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INVESTIGATING THE IMPACT OF USING E-PORTFOLIO ASSESSMENT ON EFL STUDENTS' WRITING RECOUNT TEXT THROUGH GOOGLE SITES (CASE STUDY QUALITATIVE)

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Abstract: This study reports an analysis of the impact of e-portfolio assessment on EFL students in writing Recount Text and teachers' perceptions of e-portfolio assessment through Google Sites. This research approach is a case study. Observations, interviews, and documents were used as data collection instruments. The subjects of this study were 8th-grade students of Islamic Secondary School in Garut and the data collection was obtained from online class observations and interviews with English teachers. The results revealed that the use of e-portfolio was very influential on students in collecting assignments. The results also show that the teacher's perception of e-portfolio assessment through Google Sites is very influential on students to increase students' enthusiasm for learning.

Keywords: *assessment, e-portfolio, EFL students, recount text, google sites*

INTRODUCTION

Nowadays, this teaching and learning languages are getting more and more important. Most students agree that in terms of productive skills, in particular, writing is difficult compared to the receptive ones, listening, and reading. English as a Foreign Language (EFL) describes the study of English by non-native speakers in countries where English is not the central language. No doubt that this is not to be confused with English as a second language-also called English as an added

language- which is the practice of learning English in a mostly English-speaking country (Nordquist, 2020).

Occasionally, teachers use different tools and activities to create an easier and more attractive learning process. Most teachers think that technology, especially the Internet can affect the process of teaching and learning. Thus, they employ diverse technological devices or make use of different websites, blogs, or wikis for the sake of the attractive teaching process to their learners (Chalak, 2016).

Assessment is defined as the wide variety of methods or tools used to evaluate, measure, and document the academic enthusiasm, learning improvement, skill acquisition, or educational needs of students. Learning assessment is constant and it needs deep involvement on the part of the learner in illuminating outcomes, monitoring ongoing learning, gathering evidence, and displaying evidence of learning to others (Anne, 2000). Assessment helps to identify children writing development (Herrington and Curtis, 2003). The assessment provides good data information that enables teachers to adapt teaching procedures to the students' learning needs (Eggen and Kauchack, 2004). Assessment is a vital part of learning and teaching activity (Kirmizi and Komec, 2016).

Electronic portfolios are a correct way to record student progress, encourage student engagement in assessment, showcase student work samples, promote students professionally, and offer a method of student learning achievement and curriculum evaluation (Buzzetto-more & Alade, 2008). In this modern era, students and teachers are required to keep up with the times, both in terms of personal life and in the teaching and learning process. An E-portfolio is a student-made product that contains a collection of digital objects (artifacts), integrating various media like audio, video, text, and images (Abrami & Barrett, 2005).

EFL students are the students studying English as a foreign language who are included in the current study. Students EFL still lack confidence in writing due to a lack of understanding of vocabulary and grammar. Teachers' different techniques can support students to improve their learning and writing skills such as generating fixed patterns, and recognizing and evaluating problems in students' control of the language system (Hyland, 2003). EFL students found writing recount text hard due to limited vocabulary and a lack of understanding of tenses and sentence structure. The students found it was hard to express their ideas and thought using the best words. They also cannot arrange the words into a good sentence. In addition, they also doubt making the sentence into the form of past tense. They had to reopen their notes about tense and it makes them spend much time writing recount text. Those make the students unable to achieve good English writing performance. Knapp (2005) explains that recounts are sequential texts consisting of the number of events.

One of the e-portfolios platforms that can increase the creativity of EFL students is the Google Site. According to Chasanah (2014), owner of the www.slideshare.net Blog, Google Sites is a free web-based online application that works the same as Microsoft Office PowerPoint and helps in presentation. Google Sites is an electronic tool "for creating information accessible to people who need instant and up-to-date access. According to Cavender (2012), Google Sites is a great choice for students to create their portfolios. Google Sites allows easy customization, for any student who may wish to get creative with site design. Google Sites is made by parties Google and has a different appearance from similar applications. Google's site has provided a variety of features, including a well-designed and elegant template. Not only can creators create a website

on google site but creators can also free of charge store various documents and important files that can be shared.

Electronic portfolios, also known as e-portfolio, e-folio, digital portfolios, or web folios and are the results of internet technologies. It shows that the portfolio will be important evidence and component in terms of collection, selection, reflection, and publication of results obtained by students during the participation lectures (Amaya, 2013). This is also supported by (Akcil & Arap, 2009) who show that the collection process and selection carried out by students during compile and complement the likely e-portfolio because it is organized well.

According to Lorenzo and Ittleson (2005), electronic portfolios lead students to review their work and their reasons for selecting certain pieces to be integrated into their portfolio. In terms of the psychological benefits of electronic portfolios, Canada (2002) believed that electronic portfolios adopt a sense of pride in students' work, a sense of personal accomplishment, and a feeling of satisfaction.

Three major types of e-Portfolios are developmental, showcase, and summative (Valdez, 2010). First is developmental learning portfolios, reflection portfolios, formative portfolios, and work portfolios. Second is a showcase called professional portfolios, formal portfolios, presentation portfolios, representational portfolios, and career or employment portfolios. The third is called summative portfolios which is normally employed by instructors and educators.

Research one-portfolio assessment on EFL students writing recount text is aimed at seeing the ability of students in the google sites during the teaching and learning process. It takes place by paying attention to the activeness of students in writing English text by learning using the technology that has been prepared. Recount text is defined as a type of text describing a story, action, or activity. Generally, recount text retells events or experiences that happened in the past. Three generic structures of recount text (Hyland, 2004, p. 135) are (1) Orientation which provides the setting and generates participant offers data information about whom, where, and when; (2) Record of Events which describes what happened/ current events in temporal sequence, what frequent recount in a chronological direction, and what personal comments or evaluative remarks are interspersed throughout the record of events; and (3) Re-orientation.

Six kinds of recount text proposed by Derewianka & Jones (2016) consist of 1) personal recount which the goal is to give details of an occurrence involving personal experience; 2) accurate recount which the function is to report on events or incidents not what the reporter experienced personally; 3) autobiographical recount which the function is to recount episodes in someone's life as told by that person; 4) biographical recounts which the functions are to recount episodes from another person's life; 5) historical recounts and accounts which the functions are to record, clarify, and construe important events in a society's past, and; 6) literary recount which the function is to retell a sequence of factual or imaginary events, often with aesthetic features. However, in this study, the researcher used personal recount text to be practiced by students.

Previously, research on the related topic have been conducted (Abrami, & Barrett, 2005; Akçil, & Arap, 2009; Ibrahim, 2018). However, the study reports on the use of Google site as a platform of e-portofolio is still rare. Therefore, the study is aimed to analyze the impact of e-portfolio assessment on EFL students in writing Recount Text and teachers' perceptions of e-portfolio assessment through Google Sites. This research approach is a case study.

METHOD

Related to the research questions and research purposes, the writer used a qualitative design to investigate the impact of using e-portfolio assessment in writing recount text on EFL students. Qualitative research can explore and describe a situation that provides a detailed perspective (Creswell, 2013, p. 236). The writer chose this research method by obtaining data, observing and interviewing participants. Similarly, the characteristics of qualitative research are that the data and information obtained from the field are taken for meaning and concepts presented in an analytical descriptive and generally without using numbers because it prioritizes the processes that occur in the field (Creswell, 2013).

The research was important to collect the data in this study. According to Creswell (2012, p. 61), the researchers can answer the research problem if they are accessible to participants, research sites, and the time, resources, and skills required to study the problem. The research chose an Islamic Secondary School in Garut as the research site.

In the data collection process, it is necessary to determine the number of populations and samples to be used in this study. The population is the entire group of people or objects or events that are applied to obtain data. According to (Fraenkel, Wallen, and Hyun, 2012, p.91), a population is larger to which one hopes to apply the result. The population in this study were students in grade eight at an Islamic Secondary School in Garut. Research instruments in qualitative research are observation and interviews with documents (Creswell, 2010, p. 225). The writer used three research instruments in the study, namely observation, interviews, and documents.

In qualitative data analysis, the researcher employed several steps. The first is The first analytical technique is to analyze the results of online observations or non-participant observations is coding. Coding is processing material or information into writing segments before analyzing them (Creswell, 2013. p 276). Furthermore, the writer encodes every conversation between teachers and students into sentences. Then, it is summarized into the main idea in each activity related to the research question.

The second collection instrument that was documented is document analysis. It was the well-managed examination of documents and their content to cover the social condition in which the documents are produced and read (Bloor and Wood 2006, p. 57). The type of document analysis used by the writer was a text document in the form of an electronic document that was the result of a student's assignment to make a recount text.

Then, the writer analyzed the contents of the interview recordings to be transcribed into written form. Content analysis has been largely in educational research because it can give researchers insight into issues that they can assess with more direct methods (Fraenkel and Wallen, 2007. p 506). Then, each question and the answer were analyzed to answer all research questions.

FINDINGS AND DISCUSSION

The first research question that the researcher formulated was as follows: “What is the impact of e-portfolio assessment on EFL students’ writing recount text? The first research question was answered by using the text of the instrument document students recount text and online observation. The students' writing results in writing recount text are relevant with the theory of writing recount text from Derewianka (1990, p. 17).

Based on the observation result, the teacher conducted pre activity on teaching and learning process by greeting the students. Then, students responded to the teacher through WA group.

Subsequently, the teacher reminded students to fill in attendance on Google Sites through the WA group before carrying out core activities in the teaching and learning process. After that, the teacher gave the Google Sites web link to the students containing material in the form of a video about recount text, then the teacher reminds students after watching the learning video to learn the material. Then, after the students have learned it, the teacher gave the task to the students to make a free-themed recount text. Next, students collected assignments to make free-themed retelling texts through Google Sites. After assessing students' assignment, the teacher carried out post-teaching activities. In this case the teacher returned to the WA group to remind that the meeting is over. The teacher thanked the students who had followed the lesson. The teacher also hopes that students in their learning can improve students' ability in writing recount text, finally the teacher says hello.

To answer the second research question, the interview was utilized. The interview is the third instrument used by the researcher to collect data. It was conducted on the 18th of July 2021. It was used to answer research questions about how teachers perceive e-portfolio assessment through Google Sites. Teacher interviews were conducted by researchers to get more data related to the questions. The data revealed that the teacher considered the e-portfolio assessment in writing recount text through Google Sites as the platform that had a very good impact. Based on the results of the interviews, the researchers concluded that the impact of e-portfolio assessment on students was very good. The reason is that Google Sites has many templates and attractive design features that make it easy for users to make it interesting for students in the learning process. Google Sites also has a significant impact on students because it provides many benefits for its users, such as sites that are easily accessible, presenting learning materials as well as testing students' understanding by giving post-tests. Google sites also make it easier for teachers the process assessing student assignments. This means that the interview results provide a positive response about the impact of the e-portfolio assessment in writing recount texts through Google Sites.

In this study, the researcher administrated observation, interview, and document to complete the data. From all the findings mentioned previously, it could be seen that there has been an answer for the first research question through online observation and the document. In the finding, the researchers concluded that the use of e-portfolios improves students' creativity in writing recount texts. The result of the present study is similar to Ibrahim (2018) which reveals that students' perceived proficiency as an important predictor to practice techniques in future teaching. Students support this teaching method and showed that utilizing an e-portfolio provided them a sense of control to create personalized artifacts, organize, and support their learning goals.

CONCLUSIONS

Based on the results of qualitative research, it can be concluded that the impact of portfolio assessment through the Google Site is effective in teaching students' understanding of writing recount text. Most of the students seemed to enjoy and have fun in the teaching and learning process. Teachers also be able to apply various teaching methods or techniques, various types of up-to-date techniques and interesting activities that can attract all students to join the teaching and learning process. The effect of e-portfolio assessment in teaching writing recount texts given by the teacher to students clearly had a positive effect. Teachers give positive responses to the implementation of e-portfolio assessment through Google Sites. Students and teachers are very interested in the e-portfolio assessment process in writing recount texts through Google sites. For further researchers who want to conduct research in the same field, they should conduct research

for a longer period of time to obtain more accurate data. The researcher suggests for further researchers to examine students' perceptions as well.

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