

**THE EFFECT OF PORTFOLIO ASSESSMENT ON
TEACHER-STUDENT INTERACTION IN ENGLISH WRITING CLASS
AT UNIVERSITAS MUHAMMADIYAH BULUKUMBA**

***PENGARUH PENILAIAN PORTOFOLIO TERHADAP INTERAKSI
DOSEN DAN MAHASISWA PADA MATA KULIAH ENGLISH WRITING
DI UNIVERSITAS MUHAMMADIYAH BULUKUMBA***

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THESIS

THE EFFECT OF PORTFOLIO ASSESSMENT ON TEACHER-STUDENT INTERACTION IN ENGLISH WRITING CLASS AT UNIVERSITAS MUHAMMADIYAH BULUKUMBA

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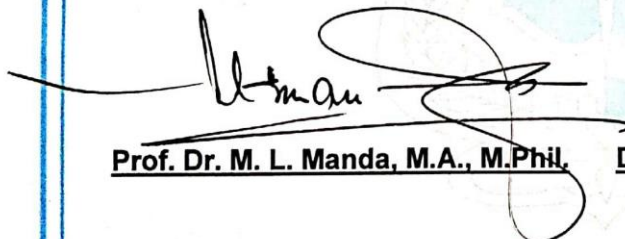
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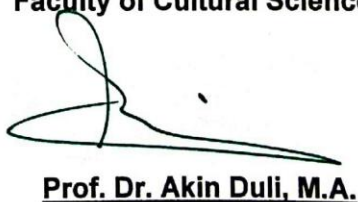
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states truthfully that this thesis was the result of my own work, and it is not the work of others. If it is proven later that either some or entire part of this thesis is the work of others, I am willing to accept any sanctions for my dishonesty.

Makassar, December 2019

Riskayadi

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ABSTRACT

Riskayadi. The Effect of Portfolio Assessment on Teacher-student Interaction in English Writing Class at Universitas Muhammadiyah Bulukumba. (Supervised by M. L. Manda and Ria Rosdiana Jubhari)

Research on portfolio assessment (PA) typically deals with the relation between student's writing ability and the portfolio itself; however, not much attention is paid to its relation with teacher-student interaction. This research aims to investigate the extent to which PA affects teacher-student interaction by comparing two groups of students enrolled in English writing class (with each group experiencing one portfolio systems, either conventional system). This research employed mixed-method design with questionnaire and interview as the instruments of collecting data. Findings from the questionnaire indicated that, statistically, there was no significant difference between the groups in the quality of teacher-student interaction comprehensively; however, in some aspects, the group with portfolio assessment showed significant differences. Those differences were supported by the findings from the interview that showed portfolio assessment could promote students' learning through various learning activities, could focus students toward learning objectives through reflection activities, and provided students with scaffolding that enable the student to monitor their progress in learning. Moreover, the continuation of feedback and the reflection activity in the portfolio group were found encouraging. This research concluded that PA could affect the teacher-student interaction as it promoted students' learning through effective feedback and reflection.

Keywords: portfolio assessment, teacher-student interaction

ABSTRAK

Riskayadi. Pengaruh Penilaian Portofolio terhadap Interaksi Dosen dan Mahasiswa pada Mata Kuliah English Writing di Universitas Muhammadiyah Bulukumba. (Dibimbing oleh M. L. Manda dan Ria Rosdiana Jubhari)

Penelitian tentang penilaian portofolio umumnya berkaitan dengan hubungan antara kemampuan menulis siswa dan portofolio itu sendiri, namun tidak banyak perhatian ditujukan kepada pada hubungan antara penilaian portofolio dengan interaksi Dosen-Mahasiswa. Penelitian ini bertujuan untuk menyelidiki sejauh mana penilaian portofolio mempengaruhi interaksi dosen-mahasiswa pada dua kelompok mahasiswa di kelas *English Writing* (dengan masing-masing kelompok mengalami sistem portofolio dan sistem konvensional). Penelitian ini menggunakan desain penelitian campuran dengan kuesioner dan wawancara sebagai instrumen pengumpulan data. Temuan dari kuesioner menunjukkan bahwa, secara statistik, tidak ada perbedaan yang signifikan antara kelompok dalam kualitas interaksi guru-siswa secara komprehensif; Namun, dalam beberapa aspek, portofolio menunjukkan perbedaan yang signifikan. Perbedaan tersebut didukung oleh temuan yang didapatkan dari wawancara yang menunjukkan bahwa penilaian portofolio dapat mempromosikan pembelajaran siswa melalui berbagai kegiatan pembelajaran, dapat memfokuskan siswa terhadap tujuan pembelajaran melalui kegiatan refleksi, serta dapat memberikan siswa perancah yang memungkinkan siswa untuk memantau kemajuan mereka dalam pembelajaran. Selain itu, *Feedback* yang berkelanjutan dan kegiatan refleksi terbukti mendorong semangat belajar mahasiswa. Penelitian ini menyimpulkan bahwa penilaian portofolio memberikan pengaruh terhadap interaksi dosen dan mahasiswa dengan mendorong mahasiswa untuk belajar melalui feedback dan reflection yang efektif.

Kata kunci: penilaian portofolio, interaksi dosen-mahasiswa

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CHAPTER I

INTRODUCTION

This chapter comprises the research background, research questions, research objectives, research significance, and scope of the research.

A. Background

The evolution of teaching theory has come into many conflicting theories, and one of the theories has shifted into the theoretical framework of constructivism. That development process is highly influenced by the Vygotskian view of learning, which argues that students' development and learning have a social source. Vygotsky (1978) stated that new skills grow and develop within enriched context individuals extend students' abilities through their interaction with the more skilled member within the realm of their zone of proximal development (ZPD).

In teaching writing specifically, along with the constructivism theory, the paradigm of product-oriented writing has also changed over into process-oriented writing. Scaffolding as a means of assisting learners in building up their writing skills is likely one of the popular techniques employed in teaching writing. Graves (1985) suggested that the concept of writing process includes prewriting, drafting, revising, editing, and publishing. Furthermore, in scaffolding, teacher step by step provides students with enough guidance till the students can learn the process. The teacher gradually gives up the students' support in order to transfer the

responsibility to the students for completing the task (Bodrova & Leong, 1998). On the other side, the need for on-going and dynamic assessment is highly accentuated to counterbalancing that new approach in writing.

Among the alternatives of formative writing assessment, the popularity of portfolio has existed to fulfil the demand. Portfolio assessment is seen as an approach that can follow the broad aspects of writing, which are failed to be assessed by the traditional assessment form. As Wiegler (2004) notified that there are two serious limitations of traditional assessment: (1) the writing done under timed conditions on an unfamiliar topic is counterproductive because it is contradictory with the writing that is done under non-testing situation or during learning and practising writing, and (2) the single writing sample does not represent the broad universe of writing which has different genres for different purposes and audiences.

Portfolio, as Johnson (1996) defined, is a cumulative collection of work students have done from the beginning to the end of a particular term. However, it needs to be noted that portfolio is not merely a pile of student's writing text, yet the utility of portfolio is potentially beneficial. Hamps-Lyons (2000) proposed that there are three, at least, implications of portfolio: (1) as a pedagogical tool, (2) as a teacher/student development tool, and (3) as an assessment tool. Furthermore, Hamps-Lyons (2000) contended that "the greatest theoretical and practical strength of portfolio, used as an assessment instrument, is the way it reveals and informs teaching and learning."

Furthermore, Viziak (1996) suggested that the role of a teacher in a portfolio approach involves planning tutorials or conferences with a student individually or students in a group. The teacher uses the information in the student portfolio to diagnose students' needs and to guide the instruction. In addition, Lee (2001) pointed out that portfolio assessment prioritised student-centred over conventional concepts of teaching. The instruction used in portfolio allows students to get included most during writing. It can be presumed that portfolio probably affects the student interaction with their peers.

The use of portfolio gives a beneficial impact on helping students to write better in target language writing proficiency (Barootchi and Keshavars, 2002; Lam, 2016). More investigation in EFL/ESL context shows that portfolio-based instruction improves not only students proficiency as a whole but also sub-skills that underlay students' writing proficiency. Fahim and Jalili (2013) investigated the impact of writing portfolio assessment on learners' writing proficiency. They found that it developed the students' editing ability in five aspects (content, organization, grammar, spelling, and mechanics. Farahian and Avarzamani (2018) also revealed the positive impact of portfolio in empowering students' metacognition in writing which contributed to the students' writing ability as a whole. Those researches indicated the role of portfolio assessment toward the teaching of writing, which extends to the provision of continues reflection from students' peers, especially their

teachers. Once more, those researches indicate that the interaction between teachers and students seems to play a significant practical role in portfolio.

Effective interactions between teachers and students are essential for promoting teaching-learning success. Since the implementation of portfolio has been proven to improve students' writing ability in writing along with its sub-skills, the probability of portfolio has also contributed to promoting effective teacher-student interaction through the characteristics of portfolio (see Hamps-Lyons and Cond, 2000). Hence this research aims to gain more insight into the effect of portfolio on teacher-student interaction.

B. Research Questions

Based on the background elaborated previously, this research aimed at investigating the following questions:

1. How does experimental group with portfolio writing assessment differ from control group with conventional writing assessment in the quality of teacher-student interaction?
2. What are the aspects of teacher-student interaction that contribute to promoting students' learning?

C. Research Objectives

The research objectives were framed in the following statements:

1. To investigate the extent of experimental group with portfolio writing assessment differs from control group with conventional writing assessment in the quality of teacher-student interaction.
2. To investigate the aspects of teacher-student interaction that promote students' learning in writing class.

D. Research Significance

Findings of the current research are expected to be contributive to the development of applied linguistics in general and language assessment mainly. Theoretically, the investigation on the effect of portfolio assessment on teacher-student interaction is expected to give a new perspective on the use of formative assessment as an alternative teaching instruction as well as its potential contribution. Moreover, empirically, this research is also expected to give benefit for students, language instructors, educational institutions, and other researchers. The treatment that was given to students, hopefully, can provide a new way of extending their ability in writing through their interaction during the research. Portfolio is also hoped to be helpful for language instructors to be used as a teaching instruction since it is potential as a teaching tool, an assessment tool, and a development tool. In a broader term, this research is hoped to provide an alternative instruction to be integrated into the curriculum. Furthermore, this research is hoped to give a new perspective on the implication of portfolio assessment.

E. The Definition of Key Terms

To provide a clear comprehension of the issue, here are some definitions of key terms:

1. Portfolio assessment

An on-going process that involves collecting, synthesizing, and organizing possible relevant items to provide the best evidence of achievement of the learning objectives.

2. Teacher-student interaction

The nature and quality of interaction between teacher and students, which can be perceived from three broad dimensions of social/emotional support, organization/management support, and instructional support.

F. The Scope of the Research

This research focused on investigating the effect of portfolio assessment on the teacher-student interaction of undergraduate students. The research was conducted in the English Education Department of Universitas Muhamadiyah Bulukumba, which involved 50 students as the sample. The research investigated the quality of teacher-student interaction which was limited to the instructional support domain of the three domains of teacher-student interaction.

CHAPTER II

LITERATURE REVIEW

This chapter comprises two major sections. The first section focuses on the previous related research findings which are intended to know whether the current study is worthy of investigation. The second section deals with pertinent ideas that are intended to clarify the concepts underlying the research variables and to guide the researcher in carrying out the research.

A. Review of Previous Related Study

The popularity of portfolio assessment has gained much attention that resulted in a number of research conducted in various contexts as well as in foreign language context. In a more specific context, portfolio has been investigated in various levels of education from secondary school to university. Boumediene et al. (2016) and Masrul (2018) conducted a study to seek the effect of portfolio assessment on secondary school students writing ability and found that portfolio assessment could be an instruction tool in enhancing students' writing ability. The same result also found in English for Specific Purposes (ESP) context which was conducted by Ucar and Yazici (2016), and Efendi (2017). In the higher level of education, university level, portfolio assessment also helps to improve students' writing ability (Nazekatgoo, 2011; Fahim and Jalili, 2013; Sharifi and Hassaskakhah, 2013; Tabatabaei and Assefi, 2012). In

the same context, this research was also conducted on university students in writing subject.

Most of the researches mentioned previously was aiming to investigate the effect of portfolio assessment as teaching and learning instruction on students' writing ability. Employing quantitative study, those researches have come to the same conclusion that the implementation of portfolio assessment statistically can improve students' writing ability. However, investigation toward the effect of portfolio not only limited to quantitative research. Some researchers have also conducted a qualitative study to explore more about portfolio. Lam (2013) researched portfolio assessment and its impact on the learning of writing which focuses on students' perception of the implementation of two different types of portfolio approach, showcase portfolio and working portfolio. The findings indicated that there are different perspectives for both types of portfolio. The showcase portfolio group were less enthusiastic about the effectiveness of portfolio assessment, and queried whether it could promote autonomy in writing, while the working portfolio group was more receptive to the experience, and considered that a feedback-rich environment in the working portfolio system could facilitate writing improvement. The research concludes with a discussion of how portfolio assessment can be used to promote self-regulation in the learning of writing.

Boumediene et al. (2016) also examined the effect of portfolio assessment in helping secondary school students to improve their English writing ability in general, and writing strategies and processes in particular. The results indicated a significant increase in students' writing ability. This research also emphasised the benefit of portfolio as an instruction that permits more interaction between teacher and student during the process of writing. Moreover, Ozer and Tanriseven (2016) conducted a study to evaluate the effectiveness of writing portfolio assessment in EFL learners' writing skill and writing self-efficacy. Even though the result shows that portfolio assessment did not give a significant effect on students' self-efficacy, it significantly affected the other aspect. The perspective of the students revealed that portfolio assessment, together with regular feedback, gives a positive impact on their writing skill.

In recent years, Farahian and Avarzamani (2018) conducted a study to investigate the role of portfolios in EFL writer's metacognition as well as their writing ability. The results indicated that the portfolios significantly contribute to empowering both the metacognition and writing ability of EFL learners. Moreover, the research also emphasised that portfolios can be used as an assessment tool and teaching tool in promoting self-reflection as a mean of empowering learners' metacognitive strategy.

From the research, it can be noticed two essential points. The first is that portfolio assessment positively affects students' writing ability. The

second is portfolio assessment also contributes to promoting the teaching-learning process when used as writing instruction. Furthermore, from the research, it can be inferred that portfolio assessment also enhances teacher-student interaction. However, none of the research provides any statements explicitly on how portfolio assessment affects teacher-student interaction. Therefore, it is necessary to conduct an investigation to provide a clear account of the relation between portfolio assessment and teacher-student interaction.

B. Theoretical Background

1. Portfolio Assessment

Before defining the portfolio assessment, it would be wise to acknowledge the origin of portfolio assessment. Long before portfolio assessment utilised in language learning fields, portfolios had long become a standard form of assessment in fields of related visual arts such as architecture, design, and photography. In first language writing, portfolio has fairly gone through a long history. According to Hamp-Lyons and Condon (2000), teachers have used a collection of writing in the British Educational System for over 60 Years, and follow by the United States of America which started to use portfolios in their classes in the early of 1970s. Over the time, portfolio assessment gains more popularity since it has been proven to bring benefits for students, teachers, and program administrators. Currently, portfolio assessment has been used in various contexts, not to mention in the EFL context.

a. Definition of Portfolio Assessment

Defining portfolio assessment needs to be done by acknowledging the concept of portfolio. A portfolio can be defined as a purposeful collection of students' work that demonstrates to the students and others their efforts, progress, and achievements in given areas (Genesee and Upshur: 1996, Johnson: 1996). Yang (2003) also defined portfolio as a collection of students' work, which documents their effort, progress and achievement in their learning, and their reflection on the materials negotiated for the portfolio. From the definition, it can be noticed that portfolio must be a purposeful collection containing not only a single sample of student's work. Most importantly, portfolio also must contain a reflection of students which gives both teachers and students a opportunity to evaluate how much the students' writing has progressed.

More specifically, in terms of writing assessment, Popham (1994) defined portfolio assessment as a continuous assessment method of information gathering or systematic data on the results of the work of students in a certain period. In the same tone, Weigle (2002) defined portfolio as a collection of written text written for different purposes over a period of time. One of the purposes meant is its potential as a formative form of assessment. Lucas (2007) highlighted that portfolios might be used for the evaluation of a student's abilities and improvement. In addition, the potential of portfolio assessment is to trace a student's written works and

the student's evaluation of the strengths and weaknesses of his/her writing products (White & Wright, 2015).

According to the definitions proposed above, it can notice that the concept of portfolio assessment in writing, clearly, is synthesised from the concept of portfolio and assessment which is adapted into writing context. Therefore, if we may conclude, portfolio assessment is a form of on-going process that involves collecting, synthesising, and organising possible relevant items to provide the best evidence of efforts, progress, and achievements of the learning writing objectives.

b. Characteristics of portfolio

Because portfolio assessment is used in many different settings, there is a wide variation in terms of how portfolios are assembled, evaluated, and use. However, Hamps-Lyons and Condon (2000) pointed out nine characteristics that are demonstrated in portfolios:

1) Collection

Portfolio, as it was defined, contains a collection of written works rather than a single writing sample. With a broader range of writing samples, portfolio gives teachers a chance to assess more reflection about their students.

2) Range

The purpose of the collection is to provide a broader and better chance for students to be able to demonstrate their performance in writing different types of text for different audiences and purposes.

3) Context Richness

A portfolio owns context richness which is closely related to learning situations. The process of compiling portfolio through the context of learning makes portfolio comprised of student's samples that also reflects the context. In the other words, instruction and assessment are tightly bound.

4) Delayed Evaluation

Instead of grading or judging student's writing, portfolios use a delayed evaluation which allows students to gain reflection in terms of feedback from their peers, teacher and classmates. The reflection will give students opportunities to revise their work over the time. This also will generate motivation and enhance students' autonomy for their own learning. Moreover, teacher is prompted to evaluate course assignments, teaching methods, course and program curricula, sequencing of assignments and topics, and etcetera.

5) Selection

This characteristic arises from the combination of range, context richness, and delayed evaluation. Selection means that a portfolio generally contains chosen student's work to be included in the portfolio based on the given criteria under the guidance of teacher.

6) Student-centred control

The delayed evaluation and selection extend opportunities for students to take control over their own work. Students are allowed to revise their writing and further submit it to be put in portfolio.

7) Reflection and Self-assessment

In the process of compiling portfolio, students must reflect on their work in deciding how to arrange the portfolio. They are also frequently demanded to write a reflective essay about their development as writers and how the compositions in the portfolio represent that development.

8) Growth along specific parameters

Portfolio can be designed to ascertain specific progress. The assessment criteria can perform as the parameters and the extent to which students exhibit the strengths or needs specified in the criteria. It allows both students and teachers to measure along with those parameters for performance.

9) Development over time

Portfolio can provide a mean for measuring students' development over time. In addition, portfolio also allows learners to exhibit and even to emphasise their development in ways or areas that the teacher may not have specified or even anticipated.

Of the nine characteristics, Hamp-Lyons and Condon (2000) pointed out three most essential characteristics, namely collection,

reflection, and selection. These three characteristics were be considered most during the research without ignoring the others.

c. Portfolio in the Writing Class

According to Hamp-lyons and Condon (2000), the use of portfolio approach toward writing assessment may contain several practices: drafting, deep revision, writer's workshop, peer critique, collaborative learning, and reflective writing. These practices are basically employed in most writing classrooms. However, the features of portfolio assessment embedded new perspectives in the way they are affecting writing.

1) Multiple Drafting

The use of multiple drafting is prevalent in many writing classrooms. Students write their draft successively to explore a richer perspective on a particular topic. Drafting accompanied by peer and teacher feedback assists students in revising their writing. At the same time, students gain many reflections to clarify their thinking and resulted in a better thinking order. The characteristic of portfolio assessment, delayed evaluation, allows students to write as many as drafts they can without being worried to judge.

Moreover, portfolios that contain the final papers and their drafts can facilitate teachers to track students' progress and how much effort that students dedicated through that process. This makes portfolio assessment better than simply averaging students' assignment handed in at different

point in a semester. Essentially, the portfolio can be useful for both teacher and students.

2) Deep Revision

Deep revision is basically is not merely hunt for spelling errors and homonyms, fix grammar mistakes, or repair punctuation problems, but it is more about looking below the surface of students' draft. Deep revision should take more perspectives accounted which leads students to have multiple viewpoints. This is in line with the concept as Willis (1993) offered, that revision is both as a writing improvement or enrichment strategy and as a way for students to understand more of what they want to express. Portfolios, in this case, conceptually, give advantages in helping teachers to practice deep revision and providing students meaningful feedback.

3) Writer's Workshop

Compared with traditional instructional models, the writer's workshop approach appears unstructured and casual where one student reads a draft aloud to the class or to a small group, after which audiences discuss the paper. During the activity, students gain information in terms of critiques or/and advice from different students/audience which certainly give different perspectives and further learn how to respond to the information. Thus, the workshop helps students recognise their strengths and weaknesses. The best, most productive writing workshops take place in environments where students observe standards and adhere to processes that minimise off-task behaviour, freeing them for the significant

creative and cognitive task of writing well (Berne, 2009). The characteristic of portfolio assessment, reflection and self-assessment, can also be found in this approach.

4) Peer Review

When requiring students to write essays, peer review provides students with the opportunity to receive feedback from other readers accustomed to the assignment, in addition to the teacher's feedback. Chaudron (1984) noted in his study that peer comments would likely be specific enough to be of help in better revisions. Peer comments can make writers conscious of the real audience and raise their awareness of the strengths and weaknesses of their own writings. This can provide students with more suggestions and ideas for revisions that are potentially enhancing the quality of their drafts. Peer review also allows students to recognise strengths and weaknesses in their own papers after having reviewed their classmates' papers. By structuring peer review, teacher can maximise the usefulness of the feedback students received.

5) Collaborative learning

Collaborative learning is a way to help students to internalise the concept of audience. Some of the collaborative ways in writing are writer's workshop, peer critiquing, peer revising, and peer editing. These collaborative writing activities can promote students to talk and shared their ideas about the draft they are working. A portfolio assessment can

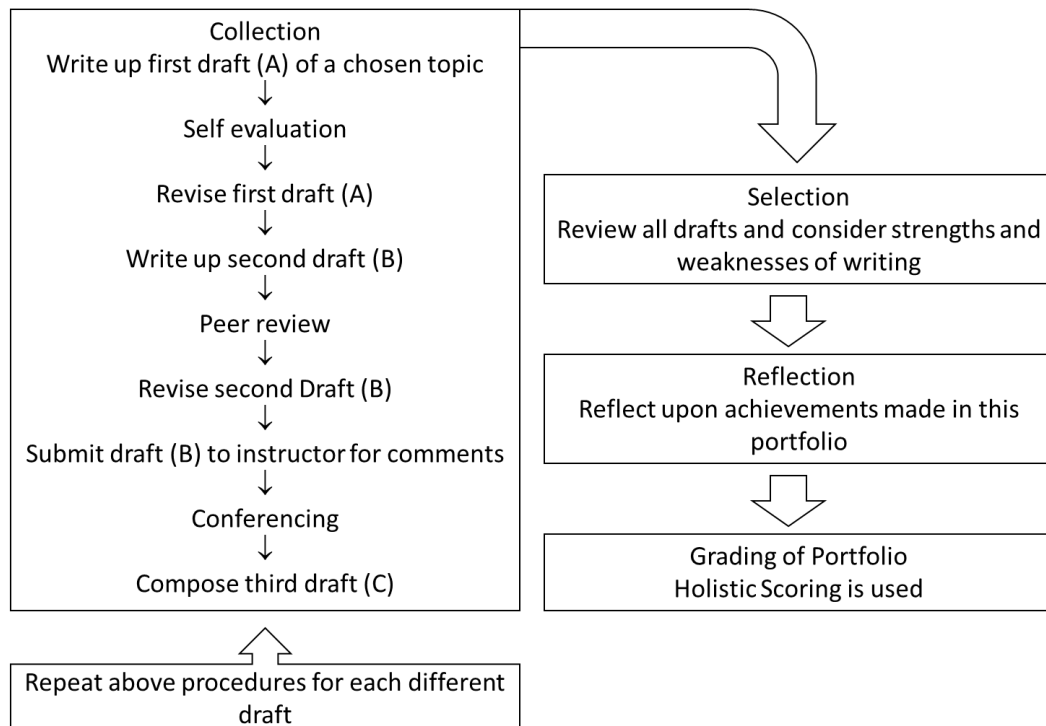
permit students to include the trace of the learning they have done in collaborative writing in their portfolio.

6) Reflective Writing

Reflective writing can be either an occasional requirement or a core feature of most or all assignments. However, portfolio assessment demands either implicit or explicit reflection. Explicitly, it can be done through reflective writing. Reflective writing is evidence of reflective thinking. In an academic context, reflective thinking usually involves three processes. They are 1) a looking back at something (often an event, i.e. something that happened, but it could also be an idea or object). Analysing the event or idea (thinking in-depth and from different perspectives, and trying to explain, often with reference to a model or theory from your subject), 3) Thinking carefully about what the event or idea means for you and your on-going progress as a learner and/or practising professional. Reflective writing is thus more personal than other kinds of academic writing. We all think reflectively in everyday life, of course, but perhaps not to the same depth as that expected in good reflective writing at the university level. Reflective writing also can be done in a structured way and in an unstructured way by considering what should be included as reflective thinking.

d. Portfolio Assessment Model

Based on the practices that have been briefly exposed, this research included them into a classroom portfolio model as presented in the following figure.



(Adopted from Lam, 2013)

Figure 1. Working Portfolio Model

The portfolio model utilised in this research is working portfolio model. This model was adopted from Lam (2013) by considering the findings of his study on comparing two portfolio models. The finding shows that students with a working portfolio model perceived that they have substantial improvement in producing texts with brighter and more vibrant ideas. Another finding also shows that students with working portfolio model tend to make revision changes at the discourse-related level (e.g.,

rhetoric and organisation). The texts and the type of revision are mostly concerned with addition, expansion, and further elaboration of content ideas, instead of revision changes at the word and punctuation levels and the type of revision are limited to minimal deletion and substitution of phrases. The last finding shows that students tend to incorporate an equal amount of peer and instructor feedback into their final drafts, not only rely on the instructor.

The portfolio model, as illustrated in the figure, was the guidance for the researcher to compose lesson units for the treatment. Then, the lesson units also became the primary consideration to create lesson plans. Further, both teacher and student used the lesson units to adhere to the principal practices of portfolio-based instruction and follow it systematically. Since there were multiple texts that had to be compiled in portfolio, the procedure was repeated depending on the number of essays required. At the end of the research, students submitted their portfolio for final reflection and assessment.

2. Teacher-Student Interaction

Quality teaching in education matters for student learning outcomes. Nevertheless, fostering quality teaching presents a range of challenges at a time when education is coming under pressure from many different directions. Hénard and Roseveare (2012) showed that fostering quality teaching is a multi-level endeavour which takes place at three interdependent levels. The levels are 1) the institution-wide level including

projects such as policy design, and support for organisation and internal quality assurance systems, 2) Programmed level comprising actions to measure and enhance the design, content, and delivery of the programs within a department or a school, 3) Individual-level including initiatives that help teachers achieve their mission, encouraging them to innovate and to support improvements to student learning and adopt a learner-oriented focus.

However, of the three essential and inter-dependent levels, supporting quality teaching at the program level is the key to ensure improvement in quality teaching (Hénard and Roseveare, 2012). Designing different kinds of curricula is one of the attempts to improve student achievement at the program-level. However, the implementation is not simply having the curriculum box on the shelf and determines whether students benefit from instruction. Even though it facilitates teachers with learning objectives, it does not mean a hundred per cent success. Therefore, the individual-level attempt is needed by focusing on the nature of and the quality of teacher-student interactions.

a. Definition of Teacher-Student Interaction

Brown (2001) defined interaction as the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other. Interaction happens when there is an understanding between two or more people in giving responses. In education, teaching can be an interactive act, whereas interaction is the

communication among teachers and students which run continuously as responsive acts. Tickoo (2009) stated that in classroom interaction and classroom activities, a productive class hour could be described as follows:

- The teacher interacts with the whole class.
- The teacher interacts with a group, a pair or an individual student.
- Students interact with each other in groups, in pairs, as individuals or as a class.
- Pupils work with materials or aids and attempt the task once again individually, in groups, and etcetera.

The interaction between teacher and student, then, can be seen as an integral part of teaching, and play important roles in the success of teaching. Establishing positive teacher-student interaction has a very crucial role in effective teaching and learning to take place (Arthur, Gordon, and Butterfield, 2003). Furthermore, Krause, Bochner, and Duchesne (2006) defined positive teacher-student interaction as an activity of sharing acceptance, understanding, affection, intimacy, trust, respect, care and cooperation. Sharing, in this activity, refers to two-way interaction which allows teacher to affects student or vice versa. However, teacher still plays the leading role. As Barry & King (1993) stated, ‘teacher-student relationship depends on a very large extent upon effort from both parties although the teacher plays a key role and in fact, the responsibility, to initiate positive interaction’. The teacher who is practical in representation,

recognition, understanding, intimacy, expectation, respect, care and cooperation towards his or her students not only works at initiating positive teacher-student relationships but also increases the likelihood of building strong relationships that will endure over time

b. The dimension of Teacher-Student Interaction

According to Pianta and Hamre (2009), there are three broad domains of teaching practice that are linked to positive student outcomes: social/emotional support, organisation/management support, and instructional support. The descriptions provided below are derived in large part from one particular observational tool, the Classroom Assessment Scoring System (CLASS), but they reflect the types of teacher behaviours and practices measured in many classroom observation systems.

1) Social and Emotional Supports

As a behavioural setting, classrooms run on interactions between and among participants. It is not an overstatement to suggest that all people live for their social relationships as well as student and teacher. Students who are more motivated and connected to teachers and peers demonstrate positive trajectories of development in both social and academic domains. The types of teaching practices that may be observed under this domain include:

a) Classroom Climate

In classrooms with a positive climate, teachers and students are enthusiastic about learning and respectful of one another. Teachers

and students have positive relationships with each other and clearly enjoy being together and spending time in the classroom.

b) Teacher Sensitivity

Teachers are sensitive when they consistently respond to students in addressing students' questions, concerns, and needs. Teaching sensitively includes having an awareness of individual students' academic and emotional abilities in a way that allows teachers to anticipate areas of difficulty and provide appropriate levels of support for all students in the classroom.

c) Regard for Student Perspectives

Teachers who value student perspectives provide opportunities for students to make decisions and assume leadership roles. They make content useful and relevant to students, make sure that student ideas and opinions are valued, and encourage meaningful interactions with peers and opportunities for action.

2) Organisational and Management Supports

In the education literature focused on teaching and teacher training, perhaps no other aspect of classroom practice receives as much attention as classroom management and organisation. Management of time and students' attention and behaviour is an area of great concern to new and experienced teachers; teachers often request that observations and feedback focus on this aspect of their practice. Classroom organisation and management is an indicator of teacher competence in that well-

organised and managed classrooms facilitate the development of students' self-regulatory skills. These skills are a necessary component of building academic competence - students must learn how to regulate their own attention and behaviour in order to get the most out of instruction and activities. The types of teaching practices that contribute to efficient management/organisation include:

a) Behaviour Management

Students are most likely to behave appropriately in the classroom when rules and expectations are clearly and consistently communicated. Behaviour management works best when focused on proactive intervention and efficient, positive redirection of minor misbehaviours. High-quality behaviour management provides students with specific expectations for their behaviour and repeated reinforcement for meeting these expectations.

b) Productivity

Productive classrooms provide clearly defined learning activities for students throughout the day. The classroom looks like a “well-oiled machine” where everyone knows what is expected and how to go about doing it. Little to no instructional time is lost due to unclear expectations for students, lack of materials, time spent waiting around, or unnecessarily lengthy managerial tasks (e.g., inefficient checking of work, extended directions for a group project that take more time than the project itself).

c) Strategies for Engaging Students

In effective classrooms, teachers provide instruction using many modalities (e.g. visual, oral, movement), look for opportunities to engage students in active participation, and effectively facilitate student learning during group lessons, seat work, and one-on-one time with well-timed questions and comments that expand students' involvement. Effective teachers also use strategies such as providing advanced organisers and summations to help students recognise and focus on the main point of lessons and activities.

3) Instructional Supports

Instructional methods have been put in the spotlight in recent years as more emphasis has been placed on the translation of cognitive science, learning, and developmental research to educational environments. It may be important to differentiate between general and content-specific instructional supports. General instructional supports are those that are relevant and observable across content areas. Content-specific instructional supports, in contrast, describe strategies for teaching students particular skills and knowledge. The types of teaching practices that may be observed under this domain include:

a) Strategies that Foster Content Knowledge

Effective teachers use approaches to help students comprehend the overarching framework and key ideas in an academic discipline. At a high level, this refers to an integrated understanding of facts,

concepts, and principles rather than memorising basic facts or definitions in isolation.

b) Strategies that Foster Analysis and Reasoning Skills

Effective instructional approaches engage students in higher-order thinking skills, such as reasoning, integration, experimentation (e.g., hypothesis generation and testing), and metacognition (i.e., thinking about one's own thinking). When teachers effectively foster reasoning skills, the cognitive demands of these activities rest primarily with the students, as opposed to situations when the teacher presents information, draws conclusions, etcetera. At the highest level, students are expected to independently solve or reason through novel and open-ended tasks requiring them to integrate and apply existing knowledge and skills.

c) Strategies that Foster Knowledge of Procedures and Skills

When teaching, effective teachers clearly identify the steps of the procedure or skill, the context in which to use it, and the rationale for using it in terms of students' perspectives. They consistently present procedures and skills by anchoring them to and building on students' existing knowledge. They also provide multiple, varied, correct, appropriate examples to illustrate or demonstrate the use of a procedure or skill, as well as potential alternative approaches. Finally, effective teachers regularly and effectively incorporate

opportunities for supervised practice prior to independent practice of new procedures and skills.

d) Quality of Feedback

Students learn the most when they are consistently given feedback on their performance. Feedback works best when it is focused on the process of learning, rather than simply on getting the right answer. High-quality feedback provides students with specific information about their work and helps them reach a deeper understanding of concepts than they could get on their own. Teachers delivering high-quality feedback do not simply stop with a "good job." They engage in on-going, back-and-forth exchanges with students on a regular basis.

e) Instructional Dialogue

Effective teachers intentionally provide support for the development of increasingly complex verbal communication skills. Teachers facilitate language development when they encourage, respond to, and expand on student talk. High-quality instructional dialogues also include purposefully engaging students in meaningful conversations with teachers and peers. Teachers using high-quality language modelling strategies repeat students' words in more complex forms, map actions with language, and ask follow-up questions. Students are consistently exposed to a variety of

language uses and forms and are explicitly introduced to new vocabulary.

The entire aspects of teacher-student interaction, naturally, exists in every classroom situation. However, of the three domains of teacher-student interaction, this research focused on the instructional support domain which comprises teaching practices of fostering content knowledge, fostering analysis and reasoning skills, fostering knowledge of procedures and skills, providing quality feedback, and facilitating instructional dialogue. This domain is chosen by considering that the treatment that was used in this research is closely related to providing instructional support for students. This choice does not mean to ignore the other two domains. However, theoretically, instructional support is the area that portfolio approach affects teacher-student interaction most.

C. Conceptual Framework

Having successfully identified the variables, the researcher designed the conceptual framework as illustrated the in figure 2. The conceptual framework was guidance in conducting this research. Figure 2 illustrates the relationship among variables related to each other. Basically, this research aimed to investigate the extent to which independent variables affect the dependent variable. The variables of the research were the assessment practices as the independent variables and teacher-student interaction as the dependent variable.

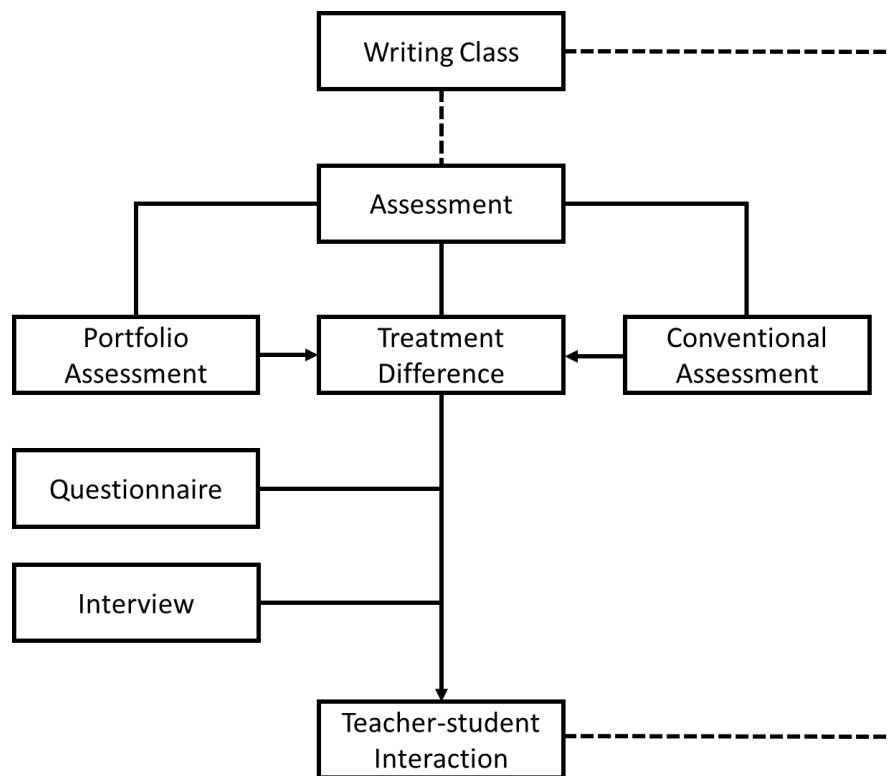


Figure 2. Conceptual Framework

Figure 2 shows two variables in writing class that were investigated. There were two dependent variables: portfolio assessment and conventional assessment. The portfolio assessment referred to the working portfolio in writing class designed by Lam (2013), and the conventional assessment referred to the assessment practice that applied currently in the subjected writing class. The two variables were applied into two different classes. The treatment for each class was based on the assessment practices labelled. The dependent variable, the teacher-student interaction, was investigated by using questionnaire and interview so that the effect of chosen independent variable (whether students were

treated with portfolio assessment or conventional assessment) on the measure could be determined.

D. Hypotheses

Regarding the research questions, hypotheses were formulated in order to state the possible outcomes of the research. The hypotheses under investigation were in the followings:

1. H_0 (Null Hypothesis): There is no significant difference between the group with portfolio assessment and the group with conventional assessment in terms of teacher-student interaction in English writing class.
2. H_a (Alternative Hypothesis): There is a significant difference between the group with portfolio assessment and the group with conventional assessment in some aspects of teacher-student interaction in English writing class.

CHAPTER III

METHODOLOGY

This chapter comprises research design, research instrument, research participant, the procedure of collecting data, and procedure of data analysis.

A. Research Design

The research was designed as mixed-methods research, where the procedure of collecting and analyzing competed by mixing both quantitative and qualitative methods. The combination of two types of methods is possible to understand a research problem (Creswell & Plano Clark, 2011). Mixed-methods research can be useful for obtaining a more sophisticated understanding of a particular topic while simultaneously testing theoretical models (Fraenkel, Wallen & Hyun, 2012; Lodico, Spaulding & Voegtle, 2006). Moreover, Silverman and Marvasti (2008) suggested that mixed-methods studies can serve the purpose of triangulation and hereby improve the reliability of a single method. In this research, both quantitative and qualitative data was gained to address the other research question which intends to investigate the effect of portfolio assessment on teacher-student interaction.

B. Participants

The participants for this research were drawn from the sixth-semester students of English department of teacher training and education faculty at Universitas Muhammadiyah Bulukumba. The students were

enrolled in Academic Writing Class. All students have completed two semesters of writing classes (Writing I & II) in the previous semesters. The participants were two classes named 16a and 16b. Based on the preliminary study, none of the students has prior experience with portfolios. Both groups involved in this study were taught by the same instructor to provide uniformity of instruction. Avoiding bias that potentially happens during the treatment, the instructor was the lecturer who was mandated by the college to teach the academic writing class.

C. Instruments

Several instruments for collecting the relevant data were also employed. They are presented and explained in the following.

1. Writing Test

To screen students' writing ability, a standardized writing test was administered. The writing test prompt was designed based on the IELTS writing test prompt (task 2) where students should spend about 40 minutes to write 250 words on a given prompt with a certain topic. The use of the typical test form due to the students' familiarity with this sort of writing test instruction which is used on their daily assignment and final-semester test in the previous semesters. The topic was considered moderate in level of familiarity. This instrument was used as a placement test. See Appendix 1 for the placement test form used in this research

2. Scoring Rubric

The students' writing from the placement test was scored by two independent raters by using an adopted version of the rating scale form Wang & Liao (2008). The raters are lecturers from the same department (English department). Both rater have educational background a magister in English Language Teaching with several-year experience of teaching writing. The rating was done on for the five criteria of focus, elaboration, organization, convention, and vocabulary. Each participants' composition score was the mean of the two raters' scores. See Appendix 2 for the detail of the writing scoring rubric. Furthermore, the scores were checked for inter-rater reliability by using split-half reliability in the SPSS computer program, and the results were interpreted based on the Spearman-Brown Coefficient, Equal Length row. It needs to be more than 0.80 to be acceptable.

3. Questionnaire

The questionnaire was developed based on the theory of Pienta and Hamre (2009) about teacher-student interaction. Students were asked to comment anonymously about the class and the way it was taught on the questionnaire which consisted of 18 statements with 5-point Likert Scale (1 = Strongly Disagree, 2 = Disagree, 3 = No Idea, 4 = Agree, 5 = Strongly Agree). See Appendix 3 for the Questionnaire form. Since the statements written in English, the participants complete the questionnaire under the guidance of the researcher preventing any misunderstandings.

4. Interview Guidance

This research employed a semi-structured interview. Students were asked to articulate their views about their experience during the implementation of portfolio assessment. There were questions linked to the questionnaire that students have been testified. The interview protocol is adopted from Asmussen & Creswell in Creswell (2012). See Appendix 4 for the protocol and and questions of the interview. The use of this instrument due to serve the purpose of reminding interviewer of the questions and to provides a means for recording notes.

5. Instructional Material

As the focus of the study was on the written performance of the learners, the researcher tailored some materials from The Longman Academic Writing Series (Writing Academic English, fourth edition) by Oshima and Hogue (2007). This book has the following main sections: Part 1: Writing a Paragraph; Part 2: Writing an Essay; and Part 3: Sentence Structure. Each section contains subparts that the researcher used to create lesson plans for the writing package to teach in the class. This book also provides editing forms such as self-editing worksheet (See appendix 5), peer-editing worksheet (See Appendix 6), also teacher-editing guidance (See Appendix 7). Besides, the researcher also creates an annotation form for teacher- form (See Appendix 8) which was designed based on the scoring rubric of Wang & Liao (2008). The researcher developed two writing packages of fourteen writing lessons.

One package for the experimental group which uses the portfolio writing assessment method (See Appendix 9) used and the other for the control group which uses the conventional assessment method (See Appendix 5).

6. Instruments for Portfolio Assessment

In addition to the instruments mention above, the following assessment tools were also be used during the treatment. The instruments were used to guide the students who studied with portfolio assessment-based instruction in their first time. Providing these instruments also made students and teachers more consistent.

- a. Portfolio form contains checklists for content that must be included in portfolio (Adapted from Mauk, 2008). The adaptation was made due to the need for the research. The researcher removed some items to adjust them to the lesson plans. See appendix 11 for the items that must be included in students' portfolio.
- b. Self-reflection Sheet (Adopted from Farahian and Amarzamani, 2018). There were not any changes in terms of content, yet in terms of form, the researcher made some changes to make it more feasible. See Appendix 12 for the content of the self-reflection sheet.

D. The procedure of Data Collection

At the beginning of the research, the researcher explained to the participants that they need to sign a consent form (See appendix 13) if they agree to take part in the study. After signing the consent form, a

standardized writing test (See appendix 1) was administered to the participant in both classes. This test was used as a placement test which aims to determine and ensure the students' proficiency in the experimental and control group equal before having treatment. Students' writings were scored by two independent raters by using the same scoring rubric (See appendix 2 for the scoring rubric). Based on the score obtained, the homogeneity of the participants across the classes was determined. There was an adjustment because the participants lack of homogeneity. Having equal variance, the two classes were attributed as the experimental and control group.

In order to employ equal treatment, the instructional methods, textbooks, and assignments in both the experimental and the control groups were identical, and all groups were taught by the same teacher as mentioned earlier. Students in the portfolio-based group were advised of portfolio-based instructional procedures (See appendix 9 for the syllabus). The study extended over a timeframe of 16 weeks (16 meetings) comprising with 1 for administering the placement test, introducing the research, and signing concern from, 14 meetings for treatment; and 1 meeting for administering the questionnaire and conducting the interview.

As is common in a writing class with a traditional (non-portfolio) method of evaluation, the control group turned in each essay as it was due. The instructor marked and commented on each essay and then assigned it a grade (See appendix 11 for the syllabus). In the experimental

group, portfolio evaluation was employed. Students turned in their essays and writings on the due date, but no grade was recorded at that time. They composed one draft each meeting that was edited and revised by students themselves, by their peers, and by their teacher. They met the teacher and received feedbacks by the next session. In the first meeting, students composed a draft, reviewed it based on the self-editing worksheet given (See Appendix 5), and revised what needed. In the second meeting, students did peer-review based on the peer-editing worksheet given (See appendix 6), revised the draft, and submitted it to the teacher for revision (See appendix 7 for the editing symbols). The teacher would direct the revision by focusing students' attention on certain strategies, such as sentence combining, strengthening weak verbs, writing effective introductions, titles, mechanics of writing (punctuation, capitalization, abbreviation, spelling, grammar, and etcetera). See Appendix 8 for the feedback form and some samples of respective feedbacks. After finishing one draft, students were asked to reflect on the reflection sheet (See Appendix 12) about the process they have been through. The procedures were repeated for two other topics.

At the end of the term, students submitted their portfolio to the instructor for evaluation and grading. The portfolio consisted of two polished papers (final drafts) along with all evidence that shows students' learning efforts for each paper respectively written during the term (See Appendix 11) for a copy of the instructions for compiling portfolios which

were given to students). In addition, students also were asked to write a cover letter. The purpose of the cover letter is to allow students to reflect upon the writing processes that students had been through in general.

After the treatment, the researcher administered the teacher-student interaction questionnaire (See appendix 3) for both experimental and control classes. For gaining supporting data to the questionnaire, a semi-structured interview was also done by selecting students randomly from each group. The selection employed cluster random sampling which took 1 students from each class from categories of achiever (Low, middle, and moderate). There were 3 students from each group. See appendix 4 for the interview protocol and questions that were asked.

E. The procedure of Data Analysis

In analysing the data for this study, the SPSS statistical computer program was used. The first step of the data analysis was to homogenise the participants. The researcher conducted a One Way ANOVA including the Levene Test to approve the homogeneity of both experimental and control groups in terms of their proficiency based on their scores on the writing test. Because of the lack of homogeneity, Welch-Brown and Forsythe tests were run to distribute the data into a normal distribution.

For the phase of the quantitative research procedures, the data from the questionnaire were analysed descriptively and inferentially (See appendix 14 for the students' score from the questionnaire). The descriptive analysis was be used to measures the central tendency, the

spread of the scores, and the relative ranking of the scores (See Appendix 15).

While the statistical analysis was used to look at scores from the participants and the results were used to draw inferences or make predictions (See Appendix 15). From the inference, the score of the experimental and control group was compared and test the hypothesis of the research which was done through independent samples t-test. In addition, the qualitative analysis was also done for the data gathered from the interview. Recordings from the interview were transcribed before being analysed (See appendix 16 for the interview transcript). The analysis began by exploring the data by reading through the transcript, and then employing codification step. After the codification, the codes were grouped together to form broader themes that were used in this research as key findings.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Research Findings

After preparing and organizing the data, the researcher analyzed the data descriptively and inferentially. Descriptive statistics were used to summarize the overall trends or tendencies of the data, to provide an understanding of how varied the scores might be, and to provide insight into where one score stands in comparison with others. While inferential statistics were used to compare groups or relate two or more variables. In this research, hypothesis testing is the only inferential statistic procedure used to make decisions about results by comparing an observed value of a sample with a population value to determine if no difference or relationship exists between the values.

The results of the analysis are typically presented based on the instrument used; 1) the result of the teacher-student interaction questionnaire and 2) The result of the interview.

1. The Result of Teacher-student Interaction Questionnaire

To address the first research question about the difference between the experimental group and the control group, the data from the teacher-student questionnaire was analyzed three times deductively. It started by describing and comparing the two groups holistically. It, then, moved to analyze the four dimensions of teacher-student interaction (Instructional learning formats, concept development, quality of feedback, and language

modelling) of the groups. The final analysis was done on each indicator of the four dimensions aforementioned; there are 18 indicators in total.

Further, the results of the analyses are presented in tables (Table 1, Table 2, and Table 3). Each table represents the result of descriptive and statistical analysis of the groups researched, experimental group and control group, which consists of 25 students in each group (N=25). The descriptive analysis represents the mean score, while the statistical analysis represents the calculated difference of the groups compared (p -value). The t -value is the indicator of whether the difference between the two groups is significant or not. In this research, the significance level used is 0.05 ($\alpha=0.05$), in which it is related to 95% confidence level. The result of the significance test is used to conclude whether the portfolio affects the quality of teacher-student interaction.

The result of the first data analysis on describing and comparing the teacher-student interaction of experimental and control groups is presented in the following table.

Table 1. The Result of Teacher-student questionnaire of Experimental and Control Group

	Group	N	Mean	p -value
Teacher-student Interaction	Experimental Group	25	3.96	0.055
	Control Group	25	3.88	

Table 1 presents the results of the teacher-student interaction questionnaire as an intact domain of instructional support. Table 1 shows that the mean score of the experimental group is higher than the control

group (3.96 > 3.88). Descriptively, with a mean difference of 0.08, the experimental group shows a better quality of interaction. However, statistically, the probability value (p -value) indicates higher than α ($p=0.055 > 0.05$). This means that there is no significant difference between the mean scores. In other words, although the mean scores show the experimental group is higher than the control group; statistically, there is no significant difference between the quality of the teacher-student in the experimental group and the control group. In conclusion, the portfolio assessment does not affect the teacher-student interaction.

The result of the second data analysis on describing and comparing the teacher-student interaction quality based on its dimensions is presented in the following table.

Table 2. The Result of each Dimension of the Teacher-student Interaction Questionnaire

	Groups	N	Mean	p -value
Instructional Learning Formats	Experimental Group	25	3.62	0.376
	Control Group	25	3.49	
Concept Development	Experimental Group	25	3.64	0.480
	Control Group	25	3.54	
Quality of Feedback	Experimental Group	25	3.71	0.016
	Control Group	25	3.44	
Language Modelling	Experimental Group	25	3.70	0.641
	Control Group	25	3.64	

Table 2 shows the mean score and t -value of the four dimensions of teacher-student interaction. The four dimensions obtained mean scores in the range of 3 to 4, and none of the scores reached scale 4 or more. The

table also shows that all scores the experimental group obtained are higher than the control group did. However, of the four dimensions, the quality of feedback is the only dimension that shows a significant difference. It is proven with the p -value that is lower than α ($0.016 < 0.05$). It means that even though the scores show that experimental group scores are higher in all dimensions, only the dimension of quality of teacher feedback that shows a significant difference. In conclusion, portfolio assessment only affects the quality of feedback, of the four dimensions, of the teacher-student interaction.

The result of the third data analysis on describing and comparing teacher-student interaction quality in each indicator is presented in the following table.

Table 3. The Result of each Indicator of the Teacher-student Interaction Questionnaire

	Groups	N	Mean	p -value
Indicator1	Experimental Group	25	3.32	0.663
	Control Group	25	3.24	
Indicator2	Experimental Group	25	3.96	0.583
	Control Group	25	3.84	
Indicator3	Experimental Group	25	3.80	0.866
	Control Group	25	3.84	
Indicator4	Experimental Group	25	3.40	0.037
	Control Group	25	3.04	
Indicator5	Experimental Group	25	3.72	0.327
	Control Group	25	3.48	
Indicator6	Experimental Group	25	3.76	0.038
	Control Group	25	3.68	
Indicator7	Experimental Group	25	3.52	0.837
	Control Group	25	3.48	
Indicator8	Experimental Group	25	3.56	0.829

	Control Group	25	3.52	
Indicator9	Experimental Group	25	3.76	0.043
	Control Group	25	3.36	
Indicator10	Experimental Group	25	3.56	0.046
	Control Group	25	3.28	
Indicator11	Experimental Group	25	3.56	0.611
	Control Group	25	3.28	
Indicator12	Experimental Group	25	3.88	0.030
	Control Group	25	3.80	
Indicator13	Experimental Group	25	3.80	0.795
	Control Group	25	3.48	
Indicator14	Experimental Group	25	3.88	0.631
	Control Group	25	3.84	
Indicator15	Experimental Group	25	3.52	0.837
	Control Group	25	3.44	
Indicator16	Experimental Group	25	3.52	0.663
	Control Group	25	3.48	
Indicator17	Experimental Group	25	3.64	0.675
	Control Group	25	3.56	
Indicator18	Experimental Group	25	3.96	
	Control Group	25	3.88	

Table 3 shows the mean score and the t-value of the teacher-student interaction quality for the experimental and control group for the eighteen indicators of the questionnaire. The results of each indicator are interpreted in the followings:

a. Indicator 1: Effective Facilitation

The results for indicator 1, the indicator of effective facilitation, show that the mean score of the experimental group is higher than the control group ($3.32 > 3.24$) with mean difference 0.08. However, the p -value is higher than α ($0.663 > 0.05$). It means that there is no significant difference between the mean scores for

indicator 1. In conclusion, the results show that there is no significant difference between the way the teacher facilitates students' engagement in activities and lessons to encourage participation and expanded involvement in the experimental group compared to the control group.

b. Indicator 2: Variety of Modalities and Learning Formats

The results for indicator 2, the indicator of variety of modalities and learning formats, show that the mean score of experimental group is higher than the control group ($3.96 > 3.84$) with mean difference 1.12. However, the p -value is higher than α ($0.583 > 0.05$). It means that there is no significant difference between the mean scores for indicator 2. In conclusion, the results show that there is no significant difference between the effectiveness of using a variety of teaching media and materials in experimental compares to the control group.

c. Indicator 3: Student's Interest

The results for indicator 3, the indicator of student's interest, show that the mean score of the experimental group is higher than the control group ($3.80 > 3.84$) with mean difference 0.04. However, the p -value is higher than α ($0.866 > 0.05$). It means that there is no significant difference between the mean scores for indicator 3. In conclusion, the results show that there is no significant difference between the way the teacher makes students interested and

involved in activities and lessons in the experimental group compares to the control group.

d. Indicator 4: Clarity of Learning Objectives

The results for indicator 4, the indicator of learning objectives clarity, show that the mean score of the experimental group is higher than the control group ($3.40 > 3.04$) with mean difference 4.48. The p -value is lower than α ($0.037 < 0.05$). It means that there is a significant difference between the mean scores for indicator 4. In conclusion, the results show that there is a significant difference between the way teacher focuses students' attention toward learning objectives and/or the purpose of the lesson, in which experimental group outperforms the control group.

e. Indicator 5: Analysis and Reasoning

The results for indicator 5, the indicator of analysis and reasoning, show that the mean score of the experimental group is higher than the control group ($3.72 > 3.48$) with mean difference 0.24. However, the p -value is higher than α ($0.327 > 0.05$). It means that there is no significant difference between the mean scores for indicator 5. In conclusion, the results show that there is no significant difference between the way the teacher uses discussions and activities that encourage analysis and reasoning in the experimental group compares to the control group.

f. Indicator 6: Creating

The results for indicator 6, the indicator of creating, show that the mean score of the experimental group is higher than the control group ($3.76 > 3.48$) with mean difference of 0.38. The p -value is lower than α ($0.038 < 0.05$). It means that there is a significant difference between the mean scores for indicator 6. In conclusion, the results show that there is a significant difference between the way teacher provides opportunities for students to be creative and/or generate their ideas and products.

g. Indicator 7: Integration

The results for indicator 7, the indicator of integration, show that the mean score of the experimental group is higher than the control group ($3.52 > 3.48$) with mean difference of 0.04. However, the p -value is higher than α ($0.837 > 0.05$). It means that there is no significant difference between the mean scores for indicator 7. In conclusion, the results show that there is no significant difference between the way teacher links concepts and activities to one another and previous learning in the experimental group compare the control group.

h. Indicator 8: Connection to the Real World

The results for indicator 8, the indicator of connection to the real world, show that the mean score of the experimental group is higher than the control group ($3.56 > 3.52$) with mean difference

0.04. However, the p -value is higher than α ($0.829 > 0.05$). It means that there is no significant difference between the mean scores for indicator 8. In conclusion, the results show that there is no significant difference between the way the teacher relates concepts to the students' actual lives in the experimental group compares to the control group.

i. Indicator 9: Scaffolding

The results for indicator 9, the indicator of scaffolding, show that the mean score of the experimental group is higher than the control group ($3.76 > 3.36$) with mean difference of 0.40. However, the p -value is lower than α . ($0.043 < 0.05$). It means that there is a significant difference between the mean scores for indicator 9. In conclusion, the results show that there is a significant difference between the way teacher scaffolds for students who are having a hard time understanding a concept, answering a question, or completing an activity, in which the experimental group outperforms the control group.

j. Indicator 10: Feedback Loops

The results for indicator 10, the indicator of feedback loops, show that the mean score of the experimental group is higher than the control group ($3.56 > 3.28$) with mean difference 0.28. The p -value is lower than α ($0.046 < 0.05$). It means that there is a significant difference between the mean scores for indicator 10. In

conclusion, the results show that there is a significant difference between the frequency of feedback loops back-and-forth exchanges between the teacher and students, in which the experimental group outperformed control group.

k. Indicator 11: Prompting through Process

The results for indicator 11, the indicator of prompting through process, show that the mean score of the experimental group is higher than the control group ($3.56 > 3.28$) with mean difference of 0.28. The p -value is lower than α ($0.046 < 0.05$). It means that there is a significant difference between the mean scores for indicator 11. In conclusion, the results show that there is a significant difference between the way the teacher queries the students or prompts students to explain their thinking and rationale for responses and actions, in which the experimental group outperforms the control group.

l. Indicator 12: Providing Information

The results for indicator 12, the indicator of providing information, show that the mean score of the experimental group is higher than the control group ($3.88 > 3.80$) with mean difference of 0.08. The p -value is higher than α ($0.611 > 0.05$). It means that there is no significant difference between the mean scores for indicator 12. In conclusion, the results show that there is no significant difference between the way the teacher provides

additional information to expand on students' understanding or actions in the experimental group compares to the control group.

m. Indicator 13: Encouragement and Affirmation

The results for indicator 13, the indicator of encouragement and affirmation, show that the mean score of the experimental group is higher than the control group ($3.80 > 3.48$) with mean difference of 0.32. The p -value is lower than α ($0.030 < 0.05$). It means that there is a significant difference between the mean scores for indicator 13. In conclusion, the results show that there is a significant difference between the way the teacher provides additional information to expand on students' understanding or actions, in which the experimental group outperforms the control group.

n. Indicator 14: Frequent Conversation

The results indicator 14, the indicator of frequent conversation, show that the mean score of the experimental group is higher than the control group ($3.88 > 3.84$) with mean difference of 0.04. However, the p -value is higher than α ($0.795 > 0.05$). It means that there is no significant difference between the mean scores for indicator 14. In conclusion, the results show that there is no significant difference between the frequencies of conversations in the classroom, in which the experimental group outperforms the control group.

o. Indicator 15: Open-ended Questions

The results for indicator 15, the indicator of open-ended questions, show that the mean score of the experimental group is higher than the control group ($3.52 > 3.44$) with mean difference of 0.08. However, the p -value is higher than α ($0.631 > 0.05$). It means that there is no significant difference between the mean scores for indicator 15. In conclusion, the results show that there is no significant difference between the numbers of open-ended questions asked by teachers in the experimental group compare to the control group.

p. Indicator 16: Repetition and Extension

The results for indicator 16 show that the mean score of the experimental group is higher than the control group ($3.52 > 3.48$) with mean difference of 0.04. However, the p -value is higher than α ($0.837 > 0.05$). It means that there is a significant difference between the mean scores for indicator 16. In conclusion, the results show that there is a significant difference between the frequency repeats or extends the students' responses in the experimental group compares to the control group.

q. Indicator 17: Self and parallel Talk

The results for indicator 17, the indicator of self- and parallel-talk show that the mean score of the experimental group is higher than the control group ($3.64 > 3.56$) with mean difference 0.08.

However, the p -value is higher than α . ($0.663 > 0.05$). It means that there is no significant difference between the mean scores for indicator 17. In conclusion, the results show that there is no significant difference between how often the teacher maps his or her own actions and the students' actions through language and description in the experimental group compares to the control group.

r. indicator 18: Advanced Language

The results for indicator 18, the indicator of advanced language, show that the mean score of the experimental group is higher than the control group ($3.96 > 3.88$) with mean difference of 0.08. However, the p -value is higher than α ($0.675 > 0.05$). It means that there is no significant difference between the mean scores for indicator 18. In conclusion, the results show that there is no significant difference between uses advance language with students in the experimental group compares to the control group.

2. The Results of Interviews

The interviews were conducted to address the second research question to explore in-depth information concerning the aspects that found significantly different from the students' point of view. Briefly summarised, the statistical analysis found that there were eight aspects in which the experimental group outperformed the control group; they are represented in indicator 4, 6, 9, 10, 11, and 13. The researcher conducted a semi-

structured interview with face to face contact and over the phone to explored students' points of view for each indicator mentioned. The findings from the interviews are presented in the followings:

a. Clarity of Learning Objectives

Some questions in the interview were about to explore the teacher's effectiveness in focusing students' attention toward learning objectives and/or the purpose of the lesson. From the interview, it can be inferred that students in the experimental group perceived different experiences to students in the control group. Students in the experimental group said that during the term, the learning objectives always been become their awareness through reflective activities as students 2 said: "Learning objectives were always been assisted in reflection activities, here we remembered what we had learned and what we were going to achieve" (Interview transcript p.128). The same answer in control indicated that teacher also focuses students attention to learning objectives, but only at the beginning of the study of the term that they are going to achieve something but no follow up activities. As student 4 said, "... they are usually at the beginning of the semester sir,..." (Interview transcript p.133)

b. Creating Learning Promotion

From the interviews, it was found that portfolio assessment promoted students' learning better than conventional assessment did. When students were asked about their point of view toward the assessment they have experienced during the treatment, they answered

variously different. In the experimental group, 2 out of 3 students interviewed said that there were many motivating activities because they were giving time to do their best before grading. It was evident in the interview of student 1:

In my experience, I guess it is motivating because my lecturer gave me time to review my writing, so I had more time to evaluate and make my work as good as possible. (Interview transcript p.122)

The evidence also can be seen in the interview of student 2 when he was asked about the activity the liked during the treatment:

There were many activities actually; such as when we submitted our writing, it had not been given any grade, so we can fix it, I like it, sir. Writing a diary or reflection also give me much help in my learning process. (Interview transcript p.128)

In the control group, the answers were focusing on activities such as time-limited tests. Students said that it gave them a feeling of nervous because they have to write something in the limit of time. The other statements also indicated that it is stressful because they do not know what to write. Student 4 said "I don't like the test if the time is limited as in final test, I feel I am in pressure, so it is difficult to think what to write about" (Interview transcript p.132) In addition, students in control group only focus on activities like final test, mid-term test, and weekly assignments.

c. Scaffolding

Some questions of the interview were about to explore the extent the teacher provided scaffolding for students who are having a hard time understanding a concept, answering a question, or completing an activity. When students were asked about their problem during the class, their answers were dealing with having a hard time understanding a concept, answering a question, or completing and activity. The follow-up questions were about how the teacher help them. The similarity of both groups is the way teachers provide students with discussions or question session, self-editing, peer-editing, and feedback in writing. However, when students were asked specific questions dealing with assessment activity, both groups had different experiences. Students in the experimental group feel that the teacher provided them with helpful activities for their progress. Student 1 said, "The teacher (Lecturer) usually gave beneficial activities in the classroom; for example, writing reflection and monitoring progress, and so on" (Interview transcript p.124). While in the control group, students were never monitored their progress. They had to monitor it themselves because they do not receive guidance to do it.

The evidence of scaffolding also can be seen when students were asked to tell about what the students like most and least from the assessment practice they have experienced. In the experimental group, students said that they like the reflection most. Students 1 during the interview said, "I like the part of writing what I have done in writing,

reflection sir, it was helpful because it gives inspiration to remember my fault and weakness” (Interview transcript p.123). Student 2 also shared typically same answer “It is likely reflection writing” (Interview transcript p.128).

In the control group, students also gave various answers concerning assignments and assessments. From the interview, most students liked with assignments that were given. However, students 4 said,

... many students maybe haven't understood, suddenly we were given other assignments, then collected it, and then when it was collected, there were other assignments again, where actually we haven't understood any, (Interview transcript p.132)

d. Feedback Continuation

Some questions of the interview asked about the extent of feedback loops—back-and-forth exchanges occurred between the teacher and students. Actually, there was a misconception about feedback within the students. Students tend to say that feedback was merely about asking and answering orally. As students 1 said, the teacher always gave feedback every time we didn't understand anything and propose questions (Interview transcript p.124). Hence, during the interview, the researcher (the interviewer) tried to explain that feedback did not only come from the teacher but also their friends. The researcher also focused on students' answered to be about feedback concerning their writing.

Hence, the follow-up questions had students focus on teacher's feedback about their writing. The question asked about the type of feedback provided by the teacher and its effect on their writing. The result indicated that the feedback given was meaningful because of the continuation of the feedback. It indicated that students always wanted to improve their writing. As student 1 said,

when talking about the effect of feedback, of course, it altered the way I write, because I could pinpoint where my mistakes and know how to improve them, and I could know how to write well for the forthcoming writing. Moreover, there were many feedbacks given. (Interview transcript p.125)

The same type of feedback was also experienced in the control group. Students say that the feedback is good, but sometimes we feel lazy to repair our draft because it has been graded. As student 4 said, "I like the feedback too for the writing, from friends and lecturer, they are helpful to improve my writing." However, she continues, "but sometimes we are lazy to fix our writing, in case it has been graded" (Interview transcript p.132).

e. Prompting through Process

Some questions of the interview were about to explore the extent to which the teacher queried the students, or prompts students to explain their thinking and rationale for responses and actions. When students were asked about kind of prompts that the teacher provided, both groups

said that they have big chances to explain about their writing. The instruction of the activities guided students to express their thinking and rationale easily. The activities such as group discussion and classroom-scale discussion which were instructed and controlled by the teacher. However, the experimental class has more prompts than the control has. As student 2 said:

There are always discussion activities every meeting, the teacher also always give us chances to express our idea and our problems so that we can overcome our problems, ..., also teacher tell us to complete reflection sheet to help us to bring back our memories about our progress, so it gives a chance to write thought. (Interview transcript p.129)

While on the other side, in the control group, students only mention discussion sessions where they can express their ideas. It was evident during the interview of student 4, she said,

..., in discussion sessions, we were usually given to ask questions, give corrections. Also, we asked solutions for our problems, I myself some time or even always say something when given a chance. (Interview transcript p.133)

f. Learning Encouraging

Some interview questions were about to explore students' points of view on how the assessment may promote and impede their learning in writing class. From the interview, both groups said that the treatment given

supported their learning. In the experimental group, students said that activities during collecting portfolio is very motivating and support their learning. It evidence during the interview of students 1 said, "I like reflection and portfolio because they support me to become better, but I have to work hard, but it motivated me" (Interview transcript p.126). In the control group, students tend to say that it is support assignment, final test where we have to study. Student 4 said,

I think it was helpful because before the test I had to study the lessons that have given by the teacher, but some of my friends said that they felt stressed during the exam because of the limited time provided, but for me, it was okay (Interview transcript p.134)

More questions were about to explore how the teacher offers encouragement of students' efforts that increases students' involvement and persistence. Students said that the form of encouragement was mostly about giving them motivation to increase their writing orally. However, when students were asked about the kind of activities that encourage them, students said that teacher sometimes use fun activities like games and quizzes. More specific questions were asked about self- and peer-assessment, writing conference, and reflection. Student 2 said that reflection was encouraging. Student 2 also said:

when talking about encouragement, the lecturer gave encouraging speech when she came to the class; for example, every time the

lecturer teaches, she always motivated (orally) us to study.
(Interview transcript p.130)

B. Discussion

As a response to the first research question, the researcher found that the portfolio assessment group did not outperform the control group with conventional writing assessment in the quality of teacher-student interaction. Both groups show mean score of 3.96 and 3.88, respectively. With p -value 0.055, it does not indicate a significant difference. However, the other data analyses show that in the domain of feedback of teacher-student interaction, the experimental group outperformed control group ($p=0.016 < \alpha=0.05$). Some Indicators of teacher-student Interaction were also found have significant differences in which experimental group outperformed the control group. Hence, regarding to the hypothesis, it can be stated that the null hypothesis (H_0) is rejected; the alternative hypothesis (H_a), there is a significant difference between the group with portfolio assessment and the group with conventional assessment in some aspects of teacher-student interaction, is accepted.

In this case, the absence of effect of portfolio assessment toward teacher-student interaction is probably caused by two factors. The first factor is related to students' familiarity with portfolio assessment. In this research, there were no participants have ever had experience with portfolio assessment; therefore, students were not familiar with the instruction. Students may not find it straightforward to master those self-

assessment and reflective skills, which require the cyclical acts of planning, monitoring and evaluating in the writing process. Used to the product-based approach to learning writing, students would consider reflection as self-confession or compliance to externally imposed writing standards (Torrance, 2007). The second factor is about workload in which students were beef about many things that they had to concern about and do much work. It is evidenced during the interview of student 2,

... one thing that I didn't like was the assignment where it comes over and over, so we had to do a lot of work. We had to be persistent. When we got stuck, it would be the end, and it would be piled up. (Interview transcript p.127)

It is presumably related to students' familiarity; as Lam (2018) argues that students may not be used to engage in rewriting and resubmitting the same draft for comments which require additional time, energy and commitments.

Furthermore, regarding the second research question, the researcher runs another data analysis based on the 4 dimensions of teacher-student interaction. The result shows that only the dimension of quality of feedback was found significantly different with t-value is lower than 0.05 ($-0.91 < 0.05$). In the context of writing portfolio assessment, feedback is broadly defined as assessment information which helps improve teaching and learning of writing at the classroom level. Feedback entails numerical marks, letter grades, percentage, qualitative

commentaries and interactive annotations and takes various forms such as verbal, written or online feedback.

The theory of portfolio assessment devices that one of the characteristics of portfolio is delayed evaluation. Student 2, during the interview, said, "... when we submitted our writing, it had not been given any grade, so we can fix it, I like it" (Interview transcript p.128). Instead of grading or judging student's writing, portfolios use a delayed evaluation which allows students to gain reflection in terms of feedback from their peers, teacher, and classmates. Students tend to be distracted by marks/grades assigned by the teacher; thus, they only focus on performance rather than on learning (Lam, 2018).

Some previous researchers have already proposed the advantage of feedback in portfolio assessment. According to Lee (2011), self- and peer assessment, formative feedback through multiple drafting, and portfolios are ways of realising formative assessment in the classroom. Such classroom activities allow reflection, interaction and opportunities to return to one's text and improve it. Students in higher education are rarely given the opportunity to revise and resubmit assignments (Lopez-Pastor and Sicilia-Camacho, 2017). Burner (2014) also proposed portfolio as an assessment tool that can promote revision over time. Writing portfolios make learning concrete and visible, and they are evidence of knowledge (what the student knows), skills (what the student is able to do), and dispositions (the student's attitudes, beliefs or values).

Furthermore, another data analysis was conducted to breakdown each aspect of teacher-student interaction. Based on the data, it can be found that 6 aspects perceived significantly different; they are indicator 4 (Clarity of learning objectives), indicator 6 (Creating learning promotion), indicator 9 (Scaffolding), indicator 10 (Feedback loops), indicator 11 (Prompting through process), and indicator 13 (Encouragement and affirmation). Having a closer look at the data, it can be seen that 4 out of 6 of the aspects are the part of quality feedback dimension.

In addition to the benefit of feedback, it is also needed to discuss with the other two aspects (Indicator 4 & 6). Indicator 4 was found significantly different in which the experimental group outperformed the control group. It is proven by the result of the inferential analysis that indicates the p -value is lower than α ($0.037 < 0.05$). It can be a base to announce that portfolio assessment was able to focus students' attention toward learning objectives and/or the purpose of the lesson.

Moreover, from the interview, it was also found that the reflection activities in portfolio assessment could focus students attention toward their learning objectives through reflection activity. Students 2, during the interview, said, "Learning objectives were always been assisted in reflection activities, here we remembered what we had learned and what we were going to achieve" (Interview transcript p.128). In other words, it can be said that through reflection activities students were actively engaged in their work, and they understand the purpose of doing it. It is

line with research conducted by Swaran Singh and Samad (2013); they concluded that students were able to develop their ability to self-assess and thus understand their strengths and weaknesses in learning.

In Indicator 6, from the results of quantitative analysis, it appears that the experimental group was better to promote learning compare to the control group. It is proven with the result of the inferential analysis that shows the p -value is lower than α ($0.95 < 0.05$). It implies that portfolio provides opportunities for students to be creative and/or generate their own ideas and products. Moreover, student 1 during the interview said,

“... I guess it (Portfolio assessment) is motivating because my lecturer gave me time to review my writing, so I had more time to evaluate and make my work as good as possible. (Interview transcript p.122)

From the interview, it can be inferred that portfolio foster student to revise their writing over the time. As Lam (2013) argues that since such a key writing skill could facilitate text improvement in a low-stakes portfolio setting, more students may need to develop self-regulatory capacity as part of their composing strategies in the portfolio process.

Despite the findings that indicate portfolio assessment fostering student learning, issues concerning how and whether portfolios as assessment instruments might bring about productive text revision and enhanced writing development remains unclear. While the scholarship of portfolios suggests that students performing revision in the portfolio

process could positively contribute to writing development (Hamilton, 1994; Tierney, Carter, & Desai, 1991), other theorists contend that the act of revising might not necessarily result in the production of longer and better texts (Ferris, 1997; Sengupta, 2000). However, for this study, portfolio assessment appears to be contributive to foster students' learning, particularly in text revision.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

This research manifests a step further in exploring more insight into the effect of portfolio assessment on teacher-student interaction. The use of portfolio assessment is considered giving contributive effect as it can serve not only as an assessment tool but rather as a pedagogical instruction which can be used as a reference point for teachers in the future. The extent of portfolio assessment that supports teacher-student interaction is described since this research attempts to investigate the implementation of portfolio assessment as well as the aspect of teacher student-interaction.

Two significant inferences were drawn from the findings emanating in this research. Regarding the differences between the experimental and control group, which received different treatment, there was no significant difference found in the quality of teacher-student interaction. Experimental group with portfolio assessment, statistically, did not gain higher score compared to the control group with conventional writing assessment. However, some aspects of the teacher-student interaction should be taken into consideration in order to measure the difference between the two groups.

The pivotal role of portfolio assessment was shown by the condition on which the experimental group outperformed the control group in some

aspects teacher-student interaction found in this study. The predominant aspects mainly concerns about the quality of feedback gained by the students when the portfolio assessment carried out. Portfolio assessment also contribute to the aspect that concerns about learning reflection. The reflection was proved to contribute to focus students on their learning progress.

It seems that the experimental group were better in the quality of feedback and reflection. It is because student in experimental group perceived that 1) portfolio assessment could promote students' learning through various learning activities, 2) portfolio assessment could focus students toward learning objectives through reflection activities, 3) portfolio assessment provided students with scaffolding that enable student to monitor their progress in learning, 4) the continuation of feedback in portfolio assessment motivated students to revise their writing repeatedly due to the delayed evaluation, 5) the reflection activity was encouraging.

B. Suggestions

This research is a small-scale classroom investigation that involves small numbers of EFL university students with the data collection mostly concerned with student perceptions about their portfolio experiences. There was also only one teacher involved to teach both groups during the treatment; consequently, there might be a potential bias that could affect the result of the study. Although the findings of the study only report on student perceptions, they still have implications for other learning contexts

where the application of portfolio assessment is still a novelty. Future research could explore EFL students' perceptions of how technology-supported portfolio system (e.g., web-based portfolios) facilitates or inhibits text revision and writing development. Another research agenda for investigation is the study of EFL learners' perceptions about the effectiveness of using portfolio assessment to develop their self-regulated learning capacity.

Furthermore, this research also has significant implication for EFL writing, particularly in assessment. Theoretically, this research supports the concept of classroom assessment that emphasizes the inclusion of teaching and assessment. The difference between the two assessment practices in affecting the teacher-student interaction can describe how assessment is related to teaching instruction. Practically, this research also shows the importance of utilizing assessment practices that fosters students' learning. This research emphasizes the possibility of portfolio assessment to enhance feedback and reflection in writing class. Feedback and reflection have been proven to have important role in writing class that led students to regulate their learning.

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APPENDICES

APPENDIX 1

WRITING TEST

You should spend about 40 minutes on this test.

Present a written argument or case to an educated reader with no specialist knowledge of the following topic:

There are many different types of music in the world today. Why do we need music? Is the traditional music of a country more important than the International music that is heard everywhere nowadays?

You should write at least 250 words.

Use your own ideas, knowledge and experience and support your arguments with examples and relevant evidence.

APPENDIX 2

Writing Scoring Rubric (Adopted from Wang and Liao, 2008)

Criteria	Descriptors	Scores
Focus	<ol style="list-style-type: none"> 1. Having problems with focus or failing to address the writing task. 2. Inadequately addressing the writing task. 3. Addressing the writing task adequately but sometimes straying from the task. 4. Addressing most of the writing task. 5. Specifically addressing the writing task 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>
Elaboration/ Support	<ol style="list-style-type: none"> 1. Using few or no details or irrelevant details to support topics or illustrate ideas. 2. Using inappropriate or insufficient details to support topics or illustrate ideas. 3. Using some details to support topics or illustrate ideas. 4. Using appropriate details to support topics or illustrate ideas. 5. Using specific appropriate details to support topics or illustrate ideas. 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>
Organization	<ol style="list-style-type: none"> 1. The logical flow of ideas is not clear and connected. 2. The logical flow of ideas is less clear and connected. 3. The logical flow of ideas is mostly clear and connected. 4. The logical flow of ideas is generally clear and connected. 5. The logical flow of ideas is specifically clear and connected. 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>
Conventions	<ol style="list-style-type: none"> 1. Standard English conventions (spelling, grammar and punctuation) are poor with frequent errors. 2. Standard English conventions (spelling, grammar and punctuation) are inappropriate with obvious errors. 3. Standard English conventions (spelling, grammar and punctuation) are fair with some minor errors. 4. Standard English conventions (spelling, grammar and punctuation) are almost accurate. 5. Standard English conventions (spelling, grammar and punctuation) are perfect or near perfect. 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>
Vocabulary	<ol style="list-style-type: none"> 1. Little knowledge of English vocabulary, idioms and verb forms. 2. Frequent errors of word/idiom form, choice, usage. Meaning confused or obscured. 3. Occasional errors of word/idiom form, choice, usage but meaning not obscured. 4. Almost effective word/idiom form, choice, usage. Almost appropriate register. 5. Effective word/idiom form, choice, usage. Appropriate register. 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>

TEACHER-STUDENT INTERACTION QUESTIONNAIRE

This questionnaire gives you the chance to comment anonymously about this course and the way it was taught. Using the rating scale below, mark one response for each statement that is closest to your view. Mark your answers in the boxes (✓).

1 = Strongly Disagree

2 = Disagree

3 = No Idea

4 = Agree

5 = Strongly Agree

As you respond to each statement, think about each practice as it contributed to your learning in this course.

No.		1	2	3	4	5
1	The teacher actively facilitates students' engagement in activities and lessons to encourage participation and expanded involvement.					
2	The teacher uses a variety of teaching medias and uses a variety of materials to effectively interest students and gain their participation during activities and lessons.					
3	The teacher makes me consistently interested and involved in activities and lessons.					
4	The teacher effectively focuses students' attention toward learning objectives and/or the purpose of the lesson.					
5	The teacher often uses discussions and activities that encourage analysis and reasoning.					
6	The teacher often provides opportunities for students to be creative and/or generate their own ideas and products.					
7	The teacher consistently links concepts and activities to one another and to previous learning.					
8	The teacher consistently relates concepts to the students' actual lives.					
9	The teacher often scaffolds for students who are having a hard time understanding a concept, answering a question, or completing an activity.					
10	There are frequent feedback loops—back-and-forth exchanges—between the teacher and students.					
11	The teacher often queries the students or prompts students to explain their thinking and rationale for responses and actions.					
12	The teacher often provides additional information to expand on students' understanding or actions.					
13	The teacher often offers encouragement of students' efforts that increases students' involvement and persistence.					
14	There are frequent conversations in the classroom.					
15	The teacher asks many open-ended questions.					
16	The teacher often repeats or extends the students' responses.					
17	The teacher consistently often maps his or her own actions and the students' actions through language and description.					
18	The teacher often uses advance language with students.					

THANKS FOR SHARING YOUR VIEWS!

APPENDIX 4

INTERVIEW GUIDELINE

Adapted from Asmussen & Creswell (1995)

Project: University Reaction to a Gunman Incident

Time of Interview:

Date:

Place:

Interviewer:

Interviewee:

Position of Interviewee:

- Describe here the project, telling the interviewee about (a) the purpose of the study, (b) the individuals and sources of data being collected, (c) what will be done with the data to protect the confidentiality of the interviewee, and (d) how long the interview will take.
- Have the interviewee read and sign the consent form.
- Turn on the tape recorder and test it.
- Questions:

	Experimental Group	Control Group
1	How do you perceive writing assessment in general?	How do you perceive writing assessment in general?
2	Before taking this class, you had been told that you were about to have writing class with portfolio assessment?	Have you heard about portfolio assessment before taking this class? Did instructor tell you about how you were going to be assessed?
3	How do you feel about writing assessment?	How do you feel about writing assessment?

	(Nervous/stressful/enjoyable/relaxed/high-impact/anxiety/demotivated)	(Nervous/stressful/enjoyable/relaxed/high-impact/anxiety/demotivated)
4	Could you briefly recount your portfolio experience during the class?	Could you briefly recount your experience during the class?
5	What do you like most and least about portfolio assessment?	What do you like most and least about the assessment you have experienced?
6	In what way do you think portfolio assessment may promote or impede the learning of writing?	In what way do you think assessment you have experienced may promote or impede the learning of writing?
7	How do you perceive the interaction between you and your instructor?	How do you perceive the interaction between you and your instructor?
8	How effective did your teacher focus your attention toward learning objectives and/or the purpose of the lesson? How did your teacher do it? What was the effect on you?	How effective did your teacher focus your attention toward learning objectives and/or the purpose of the lesson? How did your teacher do it? What was the effect on you?
9	How often did your teacher provide opportunities for you to be creative and/or generate your own ideas and products? What kind of opportunities? What was the effect on you?	How often did your teacher provide opportunities for you to be creative and/or generate your own ideas and products? What kind of opportunities? What was the effect on you?
10	How often did your teacher scaffold for you when you were having a hard time understanding a concept, answering a question, or completing an activity? How did your teacher help you? Did it work? What was the effect on you?	How often did your teacher scaffold for you when you were having a hard time understanding a concept, answering a question, or completing an activity? How did your teacher help you? Did it work? What was the effect on you?
11	How frequent were feedback loops—back-and-forth exchanges between your teacher and you? What kind of feedbacks? What was the effect on you?	How frequent were feedback loops—back-and-forth exchanges between your teacher and you? What kind of feedbacks? What was the effect on you?
12	How often did your teacher query you or prompts you to explain your thinking and	How often did your teacher query you or prompts you to explain your thinking and

	rationale for responses and actions? What was the effect on you?	rationale for responses and actions? What was the effect on you?
13	How often did your teacher offer encouragement of your efforts that increased your involvement and persistence? What was the effect on you?	How often did your teacher offer encouragement of your efforts that increased your involvement and persistence? What was the effect on you?

- Thank the individuals for their cooperation and participation in this interview. Assure them of the confidentiality of the responses and the potential for future interviews.

APPENDIX 5

Self-Editing Worksheet I Chapter 1: Paragraph Structure

Writer: _____ Date: _____

Format

My paragraph has a title.	yes	no
The title is centered.	yes	no
The first line is indented.	yes	no
There are margins on both sides of the page.	yes	no
The paragraph is double-spaced.	yes	no

Mechanics

I put a period, a question mark, or an exclamation mark after every sentence.	yes	no
I used capital letters correctly.	yes	no
I checked my spelling.	yes	no

Content and Organization

My paragraph fits the assignment.	yes	no
My paragraph has a topic sentence.	yes	no
The topic sentence has both a topic and a controlling idea.	yes	no
My paragraph contains several specific and factual supporting sentences, including at least one example.	yes	no
How many supporting sentences did I write?	number	_____
My paragraph ends with an appropriate concluding sentence.	yes	no
All of my sentences are directly related to the topic.	yes	no

Grammar and Sentence Structure

Every student has his or her own personal grammar trouble spots. Some students battle with verb tenses. For others, articles are the main enemy. Some find it hard to know where to put periods.

In the space, create your own personal checklist for items that you know are problems for you. Then, throughout the term, work on eliminating these errors. Delete items you have mastered and add new ones that you become aware of.

Errors to check for include verb tenses, subject-verb agreement, articles, pronoun agreement, sentence fragments, and run-on sentences/comma splices.

	Number found and corrected
I checked my paragraph for _____ errors.	_____
I checked my paragraph for _____ errors.	_____
I checked my paragraph for _____ errors.	_____

Self-Editing Worksheet 2

Chapter 2: Unity and Coherence

Writer: _____ Date: _____

Format		
My paragraph is correctly formatted (title centered, first line indented, margins on both sides, double-spaced).	yes	no
<hr/>		
Mechanics		
I checked punctuation, capitalization, and spelling.	yes	no
<hr/>		
Content and Organization		
My paragraph begins with a topic sentence that has both a topic and a controlling idea.	yes	no
My paragraph contains specific and factual supporting sentences that explain or prove my topic sentence.	yes	no
How many supporting sentences does the paragraph have?	number	_____
Unity: All sentences are on the topic.	yes	no
My paragraph ends with an appropriate concluding sentence.	yes	no
Coherence: My paragraph flows smoothly from beginning to end.		
I repeat key nouns where necessary.	yes	no
I use pronouns consistently.	yes	no
I use some transition signals. How many? _____	yes	no
My sentences are in some type of logical order.	yes	no
<hr/>		
Grammar and Sentence Structure		Number found and corrected
I checked my paragraph for _____ errors. (verb tense, article, etc.)		_____
I checked my paragraph for _____ errors.		_____
I checked my paragraph for _____ errors.		_____

Self-Editing Worksheet 3

Chapter 4: From Paragraph to Essay

Writer: _____ Date: _____

Format

My essay is correctly formatted (title centered, first line of every paragraph indented, margins on both sides, double-spaced).

yes no

Mechanics

I checked punctuation, capitalization, and spelling.

yes no

Content and Organization

My essay has all three parts: introduction, body, and conclusion.

yes no

Introduction: Type of introduction (funnel, historical background, surprising statistics, dramatic story, etc.): _____

The introduction ends with my thesis statement.

yes no

Body: The body has _____ paragraphs.

The topics of the body paragraphs are as follows:

1. _____ 3. _____

2. _____ 4. _____

(If there are more or fewer paragraphs, add or delete lines.)

Unity: Each paragraph discusses only one main idea, and there are no sentences that are “off the topic.”

yes no

Coherence: Each paragraph has coherence. My essay flows smoothly from beginning to end.

yes no

I repeat key nouns.

yes no

I use transition signals to show relationships among ideas.

yes no

I use transitions to link paragraphs.

yes no

Conclusion: The conclusion (a) summarizes the main points or (b) paraphrases the thesis statement. (Circle one.)

Grammar and Sentence Structure

**Number found
and corrected**

I checked my essay for _____ errors.
(verb tense, article, etc.)

I checked my essay for _____ errors.

I checked my essay for _____ errors.

Self-Editing Worksheet 4

Chapter 5: Chronological Organization: Process Essays

Writer: _____ Date: _____

Format

My essay is correctly formatted (title centered, first line of every paragraph indented, margins on both sides, double-spaced). yes no

Mechanics

I checked punctuation, capitalization, and spelling. yes no

Content and Organization

My essay has all three parts: introduction, body, and conclusion. yes no

Introduction: Type of introduction I used (funnel, historical background, surprising statistics, dramatic story, etc.): _____

The introduction ends with my thesis statement. yes no

Body: The body has _____ paragraphs. Each paragraph explains one major step or one group of steps in the process I am writing about. The topics of the body paragraphs are as follows:

1. _____ 3. _____

2. _____ 4. _____

(If there are more or fewer paragraphs, add or delete lines.)

Unity: Each paragraph discusses only one main idea, and there are no sentences that are "off the topic." yes no

Coherence: Each paragraph has coherence. My essay flows smoothly from beginning to end. yes no

I repeat key nouns. yes no

I use transition signals to show relationships among ideas. yes no

I use transitions to link paragraphs. yes no

Conclusion: The conclusion (a) summarizes the main points or (b) paraphrases the thesis statement. (Circle one.) The writer adds a final comment or thought on the topic to leave a final impression on the reader.

Grammar and Sentence Structure

**Number found
and corrected**

I checked my essay for _____ errors.
(verb tense, article, etc.) _____

I checked my essay for _____ errors. _____

I checked my essay for _____ errors. _____

Self-Editing Worksheet 5

Chapter 9: Argumentative Essays

Writer: _____ Date: _____

Format

My essay is correctly formatted (title centered, first line of every paragraph indented, margins on both sides, double-spaced). yes no

Mechanics

I have checked for punctuation, capitalization, and spelling errors. yes no

Content and Organization

My essay has all three parts: introduction, body, and conclusion. yes no

I used block or point-by-point organization. (Underline one.)

Introduction: Type of introduction I used (funnel, historical background, surprising statistics, dramatic story, etc.): _____

The introduction ends with my thesis statement. yes no

Body: The body has _____ paragraphs.

I give _____ arguments for my point of view and _____ arguments for the opposing point of view.

I rebut each opposing argument. yes no

I support each point with a specific supporting detail such as an example, a statistic, a quotation, a paraphrase, or a summary. yes no

I cite the source of all borrowed information. yes no

Unity: Each paragraph discusses only one main idea, and there are no sentences that are "off the topic." yes no

Coherence: Each paragraph has coherence. My essay flows smoothly from beginning to end. yes no

Conclusion: The conclusion (a) summarizes my arguments or (b) restates my opinion. (Circle one.)
The writer adds a final comment or thought on the topic to leave a final impression on the reader.

Grammar and Sentence Structure

**Number found
and corrected**

I checked my essay for _____ errors.
(verb tense, article, etc.) _____

I checked my essay for _____ errors. _____

I checked my essay for _____ errors. _____

APPENDIX 6

Peer-Editing Worksheet 1 Chapter 1: Paragraph Structure

Peer Editor: _____ Date: _____

If your instructor approves, write your comments directly on the paper you are editing. If your instructor prefers that you not write on your classmate's paper, use this form, and when the directions tell you to underline or circle, copy it on the form instead.

1. Is the paragraph interesting? yes no
Write a comment about a part that is especially interesting to you.

2. Do you understand everything? yes no
Circle or underline any part that you do not understand, and write a comment about it.

3. Copy the topic sentence here, and circle the topic and double-underline the controlling idea.

4. How many supporting sentences are there in the paragraph? Number: _____
 - a. What kind of supporting details does the writer use (facts, examples, quotations, statistics, etc.)?

 - Is there at least one example? yes no
 - b. Would you like more information about anything? yes no
If your answer is yes, write down what you would like to know more about.

5. Is there anything unnecessary or that seems "off the topic?" yes no
If your answer is yes, write a comment about it (them).

6. If the paragraph has a concluding sentence, copy it here and circle the end-of-paragraph signal (if there is one).

7. In your opinion, what is the best feature of this paragraph? In other words, what is this writer's best writing skill?

Peer-Editing Worksheet 2

Chapter 2: Unity and Coherence

Peer Editor: _____ Date: _____

1. Is the paragraph interesting? yes no
Write a comment about a part that is especially interesting to you.

2. Do you understand everything? yes no
Circle or underline any part that you do not understand, and write a comment about it.

3. Copy the topic sentence here, and circle the topic and double-underline the controlling idea.

4. How many supporting sentences are there in the paragraph? Number: ____
a. What kind of supporting details does the writer use (facts, examples, quotations, statistics, etc.)?

- b. Would you like more information about anything? yes no
If your answer is yes, write down what you would like to know more about.

5. **Unity:** Is there anything unnecessary or that seems “off the topic?” yes no
If your answer is yes, write a comment about it/them.

6. **Coherence:** Does the paragraph flow smoothly from beginning to end?
a. What key noun is repeated? _____
b. Are pronouns consistent? yes no
c. What transition signals can you find? _____
d. Are the ideas arranged in some kind of logical order? What kind?

7. If the paragraph has a concluding sentence, copy it here and circle the end-of-paragraph signal (if there is one).

8. In your opinion, what is the best feature of this paragraph? In other words, what is this writer’s best writing skill?

Peer-Editing Worksheet 3
Chapter 4: From Paragraph to Essay

Peer Editor: _____ Date: _____

1. What kind of introduction does this essay have? (funnel, dramatic, etc.)

 How many sentences does it contain? _____
 Does it capture your interest? yes no
 Where is the thesis statement placed?

2. How many paragraphs are there in the body? Number: _____
 The topics of the body paragraphs are as follows:
 1. _____ 3. _____
 2. _____ 4. _____
 (If there are more or fewer paragraphs, add or delete lines.)
3. What kind of supporting details does the writer use in each body paragraph?
 1. _____ 3. _____
 2. _____ 4. _____
4. Check each paragraph for unity. Is any sentence unnecessary or
 “off the topic?” yes no
 If your answer is yes, write a comment about it (them).

5. Check each paragraph for coherence. Does each one flow smoothly
 from beginning to end? yes no
 What key nouns are repeated? _____
 What transition signals can you find? _____

6. What expressions does the writer use to link paragraphs? If there is none, write none. (If there are
 more or fewer paragraphs, add or delete lines.)
 To introduce the first body paragraph _____
 Between paragraphs 2 and 3 _____
 Between paragraphs 3 and 4 _____
 Between paragraphs 4 and 5 _____
 To introduce the conclusion: _____
7. What kind of conclusion does this essay have—a summary of the main points or a paraphrase of the
 thesis statement? _____
 Does the writer make a final comment? yes no
 What is it? _____
 Is this an effective ending (one that you will remember)? yes no
8. In your opinion, what is the best feature of this essay? In other words, what is this writer’s best
 writing skill?

Peer-Editing Worksheet 4
Chapter 5 Chronological Organization: Process Essays

Peer Editor: _____ Date: _____

1. What kind of introduction does this essay have (funnel, entertaining story, etc.)?

 How many sentences does it contain? _____
 Does it capture your interest? **yes** **no**
 Where is the thesis statement placed? _____

2. How many paragraphs are there in the body? Number: _____
 The topics of the body paragraphs are as follows:
 1. _____ 3. _____
 2. _____ 4. _____
 (If there are more or fewer paragraphs, add or delete lines.)
3. What kind of supporting details does the writer use in each body paragraph?
 1. _____ 3. _____
 2. _____ 4. _____
4. Check each paragraph for unity. Is any sentence unnecessary or
 “off the topic?” **yes** **no**
 If your answer is yes, write a comment about it (them).

5. Check each paragraph for coherence. Does each one flow smoothly
 from beginning to end? **yes** **no**
 What key nouns are repeated? _____
 What transition signals can you find? _____

6. What expressions does the writer use to link paragraphs? If there is none, write none. (If there are
 more or fewer paragraphs, add or delete lines.)
 To introduce the first body paragraph _____
 Between paragraphs 2 and 3 _____
 Between paragraphs 3 and 4 _____
 Between paragraphs 4 and 5 _____
 To introduce the conclusion _____
7. What kind of conclusion does this essay have—a summary of the main points or a paraphrase of the
 thesis statement?

 Does the writer make a final comment? **yes** **no**
 What is it? _____
 Is this an effective ending (one that you will remember)? **yes** **no**
8. In your opinion, what is the best feature of this essay? In other words, what is this writer’s best
 writing skill?

APPENDIX 7

TEACHER'S EDITING SYMBOLS

Symbol	Meaning	Example of Error	Corrected Sentence
P	punctuation	I live ^P and go to school here ^P Where do you work ^P ?	I live and go to school here. Where do you work?
^	missing word	I ^{am} working in a restaurant. ^	I am working in a restaurant.
cap	capitalization	It is located at ^{cap} main and ^{cap} baker ^{cap} streets in the ^{cap} City.	It is located at Main and Baker Streets in the city.
vt	verb tense	I never ^{vt} work as a cashier until I ^{vt} get a job there.	I had never worked as a cashier until I got a job there.
s/v agr	subject-verb agreement	The manager ^{s/v agr} work hard. There ^{s/v agr} is five employees.	The manager works hard. There are five employees.
pron agr	pronoun agreement	Everyone works hard at ^{pron agr} their jobs.	All the employees work hard at their jobs.
()	connect to make one sentence	We work together. ^() So we have become friends.	We work together, so we have become friends.
sp	spelling	The ^{sp} maneger is a woman.	The manager is a woman.
sing/pl	singular or plural	She treats her ^{sing/pl} employees like <u>slave</u> .	She treats her employees like slaves.
X	unnecessary word	My boss she watches everyone all the time.	My boss watches everyone all the time.
wf	wrong word form	Her voice is ^{wf} irritated.	Her voice is irritating.

Appendix D | Editing Symbols 301

Symbol	Meaning	Example of Error	Corrected Sentence
ww	wrong word	The food is delicious. Besides ^{ww} , the restaurant is always crowded.	The food is delicious. Therefore, the restaurant is always crowded.
ref	pronoun reference error	The restaurant's specialty is fish. They ^{ref} are always fresh.	The restaurant's specialty is fish. It is always fresh.
		The food is delicious. Therefore, it ^{ref} is always crowded.	The food is delicious. Therefore, the restaurant is always crowded.
wo OR ~	wrong word order	Friday ^{wo} always is our busiest night.	Friday is always our busiest night.
ro	run-on sentence	[Lily was fired she ^{ro} is upset.]	Lily was fired, so she is upset.
cs	comma splice	[Lily was fired, she ^{cs} is upset.]	Lily was fired; therefore, she is upset. Because Lily was fired, she is upset. Lily is upset because she was fired.
frag	fragment	She was fired. [Because she was ^{frag} always late.]	She was fired because she was always late.
		[Is open from 6:00 p.m. ^{frag} until the last customer leaves.]	The restaurant is open from 6:00 p.m. until the last customer leaves.
		[The employees on ^{frag} time and work hard.]	The employees are on time and work hard.
choppy	choppy writing	[I like the work. I do not ^{choppy} like my boss. I want to quit.]	Even though I like the work, I do not like my boss, so I want to quit.

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Symbol	Meaning	Example of Error	Corrected Sentence
not //	not parallel	Most of our regular customers are friendly ^{not //} and generous tippers.	Most of our regular customers are friendly and tip generously.
sub	subordinate	The tips are good, ^{sub} [and all the employees share them.]	The tips, which all of the employees share, are good.
prep	preposition	We start serving dinner ^{prep} 6:00 p.m.	We start serving dinner at 6:00 p.m.
conj	conjunction	Garlic shrimp, fried clams, ^{conj} broiled lobster are the most popular dishes.	Garlic shrimp, fried clams, and broiled lobster are the most popular dishes.
art	article	Diners in the United States expect glass of water when they first sit down.	Diners in the United States expect a glass of water when they first sit down.
①	add a transition	The new employee was careless. ^① She frequently spilled coffee on the table.	The new employee was careless. For example, she frequently spilled coffee on the table.
¶	start a new paragraph		
nfs/nmp	needs further support/needs more proof. Add some specific details (example, facts, quotations) to support your point.		

APPENDIX 8**TEACHER ADVICE FORM**

Draft :

Date :

Task Fulfillment	
Organization	
Grammar	
Vocabulary	
Spelling/Punctuation	

EXAMPLE OF ADVICE TO THE STUDENT

Task Fulfillment

- You should add some more ideas
- You should give more reasons/opinions
- You should give more description

Organization

- Your presentation and/or layout need to be tidied up
- You should check your organization and/or paragraphing
- You need to add an introduction
- You need to add a conclusion

Grammar

- You need to check the grammar of your work
- You should use a greater range of grammatical structures
- You need to check your word order

Vocabulary

- You should use a greater range of vocabulary
- You need to check you are using the correct words

Spelling/Punctuation

- You should check the spellings of words in your work
- You should check and improve the punctuation in your work.

APPENDIX 9

SYLLABUS FOR EXPERIMENTAL GROUP

Course	: Writing for Academic Purposes
Semester	: 6
Duration	: 14 X 150 minutes
Pre-requisite	:
Instructor	:

1. **Objective:** This subject aims to provide students with an orientation to theory and practice of academic writing.
2. **Course Description:** This subject is a study of theory and practice of academic writing. Topics include: characteristics of academic writing, formats of academic writing (conventional and postmodernism), appropriate ways to write statements, paragraphs, the use of modality in statements, citing and referencing, and the use of passive and active voice
3. **Learning activities:** Lecturing, question and answer, discussion, and practice of writing academic texts (Drafting, self-editing, and peer-editing).
4. **Media:** LCD Projector, laptop, worksheets.
5. **Evaluation:** Portfolio Assessment
6. **References**
 - Creswell. (2005). *Writing for academic success. A postgraduate guide*. London: SAGE Publications.
 - Oshima, A. & Hogue, A. 2006. *Writing Academic English (4th Ed.)*. New York: Addison-Wesley Longman Publishing Company, Inc.

COURSE UNITS

Session	Topics	Subtopics	Objectives	Activities	Media
1	Introduction to academic writing & Portfolio Assessment	-	<ul style="list-style-type: none"> - Identify the distinct characteristics of academic writing. - Differentiate the formal structure of academic writing from that of other genres. - Understand the course/instructors'/their own learning expectations - Reflect and share their previous learning experiences - Students understand the overview of the course outline, - Students are familiar with the tasks and portfolio assessment 	<ul style="list-style-type: none"> - Lecturing - Discussions 	<ul style="list-style-type: none"> - Laptop & LCD Projector
2	Sentence	<ul style="list-style-type: none"> - Clauses (Independent Clauses & Dependent Clauses) - Kinds of Sentences (Simple Sentences, Compound Sentences, Complex Sentences, & Compound-Complex Sentences - Sentence Types and Writing Style 	<ul style="list-style-type: none"> - Recognize clause and sentence - Demonstrate understanding of form different types of sentences 	<ul style="list-style-type: none"> - Lecturing - Assignments - Composing Draft A 	<ul style="list-style-type: none"> - Laptop & LCD Projector - Worksheet

3	Paragraph	<ul style="list-style-type: none"> - Parts of a Paragraph - The Topic Sentence <ul style="list-style-type: none"> • Position of Topic Sentences • The Two Parts of a Topic Sentence - Supporting Sentences. - The Concluding Sentence 	<ul style="list-style-type: none"> - Recognize parts of paragraph - Demonstrate understanding of forming a well-structured paragraph 	<ul style="list-style-type: none"> - Lecturing - Assignments - Self-review - Revising Draft A 	<ul style="list-style-type: none"> - Laptop & LCD Projector - Worksheet
4	Unity and Coherence	<ul style="list-style-type: none"> - Unity - Coherence <ul style="list-style-type: none"> • Repetition of Key Nouns • Key Noun Substitutes • Consistent Pronouns • Transition Signals • Logical Order 	<ul style="list-style-type: none"> - Recognize unity and coherence - Demonstrate understanding of creating paragraph or essay that is unite and coherent. 	<ul style="list-style-type: none"> - Lecturing - Assignments - Peer-review - Revising Draft A & Collect to teacher to be reviewed 	<ul style="list-style-type: none"> - Laptop & LCD Projector - Worksheet
5	Supporting Details	<ul style="list-style-type: none"> - Facts versus Opinions - Using Outside Sources <ul style="list-style-type: none"> • Plagiarism • Citing Sources - Quotations <ul style="list-style-type: none"> • Direct Quotations • Reporting Verbs and Phrases • Punctuating Direct Quotations • Indirect Quotations - Statistics 	<ul style="list-style-type: none"> - Recognize facts and opinions - Understand the concept of plagiarism and citing source - Demonstrate understanding how to quote properly 	<ul style="list-style-type: none"> - Lecturing - Assignments - Conferencing Draft A - Reflection on the process of composing Draft A <p>Home activities:</p> <ul style="list-style-type: none"> - Revising Draft based on the teacher-review 	<ul style="list-style-type: none"> - Laptop & LCD Projector - Worksheet

6	From Paragraph to Essay	<ul style="list-style-type: none"> - Parts of an Essay - The Introductory Paragraph <ul style="list-style-type: none"> • Funnel Introduction • Attention-Getting Introduction • Thesis Statement - Body Paragraphs <ul style="list-style-type: none"> • Logical Division of Ideas • Thesis Statements for Logical Division of Ideas 	<ul style="list-style-type: none"> - Recognize parts of an essay - Recognize the steps of making an essay - Demonstrate understanding of forming a well-structured essay 	<ul style="list-style-type: none"> - Lecturing - Assignments - Composing Draft B 	<ul style="list-style-type: none"> - Laptop & LCD - Projector - Worksheet
7	From Paragraph to Essay	<ul style="list-style-type: none"> - Body Paragraphs <ul style="list-style-type: none"> • Thesis Statement Pitfalls • Transition Signals between Paragraphs - The Concluding Paragraph - Essay Outlining 	<ul style="list-style-type: none"> - Demonstrate understanding of forming a well-structured essay 	<ul style="list-style-type: none"> - Lecturing - Assignments - Self-review - Revising Draft B 	<ul style="list-style-type: none"> - Laptop & LCD - Projector - Worksheet
8	Chronological Orders	<ul style="list-style-type: none"> - Thesis Statements for a Process Essay - Transition Signals for Chronological Order 	<ul style="list-style-type: none"> - Recognize thesis statements and transition signals - Demonstrate understanding of creating thesis statement and using transition signals 	<ul style="list-style-type: none"> - Lecturing - Assignments - Peer-review - Revising Draft B & Collect to teacher to be reviewed 	<ul style="list-style-type: none"> - Laptop & LCD - Projector - Worksheet
9	Cause/Effect Essay	<ul style="list-style-type: none"> - Organization for Cause/Effect Order <ul style="list-style-type: none"> • Block Organization 	<ul style="list-style-type: none"> - Understand the concept of cause/effect essay - Demonstrate understanding of 	<ul style="list-style-type: none"> - Lecturing - Assignments - Revising Draft 	<ul style="list-style-type: none"> - Laptop & LCD - Projector - Worksheet

		<ul style="list-style-type: none"> • Chain Organization <ul style="list-style-type: none"> - Cause/Effect Signal Words and Phrases • Cause Signal Words " 101 • Effect Signal Words. 	writing a cause and effect essay	<p>B</p> <ul style="list-style-type: none"> - Conferencing Draft B - Reflection on the process of composing Draft B <p>Home activities:</p> <ul style="list-style-type: none"> - Revising Draft B based on the teacher-review 	
10	Comparison/Contrast Essay	<ul style="list-style-type: none"> - Organization of Comparison/Contrast Essays <ul style="list-style-type: none"> • Point-by-Point Organization • Block Organization - Comparison and Contrast Signal Words <ul style="list-style-type: none"> • Comparison Signal Words • Contrast Signal Words 	<ul style="list-style-type: none"> - Understand the concept of comparison/contrast essay - Demonstrate understanding of writing a comparison/contrast essay. 	<ul style="list-style-type: none"> - Lecturing - Assignments - Composing Draft C 	<ul style="list-style-type: none"> - Laptop & LCD Projector - Worksheet
11	Paraphrase and Summary	<ul style="list-style-type: none"> - Paraphrasing <ul style="list-style-type: none"> • Plagiarism • Using Paraphrases as Support - Summarizing 	<ul style="list-style-type: none"> - Students will be able to paraphrase sentences - Students will be able to write a summary. - Students apply the rules of paraphrasing and summarizing in their writing 	<ul style="list-style-type: none"> - Lecturing - Assignments - Self-review - Revising Draft C 	<ul style="list-style-type: none"> - Laptop & LCD Projector - Worksheet

12	Argumentative Essay	<ul style="list-style-type: none"> - Organization of Argumentative Essays - The Introductory Paragraph <ul style="list-style-type: none"> • Thesis Statement 	<ul style="list-style-type: none"> - Understand the concept of argumentative essay - Demonstrate understanding of writing an argumentative essay. - 	<ul style="list-style-type: none"> - Lecturing - Assignments - Peer-review - Revising Draft C & Collect to teacher to be reviewed 	<ul style="list-style-type: none"> - Laptop & LCD Projector - Worksheet
13	Punctuation Rules	<ul style="list-style-type: none"> - Commas - Semicolons - Colons - Quotation Marks 	<ul style="list-style-type: none"> - Use correct punctuation 	<ul style="list-style-type: none"> - Lecturing - Assignments - Revising Draft C - Conferencing Draft - Reflection on the process of composing Draft C <p>Home activities:</p> <ul style="list-style-type: none"> - Revising Draft C based on the teacher-review 	<ul style="list-style-type: none"> - Laptop & LCD Projector - Worksheet
14	Submission Day	<ul style="list-style-type: none"> - Composing portfolio - Reflective journal 	<ul style="list-style-type: none"> - Choose 2 drafts to be included in portfolio - Write a reflection on the portfolio collecting process. 	<ul style="list-style-type: none"> - Reflection on Portfolio 	<ul style="list-style-type: none"> -

APPENDIX 10

SYLLABUS FOR CONTROL GROUP

Course	: Writing for Academic Purposes
Semester	: 6
Duration	: 14 X 150 minutes
Pre-requisite	:
Instructor	:

1. **Objective:** This subject aims to provide students with an orientation to theory and practice of academic writing.
2. **Course Description:** This subject is a study of theory and practice of academic writing. Topics include: characteristics of academic writing, formats of academic writing (conventional and postmodernism), appropriate ways to write statements, paragraphs, the use of modality in statements, citing and referencing, and the use of passive and active voice.
3. **Learning activities:** Lecturing, question and answer, discussion, and practice of writing academic texts (Drafting, self-editing, and peer-editing).
4. **Media:** LCD Projector, laptop, worksheets.
5. **Evaluation:** Portfolio Assessment
6. **References**
 - Creswell. (2005). *Writing for academic success. A postgraduate guide*. London: SAGE Publications.
 - Oshima, A. & Hogue, A. 2006. *Writing Academic English (4th Ed.)*. New York: Addison-Wesley Longman Publishing Company, Inc.

COURSE UNITS

Session	Topics	Subtopics	Objectives	Activities	Media
1	Introduction to academic writing & Portfolio Assessment	-	<ul style="list-style-type: none"> - Identify the distinct characteristics of academic writing. - Differentiate the formal structure of academic writing from that of other genres. - Understand the course/instructors'/their own learning expectations - Reflect and share their previous learning experiences - Students understand the overview of the course outline, - Students are familiar with the tasks and portfolio assessment 	<ul style="list-style-type: none"> - Lecturing - Discussions 	<ul style="list-style-type: none"> - Laptop & LCD Projector
2	Sentence	<ul style="list-style-type: none"> - Clauses (Independent Clauses & Dependent Clauses) - Kinds of Sentences (Simple Sentences, Compound Sentences, Complex Sentences, & Compound-Complex Sentences - Sentence Types and Writing Style 	<ul style="list-style-type: none"> - Recognize clause and sentence - Demonstrate understanding of form different types of sentences 	<ul style="list-style-type: none"> - Lecturing - Assignments - Writing Draft A and submit it to teacher to be reviewed and graded 	<ul style="list-style-type: none"> - Laptop & LCD Projector - Worksheet

3	Paragraph	<ul style="list-style-type: none"> - Parts of a Paragraph - The Topic Sentence <ul style="list-style-type: none"> • Position of Topic Sentences • The Two Parts of a Topic Sentence - Supporting Sentences. - The Concluding Sentence 	<ul style="list-style-type: none"> - Recognize parts of paragraph - Demonstrate understanding of forming a well-structured paragraph 	<ul style="list-style-type: none"> - Lecturing - Assignments - Writing Draft B - Self-review - Revising Draft B and submit it to teacher to be reviewed and graded 	<ul style="list-style-type: none"> - Laptop & LCD Projector - Worksheet
4	Unity and Coherence	<ul style="list-style-type: none"> - Unity - Coherence <ul style="list-style-type: none"> • Repetition of Key Nouns • Key Noun Substitutes • Consistent Pronouns • Transition Signals • Logical Order 	<ul style="list-style-type: none"> - Recognize unity and coherence - Demonstrate understanding of creating paragraph or essay that is unite and coherent. 	<ul style="list-style-type: none"> - Lecturing - Assignments - Writing Draft C - Peer-review - Revising Draft C and submit it to teacher to be reviewed and graded 	<ul style="list-style-type: none"> - Laptop & LCD Projector - Worksheet
5	Supporting Details	<ul style="list-style-type: none"> - Facts versus Opinions - Using Outside Sources <ul style="list-style-type: none"> • Plagiarism • Citing Sources - Quotations <ul style="list-style-type: none"> • Direct Quotations • Reporting Verbs and Phrases • Punctuating Direct Quotations • Indirect Quotations - Statistics 	<ul style="list-style-type: none"> - Recognize facts and opinions - Understand the concept of plagiarism and citing source - Demonstrate understanding how to quote properly 	<ul style="list-style-type: none"> - Lecturing - Assignments - Writing Draft D - Conferencing Draft D - Revising Draft D and submit it to teacher to be reviewed and graded 	<ul style="list-style-type: none"> - Laptop & LCD Projector - Worksheet

6	From Paragraph to Essay	<ul style="list-style-type: none"> - Parts of an Essay - The Introductory Paragraph <ul style="list-style-type: none"> • Funnel Introduction • Attention-Getting Introduction • Thesis Statement - Body Paragraphs <ul style="list-style-type: none"> • Logical Division of Ideas • Thesis Statements for Logical Division of Ideas • Thesis Statement Pitfalls • Transition Signals between Paragraphs - The Concluding Paragraph - Essay Outlining 	<ul style="list-style-type: none"> - Recognize parts of an essay - Recognize the steps of making an essay - Demonstrate understanding of forming a well-structured essay 	<ul style="list-style-type: none"> - Lecturing - Assignments - Composing Draft E - Self-review - Revising Draft E and submit it to teacher to be reviewed and graded 	<ul style="list-style-type: none"> - Laptop & LCD - Projector - Worksheet
7	Chronological Orders	<ul style="list-style-type: none"> - Thesis Statements for a Process Essay - Transition Signals for Chronological Order 	<ul style="list-style-type: none"> - Demonstrate understanding of forming a well-structured essay 	<ul style="list-style-type: none"> - Lecturing - Assignments - Composing Draft F - Peer-review - Revising Draft F and submit it to teacher to be reviewed and graded 	<ul style="list-style-type: none"> - Laptop & LCD - Projector - Worksheet
8	Mid-semester Test		<ul style="list-style-type: none"> - Assess students' writing ability 	<ul style="list-style-type: none"> - Writing Test 	-

9	Cause/Effect Essay	<ul style="list-style-type: none"> - Organization for Cause/Effect Order <ul style="list-style-type: none"> • Block Organization • Chain Organization - Cause/Effect Signal Words and Phrases <ul style="list-style-type: none"> • Cause Signal Words " 101 • Effect Signal Words. 	<ul style="list-style-type: none"> - Understand the concept of cause/effect essay - Demonstrate understanding of writing a cause and effect essay 	<ul style="list-style-type: none"> - Lecturing - Assignments - Composing Draft G - Conferencing Draft G - Revising Draft G and submit it to teacher to be reviewed and graded 	<ul style="list-style-type: none"> - Laptop & LCD Projector - Worksheet
10	Comparison/Contrast Essay	<ul style="list-style-type: none"> - Organization of Comparison/Contrast Essays <ul style="list-style-type: none"> • Point-by-Point Organization • Block Organization - Comparison and Contrast Signal Words <ul style="list-style-type: none"> • Comparison Signal Words • Contrast Signal Words 	<ul style="list-style-type: none"> - Understand the concept of comparison/contrast essay - Demonstrate understanding of writing a comparison/contrast essay. 	<ul style="list-style-type: none"> - Lecturing - Assignments - Composing Draft H - Self-Review - Revising Draft H and submit it to teacher to be reviewed and graded 	<ul style="list-style-type: none"> - Laptop & LCD Projector - Worksheet
11	Paraphrase and Summary	<ul style="list-style-type: none"> - Paraphrasing <ul style="list-style-type: none"> • Plagiarism • Using Paraphrases as Support - Summarizing 	<ul style="list-style-type: none"> - Students will be able to paraphrase sentences - Students will be able to write a summary. - Students apply the rules of paraphrasing and summarizing in their writing 	<ul style="list-style-type: none"> - Lecturing - Assignments - Composing Draft I - Conferencing Draft I - Revising Draft I and submit it to teacher to 	<ul style="list-style-type: none"> - Laptop & LCD Projector - Worksheet

				be reviewed and graded	
12	Argumentative Essay	<ul style="list-style-type: none"> - Organization of Argumentative Essays - The Introductory Paragraph <ul style="list-style-type: none"> • Thesis Statement 	<ul style="list-style-type: none"> - Understand the concept of argumentative essay - Demonstrate understanding of writing an argumentative essay. - 	<ul style="list-style-type: none"> - Lecturing - Assignments - Composing Draft J - Conferencing Draft J - Revising Draft I and submit it to teacher to be reviewed and graded 	<ul style="list-style-type: none"> - Laptop & LCD - Projector - Worksheet
13	Punctuation Rules	<ul style="list-style-type: none"> - Commas - Semicolons - Colons - Quotation Marks 	<ul style="list-style-type: none"> - Use correct punctuation 	<ul style="list-style-type: none"> - Lecturing - Assignments - Composing Draft K - Conferencing Draft K - Revising Draft K and submit it to teacher to be reviewed and graded 	<ul style="list-style-type: none"> - Laptop & LCD - Projector - Worksheet
14	Final Test	-	- Assess students' writing ability	- Writing Test	-

APPENDIX 11

CHECKLIST FOR ASSEMBLING PORTFOLIO

(Original Version)

The following material must be included in your portfolio:

- Personal writing/acknowledgement** that enhances the portfolio
- Reflective statement** in the form of a cover memo, letter, or essay
- Table of contents** listing portfolio material
- Writing assignments** that provide a context for the artifacts in the portfolio
- Planning material**, such as journal entries, free-writing exercises, brainstorming notes, and diagrams
- Shaping material**, such as thesis statements, informal and formal outlines, and storyboards
- Rough drafts with comments** made by peer reviewers and instructors
- Rough drafts with revisions** made by hand or with Track Changes
- Final drafts**
- Photocopies and printouts of source material**
- Visuals** that enhance your essay
- Essay exam answers**
- Group work** (collaborative work), with your own contributions clearly marked
- Personal Writing** that enhance the portfolio
- A print resume** of your own.

CHECKLIST FOR ASSEMBLING PORTFOLIO

(Adopted Version)

The following material must be included in your portfolio:

- Personal writing/acknowledgement** that enhances the portfolio
- Table of contents** listing portfolio material
- Rough drafts** with comments made by yourself, your peer reviewers and your instructors along with editing forms.
- Final drafts**
- Reflective statement** in the form of a cover memo, letter, or essay
- Writing assignments** that provide a context for the artifacts in the portfolio
- Planning material**, such as journal entries, free-writing exercises, brainstorming notes, and diagrams
- Photocopies and printouts of source material**
- Group work** (collaborative work), with your own contributions clearly marked
- A print resume** of your own.

APPENDIX 12

REFLECTION SHEET

Name :

Date :

Essay No. :

Reflections on your writing Process

Please think about the following questions and answer them in the process of writing your essay. Keep a copy of your reflections in your portfolio for further reference by you and your teacher. You are free to write in English or in Indonesian.

Section 1: The writing process

1. Did you plan or prepare an outline for your essay before starting to write?

- I created an outline in my mind.
- I prepared a careful outline.
- I did not have an outline. Instead, while writing I think about the next step.

If yes, how do you think an outline may help you have a better piece of writing?

.....

2. Did you think about the followings *while writing*?

- Content
- Organization
- Vocabulary
- grammatical or spelling errors
- spelling

If yes, how do you think having close attention on the points helped you have a better piece of writing?

.....

3. Did you have a draft of your essay? If yes, how did it help you?

.....

4. Did you correct the ...?

- Grammar
- Vocabulary

- Content (if you have clearly expressed your ideas) Organization of the paragraph(s) (how you have put together sentences and paragraphs)
 - Spelling
- When did you do the correction? (While writing, after the first draft was prepared, or after the final draft was prepared? Explain your answer

.....

5. Did you revise the essay in terms of the content, organization, vocabulary, grammar, spelling or.....*after you finished writing*? Why/why not?

.....

6. Did you get help from your classmates, the teacher, the Web, etc.? If yes, what kind of help you received?

- helped me with
- Brainstorming
 - Organizing the essay
 - Finding suitable vocabulary items or expression
 - The structure
 - The content or conveying the meaning

Section 2: Reflection on writing

1. Do you think you have tried your best in writing this essay? Why or why not?

.....

2. Do you consider it a good piece of work? Why or why not?

- Comment on the positive points of your essay.

- Comment on the negative points of your essay and what you need to do to improve it.

3. How do you find your progress in writing in English compared to the last time you wrote an essay?

Check your answer (✓).

- Outstanding
- Very good
- Satisfactory
- Poor

4. Can you predict what kind of problems (structural, meaning, vocabulary) you may have in the next essays?

.....
.....

5. How are you going to solve the problems you had in writings?

.....
.....

APPENDIX 13

CONSENT FORM

Experimental Group

Research Title: "The Effect of Portfolio Assessment on Teacher-students Interaction"

The following information is provided to help you decide whether you wish to participate in the present study. You should be aware that you are free to decide not to participate or to withdraw at any time without affecting your relationship with this department, the instructor, or the University.

The purpose of this study is to investigate the effect of portfolio assessment on teacher-student interaction in English writing class.

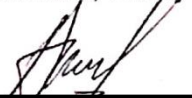


Data will be collected using a survey through questionnaire at the end of the class. Then, some selected students will be interviewed and the interview will be recorded. The survey data and the interview scores will be the only data collected in the study.

Do not hesitate to ask questions about the study before participating or during the study. I would be happy to share the findings with you after the research is completed. Your name will not be associated with the research findings in any way, and only the researchers will know your identity.

There are no known risks and/or discomforts associated with this study. The expected benefits associated with your participation are the information about the experiences in learning research methods. If this study is later submitted for publication, a by-line will indicate the participation of all students in the class.

Please sign this consent form. You are signing it with full knowledge of the nature and purpose of the procedures. A copy of this form will be given to you to keep.

Bulukumba, 2 May 2019

Contact: Riskayadi, student of Hasanuddin University, Makassar (0813-5537-5910)

CONSENT FORM

Control Group

Research Title: "The Effect of Portfolio Assessment on Teacher-students Interaction"

The following information is provided to help you decide whether you wish to participate in the present study. You should be aware that you are free to decide not to participate or to withdraw at any time without affecting your relationship with this department, the instructor, or the University.

The purpose of this study is to investigate the effect of portfolio assessment on teacher-student interaction in English writing class.

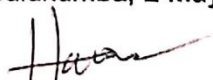
Data will be collected using a survey through questionnaire at the end of the class. Then, some selected students will be interviewed and the interview will be recorded. The survey data and the interview scores will be the only data collected in the study.

Do not hesitate to ask questions about the study before participating or during the study. I would be happy to share the findings with you after the research is completed. Your name will not be associated with the research findings in any way, and only the researchers will know your identity.

There are no known risks and/or discomforts associated with this study. The expected benefits associated with your participation are the information about the experiences in learning research methods. If this study is later submitted for publication, a by-line will indicate the participation of all students in the class.

Please sign this consent form. You are signing it with full knowledge of the nature and purpose of the procedures. A copy of this form will be given to you to keep.

Bulukumba, 2 May 2019



Contact: Riskayadi, student of Hasanuddin University, Makassar (0813-5537-5910)

APPENDIX 14

The Students' Score on the Questionnaire for Experimental Class

Subject	Item																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
EG1	4	5	4	4	4	5	3	4	4	4	4	5	4	5	3	3	4	4
EG2	3	3	2	3	3	4	5	4	3	3	3	4	4	4	3	3	3	3
EG3	2	2	2	3	3	4	3	3	4	3	4	3	3	4	3	3	3	3
EG4	3	4	3	3	4	4	4	3	3	3	3	4	4	3	3	3	3	4
EG5	2	4	4	3	4	2	4	4	3	3	4	4	4	4	3	3	3	4
EG6	3	3	4	3	3	4	4	4	4	3	4	3	3	3	3	3	3	3
EG7	4	5	4	3	3	4	4	2	4	4	3	4	3	4	4	4	4	5
EG8	3	5	2	3	5	3	2	5	4	4	4	4	4	4	4	5	5	5
EG9	4	3	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4
EG10	3	3	2	3	3	2	3	4	4	3	3	3	3	4	3	3	3	4
EG11	3	5	4	4	4	3	4	3	4	3	3	4	3	4	4	4	4	5
EG12	3	4	4	3	4	4	2	3	3	3	3	4	4	3	4	4	3	4
EG13	3	4	5	4	3	4	2	3	3	3	3	4	4	4	3	3	4	4
EG14	4	4	5	3	3	3	4	4	4	4	4	3	4	3	3	2	4	4
EG15	3	5	5	3	5	4	4	4	3	3	3	3	3	3	3	3	3	4
EG16	3	5	4	3	5	4	4	4	3	4	4	4	4	4	5	5	4	5
EG17	4	3	4	4	2	3	4	4	3	4	4	4	4	4	4	4	3	3
EG18	3	5	4	3	5	5	3	4	4	3	3	4	4	4	5	5	4	5
EG19	4	4	4	4	5	5	4	3	5	5	4	5	5	5	4	4	4	4
EG20	4	3	4	4	4	5	3	3	4	4	4	4	4	4	3	3	4	3
EG21	3	4	4	4	5	5	4	4	4	4	3	4	4	4	3	3	4	4
EG22	3	3	4	3	3	2	3	2	4	4	4	4	4	4	3	3	3	3
EG23	4	4	4	4	3	3	4	4	4	3	4	4	4	4	4	4	4	4
EG24	4	4	5	4	3	4	3	4	4	4	3	4	4	4	3	3	4	4
EG25	4	5	4	4	3	4	4	3	5	4	4	4	4	4	4	4	4	4

The Students' Score on the Questionnaire for Control Class

Subject	Item																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
CG1	3	4	4	4	5	4	4	3	4	3	4	4	4	4	4	4	5	5
CG2	3	4	4	3	3	4	3	3	4	3	4	4	3	4	3	4	3	4
CG3	3	4	3	3	3	4	3	4	4	4	3	4	3	4	3	4	4	4
CG4	3	5	4	3	4	3	4	3	3	3	3	4	4	4	4	4	4	4
CG5	3	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3
CG6	4	4	5	3	4	4	3	3	3	3	3	4	4	4	4	4	3	4
CG7	3	3	4	3	4	4	3	4	3	3	3	4	4	4	4	4	4	4
CG8	2	3	3	2	3	2	3	3	2	3	3	3	3	3	3	3	3	3
CG9	3	3	3	2	3	3	3	3	2	3	3	3	3	3	3	3	3	3
CG10	3	4	4	2	2	3	3	4	3	3	3	4	4	4	3	3	3	3
CG11	3	3	4	3	3	4	4	4	3	3	3	4	3	4	3	3	3	3
CG12	3	4	4	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3
CG13	3	4	4	3	5	4	4	4	3	3	3	4	4	3	4	4	5	5
CG14	4	4	3	3	3	3	3	3	3	3	3	4	3	4	3	3	3	3
CG15	3	4	3	2	4	4	3	3	4	3	3	3	3	3	3	3	4	4
CG16	3	4	3	3	3	4	3	3	4	3	3	4	4	4	4	4	3	4
CG17	3	4	3	2	2	3	3	3	3	3	3	4	3	4	3	3	3	4
CG18	3	3	5	4	4	4	4	4	5	4	3	4	3	4	4	4	4	4
CG19	3	3	4	3	4	3	4	3	3	3	3	4	4	4	3	3	4	4
CG20	4	4	4	3	3	3	4	4	4	4	3	4	4	4	3	3	3	4
CG21	3	4	3	3	3	3	3	4	3	3	4	3	3	4	3	3	3	4
CG22	5	4	5	4	3	5	4	4	4	4	4	3	4	4	4	3	3	4
CG23	3	5	4	4	5	5	4	4	4	4	4	4	3	4	4	3	5	5
CG24	5	5	5	4	4	5	5	4	4	4	4	5	4	5	4	4	4	4
CG25	3	4	5	4	4	4	4	5	4	4	4	5	4	5	4	5	4	5

APPENDIX 15

THE OUTPUT OF SPSS ANALYSES

1. The Result of Analysis for Experimental and Control Class

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
VAR00001	18	3.32	3.96	3.6733	.18924
VAR00002	18	3.04	3.88	3.5289	.24294
Valid N (listwise)	18				

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.624	.435	1.990	34	.055	.14444	.07258	-.00307	.29195
VAR00001 Equal variances not assumed			1.990	32.078	.055	.14444	.07258	-.00339	.29228

2. The Result of Analysis on each Domain of the Teacher-student Interaction

Descriptive Statistics for Experimental Group

	N	Minimum	Maximum	Mean	Std. Deviation
VAR00001	25	2.25	4.25	3.6200	.51599
VAR00002	25	2.50	4.50	3.6400	.47915
VAR00003	25	3.00	4.80	3.7120	.38332
VAR00004	25	3.00	4.60	3.7040	.49031
Valid N (listwise)	25				

Descriptive Statistics for Control Group

	N	Minimum	Maximum	Mean	Std. Deviation
VAR00005	25	2.50	4.75	3.4900	.51275
VAR00006	25	2.75	4.50	3.5400	.51377
VAR00007	25	2.80	4.20	3.4400	.38730
VAR00008	25	3.00	4.60	3.6400	.47258
Valid N (listwise)	25				

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
VAR00001	Equal variances assumed	.086	.770	.894	48	.376	.13000	.14549	-.16252	.42252
	Equal variances not assumed			.894	47.998	.376	.13000	.14549	-.16252	.42252
VAR00002	Equal variances assumed	.101	.752	.712	48	.480	.10000	.14051	-.18250	.38250
	Equal variances not assumed			.712	47.768	.480	.10000	.14051	-.18254	.38254
VAR00003	Equal variances assumed	.005	.946	2.496	48	.016	.27200	.10898	.05287	.49113
	Equal variances not assumed			2.496	47.995	.016	.27200	.10898	.05287	.49113
VAR00004	Equal variances assumed	.052	.820	.470	48	.641	.06400	.13620	-.20984	.33784

Equal variances not assumed		.470	47.935	.641	.06400	.13620	-.20985
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3. The Result of Analysis on each Indicators of the Teacher-student Interaction

Descriptive Statistics for Experimental Class

	N	Minimum	Maximum	Mean	Std. Deviation
VAR00001	25	2.00	4.00	3.3200	.62716
VAR00002	25	2.00	5.00	3.9600	.88882
VAR00003	25	2.00	5.00	3.8000	.91287
VAR00004	25	3.00	4.00	3.4000	.50000
VAR00005	25	2.00	5.00	3.7200	.89069
VAR00006	25	2.00	5.00	3.7600	.92556
VAR00007	25	2.00	5.00	3.5200	.77028
VAR00008	25	2.00	5.00	3.5600	.71181
VAR00009	25	3.00	5.00	3.7600	.59722
VAR00010	25	3.00	4.00	3.5600	.50662
VAR00011	25	3.00	4.00	3.5600	.50662
VAR00012	25	3.00	5.00	3.8800	.52599
VAR00013	25	3.00	5.00	3.8000	.50000
VAR00014	25	3.00	5.00	3.8800	.52599
VAR00015	25	3.00	5.00	3.5200	.65320
VAR00016	25	2.00	5.00	3.5200	.77028
VAR00017	25	3.00	5.00	3.6400	.56862
VAR00018	25	3.00	5.00	3.9600	.67577
Valid N (listwise)	25				

Descriptive Statistics for Control Group

	N	Minimum	Maximum	Mean	Std. Deviation
VAR00019	25	2.00	5.00	3.2400	.66332
VAR00020	25	3.00	5.00	3.8400	.62450
VAR00021	25	3.00	5.00	3.8400	.74610
VAR00022	25	2.00	4.00	3.0400	.67577
VAR00023	25	2.00	5.00	3.4800	.82260
VAR00024	25	2.00	5.00	3.6800	.74833

VAR00025	25	3.00	5.00	3.4800	.58595
VAR00026	25	3.00	5.00	3.5200	.58595
VAR00027	25	2.00	5.00	3.3600	.75719
VAR00028	25	3.00	4.00	3.2800	.45826
VAR00029	25	3.00	4.00	3.2800	.45826
VAR00030	25	3.00	5.00	3.8000	.57735
VAR00031	25	3.00	4.00	3.4800	.50990
VAR00032	25	3.00	5.00	3.8400	.55377
VAR00033	25	3.00	4.00	3.4400	.50662
VAR00034	25	3.00	5.00	3.4800	.58595
VAR00035	25	3.00	5.00	3.5600	.71181
VAR00036	25	3.00	5.00	3.8800	.66583
Valid N (listwise)	25				

Independent Samples Test

	Levene's Test for Equality of Variances	t-test for Equality of Means								
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
VAR0001	Equal variances assumed	.532	.469	.438	48	.663	.08000	.18257	-.28709	.44709
	Equal variances not assumed			.438	47.850	.663	.08000	.18257	-.28712	.44712
VAR0002	Equal variances assumed	2.805	.100	.552	48	.583	.12000	.21726	-.31682	.55682
	Equal variances not assumed			.552	43.053	.584	.12000	.21726	-.31812	.55812
VAR0003	Equal variances assumed	.053	.819	-.170	48	.866	-.04000	.23580	-.51410	.43410
	Equal variances not assumed			-.170	46.171	.866	-.04000	.23580	-.51459	.43459
VAR0004	Equal variances assumed	.038	.847	2.141	48	.037	.36000	.16813	.02196	.69804
	Equal variances not assumed			2.141	44.218	.038	.36000	.16813	.02121	.69879

APPENDIX 16

The Interview Transcript

Student 1

- S1 : okay pertanyaan pertama, pernah dengar tidak istilah assessment?
- S2 : pernah
- S1 : menurut [REDACTED] assessment itu apa?
- S2 : cuman dengar, Sir
- S1 : oh cuman dengar, tapi tidak tahu
- S2 : yes
- S1 : oh katanya, secara kata saja pernah dengar
- S2 :
- S1 : ya saya jelaskan sedikit, assessment itu orang biasa bilang tes, tapi assessment sebenarnya bukan sekedar tes, di akhir semester kana da nilaita, apakah A, B, C, atau D, assessment itu bagaimana caranya e dosenta atau guruta menilai atau menakar, misalkan dalam mata kuliah writing, bagaimana caranya dosenta memonitor atau menilai writing ta selama satu semester itu sehingga di akhir semester dapat A, B, C, atau D, kalau biasanya dosennya bagaimana cara menilainya?
- S2 : kalau dosen biasanya Sir, dari nilai final tes
- S1 : kalua yang semester kemarin?
- S2 : kalo kemarin dari tugas portfolio sir
- S1 : coba ceritakan pengalamanmu selama mengerjakan portfolio?
- S2 : kalau pengelamanku, kayaknya semangat dalam belajar karena dosen selalu memberikan waktu untuk review writing, jadi lebih banyak waktu untuk untuk evaluasi supaya bisaki kerja sebagus mungkin (Cited on page 55 paragraph 2)
- S1 : How did you feel about portfolio? apakah nervous, stressful, enjoyable, atau bagaimana?
- S2 : memotivasi kayaknya sir
- S1 : why?
- S : karena selalu ada aktivitas-aktivitas yang kita lakukan untuk perbaiki tulisan atau writing
- S1 : okay, next, kalau saya tanya lagi, pernah dengar tidak dengan istilah portfolio assessment in writing? Portofolio dan assessment tadi sudah disebutkan, kalau digabung jadi portfolio assessment tau kan?
- S2 : iye, mgnkin kaya semester lalu sir
- S1 : okay, so next question, what do you like most and least about assessment you experienced? apa yang kamu suka dan yang tidak kamu suka terhadap caranya dosenmu menilai writing kamu?
- S2 : dalam menilai?

- S1 : iya, dalam menilai apa yang kamu suka, sisi positifnya atau sisi negatifnya menurut kamu
- S2 : dari penilaiannya Sir?
- S1 : iya, misalkan tadi tes tertulis, o saya suka ini karena-
- S2 : itu Sir, guru biasa nakasiki banyak aktifitas-aktivitas yang bermanfaat, contoh menulis reflection, dan melihat perkembangan, dan lain-lain (Cited on page 56 paragraph 2)
- S1 : menurut kamu yang paling bagus apa?
- S2 : saya suka reflection sir, membantu karena bisaki na inspirasi untuk ingat kesalahanta sama kekuranganta. (Cited on page 56 paragraph 2)
- S1 : okay, next, how do you perceive the interaction between you and your instructor or between you and your lecturer? secara umum, bagaimana interaksi kamu dan dosenmu?
- S2 : kalo dari interaksi, baikji
- S1 : maksudnya?
- S2 : maksudnya interaksinya, like a- misalnya kita tanya, dijawab bagus, maksudnya bagus
- S1 : berarti interaktif ya?
- S2 : yes
- S1 : okay, next question is about learning objective, tau kan?
- S2 : yes
- S1 : learning objective akan saya perjelas sedikit, learning objective itu apa tujuanta belajar writing toh? biasanya kan? ada tidak usahanya dosenmu untuk bagaimana caranya supaya tercapai ini learning objective?
- S2 : maksudnya Sir?
- S1 : inikan kalau belajarki writing toh, pasti ada yang mau dicapai, kira-kira menurut kamu caranya usahanya dosenmu untuk mencapai objective itu? apa yang dilakukan?
- S2 : itumi mungkin kegiatan selama portfolio
- S1 : menurut kamu efektif tidak cara-caranya
- S2 : efektif Sir
- S1 : efektif?
- S2 : iya
- S1 : kenapa bisa efektif?
- S2 : karena maksudnya kan, kaya semester-semester sebelumnya kebanyakan teman itu mungkin belum mengerti, terus tiba-tiba dikasi tugas, terus kumpul, terus habis kumpul itu, dikasi lagi tugas yang lain, padahal yang satu itu belum mengerti, tapi kemarin tidak karena jelaski step-stepnya terus banyak fasilitas dari dosen
- S1 : oh iya, terus, efeknya kekamu apa?
- S2 : bagus sir semangatki belajar
- S1 : thank you, next, ini masalah kreatifitas, seberapa sering dosenmu menyediakan atau memfasilitasi kamu untuk mengembangkan ide-

- ide dikelasmu atau dalam artian membuat kamu menjadi orang yang kreatif?
- S2 : yes
- S1 : apakah dalam bentuk aktivitas-aktivitas di kelas, dalam bentuk apa?
- S2 : banyak sir
- S1 : terus, efeknya ke kamu apa?
- S2 : bagus sir jadi sering revisi, sering juga menulis, gitu
- S1 : okay, ini masalah scaffolding, pernah dengar kata scaffolding
- S2 : tidak
- S1 : nda pernah, okay, saya jelaskan sedikit, scaffolding itu sebenarnya di luar pendidikan, tapi kalau ditarik dalam dunia pendidikan, scaffolding itu, biasanya ada anak-anak yang bermasalah toh? tidak mengerti konsep, kesusahanki apa, telat mikirnya atau bagaimana, nah biasanya scaffolding itu teknik yang digunakan guru untuk menmbantu siswa, untuk memfasilitasi siswa dalam belajar, pertanyaannya adalah seberapa sering menggunakan atau membantu kalian dalam menyelesaikan masalah?
- S2 : memecahkan masalah?
- S1 : memfasilitasi kalian atau melaukan scaffolding terhadap kalian
- S2 : kadang-kadang
- S1 : bentuknya dalam bentuk apa itu?
- S2 : e misalnya dikasi-, dikasi apa namanya?, dikasi contoh yang real begitu
- S1 : diaksi contoh yang real
- S2 : iya
- S1 : ada lagi? Susah sekali dimengerti, kira-kira ada tidak usahanya dosenta untuk supaya pintarki ceritanya, apa?
- S2 : cuman dikasi penjelasan begitu
- S1 : tidak ada dalam bentuk kegiatan?
- S2 : diskusi sir, hampir tiap meeting kayaknya
- S1 : ada lagi?
- S2 : guru (masudnya dosen) biasa nakisiki kegiatan yang bermanfaat di kelas, contohnya refleksi dalam menulis dan memonitor perkembanganta, dan sebagainya (Cited on page 56 paragraph 1)
- S1 : menurut kamu apa itu berhasil?
- S2 : kadang-kadang berhasil, kadang-kadang tidak
- S1 : okay, next, ini masalah feedback, umpan balik, ah kalau secara general di kelas, umpan balik yang dikasiki sama gurunya bagaimana? sama doesnnya bagaimana?
- S2 : bagus
- S1 : feedbacknya dalam bentuk apa?
- S2 : itu misalnya kalau ada yang tidak dimengerti dan bertanya (Cited on page 57 paragraph 3)
- S1 : cuman sekedar itu? Tidak ada yang lain?

- S2 : ehm
- S1 : maksud saya feedback dalam hal writing?
- S2 : ow kalau feedback yang itu bnyakji sir, dari teman-teman kana da juga aktivitasnya itu, dari dosen juga, tpi paling bagus kurasa yang dari karena mungkin lebih tauki
- S1 : Menurut kamu efeknya seperti apa?
- S2 : kalau efeknya feedback, pasti naubahki cara menulisku, karena dari feedback bisaki tau dimana letak kesalahanku dan bagaimana cara perbaikinya, bisaki juga tau cara menulis yang bagus kedepannya, apalagi banyak sekali feedback yang dikasiki (Cited on page 58 paraprph 1)
- S1 : next, ini masalah additional information, ada tidak informasi-informasi tambahan yang nakisiki guruta diluar dari apa yang, misalkan hari ini kita bicara tentang ini tapi mungkin ada informasi-informasi lain nakasiki?
- S2 : yang diluar materi?
- S1 : iya
- S2 : iya biasa kalau sharing-sharing
- S1 : oh sharing-sharing begitu dih, informasi seperti apa itu?
- S2 : tentang anu, misalnya ada yang bertanya tentang cara pembuatan judul begitu
- S1 : tapi masih berhubungan sama writing?
- S2 : iya, cuma materi hari itu, bukan itu
- S1 : oh iya, apakah menurutmu itu membantu?
- S2 : yes membantu banget
- S1 : membantu dalam hal apa ini?
- S2 : dalam mngerjakan nantinya begitu, nanti misalnya penyusunan
- S1 : maksudnya penyusunan skripsi?
- S2 : iya
- S1 : iya, next, ini tentang encouragement, encouragement itu mendorong, pernah tidak dosenta mendiorong dalam artian na support ki dalam hal belajar sehingga aktifki terlibat di kelas, biasanya kan ada aktivitas-aktivitas dikelas toh, bagaimana caranya guruta supaya aktifki terlibat? ada tidak trik-trik khusus yang dilakukan?
- S2 : tips anu, kaya kasi motivasi-motivasi begituji Sir
- S1 : oral?
- S2 : iya oral
- S1 : dalam bentuk tugas, atau kegiatan atau aktivitas di kelas ada tidak?
- S2 : mm bnyak sih
- S1 : apa itu?
- S2 : kayak seringki di bagikan kertas koreksi, meulis refleski dan lain-lain sir
- S1 : bagaimana menurut kamu reflection manfaatnya dalam portfolio?

- S2 : kusuka refleksi sama portofolio karean na support, tapi harus kerja keras, tapi termotivasiki jadinya (*Cited on page 60 paragraph 1*)
- S1 : okay itu pertanyaan terakhir
- S2 : ...

Student 2

- S1 : pertanyaan pertama, secara general, tau tidak apa itu assessment?
- S2 : assesment?
- S1 : secara umum, bagaimana gamabaranta tentang system assessment-ta di kampus? waktu belajar writing semester ini
- S2 : kalau gambarannya, kan selama ini kita dikasi se- berupa teks*, trus dalam teks (test) itu kita disuruh sesuai dengan, sesuai dengan petunjuk yang diberikan
- S1 : seperti apa itu petunjuknya?
- S2 : seperti pada saat kita dikasi teks (test), misalnya disuruh untul menentukan apa temanya, apa ken-
- S1 : di-writing itu kan?
- S2 : iya di-writing
- S1 : misalkan disuruh menulis berapa paragraph atau bagaimana?
- S2 : iya
- S1 : oh iya, seperti itu, trus e how do you feel about that writing assessment? apakah nervous, stressed, enjoyable, relax, atau bagaimana? model tes yang semacam itu
- S2 : ya, kalo nervous sih tidak, karna kan teks itu, pada saat kita disuruh, kan kita sudah paham maksud dari tes tersebut, jadi bisalah, apalagi nda langsung di nilai
- S1 : tidak ada masalah dengan tes tersebut?
- S2 : iya, tidak ada masalah, justru malah bagus iya semangatki kerja, dikasiki waktu lebih untuk kerjai tugas
- S1 : okay, sebelumnya sudah pernah dengar kata portfolio assessment?
- S2 : portfolio assessment
- S1 : atau pernah terlinat dalam, kayak aktivitas portfolio sebelum-sebelumnya di writing?
- S2 : iya, semester kemarin, ini yang terakhir
- S1 : o jadi semester lalu ya?
- S2 : iya, sama ██████████
- S1 : okay, and then, next, what do you like most and least about the assessment you have experience last semester? yang paling kamu suka dari system yang seperti itu dan yang paling kamu tidak suka dari portfolio disemester lalu apa?
- S2 : kalo menurut saya, yang paling saya suka karna pada saat kegiatan editing seperti self-editing, peer-editing, ada juga dari dosen, jadi pengetahuan kita jadi bertambah tentang hal seperti itu, jadi bagus juga tulisanta karena sering diperbaiki di koreksi kalo tidak sukanya sih biasa belum selesai yang satu ada lagi yang lain jadi bnyak dikerja haruski rajin, jadi kalau kita buntuk alias stuck tidakmi, tambah banyakmi lagi (Cited on page 62, paragraph 1)
- S1 : ada lagi?

- S2 : banyak sebenarnya, kayak kalau kumpulki tugas tidak dikasi memang nilai, jadi bias diperbaiki lagi, bagus sir, menulis diary ato reflection juga bagus karena sangat membantu dalam belajar. (Cited on page 55 paragraph 2)
- S1 : tapi yang mana paling kamu suka?
- S2 : kayaknya menulis reflection (cited on page 57 paragraph 1)
- S1 : okay, selanjutnya masih berhubungan dengan assesement, assesement yang sudah dikasiki, kira-kira berpengaruh tidak sama hasil belajar kamu atau dengan caramu belajar?
- S2 : iya, berpengaruh karena, karena kan pada saat penulisan itu kita jadi lebih tahu tentang kata-kata baru, tentang bagaimana cara membuat kalimat, bagaimana cara menggunakan tensis-tensis dan sebagainya
- S1 : okay, selanjutnya berhubungan dengan ini, kalo belajarki kan ada yang namanya learning objectives, learning objectives itu tujuan yang ingin dicapai, okay, pertanyaannya e selama kamu belajar di kampus, seberapa efektif guru yang mengajar atau dosen yang mengajar itu membuat kamu focus terhadap yang ingin kamu capai?
- S2 : karena kan setiap dosen memiliki cara yang berbede-beda
- S1 : yang baru-baru ini?
- S2 : kalo yang terakhir, dosen pada saat pembelajarannya itu sangat mudah untuk dipahami, karena beliau menjelaskan materi secara rinci dan juga mudah untuk dipahami, banyak aktivitas di kelas
- S1 : aktivitas seperti apa itu? Menuru kamu efektif tidak?
- S2 : contohnya sir, reflection, kalau berbicara tentang efektif, ya saya piker itu cukup efektif,
- S1 : efektif bagaimana itu?
- S2 : selaluki ingat tujuan pembelajaran kalua ada reflection, jadi di tau apa yang sudah dipelajari sama apa yang mau dipelajari (Cited on page 54 paragraph 2)
- S1 : jadi efeknya terhadap pembelajaranmu apa?
- S2 : sampai materinya
- S1 : next, e masih berhubungan denga assessment, tapi ini dengan scaffolding, pernah dengar kata scaffolding?
- S2 : (head shaking)
- S1 : okay, kalau tidak pernah saya jelaskan sedikit, scaffolding itu, misalkan kalau ada masalahta, na bantu-ki guruta ceritanya, jadi pertanyaan, how often did your teacher for you are having hard time to understand, misalkan ada masalah-ta, apapun itu berhubungan dengan tensis, konsep belajar, dengan konsep writing, seberapa sering guruta nabantuki untuk masalah itu?
- S2 : mm kalau bicara seberapa sering ya, pada saat saya mengalamami kesusahan pasti saya bertanya kepada dosen dan Alhamdulillah dosen itu pun tak segan untul menjelaskan bagaimana solusinya

- S1 : dalam bentuk menjelaskan?
 S2 : iya
 S1 : apakah cuman menjelaskan? atau adakah hal-hal lain yang dilakukan untuk membantu? Dalam bentuk kegiatan di kelas mungkin?
 S2 : kalo yang saya rasa membantu itu kaya kegiatan mengedit punya sendiri, punya teman, ada refleksi juga, itukan ada kertasnya jadi nda susahki menulis
 S1 : terus, efek ke kamunya?
 S2 : kalau efeknya sih, ya saya jadi tahu di mana letak kesalahan saya dan bagaimana cara memperbaikinya sesuai dengan penjelasannya
 S1 : okay thank you, next, e berhungan dengan feedback, umpan balik, tadi bilangki ada bertanya, terus ada umpan baliknya, seberapa sering interaksi atau feedback yang dikasi sama gurunya? Apakah cuman, tadi kita bilang kalau bertanya barumi ada feedback? Atau selalu ada? Atau gurunya yang pro aktif?
 S2 : kalau bertanya, pasti akan dijelaskan
 S1 : kalau di dalam bentuk writing, misalkan kumpulku tugas, ada kertas dikumpul, dikemalikan tidak kertasnya
 S2 : ya kalau yang begitu, missal ada kertas teman-teman yang salah jadi minggu berikutnya itu kertas itu akan dikemrbalikan setiap punyaanya dan akan disuruh untuk memperbaiki
 S1 : terus kalau sudah diperbaiki bagaimana
 S2 : akan dikumpul kembali
 S1 : dikumpul kembali untuk?
 S2 : untuk diperiksa ualng
 S1 : oh iya seperti itu, dampaknya terhadap kualitas writingmu bagaimana?
 S2 : kalau berbicara dampak, ya pasti ada perubahan ya karena kan kita jadi tau dimana kesalahan kita dan tau bagaimana cara memperbaikinya, dan juga kita jadi tau kedepannya bagaimana cara menulis yang baik untuk menuntukan tulisan-tulisan kedepannya
 S1 : next, bagaimana menurut kamu tentang metode dosen kamu untuk membantu kamu menjelaskan atau mengekspresikan ide-ide mu selama pembelajaran?
 S2 : selaluki diskusi setiap meeting, biasanya di situ nakasiki kesempatan dosen untuk menceritakan ide dan masalah –masalah, jadi bisaki liat masalahta, kalua saya ituji kayaknya, anu juga biasaki disuruh isi reflection sheet, membantu juga itu kalau mauki bayangkan perkembanganta, jadi ada juga kesempatan dalam tertulis (Cited on page 59 paragrap 1)
 S1 : next, tentang encouragaement, encouragement itu kayak menyemangatiki atau mendorongki, how often did your teacher offer encouragement of your efforts that increased your involvement

and persistence? seberapa sering dosen itu menyemangati atau mendorong kalian supaya besarkin usahanya untuk ikut terlibat dalam pembelajaran?

S2 : kalau berbicara tentang penyemangat, dosen memberikan kata-kata penyemangat pada saat iya masuk dalam kelas, contohnya dosen setiap kali masuk di kelas, ia selalu memberikan motivasi-motivasi agar kami semangat untuk belajar. Reflection juga encourage sir. (Cited on page 60 paragraph 2)

S1 : and then, efeknya ke kamu?

S2 : kalau efeknya, ya sangat membantu karena kan bisa memotivasi kita lebih semangat lagi dalam belajar

S1 : okay, pertanyaan terakhir, how frequent were the conversations in the classroom? conversation berarti seberapa sering menurutmu, terjadi conversation terjadi antara kamu dan gurumu di kelas?

S2 : iya kalau begitu, pada saat terjadi anu, terdapat pertanyaan yang diberikan oleh dosen kepada kita sebagai mahasiswa dan itu akan menimbulkan saling menjawab, dan juga pada akhirnya dosen tersebut akan menjelaskan sepenuhnya tentang apa yang ditanyakan tadi

S1 : okay, jadi conversation yang seperti itu, tentang writing ya?

S2 : iya

S1 : efeknya ke kamu?

S2 : ya efeknya sangat membantu, karena terdapat jawaban dari teman lain yang bisa kita terima, terdapat jawaban-jawaban baru yang-, yang kita jadi tahu bahwa oh ternyata seperti itu

S1 : okay thank you

Student 4

- S1 : Menurut kamu writing assessment itu apa?
 S2 : tes writing, apa?
 S1 : sebenarnya kalau kita berbicara assessment kan, bukan hanya test, tapi semua hal ada hubungannya dengan menilai kemampuan seseorang, biasanya kan kalau selesai semester ada nilai ta toh?
 S2 : iye
 S1 : biasanya kan di awal semester dosenta kasi tau bagaimana cara penilain sepanjang semester, seperti itu? Bagaimana caranya dosenta?
 S2 : kontrak begitu?
 S1 : ya kontrak perkuliahannya seperti apa?
 S2 : biasa langsung kasi target sir, seperti semester ini tujuan writingnya seperti ini
 S1 : ada tidak test selama satu semester itu?
 S2 : ada sir, final sm mid semester
 S1 : final sama mid semesternya, bagaimana modelnya?
 S2 : writing sir
 S1 : writing seperti apa? instruknya atau formatnya?
 S2 : biasanya dikasiki tema atau judul terus harus menulis tentang itu
 S1 : ada waktunya?
 S2 : ada sir, kemarin itu sampai selesai jam pelajaran
 S1 : okay, kalau menurut kamu bentuk assessment yang seperti itu, how do you feel about that?
 S2 : I think it's not really working
 S1 : I mean, do you feel nervous, enjoyable, motivated, unmotivated or what?
 S2 : threat sir, threat sir
 S1 : why threat?
 S2 : because, we make aa, I do believe that we learn about, maksudnya tertekanki sir susahki berifkir dalam tekanan, apalagi susahmi temanya, tambah susahmi sir
 S1 : thank you, the next question will be, have you heard about portfolio assessment?
 S2 : sorry?
 S1 : pernah tidak dengar tentang portfolio assessment dalam writing?
 S2 : no
 S1 : tidak pernah ya, okay, menurut kamu bagaimana sebaiknya dosen menilai writing kamu?
 S2 : kalau saya sir, mungkin dari pendapatnya orang, kayak opini, munkgin buat essay begitu, ...
 S1 : okay the next one will be about, it's dealing with your experience in the past semester, what do you like least and most about the assessment that you have experienced?
 S2 :

- S1 : ada tidak hal yang kamu suka dan tidak suka dari writing assessment disemeter sebelumnya?
- S2 : mmmm
- S1 : mulai dari yang pertama deh, apa yang kamu suka?
- S2 : objectif sih sir, misalkan bentuk penilaian berdasarkan hasil tugas
- S1 : ada lagi?
- S2 : saya juga suka feedbacknya, dari teman-teman dan guru (maksudnya dosen), nabantu meningkatkan writingku, tapi kadang malasmeki perbaiki, apalagi kalau sudahmi di nilai (Cited on page 58 paragraph 2)
- S1 : what else?
- S2 : tugas-tugasnya sir bagus supaya ada di latihan, tapi, banyak teman yang belum mengerti, adami lagi tugas lain, trus dikumpul, kalo sudah dikumpul, adami lagi tugas, sedangkan belumpeki mengerti apa-apa, itu tidak bagusnya (Cited on page 57 paragraph 2)
- S1 : kalau kekurangannya yang lain?
- S2 : terlalu banyak point untuk final test, jadi kalo gagalki di final karena susah tesnya bagaimanami itu
- S1 : final test?
- S2 : tidak kusuka test kalau ada batasan waktunya kaya di final test, kaya tekanan tersendinya, jadi susahki berfikir (Cited on page 55 paragraph 3)
- S1 : okay the next question itu masih berhubungan dengan assessment, apakah dengan cara penilaian seperti itu promote your learning atau malah menghambat kamu dalam mengembangkan writingmu?
- S2 : mmm bagusji iya sir meningkatkan, cuman kaya masih terbatas anu iya sir kemampuanta menulis, langsung dihajar ke yang tinggi baru basic tidak ada
- S1 : maksudnya tinggi?
- S2 : Pelajarannya sir, harusnya kan ada proses jadi pelan-pelan, supaya bisaki perbaiki writing ta
- S1 : next, ini berhubungan dengan teacher interaction dengan kamu, menurut kamu selama pembelajaran, bagaimana interaksi antara kamu dan dosenmu?
- S2 : kalau saya sir, bagusji, bagusji kalau ditanya menjelaskanji juga
- S1 : jadi bentuk interaksinya dalam bentuk tanya jawab begitu
- S2 : yes
- S1 : ada tidak bentuk-bentuk lain
- S2 : no
- S1 : okay, the next one about your learning objective, biasanyakan setiap semester ada tujuan pembelajaran, pertanyaannya adalah seberapa efektif dosen kamu membuat kamu fokus terhadap tujuan pembelajaran writing selama semester berlangsung?
- S2 : pake skala ini sir?

- S1 : boleh pake skala, skala 1 sampai 5
- S2 : kalau 1 sampai 5, 3 sir
- S1 : bagaimana caranya biasanya?
- S2 : anu sir, biasanya dibahas ini, pertemuan depan dibahas ini
- S1 : kapan itu dikasi tau seperti itu?
- S2 : **di awal semester biasa sir** (Cited on page 54 paragraph 2)
- S1 : kira-kira dampaknya kekamu seperti apa?
- S2 : itumi sir biasa di lupami pelajaran sebelumnya
- S1 : okay next, ini berhubungan dengan kreatifitas, seberapa sering menurut kamu memberikan kesempatan untuk menjadi kreatif? Sehingga kamu bisa generate ide-ide dalam writingmu?
- S2 : kalau pake skala, kurang sir kalau itu
- S1 : meskipun kurang, ada tidak kesempatan? Kesempatan yang seperti apa itu?
- S2 : tugasji biasanya, itupun tidak terlalu
- S1 : pernah dengar kata scaffolding?
- S2 : pernah tapi tidak kutau apa itu sir
- S1 : oh iya, kalau scaffolding itu dalam dunia pendidikan adalah semua cara, atau aktivitas, atau apapun itu yang digunakan untuk membantu siswa, atau tidak bisa memahami pembelajaran, nah pertanyaannya, pernah tidak dosenmu melakukan scaffolding itu?
- S2 : usaha untuk?
- S1 : membantu kamu, misalkan nda bisaka mengerti ini, kira-kira bagaimana usahanya dosenmu supaya kamu mengerti?
- S2 : mmm anu sir, biasanya pake contoh-contoh dalam menjelaskan
- S1 : did it work?
- S2 : ya it's working
- S1 : menurut kamu efektif tidak?
- S2 : kalau saya sir begitu efektif sir, kalau saya sendiri
- S1 : the next one is about feedback, how frequent were the feedback loops your teacher provided?
- S2 : just fine
- S1 : kalau ada feedback, dalam bentuk apa itu? Selain oral?
- S2 : biasa tidak menjelaskan tapi langsung kasi contoh begitu
- S1 : the next one is about, biasa tidak dosenmu memfasilitasi kamu untuk mengutarakan ide kamu?
- S2 : yes sir, **dalam bentuk diskusi, kalau diskuis, dikasiki kesempatan untuk bertanya, memberi koreksi, juga minta solusi kalau ada masalah, kalau saya sendiri kadang-kadang atau sering iya berbicara kalau dikasi kesempatan** (Cited on page 59 paragraph 2)
- S1 : okay the one itu masalah encouragement, seberapa sering dosenmu menyemangati kamu, ya dalam writing toh?
- S2 : biasanya dalam bentuk kegiatan
- S1 : bagaimana menurut kamu tentang assessment pada semester lalu secara general, apakah encouraging atau tidak?

- S2 : kalau saya membantuji, karena kalau ada test berarti haruski belajar pelajaran yang sudah dikasi, tapi kadang beberapa teman bilang katanya streski waktu ujian karena ada waktunya, tapi kalau saya nda masalahji (Cited on page 60 paragraph 1)
- S1 : okay the last question maybe, how frequent were the conversation in the classroom?
- S2 : seringji sir
- S1 : conversation yang seperti apa itu?
- S2 : paling sering tanya jawabji sir
- S1 : okay that was the last question, thank you so much
- S2 : iye sir

APPENDIX 17

SAMPLE OF STUDENT'S PORTFOLIO

CHECKLIST FOR ASSEMBLING PORTFOLIO

The following material must be included in your portfolio:

- Personal writing/acknowledgement** that enhances the portfolio
- Table of contents** listing portfolio material
- Rough drafts** with comments made by peer reviewers and instructors along with its editing-form
- Final drafts**
- Reflective statement** in the form of a cover memo, letter, or essay
- Writing assignments** that provide a context for the artifacts in the portfolio
- Planning material**, such as journal entries, free-writing exercises, brainstorming notes, and cluster diagrams
- Photocopies and printouts of source material**
- Group work** (collaborative work), with your own contributions clearly marked
- A print resume** of your own.

Cover Letter

Dear [REDACTED]

Since going to high school I didn't think of choosing English as a major because I thought English was something difficult. Previously I liked writing poetry at a certain time in Indonesia, but when I entered college I had to be demanded to write but not poetry or other things but I wrote ~~some~~ sentence that had to be ~~app~~ appropriate in grammar, context, etc. In my opinion it was very difficult because before I was not have strong basic in English. And at the end of the lecture I was required to finish the final writing, namely the thesis.

The first draft was the hardest because it was the first time I had written something that was extraordinary. I must be demanded to look for problems, then find a solution and make it a little. My lecturer was very ~~hard~~ helpful in completing this draft, he directed me to teach one by one about what I had to write. After I finished, I also did self-editing, peer editing and teacher editing. That strategy helped me to make my writing closer to perfect.

The second draft is a draft that not too difficult because I already know a few things that need to be done. I did another activity like in the first draft but after my writing through teacher editing there were still some things that had to be revised and that made my writing have to be improved and better.

I felt this activity was very helpful in completing my writing. And make me how to be a good writer and make my writing better. And hopefully those of you who read this article, believe that something done with patience will get maximum result.

Sincerely,

[REDACTED]

Writing is a form of communication that allows students to put their ~~felt~~ feelings and idea on (2).

Elbow (1973) in Brown (2001:336) says that writing is a two-step process. The first process is figuring out the meaning and the second process is putting the meaning into language.

There are many types of writing ~~which~~ include Procedure text, descriptive text, narrative text, recount text etc. Researcher focusses on recount text ~~in~~ her research.

According to Anderson and Anderson (2002:3), recount text ~~is~~ is a text which list and describe past experiences by retelling events in the order in which they happened (chronological order).

Anung Restu paragraph media's one of the best Visual media in Learning English that the researcher used in this research is Webform picture ~~media~~.

Therefore, several students² in SMA M 10 Blk. have problems in learning English particularly in writing ability or designing things ~~properly~~ correctly. because in the learning process students do not get interesting methods. The problems ~~at~~ were found through the researchers observation.

Sambungan

There are several methods that can be used in teaching English to increase students' writing ability. The researcher have found to solve ~~the~~ ~~the~~ the writing's problems of students in SMA 10 BLK. It is called captioning picture in recount text by using webtoon picture. This method to increase the students' writing ability because they can arrange words ^{and sentences} ~~and~~ according to the events contained in the picture.

Based on Resky.

Self-Editing Worksheet I
Chapter 1: Paragraph Structure

Writer: [REDACTED] Date: 6-05-2019

Format		
My paragraph has a title.	yes	<input type="radio"/> no
The title is centered.	yes	<input type="radio"/> no
The first line is indented.	<input checked="" type="radio"/> yes	<input type="radio"/> no
There are margins on both sides of the page.	<input checked="" type="radio"/> yes	<input type="radio"/> no
The paragraph is double-spaced.	yes	<input type="radio"/> no
<hr/>		
Mechanics		
I put a period, a question mark, or an exclamation mark after every sentence.	<input checked="" type="radio"/> yes	<input type="radio"/> no
I used capital letters correctly.	<input checked="" type="radio"/> yes	<input type="radio"/> no
I checked my spelling.	yes	<input type="radio"/> no
<hr/>		
Content and Organization		
My paragraph fits the assignment.	yes	<input type="radio"/> no
My paragraph has a topic sentence.	yes	<input type="radio"/> no
The topic sentence has both a topic and a controlling idea.	yes	<input type="radio"/> no
My paragraph contains several specific and factual supporting sentences, including at least one example.	yes	<input type="radio"/> no
How many supporting sentences did I write?	number	_____
My paragraph ends with an appropriate concluding sentence.	yes	no
All of my sentences are directly related to the topic.	yes	no
<hr/>		
Grammar and Sentence Structure		
Every student has his or her own personal grammar trouble spots. Some students battle with verb tenses. For others, articles are the main enemy. Some find it hard to know where to put periods.		
In the space, create your own personal checklist for items that you know are problems for you. Then, throughout the term, work on eliminating these errors. Delete items you have mastered and add new ones that you become aware of.		
Errors to check for include verb tenses, subject-verb agreement, articles, pronoun agreement, sentence fragments, and run-on sentences/comma splices.		
		Number found and corrected
I checked my paragraph for _____ errors.		_____
I checked my paragraph for _____ errors.		_____
I checked my paragraph for _____ errors.		_____

THE USE OF WEBTOON PICTURE TO INCREASE STUDENTS' WRITING ABILITY IN RECOUNT TEXT

^{what} Writing is a form of communication that allows students to put their feelings and idea on paper, to organize their knowledge and beliefs into convincing arguments, and to convey meaning through well-constructed text. Writing is the difficult skill in learning english to make students get the idea in writing easily the teacher should be creative and innovative. The application of visual media can help students get idea easily.

^{why} Elbow (1973) in Brown (2001:336) says that writing is a two-step process. The first process is figuring out the meaning and the second process is putting the meaning into language. Figure out is understand or solve something and calculate an amount. If they know the cause of the problem, they might be able to figure out how to prevent it happening again. Putting the meaning into language is interpret a language.

There are many types of writing including procedure text, descriptive text, narrative text, recount text, etc. Researcher focuses on recount text in her research. According to Anderson and Anderson (2002:3), recount text is a text which list and describe past experiences by retelling events in the order in which they happened (chronological order). Beside that according to Anderson in Dwi (2010:16), a recount is speaking or writing about past events or a piece of text that retells past events, usually in the order which they happened. The aim of the text is retell the past event or to tell someone's experience in chronological order.

A medium or teaching aid is an important part in teaching English in order to make students understand the material given by the researcher. There are some media usually used in teaching learning process. They consist of visual media, audio media, and audio-visual media. Visual media are can be seen and have the function to distribute the message from the sources to the receiver. One of the best visual media in learning English that the researcher used in her research is webtoon picture media.

Peer-Editing Worksheet
Chapter 10: Paragraph Structure

Peer Editor: _____ Date: 16-05-2019

If your instructor approves, write your comments directly on the paper you are editing. If your instructor prefers that you not write on your classmate's paper, use this form, and when the directions tell you to underline or circle, copy it on the form instead.

1. Is the paragraph interesting? yes no
 Write a comment about a part that is especially interesting to you.
Menurut saya paragrafnya sudah bagus sesuai yg nabilang sir

2. Do you understand everything? yes no
 Circle or underline any part that you do not understand, and write a comment about it.

3. Copy the topic sentence here, and circle the topic and double-underline the controlling idea.

4. How many supporting sentences are there in the paragraph? Number: ke empat
 a. What kind of supporting details does the writer use (facts, examples, quotations, statistics, etc.)?
Berdasarkan fakta
 Is there at least one example? yes no
 b. Would you like more information about anything? yes no
 If your answer is yes, write down what you would like to know more about.

5. Is there anything unnecessary or that seems "off the topic?" yes no
 If your answer is yes, write a comment about it (them).

6. If the paragraph has a concluding sentence, copy it here and circle the end-of-paragraph signal (if there is one).
Ada bagian akhir

7. In your opinion, what is the best feature of this paragraph? In other words, what is this writer's best writing skill?
Pertama dan ke empat

knowing

THE USE OF WEBTOON PICTURE TO INCREASE STUDENTS' WRITING
:OUNT TEXT

A. Background of The Research

Writing is a form of communication that allows students to put their feelings and idea on paper, to organize their knowledge and beliefs into convincing arguments, and to convey meaning through well-constructed text. Writing is the difficult skill in learning english to make students get the idea in writing easily the teacher should be creative and innovative. The application of visual media can help students get idea easily.

to explain
NBS
about the first of the second

Elbow (1973) in Brown (2001:336) says that writing is a two-step process. The first process is figuring out the meaning and the second process is putting the meaning into language. Figure out is understand or solve something and calculate an amount. Putting the meaning into language is interpret a language.

think

There are many types of writing include procedure text, descriptive text, narrative text, recount text, etc. Researcher focuses on recount text in her research. According to Anderson and Anderson (2002:3), recount text is a text which list and describe past experiences by retelling events in the order in which they happened (chronological order). According to Anderson in Dwi (2010:16), a recount is speaking or writing about past events or a piece of text that retells past events, usually in the order which they happened. The aim of the text is retell the past event or to tell someone's experience in chronological order.

A medium or teaching aid is an important part in teaching english in order to make students understand the material given by the researcher. There are some media usually used in teaching learning process. They consist of visual media, audio media, and audio-visual media. Visual media are can be seen and have the function to distribute the message from the sources to the receiver. One of the best visual media in learning english that the researcher used in her research is webtoon picture media.

make new paragraph about previous research

Therefore, several students in SMPN 40 BULUKUMBA have problems in learning english particularly in writing ability or designing things corectly.

NBS

Because in the learning process students do not get interesting methods. The problems were found through the researcher observation.

There are several methods that can be used in teaching English to increase students' writing ability. The researcher has found to solve the writing's problems of students in SMPN 40 BULUKUMBA. It is called captioning picture in recount text by using webtoon picture. This method to increase the students' writing ability because they can arrange words and sentences according to the events contained in the picture.

Based on the explanation above, the researcher will conduct a research entitled *"The use of webtoon picture to increase students' writing ability in recount text at SMPN 40 BULUKUMBA"*.

TEACHER ADVICE FORM

Draft :

Date :

Task Fulfillment	You should give more supporting sentence with the paragraph note "NSS"
Organization	Tidy up paragraph organization review the introductory (introduction) paragraph
Grammar	Follow the correction, see correction guidelines to understand the symbol
Vocabulary	Same
Spelling/Punctuation	Same

REFLECTION SHEET

Name : Lisa Ariani
 Date : 10 - 6 - 2019
 Essay No. : 1 (one)

REFLECTION SHEET

Reflections on your writing Process

Please think about the following questions and answer them in the process of writing your essay. Keep a copy of your reflections in your portfolio for further reference by you and your teacher. You are free to write in English or in Indonesian.

Section 1: The writing process

1. Did you plan or prepare an outline for your essay before starting to write?

- I created an outline in my mind.
- I prepared a careful outline.
- I did not have an outline. Instead, while writing I think about the next step.

If yes, how do you think an outline may help you have a better piece of writing?
 yes, it is make me to finished my draf - and has help me to
 easy for write.

2. Did you think about the followings while writing?

- Content
- Organization
- Vocabulary ✓
- grammatical or spelling errors
- spelling ✓

If yes, how do you think having close attention on the points helped you have a better piece of writing?
 when I use ~~the~~ above in my research. My research is
 better.

3. Did you have a draft of your essay? If yes, how did it help you?

yes, ~~that~~ that is make ~~my~~ ~~research~~ me easy to write
 in my research.

4. Did you correct the ...?

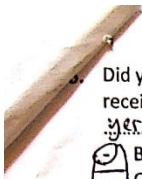
- Grammar
- Vocabulary
- Content (if you have clearly expressed your ideas) Organization of the paragraph(s) (how you have put together sentences and paragraphs)
- Spelling

When did you do the correction? (While writing, after the first draft was prepared, or after the final draft was prepared? Explain your answer

yes, after the first draf was prepared. and after my
 friends was see my draf.

5. Did you revise the essay in terms of the content, organization, vocabulary, grammar, spelling or.....after you finished writing? Why/why not?

yes, ~~just~~ just a little.



3. Did you get help from your classmates, the teacher, the Web, etc.? If yes, what kind of help you received?

My friend helped me with

- Brainstorming
- Organizing the essay
- Finding suitable vocabulary items or expression
- The structure
- The content or conveying the meaning

Section 2: Reflection on writing

1. Do you think you have tried your best in writing this essay? Why or why not?

yes, in ~~my~~ the first draft because I must force my self to write my research.

2. Do you consider it a good piece of work? Why or why not?

- Comment on the positive points of your essay.

~~Structure is a~~ structure in my draft is a good.

- Comment on the negative points of your essay and what you need to do to improve it.

spelling is not perfect & and so many wrong.

3. How do you find your progress in writing in English compared to the last time you wrote an essay?

Check your answer (✓).

- Outstanding
- Very good
- Satisfactory
- Poor

4. Can you predict what kind of problems (structural, meaning, vocabulary) you may have in the next essays?

I don't know what's I do and what's I write.

5. How are you going to solve the problems you had in writings?

I must be diligent to read some journal and I must study be better than now.

ASSIGNMENTS

Practice 1

Independent and Dependent Clauses

Remember that an independent clause by itself is a complete sentence, but a dependent clause by itself is an incomplete sentence. Write *Indep.* next to the complete sentences and put a period (.) after them. Write *Dep.* next to the incomplete sentences. The first two have been done for you as examples.

1. Globalization means more travel for businessmen and women. *Independent*
2. As business executives fly around the globe to sell their companies' products and services *Dependen*
3. Jet lag affects most long-distance travelers *Independent*
4. Which is simply the urge to sleep at inappropriate times *Dependen*
5. During long journeys through several time zones, the body's inner clock is disrupted]
6. For some reason, travel from west to east causes greater jet lag than travel from east to west D
7. Also, changes in work schedules can cause jet lag D
8. When hospital nurses change from a day shift to a night shift, for example D
9. Although there is no sure way to prevent jet lag D
10. There are some ways to minimize it D
11. Because jet lag is caused at least partially by loss of sleep, not just a change in the time of sleep D
12. A traveler should plan to arrive at his or her destination as late as possible I
13. Upon arriving, he or she should immediately go to bed D
14. Then the traveler should start to live in the new time zone immediately D
15. Even when the traveler arrives early in the morning and cannot go to bed immediately D

Practice 4

Compound Sentences with Coordinators

A. For each pair of the following sentences form a compound sentence by joining the two independent clauses with a coordinator that best fits the meaning. Use each FAN BOYS coordinator once. Write your new sentences on a separate sheet of paper, and punctuate them correctly. The first one has been done for you as an example.

Next meaning

1. Nuclear accidents can happen. Nuclear power plants must have strict safety controls.
Nuclear accidents can happen, so nuclear power plants must have strict safety controls.
2. The accident at the nuclear power plant at Three Mile Island in the United States created fears about the safety of this energy source. The disaster at Chernobyl in the former Soviet Union confirmed them.
For but
3. Solar heating systems are economical to operate. The cost of installation is very high.
4. Energy needs are not going to decrease. ^{not} Energy sources are not going to increase. (Use *nor* and question word order in the second clause, deleting the word *not*).
5. Burning fossil fuels causes serious damage to our planet. We need to develop other sources of energy.
so yet
6. Ecologists know that burning fossil fuels causes holes in the ozone layer. People continue to do it
7. Developing nations especially will continue this harmful practice. They do not have the money to develop "clean" energy sources.
8. All nations of the world must take action. Our children and grandchildren will suffer the consequences.

*2. Surprising.
yet, /but incl. 2.
so or hasil.*

B. Write seven compound sentences of your own, using each coordinator once.

*For and now
But
or
yet
so*

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

For alasan, and sama ide, nor negatif. ide sama, but, berlawanan, or. menaruh kan alternatif positif, ~~yet~~

Practice 8

Complex Sentences

A. Step 1 Underline the independent clause of each sentence with a solid line.

Step 2 Underline the dependent clause with a broken line. One sentence has two dependent clauses.

Step 3 Write *Sub.* above the subordinator. Refer to the list of subordinators on page 163.

The first one has been done for you as an example.

1. Because the cost of education, many students must work part-time.
2. When students from other countries come to the United States, they often suffer from culture shock.
3. Because financial aid is difficult to obtain, many students have to work part-time.
4. Please tell me where the student union is.
5. Engineers, who have an aptitude for drafting and mechanics, must also be artistic and imaginative.
6. While the contractor follows the blueprint, the engineer checks the construction in progress.
7. Since the blueprint presents the details of the engineer's plans, it must be interpreted accurately by the contractor.
8. Students should declare a major by their junior year unless they have not made up their minds.
9. Even though students declare a major now, they can change it later.
10. The government says that inflation is holding steady.
11. Economists are concerned that the rate of inflation will double if the government does not take immediate steps to control it.

Exercise 9

Punctuation

Punctuate the following sentences.

Step 1 Underline the independent clauses with a solid line and the dependent clauses with a broken line.

Step 2 Add commas and/or semicolons as necessary.

1. Information and communication technology is reaching out to help people in the poorest countries improve their lives for example fishermen on the Bay of Bengal can now receive online weather reports that tell them when it is safe to go out.
2. Furthermore, when the fishermen bring in a boatload of fish they can find out the current market prices for their fish, which will help them bargain with the middlemen to whom they sell their catch.
3. The cost of the cheapest computer is at least \$200 and since this is more than an individual fisherman can afford several fishing villages together can pool their money and buy one to share.
4. The worldwide reach of the Internet is also providing employment opportunities in developing countries and as greater numbers of people learn the technology these opportunities will expand
5. When you call your U.S. bank you may find yourself speaking to a customer service representative who is sitting in the Philippines or Puerto Rico and when you need technical support for your home computer you will probably get help from a programmer in New Delhi.

SUMMARY

1. Clauses are the main building blocks of sentences. There are two kinds of clauses: independent and dependent.
 - a. An independent clause
 - Expresses a complete thought.
 - Can be a sentence by itself.
 - b. A dependent clause
 - Begins with a subordinator.
 - Cannot be a sentence by itself
 - is one of three types: adverb, adjective, or noun.
2. We build different kinds of sentences in English by combining clauses in different patterns.
 - A simple sentence is one independent clause. *English grammar is easy.*
 - a. A compound sentence is two independent clauses joined by
 - a coordinator, *Grammar is easy, so I learned it quickly.*
 - a conjunctive adverb, or *Grammar is easy; therefore, I learned it quickly.*
 - a semicolon. *Grammar is easy; I learned it quickly.*
 - b. A complex sentence is one independent and one (or more) dependent clauses.
 - c. A compound-complex sentence has two independent clauses and one (or more) dependent clauses.
3. The type of sentence you write depends on your message. When you want to show that ideas are equal, use more coordinated structures, such as compound sentences. When ideas are not equal, use more subordinated structures, such as complex sentences. Develop a good writing style by mixing sentence types.

APPENDIX 18

PERMISSION LETTER



MAJELIS PENDIDIKAN TINGGI PENELITIAN DAN PENGEMBANGAN
PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH BULUKUMBA
LEMBAGA PENELITIAN DAN PENGABDIAN MASYARAKAT
Jalan Ir Soekarno No 17 Telpn (0413) 81481 Bulukumba (Kampus 1)
Jalan Poros Bulukumba Bantaeng Km 9 Bulukumba (Kampus 2)
Email Unmuhblk@gmail.com Website www.stkipmuhblk.ac.id

Berdasarkan surat Rektor Universitas Muhammadiyah Bulukumba Nomor: 030/III.3.AU/F/2017 tertanggal 03 Maret 2018 perihal permohonan mengadakan penelitian, maka Ketua Lembaga Penelitian dan Pengabdian Masyarakat (LP2M) Universitas Muhammadiyah Bulukumba menerangkan dengan sesungguhnya:

Nama : Riskayadi
Program Studi : Bahasa Inggris
Institusi : Universitas Hasanuddin Makassar
Tempat Tanggal Lahir : Bulukumba, 26 Mei 1993
Alamat : BTN Wesabbe Blok B4 No 9 Makassar

Bahwa nama yang disebut namanya di atas benar telah melakukan penelitian dengan judul *The Effect of Portofolio Assesment on Student's Writing Ability and Teacher Students Interaction* yang berlangsung pada Tanggal 1 Mei – 9 Agustus 2019.

Demikian Surat Keterangan Penelitian ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Bulukumba, 18 Dzulhijjah 1440 H
19 Agustus 2019 M

An Ketua LP2M,
Sekretaris LP2M


Andi Anugrah M, S.Pd., M.Pd
NBM: 1180624

Tembusan :

1. Rektor Universitas Muhammadiyah Bulukumba.
2. Ketua BPH Universitas Muhammadiyah Bulukumba.