

**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***

**RISKAYADI
F022172008**



**ENGLISH LANGUAGE STUDIES
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THESIS

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

Written and Submitted by:

RISKAYADI

Register Number: F022172008

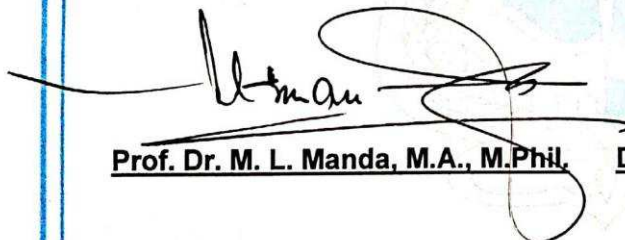
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Approved by:

Head of
The Supervisory Committee

Member of
The Supervisory Committee

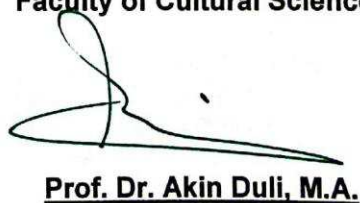

Prof. Dr. M. L. Manda, M.A., M.Phil.


Dra. Ria Rosdiana Jubhari, M.A., Ph.D

The Head of
English Language Studies Program

The Dean of
Faculty of Cultural Sciences


Dr. Harlinah Sahib, M.Hum.


Prof. Dr. Akin Duli, M.A.



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anner

STATEMENT OF AUTHENTICITY

The Undersigned:

Name : Riskayadi

Student's number : F022 172 008

Program : English Language Studies

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

with enough guidance till the students can learn the process. The 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 Wieggle (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

of portfolio, used as an assessment instrument, is the way it 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

assessment toward the teaching of writing, which extends to the
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

ive 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,

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



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 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

administrators. Currently, portfolio assessment has been used in 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

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 for students to be able to demonstrate their performance in writing 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)

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

an 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

environments where students observe standards and adhere to rules 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

as 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.

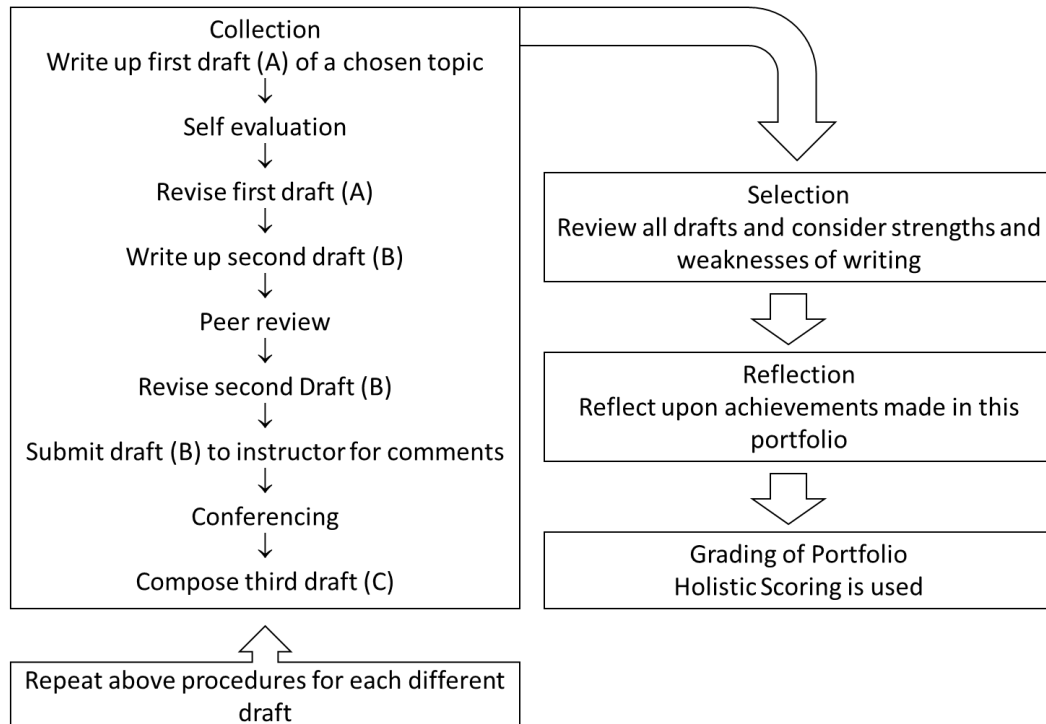
6) Reflective Writing

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

initial improvement in producing texts with brighter and more vibrant
 another finding also shows that students with working portfolio
 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

teaching is a multi-level endeavour which takes place at three independent 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

standing between two or more people in giving responses. In
n, 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

the teacher plays a key role and in fact, the responsibility, to 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



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

focus on this aspect of their practice. Classroom organisation 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.

nally, 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 student interaction as the dependent variable.



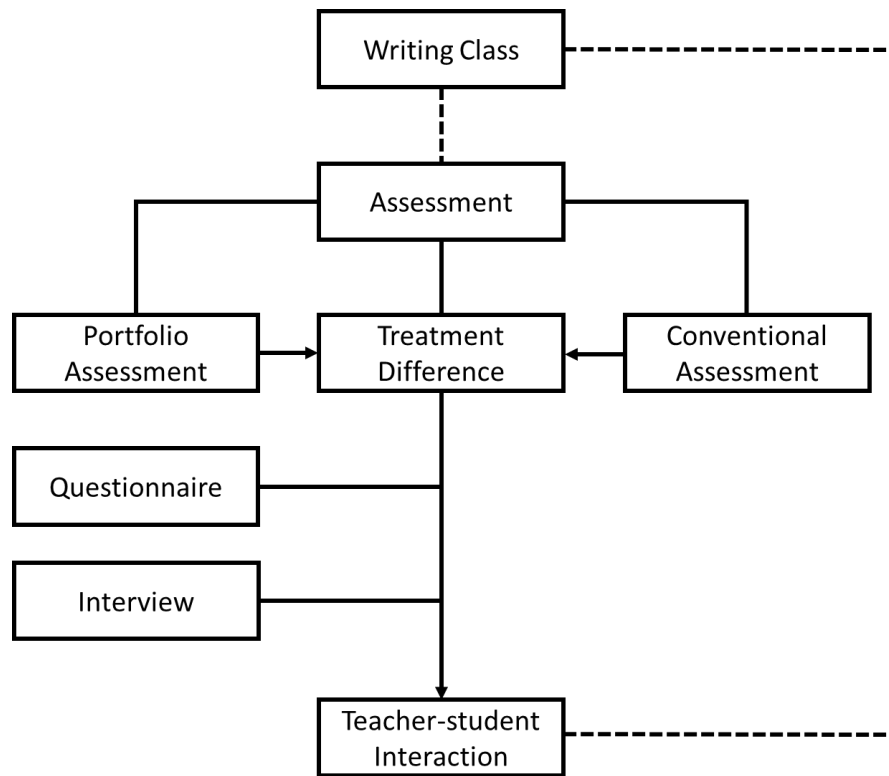


Figure 2. Conceptual Framework

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-

interaction, was investigated by using questionnaire and interview to see the effect of chosen independent variable (whether students were



treated with portfolio assesement or conventional assessemnt) 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.

