

THE USE OF E-PORTFOLIO ASSESSMENT TO IMPROVE STUDENTS' WRITING ABILITY

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Abstrak

Menulis telah diketahui sebagai salah satu skill yang menghasilkan produk dalam belajar berbahasa Inggris. Menurut Brown (2007), menulis tidak hanya mengenai bagaimana siswa meletakkan kata-kata pada kertas, tetapi juga menggabungkan ide-ide untuk mengajak, memberikan informasi, dan mengenalkan kepada para pembaca. Oleh karena itu, guru-guru perlu menyediakan metode yang tepat untuk melibatkan dan membingbing siswa dalam proses menulis. Maka dari itu, kombinasi dari teknologi dan penilaian untuk mengembangkan kemampuan siswa dalam menulis sangat diperlukan. Hanya saja, dalam penelitian ini hanya berfokus kepada penggunaan elektronik portofolio dalam penilaian guna untuk mengembangkan skill menulis siswa. Penelitian ini menggunakan teknik quasi eksperimental sebagai metode pengambilan data yang mempunyai 68 peserta. Peserta dibagi menjadi dua grup yaitu kelas eksperimen dan kelas control. Instrumen yang digunakan adalah pre-test dan post-test guna untuk mengetahui pengembangan yang signifikan didalam kemampuan menulis siswa setelah menggunakan elektronik portofolio sebagai penilaian. Lalu, data yang didapat dianalisis menggunakan Wilcoxon signed-rank test dan Mann Whitney U didalam aplikasi SPSS edisi ke 24 karena data tidak terdistribusi normal. Bepindah ke hasil penelitian yang menunjukkan bahwa kedua grup mempunyai peningkatan dalam nilai post-test. Namun, grup eksperimen mempunyai nilai yang lebih besar dibanding grup control. Selain itu, perbandingan antara dua grup juga menunjukkan perbedaan yang signifikan. Dalam kata lain, penggunaan portofolio yang menggabungkan teknologi dan penilaian dapat membantu siswa untuk mengembangkan skill menulis siswa

Kata kunci: Menulis, Penilaian, E-portfolio, Teks Recount.

Abstract

Writing has been known as one of the product skill in learning English. According to Brown (2007), writing is not only about how the students put the words in a paper, but also composing the idea in order to persuade, inform, and entertain the readers. Therefore, the teachers need to provide the proper method to involve and guide the students in the process of writing. Hence, the combining of the technology to the assessment through the process is needed. Therefore, this study focused on the use of e-portfolio assessment in improving students writing ability. This study used quasi-experimental research which has 68 students of tenth graders as the participants. The participants were decided into two groups; experimental group and control group. The instruments of the study were pre-test and post-test in order to know the significant improvement in students' writing ability after using e-portfolio as the assessment. Then, the study was analyzed using a Wilcoxon signed-rank test and Mann Whitney U in SPSS 24th edition since the data was skewed. Turning to the result of this study, it presented that both groups had improved scores on the post-test after the treatment. However, the experimental group had statistically higher scores than the control group. Another that, the comparison of the students' post-test showed that there were statistically significant differences between the two groups. In other words, the use of e-portfolio, which combines technology as a tool in the process of teaching-learning, can help the students in improving their writing skill.

Keyword: Writing, Assessment, E-portfolio, Recount Text

INTRODUCTION

One of the productive skills that have been known in learning English is writing skill. It has been viewed as one of the skills that are important for the students. As the national curriculum states that the students requiring to write texts in different genres, the students should learn to master their writing skill.

Considering that doing writing is not only about how the students put the words in a paper, but also composing the idea in order to persuade, inform, and entertain the readers (Brown, 2007). Writing is also one of the people's ways to communicate in written form (Ronald S. Blicq, 2007). As well-known that writing is a complex skill that students should master (Nezakatgo, 2011), the students need to pay attention to macro-level skills such as organization, language use, content, vocabulary, and grammar, and micro-level skills such as punctuation and spelling. Therefore, provide the proper method to guide the students to write is needed.

However, most of the teachers only focused on the result rather than the process. It can be shown from the way most of the teachers ask the students to write a text in short time after explaining the material without guiding them to make any plan before (Umim, 2017). Besides that, the teachers lack of specific feedback. The teacher tends to give the feedback in general commentary such as "interesting content" instead of specific commentary that relates to learning goals of story writing such as "an engaging story opening" (Lee 2017, p.5)

On the other hand, because of the focused only on the product, monitoring the students' work in teaching writing is rarely done by the teacher. It also refers to the commonly in certain L2 contexts which English as their second language have been dominated by an examination culture, which are the students usually become passive recipients rather than active participants (Biggs 1998; Carles 2011). The examination culture refers to the prevalent tendency to measure students' ability using test, which influence to the instructions that limit the students' creativity in writing. It is because the students more adjusted to receive transmitted knowledge used to merely questions (Lee 2017 p.3), which doesn't allow the teachers to monitor development of writing skill overtime. As a result, both examination culture and traditional views of testing through classroom assessment of writing

influence students' writing. It is because classrooms are predominantly teacher centered, and it makes students taking passive participants. Hence, making them actively participate by involving them in a process of writing is needed.

There some kind of writing processes has been proposed by many experts. Oshima (1994) argues that there are four steps in writing process such as pre-writing, planning, writing, revising, and rewriting. However, Sundem (2006) states that there are five stages, those are pre-writing, drafting, revising, editing, and publishing. While Harmer (2007) argues that there are four stages in the process of writing, those are planning, writing, editing, and final draft. Thus, this study will use four steps that proposed by Harmer (2007)

Another way to involve them become active participants is giving them a proper assessment through the process of writing. It will bring the students in developing their writing ability because of teachers' support and enhance the learning since classroom assessment serves the teacher to find out what the students have learned (Lee 2017, p. 2). On the other hand, an assessment will gather all the information of the students' knowledge at various times and contexts (Nasab, 2015). It will help the teacher to have an appropriate method in process teaching-learning based on the students' needs. Then, it will support the students in requiring the process that refers to the formative assessment, which focuses on the process.

In line with the formative assessment that provides the process, the use of alternative assessments in guiding students to write a text is also needed. It is because alternative assessment presents the ways of motivating and inspiring students to exploit themselves (Nasab, 2015). It also regards alternative assessments as encouraging the students to take initiative, make choice, and use the ability to employ self-discipline (Kaya & Ozkan, 2019). Another that, alternative assessment is going around to the authentic assessment, which requires the students to use their high order thinking skill that refers to their real-life since it provides various of tasks (Al Ruqishi, 2015).

The common alternative assessment that applies to the classroom is portfolio, journal, diaries, writing folders, teacher observations, peer and teacher-student conferences, audiovisual recordings, checklists, and self-assessments

(Nasab, 2015). Thus, this study will focus on portfolio.

It refers to a portfolio is a useful form of classroom assessment since the mid-1980s become popular tools in assessing students' writing in L1 contexts (Belanoff & Dickson 1991; Hamp-Lyons and Condon 2000; Yancey and Waiser 1997; Lee 2017). On the other hand, the portfolio in the L2 context also viewed as an effective assessment to measure students' writing in progress (Lee, 2017). Nezakatgoo (2011) states that a portfolio is used for evaluating students' progress and development.

Regarding portfolio that can be changed over time to show the students' progress, it needs much time consuming (Barret, 2007). However, it provides many benefits such as control of students' work, increases students' motivation, and increases students' achievement (Nezakatgoo, 2011). The portfolio will also help both of the teachers and students to achieve the goals. It is because a portfolio has three key elements such as collection, reflection, and selection, in requiring students to become an active role in the class (Hamp-Lyons, 2003, P. 179).

There are two forms of portfolios, namely e-portfolio and paper-based portfolio (Lam, 2018). Both the forms of portfolios have the same function. However, the tools that used in each kind of portfolios are different. E-portfolio used the technology through digital media as the tools, while paper-based portfolio used paper form to collect the students' progress.

The consideration of electronic portfolio to the growth of technology, the combination of technology and assessments is good for the students. It can be shown from the innovation, which replaces the traditional paper-based portfolio into e-portfolio (Madden, 2007). He also argues that it takes advantage of the increasing availability in digital media. This is in line with the use of e-portfolio in education and employment situation because of the internet and web-based technology is growing fast (Chau & Cheng, 2010; Fitch, Peet, Reed, & Tolman, 2008; Zhang, Olfman, & Ractham, 2007). Nicolaidou (2013) states that either a paper-based portfolio or e-portfolio, a portfolio process is student-centered, focuses on students' progress, and supports an environment such as goal setting, reflection, feedback, and self-evaluation.

There are a few of higher educations have been used e-portfolio. Chang, Tseng, Liang, and Chen (2013) states that few of university have been used e-portfolio as their graduation requirement. The use of e-portfolio can increase students' confidence to write and develop their ability to overcome their problems in writing (Nezakatgoo, 2011). It is because e-portfolio requires the students to learn how to write in stages, evaluate their works, and give them a chance to obtain the learning through the process. It also regards the portfolio that emphasis students' learning and growth to set a goal and monitor their specific development in writing, such as content, organization, and aspects of language use. (Lee, 2017 p.107).

It proves by the study that has been conducted by Chang and Tseng (2011) titled "Using a Web-based Portfolio Assessment System to Elevate Project Based Learning Performance". The findings indicated that self-perceived has a good effect on learning performance even the system has no significance on students' achievement.

Another study conducted by Nicolaidou, I (2012) titled "E-portfolio supporting primary students' writing performance and peer-feedback." The findings revealed that the students' writing performance has increased overtime. Another that, the use of e-portfolio can support students' development on writing performance.

Considering the facts above, conducting this study is needed since there are a few senior high schools in Indonesia use e-portfolio as their assessment. It will be useful for both the students and the teacher to combine the technology as the tools while the students will learn how to write through to the process (Lee, 2017 p.114). Therefore, this research will focus on finding out the significance differences on students' writing ability after using e-portfolio.

RESEARCH METHOD

This study is extended to determine the significance differences on students' writing ability after using e-portfolio. Therefore, this study was using quantitative research design through quasi-experimental, in which according to Mertler (2016) states that quasi experimental design for research in a school setting is often appropriate. Another that, the design was chosen by the researcher since quasi-experimental research design used non-

randomly sampling and also related to the study that focused on finding out the significant improvement after using e-portfolio assessment.

The population of the study is EFL students of senior high school in Surabaya. Meanwhile, the samples are from one public school in Surabaya. The samples were decided into two groups: experimental and control group. The experimental group was X-MIPA 6, and the control group was X-MIPA 7, in which each groups consist of 34 students. Before conducting the data, the researcher negotiated with the teacher about the lesson plan, time, and the class that was used for this study.

In the first meeting, the researcher distributed a pre-test to both groups which are experimental group and control group. The experimental group was handled by the researcher, while another group handled by the teacher. After having the pre-test and knowing the students' ability based on the pre-test, the treatment was given in three meetings which the students collected their work into their e-portfolio. The students' composition text was based on the video that given by the teacher in order to reduce students' plagiarism. In contrast, the control group was used traditional assessment. In the last meeting, both groups were given post-test to know whether both groups have improved or not. After all the test was given, all the data would be analyzed using SPSS for windows 24 edition.

FINDINGS

This part is planned to answer the research question whether the students' writing ability have significant improvement or not after using e-portfolio assessment. All the data were analyzed by using SPSS 24th edition. At first, the data was analyzed by using descriptive analysis.

Table 1 Descriptive Statistic

| | N | Minimum | Maximum | Mean | Std. Deviation |
|----------------------|----|---------|---------|-------|----------------|
| Pre-test Experiment | 34 | 0 | 80 | 49.29 | 21.455 |
| Post-test Experiment | 34 | 75 | 86 | 78.15 | 2.872 |
| Pre-test Control | 34 | 73 | 77 | 73.76 | 1.394 |
| Post-test Control | 34 | 74 | 76 | 74.74 | .963 |
| Valid N (listwise) | 34 | | | | |

The table above showed that the pre-test and post-test scores among groups have significant differences on the mean, minimum, and maximum.

It can be shown from the mean score of experimental group was 49.29 which was lower than the mean score of the control group. It is proven by the minimum score of the experimental group was 0 which showed significantly different from the control group. However, the experimental group got higher score on the maximum score. That was 80. From the fact above, it can be concluded that the pre-test among groups was not equal. In other words, there was significant difference on students' writing ability among the two groups before the treatment applied.

Turning to the post-test, the mean score of experimental group was 78.15 that higher than the control group. It is proven by the changes of the mean scores on experimental group from 49.29 to 78.15. It showed significantly different rather than the control group that had the changes of the mean scores from 73.76 to 74.74. Also, the minimum scores of experimental group had increased from 0 to 75 and the maximum scores from 80 to 86. In conclusion, both experimental group and control group have scores improvement on the post-test scores. Therefore, the experimental group had higher significant improvement on students' writing performance rather than the control group.

To make sure whether there were significant differences among two groups, both the dependent variables were analyzed using Wilcoxon signed rank-test. The result was presented from the table below.

Table 2 Wilcoxon Signed-Rank Test of Experimental Group

| | N | Mean Rank | Sum of Ranks |
|----------------------------|-----------------|-----------|--------------|
| Post-test - Negative Ranks | 0 ^a | .00 | .00 |
| Pre-test Positive Ranks | 34 ^b | 17.50 | 595.00 |
| Ties | 0 ^c | | |
| Total | 34 | | |

As it can be seen from the table above, the mean rank of positive and negative rank showed unequal value, in which the mean rank of positive ranks have higher value than the negative ranks. Moreover, the table also showed n=34 that means all the students have improved after using e-portfolio assessment.

To compare the measurement of the control group, Wilcoxon signed-rank test also applied to

analyze the pre-test and post-test scores of the control group.

Table 3 Wilcoxon Signed-rank Test of Control Group

| | | N | Mean Rank | Sum of Ranks |
|----------------------|----------------|-----------------|-----------|--------------|
| Post-test - Pre-test | Negative Ranks | 6 ^a | 19.25 | 115.50 |
| | Positive Ranks | 27 ^b | 16.50 | 445.50 |
| | Ties | 1 ^c | | |
| | Total | 34 | | |

As shown in table 3, the values of the negative and positive ranks were different, in which the negative ranks= 19.25 with n=6 and positive ranks= 16.50 with n=27. It means that there were 6 students have no improvement and 27 students have improved their writing skill after teaching-learning process. Therefore, the results statistically showed there was significant improvement from the pre-test scores.

Regarding to both dependent variables that have statistically differences on the result, Mann Whitney U analysis was used to compare the result of learning scores.

Table 4 Mann-Whitney

| Ranks | | | | | |
|--------------------|------------------|-------|----|-----------|--------------|
| | | Class | N | Mean Rank | Sum of Ranks |
| Result of Learning | Experiment Group | | 34 | 48.19 | 1638.50 |
| | Control Group | | 34 | 20.81 | 707.50 |
| | Total | | 68 | | |

| Test Statistics | |
|------------------------|--------------------|
| | Result of Learning |
| Mann-Whitney U | 112.500 |
| Wilcoxon W | 707.500 |
| Z | -5.832 |
| Asymp. Sig. (2-tailed) | .000 |

A Mann Whitney U is an alternatives independent t-test that is used for comparing two independent variables. It is used because the data was skewed. As the table above, the mean rank both experimental group and control group showed different mean rank, in which the mean rank of experiment group was 48.19 and the control group was 20.81. It showed that the experiment group has better performance than the control group after the treatment applied. In this case, the experimental

group is considered as the group that having higher score on the result of learning. It is proven by test statistic table, A Mann Whitney U test showed there was significant difference (U=112.500, p < 0.05) between the group that used e-portfolio assessment compared to the group that used traditional assessment.

DISCUSSION

The research findings above showed that the post-test of the experimental group have better performance than the control group. It can be seen from the statistical analysis that showed the minimum, maximum, and the mean score of experimental group was higher increased than control group. Another that, the statistical test table also showed p<0.05, which means the comparison of post test scores indicated there was significant difference among two groups. As a result, the use of e-portfolio can help the students to improve their writing ability. This is in line with Nicolaidou, I (2012) result study that showed the use of e-portfolio can increase and support students' writing performance overtime. Also, after applying the treatment, the mean score of experimental was increased from 49.29 to 78.15.

With regard to the explanation above, this happens because the use of e-portfolio involved the students to the writing process that has been proposed by Harmer (2007) such as planning, writing, editing, and final draft. Hence, the students not only asked to write directly in a composition, but also learn how to write from the beginning until the final draft. Furthermore, providing the development of students' progress became the focused in this teaching-learning process. According to Nezakatgoo (2011), claim that e-portfolio can increase students' confidence to write and develop their ability to overcome their problems in writing. It is because e-portfolio requires the students to learn how to write in stages, evaluate their works, and give them a chance to obtain the learning through the process. Besides that, e-portfolio is able to reduce time-consuming on the teaching-learning process because the use of digital media as the tools.

To sum up, the result of the study indicated that the students' involvement on the process of writing can improve their ability. In other words, the use of e-portfolio can be the effective assessment to help students develop their ability in writing.

CONCLUSION

This study is aimed to determine the significance improvement of the use e-portfolio assessment on students' writing ability. It was conducted by using quasi-experimental research design. Therefore, the result presented above showed that there was significance different on students' scores among the two groups; experimental and control group. A group which used e-portfolio as their assessment had higher mean rank than other. It is proven by the comparison of the post-test scores between the experimental and control group that showed $P < 0,05$ and $Z = -5.832$. It means that a group which used e-portfolio assessment has significant improvement on their writing skill rather than a group which used traditional assessment. It is because e-portfolio assessment involved the students into the process of writing. As a result, the experimental group has better performance on the students' work. Furthermore, even the experimental group has the same topic as their peers, each of the students can produce a text using their own words. As a result, the students were able to use their high order thinking while composing their idea into a text. Hence, the use of e-portfolio can help the students to improve their writing skill.

SUGGESTION

First, the teachers need to decide a proper application as the tools to apply e-portfolio in order to make the process easier since e-portfolio is rarely used by the teacher in Indonesian context. Second, the genres of the text that is used in process of writing should be in accordance with the objectives, in case, the students accurately used their high order thinking to explore their idea in form of written. Last, the proper method to avoid students' plagiarism should be thought in the teaching writing process.

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