

The Effectiveness of Two Writing Portfolios on High School Students' Writing Achievement

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ABSTRACT

Abstract: Writing in English teaching and learning is perceived as a difficult skill due to internal and external factors. This study investigated the effectiveness of two writing portfolios (working writing portfolio and showcase writing portfolio) on high school students' writing achievement utilizing quasi-experimental design. The effectiveness of the two writing portfolios was tested by comparing pre-treatment and post-treatment samples using Independent Samples t test between both treatments. Regarding to .05 significance of level, the p value was compared to .025 for each side of 2-tailed research. The result showed p value .028 which was higher than .025. It signified that there was not significant different effect between both writing portfolios.

Abstrak: Menulis dalam belajar mengajar Bahasa Inggris dianggap sebagai keterampilan yang sulit karena faktor internal dan eksternal. Penelitian ini bertujuan untuk mengetahui keefektifan dua portofolio menulis (Working Writing Portfolio dan Showcase Writing Portfolio) terhadap prestasi menulis siswa menengah atas dengan menggunakan desain quasi-experimental. Keefektifan kedua portofolio menulis tersebut diuji dengan membandingkan sampel nilai Pre-treatment dan Post-treatment menggunakan uji Independent Samples t antara kedua perlakuan. Merujuk pada tingkat signifikansi .05, nilai p dibandingkan dengan .025 untuk masing-masing bagian dari penelitian 2 arah. Hasil uji menunjukkan nilai p .028 yang lebih tinggi dari .025. Ini menunjukkan bahwa tidak ada perbedaan efek yang signifikan antara kedua portofolio tersebut.

INTRODUCTION

Mostly, writing is perceived as a quite difficult skill for both students and teachers in English teaching and learning. For students, several writing issues appearing are not only from internal factors, as: lack of vocabulary, grammatical knowledge, and motivation (Ali & Ramana, 2018), native language interference and lower reading habits (Almubark, 2016; Irmalia, 2016; Hidayati, 2018), but also from external factors, such as: unsupportive learning situation (Ali & Ramana, 2018), inadequate sources of information (Kemboi et al, 2014), and curriculum (Bell-Nolan, 2015). In the other hand, teacher also faces problems in teaching writing. Teacher's challenges start from teaching preparation to pedagogical matters likely encouraging students' motivation, technology application, classroom management, students' learning styles (Ali & Ramana, 2018), time allocation (Hidayati, 2018), and class size (Ariyanti, 2016).

The writing challenges lead to an urgent requirement of teacher's roles and competencies betterment. A competent teacher is addressed to a teacher with both teaching and assessment abilities (Sulistyo, 2016). Teacher's competency on teaching can be seen from educational planning, teaching and learning process, and also learning assessment deciding students' learning achievement. Meanwhile, teacher's mastery in assessment, in a broad perspective, is referred to the process of providing real information about students' learning progress, problems and possible causes. Therefore, the information can be used to create the appropriate learning experiences for students (Hollenweger, 2011).

In Indonesia context, teacher's competencies have been regulated in Indonesian Education System. The information of students' progress and proficiency can be provided during and after learning, ensuring students' learning developed in line with the curriculum standard. K13 curriculum provides the general frameworks from planning to assessment stages. In specifying the assessment, K13 curriculum recommends authentic assessment as the model for teaching and learning process (Permendikbud no. 104, 2014). In which, students perform a skill in a real context as they do in their real life.

Referring the real practice, teachers are still utilizing the easier and old fashioned methods of teaching and assessing writing. For instance, English teachers in Bima, West Nusa Tenggara, are simply teaching a specific text through its model, providing similar exercise to the model ones, and taking grades from exercise and test straight away. Corrective feedback of students writing is overly demanding, since their lack of time allocation during a semester with standardize target. Regarding this problem, Harmer (2007)

believes that assessing students' writing in an instant test is high risk practice. As the outcome, students only memorize the concept for a test purpose without contextually practicing the skill (Afrianto cited in Afrianto, 2017).

Dealing with the problem, the integrative writing process and assessment is needed. Hence, portfolio assessment is considered as a viable option to carry on, in which it accommodates both writing process and assessment. Further, this strategy is also in line with authentic assessment that is suggested in Indonesian K13. The latest studies in Indonesian context show positive impact of portfolio assessment; such as: fairer evaluation (Syafei, 2012; Prastikawati et al, 2016) and improve writing skills and attitudes (Efendi et al, 2017). Nonetheless, portfolio assessment can be used for different purposes for each educational level, namely: activating tool for reflective, meta-cognitive, and self-regulated for official and formal writing (Burner, 2014), and identifying competent students for academic writing context (Lam, 2018).

As a kind of authentic assessment, portfolio compiles both process and product traits of writing. Portfolio assessment is viewed as a compilation of student's work displaying students' process and results in a field throughout particular time and various documentation (Lam, 2018; Paulson, Paulson & Meyer, 1991). Eventually, portfolio in writing field provides students' writing products to be evaluated. Portfolio assessment minimizes the non-native writers' apprehension that is dealing with timed writing context (Hamp-Lyons & Condon, 2000). In terms of particular field, writing for instance, portfolio promotes students' learning autonomy (Banfi, 2003). Furthermore, process writing approach and multi sources feedback as the valuable points are applied in this strategy.

There are the main procedures in classroom implementation in applying writing portfolio assessment. However, the main passing stages are similar, such as: collection, selection, self-assessment, reflection, delayed evaluation, and within included different sources of feedback (Burner, 2014). The main stages can be seen in Figure 1.

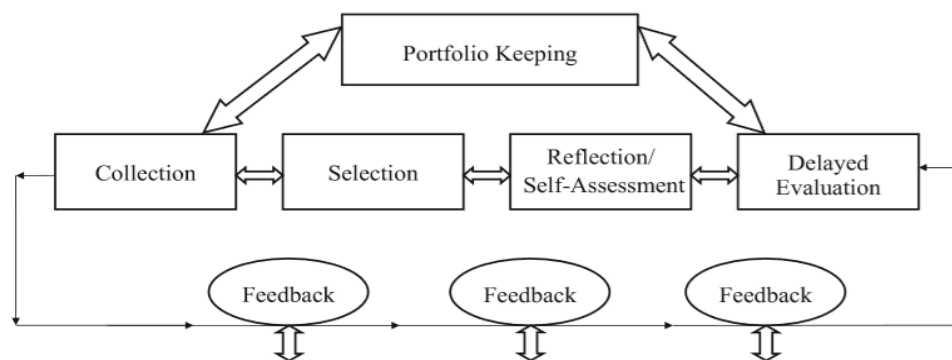


Figure 1 Stages of Writing Portfolio Assessment with Different sources of Feedbacks

Furthermore, writing portfolio assessment is categorized into three procedures, which are different from the order and source of feedback, including: 1) progress portfolio; 2) working portfolio; and 3) showcase portfolio (Lam, 2018). Progress portfolio for teacher is utilized to see students' involvement in teaching and learning writing process, meanwhile students use it viewing their continuity of their progress throughout the process. Working portfolio develops not only students' engagement in the process, but also the overview of students' effort and progress. This type of writing portfolio keeps the whole products from the process whether they are finished and polished or not. In the other hand, showcase portfolio shows off the evidences of best works and practices only, which are used achieving learning objectives and needs. In a glance, the procedures utilized in working and showcase writing portfolio are similar, such as: collection, selection, reflection and portfolio grading. However, they are different in feedback timing and sources (Lam, 2018).

Of three types of writing portfolio, the studies of writing portfolio assessment mostly focus on working and showcase portfolios. Progress portfolio is rarely employed due to incomplete nature of writing artefacts produced. Working writing portfolio puts the feedbacks from all the sources in Collection stage, as seen in Figure 2.

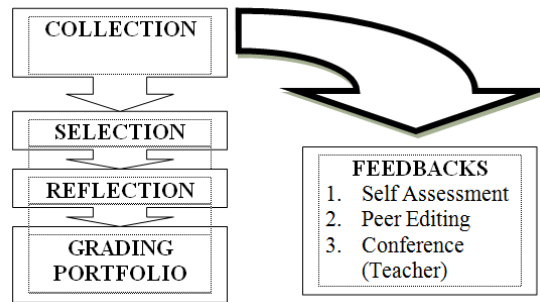


Figure 2 Working Writing Portfolio

Whereas, showcase writing portfolio employs feedbacks from self and peer on Collection, and runs teacher feedback on Selection phase. Figure 3 portrays showcase writing portfolio procedures. The different timing and source of feedbacks are the main highlight that generate distinctive results as well (Lam, 2013).

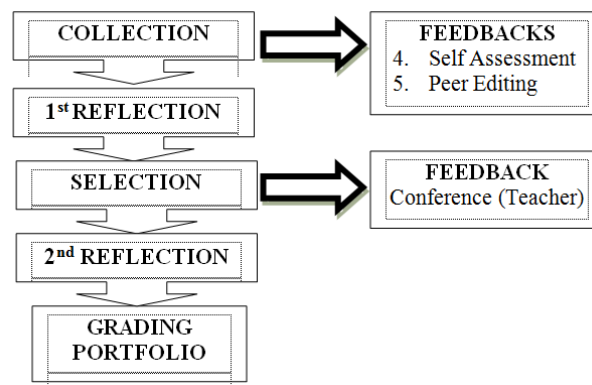


Figure 3 Showcase Writing Portfolio

The latest study of working and showcase writing portfolios by Lam (2013) investigated about college students' perspectives toward the implementation of the approaches and their impacts in learning writing. The research findings indicated that students of showcase writing portfolio were less enthusiastic, while students of working writing portfolio were more comprehensive to the approach. Further, the findings also signified the writing portfolio impact on students' self-regulation.

Related to the latest study of writing portfolio, mostly researchers emphasized their study on college level. The implementation of writing portfolio in primary and secondary levels referred to minimum size of writing artefacts and unrelated texts in portfolio keeping. Regarding the writing portfolio, there were a few previous studies of primary and secondary levels which focused on the feedbacks, timing and sources. The initial ones mostly concerned about its effectiveness comparing to the traditional teaching writing strategies. Finding this gap, the researcher of the recent study aimed to investigate the implementation of working and showcase writing portfolios on high school level, to find out: 1) is there any significant difference of writing achievement among students who were taught by working writing portfolio and those taught by showcase writing portfolio? 2) Is there any meaningful difference of effectiveness between the implementation of working writing portfolio and showcase writing portfolio toward students' portfolio scores?

METHOD

The researcher utilized quasi-experimental design on two experimental groups in this study. It is not possible to randomize the population and set subjects to different classes in educational research (Latief, 2016), so that the design was selected. The other reasons choosing the design was the nature of classroom arrangement in high schools, in which it was a whole set of class location, timetable, teachers, and the same interest (science or social) students. Avoiding to several possible threats, subjects were from different schools which also located quite distance from each other.

This research was done in Bima, West Nusa Tenggara. Two experimental groups were involved in this study; a group from SMAN 1 Madapangga and the other from SMAN 1 Bolo. The experimental group from SMAN 1 Madapangga was treated with Working

Writing Portfolio, while the group from SMAN 1 Bolo was given Showcase Writing Portfolio. Both groups were in the same major; science classes of grade XI. Each group had the same number of subjects that was 32 students. The consideration of selecting the same major and number of students was avoiding the bias of learning materials. The curriculum used was similar to each other and enabled the researcher utilizing the same material for both groups. Due to time efficiency for the subjects, the researcher provided explanation text as the material in line with their expected competence of the semester. Table 1 and 2 display the procedures of Working Writing Portfolio and Showcase Writing Portfolio. In each portfolio, the time arrangement was important, since the process was sternly compacted.

Both groups had similar stages in providing treatments. The stages were collection, selection, reflection and portfolio grading. However, each group differed in arranging feedback time from multiple sources. In Working Writing Portfolio, all the feedbacks from self, peer and teacher were given in collection stage. While in Showcase Writing Portfolio, the feedbacks from self and peer were given in collection stage, and teacher feedback was occurred in selection stage.

Writing prompts provided considered these criteria: 1) definite and clear; 2) equal challenging, in which they were broad, open-ended and adaptable enough for students (Moran, 2008); and 3) involving all the students to the same task (White, 1985). Furthermore, Calfee & Miller (2013) suggested that writing prompt should cover: 1) a main statement as a key topic for target writing; 2) purpose of writing; 3) form of writing; 4) judging or scoring criteria; 5) specific consideration in students' target writing. The recent study provided different writing prompts for pre-treatment writing and two post-treatment writing. The topics given were simple and closer to students' real life, so that students were contextually engaged the topic to their target writing well.

Table 1 Teaching and Learning Procedure of Working Writing Portfolio Group

Meeting	Writing Portfolio Stages	Students' Activities
1	Introduction and pre-treatment writing	<ol style="list-style-type: none"> 1. Discussing the procedure and examples of working portfolio keeping. 2. Asking questions about working writing portfolio. 3. Writing the explanation text based on the writing prompt given.
2 - 4	Collection	<ol style="list-style-type: none"> 1. Writing the first explanation text based on the writing prompt given. 2. Conducting self assessment and peer editing. 3. Revising the writing based on self assessment and peer editing. 4. First teacher conference and revision. 5. Writing the second explanation text based on the writing prompt given. 6. Conducting self assessment and peer editing for the second round. 7. Revising the second writing based on self assessment and peer editing 8. Second teacher conference and revision.
5	Selection and Reflection	<ol style="list-style-type: none"> 1. Selecting two best explanation texts. 2. Reflecting the learning process and the whole procedures. 3. Arranging portfolio keeping. 4. Submitting the working writing portfolio.

Table 2 Teaching and Learning Procedure of Showcase Writing Portfolio Group

Meeting	Writing Portfolio Stages	Students' Activities
1	Pre-treatment writing and introduction	<ol style="list-style-type: none"> 1. Discussing the procedure and examples of showcase portfolio keeping. 2. Asking questions about showcase writing portfolio. 3. Writing the explanation text based on the writing prompt given.
2 - 3	Collection and 1 st Reflection	<ol style="list-style-type: none"> 1. Writing the first explanation text based on writing prompt. 2. Conducting self and peer assessments. 3. Revising the first explanation text based on the assessments. 4. 1st reflection. 5. Writing the second explanation text based on the writing prompt. 6. Doing self and peer assessments. 7. Revising the second explanation text based on the self and peer editing.
4 - 5	Selection and 2 nd Reflection	<ol style="list-style-type: none"> 1. Selecting two best explanation writings. 2. Teacher conference and revision. 3. Conducting 2nd reflection. 4. Arranging the portfolio keeping. 5. Submitting the showcase writing portfolio.

Other than writing prompts, writing scoring system was prepared. Regarding research's need of score in two different domains; writing achievement and portfolio grading, analytical and holistic writing assessment approaches were utilized. Analytical scoring was used obtaining students' scores on different writing aspects for a writing product. Meanwhile, holistic scoring was applied to conclude all the sub skills and dimensions into a whole exegesis of students' writing ability in portfolio assessment. Analytical scoring system employed 1 to 4 scores and each score signified particular indicators for a writing criterion. This scoring system was adapted from Brown (2007) for the components. The components' weight ranged as: content (30%), organization (20%), grammar (20%), vocabulary (15%), and mechanics (15%). Also, scoring system applied 1 to 5 scores on distinguish dimensions of portfolio; they were characteristics of the writer, characteristics of portfolio as a whole, characteristics of individual texts, and intra-textual features (Hamp-Lyons & Condon, 2002). Further, the single scores of portfolio used as the primary consideration deciding level of a portfolio. Levels of portfolio keeping extended from Inadequate to Outstanding level.

Data collection involved both primary and secondary data. The primary data used were students' writing scores and also portfolio scores. The secondary data were reflective writing which used obtaining students' responses dealing with learning activities and writing portfolio system as a whole procedure.

Analysing data, descriptive and inferential statistics were operated to students' writing scores and portfolio scores. Then, descriptive statistics provided central tendency in form of mean, maximum and minimum scores, range and standard deviation. Further, inferential statistics calculated in order to test the data for the answer of research problems. Both statistics were computed applying a software namely SPSS 23.0 version.

Dealing with inferential statistics, several statistical assumptions were assessed due to further data analysis, such as: normality, linearity and homogeneity tests. In case of all the assumptions were achieved, parametric statistical analysis were employed as: t-test, ANOVA, and MANOVA tests. As if all the assumptions were refused, statistical analysis applied was non-parametric one, e.g. Mann-Whitney test (Cresswell, 2009). Level of significance on .05 was set as criteria for accepting or refusing the statistical assumptions. When p values were higher than .05 then the assumptions were achieved, but if the p values were lower than .05 then the assumptions were rejected.

The following stage was hypothesis testing to establish the answer of research problems. Pre-treatment, post-treatment, and portfolio scores were used in this phase. Dealing with students' writing achievement, Mean Difference of both side post-treatment scores was perceived deciding the higher achievement among the systems. On the other hand, comparing the effectiveness of the treatments, p values were compared to significance level .05. As it was a 2-tailed research, the significance level of each side was .025.

Referring students' responses to learning activities and procedures, reflective writing was taken into account. The open-ended nature of inquiries in the reflective writing revealed several open and expressive responses from the students. The responses were coded into several main statements and specific expressions.

RESULTS

Statistical Assumptions' Testing

The comparison between working writing portfolio group and showcase writing portfolio group directed to the answer of issues proposed in this study. Therefore, initial statistical assumption's checks were conducted ensuring the normal distribution, linear relationship, and homogeneous variance between two experimental groups.

Normality Test

Normality test results were analyzed based on assumption that p values were greater than .05. In Table 3, all the p values were higher than .05, meaning the distribution of data in both groups were normal.

Tabel 3 Results of Normality Test

c	<i>p</i> values		α	Statement
	Working Writing Portfolio	Showcase Writing Portfolio		
Pre-treatment Writing	.098	.096	.05	Normal distribution
Post-Treatment Writings	.578	.315	.05	Normal distribution
Portfolio	.241	.252	.05	Normal distribution

Linearity Test

Referring linear relationship among the variables, linearity check was conducted. Table 4 showed that independent and dependent variables of both groups were in linear relationships, in which p values of both group were higher than .05 level of significance.

Table 4 Results of Linearity Test

Variables		<i>p</i> values		α	Statement
Independent	Dependent	Working Writing Portfolio	Showcase Writing Portfolio		
Pre-treatment Writing	Post-treatment Writings Portfolio	.790	.783	.05	Linear relationship
		.796	.683	.05	Linear relationship

Homogeneity Test

Homogeneity test was done to students' writing scores after treatments finished. Homogeneity of the data could be decided by significance value above .05. As seen in Table 5, Sig. value was on .438, meaning the data were homogeneous.

Table 5 Results of Homogeneity Test

c	Levene Statistic	df1	df2	Sig.
Post-treatment Writings	.611	1	62	.438

The Effectiveness of Working Writing Portfolio Group and Showcase Writing Portfolio Group

Each writing portfolio assessment had different extent of effectiveness, as the explanation below:

Writing Portfolio Assessment

Writing achievement was tested by Paired t test seeing the difference before and after treatment. The result can be seen in Table 6 below.

Table 6 Paired Samples Test of Working Writing Portfolio Group

Samples	N	Mean Difference	Standard Deviation	Sig. (2-tailed)	Statement
Pair Pre-treatment – Post -treatment	32	-14.78125	2.51106	.000	Significance effect

Mean Difference in the table showed -14.78125, which indicated the post-treatment score had greater mean than pre-treatment. Moreover, p value pointed on .000 was smaller than .05 level of significance, which signified meaningful effect of Working Writing Portfolio.

Portfolio scoring was conducted after the treatment completed. This scoring system was not only perceived the writing scores, but also the other dimensions. Portfolio scoring had four dimensions to be considered, such as: characteristics of the writer, characteristics of the portfolio as a whole, characteristics of individual writing, and intra-textual features. Result in Table 7 shows the highest, the lowest scores, and also the categorization of the portfolio keeping. Regarding the result, the portfolio keeping of this group was categorized into Good level.

Table 7 Portfolio Scores and Categorization of Working Portfolio Group

No.	Interval	Category	F	%
1	29 – 35	Outstanding	7	21.9
2	22 – 28	Good	13	40.6
3	15 – 21	Average	9	28.1
4	8 – 14	Less Satisfactory	3	9.4
5	0 – 7	Inadequate	0	0
Total			32	100

Showcase Portfolio Assessment

Paired t test was also employed to pre-treatment and post-treatment scores of Showcase Writing Portfolio group, which can be observed in Table 8 as following.

Table 8 Paired Samples Test of Showcase Writing Portfolio Group

Samples	N	Mean Difference	Standard Deviation	Sig. (2-tailed)	Statement
Pair Pre-treatment – Post-treatment	32	-35.46875	13.96767	.000	Significance effect

Referring the result in Table 8, Showcase Writing Portfolio group scored -35.46875 of Mean Difference, in which post-treatment score was higher than the pre-treatment score. Further, meaningful effect of treatment was achieved here, and proven by its p value on .000 that was lower than .05 significance of level.

As portfolio scoring on the other group, Showcase Writing Portfolio was also scored and graded after the treatment done. The scoring and grading systems employed the same rubrics and process. Table 9 portrays the result of portfolio scoring and grading for Showcase Writing Portfolio group. Referring the table, it can be stated that portfolio keeping of Showcase Writing Portfolio group was in Good classification.

Table 9 Portfolio Scores and Categorization of Showcase Portfolio Group

No.	Interval	Category	F	%
1	29 – 35	Outstanding	4	12.5
2	22 – 28	Good	24	75
3	15 – 21	Average	3	9.4
4	8 – 14	Less Satisfactory	1	3.1
5	0 – 7	Inadequate	0	0
Total			32	100

Comparison among Working Writing Portfolio Group and Showcase Writing Portfolio Group

Regarding to research purpose, both treatments were tested to compare their effectiveness. The hypothesis testing utilized Independent Samples Test toward post-treatment and portfolio scores of both groups. Table 10 pictures results of the test.

Table 10 Result of Independent Samples Test

Scores	N	Mean Difference	Standard Error Difference	Sig. (2-tailed)	Statement
Post-treatment	64	-4.90625	2.18700	.028	No significant difference
Portfolio	64	-1.68750	1.06983	.120	No significant difference

As the research was 2-tailed, level of significance was shared .025 for each side. The p values for post-treatment and portfolio were .028 and .120 which were higher than .025. It means that there was no significant difference of Working Writing Portfolio and Showcase Writing Portfolio effectiveness. Further interpretation of Mean Differences, -4.90625 and -1.68750 indicated that post-treatment and portfolio scores of Working Writing Portfolio were lower than Showcase Writing Portfolio despised the term of effectiveness.

Students' Response toward Two Types of Writing Portfolio Assessments

Students' responses toward two types of writing portfolio assessments were pictured in two main ideas, such as learning activities and portfolio procedures as a whole. The students' responses were coded into the same specifications, as respresented in Table 11 and 12 below.

Table 11 Students' Responses of Learning Activities

Responses		Working Group		Showcase Group	
		Frequency	Percentage	Frequency	Percentage
Students' learning accomplishment					
1.	Writing explanation text correctly and accurately	19	59.4 %	24	75 %
2.	Aware of writing errors and conducting compatible revisions	8	25 %	6	18.8 %
3.	Comprehending language features of explanation text, particularly passive voice.	4	12.5 %	2	6.2 %
4.	Utilizing apposite punctuation	1	3.1 %	0	0
Importance of conducting portfolio learning activities					

Responses	Working Group		Showcase Group	
	Frequency	Percentage	Frequency	Percentage
1. Apprehending how to write correct explanation text (purpose, generic structure, and language features)	8	25%	15	46.9 %
2. Obtaining knowledge of particular topic through information search	5	15.6 %	8	25 %
3. Minimizing and rectifying writing errors on each stage	9	28.1 %	9	28.1 %
4. Forming a writing habit	6	18.8 %	0	0
5. Establishing good characters (honest and welcome) in correcting own and friend's writing	4	12.5 %	0	0
Students' learning transformation throughout treatment process				
1. Better writing habit	22	68.8 %	19	59.4 %
2. Better writing revision	5	15.6 %	10	31.2 %
3. Changing, without further argument	5	15.6 %	3	9.4 %
Students' adaptation to learning activities				
1. Adapting well	9	28.1 %	13	40.6 %
2. Generating several complicacies	23	71.9 %	19	59.4 %

Table 12 Students' Responses of Portfolio Procedures as a Whole

Responses	Working Group		Showcase Group	
	Frequency	Percentage	Frequency	Percentage
Students' preference of feedback sources				
1. Self	0	0	0	0
2. Peer	2	5.9 %	1	3 %
3. Teacher	32	94.1 %	32	97 %
Students' proposition of future application				
1. Applying all the procedures both for writing tasks and other possible assignments	8		7	
2. Implementing self, peer and teacher assessment and recursive writing based on feedbacks	7		7	
3. Utilizing information search and process for other tasks	12		11	
4. Employing recursive revision of grammar and mechanics	5		7	
Students' best practice during treatment				
1. Writing explanation text well and precisely (full or part of the text)	15	41.7 %	7	16.3 %
2. Elaborating good characters in learning activities	14	38.9 %	32	74.4 %
3. Obtaining well-suited information to be put in the writing	7	19.4 %	4	9.3 %

Students' responses in Working Writing Portfolio was conducted once in reflection stage. Meanwhile, Showcase Writing Portfolio was employed twice reflective writing. The first one was on collection stage, in which they reflected about learning activities. In selection stage, Showcase Writing Portfolio group presented their responses dealing with portfolio procedures as a whole.

DISCUSSION

Students' Writing Achievement of Two Writing Portfolio Assessment Groups

Based on findings, Working Writing Portfolio and Showcase Writing Portfolio both had significant effects enhancing students' writing achievement. In details, every step of treatments revealed students' writing achievement for the writing aspects expected. Apparently, all writing aspects of students' writing scores increased from initial to the final stages. Even, several students obtained the highest scores for particular criteria. However, some writing errors of specific parts frequently appeared in students' writing. For non-native learners, even the advanced ones, it was comprehensible that they inevitably committed writing errors (Olasehinde cited in Napitupulu, 2017; Syaripuddin, 2015).

On the content area, students of both Working and Showcase Writing Portfolios had issues on less clear and incomplete main ideas, also irrelevant and unrelated details of the writing. Vocabulary and grammatical knowledge limitations led to EFL students' struggle of expressing their ideas (Silva, 1993 in Hyland, 2009; Wigati, 2014). Inadequate and irrelevant supporting ideas caused lack

of clear topic sentence (Faradhibah & Nur, 2019). In a broad picture, the causes were specifically referred to less knowledge and comprehension of the topic, and also misuse of language features in relating and strengthening the details (Wigati, 2014; Suwandi, 2016), minimum reading habits and interlingual errors (Nugraheni & Basya, 2018).

The trend of scores in organization aspect scattered from mostly 3 point to 4 point's majority. Their abilities in arranging ideas into logical sequence and appropriateness to generic structure were improving throughout both treatments process. However, the students still had problems with connectives usage, in which the ideas were poorly connected and incoherent. For the basic level writer, these limitations were caused by lack of planning and brainstorming for the ideas (Saddler, 2006), vocabulary and grammar sizes (Wigati, 2014), less reading habits, native language interference and minimal numbers of practice (Belkhir & Benyelles, 2017).

Students' enhancement of grammar criterion was recognized in both Working and Showcase Writing Portfolios. In this aspect, several frequent errors appeared from students' writings were sentence structures (tense and passive voice), incorrect word order, subject-verb agreement, incorrect articles, singular or plural of a noun, and complex sentences. Whereas, Saddler (2006) inferred that this hardship of utilizing grammar was due to proficiency gap between advance level and basic level writers, in which the basic ones put more efforts on their grammar aspect. However, arranging complex sentences was a factor to divide the advance to the basic level ones (Tsang & Wong, 2000), even though this error kept being a concern for students who operated grammar well (Wigati, 2014).

There were two main concerns in vocabulary criterion, such as word choices and adjective use. Regarding the issues, the students had inadequate English vocabulary and also difficulties of matching Indonesian terms into appropriate English words. In the writing process, students more inclined using words based on meaning rather than the context (Nugraheni & Basya, 2018) due to their anxiety (Toba et al, 2019) and limited information sources.

As the last criterion to be discussed, mechanics was the most frequent writing errors made by both of Working and Showcase Writing Portfolio groups. Consistent flaws appeared on spelling, punctuation and capitalization, so that none of students in both groups was on the highest point. The problems of punctuation, spelling and handwriting were likely the common issues among EFL students' writing (Ariyanti & Fitriana, 2017 and Nasser, 2019), and surprisingly these errors also emerged to students' writing in native language as well (Fati, 2013). Students' passivity and minimum standard of writing quality were basic cause of mechanics problems (Nurhayati, 2013; Salamin et al, 2016).

Broadly speaking, students of Working and Showcase Writing Portfolio groups experienced both interlingual and intralingual errors in their writings. Interference of native language to students' foreign language performance was known as interlingual errors (Ellis, 1997), in which students of both writing portfolios indicated this error on similar organization and grammar operation to their first language. On the other hand, students' insufficient vocabulary and grammatical knowledge, less understanding of the topic, and unclear handwriting referred to intralingual errors, that these errors commonly were derived from students' less effective learning, inadequate knowledge for both topic and language operation (Kaweera, 2013). Further, intralingual errors could be related to students' reading and writing habits, and lack of motivation, for instance: students' inadequate knowledge of topic given, passiveness of particular writing aspects, anxiety and minimum standard of excellence.

Comparison between Two Writing Portfolio Assessment Groups

Dealing with portfolio scoring and grading, Working and Showcase Writing Portfolio groups were on the same classification, those which were in Good category. It revealed unsatisfying improvement in most of dimensions. On the scene, the main problem was time management for each treatment. Working and Showcase Writing Portfolio groups had unsupportive placement of class schedules. Working Writing Portfolio group had English class on the last period, after last break and prayer time. Meanwhile, English class for Showcase Writing Portfolio was placed after first break. It was a struggle to manage the class when starting the teaching and learning process. The hardship of time management also appeared on each stage procedure, in which learning activities should compact in limited time. As planned on the initial time of this study, the procedures had been simplified into the simplest ones based on the previous researches suggestion; however, similar obstacles kept remaining. The previous studies reminded about these obstacles; that teaching and learning activities in writing portfolio procedures were tiring and time consuming (Lam, 2013, 2018; Fahim & Jalili, 2013).

Stages and sources of giving feedbacks were conducted differently for the two writing portfolios. In Working Writing Portfolio group, teacher's feedback was given in every topic; two topics means twice. This activity aimed to cover up feedbacks from self and peers. Overwhelmingly, students tended to ignore self and peer's assessments over teacher's feedback preparation. It was portrayed by incomplete portfolio keeping on self and peer's assessment.

Meanwhile, students of Showcase Writing Portfolio more focused on self and peer's attention because of teacher's feedback was occurred once during the entire process. Despite of their insecurities of peer's assessment proficiency, students obtained benefits of the activities, since they did not only evaluate their classmate's writing but also gain mutual knowledge of writing errors for their own writing (Lundstorm & Baker, 2009).

In addition to teacher conference, the availability of time was not the only factor for lower standard of feedbacks. The class size was also the determining factor. The efficiency of teacher's feedback was influenced by the class size, in which ideal number of students 25 students for a portfolio treatment (Wing, 2006). In teaching and learning process, the teacher used instructional media assisting students with their writing. Nonetheless, students got used to teacher-centred instructional situation that teacher provided all of their needs in English course, namely: materials, media, examples, etc. In terms of efficiency, this instructional situation might beneficial for big number of students in a class and shorter time of course (Nagaraju et al, 2013); however, teacher overwhelmingly experienced a

huge confirmation interaction during the process. This picture showed that students leaned much on teacher's corrective and modelling feedbacks, and teaching as an academic professional (Yu, Lee and Mak, 2016; Lee, 2008). Overcoming this obstacle in the recent study, teacher allowed students using their gadget or other possible sources of information to support minimum teacher's confirmation in the big class.

Partly, Showcase Writing Portfolio group scored better results than Working Writing Portfolio group. The previous study conducted by Lam (2013) portrayed the contradiction to this result, in which Working Writing Portfolio group showed higher scores than Showcase Writing Portfolio group. It seemed that Showcase Writing Portfolio was compatible for the students that they did the activities well and on time. Frequently, self and peer assessments were referenced as a complicated phase that students felt insecurities to their classmates' assessment (Lam, 2013; Fahim & Jalili, 2013). Despite of doubtful thought of their writing, students of Showcase Writing Portfolio group were preoccupied to their writing efforts and quite self-regulated throughout the treatment process. In the other part, Working Writing Portfolio group did not use phases of self and peer assessments well. Their focus was on teacher's feedback, in which they tended to ignore self and peer's assessments. Instead of using time for self and peer's assessments well, students rather considered teacher conference for a complete and precise feedback (Lam, 2018; Fahim & Jalili, 2013).

Analysing content quality of two writing portfolios, the main issues appeared in intra-textual dimension which contained of writing aspects. Observing findings on previous section, many students had obstacle of operating accurate mechanics in their writing. Mechanics problems, peculiarly misused comma and full stop signs, could led to meaning changes in which well-used signs led to the logical and comprehensible relations between the parts of sentence (Solomon, 1990; Zolfaghari, 1999). Moreover, mechanics problem, which fossilized due to students' habitual reason and both students and teacher ignorance, was capital letters' misplacements (Salamin et al, 2016). Firstly, students considered that their misplacing capital letters was interesting in presentation, and then it became habit in their handwriting. This misplacement was not only in English writing, but also in their native writing as well. Confirming the flaws, students were aware of their mechanics problems, however they ignored them in terms of restricted time allocation and shiftlessness. In addition, Almarwany (2008) inferred that different intonation of text parts between English and students' first language also led to writing problems including capitalization and punctuation issue.

Students' Responses toward the Implementation of Two Writing Portfolio Assessments

In reflection stage, there were two main responses derived from the students of two writing portfolios, such as: students' responses of learning activities and students' responses of writing portfolio as a whole procedure. Of learning activities perspective, students' responses meaningful accomplishments during the treatments, namely: recognizing writing errors and directly conducting progressive revision for the errors, comprehending language uses of the text, and using suitable punctuation. Accordingly, the strongest association appeared between the effort of "make changes to fix mistakes" in the treatments with students' improving achievement (Applebee and Langer, 2006). Further, the importance of conducting portfolio learning activities referred to the process of changes in their writing, which was divided into writing performance and attitude. Students' awareness of correct and precise concept of text, knowledge of particular themes, writing errors for every revision, building good characters and habits were writing performance's perspective during the treatments. Hence, this process aimed on establishing students as independent thinkers and learners who autonomously used all possible tools to be successful writers in the course (Hancock, 1994; Lacey, 2007). Achieving attitude transformation, the students had been totally participated in critical reflection of their experiences. The attitude transformation established perspective transformation (Mezirow, 1991), as: better writing habit and better writing revision in this research. Nonetheless, these writing performance and attitude changes throughout learning process signified autonomous thinking toward the students (Mezirow, 1997). Also in learning activities' perspective, students' adaptation was also considered to see the fitness of both strategy and materials in the treatments. Students' ability and aptitude variables were the determining factors of students' adaptation on teaching and learning process (Khamis, 2015). Particularly, dynamic adaptation of learning condition was enabled by multiple intelligences' variables, so that students established the best way to support their learning (Gohar & El-Ghool, 2016).

As a whole procedure, there were three main ideas that students responded in this writing portfolio research. The first idea was students' preference of sources' feedbacks. The most favourable one was teacher's feedback in which students considered that teacher was academic professional, giving complete and accurate (Lam, 2018; Fahim & Jalili, 2013), understandable, more detail and systematic feedbacks for their writing. Despite of favour reasons, self and peer's feedbacks were perceived differently in terms of writing errors awareness; the students as feedback receiver and giver (Lunstrom & Baker, 2009). Regarding as a feedback giver, students obtained the writing errors awareness during the assessment session, and then applied the knowledge to their own writing. The other hand, students as the receiver were conditioned to be in their comfortable zone to take and follow up the feedback into writing revisions, that was called as Zone of Proximal Development (ZPD) in sociocultural theory (Vygotsky, 1986). This zone was placed between students' self-regulated and teacher's assistance which allowed students at a level of performing their task by their own (Aljaafreh & Lantolf, 1994; Lunstrom & Baker, 2009). Moreover, none of the students favoured self assessment of their own writing. Thus, Asian students specifically did not get used to evaluate their own work and the teaching and learning process was commonly on teacher's authority (Ghoorcaei & Tavakoli, 2019). The second idea was future proposition of utilizing portfolio procedures for their writing task. The students proposed the use of procedures on recursive process of writing revision particularly on grammar and mechanics, and information searching and processing. Regarding its beneficial to learning and assessing progress, portfolio assessment was best applied to primary level of students, such as: in Science and Technology, Mathematics and Social classes (Birgin & Baki, 2007). And

last but not least, the third idea was dealing with students' best practices during the treatments. Students perceived their best practices based on the accomplishment of learning objectives. Indonesian curriculum K13 regarded Bloom's Taxonomy perceiving accomplishment of learning objectives on the three domains: psychomotor, cognitive and affective. In line to the domains, K13 curriculum stated that the Basic and Standard Competencies guide both teacher and students in obtaining the learning objectives (Permendikbud No. 36, 2018). Of psychomotor domain, students can perform their writing skills well as the main concern. Meanwhile, affective area concerns about students' elaboration of good characters throughout the process. And lastly, cognitive perspective puts much attention to students' ability in obtaining the best information suited to their writing topic.

CONCLUSION

As seen in the findings, the t test of students' writing scores and portfolio scores resulted .028 and .120 of p values. Accordingly, 2-tailed research was provided the distribution of each side on cut at .025 point, and p values .028 and .120 higher than .025. They indicated that there were no significant effect of students' writing scores and portfolio scores between Working Writing Portfolio and Showcase Writing Portfolio. Furthermore, both writing portfolios were also on the same classification of portfolio keeping namely Good category.

Of students' responses on learning activities, the two writing portfolios were dealing with learning accomplishment, importance of the procedures, and students' adaptation to the treatments. As a whole procedures, students of both groups responded to their preference of feedback sources, proposition of future application, and best practices.

Moreover, findings and discussion lead to several suggestions for teachers and surely the future researchers on the same interest. Referring the limitations occurred in this study, there were two main considerations to be taken in the writing portfolio practices. Firstly, the artefacts used in the portfolio keeping can be extended to other writing evidences for an entire semester. And the other consideration was how teachers deal with writing details' similarities, in which teachers are able to modify the writing prompts with specific directions related to the issues.

In addition, the future researchers are able to utilize the findings of this study for their consideration as well. Since the research took all the writing criteria generally, it would be valuable to take specific writing aspect to be focused on. Besides simplifying data collection and analysis, it also offered specific references in the writing aspect studied.

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