

MENINGKATKAN KETERAMPILAN MENULIS SISWA DALAM ESAI ARGUMENTATIF MELALUI PENILAIAN PORTOFOLIO

IMPROVING STUDENTS WRITING SKILL OF ARGUMENTATIVE ESSAY THROUGH PORTFOLIO ASSESSMENT

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ABSTRACT

This study aims to investigate the effect of using portfolio assessment in improving argumentative essay writing skills of 10th grade students of SMAN 9 Pekanbaru. This research was conducted in two cycles consisting of planning, implementation, observation, and reflection stages. 25 students of grade 10 SMAN 9 Pekanbaru were selected for the purpose of this research. In cycle 1, learning activities focused on improving students' argumentative essay writing skills using manual assessment techniques. The results showed an increase in students' argumentative essay writing skill scores, but still in the moderate category. In cycle 2, learning activities were more focused on using a more comprehensive portfolio assessment to improve students' argumentative essay writing skills. The portfolio assessment in this cycle involved the collection of various student works, self-reflection, and regular teacher feedback. The results of this cycle 2 showed a significant increase in students' argumentative essay writing skill scores, with a high category. Thus, it can be concluded that the application of portfolio assessment proved to be effective in improving students' argumentative essay writing skills in grade 10 of SMAN 9 Pekanbaru. This study provides implications for English teachers to integrate portfolio assessment in argumentative writing learning

Keywords: Portfolio, Argumentative writing, Performance enhancement

ABSTRAK

Penelitian ini bertujuan untuk menyelidiki pengaruh penggunaan penilaian portofolio dalam meningkatkan keterampilan menulis esai argumentatif siswa kelas 10 SMAN 9 Pekanbaru. Penelitian ini dilakukan dalam dua siklus yang terdiri dari tahap perencanaan, pelaksanaan, observasi, dan refleksi. Sebanyak 25 siswa kelas 10 SMAN 9 Pekanbaru dipilih untuk tujuan penelitian ini. Pada siklus 1, kegiatan pembelajaran difokuskan pada peningkatan keterampilan menulis esai argumentatif siswa menggunakan teknik penilaian manual. Hasilnya menunjukkan adanya peningkatan skor keterampilan menulis esai argumentatif siswa, namun masih dalam kategori sedang. Pada siklus 2, kegiatan pembelajaran lebih difokuskan pada penggunaan penilaian portofolio yang lebih komprehensif untuk meningkatkan keterampilan menulis esai argumentatif siswa. Penilaian portofolio dalam siklus ini melibatkan pengumpulan berbagai hasil karya siswa, refleksi diri, dan umpan balik guru secara berkala. Hasil dari siklus 2 ini menunjukkan peningkatan yang signifikan pada skor keterampilan menulis esai argumentatif siswa, dengan kategori tinggi. Dengan demikian, dapat disimpulkan bahwa penerapan penilaian portofolio terbukti efektif dalam meningkatkan keterampilan menulis esai argumentatif siswa kelas 10 SMAN 9 Pekanbaru. Penelitian ini memberikan implikasi bagi guru Bahasa Inggris untuk mengintegrasikan penilaian portofolio dalam pembelajaran menulis argumentatif.

Keywords: Portfolio, Argumentative writing, Performance enhancement

INTRODUCTION

The skill of writing argumentative essays is an important ability that students in secondary and higher education must possess. Through writing argumentative essays, students can develop critical thinking skills, express opinions in a structured manner, and defend arguments with accurate evidence (Wijaya, 2021; Ariyanti, 2016). The ability to write effective argumentative essays is not only useful in the academic realm but also in everyday life, where individuals often face situations where they need to convey ideas, perspectives, and arguments in a persuasive manner.

However, many students still struggle to write effective argumentative essays. Various studies have identified several factors that influence students' argumentative essay writing skills, such as a lack of understanding of the structure and elements of argumentative essays, difficulties in developing ideas and arguments, and limitations in using appropriate language (Fadillah, 2019; Kurniawan, 2017). Additionally, ineffective assessment methods also contribute to the low argumentative essay writing skills of students (Rahayu, 2020; Hapsari, 2018).

One effort to improve students' argumentative essay writing skills is through the implementation of portfolio assessment. Portfolio assessment involves the collection and evaluation of student work during the learning process, which can provide more comprehensive feedback and encourage students to continuously improve their writing (Suherdi, 2018; Budiharso, 2015). Portfolio assessment enables teachers to monitor the progress of students, identify their weaknesses and strengths, and provide constructive feedback for the development of argumentative essay writing skills.

Previous research has shown that portfolio assessment can improve students' writing skills in general (Suherdi, 2018; Budiharso, 2015). However, research specifically examining the application of portfolio assessment to enhance argumentative essay writing skills is still limited. Therefore, this study aims to investigate the effect of implementing portfolio assessment on improving students' argumentative essay writing skills.

In the academic context, the ability to write argumentative essays plays a crucial role in the success of students across various subjects and educational levels. Argumentative essays often constitute a significant component of academic assessment, such as in term papers, essays, and research reports. Students who are skilled in writing argumentative essays have an advantage in communicating scientific ideas, defending arguments with strong evidence, and drawing logical conclusions.

Moreover, the skill of writing argumentative essays is also beneficial in daily life. Individuals are frequently faced with the need to convey their views, opinions, or arguments persuasively in various situations, whether in the workplace, public discussions, or social interactions. Strong argumentative essay writing abilities enable individuals to articulate their thoughts clearly, convince others, and influence decision-making.

Despite the importance of argumentative essay writing skills, many students still struggle to master this capability. Various studies have identified several challenges faced by students in learning to write argumentative essays. One of the main challenges is the lack of student understanding about the structure and elements of argumentative essays. Students often struggle to organize their ideas logically, develop strong arguments, and present their positions persuasively. They also experience difficulties in using appropriate language, selecting suitable vocabulary, and constructing effective sentences.

Additionally, students face challenges in developing relevant ideas and arguments. They sometimes struggle to identify interesting topics, find credible sources to support their arguments, and effectively integrate evidence within their essays. Another challenge is the limited skills in revision and editing. Students often lack diligence in reviewing their writing, correcting errors, and improving their work. A lack of motivation and ability to revise also hinders the enhancement of argumentative essay writing skills.

Beyond the factors originating from students, ineffective teaching methods and assessment approaches can also contribute to the low proficiency in argumentative essay writing. Educators sometimes adopt an overly product-focused approach, without providing sufficient attention to the writing process. Moreover, assessment methods that lack comprehensiveness and fail to provide constructive feedback can impede the development of students' writing skills.

Considering the various challenges faced by students in learning to write argumentative essays, a learning approach that can help students overcome these difficulties is needed. One approach that is considered effective is through the implementation of portfolio assessment.

Portfolio assessment involves the ongoing collection and evaluation of student work throughout the learning process. In the context of argumentative essay writing, portfolio assessment allows teachers to monitor student progress, identify their weaknesses and strengths, and provide valuable feedback for the development of writing skills.

Through portfolio assessment, students have the opportunity to gradually improve and develop their writing. They can receive feedback from teachers and peers, and then revise and edit their work to strengthen the arguments and structure of their essays. This process can help students better understand the elements of argumentative essays, develop stronger ideas, and improve the use of effective language. Additionally, portfolio assessment can enhance student motivation and engagement in the writing learning process. With constructive

feedback and the chance to refine their writing, students can feel more confident and motivated to continue developing their argumentative essay writing skills.

Previous studies have shown that the implementation of portfolio assessment can have a positive impact on students' writing skills in general (Suherdi, 2018; Budiharso, 2015). However, research specifically examining the influence of portfolio assessment on argumentative essay writing skills is still limited. Therefore, this study aims to investigate more deeply the impact of implementing portfolio assessment on the improvement of students' argumentative essay writing skills.

The hypothesis of this research is that the implementation of portfolio assessment can significantly improve students' argumentative essay writing skills. The results of this study are expected to provide theoretical and practical contributions in an effort to improve the argumentative essay writing skills of students in Indonesia.

RESEARCH METHODS

Research Design

This study used a quantitative approach with a Classroom Action Research design. This design was chosen because it aims to improve students' argumentative essay writing skills through the implementation of portfolio assessment. Classroom action research is a form of reflective research by taking certain actions to improve or enhance learning practices in the classroom professionally.

In this study, the independent variable is portfolio assessment, while the dependent variable is students' argumentative essay writing skills. Portfolio assessment is an assessment technique that uses a collection of student work within a certain period, organized to determine students' interests, development, achievement, and creativity in a subject.

Population and Sample

The population in this study was 25 students of class X at SMAN 9 Pekanbaru. The research sample was selected using purposive sampling, which is the selection of samples based on certain considerations. The class selected as the sample was class X IPS 1, which consisted of 25 students. The selection of class X IPS 1 was based on information from the teacher that the class had relatively low argumentative essay writing skills compared to other classes.

Research Instruments

The data collection instruments used in this study were argumentative essay writing skills tests and portfolio assessment sheets. The argumentative essay writing skills test was used to measure students' initial abilities before the action (pre-cycle) and after the action in cycle 1 and cycle 2. The portfolio assessment sheet was used to assess the development of students' argumentative essay writing during the learning process.

Before the instruments were used, they were first tested for validity and reliability. Content validity was carried out by two experts (expert judgment) who mastered the field of assessment and writing instruction. Based on the validity test results, the content validity coefficient was 0.85 for the argumentative essay writing skills test and 0.90 for the portfolio assessment sheet. The instrument reliability test used the Alpha Cronbach formula and obtained a reliability coefficient of 0.82 for the argumentative essay writing skills test and 0.86 for the portfolio assessment sheet. The results of the validity and reliability tests showed that the instruments used were valid and reliable for collecting research data.

Quantitative Data Analysis Techniques

The data analysis technique used in this study was quantitative descriptive analysis. Quantitative data was obtained from the results of the argumentative essay writing skill test in the pre-cycle, cycle 1, and cycle 2. The data was analyzed with the following steps:

1. Calculating the total score of each student on the argumentative essay writing skill test.
2. Calculating the class average score on the argumentative essay writing skill test.
3. Determining the percentage of students who achieve the minimum completeness criteria (KKM) set at 75.

The success criteria of the action in this research are:

1. The class average score on the argumentative essay writing skill test reaches ≥ 75 .
2. The percentage of students who achieve the KKM is $\geq 80\%$.

RESULTS AND DISCUSSION

1. Pre-Cycle

Based on the observations made during the pre-cycle, it was revealed that the students' argumentative essay writing skills were still low, with an average score of 2.84 out of 5. Only 9 students or 36% scored ≥ 70 , while 16 students or 64% scored < 70 . To improve the argumentative essay writing skills, the researcher implemented a portfolio assessment in two learning cycles.

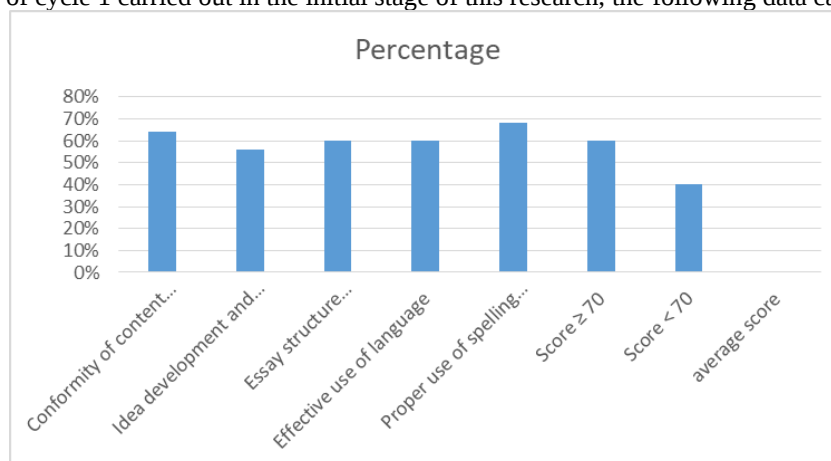
2. Cycle 1

In Cycle 1, the results showed an improvement in the students' argumentative essay writing skills. Out of 25 students, 15 students or 60% scored ≥ 70 , while 10 students or 40% scored < 70 . The average score obtained by the students in Cycle 1 was 3.52, which falls under the medium category.

Table 1. Student Learning Outcomes in Argumentative Essay Writing in Cycle 1

Indicator	Number of Students	Percentage
Conformity of content with the theme	16 students scored ≥ 70	64%
Idea development and argumentation	14 students scored ≥ 70	56%
Essay structure (introduction, body, and conclusion)	15 students scored ≥ 70	60%
Effective use of language	15 students scored ≥ 70	60%
Proper use of spelling and grammar	17 students scored ≥ 70	68%
Score ≥ 70	15 students	60%
Score < 70	10 students	40%
Average Score	3.52	-

From the results of cycle 1 carried out in the initial stage of this research, the following data can be presented:



Although there was an increase, the results in Cycle 1 had not yet reached the set target, which was a minimum of 75% of students scoring ≥ 70 . Therefore, the researchers proceeded to Cycle 2 by making improvements based on the reflections from Cycle 1.

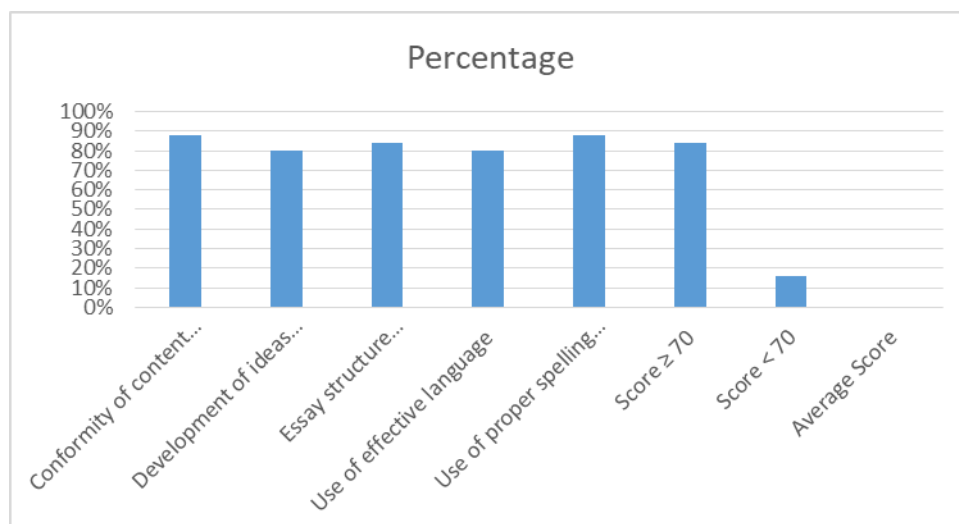
1. Cycle 2

In Cycle 2, the results obtained showed a significant increase. Of the 25 students, 21 students or 84% scored ≥ 70 , while 4 students or 16% scored < 70 . The average score obtained by students in Cycle 2 was 4.16, which is considered high.

Table 2. Results of Student Argumentative Essay Writing Learning in Cycle 2

Indicator	Number of Students	Percentage
Conformity of content with the theme	22 students scored ≥ 70	88%
Development of ideas and argumentation	20 students scored ≥ 70	80%
Essay structure (introduction, body, conclusion)	21 students scored ≥ 70	84%
Use of effective language	20 students scored ≥ 70	80%
Use of proper spelling and grammar	22 students scored ≥ 70	88%
Score ≥ 70	21 students	84%
Score < 70	4 students	16%
Average Score	4.16	-

From the results of cycle 2 carried out in the initial stage of this research, the following data can be presented:



Based on the data in Table 2, it can be observed that there was a significant increase in the argumentative essay writing skills of the students after the implementation of the portfolio assessment in Cycle 2. The percentage of students who scored ≥ 70 increased from 60% in Cycle 1 to 84% in Cycle 2. Additionally, the average score also increased from 3.52 in Cycle 1 to 4.16 in Cycle 2, which falls within the high category.

The improvement in the students' argumentative essay writing skills through the implementation of portfolio assessment can be explained as follows. Portfolio assessment provides students with the opportunity to actively engage in the learning process, particularly in planning, monitoring, and evaluating their own writing. Through portfolio assessment, students can see the progress and shortcomings in their writing, and receive constructive feedback from the teacher. This encourages students to continuously improve and develop their argumentative essay writing skills.

Furthermore, portfolio assessment also allows the teacher to monitor and evaluate the students' progress continuously. The teacher can provide guidance and scaffolding that are tailored to the individual needs of each student, enabling them to reach their maximum potential in writing argumentative essays.

In Cycle 1, the percentage of students who scored ≥ 70 on the indicators were: content relevance to the theme (64%), idea development and argumentation (56%), essay structure (60%), effective language use (60%), and appropriate use of spelling and grammar (68%). Although there was an increase, these results did not yet meet the set target.

In Cycle 2, the percentage of students who scored ≥ 70 on the indicators increased significantly: content relevance to the theme (88%), idea development and argumentation (80%), essay structure (84%), effective language use (80%), and appropriate use of spelling and grammar (88%). The overall percentage of students who scored ≥ 70 reached 84%.

The increase in the indicator of content relevance to the theme suggests that students have become more capable of expressing ideas and arguments that are relevant to the given topic. The improvement in the indicator of idea development and argumentation indicates that students have become more skilled in developing arguments in a logical and systematic manner. The essay structure indicator also experienced an increase, meaning that students have become more capable of constructing argumentative essays with a good structure, including an introduction, body, and conclusion.

The improvement in the indicator of effective language use shows that students have become more skilled in selecting and using clear, concise, and easily understandable language. Meanwhile, the increase in the indicator of appropriate use of spelling and grammar indicates that students have become more meticulous in applying the correct spelling and grammar rules.

Therefore, the implementation of portfolio assessment has proven to be effective in improving the argumentative essay writing skills of 10th-grade students in the English Language Education department. This is evidenced by the increase in the percentage of students who scored ≥ 70 from 36% in the pre-cycle to 84% in Cycle 2, as well as the increase in the average score from 2.84 in the pre-cycle to 4.16 in Cycle 2.

CONCLUSION

This study found that the implementation of portfolio assessment has been proven effective in improving the argumentative essay writing skills of 10th grade students at SMAN 9 Pekanbaru. The research results show a significant improvement in the students' argumentative essay writing scores after implementing a more comprehensive portfolio assessment in Cycle 2. The portfolio assessment conducted involved the collection of various student work, self-reflection, and regular teacher feedback.

Therefore, this research has important implications for English teachers to integrate portfolio assessment in argumentative writing instruction. Portfolio assessment has been shown to be effective in helping students improve their argumentative essay writing skills, which is an essential ability in secondary and higher education. The use of portfolio assessment can encourage students to actively engage in the learning process, enhance their critical thinking skills, and develop arguments supported by accurate evidence.

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