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INVESTIGATING THE IMPACT OF E-LEARNING ASSESSMENT USING PORTFOLIO ON WRITING ENGAGEMENT: INDONESIAN ISLAMIC EFL HIGH SCHOOL STUDENTS' PERCEPTION

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Abstract: This paper reports an analysis of students' perception on the impact e-learning assessment using portfolios on writing engagement. This research employed a case study approach. Questionnaires were used as data collection instruments. The participant of this study was students of Islamic High School of grade 10 in Garut and the data collection was obtained from the questionnaire with EFL Students. The results showed that the use of e-learning assessment through portfolio was very influential on students in collecting assignments. The results also show that the student's perception of e-learning assessment through the portfolio is very influential on students' writing engagement.

Keywords: assessment; e-portfolio; EFL students; perception; writing

INTRODUCTION

The implementation of EFL in Indonesia requires the students to learn receiving skills, which consist of listening and reading, and production skills which consist of speaking and writing. Writing is someone's activity to record experience, observation, interpret, and explain the processing resources through written language (Gie, 2002; Tarigan, 2008). However, handling productive skills, in particular, writing, is much harder than receptive skills like listening and reading. Thus, the use of different technological devices or create different websites, blogs, or wikis makes the teaching process more interesting to their learners (Masaeli & Chalak, 2016).

Although online learning generates many benefits, it is certainly derived from what it belongs to as a set of challenges, one of which is the writing engagement. Writing engagement leads students to be able to put out ideas clearly, logically, and systematically, by means of the context and communication needs which is constructed within interaction (Anderson, 2003). Horton (2006) thinks that e-learning develops learning experiences of information and computer

technology. It includes the development of assessment which is in the form of electronic-based, namely e-learning assessment.

Assessment is a crucial part of any learning and teaching activity including in writing development (Kirmizi & Komec, 2016). This process occurs when the assessment result functions to enhance subsequent learning. (Huba & Freed 2000). One of learning assessment is portfolios which is a file student improvement, display student work samples, student learning outcomes and curriculum assessment (Buzzetto-more & Alade, 2008). Lorenzo and Ittelson (2005) claimed e-portfolio consists of six functions including 1) planning educational programs, 2) documenting knowledge, skills, abilities and learning, 3) tracking development within a program, 4) finding a job, 5) evaluating a course, and 6) monitoring and evaluating performance. In order to evaluate the use of e-portfolio, in particular its impact, perception of the user is critical. It is essential to process information to make sense of the world and to confirm that we are safe and confident to interact with the physical outside world (Qiong, 2017).

The present study has been supported by previous studies as reliable references (Aygün & Aydın, 2016; Khodadady & Khodabakhshzade, 2012; Khodashenas & Rakhshi, 2017). Unlike the previous study aforementioned, the present study is intended to reveal students' perception on the impact of e-learning assessment using portfolios on writing engagement which is still rare.

METHOD

This study used qualitative research that can explore and describe a situation that provides a detailed perspective (Creswell, 2014). The research took place at Islamic High School in Garut. The participant is 24 students in Islamic High School in Garut who were selected purposively (Crossman, 2020). The researcher used an open-ended questionnaire to get information from the Students of Islamic High School in Malangbong. The result of open-ended questionnaire was analysed in descriptive qualitative using the percentage formula which is adapted from Cohen, et al. (2018, p. 755).

FINDINGS AND DISCUSSION

As previously mentioned, the present study was intended to analyze students' perception on the impact of e-learning assessment using portfolios on writing engagement. A set of open-ended questionnaires were administered to students. The study resulted in a desirable result in at which the students' responded positively.

It was found from the result that students feel that e-learning assessment through the portfolio is very good, simple, and interesting. Students learn easier; learning materials are easier to understand, practical and flexible that can be accessed anywhere and anytime. In addition, student motivation also increases. With E-learning through their portfolio, they can learn independently.

Based on the questionnaire given to the 24 students, 22 students (92%) agreed that E-learning assessment through the portfolio is interesting. It is followed by 2 students (8%) who find it easier to learn English using E-learning through portfolio, and 23 students (96%) agreed that E-learning through the portfolio is efficient in English learning. Meanwhile, 19 students (79%) did not find difficulty in accessing because the school provides internet connection. The last is 22 students (92%) agreed that E-learning through the portfolio is not complicated to be implemented in English learning.

Based on the information presented above, students understand that E-learning via portfolio facilitates writing engagement. Users of online courses who did not find it difficult or time-consuming to use online learning were judged to have perceived ease of use. When students have no problems with online learning, they want to use E-learning to engage in writing engagement through a portfolio. It is contradictive to Chow, Herold, Choo, T. & Chan (2021, which states that perceived ease of use is an indicator of how much an individual believes that applying a certain technology would be painless, and so symbolizes an individual's inherent incentive to utilize that technology.

Furthermore, based on the findings the students reported that 23 students (96%) agreed to E-learning assessment through portfolio provided opportunities for students to study independently. Meanwhile, 1 student (4%) believes that E-learning Madrasah is a better way to learn English, and 22 students (92%) prefer to learn English by E-learning through a portfolio than the usual method. It implies that E-learning to influence students' writing engagement through a portfolio provides the students plenty benefit.

Based on the aforementioned result, it was concluded that the student's perception toward the use of E-learning assessment through the portfolio is easy and useful on writing engagement. This perception made the students have a writing engagement to use E-learning assessment through the portfolio. This finding is relevant with previous studies (Aygün & Aydin, 2016; Khodadady & Khodabakhshzade, 2012; Khodashenas & Rakhshi, 2017) in that both any form of portfolio, in particular, e-portfolio has considerable effect on the academic achievement, including in writing. In addition, the finding shows that the e-portfolio has the similar function with what have been said by Lorenzo and Ittelson (2005) in that e-portfolio functions to plan educational programs, document knowledge, skills, abilities and learning, track development within a program, find a job, evaluate a course, and monitor and evaluate performance.

CONCLUSIONS

The study has been so far discussed students' positive responses to the implementation of e-learning assessments through portfolios on writing engagement. Students feel that e-learning assessment through the portfolio is very good, simple, and interesting. Students learn easier, learning materials are easier to understand, practical and flexible can be accessed anywhere and anytime. In addition, student motivation also increases. With E-learning through their portfolio, they can learn independently. Finally, the researcher concludes that students and teachers are very interested in e-learning assessment through the portfolio on writing engagement. Thus, it can be concluded that the impact of e-learning assessment through the portfolio is effective in writing engagement.

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