

CHAPTER I

INTRODUCTION

A. Background of the Study

Writing is a form of communication that allows people to put their ideas and feelings on paper. Furthermore, writing is a process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form. According to Jeremy Harmer, “writing text has a number of conventions which separate it out from speaking. A part of differences in grammar, vocabulary, there are issue of latter, word and text formation, manifested by handwriting, spelling and layout and punctuation.”¹

Sara stated that “writing has also become more important as tenets of communicative language teaching- that is, teaching language as a system of communication rather than as an object of study- have taken hold in both second and foreign language setting. The traditional view in language classes that writing functions primarily to support and reinforce patterns of oral language use, grammar, and vocabulary is being

¹ Jeremy Harmer, *The Practice of English Language Teaching* (Essex: Longman, 2001), 225.

supplanted by the notion that writing in a second language is a worthwhile enterprise in and of itself'.²

It can conclude that writing is not only for communicating but also for expressing ideas, feelings, behavior, attitudes, and traits that the reader can feel. Good writing allows the students to communicate their message with clarity and ease to audiences. On the other hand, writing is an activity that requires a process and produces a product.

Writing skill is aimed to express an idea in the written form using appropriate language variation, fluently and accurately in short function text and monologue in various types of genre. Actually, before writing this paper, the researcher conducted preliminary research to observe the students' difficulties in writing and capture the teaching and learning. Moreover, when conducting preliminary research, the researcher observed the teaching and learning processes, conducted interviews with an English teacher and some students who were selected randomly, and checked students' writing works.

Based on classroom observation, the researcher found that some students found it challenging to use the correct grammatical forms, spelling, and errors in vocabulary. For instance, "every 05.00 am I wake up, and go to the bethroom to clean clean body". It caused some students

² Sara Cushing Weigle, *Assessing Writing 6th Printing*(UK: Cambridge University Press, 2009), 1.

did not master vocabulary, grammar, and spelling well. It can see from the students' class average score of their writing. This score derives from a writing test. It is revealed that their average score on grammar and spelling was 68, which was lower than the required passing grade of 72.

Due to students having some difficulties mastering writing skills, the researcher tries to find out several possible factors that can be students' obstacles in learning writing. The factors caused students' difficulties in learning writing, such as the teacher did not use authentic assessment to evaluate students' writing skills in the classroom. She only gave scores on students' writing and seldom gave feedback. Consequently, the students are unable to realize their mistakes and errors in writing. Therefore, the teacher and students could not see their progress in writing. The teacher only focused on the result rather than the process.

In teaching writing, teachers' judgment has always played an important role in assessment writing. They can help and give some feedback or correction to improve students' writing skills to be better. In giving an assessment, many alternative ways can be used by teachers; one of them is a portfolio.

Inevitably, after entering the globalization era, the internet becomes a basic need, and it also happens in the teaching and learning process. Some teaching and learning processes now can be carried out by using e-

learning by utilizing a learning forum available online or application (android based).

Moreover, in this pandemic situation, the ministry of education in Indonesia does not permit learning at school and changes it to e-learning. It is chosen as an effort to reduce the spread of covid-19.

Assessing students' writing skills can be done by employing an alternative assessment. The effect of technology is an undeniable fact in educational settings in various fields that cannot ignore. Consequently, engaging learners in activities that can integrate into methodologies used in learning environments to increase learning, teaching, and assessment outcomes. Electronic portfolios are known as one of the most remarkable developments in language learning, which is also in line with student-centered approaches.

According to Lorenzo and Ittelson e-portfolios are “personalized, web-based collections of work, responses to work, and reflections that are used to demonstrate key skills and accomplishment for a variety of contexts and time periods”. They also mentioned that e-portfolios digitize students’ works and can use the internet to store them. In addition, Gray has stressed that an e-portfolio is “the product, created by the learner, a collection of digital artefacts articulating experiences, achievements and learning”. Additionally, e-portfolios have been used in English Language

Teaching (ELT) as an assessment and teaching tool to improve students' writing skills³. Equally important, e-portfolios are one of the potentially influential e-learning developments that could successfully find their way into language learning classes all around the world.⁴

From the previous statements, it can infer that e-portfolios are a collection of student worksheets in digital form. Also, e-portfolios can use for assessment, one of which is assessing writing. From this collection, the teachers can see students' progress and also help them to improve their writing.

Considering the thing above, the researcher wants to conduct a research entitled **“The Use of E-Portfolio to Improve Students’ Writing Skill (A Classroom Action Research at the Eleventh Grade MAS Mathla’ul Anwar Pusat Menes)”**. This study is strongly believed need to be investigated comprehensively.

B. Scopes and Limitations

The scope is determination the limitation of the problem in research.

This study focused on the use of e-portfolio to improve students' writing skill. Samples in this research are students of class XI IPA Bahasa in

³ Ahmet Erdost Yastibas and Saban Cepik, "Teachers' Attitudes toward the Use of e-Portfolios in Speaking Classes in English Language Teaching and Learning", *Procedia - Social and Behavioral Sciences*, 176 (February 2015),514.

⁴ Samaneh Karami, Firooz Sadighi, et al., "The Potential Impact of the Application of Electronic Portfolio on Iranian EFL Learners' Writing Performance Seeking Their Gender Role", *Cogent Social Sciences*, (December, 2018),1.

MAS Mathla'ul Anwar Pusat Menes. There are 31 students. Based on the scope of the researcher took limitation research as follows:

- a. This research only investigated the use of e-portfolio in writing classes.
- b. This research is limited to students at the eleventh grade of MAS Mathla'ul Anwar Pusat Menes.

C. Statements of the Problem

The research is about The Use of E-portfolio to Improve Students' Writing Skill at the Eleventh Grade of MAS Mathla'ul Anwar Pusat Menes. From the background of the study above, the researcher formulated the problems as follow:

1. How is the implementation of e-portfolio in students' writing skill?
2. Is there any significance improvement on students' writing skill after using e-portfolio?

D. Objective of the Study

According to the problem above, the researcher formulated the aim as follows:

1. To explain about the implementation of e-portfolio in students writing skill.

2. To find out the significance improvement on students' writing skill after using e-portfolio.

E. Significance of the Study

The researcher hopes that this research can give some positive contributions to the teachers, students, researcher and institute.

1. For the teacher

This research hopefully will help teacher to have a deeper understanding about e-portfolio. So, teacher can improve their ability in teaching and learning process especially in giving a good assessment to the students.

2. For the Students

Hopefully, this research can help students to improve their ability in English, especially in writing skill.

3. For the researcher

The researcher knows the students' ability in writing English, knows how to use and apply e-portfolios in assessment.

4. For Institute

As a reference for other researcher who wish to conduct the research related to use e-portfolio in writing classes.

F. Previous Study

There are some previous research that has been researched by several researchers related to the use of e-portfolio.

The first previous study of this research is conducted by Akbari and Erfani. This study was an attempt to compare the effect of wiki and e-portfolio on writing skill of Iranian intermediate EFL learners. To do so, 81 out of 107 participants of 9 intact classes were homogenized by the Preliminary Test of English. They attended a 14 session term in two experimental and one control groups. Following the pre-test, the writing points were taught in each group. Meanwhile, the students in both experimental groups were instructed to use technology (wiki and e-portfolio) to write their assignments on specific topics, and also they were requested to assess, to give feedback and comments on their classmates' assignments online and working collaboratively on their feedback in the classes accompanied with the feedback provided by the teacher. Besides, the students in control group were required to do their assignments paper-based and bring them back to the class in order to correct problems. At the end, the posttest of writing was administrated. The results of statistical analysis revealed that applying CALL in both forms of wiki and e-portfolio were significantly more effective in learners' writing than the conventional way. However, wiki could

encourage higher levels of progress in writing skill in comparison with using e-portfolio. As a result, that both types of assessment (wiki and e-portfolio) were more successful in improving the writing skill compared with the conventional assessment⁵.

Karami, Sadighi, Bagheri and Riasati have indicated that the application of e-portfolio has a significant effect on student's writing proficiency. In addition, e-portfolios help them to follow their students' progress, to identify their strengths and weaknesses, and to give feedback about their weaknesses to students individually. The primary objective of this paper was to answer questions regarding the effect of e-portfolio on the students' writing proficiency. Also, the potential effect of gender on their use of electronic portfolio was investigated as well. 157 male and female Iranian English-major students were involved in the study during one academic semester. The data obtained from a quasi-experimental design, comparing electronic portfolio assessment and conventional method of teaching writing, was quantitatively analyzed.⁶

⁵ Akbari, Fatemah Zahra, and Shiva Seyed Erfani. "The Effect of Wiki and E-Portfolio on Writing Skill of Iranian Intermediate EFL Learners", *International Journal Applied Linguistics and English Literature* 7, no.3 (1 May 2018): 170. <https://doi.org/10.7575/aiac.ijalel.v.7n.3p.170>.

⁶ Samaneh Karami, Firoo Sadighi, Mohammad Sadegh Bagheri, and Mohammad Javad Riasati, "The Potential Impact of the Application of Electronic Portfolio on Iranian EFL Learners' Writing Performance Seeking Their Gender Role". Edited by Will W. K. Ma, *Cogent Social Sciences* 4, no.1 (21 December 2018). <https://doi.org/10.1080/23311886.2018.1562509>.

Moreover, Karami, Sadighi, Bagheri, and Riasati are conducted the research regarding the effect of e-portfolio on the students' writing proficiency in the context of learning English as a foreign language and the learners' use of self-regulated learning strategies. Furthermore, the attitude of students towards the use of e-portfolio in the writing class was investigated based on the data obtained through the survey, teacher's field notes, and teachers' observations. The data obtained from English majors at State and Azad Universities in Rasht, north of Iran, was both qualitatively and quantitatively analyzed. The findings revealed that the use of e-portfolio had a significant effect on students' writing proficiency and their use of self-regulated strategies. The evidence from the study also showed learners' positive attitude towards the use of e-portfolio, mainly due to its accessibility, convenience, and the feedback they could receive through it. They conclude that, the use of e-portfolio had a significant effect on students' writing proficiency and their use of self-regulated strategies⁷.

In another study, Aygun and Aydin have stated that this study aims to present a review of research on how e-portfolios affect the EFL writing process to guide further research. For this purpose, after

⁷ Samaneh Karami, Firoo Sadighi, Mohammad Sadegh Bagheri, and Mohammad Javad Riasati, "The Potential Impact of Application of Electronic Portfolio on Undergraduate English Majors' Writing Proficiency and Their Self-Regulated Learning", *International Journal of Instruction*, 12, no.1 (January 2019).

presenting the theoretical background of EFL writing and e-portfolios, the study briefly reviews the studies on the effects of e-portfolios. The review first focuses on e-portfolios and learners' motivation and their effects on academic writing. Then the study concentrates on the e-portfolio creation process and its limitations. The study concludes that e-portfolios develop reflective learning, writing skills and increase writing motivation. It also concluded that e-portfolios have considerable effects on academic development and the teaching and planning processes⁸.

Furthermore, Kabilan and Khan have stated that this study is aim to ascertain the future teachers' practices with e-portfolios in their learning and to determine if these practices lead to teaching competencies. In addition, the study also aims to identify the benefits and challenges of using an e-portfolio as a tool for learning and self-assessment. Finding indicates that participants are appreciative of e-portfolios, as their performance and achievements are traced over time. It is also found that e-portfolios function as a monitoring tool, which helps the teachers recognize their learning and identify their strengths and weaknesses⁹.

Based on the research above, the researcher finds several similarities, such as this research discusses the use of e-portfolio to improve students'

⁸ Sibel Aygun and Selami Aydin, "The Use of E-Portfolios in EFL Writing: A Review of Literature", *ELT Research Journal*, (2016), 205-217.

⁹ Muhammad Kamarul Kabilan and Mahbub Ahsan Khan, "Assessing Pre-Service English Language Teachers' Learning Using E-Portfolios: Benefits, Challenges and Competencies Gained", Elsevier ScienceDirect, Vol. 58, no. 4, (2012). 1007-1020.

writing skills. This research also knows the progress of students in writing. The difference between this research with the previous study is that this research will use Google Classroom as a tool of e-portfolio.