UNIVERSITI TEKNOLOGI MARA

PORTFOLIO ASSESMENT
IN ESL WRITING CLASSROOMS

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Thesis submitted in fulfilment of the requirements

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Candidate's Declaration

I declare that the work in this thesis was carried out in accordance with the regulation of Universiti Teknologi MARA. It is original and is the result of my own work, unless otherwise indicated or acknowledged as referenced work. This thesis has not been submitted to any other academic institution or non-academic institution for any other degree or qualification.

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Abstract

This qualitative case study examines portfolio assessment as an alternative tool in ESL writing classrooms of a class of students with limited language proficiency. Airasian (2002) has highlighted that portfolio assessment is a collection of selected students' work to demonstrate their work and accomplishment over time to show their growth and development. This school is situated in a suburban area of Kuala Terengganu. The purpose of this study was to examine the effects of using portfolio assessment in ESL classrooms particularly towards writing essay, the students' and teachers' perceptions of having this portfolio assessment, the issues and challenges of portfolio assessment in ESL classrooms. The investigation employed qualitative research techniques. Data were collected from students' portfolio which consisted of essays and learning journal, interviews with the students and teachers, and questionnaire for both groups. Thirty-three students were involved in the study and all submitted their complete portfolios. Data analysis revealed that most students preferred using portfolio assessment and admitted to getting better in writing English. Students reflected on learning their strengths and weaknesses through portfolio assessment. Teachers liked portfolio assessment but worried that the students' proficiency level could not make it effective and successful. Few suggestions were recommended in making portfolio assessment a successful alternative assessment to the standardized testing.

Abstrak

Kajian kes kualitatif ini telah dijalankan untuk mengkaji penilaian portfolio sebagai alat alternatif di dalam kelas penulisan Bahasa Inggeris sebagai bahasa kedua di mana pelajar-pelajarnya mempunyai kemahiran bahasa Inggeris yang terhad. Penilaian portfolio telah didefinasikan oleh Airasian (2002) sebagai himpunan kerja-kerja pelajar untuk pamerkan kerja mereka dan pencapaian dalam satu tempoh untuk menunjukkan perkembangan dan peningkatan pelajar. Sekolah ini terletak di pinggir bandar Kuala Terengganu. Tujuan kajian ini adalah untuk melihat kesan-kesan penggunaan penilaian portfolio ke atas penulisan esei bahasa Inggeris, persepsi pelajar-pelajar dan guru-guru terhadap penilaian portfolio, isu-isu dan cabaran-cabaran penilaian portfolio di dalam kelas bahasa Inggeris ini. Kajian ini menggunakan teknik kajian qualitatif. Data diperolehi dari; portfolio pelajar-pelajar yang mengandungi esei dan jurnal pembelajaran, temubual bersama pelajar-pelajar dan guru-guru, dan soalselidik untuk kedua-dua kumpulan. Tigapuluh-tiga orang pelajar terlibat di dalam kajian ini dan kesemuanya menyerahkan portfolio mereka yang lengkap. Analisa data menunjukkan kebanyakan pelajar-pelajar lebih suka kepada penilaian portfolio berbanding peperiksaan awam dan mengaku yang mereka lebih baik di dalam penulisan esei bahasa Inggeris. Pelajar-pelajar menulis tentang kekuatan dan kelemahan mereka di dalam jurnal pembelajaran. Guru-guru juga sukakan penilaian portfolio tetapi risaukan kepada kemahiran yang terhad di dalam bahasa Inggeris boleh menggagalkan penilaian portfolio ini. Beberapa cadangan dikemukan untuk menjayakan penilaian portfolio sebagai penilaian alternatif kepada peperiksaan awam.

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