling out the google forms in this research. Based on the senior high school or vocational high school teacher categories, this research involved more senior high school teachers.

The following paragraphs discussed the main results of the study in relation to the questions posed.

Teachers perceptions about the use of the portfolio assessment in SMA for French learning (Research Report of Ekowati et al., 2020: 23)

Nearly all the teachers (96.3%) who have responded to the questionnaire agreed to include portfolio assessment as an additional assessment method for French learning in SMA (statement 1). This could imply that the use of portfolio assessment is perceived as beneficial for their students by these teachers. Nonetheless, majority of the teachers were of the opinion that prior to its implementation, discussions should be held between teachers and students on this (statement 2). Considering who would have access to the portfolio assessment, majority of the teachers agreed that it should be open also to headmasters and parents (statement 23).

The design (prototype) of the portfolio assessment for learning French in SMA (content & shape)

In terms of the contents of the portfolio assessment, majority of the teachers believed that it is important for the portfolio assessment to contain students' work for one semester (statement 3), predetermined work (statement 6) and students' scores (statement 7). Zainul (2001) also states that portfolio assessment not only contains a collection of students' work in a folder but also has goals and focuses to be achieved. Agreement on the parts that should be in the portfolio at an early stage needs to be done between teachers and students so that assessment becomes easier. Scoring on each aspect has different weights depending on the difficulty level of each aspect of the work, so teachers also need to prepare a scoring rubric to score each aspect of the portfolio. Besides, students need to prepare their portfolios so that they can reflect on their learning.

However, most of the teachers were against the inclusion of the UTS (Middle test) and UAS (Final test) scores in the portfolio assessment. This reluctance is captured in their response to statements 8 and 9. In statement 8, majority of the teachers disagree (63%) or strongly disagree

(14.8%). Similarly, in statement 9, majority of the teachers disagree (51.9%) or strongly disagree (22.2%).

Otherwise, majority of the teachers believed that it is important for the portfolio assessment guideline to be provided to the students (statement 10). The Ministry of Education in Jihad and Haris (2013: 63) states that the assessment function is to know the progress of students' learning, to improve students' learning activities, and at the same time to provide feedback for the improvement of the implementation of learning activities or to know the strengths and weaknesses or learning difficulties of students. Besides, portfolio assessments can also help students to reflect, evaluate themselves, and determine their learning goals.

Based on the description above, it can be concluded that the purpose of the assessment is to select students, to know the progress of students' learning, to give feedback on students' improvement, and to know the strengths and weaknesses of students thoroughly involving cognitive, affective, and psychomotor aspects. As a result, the application of this portfolio assessment can make it easier for teachers to assess students during the learning process based on direct observation of students' activities in the learning process.

This shows that the teachers understand that the portfolio assessment can be used for self evaluation. In this regard, 74.1% of the teachers agreed that the portfolio assessment the guidelines for self assessment to the students (statement 18). Additionally, majority of the teachers also believed that the portfolio assessment should contain students' assessments holistically (statement 13) and certificates related to French (statement 20). The positive response from the teachers to statement 20 imply that the teachers put value on authentic assessment.

In terms of the form of the portfolio assessment, majority of the teachers agreed to have it in digital form (statement 25). Only slightly more than 30% of the teachers agree or strongly agree to have the portfolio in the form of a book (statement 24). This is in line with the research of Lukitasari, et al. (2017) that portfolios in digital form or e-portfolio can not only be used as a form of university students' learning outcomes report but also can be used to foster university students' understanding of the material and help technology literacy. The use of this e-portfolio can contribute to learning activities so it can improve the abilities of learners in understanding materials and technology and information literacy.

CONCLUSION

The main aim of this research is to determine the portfolio model required by French teachers in SMA for French learning. Based on the discussion of the results, the following conclusions can be drawn: (1) The teachers acknowledged that they need a portfolio assessment model. (2) The portfolio assessment, in the form of a book with students' identification or personal information, is valid for one semester, containing students' assessments results holistically, certificates, self-evaluation, and assessment guidelines. (3) Prior to its implementation in the class, the portfolio assessment must be discussed by teachers and students, and assignments to be given to students have to be decided in advance. (4) The portfolio assessment is accessible to headmasters and parents. (5) The student's final score is a combination of the UTS, UAS scores, and portfolio assessment.

Considering that portfolio assessment is part of the recommended evaluation based on the 2013 curriculum. The 2013 curriculum is a curriculum that is currently still used at various levels of education in Indonesia. In the explanation of the Deputy Minister of Education and Culture of the Republic of Indonesia in the Education Sector (2014), it was explained that there were four major changes in the 2013 Curriculum, including 1. Curriculum concept: Balance between hard skills and soft skills, starting from Graduate Competency Standards, Content Standards, Process Standards,

and Assessment Standards. 2. The book used: Activity base, for elementary schools written in an integrated manner (integrated thematic) 3. Learning Process, and 4. Assessment Process.

In this assessment process, there are steps to strengthen the process, including assessments to measure students' level of thinking from low to high, emphasizing questions that require deep thinking (not just memorizing), measuring student work processes and not just student work, and using student learning portfolios. As long as the research team's knowledge is not yet available in French, therefore, the development of a portfolio assessment model is necessary for French learning in SMA.

The observation data also shows that Senior High School French teachers' perspectives are in line with the ideas, consequently this research needs to be continued with the arrangement of a portfolio assessment for Senior High School teachers and students of French in SMA. The portfolio assessment in the form of a book will provide many benefits for both students and teachers of French at SMA or SMK. Portfolio assessment, as suggested by Majid (2014), can be used as evidence by students showing the teachers and parents their efforts in learning and completing assignments given by the teacher at a certain time. In this view, SMAs' teachers, students, headmasters, and parents can monitor students' progress in learning French through this portfolio assessment.

Finally, in light of the numerous benefits teachers, students and parents can get from portfolio assessment, it is therefore necessary for this research project to be continued and to arrange for a French portfolio assessment model to be used with 10th grade students in the first semester.

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