

**THE RELATIONSHIP BETWEEN LEARNING MOTIVATION,  
PORTFOLIO BASED ASSESSMENT, AND STUDENTS' WRITING  
ABILITY ON THE SECOND SEMESTER OF ENGLISH EDUCATION  
STUDY PROGRAM AT FACULTY OF TEACHERS TRAINING AND  
EDUCATIONAL SCIENCES, PAKUAN UNIVERSITY, BOGOR**

By:

Lungguh Halira Vonti

**ABSTRACT**

**Lungguh Halira Vonti.** The study is aimed to reveal the relationship between learning motivation, portfolio based assessment with the students' writing ability. The study was conducted in second semester of English Education Study Program in Faculty of Teachers Training and Educational Sciences, Pakuan University. The population of the study is the second semester of the English Department, Faculty of Teachers Training and Educational Sciences, Pakuan University. From the population, the sample of the study is two classes with 56 students. The method of the study is correlative study with the technique of data analysis multiple regression. The instruments used by the researcher are motivation questionnaire, portfolio project, questionnaire on students' perception toward portfolio based assessment, and writing test.

From the study, it can be concluded that the students' learning motivation has significant positive relationship with the students' writing ability. It is shown from the high score of students' writing test with the result of the students' questionnaire on learning motivation. The sig score from the data analysis is 0.002 which is less than the sig table (0.05). The score shows that there is linear relationship between  $x_1$  (learning motivation) and  $Y$  (students' writing ability). It means that the higher motivated the students are, the higher score they get in their writing test. The second result is the positive relationship between portfolio based assessment and the students' writing ability. From the data analysis, it is found out that the students who got high score in their portfolio project, obtained high score in writing test. From the regression and correlation table of SPSS calculation, the sig score for the  $x_2$  (portfolio based assessment) compare with  $Y$  is 0.00. It is less than 0.05 from the coefficient score table. It means that there is also linear relationship between  $x_2$  and  $Y$ .

To validate the data, the researcher also checked the score with the result of the questionnaire on the students' perception toward the portfolio based assessment. Students who have positive perception toward the use of electronic portfolio also got high score both in portfolio project and writing test. Therefore, it is obvious that the combination of the two independent variables has significant positive relationship with the students' writing ability. It is shown from the sig score obtained from the SPSS calculation of correlation and regression analysis. The sig score for the combination is 0.025 which is less than 0.05.

However, to use electronic portfolio, the teachers have to consider several things like the availability of the infrastructure needed like the internet connection and computers or notebooks. It is also important for the teachers to understand how to apply the technique and method in teaching writing by using this kind of assessment. Therefore, the effective and innovative way of assessing and teaching writing in the classroom can be developed.

Keywords: Portfolio, Assessment, Learning Motivation, Writing Ability

### ABSTRAK

Lungguh Halira Vonti. Tujuan penelitian ini adalah untuk mengungkap hubungan antara motivasi belajar, penilaian portfolio yang dilkaukan oleh guru, dan kemampuan anak dalam menulis. Penelitian ini dilakukan pada mahasiswa Program Studi Pendidikan Bahasa Inggris semester dua, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Pakuan. Dari jumlah populasi mahasiswa semester dua PB. Inggris, sampel yang diambil untuk penelitian adalah sebanyak 56 mahasiswa dari 2 kelas. Metode penelitian yang dipakai adalah studi korelasi dengan teknik data yang dipakainya adalah *multiple regression*. Instrumen yang dipakai sebagai pengambilan data dalam penelitian ini adalah kuisisioner mengenai mitivasi belajar siswa, proyek portfolio, kuisisioner mengenai persepsi mahasiswa terhadap penilaian portfolio dan test menulis.

Dari penelitian tersebut, dapat disimpulkan bahwa motivasi belajar siswa memiliki hubungan yang positif dengan kemampuan mereka dalam menulis. Hal tersebut ditunjukkan oleh hasil kuisisioner dan tes menulis. Siswa yang memiliki motivasi belajar tinggi, mendapat nilai menulis yang tinggi pula. Dengan demikian dapat dikatakan bahwa semakin tinggi motivasi mereka dalam belajar, maka semakin tinggi pula nilai menulis mereka. Hasil kedua yang didapat dari penelitian tersebut adalah adanya hubungan positif antara penilaian portfolio dengan nilai menulis anak. Dari analisis data yang dilakukan, siswa yang mendapat nilai paling tinggi dalam proyek portfolio mendapatkan nilai yang tinggi dalam tes menulis. Untuk memvalidasi data, peneliti mengkonfirmasi nilai dengan hasil kuisisioner tentang persepsi siswa mengenai penilaian portfolio. Diketahui bahwa siswa yang memiliki persepsi positif mengenai penilaian portfolio juga

mendapatkan nilai yang tinggi dalam proyek portfolio mereka. Oleh karena itu, dapat jelas terlihat bahwa kombinasi dari dua variable tersebut juga memiliki hubungan yang positif dengan nilai menulis siswa. Namun demikian, untuk menggunakan portfolio elektronik seperti yang dipakai oleh peneliti dalam penelitian ini, para guru harus mempertimbangkan beberapa hal seperti ketersediaan infrastruktur seperti koneksi internet di kelas dan computer atau laptop yang bisa digunakan oleh para siswa. Hal yang penting lainnya yang harus dipertimbangkan adalah pemahaman para guru mengenai bagaimana caranya mengaplikasikan teknik dan metode pengajaran menulis dengan menggunakan teknik penilaian portfolio. Sehingga para guru dapat meningkatkan cara yang lebih efektif dan efisien dalam pengajaran serta penilaian kemampuan menulis para siswa.

Kata kunci: Motivasi belajar, penilaian portfolio, kemampuan siswa dalam menulis

## **BACKGROUND OF THE STUDY**

In recent times, writing has received great attention not only because it plays vital role in learning and transforming knowledge but also in promoting creativity. However, writing is not an easy skill to be mastered. In writing skills, the learners of English language teaching are required to master not only grammatical and rhetorical devices but also of conceptual and judgment elements. In English Education Study Program of Faculty of Teachers Training and Educational Sciences, Pakuan University, writing skill is taught within prerequisite levels. There are six courses of writing which are divided into six different semesters starting with Basic Writing, Genre Based Writing, Paragraph Writing, Essay Writing, Resume Writing, and Academic Writing.

The main challenges for the teachers related to the students' disability to write good paragraphs or texts are among others their understanding of grammar used in the paragraphs based on the language features, the problem with composing

topic sentences, the organization of the paragraphs or text, the transitional signals used in the paragraphs or text, and the mechanics of the paragraph or text. These problems seem to be crucial in writing teaching and learning since writing skill can be used as a practice tool to help the students to practice and to work the language they have been studying in other part of learning activities.

Writing lecturers in English Education Study Program, FKIP, Pakuan University, found it very difficult to make the students aware about the reason why they have to learn to write. In fact, in writing process, it is very important for the students to know why they have to learn to write; they have to be aware why writing is important in foreign language teaching and learning. Most of students seem unmotivated in learning language, especially in writing skill. It is proved by the result of the questionnaire as a preliminary observation conducted related to the interest and motivation in writing skills.

Based on above consideration, teachers should find alternative methods of assessment to apply to ensure maximal representation of the students and their capabilities. To get more effective writing instruction, some research found out that one of authentic assessments, portfolio assessment, provide the ways. Based on the preliminary observation in a form of interview with the writing lecturers, the students have to be always motivated in writing course.

In this research, the writer intends to show one kind of alternative assessment which is suitable with ICT era, that is electronic portfolio by using blog. Furthermore, there is still limited quantitative research about portfolio and motivation toward students' writing ability, especially in Indonesia. Therefore,

based on the above consideration and based on the result of the preliminary observation, this study is proposed to prove that there is positive the relationship between students' learning motivation, portfolio based assessment, and its interaction to their writing ability.

### **RESEARCH QUESTION**

Based on the background, the researcher wants to investigate the problems based on the following questions: the first question is that whether there is a relationship between learning motivation, portfolio based assessment, and students' writing ability or not. The second question is whether or not there is any significant relationship between learning motivation and students' writing ability. The last question is about the significant relationship between portfolios based assessment and students' writing ability.

### **RESEARCH METHODOLOGY**

The objective of the study is to investigate the relationship between the students' learning motivation and their perception toward portfolio based assessment with their writing ability. To achieve the goal, the research method employed is quantitative research methodology focusing on correlative study. The research design used is multiple regressions. According to Fraenkle and Wallen<sup>1</sup>, multiple regressions is a technique which enables the researcher to determine the

---

<sup>1</sup>Jack.R.Fraenkel and Wallen,Norman,E.Wallen.2007.*How to Design and Evaluate Research in Education*.Mc.Graw-Hill 6<sup>th</sup> Edition, P.338.

correlation between dependent variables with the combination of more than one independent variables.

The study was conducted during the second semester of EESP, FKIP, Pakuan University. The semester is started from February to July 2013, and the study was begun from August to October 2013. However, the writer has done a preliminary observation to the students and lecturer who teaches writing subject. The preliminary observation consisted of the analysis of the students' writing of their previous semester, learning motivation questionnaire distributed to the students, and interview to the lecturers.

## **RESEARCH FINDINGS AND DISCUSSION**

### **1. The Relationship between Learning Motivation and Students' Writing**

#### **Ability**

Motivation for learning is a complex overarching concept. A range of psychosocial factors both internal (intrinsic) to the learner and present in the learner's social and natural environment (extrinsic) influences motivation for learning. Therefore, motivational is not only aroused from the condition of the students themselves, but also from the way the teachers teach (method), and the environment where the students learn.

Intrinsic motivation comes from the students themselves. In writing process, the students should be given the authority to control their activities. The teacher may involve them in writing activities; therefore, it can provide them with the sense of control over their academic outcomes. As the result, the students will be more motivated to learn to write.

The extrinsic motivation usually deals with the environment of the learning process. Teaching technique is one of the elements of extrinsic motivation. When the teacher is not able to apply the technique which provides them the activities to enjoy, the students will be easier to be unmotivated. Teacher's assessment is another element of extrinsic motivation. The students are usually curious of how their writings are assessed. Being able to know how the teachers give scores to their writing will of course increase their motivation to write better than they did in the previous lesson.

These two sources of motivation should be one of things that the teacher considers when they want improve the students' writing ability. To gain or to raise the students' motivation intrinsically and extrinsically, the students may be involved in the process of teaching learning; for example, they are involved in the assessing process or choosing the materials and in deciding the technique of teaching and learning. Therefore, the autonomy of the learning process will be obtained by the students.

The data analysis from the research showed by using critical value approach. The  $t$  statistic is compared to the  $t$  of significant coefficient. If the  $t$ -value of the data analysis is greater than the  $t$ -table, it means that the null hypothesis is rejected because it is not tested the trust and the  $H_a$  is recieved. The  $t$ -score of the SPSS calculation is 2.113 which is greater than the  $t$ -table at the degree of freedom of 53. The data shows that the  $t$ -score is greater than the  $t$ -table (2.006); therefore it can be decided that the null hypothesis is rejected, and the alternative hypothesis is accepted. Therefore, the

interpretation of the result of individual test for independent variable (x1) is that learning motivation significantly explains students' writing ability controlling for portfolio based assessment.

Motivation plays important role in students' writing ability. The variety of the teaching activity, assessments, and the students' participation in teaching activity will increase the students writing ability. One of the factors that can increase the students' writing ability is their learning motivation. In the previous time, the teachers usually focus only to the product of writing, and the students are not involved in the assessment of their work. This condition could decrease the students' motivation to learn writing; thus, it will also decrease their writing score.

To motivate the students to learn to write, the teachers should find other alternative way which provides the students the opportunities to engage at a meaningful level with the language. By having the participation in deciding what assignments the students have to submit, the scoring procedures, and being able to see the motivating feedback for their writing, the students will be motivated and engaged in writing class.

- It is proved by the data analysis from the questionnaire distributed to 56 samples for 2 classes. It is found out that the students' learning motivation highly contributed the students' score in writing test. The scores obtained by the students in their writing test were significantly explained by their score in learning



motivation questionnaire results. The students with high score of motivation in the questionnaire got higher score in writing test.

From the data analysis, it is also found out that there is significant linear relationship between students' writing ability and their learning motivation.

## **2. The Relationship between Portfolio Based Assessment and Students' Writing Ability**

If we talk about motivation, as it is mentioned above, one way to increase students' motivation is by involving them in the assessing process. One type of alternative assessments that the teachers may use is portfolio based assessment. Portfolio assessment is a kind of assessment which compiles the students' product in during their teaching and learning process.

Paulson et al<sup>2</sup> define a portfolio as purposeful collection of student work that shows the student's efforts, progress, and achievements in one or more areas of the curriculum. It should represent a collection of students' best work or best efforts, student-selected samples of work experiences related to outcomes being assessed, and documents according growth and development toward mastering identified outcomes.

There are numerous benefits of portfolio assessment. One of linguist who proposed the benefits of portfolio is Bratcher and Linda Ryan<sup>3</sup>. The

---

<sup>2</sup> F. Leon Paulson, Pearl R. Paulson, & C.A. Meyer, *What Makes a Portfolio a Portfolio* (Portland: EBSCO Publishing, 1991), 60-63.

<sup>3</sup>Susan Breatcher & Linda Ryan, *Evaluating Children's Writing* (London: Lawrence Erlbaum Associates Publisher, 2004), 96.

benefits are among others; first, portfolio is a more individualized way of assessing students and has the advantage of demonstrating a wide range of work. Second, portfolio assessment can encourage a dialog between teacher and students about the individualized nature of the work. It is common in most of writing class where students may have papers or projects returned with the score only, so they fail to understand what might be necessary for improvement. Third, portfolio assessments provide an authentic way of demonstrating skills and accomplishments. Portfolio assessment can encourage a positive point of view on learning and achievement if it is used in a considerate, carefully planned way.

One of portfolio kinds is electronic portfolio. The implementation of electronic portfolio in writing class, according to Wanchid, is very simple. Basically, the students write their essays or texts, and then post them in their personal blog. After that, the teachers and the students give comments and feedback. If the students have finished revising their essay or text, they have to post their revised essay and text again on their blog.

Electronic portfolio, for example by using blogs, provides the students with the access of ICT use. For the students, the use of ICT in teaching and learning process encourage them to learn to write. Therefore, it will increase their writing ability.

It is answered from the the data analysis for the second independent variable. It is showed that there is significant linear relationship between portfolio based assessment and students' writing ability. The students' interest

in using technology significantly affects their score in writing. In this research, the researcher used electronic portfolio in a form of blog in giving assessment to the students. The result based on the rubric for electronic portfolio showed that if the score for their portfolio assignment was increased, it would significantly increase their score in writing test. The writing scores in the research were obtained from the result of their writing test in final test in the end of the semester. It is said that the students who got high score for their portfolio, go high score in their writing test.

### **3. The Relationship between combination of learning motivation and portfolio based assessment with the students' writing ability.**

There are several aspects that affect the students' motivation in learning process; one of them is the way the teachers assess their work in the classroom. New alternative in assessing students' work is portfolio based assessment. In the study, the writer also uses this kind of assessment to assess writing skill as the second variable. However, the portfolio based assessment which is used is electronic portfolio by using blog. The extrinsic factors that motivate them in learning writing are among others involve the teaching technique, teachers' assessment, and the application of ICT in the classroom activities.

The theory above is described by the result of the study. The result from data analysis of combination of two independent variables (learning motivation and portfolio based assessment) proves that there was significant linear relationship between the combination of students' learning motivation and portfolio based assessment and the students' writing ability. From the

instruments given to the samples, it is found out that the increasing score for the learning motivation questionnaire and the portfolio based assessment score will also increase the score for their writing ability.

Portfolio could enhance the students' learning motivation, and if the students are highly motivated, they will increase their ability in writing.

## CONCLUSION

There are so many factors which influence the students' writing ability. The factors are based on the students' cognitive and affective field. The factors used to check the students' writing ability in this research are students' learning motivation and kind of assessment given to them. The assessment used in this research is alternative assessment in a form of electronic portfolio. The students' interest in technology is the consideration in determining the second variable above. Those factors are the variables that the writer measured to know how much the influence they have in students' writing ability in forming some kinds of text.

The research findings of the study showed that:

1. Both the students' learning motivation and portfolio based assessment have positive correlation to the students' **writing ability**. This is supported by the tables as output of the SPSS counting. The researcher used correlation analysis and regression analysis. The tables showed the result of correlation and regression between variables. Based on the result of the research findings, the significant relationship is above 50%; it means that one of factors which have

greater linear relationship to the students' writing ability is motivation and portfolio based assessment.

2. The result also proved that learning motivation is important in teaching and learning writing. The relationship between learning motivation and writing ability is shown in the significant score below the level of coefficient significant which is 0.00. It means that there is linear relationship between learning motivation and the students' writing ability. The score obtained for the questionnaire about learning motivation showed that the higher score for their motivation the higher score they got for their writing test.

## **REFERENCES**

- Bereiter & Scardamalia. *The Psychology of Written Composition*. Hillsdale, NJ: Erlbaum, 1987.
- Bratcher, Susan, and Linda Ryan, *Evaluating Children's Writing: A Handbook of Grading Choices for Classroom Teachers*. New Jersey: Lawrence Erlbaum Associates Publisher. 2004
- Brown, H. Douglas. *Teaching By Principles: An Interactive Approach to Language Pedagogy*, 2<sup>nd</sup> ed. New York: Pearson Education, 2000.
- D. Ackerman, Jay. *Motivation for Writing through Blog*. Bowling Green State University. 2006.
- Fraenkel, Jack and Wallen Norman. *How to Design and Evaluate Research in Education*. Mc. Graw Hill, 2007.
- Freadman, Anne. *Models of Genre for Language Teaching*. Sydney University: 1994.
- Gardner, A., and Jhonson D. *Teaching Personal Experience Narrative in Elementary and Beyond*. Northern Arizona: Writing Project Press, 1997.
- Ganson, Michelle., Harvey Green, Stephanie Mattie, Jenny Young. *Improving Motivation through the Use of Portfolio Assessment*. Chicago: Saint Xavier University, 2009.

- Guilloteaux, Mari-Jose. *Motivating Language Learners: A Classroom-Oriented Investigation of Teachers Motivational Practices and Students' Motivation*. University of Nottingham, 2004.
- Hayland, Ken. *Second Language Writing*. New York: Cambridge University Press, 2003.
- Harlen, W. and R. Deakin Crick. *Testing and Motivation for Learning*. Bristol: Carfax Publishing, 2003.
- Harmer, Jeremy. *The Practice of English Language Teaching*. Cambridge: Pearson Education Limited, 2007.
- *How to Teach Writing*. Essex: Pearson Education Limited, 2004.
  - *How to Teach English*. Essex: Pearson Education Limited, 2007.
- Heaton, J.B. *Writing English Language Test*. New York: Longman Group, 1990.
- Huang, Jizhen. *The Implementation of Portfolio Assessment in Integrated English Course*. Xuchang: Canadian Center of Science and Education, 2012.
- J. C., Turner. *The Influence of Classroom Context on Young Children's Motivation for Literacy*. Reading Research Quarterly. 1995.
- Jensen, Eric. *Teaching With the Brain in Mind*. Alexandria: ASCD Publication. 2005.
- Knapp, Peter and Megan Watkin. *Genre, Text, Grammar: Technologies of Teaching and Assessing Writing*. Sydney: UNSW Press Ltd, 2005.
- Khoday, Ebrahim and Hossein Khodabakhshzade. *The Effect of Portfolio and Self Assessment on Writing Ability and Autonomy*. Journal of Language Teaching and Research. 2012.
- Lyons-Hamps, L. *Interweaving Assessment and Instruction on College ESL Writing Classes*. College ESL, 1994.
- Lorenzo, George and John Ittelson. *An Overview of E-Portfolio*. Educause Learning Initiative, 2005.
- M. Ryan, Richard and Edward L. Deci, *Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions*. New York: Academic Press, 2000.
- Mcinerney, Dennis M and Arief D. Liem, *Motivation Theory and Engaged Learning*. Rotterdam: Sense Publisher, 2008.

- Nezakatgoo, Behzad. *Portfolio as a Viable Alternative in Writing Assessment*. Tehran: Academy Publisher, 2011.
- Ortega, Lourdes. *Studying Writing Across EFL Context: Writing in Foreign Language Context*. Ontario: Multilingual Matters. 2009.
- Pantziara, Marillena & George Phillipou, *Students' Motivation and Achievement and Teachers' Practices in the Classroom*. University of Cyprus, 2007.
- Paulson, F. Leon, Pearl R. Paulson, & C.A. Meyer, *What Makes a Portfolio a Portfolio*. Portland: EBSCO Publishing, 1991.
- Richards, Jack. C. and Willy A. Renandya. *Methodology in Language Teaching: An Anthology of Current Practice*. The United States of America: Cambridge University Press, 2002.
- S., Hidi and Harackiewicz, J. M. *Motivating the Academically Unmotivated: A Critical Issue for the 21<sup>st</sup> Century*. Review of Education Research. 2000.
- S. Moya., S., and J. Malley. "A Portfolio Model for ESL" *The Journal of Education Issues of Language Minority Students* No. 13, 1994.
- S., Murphy. *Assessing Portfolio* in C. Cooper and L. Oldell. *Evaluating Writing*. Urbana: National Council of Teaching English, 1999.
- Troyka, L. *Defining Basic Writing on Context*. In T. Enos (Ed). *A Source Book for Basic Writing Teacher*. New York: Random House. 1987
- W. Harlen & R. Deakin Crick, *Testing and Motivation for Learning*. Bristol: Carfax Publishing, 2003.
- Wanchid, Raveewan. *How to Implement Electronic Portfolio in a Writing Class*. Bangkok: King Mongku's University of Technology.
- Widdowson, H.G. *Teaching Language as Communication*. New York: Oxford University Press. 1978.
- Williams, Kaylene C. & Caroline C. Williams. *Five Key Ingredients for Improving Students' Motivation*. Research in Higher Education Journal.