

CHAPTER I

INTRODUCTION

This study aims to determine whether there is an influence between using the "CRADLE" portfolio and self-peer assessment of students' writing abilities in the communicative class of vocational high schools. As an introduction, this chapter will include the following sections: Background of the Study, Formulation of the Problem, Research Objectives and Meaning of the Study, Limitations of the Study, Research Questions from Previous Studies, and Originality of this Research.

A. Background of the Study

Assessments of foreign language education and learning were undertaken for numerous purposes. First, it reveals how many students have reached their learning objectives in a foreign language, who has any obstacles or issues with their learning, and which teaching tactics are beneficial. Second, the instructor may decide whether or not the foreign language teaching program will continue¹. An alternative assessment gauges pupils' capacity to meet learning goals. It is a form of assessment that measures a student's degree of competence in a topic rather than their amount of knowledge. According to Mansory², Alternative assessment is an alternative to conventional testing and problems associated with traditional testing

¹ Irfan Tosuncuoglu, "Importance of Assessment in ELT," *Journal of Education and Training Studies* 6, no. 9 (August 2018): 163, [https:// doi.org/ 10.11114/jets.v6i9.3443](https://doi.org/10.11114/jets.v6i9.3443).

² Mazin Mansory, "The Significance of Non-Traditional and Alternative Assessment in English Language Teaching: Evidence From Literature," *International Journal of Linguistics* 12, no. 5 (October 2020): 210, [https:// doi.org/ 10.5296/ ijl.v12i5.17782](https://doi.org/10.5296/ijl.v12i5.17782).

and evaluation. It shows that learning involves mastering concepts and theories and discovering knowledge concepts through a series of scientific procedures.

Portfolio Assessment is a crucial component of language assessment. The portfolio represents the development of the student's learning process outcomes, trains independent learning, and promotes metacognitive awareness. The actual value of a portfolio lies in the documented reflection and understanding, not the mere compilation of work³. Self-peer assessments are increasingly utilized in higher education to aid in grading student work and facilitate more effective learning. Despite this trend, more information in the published literature needs to be regarding how students perceive these instructional strategies⁴.

Based on the researcher's observations, vocational high school students have less interest in learning English, as evidenced by their attendance rate of approximately 76% for the first semester. The data findings of the researcher's odd semester final exam scores in one of Tangerang vocational schools show that around ten students experienced remedial, and 15 have appropriate scores in English subjects. Marzano contends that a student's enthusiasm for learning can increase their school attendance. To encourage students to attend class, he emphasizes the significance of creating an engaging and relevant learning environment for them⁵. However, English has become an international language,

³ Helen Barrett, "Balancing the Two Faces of EPortfolios," *Educação, Formação & Tecnologias - ISSN 1646-933X* 3, no. 1 (March 2010): 6–14, <http://eft.educom.pt/index.php/eft/article/view/161>.

⁴ Stephanie J Hanrahan and Geoff Isaacs, "Assessing Self- and Peer-Assessment: The Students' Views," *Higher Education Research & Development* 20, no. 1 (May 2010): 53–70, <https://doi.org/10.1080/07294360123776>.

⁵ R.J. Marzano, B.B. Gaddy, and C. Dean, "What Works In Classroom Instruction," *Aurora CO Midcontinent Research for Education and Learning*, no. 2723 (January 2000): 800–933, http://www.mcrel.org/PDF/Instruction/5992TG_What_Works.pdf.

and they will need English in the future workplace. Several students find this English lesson challenging because English is not their native language.

As a result of observing this phenomenon, the researcher felt compelled to assess teaching using portfolios and Self-Peer Assessments, which are collections of student work demonstrating their efforts, progress, and accomplishments. The researcher used it to measure students' writing ability. The researcher expects the CRADLE portfolio to impact students after being implemented in the class, where CRADLE stands for Collect, Reflect, Assess, Document, Connect, and Evaluate⁶. Writing ability is an important skill to develop when teaching English. Traditional assessment methods, such as written exams, can often provide a partial picture of students' writing skills. As a result, it is necessary to look for alternative assessments that are more inclusive and consistent with a learning approach based on Communicative Language Teaching (CLT), which applies Task-Based Learning to students.

The CRADLE portfolio is an alternative assessment option. The CRADLE portfolio requires students to compile, select, and reflect on their writing over time. In the context of writing skills in English classes, the CRADLE portfolio enables students to save and demonstrate their progress in writing through narratives, descriptions, and essays, among other text types⁷. Utilizing the CRADLE portfolio in CLT has numerous benefits. First, The CRADLE portfolio can promote student-

⁶ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (New York: Longman, 2004), 256.

⁷ Yoyok Febrijanto and Erva Elli Kristanti, "Portofolio 'Cradle' Development in Clt in English Class for Nursing Students," *English Education: Journal of English Teaching and Research* 4, no.2 (October 2019): 123–43, <https://karya.brin.go.id/id/eprint/19393/>.

centered learning. To begin with, Paul Black asserts, "Student portfolios enable students to be more active and accountable in the learning process." By collecting and reflecting on their writing, students can better understand their writing strengths and deficiencies and devise strategies for improvement⁸. Second, the CRADLE portfolio promotes genuine evaluation. Heidi Hayes Jacobs suggests that authentic assessment engages students in producing tangible products demonstrating profound and pertinent understanding. With the CRADLE portfolio, students can generate texts relevant to real-world contexts, demonstrate their ability to communicate effectively in writing, and demonstrate a deeper understanding of the studied material. Third, the use of the CRADLE portfolio in CLT enables feedback that is richer and more targeted. According to Davies, an authority on educational evaluation, Portfolios allow teachers to provide more specific feedback and empower students in their self-improvement. Through portfolio assessment, teachers can observe students' development, identify their strengths and weaknesses, and provide pertinent feedback to help students improve their writing skills.

Through reflective statements, students learn to evaluate their academic performance by explaining what was significant about the included evidence and what it revealed about them as students⁹. In addition, reflective statements revealed

⁸ Paul Black and Dylan Wiliam, "Classroom Assessment and Pedagogy," *Assessment in Education: Principles, Policy and Practice* 25, no. 6 (March 2018): 551–75, <https://doi.org/10.1080/0969594X.2018.1441807>.

⁹ Bo Chang, "Reflection in Learning," *Online Learning Journal* 23, no. 1 (March 2019): 95–110, <https://doi.org/10.24059/olj.v23i1.1447>.

shifts in students' beliefs and sentiments regarding their academic abilities and future development objectives. Consequently, portfolios encourage students to assume greater responsibility for their learning and develop into independent students¹⁰. Independent learning is becoming more important in education, especially for higher-level students. Today's students are used to teacher-centered teaching models, and this may only make them accept student-centered teaching with difficulty¹¹. In Indonesia, independent or student-centered learning has been included in the curriculum. Character quality, competence, and literacy are the learning objectives achieved through the curriculum. Teachers assist students in adapting to the curriculum and thinking critically, creatively, communicatively, and collaboratively. In addition, they are encouraged to enhance their literacy skills in various ways¹². In addition, using self-peer assessment in teaching significantly impacts students' learning process and academic performance. The techniques encourage Students to actively engage in their assessment process and develop crucial metacognitive skills. Through self-evaluation, students can better understand their strengths and weaknesses and motivate themselves to perform better. On the other hand, peer assessment offers feedback from various angles,

¹⁰ Ahmad Syamsul Ma'arif, Fuad Abdullah, Asri Siti Fatimah and Arini Nurul Hidayati, "Portfolio-Based Assessment in English Language Learning: Highlighting the Students' Perceptions," *J-SHMIC: Journal of English for Academic* 8, no. 1 (February 2021): 1–11, [https://doi.org/10.25299/jshmic.2021.vol8\(1\).6327](https://doi.org/10.25299/jshmic.2021.vol8(1).6327).

¹¹ Hasanah Uswatun, "Autonomous Learning As Language Learning Strategy Based on Students Preferenced Learning Style," *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature* 1(2) (March 2013): 1–22, <http://ejournal.iainpalopo.ac.id/index.php/ideas/article/view/163>.

¹² D. G. Little, Jennifer Ridley, and Ema. Ushioda, *Learner Autonomy in the Foreign Language Classroom: Teacher, Learner, Curriculum and Assesment, Authentik: Books for Language Teachers* (Dublin: Authentik Language Learning Resources Ltd, 2003), 194.

improves the assessment's objectivity, and enriches learning through interactions with peers. With the help of this approach, a learning environment that values all students and gives them an equal chance to participate in assessments. Peer assessment also enables students from various backgrounds to benefit from one another's knowledge, acknowledge diversity, and broaden their perspectives.

The researcher indicates that using the CRADLE portfolio and Self-Peer Assessment in CLT can significantly improve English students' writing abilities. In the process, students can acquire and implement skills applicable to the workplace. In teaching and learning English in vocational high schools, an evaluation tool structured based on communicative competency is an alternative assessment for accomplishing instructional objectives. The learning process employs the Communicative Learning Teaching (CLT) framework for portfolio and self-peer assessment development. Therefore, the researcher would like to analyze the use of assessment in English topics, with a particular emphasis on using alternative assessments for students in vocational high schools. Researcher claims that a teacher who gives an adequate assessment in the process will preferably produce a good outcome. Furthermore, the researcher is particularly interested in determining if there is an effect between using portfolios with CRADLE format and self-peer assessment as a substitute evaluation for students' writing ability.

B. Problems Identification

According to the researcher's observations and interviews with English teachers at one of the Vocational Schools in Tangerang, students face many

problems in writing. Thus, teaching writing is a challenging thing to do. Students still need more vocabulary and are afraid of making mistakes in writing English, like they need to learn how to write and spell words correctly, affecting their fluency. In addition, students need motivation to write in class because they need to be more confident. They are afraid their friends will laugh or make jokes about their incompetence. They need to be more interested in participating in writing class activities. The teachers only ask the students to open the exercise book, read the assignments, and do the exercises. After that, they discussed it together. Teachers give students too much time to do chores, so some are busy with their business and chatting in their mother tongue. Thus, their chance of writing English should be higher.

Due to a lack of understanding and motivation to acquire the 2013 curriculum's revised assessment patterns, the researcher discovered that teachers still need to be more robust to outdated assessment strategies despite the curriculum's modification. Teachers believe that teaching is merely the transfer of knowledge without regard to the depth of students' comprehension. They continue to evaluate students' abilities solely based on the final grade.

C. Formulation of Problem

1. How does the Portfolio affect the students' writing ability of Class X Vocational High School students?
2. How does the self-peer assessment affect the students' writing ability of Class X Vocational High School students?

3. How significant are portfolio and self-peer assessments for students' writing ability?

D. Scope of Problem

The researcher imposes the following restrictions on the research based on the scope:

1. This study only investigates the application of the "CRADLE" portfolio and Self-peer assessment in CLT.
2. This research is limited to the tenth-grade Mahakarya Vocational High School students.
3. This research is limited to English Subjects and writing skills on recount text.

E. Research Purpose

1. To know how the Portfolio affects the students' writing ability of Class X Vocational High School students.
2. To know how the self-peer assessment affects the students' writing ability of Class X Vocational High School students.
3. To find how significant portfolio and self-peer assessment of students' writing ability is.

F. The Significance of the Research

The relevance of this study would bring some benefits to the teaching and learning process. The significance of this study includes:

1. For students as research subjects, the researcher expects that students will benefit from the research. Students can reach learning goals sufficiently and enhance their writing skills, especially in writing recount text.
2. It was expected of teachers at the school that they would improve their assessment ability.

G. Previous study

Previous research has focused on alternative evaluation forms in the teaching and learning process. To distinguish the new study from recent research on using alternative assessments in the form of portfolios and self-peer in teaching, the researcher has summarized several previous studies that can serve as references or guidelines for the new research.

1. Farahian & Avarzamani (2018). The Impact of Portfolio on EFL Learners' Metacognition and Writing Performance. This study evaluates the impact of digital portfolios on EFL students' metacognitive awareness and writing performance¹³.
2. Ngui. (2020). Malaysian Undergraduates' Perspectives on the Influence of e-Portfolios on ESL Students' Writing Skills. This study employs electronic portfolio assessment in teaching writing to English as a Foreign Language students¹⁴.

¹³ Majid Farahian and Farnaz Avarzamani, "The Impact of Portfolio on EFL Learners' Metacognition and Writing Performance," *Cogent Education* 5, no. 1 (March 2018): 2, <https://doi.org/10.1080/2331186X.2018.1450918>.

¹⁴ Wirawati Ngui, "Exploring the Impact of E-Portfolio on ESL Students' Writing Skills through the Lenses of Malaysian Undergraduates," *Call-Ej* 21, no. 3 (August 2020): 105–21.

3. Biglari. (2021). The Impact of Portfolio Assessment on Iranian EFL Learners' Independence and Writing Skills The Teaching Language Skills Journal. This study investigates the effect of utilizing an electronic portfolio on the writing skills of EFL students in Iran¹⁵.
4. Miller indicates in his article "Classroom Trade Show: An Alternative to Traditional Classroom Presentations in an Undergraduate Plant Identification Course" that assessment usage yields excellent and above-average results¹⁶.
5. Cho and MacArthur focus primarily on the negative consequences of self-evaluation in foreign language education. This study suggests that self-evaluation helps individuals develop a greater metacognitive awareness of their language proficiency. In addition, using a self-evaluation tool can boost confidence and motivation among language learners¹⁷.
6. In 2020, The role of self and peer assessment in Higher Education, as discussed by M.C. Iglesias-Perez. This research Finds a moderate concordance between private evaluation and lecturer assignments and a strong concordance between peer evaluation and lecturer assignments.

¹⁵ Abbas Biglari, Siros Izadpanah, and Ehsan Namaziandost, "The Effect of Portfolio Assessment on Iranian EFL Learners' Autonomy and Writing Skills," *Education Research International*, (November 2021): 2, <https://doi.org/10.1155/2021/4106882>.

¹⁶ Chad T. Miller, "Classroom Trade Show: An Alternative to Traditional Classroom Presentations in an Undergraduate Plant Identification Course," *HortTechnology* 33, no. 1 (January 2023): 111–117, <https://doi.org/10.21273/HORTTECH05148-22>.

¹⁷ Kwangsu Cho and Charles MacArthur, "Student Revision with Peer and Expert Reviewing," *Learning and Instruction* 20 (August 2010): 328–38, <https://doi.org/10.1016/j.learninstruc.2009.08.006>.

These findings suggest that students perform admirably as peer evaluators and that peer evaluation is a highly valid and reliable procedure¹⁸.

7. In 2023, Chunping Zheng discuss Self-peer assessment first: effects of video-based formative practice on learners' English public speaking anxiety and performance, and the findings suggest that learners with a higher level of apprehension should conduct self-peer assessment first. Learners with a lower English language proficiency level should conduct a peer assessment first¹⁹.

H. Novelty

To show the novelty between this research and previous research, the researcher tried to compare various variables, research methods, and research results that have been done. The previous study was Farahian & Avarzamani's research in 2018 evaluating the impact of digital portfolios on writing performance and metacognitive awareness of EFL students. For this study, the researcher will use portfolios for SMK students in Tangerang to write recount texts. This study also tries to determine the effect of using portfolios on the writing skills of vocational high school students.

¹⁸ M C Iglesias Pérez, J Vidal-Puga, and M R Pino Juste, "The Role of Self and Peer Assessment in Higher Education," *Studies in Higher Education* 47, no. 3 (March 2022): 683–92, <https://doi.org/10.1080/03075079.2020.1783526>.

¹⁹ Chunping Zheng, Lili Wang, and Ching Sing Chai, "Self-Assessment First or Peer-Assessment First: Effects of Video-Based Formative Practice on Learners' English Public Speaking Anxiety and Performance," *Computer Assisted Language Learning* 36, no. 4 (May 2023): 806–39, <https://doi.org/10.1080/09588221.2021.1946562>.

Further Ngui Research in 2020. This study implements an electronic portfolio assessment for teaching English writing to Foreign Language students. Apart from that, there is a study conducted by Biglari in 2021. This research examines the effect of using an electronic portfolio on English writing skills as a foreign language student in Iran; for this study, the researcher will use portfolios instead of electronic portfolios and different places. Previous research was conducted in Malaysia and Iran for undergraduate students, and this research will be used for vocational high school students in Indonesia. Besides that, the researcher used paper-based or paper-based portfolios for students in this study.

Miller's 2023 research describes the use of alternative assessments for undergraduate students, which shows that this research is efficient. For this study, the researcher tried to apply the assessment to vocational students and specifically used portfolios. In Cho and MacArthur's analysis, the researcher observed the level of awareness of students, and there was also research from M.C Iglesias, which showed the use of self-peer assessment as evaluation material. In contrast, in this study, self-and peer assessment was used as material for assessing students in teaching English. Chunping Zeng's research uses formative video-based self-peer assessment to measure students' speaking abilities, while this research focuses on students' writing abilities.

The primary purpose of this study was to examine the relationship between portfolio and self-peer assessment usage in vocational high school students in

the Tangerang District. This study provides insightful information regarding the use of portfolios in English classes. Moreover, in this study, the researcher adopted the CRADLE portfolio format, which is an implementation and development of the portfolio format exemplified by the Ministry of Education and Culture, as well as the use of Self-Peer assessment adopted from Douglas, a combination of the use of these two alternative assessments designed to measure students' writing abilities in class English at one of the vocational schools in the Tangerang district.