

**INDONESIAN EFL STUDENTS' PERCEPTIONS ON THE USE OF
PORTFOLIO-BASED ASSESSMENT**

A THESIS

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at English Education Department of Faculty of Educational Sciences
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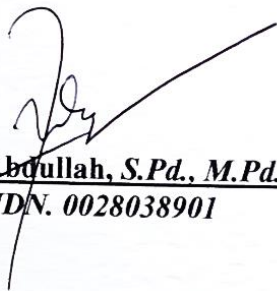

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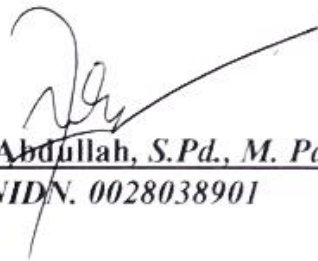
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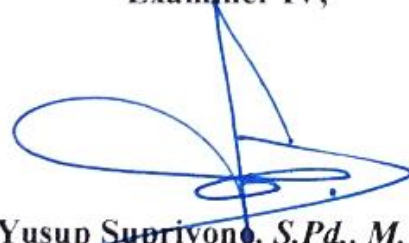
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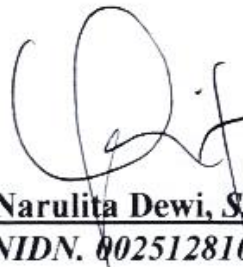
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PERNYATAAN

Saya menyatakan dengan sesungguhnya bahwa skripsi yang berjudul *“Indonesian EFL Students’ Perception on the Use of Portfolio-based Assessment”* beserta seluruh isinya adalah sepenuhnya karya saya sendiri. Saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan yang berlaku dalam masyarakat keilmuan.

Atas pernyataan ini saya siap menanggung konsekuensi atau sanksi apabila di kemudian hari ditemukan adanya pelanggaran terhadap etika keilmuan atau ada klaim dari pihak lain terhadap keaslian skripsi ini.

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ABSTRACT

AHMAD SYAMSUL MA'ARIF, 2020. Indonesian EFL Students' Perception on The Use of Portfolio-Based Assessment. *English Education Department, Faculty of Educational Sciences and Teacher's Training, Siliwangi University of Tasikmalaya.*

An assessment has an important role in the teaching and learning process, Portfolio-based Assessment is present as an alternative assessment which has been proven by previous researchers in the context of ESL / EFL. They argue that PBA shows development in the student learning process, trains independence in learning, and stimulates metacognitive awareness. On the other hand, there is little research related to students' perceptions of PBA in the Indonesian EFL Context. Therefore, this study aims to reveal students' perceptions of their experiences in using PBA which is applied to English subjects in one of the junior high schools in Tasikmalaya. This study used a descriptive case study design, using thematic analysis techniques by Braun & Clarke (2006) and interviews as the technique of collecting data, then transcribed and analyzed using thematic analysis. This study produces two themes, namely: (1) Developing Self-monitoring on The Students' Learning Processes (2) Promoting Learning Motivation and Self-confidence. The results of this study indicate that the use of PBA can provide opportunities for students to monitor their learning progress, increasing students' self-confidence and learning' motivation.

Key Words: Portfolio-Based Assessment, EFL Students, Perception.

ABSTRAK

AHMAD SYAMSUL MA'ARIF, 2020. Indonesian EFL Students' Perception on The Use of Portfolio-Based Assessment. Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Siliwangi, Tasikmalaya.

Penilaian memiliki peran penting dalam proses belajar mengajar. Salah satu bentuk *Alternative Assesment* yang dapat digunakan dalam mengukur keberhasilan proses belajar siswa adalah *Portfolio-based Assessment (PBA)*. Dalam konteks *ESL/EFL*, beberapa penelitian terdahulu menunjukkan bahwa *PBA* dapat mengembangkan proses belajar ke arah yang lebih baik, melatih kemandirian dalam belajar, dan merangsang kesadaran metakognitif menulis siswa. Namun, beberapa penelitian tersebut belum mengarah pada persepsi siswa tentang *PBA* dalam konteks *EFL* di Indonesia. Oleh karena itu, penelitian ini bertujuan untuk mengungkap persepsi siswa terhadap pemanfaatan *PBA* pada proses pembelajaran mata pelajaran Bahasa Inggris di salah satu sekolah menengah pertama di Tasikmalaya. Penelitian ini menggunakan desain *Descriptive Case Study*, dengan teknik analisis tematik oleh *Braun & Clarke* (2006) dan menggunakan wawancara sebagai teknik pengambilan data. Data hasil wawancara yang telah dilaksanakan, ditranskrip dan dianalisa menggunakan *thematic analysis*. Penelitian ini menghasilkan dua tema, yaitu: (1) *Developing Self-monitoring on The Students' Learning Processes* (2) *Promoting Learning Motivation and Self-confidence*. Hasil dari penelitian ini menunjukkan bahwa penggunaan *PBA* dapat memberikan kesempatan kepada siswa untuk memantau perkembangan belajarnya, meningkatkan rasa percaya diri dan motivasi belajar siswa.

Kata Kunci: *Portfolio-based Assessment, EFL Students, Perception.*

PREFACE

This research thesis entitled "Indonesian EFL Students' Perceptions on The use of Portfolio-based Assessment", the research seeks to explore the perceptions of EFL students in Indonesia of their experiences during writing process of Portfolio-based Assessment (PBA). This thesis contains a background of study, relevant literature on Portfolio-based Assessment, aims of the research and the significances of the study. This research needs several procedures to achieve the desired results among them are the method, setting, and participant, technique of collecting the data and technique of data analysis presented in the Research Procedures.

The present research can be accomplished because of many supports from several people. The writer states her gratitude in the acknowledgments part. On this occasion, the writer would like to express her gratitude to them, may Allah *Swt.* reply to their kindness in better ways. The writer realizes that this research thesis is still far from being perfect. Then, the writer greatly expects such suggestions and constructive criticism from the readers to improve this thesis. Hopefully, this research will be useful and beneficial both for the writer and the readers.

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Finally, I want to thank everyone who is important for the success of this thesis. I believe that to be successful, our courage must be greater than our fear. Every successful person must get failure, don't be afraid to fail because failure is the area of success. Enjoy your process, and you will enjoy your success.

Tasikmalaya, September 2020

The Writer

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