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## Teachers' And Students' Perception On The Use Of Portfolio To Assess Progress In Writing Recount Text At Second Grade In SMP HKBP Sidorame

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### Abstrak

Penelitian ini bertujuan untuk mengetahui persepsi guru dan siswa mengenai penggunaan portofolio untuk menilai kemajuan mereka dalam menulis teks recount. Dalam penelitian ini teknik pengumpulan data peneliti menggunakan metode kuesioner dan wawancara yang terdiri dari lima belas pernyataan tentang persepsi portofolio untuk menilai kemajuan dalam menulis teks recount. Sumber data dalam penelitian ini diambil oleh ketiga guru dan dua puluh lima siswa di SMP HKBP Sidorame. Penelitian ini menggunakan desain deskriptif kualitatif. Teknik analisis data menggunakan empat langkah, yaitu oleh peneliti sendiri. Temuan dari analisis data, guru memberikan persepsi positif terhadap portofolio untuk menilai kemajuan menulis teks recount. Proses menulis teks recount lebih mudah dengan menggunakan penilaian portofolio. Siswa juga memberikan persepsi positif terhadap portofolio untuk menilai kemajuan dalam menulis teks recount, proses menulis teks recount lebih mudah dengan penggunaan portofolio dan penggunaan portofolio dapat membuat siswa mengetahui kemajuannya dalam menulis teks recount dengan struktur generik teks recount dengan baik.

Kata Kunci: *persepsi guru dan persepsi siswa, portofolio untuk menilai kemajuan menulis teks recount*

## Abstract

This research aims to know the teachers' and students' perception on the use of portfolio to assess their progress in writing recount text. In this research the technique of collecting data researcher use questioner and interview method that consist fifteen statement about perception of portfolio to assess progress in writing recount text. The source of data in this research was taken by third teacher and twenty five students at SMP HKBP Sidorame. This research was applied descriptive qualitative design. The technique of analyzing data use four steps, namely` by researcher herself. The finding from the data analysis, teachers' give positive perception to portfolio to assess progress writing recount text. The process of writing recount text is easier with use portfolio assessment. Students also give positive perception to portfolio to assess progress in writing recount text, the process of writing recount text is easier with use portfolio and the use of portfolio can makes students know their progress in writing recount text with the generic structure of recount text well.

Keyword: *Teachers' Perception And Students' Perception, Portfolio To Assess Progress Writing Recount Text*

## INTRODUCTION

Perception is the process by which a person experiences input from their environment through their sensory receptors. Teachers need to use more creativity and innovation to handle this scenario. In this situation, the teacher's ability to recognize the students' needs in relation to the recently learned ability will be important in supporting students (Febriyanto & Yanto, 2019). The first step in determining what students need to learn English is a needs analysis. In this context, the perception process is meant to determine how teachers and students' perception on the use of portfolio assessments to support the skills students are learning, as well as to determine what materials teachers should present. As we all know, how various people interpret the same thing. The reason that the perception will influence by many factor that are circumstances, expertise, familiarity, and other elements all had an impact on how people perceived things (Fauziyah et al., 2022). Even though perception is an abstract concept, it has an important role in determining how individuals will react to certain situations (Fidriani et al., 2021).

Teachers must know the level of student understanding of the material taught in class. Consciously having an experience may not necessarily be the same as having an experience strategically, visually, or aurally. How people see their surroundings has an impact on their perceptions. As a result, each person's perception of sensory data will depend on their personal beliefs Risti (2022). Thus, perception plays an important role since information on how teacher and students' tutors viewed and experienced clinical and classroom evaluations of their writing ability was gathered from them. This study aims to ascertain the teacher's

and student's perceptions of SMP HKBP Sidorame about portfolio assessments, which researcher use to teaching writing recount text. The teacher and students' was have benefit from learning how the assessment process will produce data important for future lesson preparation. The implementation of portfolio assessment in the classroom was forced upon teachers due to the students' perceptions that it was useful. Choosing a goal or theme, introducing and showing examples of portfolios, defining portfolio content, developing an appropriate grading system, assessing, and providing feedback to students are all part of these tasks (Wardana et al., 2022).

According to Brown (dalam Imran, 2022) said that portfolios are a popular alternative assessment tool for assessment. "A portfolio is a collection of intentional student work that shows students and others about their effort, progress, and achievement in a particular area. The collection should include student participation in selecting content, criteria for assessing achievement, and evidence of student self-reflection." This is in accordance with the opinion of who states that a portfolio is a collection of student work done in a regular and organized manner that can be considered as direct evidence of student efforts, achievements, and accomplishment. portfolios are alternative assessments that help students become active learners and critical thinkers. A typical portfolio, according to Richards and Renandya (Ismayanti & Kholiq, 2020), includes all of a student's written work and serves as a representation of the student's performance or work from the beginning of the semester to the end of the semester, allowing teachers and students to evaluate how much their performance has improved. All of the definitions mentioned above share the belief that they are effective, although each of them provides a different explanation. The researcher will use portfolio to teach junior high school because based on researcher observation most teachers carry out assessment by used multiple choice and composing sentences with one paragraph which cannot be use to evaluate writing skill. The researcher teach by use portfolio because that school has never used a portfolio as an alternative assessment so the researcher want to use portfolio to evaluate students' writing recount tex (Fitriani & Zaiturrahmi, 2022).

The research conclude that student portfolios are intended to help students assemble portfolios that demonstrate aptitude, writing ability, and school achievement. In other words, these portfolios consist of evidence prepared by students and evaluated by teachers to demonstrate mastery, understanding, application, and synthesis of the various ideas taught. Students benefit a lot from portfolio assessment. It enhances student collaboration and interaction between students and teachers and encourages student-centered learning. Portfolio assessment is essential in the teaching and learning environment as it has the ability

to drive student learning in the desired direction. In addition, it is very important to know the strengths and weaknesses of each person (Khasawneh & Al-Rub, 2020).

According Saeed (dalam Meinawati et al., 2021) to that assessment is the process of collecting data to determine how far objectives are achieved and using the information collected to make decisions. to know the progress of students in the teaching and learning process, assessment is very important. Portfolio assessment, which is simply a collection of student work, is one of the innovations in the alternative assessment framework. Assessment can be done in various ways; alternative assessment includes five methods: self and peer assessment, conferences, portfolios, and cooperative test-taking. The researcher decided to use portfolio assessment to evaluate students' ability in writing recount texts.

Teaching English focuses on improving students' abilities in four language skills: reading, writing, speaking and listening. According to Yunus (dalam Fitri et al., 2022) Writing is the activity of writing notes or information on media using characters and using tools such as pens or pencils. Writing is usually done on paper. One of the language skills is writing. In the field of language, writing is generally defined as the act performed by a person to write down ideas or notions with the aim of providing information to others. Writing skills don't come alone. Famous writers became famous because they kept learning and practicing until they were able to create great works that continue to be read. They could not write from birth, but had to learn through effort and practice. One of the important skills that students must master is writing, which requires hard work of thinking to come up with ideas, words, sentences, paragraphs, and compositions (Khoirunnisya, 2017).

There are types in writing that is narrative text, recount text, descriptive text and others. In this research the researcher will use recount text because based on observation students' already study recount text for English learning so that portfolio will be very suitable to assess writing when writing recount text and to know the perception teacher and student on the use of portfolio to assess progress in writing recount text (Purnamasari, 2022).

Based on the statement above the researcher conclude that portfolios are alternative assessments that help students become active learners and critical thinkers. this enhances student collaboration and interaction between students and teachers, and promotes student-centered learning (Alfaki, 2015).

The researcher would want to draw conclusion from all of the precoding explanation The researcher used the portfolio assessment because the researcher want to know "Teacher and Student's perception on the use of portfolio to assess progress in writing recount text in the second grade at SMP HKBP Sidorame".

## RESEARCH METHOD

The research design was Descriptive Qualitative research. According to Fitrah and Luthfiyah (dalam Jalaluddin, 2019), qualitative research is a process that uses descriptive data from observable people or actors. In addition, as stated by Walidin et al. (2015: 76), qualitative research does not conduct quantitative research that focuses on positivism, but seeks to gain a deeper understanding of social and human problems (Oktarina et al., 2022).

Subject in this study are require to get needed information. Depending on the type of question being asked, researchers wanted to select subjects so that they can provide information that is important to the study. Subject in this study was teachers and students of SMP HKBP SIDORAME. In this case, the researcher chooses teachers and students in the second grade with the total of 26 students and third English teachers in this school. The researcher was used this class because because based on observation second grade students' already studied recount text for English learning so that portfolio was very suitable to assess writing when writing recount text (Niño & Páez, 2018).

Data is material information about the object of research. Therefore, data refers to the initial information that researchers collect from their research subjects. The data of this study chosen what teachers and students perception on the use of portfolios to assess their progress in writing recount texts (Lestari et al., 2018). Data sources are very important for this research. Without data, the research cannot get information. The data sources of this study was teachers and students (Harahap, 2017).

The collection, modeling, and transformation of data into useful information, making inferences, and aiding decision-making is known as data analysis. The following data analysis that are:

1. Reading the data that had already filled by the participants.
2. Categorizing the participants answers. into 4 scales (Strongly Agree, Neutral, Disagree, Strongly disagree).
3. Analyzing the data, the researcher differentiated and analyzed participant responses to find information about teachers and students perception on the use of portfolio to assess progress in writing recount text.
4. Then, analyzed the teachers' and student's interview. The interview conducted to the teachers and students to gain information about the teachers' and student perception on the use of Portfolio assessment in writing recount text.

## RESULT AND DISCUSSION

As stated at the chapter III in collecting data the researcher used two instruments, namely interview and questionnaire. Data obtain used instruments were interview and questionnaires. Where the interview is a process of collecting information from individuals. In conducting interview, the questions given to participants are the same, namely to discuss the research problem related to teachers' and students' perception toward portfolio to assess progress writing recount text. Interview results are used by the researcher to convince and strengthen teachers' and students' responses in the questionnaire. Questionnaire is a process of collecting information from large number of person.

The teacher perception is a positive perception. Where students and teachers can still carry out the portfolio to assess progress writing recount text. Some of them state that the use of portfolio to assess progress writing recount text was quite good. They argue that this method is arguably quite effective because it is a method the way out to continue writing recount text that they do in the classroom. The teaching and writing process through the use of portfolio to assess progress writing recount text has many things advantages, such us improve students and teachers interaction in the classroom and portfolio assessment can use to assess students progress in writing recount text.

Based on the result above some of students' perception is a positive and some of students' is a negative. But it can conclude that the respondent chose to agree and strong agree as the most answer for the statement 1 to statement fifteen. Where the positive perception, students' and teachers' can still carry out the use of portfolio to assess progress writing recount text. Some students and teachers can still carry out the portfolio to assess progress writing recount text. Some of them state that the use of portfolio to assess progress writing recount text was quite good. They agree that this method is arguably quite effective because it is a method the way out to continue writing recount text that they do in the classroom. The teaching and writing process through the use of portfolio to assess progress writing recount text has many things advantages, such us improve students and teachers interaction in the classroom and portfolio assessment can use to assess students progress in writing recount text. Some of students' perception is negative, where students said that the use of portfolio to assess progress writing recount text was quite difficult, as portfolio can use an effective assessment method because portfolio assessment is a new assessment method so most students don't understand it yet.

After the researcher differentiated the questionnaire according to the choice of participants. That were divided into 4 scales (Strong Agree, Agree, Strong Disagree and Disagree) in analyzing the data the researcher it can be analyzed the teachers' and students'

perception on the use portfolio to assess progress in writing recount text. In analyzing the result of questioner and interview the researcher described and conclude the answer from the participants.

Based on the result of the teacher questionnaire above, it can be seen that for statement 1 until 15, the teacher choose agree and strong disagree. So it can be conclude that the teachers perception is positive perception. Where students and teachers can still carry out the portfolio to assess progress writing recount text. Some of them state that the use of portfolio to assess progress writing recount text was quite good. They argue that this method is arguably quite effective because it is a method the way out to continue writing recount text that they do in the classroom. The teaching and writing process through the use of portfolio to assess progress writing recount text has many things advantages, such us improve students and teachers interaction in the classroom and portfolio assessment can use to assess students progress in writing recount text.

Table 1. Students' Questionnaire Result Data

NO	QUESTIONNAIRE	Answer Options			
		Strong Agree	Agree	Disagree	Strong Disagree
A	Before use portfolio				
1	I have heard the word "Portfolio"	4	2	15	4
2	I already understand the concept of portfolio	1	1	5	18
3	I have done portfolio assignments in other lesson			2	23
B	After use portfolio				
4	Teacher explains the portfolio overview	10	15		
5	Teacher describes the purpose of using the portfolio in writing recount text	5	20		
6	Portfolio can help to improve students writing skill	10	12	3	
7	I think the portfolio is more relaxed to assess progress writing recount text	5	8	5	7

8	Teacher set a schedule for portfolio collection that has been agreed upon with students.	20	5		
9	Teacher provide supervision and guidance during the portfolio assignment in writing recount text	10	15		
10	Using the portfolio get feedback from the teacher	5	11		9
11	portfolio can improve students' and teachers' interactions	17	8		
12	Portfolio can increase students' motivation and responsibility	4	10	3	8
13	Portfolio assessment can use to assess students progress in writing recount text.	19	5		1
14	Portfolio can use an effective assessment method	8	9		8
15	Portfolio assessment makes students more active in English learning.	8	12		7

Based on the results students questionnaire above, it can be seen that there are 4 students strongly agree, 2 students agree, 4 students strong disagree and 15 disagree with the first statement. So it can be conclude that the respondent chose to disagree as to the most answers for the statement that the have heard the word portfolio. For statement two the result of the students' questionnaire above. It can be seen that 1 students strong agree, 1 agree, 5 strong disagree and 18 disagree with the second statement. So it can be conclude that the respondent chose to disagree as the most answer for the statement that already understand the concept of portfolio.

For statement three the result of the students questionnaire above, it can be seen that there are 2 students disagree and 23 students disagree. So it can be conclude that the respondents chose to disagree as to the most answer for the statement that have done portfolio assignments in other lessons. For statement four the result of students questionnaire above 10 students strong agree and 15 students agree. So it can be conclude that the respondent chose to agree as the most answer for the statement that teacher explains the portfolio overview.

For statement five the result of students' questionnaire above 5 students strong agree and 20 students agree. So it can be conclude that the respondents chose to agree as the most answer for the statement teacher describe the purpose of using the portfolio in writing recount text. For statement six the result of students' questioner above 10 students strong agree, 12 agree and 3 students disagree. So it can be conclude that the respondents chose to agree as the most answer for the statement portfolio can help to improve students writing skill.

For statement seven the result of students' questioner above 5 strong agree, 8 agree, 5 strong agree and 7 disagree. So it can be conclude that the respondents chose to agree as the most answer for the statement portfolio is more relaxed to assess progress writing recount text. For statement eight the result of students' questionnaire above 20 strong agree and 5 students agree. So it can be conclude that the respondents chose to strong agree as the most answer for the statement teacher set a schedule for portfolio collection that has been agreed upon with the students.

For statement nine the result of students questioner above 10 strong agree and 15 students agree. So it can be conclude that the respondents chose agree as the most answer for the statement teacher provide supervision and guidance the portfolio assignment in writing recount text process. For statement ten the result of students questioner above 5 strong agree, 11 agree and 9 students disagree. So it can be conclude that the respondents chose agree as the most answer for the statement using portfolio get feedback from the teacher.

For statement eleventh the result of questioner above 17 strong agree and 8 students agree. So it can be conclude that the respondents chose strong agree as the most answer for the statement portfolio can improve teachers' and students' interaction. For statement twelfth the result of questioner above 4 students strong agree, 10 agree, 3 strong disagree and 8 students disagree. So it can be conclude that the respondents chose agree as the most answer for the statement portfolio can increase motivation and responsibility.

For thirteenth the result of questioner above 19 strong agree, 5 agree and 1 student disagree. So it can be conclude that the respondents chose strong agree as the most answer for the statement portfolio assessment can use to assess progress in writing recount text. For statement fourteen the result of questioner above 8 strong agree, 9 students agree and 8 disagree. So it can be conclude that the respondents chose agree as the most answer for statement portfolio can use an effective assessment method.

For the last statement the result of questioner above 6 strong agree, 12 students agree and 7 disagree. So it can be conclude that the respondece chose agree as the most answer for statement portfolio assessment makes students more active in English learning.

### Research Findings

After analyzing the data, the researcher found that the teacher and students gave positive perception response. The researcher showed in the table:

Table 2. Result of Findings

Teacher Perception	Students Perception
Positive	Positive

Based on the result of the study, it was found that the teachers and students gave positive perception response about portfolio to assess progress writing recount text that are help for the writing recount text in the class. Most students said that the portfolio help them to assess progress their writing recount text because portfolio provide supervisions and guidance during the portfolio assessment and so does the teachers, the teacher perception gives a positive perception toward portfolio to assess progress writing recount text is getting easier with the use portfolio. Based on the result of the questionnaire, the respondece state that this is an alternative assessment to do writing activity in the classroom.

### Research Discussions.

Based on the data, it was found that the teachers' and students' gave positive perception response about portfolio to assess progress writing recount text that are help in writing recount text in the class. In previous of the research Teacher perception about using portfolio and their practices assessment Using Portfolio Assessment In Teaching English of second grade in Mts Assyafi'iyah Gondang Tulungagung in academic 2019/2020, the result of this study is to teach students many things, such as how they can learn and enjoy lessons, especially in writing skills; improve their knowledge of English foreign languages and experiences for learning; and how best to convey their thoughts through writing in English. It can encourage students to learn writing skills. The second of the previous of the research Teacher and Student Perception on Portfolio Assessment in Kenya School, the result is that portfolio was positive impact in considered the most common method used by secondary education teachers. The third previous research Portfolio as a Tool for Assessing Economics Student Learning Outcomes in Ebonyi State Junior Secondary School, the result is that portfolio had positive impact because portfolio assessment can improve students' affective learning outcomes in economics subjects (Ariyanti & Fitriana, 2017). The four previous

research students' perceptions about the use of portfolio assessment in EFL writing, the result is showed that most of the students perceived improvement in overall writing and the sub-skills of focus, elaboration, and organization. Furthermore, students had a positive attitude to the implementation of portfolios (Rizkiana & Pulungan, 2020). The results have some implications for teaching and assessment of writing in the EFL context (Magnifico et al., 2019). The five previous research students' perceptions toward the implementation of portfolio based assessment in the academic reading course the result is the participant have positive perception toward portfolio assessment in their academic year course also most of the participant believed that portfolio based assessment also contributes to their English learning process. The six previous research students' perceptions of utilizing portfolio for learning at the university the result is most participants demonstrated positive views towards the use of portfolio They were extended to; increasing the motivational beliefs and self-efficacy, learning new things, accomplishing the English tasks effectively, giving beneficial effects for the learning, and improving students' ability in English (Sholikhin, 2021). the seven previous research is students' perceptions of the portfolio assessment at EED UMK during the pandemic The results imply that the portfolio assessment made it easier for students to study online while following health protocols during the pandemic the last previous research is students' perceptions towards the use of the portfolio assessment (PA) in the WE-1 course the result of this research is students has a positive perception on the use of portfolio in WE-1 Course (Sari, 2018).

## SIMPULAN

After doing the research and analyzing the data on students' and teachers' perception on the use of portfolio to assess progress writing recount text, it can be conclude that;

The teachers' perception is positive, where the positive perception is the teaching and writing process through the use of portfolio to assess progress writing recount text has many things advantages, such us improve students and teachers interaction in the classroom and portfolio assessment can use to assess students progress in writing recount text. And the process of writing recount text is easier with portfolio but portfolio assessment can not use an effective assessment method in the classroom because portfolio is a new assessment method for them.

And based the findings indicate that the students' perceptions is positive, the positive perception is, the process of writing recount text is easier with portfolio and by use portfolio makes students more active in English learning but they found problems in portfolio can use an effective assessment method, so that the students and teachers' must continue to

practice using the portfolio to writing recount text so that it can make the portfolio as alternative assessment method to assess writing recount text.

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