Portfolio based Assessment for teaching English for hotel and tourism

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Abstract: This study aims to implement and evaluate the use of portfolio-based assessment in teaching English for Hotel and Tourism. In the context of English for Specific Purposes (ESP), portfolio assessment is considered more effective in measuring communicative competence, speaking skills, and the ability to use language in real-life situations commonly found in the hospitality and tourism industry. The research employed a qualitative approach. Instruments such as assessment rubrics, observation sheets, and student reflections were used for data collection. The results revealed that portfolio assessment promotes active student engagement, enhances critical thinking, and allows space for individual language development through reflection. It also enables lecturers to provide more focused and personalized feedback. Therefore, portfolio-based assessment is highly relevant and beneficial for English language instruction in hotel and tourism study programs.

Keywords: English for Hotel and Tourism, ESP, Portfolio assessment, Project based learning, Speaking skills.

1. Introduction

A test, it is an easy word to say, but it's not that truly easy to apply. A lecturer should take the test in one of the important things to design, beside the teaching material itself. And unfortunately some said that some of the tests were of bad quality. The quality of the test is an important aspect to know whether the assessment process is running well or not.

Transformation is the key to find the good quality of the assessment. The assessment that would be suitable to the 21st century should follow and develop three transformations. The first is new thinking, then new matrix, and new technology [1]. New thinking in quality assessment at least should let the student improve their creativity, integrated the teaching and learning process, show the students' performance and individual progress, it also giving chance the student to improve and extended their learning then they will get more achievement. it should show the benefit of the learning program.

What about the new matrix? The important point in the matrix is about collaboration between teachers and students. When teachers collaborate to plan, design and deliver assessment; and have opportunities to compare and discuss students' work, they improve their understanding of learning goals and assessment criteria; and develop greater insight into where students are at in their learning. All assessment information about students should form a continuous feedback loop to the teacher.

The need for new technology is a must. The thing a teacher should do is about transformation. In this era, the use of technology in the teaching process and assessment is really important. The students in this era are called millennial. There is some research about the millennial and technology; Jacob and Karner [2] in their research entitled portrait of Millennial in revolution 4.0 era found that millennial have 3 social power in society, they are creative, confident, and connected but not all millennial could get good adaptation on it. Some of them have self-confidence crises, and are depressed about their social

problems. It's a serious problem, millennial look strong but at the same time they are so weak. They need controllers; they need someone to instruct them in a good way.

Who will take responsibility to control the students? At school or university the controller function is taken by the teacher. Teachers should do something, not just stay at the concert place, just teach manually out of technology when at the same time students' focus on technology, and focus on their gadget. And on the other hand the student can't stop to take their gadget in their hand. The teachers have to charge, do transformation in teaching and assessing. The function on the transformation here makes the teachers being updated. Know how to operate the technology used by the millennial students. And also use the technology itself to control the student. It could make the learning and assessing process interesting for the students.

English for Hotel and Tourism is one of the lessons taught at the University level in Indonesia, it could be in English study Program, English literature or in hotel and tourism study program. The writer made observations in Universitas Bina Darma related to the hotel and tourism in the English Literature Study program. It's found that this lesson is one of the lessons that show the uniqueness of the English Literature study program in Universitas Bina Darma. It's stated in one of the profiles of the alumni of the study program, it is work in the field of Tourism. It's described that based on KKNI level 6, the alumni of English literature should get work ability, mastery of knowledge, managerial ability, and responsibility, namely as a professional and competent entrepreneur in the field of English language and literature, with international standards and mastering information technology.

The use of technology is written in the profile of alumni. It means that technology should be one aspect to achieve the learning goals. Then one of the ways is using the technology and learning process and the assessment itself. and considering the situation after Pandemic Covid-19, after we have to do a full online class, we can feel that there are some benefits of the online activity, one of them is we can complete class anytime and anywhere.

Related to this study, the writer would construct the assessment for English for hotel and Tourism lessons using technology through online media.

2. Method

This study used a qualitative descriptive research design, the purpose of the study was to identify and describe the assessment used in English for Hotel and Tourism. [3, 4]. Qualitative Methods Qualitative approaches to data collection, analysis, interpretation, and report writing differ from the traditional, quantitative approaches. Purposeful sampling, collection of open-ended data, analysis of text or pictures, representation of information in figures and tables, and personal interpretation of the findings all inform qualitative methods. The data in this study was collected through observation and data documentation.

In finding the data the writer did observation toward how to teach English for hotel and tourism and how to do assessment. The data also is taken from questionnaire and toward 50 lecturers of English for hotel and tourism lesson from 20 University in Indonesia. Then, to get detail information, deep interview was applied.

In analysing the data the writers analysed and interpret the information then designing the concept of portfolio based assessment need to be applied by the lecturer during the learning process.

3. Findings and Discussion

The writer did study about the lesson plan made by the lecturer. It is found that English for Hotel and Tourism lessons have 3 Course Learning Outcomes. They are: Skilled in using English properly and correctly orally and in writing in the context of general communication, academics, work according to quality standards, and for specific purposes (English for Specific Purposes) the purpose in this case about hotel and tourism.

After analyzing the lesson plan and the Course Learning Outcomes of the English for Hotel and Tourism, the writer found that portfolio would be suitable to asset English for Hotel and Tourism

lessons, because it could asset complete aspects from language skill and interpersonal skill of the student.

There are many researches about the use of portfolio assessment, through their research, Sulistyo, et al. [5] and Sulistyo, et al. [5] found that the implementation of portfolio assessment increased the students' writing ability. It was also found that the students' knowledge of global issues (content and organization) also increased more significantly than the local issues (grammar, vocabulary, and mechanics) in another research and Singh [6] found teachers' need for portfolio assessment showed that teachers preferred a range of authentic assessments with proper instructions and rubrics to guide them. Teachers expressed the need for training to expose them on the 'what' and 'how' to implement alternative assessment in classrooms.

3.1. Portfolio Assessment for English for Hotel and Tourism Lesson

There are three kinds of assessment, they are: diagnostic, formative, and summative. In this study the writer designed a summative assessment for English for Hotel and Tourism Lessons through a portfolio.

Portfolios are a collection of student work gathered over time that is primarily used as a summative evaluation method. The most salient characteristic of the portfolio assessment is that rather than being a snapshot of a student's knowledge at one point in time (like a single standardized test), it highlights student effort, development, and achievement over a period of time; portfolios measure a student's ability to apply knowledge rather than simply regurgitate it. They are considered both student-centered and authentic assessments of learning   [7-10]. The wide variety of teaching approaches, the personalization of learning opportunities, and the presence of integrative curriculum call for assessment practices that are equally varied. Evidence of middle grades learning can be demonstrated in many ways, including presenta-tions, performances, portfolios, projects, journals, artwork, teacher and peer feedback, teacher-designed tests, and audio or video documentation. MENDES and FINARDI [11] One of activities could be applied in online learning is create an e-portfolio with all the reflections and all the material produced during the course. in his study Chaeruman [12] used e-portfolio as one of activities in blended learning.

Portfolios are one of the most flexible forms of assessment because they can be effectively adapted across subject areas, grade levels and administrative contexts (i.e. to report individual student progress, to compare achievement across classrooms or schools and to increase parent involvement in student learning) [4]. Portfolios are collections of student work representing a selection of performance. Portfolios in classrooms today are derived from the visual and performing arts tradition in which they serve to showcase artists' accomplishments and personally favored works

There are three kinds of assessment, they are: diagnostic, formative, and summative. In this case the study designing summative assessment for English for Hotel and Tourism Lesson through portfolio [13].The range of possible assessments for judging learners' achievement of critical skills across time includes objective tests, live performances, measures of attitude formation, and portfolios that are collections of objective and alternative assessments.

3.2. Develop

The writer analyzes the Course Learning Outcomes and the lesson plan, after designing the rubric and designing instrument of the Portfolio.

The current lesson plan used by the lecturer as follow:

	SEMESTER LESSON PLAN		Nomor Dok	FRM/KUL/01/02
Universitas Bina Darma			Nomor Revisi	02
			Tgl. Berlaku	1 Januari 2018
			Klausa ISO	7.5.1 & 7.5.5

Prepared by	Checked by	Approved by	Valid date
Ferry Kurniawan, M.Pd Dewi Purnama Sari, S.S., M.Pd	Dr. Fitria Aprilia, M.Pd	Nuzsep Almigo,S.Psi., M.Si., Ph.D.	

1. Faculty : Humaniora Social
2. Study Program : English Literature   Grade : S1
3. Lesson : English for Hotel and Tourism   Credit : 3 sks   Semester (Semester) : 4
4. Code : 1613402   Sertifikasi (Certification) ☐ ya (yes) ✓ Tidak (No)
5. Prerequisite : -
6. Coordinator : Dr. Fitria Aprilia, M.Pd
7. Lecturer : Ferry Kurniawan, M.Pd.,   ✓☐ Team   ☐ Personal
   Dewi Purnama sari, S.S., M.Pd
8. Learning Outcomes : Bachelor of English Literature who has four elements of KKNI including work ability, mastery of knowledge, managerial ability, and responsibility, namely as a tour guide, and professional and competent workers in the field of hospitality and tourism with international standards and mastering information technology.

9. Course Learning Outcomes :

CLO1	Skilled in using English properly and correctly orally in the context of general communication, academic, work in accordance with quality standards, as well as for certain purposes (*English for Specific Purpose*)
CLO2	Able to apply expertise in the field of language to adapt culture and utilize knowledge across sciences.
CLO3	Able to apply tourism knowledge in the world of work

10. Course Brief Description

This course discusses and practices formal and informal conversations, practices formal and informal expressions that are often used in conversation, especially in the scope of tourism so that students are able to use formal and informal expressions and are able to tell stories and explain some things related to the scope of tourism using good and correct English.

11. Learning Materials :

In learning process the students will be given 2 main projects they are: 1st making tourism promotion, it includes; planning accommodation, transportation, making itinerary, making tourism maps, makin flyer (tourism adv). 2nd making short Tour. It includes: handling torusm ordered by tourist, explaning tour plan (transportation, accommodation, and itinerary), handling hotel check in, explaining traditional food, turism attraction, and souvenir shopping. Those activity included in the 10 unit of matrials below;

1) Hospitality Job
2) Hotel Facilities
3) Tourism Itinerary
4) Turism Maps
5) Promoting Tourism Attraction
6) Transportation
7) Hotel Check In
8) Traditional food
9) Souvenir
10) Short Tour

Figure 1.
Lesson Plan.

Format Students Online Portfolio:
Link of students' portfolio consist of the students' performance document:
https://drive.google.com/drive/folders/1G2utJROGHFnIVgbXVhUU7QoatZwhxPR
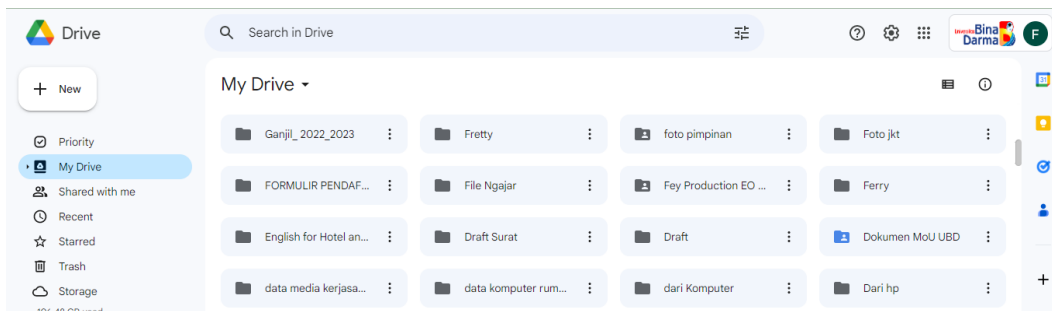
Figure 2.
Concept of Google drive.

Beside sharing the link, to make it interesting and easier to use, the drive could be served in QR code Or Qris that have been familiar to the millennial students.
This is the Qris for the portfolio.

Figure 3.
Qris.

By scanning the Qris the student could go to the form of the Portfolio. After clicking the Qris the students' mobile phone will go to the drive of the portfolio content. See the descriptive picture below:
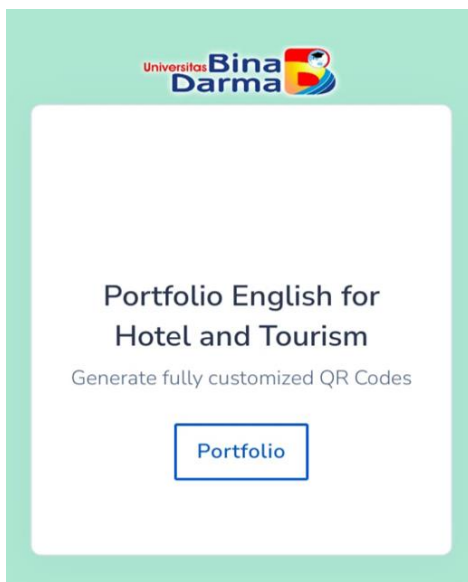
Figure 4.
Qris drive concept.

3.3. Rubric

A rubric is a scoring tool that evaluates a creative portfolio based on a predetermined set of guidelines. Rubrics list the grading criteria for the portfolios and eliminate the possibility of bias in the evaluation. The rubric for English for Hotel and Tourism Lesson designed as following table:

No	Name	Score criteria						Final Score
		Grammar	Vocabulary	Pronunciation	Interpretation	Respond	the use of expession	
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								
21								

Figure 5.
Rubric.

Table 1.
Rubric

Scoring Aspect	Score (GPA Scale)				
	A (4)	B (3)	C (2)	D (1)	E (0)
Grammar					
Vocabulary					
Pronunciation					
Interpretation					
Respond					
the use of expression					

Source: Final Score = Total Score: Number of Scoring aspect (4)

4. Conclusion

The study aims to identify the appropriate assessment for teaching English for hotel and tourism when it is taught by using blended learning and project based learning approach. It's found that portfolio bad assessment one of appropriate way to be applied. One of focus of learning in English for hotel and tourism lesson is speaking skill, that's make it important makes speaking skill as one of important aspects. Including in designing the rubric, indicator of the speaking skill should be clear and assessable.

Afrianto [14]; Dalimunte and Sitorus [15];Woodrow [16] Sulistyo, et al. [5]; Chanpet, et al. [17];Price, et al. [18]; Chaeruman [19]; Wijaya [20]; Kurniawan and Khukmi [21]; Walland and Shaw [22]; Lukitasari, et al. [23]; Triwijayanti, et al. [24]; Yumatov, et al. [25]; Diana [26];Prayogo [27]; Acar and Kayaoglu [28]; Monreal [29]; Rusmawan, et al. [30];Pham [31]; Salisna, et al. [32] andÖzer [33].

Transparency:

The authors confirm that the manuscript is an honest, accurate, and transparent account of the study; that no vital features of the study have been omitted; and that any discrepancies from the study as planned have been explained. This study followed all ethical practices during writing.

Copyright:

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