CONEST 10
THE TENTH INTERNATIONAL CONFERENCE
ON ENGLISH STUDIES

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INTRODUCTION

Writing means expressing ideas in acceptable writing English for particular purpose, such as explaining events or phenomenon, telling a story, and describing an object to persuade other people. In producing a piece of writing, a writer is required to use their knowledge dealing with content, organization, vocabulary, language use or grammar and mechanic of their linguistic competence, and their communicative competence. The writer needs an ability to convey messages and to negotiate its meaning interpersonally within specific context.

Along with various activities in teaching writing, the students are not only expected to be able express their ideas, but also be able to understand the writing organization, grammatical construction, the appropriate words to express their ideas, and the content of their writing. The students usually have good ideas in their mind, but they also usually have problems or difficulties to write their ideas into a good writing. So, they need to understand about doing writing in English. That is why, writing is being a skill that should be developed or improved by the students after applying listening, speaking, and reading skill. It needs enough competences, especially in writing components.

This study on teaching writing based on using picture at the elementary students is considered need to be done because of, it can improve their English achievement. It was known that, the student’s ability can be improved after treatment by using picture.

ENGLISH WRITING SKILL

Writing is a skill which must be practiced and learned through experience. The important of teaching writing is how to make students having enough competence or mastered the components in the effort of creating a good writing composition. The students need responses to their writing that show them what is like to engage in making a good arrangement of words or phrases to clearer the messages conveying in it,
or its meaning, or peer responses. Teachers must help their students to see both potential and their problems.

Writing is the graphic symbols to form words in a sequence of sentences arranged in a particular and production of linked together in certain ways. Wiring is the arrangement of some words to developed into sentences and paragraph. There are many factors that limited students how to write well such as the students’ vocabulary, background knowledge about the topic, grammar competence, and motivation to practice producing a good writing. Beside that, there are some requirement that should be fulfilled by individuals in creating a good writing composition. Writing is all of sequence of one’s activity to express his or her ideas through written language to the readers or understand, such as it expected by to writer (Widyamartaya, 1990:9). It can be understood that writing is an activity which cove four elements, that are: (1) idea, (2) written language, (3) readable, and (4) understandable.

ENGLISH WRITING COMPETENCE

A competence is interpreted as an adequate ability to do a work or fulfill required skill and ability (Suhaenah, 1985:22). From this, it is clear that every teaching method which used in teaching and learning process to aimed and reach the competence, to developed an excellent students who have knowledge, skill and ability. The word competence used to point out an ability to demonstrate knowledge. Competence as rational to reach any purpose in expected condition. It is considered as rational performance because someone who conducts it should have purposes, direction and knows the reason in conducting it.

Parrenoud: (1999) defines competence in widely are: (1) ability base, (2) ability of knowledge and skill mastery (know to how and know why), (3) ability of creative (know to do), (4) ability to respond and attitude in work to be autonomous and how to take decision responsible (to be), and (5) ability to life in society, respect each other (life together). According to this meaning, it can be known that competence is individual’s ability to use their skill, knowledge, and to do work.

Writing competence is the ability of the individuals to express adequately their response a set of task in written form (Krause, 1994). It means that in writing competence it required an individual’s ability to create and understand sentences. It also relates with students ability in the representation of context, whether they are familiar with the object that will be described, the relevance of the material to the given topics and cohesion of sentences and paragraph. Competence in writing English meet certain standard such as: focused, effective statement, information organized into pattern that serve the goal of writing based on the object that will be described, focused unified by clear main ideas, the use of transition between and within paragraph to create effective coherence of each sentences, supported with convincing evidence in depth and limited to one or few grammatical, mechanical and spelling errors.

CONTENT

Content is what the writer has to say, or a message (anonym, 2005). Another definition about content is stated by Crimmon (1984:14-17), content in writing refers to the subject of writing. He also formulates guidelines for selecting the subject of content of writing as the following: (1) knowlegeable of the subject or content (Concern with the source of students knowledge and how make a perspective about the subject or content based on their knowledge); (2) the focus of the subject or content; (3) the interest of the subject or content; (4) the manageability of the subject or content.

VOCABULARY

Vocabulary has important role in developing the writing. Student’s who have a high amount of vocabulary will not get difficulties in writing something. Vocabulary also concern with the students ability to recognize the word and understand the meaning. It is recognize an ability to use in spoken and written
language. Vocabulary knowledge is closely associated with the ability to comprehend what is heard and read, related to intelligence and reasoning ability (Nation, 1990:119).

Ur (1996) defines vocabulary as the words we teach in foreign language, which a new item of vocabulary may be more than a single word. One factor that influences the student’s vocabulary development is environment. Students can increase their vocabulary by following their own page and experience. Students are learning to writing and find out the name of the word in English. Relates to writing, the amount of vocabulary knows by the student will determine the quantities of their writing. To attach the problem in making connection in a sentence, and between sentence to another sentence, student must try to be familiar with something that exist in the context and its meaning. Tarigan (1986:2) stated that the quality of someone language skill depend on the quantity and quality of vocabulary belongs to him or her. Based on this, vocabulary is all the words that something about a language or component of language which cover information about the meaning or the using the words in a language.

INSTRUCTIONAL MEDIA TEACHING AIDS

In order to make students easier to understand the material, teacher should use a good strategy and techniques. Media is one of visual aids which appropriate to use in student writing ability. It describes a concrete visual about the problem and make students understand the idea or information clearly have given by the words. In presenting new words or introducing the topic, teacher can use visual media to help students understand the words given or we can say that showing visual material to the students can focus their attention on meaning and help the language used in the class more real and alive. So, in making decision to use media, a teacher need to ask three basic as the following: (1) Is it easy to prepare? (2) Is it easy to organize in the classroom? (3) Is it interesting to the students?

Finding and Discussion

Before the results of the students’ composition were rated, first, it have to calculated the inter-rater agreement. This was done to know the reliability of both raters in evaluating the students’ composition. The result for both of inter rater agreement in writing based on picture is 0.86, mean while the result of inter rater agreement in writing without using picture is 0.76, both of this result showed that it is reliable.

In evaluating the students composition, it is used a composition profile scoring (Jacobs, et al., 1981) in three component, namely (1) content (13-30), (2) organization (7-20), (3) vocabulary (7-20). The score level classification of that three components and the total can be seen in the table 1 bellow.

<table>
<thead>
<tr>
<th>Level Components</th>
<th>Excellent to Very Good</th>
<th>Good to Average</th>
<th>Fair to Poor</th>
<th>Very Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>30-27</td>
<td>26-22</td>
<td>21-17</td>
<td>16-13</td>
</tr>
<tr>
<td>Organization</td>
<td>20-18</td>
<td>17-14</td>
<td>13-10</td>
<td>9-7</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>20-18</td>
<td>17-14</td>
<td>13-10</td>
<td>9-7</td>
</tr>
</tbody>
</table>

Jacobs, et al., 1981 (assessment criteria)

The description of students competence in writing based on the table in each components can be in the following table 2 bellow.

<table>
<thead>
<tr>
<th>No.</th>
<th>Classification</th>
<th>Score</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Excellent to very good</td>
<td>30-27</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2.</td>
<td>Good to average</td>
<td>26-22</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>3.</td>
<td>Fair to poor</td>
<td>21-17</td>
<td>12</td>
<td>46.15</td>
</tr>
<tr>
<td>4.</td>
<td>Very poor</td>
<td>16-13</td>
<td>14</td>
<td>53.85</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>26</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Source: Result of data Analysis
Based on the table 2 above, the percentage of students who were classified at fair to poor level is 46.15% and it is categorized as ‘low’. Meanwhile the percentage of students who were classified at very poor level is 53.85% and it is also categorized as ‘low’.

Table 3. The Students Level Classification in Organization Aspect

<table>
<thead>
<tr>
<th>No.</th>
<th>Classification</th>
<th>Score</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Excellent to very good</td>
<td>20-18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Good to average</td>
<td>17-14</td>
<td>1</td>
<td>3.85</td>
</tr>
<tr>
<td>3.</td>
<td>Fair to poor</td>
<td>13-10</td>
<td>24</td>
<td>92.30</td>
</tr>
<tr>
<td>4.</td>
<td>Very poor</td>
<td>9-7</td>
<td></td>
<td>3.85</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>26</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Result of Data Analysis

Based on the table 3 above, the percentage of student’s score who were classified at good to average level is 3.85%, it is categorized as ‘low’. The percentage of student’s score who were classified at fair to poor level is 92.30% and it is categorized as ‘high’. And the percentage of student’s score who were classified at very poor level is 3.85% and it is categorized as ‘low’.

Table 4. The Students Level Classification in Vocabulary Aspect

<table>
<thead>
<tr>
<th>No.</th>
<th>Classification</th>
<th>Score</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Excellent to very good</td>
<td>20-18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Good to average</td>
<td>17-14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Fair to poor</td>
<td>13-10</td>
<td>22</td>
<td>84.61</td>
</tr>
<tr>
<td>4.</td>
<td>Very poor</td>
<td>9-7</td>
<td>4</td>
<td>15.39</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>26</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Result of Data Analysis

Based on the table 4 above, the percentage of student’s score who were classified to poor level is 84.61 and it is categorized as ‘adequate’. The percentage of the student’s score who were classified at very poor level is 15.39% and it is categorized as ‘low’. The description of student’s level classification in writing without using picture in each component can be seen in the table 5 bellow.

Table 5. The Students Level Classification on Content Component

<table>
<thead>
<tr>
<th>No.</th>
<th>Classification</th>
<th>Score</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Excellent To Very Good</td>
<td>30-27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Good To Average</td>
<td>26-22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Fair To Poor</td>
<td>21-17</td>
<td>10</td>
<td>38.46</td>
</tr>
<tr>
<td>4.</td>
<td>Very Poor</td>
<td>16-13</td>
<td>16</td>
<td>61.54</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>26</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Result of Data Analysis

Based on the table 5 above, the percentage of student’s score who were classified at fair to poor level is 38.46% and it is categorized as ‘low’. And the percentage of student’s score who were classified at very poor level is 61.54% and it is categorized as ‘sufficient’.

Table 6. The Students Level Classification on Organization Aspect

<table>
<thead>
<tr>
<th>No.</th>
<th>Classification</th>
<th>Score</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Excellent to very good</td>
<td>20-18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Good to average</td>
<td>17-14</td>
<td>3</td>
<td>11.54</td>
</tr>
<tr>
<td>3.</td>
<td>Fair to poor</td>
<td>18-10</td>
<td>19</td>
<td>73.07</td>
</tr>
<tr>
<td>4.</td>
<td>Very poor</td>
<td>9-7</td>
<td>4</td>
<td>15.39</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>26</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Result of Data Analysis
Based on the table 6 above, the percentage of student’s score who were classified at good to average is 11.54% and it is categorized as ‘low’. The percentage of student’s score who were classified at fair to poor level is 73.07% and it is categorized as ‘adequate’. The percentage of student’s score who were classified at very poor level is 15.39 and it is categorized as ‘low’.

Table 7. The Students Level Classification on Vocabulary

<table>
<thead>
<tr>
<th>No.</th>
<th>Classification</th>
<th>Score</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Excellent To Very Good</td>
<td>20-18</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2.</td>
<td>Good To Average</td>
<td>17-14</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>3.</td>
<td>Fair To Poor</td>
<td>13-10</td>
<td>15</td>
<td>57.7</td>
</tr>
<tr>
<td>4.</td>
<td>Very Poor</td>
<td>9-7</td>
<td>11</td>
<td>42.30</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>26</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Result of Data Analysis

Based on the table 7 above, the percentage of student’s score who were classified at fair to poor level is 57.70% and it is categorized as ‘low’. The percentage of student’s score who were classified at very poor level is 42.30% and it is categorized as ‘low’. From the computation of t-test, it is found 0.64. it consulted with the t-table at the level of 0.05%.

DISCUSSION

The result of students composition in writing based on picture on content aspect can be classified into ‘fair to poor’ level. The average score they got was 17.38. Mostly of the student’s have little substance in producing their writing, inadequate development of the topic given. They are certainly understand about the subject, but they have problem in developed it. The students result showed that they wrote their writing exactly only based on what the picture shows, there is no development of what can be or possibly will be happened to the continuity of the story, and the result of the students composition in writing without using picture is classified into ‘very poor’ level, which the average score they got was 15.96, which means that they are limited knowledge of subject and sometimes does not show knowledge of the subject, they produce a non substance and non pertinent sentence, and inadequate development of topic.

The students ability in writing based on picture in organization aspect are categorized at ‘fair to poor’ level. The average score that they got was 10.78. It is seemed that the students have problem in developing their writing because they create a non fluent composition, the ideas is confused or sometimes disconnected with what the picture means. While, the students ability in writing without using picture in organization aspect is also categorized at ‘fair to poor’ level. The average score that they got was 10.59 and seems that they are still produced a non fluent ideas, lacks of logical sequencing and development of creating one sentence in relation with another sentence.

The student’s ability in writing based on picture on vocabulary aspect is categorized at ‘fair to poor’ level too. The average score that they got was 10.53. It shows that they have a limited range in vocabulary using, frequent errors of word and idiom form, choice, usage, and meaning confusion or obscured. This showed that using picture still makes them confused in doing word choice the words that appropriate to convey the meaning from the picture and words usage, especially the using of verb and errors in writing the words. And, the student’s ability in writing without using picture on vocabulary aspect is categorized at ‘good to average’ level. The average score that they got was 9.59. It showed that their writing composition result is adequate range, occasional errors of word or idiom form, word choice, usage, but meaning is not confused or obscured. It is showed that they have used an appropriate word in expressing their ideas even though sometimes create any mistakes in the form, the usage, but the ideas are clearly explained, so it can be concluded that their writing without using picture can increase their vocabulary, even though it is not fully able to increase their ability because there was still have some weaknesses for them to develop their ideas into a good English writing.
CONCLUSION

From the data analysis of students' competence in doing writing based on picture and without using picture, can be concluded that: The average score of students' composition in writing based on picture of the three components is classified at 'fair to poor' level; The average score of students' composition in writing without using picture for content aspect is classified at 'very poor' level and for organization and vocabulary aspects are classified at 'fair to poor' level; and from the computation of the t-test was found that the t-test is only 0.64. If it is consulted with the t-table, it got 1.67, this is showed that the t-test was lowest than the t-table, so, Ho is accepted and H1 is refused. It means that using picture is not always appropriate to increase the student's competence in doing English writing rather than without using picture.

In the effort of making the students to have a good competence in English, especially in writing English paragraph, teacher should encourages the students to practice more in writing, especially in constructing a good sentence, which will be a unity in a paragraph by give them a homework or task in doing writing, and evaluate it for giving feedback of their result. It is meant that the students will know in which parts, they are wrong. According to the study, it can be known that the students vocabulary were low. This means that teacher should introducing more words to the students and how to write it in a well construction. Teachers should give more explanation and practice of how to construct a grammatical sentence, and have to encourage the students to have a high motivation in doing practice of producing a good English writing.

REFERENCES

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Center for Studies on Language and Culture - Atma Jaya Catholic University of Indonesia

KINDERGARTEN TEACHERS' PERCEPTION OF PORTFOLIO ASSESSMENT IN ENGLISH FOR YOUNG LEARNER INSTRUCTION

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Abstract

Assessment is one of the important competence-based curriculum components. In Indonesian context, the portfolio assessment has been assigned as the evaluation standard which introduced in 2004 for all educational level except kindergarten, which was introduced in 2006. A lot of research shows the benefit of portfolio assessment as on-going assessment. However only a little research is conducted in kindergarten level since English is not a compulsory subject for this level of education. Therefore, particularly in teaching English for young learners, portfolio assessment is still believed as new and not very well introduced to teachers in kindergarten. This study investigated kindergarten teachers' perception on portfolio assessment. This case-study in nature used interview as the main resource and observation as the second one. Two voluntary teachers of a kindergarten in West Java, who agreed to be the subjects of this study, are both university students majoring in pre-school education. They actively take part in teacher forum meetings for the sake of their teaching development. The findings, based on the interview and observation, show that they have fairly clear understanding of portfolio assessment as a purposeful collection of students work to assess students learning process and improve teaching and learning which is motivating for students.

Keywords: portfolio assessment, English for young learner, kindergarten

INTRODUCTION

Assessment is one of strategic components of curriculum apart from materials, methods, aims and the others (Richard, 2001). Furthermore, assessment is a fundamental component in teaching English cycle as it gives lots of information about students learning process and product as well as teaching improvement (Hillyard, 2013). Hillyard says that it is relevant to both very young learners’ characteristics and kindergarten teaching learning process, assessment tools should be continuous and on-going assessment as children develop and demonstrate their achievement overtime.

Concerning assessment, portfolio as an assessment defined formally as: “A purposeful, interrelated collection of students’ work that exhibits the students’ effort, progress, and achievement in one or more areas. The collection includes students’ participation in selecting contents, the criteria for selection, the criteria for judging merit, and evidence of student self-reflection. The portfolio communicates what is learned and why it is important. (Paulson, Paulson, & Meyer, 1991, p.60)

Wyat III & Loper in Permana (2012: 12) point out that there are a number of basic principles of portfolios. According to Wyat III & Loper, portfolio should be purposeful, selective, diverse, ongoing, reflective, and collaborative.

A number of issues are thought to be correlated with the use of portfolio and portfolio based learning. Some examples include students interest, management of time and resources, collaboration with other students as well as with the teachers, etc. (Hedge, 2006; Niami, 2008).

According to Chang & Wu, eleventh students of Taipei Municipal Sung-Shan Senior High School, Taiwan perform portfolio creation, inspection, self- and peer-assessment, in the meantime, the teacher used the assessment tool to review students’ portfolio and evaluate their learning performances. The findings indicated that: 1) the Web-based portfolio teacher assessment achieved an acceptable level of reliability; 2) the web-based portfolio teacher assessment, showing a strong level of inter-rater reliability and inner-rater reliability, can be regarded as a reliable assessment method; 3) the Web-based portfolio
teacher assessment demonstrated an acceptable level of validity; 4) the portfolio scores were highly consistent with students' end-of-course examination scores.

Gosselin says that (1998) an ongoing assessment is a learning process which examines and document students' progress at a certain intervals. The core objectives of portfolio assessment include encouraging students to become more autonomous, take the control of their learning, make decisions, participate in the evaluation of their own work and solve the problem they may face, individually.

In Indonesian context, portfolio has been introduced since 2004 (Diknas, 2004, BSNP 2006) as national evaluation standard for all education level except kindergarten, whose portfolio assessment started in 2006. There are many studies on portfolio in secondary school or higher education, but only a few in kindergarten. As a matter of fact, English is not a compulsory subject in kindergarten therefore there is no special training to teach English for kindergarten teachers conducted by the government. Due to the decision making decentralization, public interest in English for young learner is growing and some local government decides English to be taught in kindergarten as local content. (Mustafa, 2010)

However, relatively little is known about assessment for young foreign language learners in general (McKay, 2006; Rea-Dickins, 2000). Despite the urgent practical need for appropriate assessments for young learners of a foreign language, the lack of theoretical and empirical knowledge on this topic cannot be understated.

According to some studies and the issue about portfolio assessment, the study will investigate kindergarten teachers' perception on portfolio assessment. From a number of basic principles, this study only concern on purposeful, selective, reflective and collaborative.

The only specific research questions addressed in this study is “What is kindergarten teachers' perception on portfolio assessment.”

The study is expected to give benefits practically and academically (Emilia, 2008). This study hopefully gives information to Indonesian educators particularly those who teach English for young learners in order to implement the assessment recommended by the curriculum. Academically, hopefully the study will give information for researchers to investigate more on the similar topic.

Portfolio as a proper way to assess students learning process or engagement, peer and self-reflection, competence as well as to improve teaching and learning, which is proven to be reliability and validity acceptable assessment is worth to be implemented particularly in kindergarten in Indonesian context, whose teachers need to be upgraded.

METHODS

A qualitative study was employed to investigate kindergarten teachers' perception of portfolio assessment in teaching English for young learners. According to Gay (2006:9), qualitative researchers collect, analyze and interpret comprehensive narrative and visual data in order to understand a particular phenomenon of interest. In this study, the researcher collected, analyzed, and interpreted the data to understand kindergarten teachers' perception of portfolio assessment in teaching English for young learners.

The setting of the research is TK Qanitah, Kp Kiara RT 01 RW 12 Mandalawangi Cipatat which is located in Bandung city. The participant of the research are two kindergarten teachers who teach in TK Qanitah. To obtain the needed data, two techniques of data collection were used in this study, interview and observation.

FINDINGS

In this context, interview was conducted with the purpose to find out teachers' perception of portfolio assessment. In order to clarify the data gained from the interview, observation was conducted in order to find out how the teachers implement their understanding about portfolio assessment. Data Analysis included interview transcripts, and recorded transcript of classroom observation.

Interview questions number 1 to 6 are to answer the only one research question, “What is kindergarten teachers' perception on portfolio assessment?”

58
Finding #1
The kindergarten teachers make one type of portfolio assessment namely showcase portfolio by displaying students’ work in the classroom. Being asked whether they have their students collect and display their work,

Teacher 01: Of course, they do not do their assignment at home, though.
Teacher 02: Certainly, I always do that, for example, folding paper or origami, coloring, and so on.

This is relevant to one of types of portfolio which called showcase portfolio. Fernsten (2013) says showcase portfolios highlight the best products over a particular time period or course

Finding #2
The collection of students work is purposeful. This include students decision to submit their best work. This is in line with Permana’s (2012) opinion that the purpose organizes data which are relevant, useful, and meaningful for the portfolios. As the two participants were asked whether the students intentionally submit their work,

Teacher 01: For them, their work is the best to be display. (IT01, line 6)
Teacher 02: Absolutely, Although we have limited materials and time for that day, but we have no choice. But we always try to appreciate their works, whatever they look like). (IT02, line 6, 7)

Finding #3
The portfolio assessment enhance self-reflection in learning. According to Arter (1995), Students will get a broader, more in-depth look at what they know and can do. Based on the interview, kindergarten students actually happy to see their work displayed in the classroom and comparing their work with others. Being asked how the students’ reaction as they displayed their work,

Teacher 01: Most of them are excited even when they compare their work with others’. (IT01, line 9)
Teacher 02: In average, they are happy with their own work. They probably learn from their friends’ work to make better work. (IT02, line 10)

Finding #4
Kindergarten teacher show the works to the students parent. According to Arter (1995) using portfolio assessment, students will have a better way to communicate their progress to parents. Being asked the participants showed the students’ to their parents

Teacher 01: They are all happy. So they don’t think it is no use to send their children to this school. (IT01, line 12, 13)
Teacher 02: They look happy. I am sure they will motivate their children to better work. (IT02, line 15, 16)

Finding #5
Kindergarten teacher let students to make peer-assessment. This fact is in line with teachers’ answer in the interview (Interview Transcript 01, line 16,17). Wolf (1999:6) argues that portfolios are a social process that involves others as a “critical friend”. Being asked whether their students always commented on their friends’ achievement,

Teacher 01: Absolutely. For instance, the students were told to evaluate their friend performance in the classroom. They were very enthusiastic to do that. (IT01, line 16,17)
Teacher 02: Sure. Merely to motivate one another. (IT02, line 19)

Finding #6
Theoretically the two participants do not know what portfolio is, but they actually implement some concepts of portfolio in real class. The reasons behind this is the fact that according to Mustafa (2012) English is not a compulsory subject in kindergarten. Apart from that, despite people interest in English
for young learners due to decentralization, English as local content has not been accompanied by the real local program for upgrading kindergarten teachers to have the capability in teaching English properly. Being asked whether they know what portfolio assessment was,

Teacher 01: Never. (IT01, line 20)
Teacher 02: So far, no. IT02, line 22)

CONCLUSION AND RECOMMENDATION

Based on the interview and observation, the teachers of kindergarten have a limited understanding of portfolio assessment. Although they do not know theoretically about portfolio assessment, they have already implemented some basic concepts of portfolio including, show-case portfolio, purposeful, reflective and collaborative (Permana: 2012).

With the findings of this mini research there are two recommendations that can be proposed. First for the teachers, to keep up develop their profession by joining activities like KKG or teacher training. Secondly, for the local government, it is the best to conduct a program with the purpose of upgrading kindergarten teacher concerning their capability in teaching English for young learners.

REFERENCES

Fernstern, L. Portfolio Assessment. Available at http://www.education.com/reference/article/portfolio-assessment/ accessed on June 3rd at 8am