



Teachers' Perception, Plan, and Implementation of Portfolio Assessment in Students' Writing Assessment

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Abstract

This study aims to investigate how teachers perceive, plan and implement portfolio assessment in students' writing assessment. a case study as a part of qualitative research design is employed in this study. The study involved an English teacher of SMP N 8 Semarang (#T2) and an English teacher of SMA N 2 Semarang (#T1). The data were gathered through questionnaire, interview, observation and documents analysis. From the results of analysis, the study revealed that both teachers had positive perception of portfolio assessment in students' writing assessment. That was indicated from their agreement and positive thoughts on portfolio development and implementation, its effectiveness as an educational tool and its influence on the instructional practices, teacher and students' roles and responsibilities during the portfolio development. Unfortunately, their portfolio knowledge was insufficient. The two participants lesson plans analysis showed that teachers have unplanned portfolio development. That was seen from their lesson plans which portfolio steps and rubric could not be found. Teachers portfolio development and implementation run less successfully. That was because teachers lack of preparation of the portfolio, the absence of students' self-assessment or reflection and there was no clear rubric of assessment that teachers prepared. Time management, storage and portfolio rubric became the main problems that teachers faced during their journey in developing portfolio. Furthermore, teachers' positive perception was not aligned with their portfolio plan. Misalignment also found between teachers' good perception with their classroom practices. That was because teachers missed several essential elements of portfolio. One of the factor is because teachers have insufficient portfolio knowledge. Some training and workshops as well as individual professional development were needed for the teachers in order to improve their professional development.

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INTRODUCTION

English is taught in the elementary to senior high school students in Indonesia. Among the four skills of English, writing seems to be the most difficult skill for students in Indonesia as foreign learners. That is because they do not have enough chance to explore their skill. Mostly, the teaching and learning process is intended to pass the national examination where writing skill is not explored maximally. In addition, Brown (2007) said that in the field of second language teaching, writing is not only a recording of speech but it has also uniqueness. Writing has its own features and conventions. Therefore, teaching writing is not an easy activity to do for teachers. They should give more attention to it. One of the issues in teaching writing is about its assessment. In Indonesia, most teachers still use traditional assessment which they only assess students' writing by their final product. This is felt unfair for students since students' writing performance was assessed through one piece of work. It would be fair if the teacher also gives attention to the process of writing itself.

Responding to this fact, the Government published the 2013 Curriculum. This curriculum promotes student-centred learning activity where the teacher is no longer the main source of learning. Besides, the students become the centre of the learning process and are expected to involve actively during the process, including the process of assessment. The curriculum also expects students to be able to work together with their peers. In addition, the scientific approach is also introduced in this new curriculum. It is a teaching and learning approach where consider learning process as a scientific activity. This approach highlights the use of scientific methods in the teaching and learning process. There are five steps in this approach namely observing, questioning, experimenting, associating and networking.

One of the characteristics of the 2013 curriculum is the use of authentic assessment to assess students' productive skills. The term authentic assessment is used to describe the

multiple forms of assessment that reflect students' learning, achievement and motivation. It includes performance assessment, portfolio assessment and student self-assessment. Authentic assessment is believed to be able to give a description of the students' progress during the teaching and learning process. Hymes (1991) stated that authentic assessment can promote students to problem-solving and task performance. Authentic assessment is also expected to be able to improve the quality of the formative assessment. In addition, it is hoped to be able to provide fairness for students because the teacher will pay attention not only to the product but also the process of students' learning process.

Portfolio assessment is one of the authentic assessment that is stated in the curriculum. It is one of the assessment technique that teacher can use to assess students' writing performance. Portfolio assessment is a purposive collection of students' works that are used to show students' progress in a certain period. It may consist of students' writings that are based on curricular goals. Through the portfolio, teachers can measure students' writing progress. This type of assessment promotes the active participation of students since it may need students' self-assessment as its key element. Besides, the assessment is not focused on the students' final work but on the process of how students produce that piece of writing. Therefore, hopefully, it will provide fairness because teachers will also pay attention to students' development during the period. Moreover, through the reflective process, the portfolio provides washback for both teachers and students so that they can identify their weakness and strength to make a better teaching and learning process in the next activities.

To have an effective assessment process, teachers should have a piece of sufficient knowledge about the type of assessment they use. Therefore, teachers can evaluate whether or not their teaching and learning objectives have been achieved. Preliminary research has been conducted before to know the real conditions. A semi-structured interview is conducted to know

teachers response towards authentic assessment. The results showed that not all teachers implement authentic assessment, especially portfolio assessment to assess students' writing. The reasons were varied. One of them was because they did not have enough knowledge about it. Some of them argued that portfolio assessment takes time. This fact is in line with the study conducted by Trisanti (2014) which found that teachers did not have enough understanding about authentic assessment. Moreover, they were still confused about how to implement it. Teachers were mostly confused about what is meant by portfolio and how to implement it. It is because there have not been any seminar or training about it. Whereas, having a good understanding and opinion or belief about the type of assessment tool that will be used is very important to the success of an assessment process. Borg (2003) stated that teachers' perception or belief can influence their classroom practices. Therefore, investigating teachers' perception of portfolio assessment is needed to be conducted.

On the other hand, in order to have an effective teaching and learning process, teachers should prepare a lesson plan. The standard process of education as stated in the Regulation of the Minister of Education and Culture No 22 the Year of 2016 stated that teachers need to prepare a lesson plan before they teach. It is made to make the teaching and learning process run effectively. The plan is written based on the syllabus by considering the Content Standard. One of the components in the lesson plan is the assessment type. Teachers need to prepare what type of assessment they want to use in their teaching process. However, a study by Trisanti (2017) found that teachers still found difficulties in designing the lesson plan based on the 2013 curriculum. Because of its importance, it is needed to also investigate the teachers' plan in using portfolio assessment to teach writing skill. It is because good preparation will lead to an effective assessment process.

As has been stated before that teacher's perception will influence their classroom practices. Therefore, after investigating the

teachers' perception and plan, it is also needed to explore their classroom practices. The study investigated how the teachers implement portfolio assessment to teach writing skill. It is important to know their alignment and misalignment between teachers' perception, plan and its implementation. It was because an appropriate implementation of the assessment type made the teaching and learning process run effectively.

This study aims at investigating how teachers perceive, plan and implement portfolio assessment to assess their students' writing performance. Moreover, the alignment and misalignment of them were also revealed.

METHODS

This study assumes that teachers lack of knowledge about portfolio to assess students' writing performance. In addition, it assumes that teachers still found difficulties in designing a series of activities to develop portfolio assessment and still had difficulties in developing it in their class.

This qualitative study involves two English teachers from different school levels. One of them was an English teacher of SMA N 2 Semarang who then was called #T1 and the other was an English teacher of SMP N 8 Semarang called #T2 in this study. Those schools were chosen because they are the pilot schools of the implementation of 2013 curriculum. Meanwhile, the teachers were chosen purposively because they have experienced with portfolio for several years.

Besides, the object of this study was the teachers' responses to the questionnaire and interview related to their perception of portfolio assessment, teachers' lesson plans and their classroom practices in developing portfolio in assessing their students' writing performance. The data in this present study were gathered through four types of instruments namely questionnaire, interview, observation and documents analysis. The researcher employs herself as the data collector, data analyst and data reporter.

Borg (2006)' s theory related to teachers' cognition; portfolio models by Brown (2006), O'Malley & Pierce (1996), Hamps-Lyons & Cordon (2000) and Kemp & toperoff (1998) were used to analyzed the data. The data were analyzed by following the six steps proposed by Cresswell (2014:199) consists of (1) organizing and preparing the data, (2) looking at all the data, (3) coding the data, (4) generating a description of the data, (5) describing the qualitative narration, and (6) making the interpretation qualitatively.

RESULTS AND DISCUSSION

Teachers' Positive Perception of Portfolio Assessment

There were several findings the researchers found from the results of questionnaire and interview related to teachers' perception. From the data analysis, this study revealed that teachers had positive perception of portfolio assessment in students' writing assessment. This conclusion was drawn based on several discussions related to their opinion and knowledge of portfolio, their thought of portfolio development, their thought of portfolio as an educational tool and their belief about portfolio strengths and weaknesses.

As Borg (2006) argued that teachers' opinion and knowledge influence their classroom practices. Therefore, in this study, the researcher believed that what teachers know and believe about portfolio assessment will influence the way the think of and implement it. Teachers' agreement of the effectiveness of portfolio assessment as an assessment technique that gives positive impact to students' writing performance is one of the indicator that they perceived portfolio assessment positively. Other indications are teachers' positive thoughts of portfolio assessment development and implementation, teachers' agreement on portfolio effectiveness as an educational tool and its influence on instructional practices, teachers and students' active participations, roles and responsibilities in portfolio development and

teachers' affirmative responses related to portfolio assessment strengths and weaknesses.

Teachers' Agreement and Disagreement of Portfolio Assessment

The discussions is started from teachers' agreement related to several concepts of portfolio assessment. Both teachers agreed that portfolio assessment can be used as an effective assessment method and gives positive impact to students' writing skill. its' dynamic process can enhance students' sense of responsibility. Moreover, portfolio enhances collaboration among the students and encourages teacher-students interaction. They also agreed that teachers should prepare a clear rubric to assess students' portfolio documents and carrying a bulky materials is not problem for teachers. however, They disagreed that portfolio takes less time. They believed that portfolio takes time.

Teachers' Insufficient Knowledge of Portfolio Assessment

In the interview, teachers could only mention the definition of portfolio without any further explanation about its types and portfolio assessment. Theoretically, teachers' explanation of portfolio definition is closely inline with Genesee and Upshur as cited in Brown (2004) who defined portfolio as a purposefull collection of students' work that demonstrates their efforts, progress and achievements in given areas. Although they knew that portfolio assessment was one of the portfolio types both teachers could not elaborate more about it.

From the statements given by the participants in this research, it can be inferred that they needed more trainings, seminars or workshops which discuss about portfolio assessment which give more contextual and applicable knowledge on how to make use of portfolio. Therefore, the workshops would not only in the level of theory but also show how to implement it in different classroom context. For example, by inviting teachers who have successfully implemented portfolio assessment to become the model so that they can demonstrate the steps in developing portfolio assessment.

Teachers' Positive Thoughts of Portfolio Assessment Development and Implementation

Portfolio assessment implementation is stated in the guidelines of assessment in 2013 Curriculum as an alternative assessment to assess students' performance. However, its implementation is teachers' personal choice. In this case, both teachers responded portfolio assessment positively by committed to implement it as an assessment technique to assess their students' writing performance. That was because they thought that portfolio assessment can be used to measure their students' progress in writing and enhance their proud and confidence. This argument was inline with Haris, et.al. (2001) who believed that portfolio can help students to develop independent learning and increase their feelings of self-esteem and confidence.

Teachers' Agreement on Portfolio Assessment's Effectiveness as An educational Tool and Influence on Instructional Practices

Teachers positive perception of portfolio was also proven by their agreement and belief of the effectiveness of portfolio in their writing class and also for their teaching qualities. Teachers believed that portfolio could build students' awareness of their own writings. Therefore, they could make an improvement of their writings and could make a better final writing. Teachers knew each of their students' progress in the process of writing rather than only focused on their final works. Communication that connected teachers and students became a medium to share students' progress and to communicate what they should improve.

Teachers' belief of the effectiveness of portfolio was consistent with the study by Boumediene, et.al. (2016) which concluded that portfolio assessment method affected learners' English writing proficiency by emphasizing efforts on writing products as well as writing processes. That was because in portfolio, teachers not only paid attention on the students' outcomes but the most important was the process.

Both teachers also agreed that integrating portfolio in their teaching and learning activities was not difficult. It was because portfolio development stages were natural processes that they easily adjust with their teaching contexts. They agreed that portfolio was a dynamic process and promotes communication between teachers, students and parents. They argued that during the development of portfolio there were chances for teachers to build an interactive communication with their students through the content decision, time submission, content fulfilling and the writing process itself. Furthermore, they also agreed that portfolio can build communication between teachers and parents.

Teachers and Students' Active Participations, Roles and Responsibilities in Portfolio Assessment Development

In both teachers' portfolio developments, they had involved their students. There were several students' roles and responsibilities. The involvement of students in those two classrooms context were different. In #T1's class, students were responsible in the process of materials comprehension. This was a part of pre-writing stage where students made symbols to make their writing process easier. This was because from teacher's experiences, she saw that explanation text was considered as the most difficult text to be mastered by students. Therefore, the use of funky symbols was believed as an effective media to help her students master that kind of text. In addition, students were also involved in the feedback giving. Teacher said that students were asked to give feedback to their friends' writing so that all the students in class could learn from each other's writing. Meanwhile #T2 said that their students were not ready yet with a big responsibility of their portfolio since they were still in the first year of junior high school. So, she explained that she usually discusses about the time submission and time for revision.

Related to self reflection, both teachers argued that they did not involved students' self reflection in students' portfolio. They usually

only have oral reflection which was done at the end of the class in each meeting. Meanwhile, Gallagher (2001) said that reflection is a major component of portfolios as it helps students to learn from experience and practice, thereby helping them to bridge the theory-practice gap. This statement clarified that reflection has an important role in portfolio and has a great impact for students' writing development. Therefore, time for reflection is very needed for students and it should be included in their portfolio documents. On the other hand, teachers thought that time for revision was very important in portfolio. Therefore, both teachers gave it to their students. They explained that usually, after being reviewed or given feedback, teachers asked students to revise their writing and submit it next week. The teachers also explained that their students showed positive feelings.

Teachers' Affirmative Responses Facing Portfolio Assessment' Strengths and Weaknesses in Students' Writing Assessment

Positive perception was also shown from the teachers' opinion that portfolio had strengths as well as weaknesses. Both teachers argued that portfolio's strength was on its development process. During the process, teachers explained, portfolio gave a lot of benefits. They explained that portfolio promote students' self awareness, pride and confidence. They believe that revision and peer assessment were the most important stages in portfolio. Beside its strength, portfolio had also weaknesses. Teachers explained that time and portfolio document storage became their concerns. Teachers thought that portfolio took time and need some storage to handle students' documents. To overcome those problems, teacher mentioned that they had to adjust the portfolio stages and their teaching strategies so that it could fit them. From the discussions above, it can be concluded that in general, both participants perceived portfolio positively. The positive perception was proven through some point of views that has been discussed above.

Teachers' Unplanned Portfolio Assessment Development

Richard and Renandya (2002) suggested that lesson plan help the teacher think about the lesson in advance to resolve the problems and difficulties, to provide a map for the teacher to follow, and to provide a record of what has been taught. This indicates that lesson plan plays an important role in the success of teaching and learning process. In order to have an effective teaching and learning, they should prepare a lesson plan. Through the lesson plan, teachers would know what would they do, what would their students do, what was the objective of the activities, etc. Lesson plan also helps teacher plan the next activities for their class after reviewing the previous lesson plan. After being analyzed, it can be concluded that they followed the lesson plan template of curriculum 2013. All the components in the lesson plan has been inline with the lesson plan guideline of the curriculum.

The first is about the identity of the lesson plans. The identity told about the name of the school, class and semester, lessons, time allotment and also the materials that would be taught. The next part was about the corresponding standard written in the lesson plans. As has been explained in the findings above, both teachers wrote the core competences in their lesson plans before they wrote the sequence of their classroom activities. The standards written in the documents have been compatible with the 2013 curriculum for both classes. Both teachers completed their lesson plans with the basic competence and their indicators. The indicators explain how the students already got the knowledge and skill of the lesson. The teaching and learning process could be said as being successful when students had already met the indicators. After being analyzed, it was found that the indicators that teachers wrote were relevant with their basic competences.

The next discussion is about the teaching objectives. Every teaching and learning activity should have objectives and they should be written in the lesson plans. In the participants' lesson plans, it was found the

objectives for each teaching and learning activity. Those teaching objectives were arranged based on the indicators that had been arranged before. The next discussion is about how teachers prepared the activities for portfolio. Generally, all the activities were arranged based on the scientific approach of 2013 curriculum. The steps included questioning, observing, experimenting and associating and networking. However, the difference was found on how those teachers planned their portfolio development activities. #T2 wrote every step that she wanted to take in her class in detail based on the scientific approach. However, there was no specific plan for the portfolio such as the timeline for each entry and time for revision. She only wrote the activities in each meeting without clear description about the integration of portfolio development steps. Those were different with the #T1's plan. Those were the same as #T1's lesson plan. Although preparing the activities which appropriate to her teaching goals, the steps of portfolio development did not mention clearly. By referring to Richard and Renandya (2002), it can be inferred that teachers did not prepare a map for them to follow. This is not good for them since they should have a design of all the activities they wanted to take during her teaching and learning process.

The last discussion is about the teachers' preparation related to the rubric of assessment. For the rubric of assessment, both teachers made it based on 2013 assessment guideline. However, #T1 made it more specific. She prepared a rubric for the students' portfolio. It contained four questions to assess it. she used holistic scoring rubric. Unfortunately, there was no clear description for each category. She only wrote the reason why she gave a certain score to students. In addition, she also did not prepared rubric for each entry in her students' portfolio. Meanwhile, #T2 only prepared one rubric and it was not clear whether it was for the portfolio as a whole or for the entry. It was a standard rubric to assess students' piece of writing which covered originality, diction, etc. She used a holistic scoring rubric.

From the discussion above. The writer could summarize that all the components in

the teachers' lesson plan had been complete and in line with 2013 curriculum. However, they should prepare a set of steps on how the portfolio assessment would be done. Furthermore, both teachers should complete and make clear rubric for the students' portfolio and their entries. It was to avoid the subjectivity in judging and scoring students' works.

Teachers' Less Successful Portfolio Assessment Development in Students' Writing Assessment

Teachers' Lack of Preparation of Portfolio Development

The first discussion will be about the preparation of portfolio development stages in both classroom contexts. As Brown (2004) suggested, there were seven portfolio development steps that would decide the success of portfolio. The first was stating the objectives of portfolio. In this stage, teachers decided their portfolio objectives, whether it is for assessment, collection, documentation, etc. The results of lesson plan analysis and observation revealed that the objective was to assess students' writing performance. The second step was giving guidelines. In this stage, teachers should tell students what kinds of materials or works that should be included in the materials. In those teachers' classes, they did not discuss what kinds of works that would be in their portfolio. In fact, explaining students, the portfolio plan would give them description what they would do so that they could prepare themselves.

The next step was communicating the assessment criteria to students. In this stage, teachers should communicate the assessment criteria to the students. The assessment should cover both self-assessment and teacher-assessment. However, both participants did not communicate to their students about the assessment of the portfolio. Therefore, during the development of portfolio the writer did not find students self-assessment as well as teacher-assessment.

The next stage was designing time within the curriculum for portfolio development. Beside deciding the entries that would be included in

the portfolio folder, teachers should also decide the time in developing portfolio. The portfolio in those two teachers were used to assess students writing of descriptive text and explanation text. So, the duration was not in one semester. Teachers argued that it was impossible to use portfolio in one semester since it took time and they needed to use other kinds of assessment type. So, both teachers developed the portfolio based on the need of the materials.

After deciding the time, teachers should establish periodic schedules for review and conferencing. After observing the classes, the writer found that there was no time for having a conference between students and teachers. So, the portfolio results would not be communicated with the students. A conference was very important to communicate students' progress and improvements during a period of time. It was time for both teachers and students reflect on what had been done and what need to be improved. Unfortunately, in those teachers' classes it was not found.

The last two steps were designing an accessible place to keep portfolio and provide positive washback-giving final assessment. Storage was another issue in portfolio implementation and it happened also in those two teachers' cases. They did not have space in their classes so the portfolio folder was kept by students. They argued, when the folders were kept by the teachers, the desks were full with students' portfolio. So, teachers needed some space in their classroom to keep students' portfolio so that it will be accessible for both teachers and students. At the end of the portfolio process, when it was complete, teachers should grade it. It was debatable whether which one is better between giving a numerical score or giving some appraisal or a qualitative evaluation. However, Wallcot as cited in Brown (2004) recommended holistic scoring.

The Integration of Cooperative Language Learning and Creative Teaching Medium

There are two points that the researcher wants to highlight from #T1's class. The first is

about the use of cooperative learning method. #T1 used jigsaw to involve students in the teaching and learning activities, especially in mastering the materials. During the process, teacher not only observed how they learn the materials and share it with their friends but also take assessment on their speaking skill. These activities are good since teacher since cooperative learning is the extension of communicative language teaching which promotes communicative interaction in class (Richards & Rodgers: 2001).

The second point, which is interesting from this teacher, is about the use of funky symbols that the teacher developed. She believed that explanation text is the most difficult text for her students. Therefore, she tried to find a way to help the students to learn the text easier. They were funky symbols which were about the content of the text. The teachers tried to visualize the content of the text so that the students easily understand about the technical term consisted in the text. Meanwhile, #T2 prepared some pictures or videos or even thing like a doll in class to demonstrate to students about favorite things which, then, helped her to explain about descriptive text.

The Absence of Students' Self Assessment

Hamp-Lyons & Condon (2000) stressed that self-assessment can help students better understand what they are expected to compose as well as explore their own strengths and weaknesses in writing in order to make further improvement. Therefore, self-assessment in portfolio assessment is very important. The common condition in those two classes indicated that there were no proper students' self assessment where students were demanded to evaluate their own writings. It could be done by giving them an evaluation sheet or student self-evaluation where there were some questions or statements with rates, for example, to be fulfilled by them. Teachers may give them a guideline how to do it. Lam (2010) explained that self assessment was one of the key elements in portfolio because it may help students to be aware and evaluate their organizational, content

or purpose of their writing. The absence of students' self assessment or reflection in those teachers' makes the implementation of their portfolio development did not run effectively. The existence of a short discussion in class, which happened in #T1's class, could not substitute the essence of students' self reflection.

The Alignment and Misalignment between Teachers' Perception, Plan, and Implementation

The findings has shown us about teachers' perception, plan and implementation. They show that teachers have positive perception of portfolio assessment. However, this good starts did not lead to a well prepared portfolio development. The findings shows that both participants had unplanned portfolio development. It was concluded from the missing of portfolio stages in teachers lesson plan. These two teachers did not mention the steps they wanted to take in order to develop portfolio. Their teaching activities were based on the scientific approach where they did not insert portfolio stages on it.

Unfortunately, this misalignment also found in teachers' classroom practices. The analysis revealed that teachers implement portfolio less successfully. It was proven by their lack of preparation of portfolio development. Teachers' insufficient portfolio knowledge was reflected in the absence of the students' self assessment or self reflection. While according to O'Malley & Pierce (1996), Hamp & Lyons & Cordon (2000) and Lam (2010), it is one of the key elements of portfolio and it is very important in promoting students' self awareness towards their own learning development.

As Borg (2003) explained, teacher' perception influences their teaching practices. This argument was very in line with the finding in this study. Even though there were some obstacles in implementing portfolio and their implementation was not maximum yet, teachers still implemented it. This was because they believed that portfolio gave many benefits for both teachers and students. Related to the obstacles like the difficulty in making the rubric,

students self-assessment, etc, teachers argued that that was because their knowledge of portfolio needed to be improved. This is also in line with the fact that teachers' insufficient knowledge of portfolio also influenced their classroom practices.

CONCLUSION

There were several conclusions that can be drawn from the analysis above. The first, both teachers had positive perception of portfolio assessment in students' writing assessment. That conclusion was based on the discussions related to their knowledge, teachers' portfolio development, teachers' thought of portfolio assessment as an educational tool, teachers' and students' role in portfolio development and teachers' belief of portfolio strengths and weaknesses. Second, The two participants lesson plans analysis showed that teachers have unplanned portfolio development. That was seen from their lesson plans which portfolio steps could not be found. Both teachers did not prepare a set of activities that showed that there would be portfolio development. Third, Teachers portfolio development and implementation run less successfully. That was because of several reasons. First, the steps that they should do before they start the writing stage were not done. Therefore, teachers lack of preparation of the portfolio. Secondly, there was the absence of students' self-assessment or reflection. Thirdly, there was no clear rubric of assessment that teachers' prepared.

Time management, storage and portfolio rubric became the main problems that teachers faced during their journey in developing portfolio. Teachers had difficulties in managing the time, especially when there was a sudden school activity. The limited space to keep students' portfolio documents also became the teachers' concern. Teachers also had difficulty in making the portfolio rubric so that at the end of the period they did not grade it. This study suggests that the teachers needed to improve their professional development by joining some portfolio trainings or workshops to improve their knowledge of portfolio assessment.

Teachers' positive perception did not align with their portfolio plan. That was because teachers did not put the portfolio's activities design in their lesson plan. Moreover, the rubric which was considered as an important equipment of the assessment was not prepared by them. Misalignment also found between teachers' good perception with their classroom practices. That was because teachers missed several essential elements of portfolio. One of the factor is because teachers have insufficient portfolio knowledge.

The study investigated a mini-portfolio that is a portfolio which is done in a short period of time. Therefore, it focuses on a limited series of students' writing collection. A longer research period is needed in order to gain more various collection of students' writing. Because the aims of this research were to investigate, explain and describe how teachers perceive portfolio assessment, how they plan it and how they implement it in their classroom contexts, it did not proposed any example of portfolio model and its rubric of assessment. Therefore, they were very needed in the next further researches.

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