CHAPTER 2

LITERATURE REVIEW

2.1   Definitions and Dimensions of Assessment

Before discussing the Portfolio-based Assessment, the researcher first explains the basic principles of assessment which are the main understanding in studying PBA. Assessment refers to all those activities undertaken by teachers, and by their students in assessing themselves, which provided information to be used as feedback to modify the teaching and learning activities in which they are engaged (Black and Wiliam, 1998). Sidebotham, Bairds, Walters & Gamble (2018) stated that assessment is an integral component of curricula and should be designed to contribute to student learning.

There are other ways of defining assessment by formative assessment and summative assessment.

2.1.1.1. Formative assessment is in line with assessment for learning, where assessment processes are carried out collaboratively, and the assessment decisions are primarily about the direction in which teaching and learning should go.

2.1.1.2. Summative assessment is used to evaluate student learning, skill acquisition and academic achievement at the conclusion of a defined instructional period – typically at the end of a project, unit, course, semester, program, or school year. Summative assessment is in line with assessment of learning.

Cheng and Fox (2017) elicit that assessment practices are divided into three dimensions:

2.1.2.1. Assessment for learning, refers to the process of seeking and interpreting evidence for use by students and their teachers to decide where students are in their learning process, where they need to go, and how best to get there.

2.1.2.2. Assessment of learning, refers to assessments that happen after learning has occurred, to determine whether learning has happened. They are used to make statements about a student's learning status at a particular point in time.

2.1.2.3. Assessment as learning, occurs when students reflect on and monitor their progress to inform their future learning goals. It is regularly occurring, formal or informal (e.g., peer feedback buddies, formal self-assessment), and helps students to take responsibility for their past and future learning.

2.2. Portfolio-based Assessment (PBA)

Portfolio-based Assessment is an assessment that uses a portfolio as an assessment tool. Portfolio as a purposeful collection of student work that tells the story of a student's efforts, progress, or achievement (Arter, 1989). Portfolio must include student participation in the selection of portfolio content, criteria for selection, criteria for judging merit, and evidence of student self-reflection. The overall purpose of the portfolio is to enable the

student to demonstrate to others learning and progress. The greatest value of portfolios is that, in building them, students become active participants in the learning process and its assessment. A standardized traditional evaluation administered at the end of the term which is inflexible and tightly controlled hardly constitutes an effective method for assessing EFL students' writing ability. Hence, Portfolio-based Assessment offers a viable alternative to traditional, standardized, high stakes testing. It provides a means for those students at risk for academic failure to demonstrate progress within a format less restrictive and inflexible than the traditional means.

Portfolio-based Assessment (PBA) is a viable contextualized alternative approach that links teaching, learning, and assessment within a single context (Nezakatgoo, 2011). PBA is used as an alternative form of assessment, where students are given the freedom to set their goals, reflect on, and take responsibility for their learning and become independent students (Liu, 2003).

2.3. Advantages and Limitations of Portfolio-based Assessment

Portfolio assessments may enhance the teacher's role to the degree that they provide teachers with a clearer picture of students' language growth, change the role of the teacher (in the eyes of students) from that of an adversary to that of a coach, and provide insights into the progress of each individual student (Brown & Hudson, 1998).

Cheng & Fox, 2017 describe generally proponents of portfolio assessment suggest they are particularly useful for:

2.3.1.1. Monitoring how students manage tasks over time;

2.3.1.2. Reviewing student development and performance;

2.3.1.3. Examining the nature of different tasks and/or distinguishing situations in which students are most or least successful;

2.3.1.4. Assessing performance; and

2.3.1.5. Developing students' and teachers' insights into second or foreign language learning and the activities that are the most effective in promoting learning.

Joshi, Gupta & Singh (2015) reveals that even there is a lot of evidence about the privilege of the portfolio, the portfolio is still not universally accepted.

While one reason could be a common misconception of equating portfolios with notebooks, other reasons that have prevented their widespread use include:

2.3.2.1. Taking-time

In terms of working on portfolio projects, it takes a lot of students' time. On the other hand, the teacher as an assessor will be wasted time in the portfolio assessment process and in providing feedback.

2.3.2.2. Incorrect or incomplete information

Students realize that a portfolio is an assessment, sometimes they may be reluctant to record their shortcomings or may provide false information.

2.3.2.3. Concerns about originality

it may be difficult to verify whether the contents of a portfolio, especially reflection, are the work of the individual itself.

2.3.2.4. Concerns over structure

Problems have been raised that sometimes the content needed to be included in a learning portfolio may not be relevant. This can be balanced with careful planning when designing a portfolio. Learning outcomes need to be defined and portfolios must be arranged so that enough evidence can be gathered to assess whether the necessary learning has occurred or not.

2.3.2.5. Non-uniformity in portfolio development and standardization.

2.3.2.6. High reliability among assessors due to lack of inequality in portfolio structure and appraisal training.

2.4. Previous studies on Portfolio-based Assessment

A research by Carless (2011) and Lam (2014) reveals that students tend not to have the opportunity to reflect on their writing because of lack of space (limited class time), autonomy (top-down pedagogical approach) and support

(personalized feedback), not to mention problems broader culture where students are usually excluded from the assessment decision-making process.

Amstrong (2011) investigate the use of writing portfolios in one French immersion classroom, it was concluded that notable improvement in the accuracy of the use of the French language in their writing, which may be due to their participation in the broader portfolio writing program, including the multiple draft process and guided reflection activities.

Bataineh & Obeiah (2015) examines the potential effect of portfolio-based assessment on Jordanian EFL tenth grade students', and the results showed that students in the experimental group were superior to their counterparts in the control group in their overall writing performance and their performance in the sub-skills of focus, development, organization, and word-choice.

Lam (2015) also examines a cycle of teaching, learning, and assessment of writing in the portfolio-based classroom, the result shows that portfolio can be utilized by teachers as an input to improve future writing instruction, and by students as a learning tool to monitor their growth as emerging EFL writers. An evaluation by Sidebotham, Baird, Walters, and Gamble (2018) investigates student e-portfolio assessment practice in Midwifery students at an Australian university, the result shows that portfolio stimulate students independent learning and equips students with skills in evidence-based assessment practice models. Farahian & Avarzamani (2018) also investigate the role of portfolios in EFL writers' metacognition as well as their writing

skills, with a result the direct role was revealed from its positive impact on metacognitive awareness of writing and also helped students improve their writing by the means of reflection in the self-assessment phases of portfolio assessment.

2.5 The Concepts of Perceptions

2.5.1 Definitions of Perception

In general terminology, the word perceptions in the Cambridge Dictionary is defined as "(1) a belief or opinion, often held by many people and based on how things seem; (2) a thought, belief, or opinion, often held by many people and people. based on appearances; (3) someone's ability to notice and understand things that are not obvious to other people. "

In philosophy, psychology, and cognitive science, perception is the process of achieving awareness or understanding sensory information (Qiong, 2017). The word "perception" comes from the Latin *perceptio*, *percipio*, and means "receiving, accumulating, the act of taking possession, and fearing with the mind or the senses."

Campbell (1967) revealed that Perception is a process by which someone will form an impression about someone or something. Lindsay & Norman, (1977) also delineated that Perception is the process by which organisms interpret and organize to produce meaningful world experiences. This definition can be categorized as sensation and perception. Sensations refers to the immediate, relatively unprocessed result of stimulation of sensory

receptors in the eyes, ears, nose, tongue, or skin (Lindsay and Norman, 1977). Sensations refer to the human sensory system which functions as the receptor of information regards certain matters or objects observed by an individual. It is the stimulation process where the input is transferred directly to the human brain.

Meanwhile, perception typically involves further processing of sensory input (Lindsay and Norman, 1977). Perception involved more process of thinking as a result of the information received from the sensory systems regards certain things or events. it is the output process where the judgement or beliefs were produced by an individual and it influenced the way they think and feel.

2.5.2 Indications of Perception

In the process of perception, an individual is required to provide an assessment of an object which can be positive or negative, happy or unhappy, and so on. With the existence of perception, an attitude will be formed, which is a stable tendency to act or act in a certain way in certain situations.

According to Robbin (2003), there are two kinds of perception indicators, namely:

2.5.1.1 Reception

The process of acceptance is an indicator of the occurrence of perception in the physiological stage, namely the functioning of the senses to perceive external stimuli.

2.5.1.2 Evaluation

External stimuli that have been captured by the senses, then evaluated by the individual. This evaluation is very subjective. One individual judges a stimulus as difficult and boring. But other individuals rated the same stimulation as good and pleasant.

2.5.3 Perception Aspects

A perception has three aspects or components, namely the affective component, the conative component, and the cognitive component. A person's attitude towards an attitude object is a manifestation of the three components that interact with each other to understand, feel, and behave towards the object of attitude. The three components interact and are consistent. There is an internal organization between the three components.

Walgito (1991) describes the three main aspects of perception. (1). Cognition; this aspect concerns the components of knowledge, views, expectations, ways of thinking/gaining knowledge, and past experiences, as well as everything that is obtained from the individual thoughts of the perpetrators of perception. (2). Affection; this aspect concerns the components of the feelings and emotional state of the individual towards certain objects as well as everything concerning the evaluation of good and bad based on a person's emotional factors.(3). Conation or psychomotor; This aspect concerns the motivation, attitude, behavior, or activity of an individual according to his perception of a certain object or situation.