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## A Teacher's Experiences on the Use of E-Portfolio as Students' Portfolio Assessment in Teaching Speaking: A Narrative Inquiry

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### Abstrak

Artikel mendiskusikan tentang penggunaan *e-portfolio* sebagai portofolio penilaian siswa yang dilakukan oleh guru bahasa Inggris didalam pembelajaran berbicara bahasa Inggris (*speaking*) di tingkat SMP. Penelitian naratif dipilih sebagai metode penelitian yang bertujuan untuk menceritakan pengalaman seorang guru bahasa Inggris dalam menggunakan *e-portfolio*. Data dari penelitian ini diperoleh dari hasil wawancara guru yang selanjutnya data tersebut dianalisa melalui metode naratif. Hasil dari penelitian ini mengindikasikan bahwa; 1) alasan guru memilih portofolio elektronik berkaitan dengan minat siswa dan perubahan metode penilaian guru dari metode tradisional ke metode moderen. Selain itu, portofolio elektronik tersebut juga menyusun tugas-tugas "*speaking*" siswa beserta penilaiannya secara rapi. Sementara itu, hambatan-hambatan yang dihadapi guru dalam penggunaan portofolio elektronik adalah ketidakstabilan jaringan internet dan adanya perbedaan kemampuan siswa dalam menjalankan portofolio tersebut. Hasil penelitian ini menyarankan agar penggunaan "*e-portfolio*" dapat dijadikan sebagai salah satu strategi pembelajaran yang dapat membantu siswa untuk meningkatkan kemampuan "*speaking*"nya melalui refleksi siswa terhadap kumpulan video-video "*speaking*" lama yang berisi masukan dan nilai yang tersimpan di portofolio tersebut.

**Kata Kunci:** Penilaian, portofolio elektronik, pembelajaran berbicara, pengalaman guru.

### Abstract

*This article discusses the use of the e-portfolio as students' portfolio assessment done by an English teacher in teaching speaking at the junior high school level. The narrative inquiry was chosen as the research design to reveal the story of the English teacher's experiences in using the e-portfolio. The research data was obtained from the teacher through an interview and then it was analyzed via narrative analysis. The findings of the study indicated that; 1) the reasons why the teacher used e-portfolio were related to the students' attention and the shifting of assessment method from traditional method to modern method. Furthermore, it also compiled the students' speaking assignments along with its assessment neatly. Meanwhile, the problems that the teacher faced in using the e-portfolio were related to unstable internet connection and the difference in students' ability in running it. The results suggested that the e-portfolio could be used as one of the strategies to elevate students' speaking ability since it made them reflect on their speaking ability to be better through the old video collections placed on it which contain feedback and their speaking score performance.*

**Keywords:** Assessment, e-portfolio, teaching speaking, teacher's experiences.

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## INTRODUCTION

Speaking English is one of productive skills that has to be mastered by English Foreign Learners (EFL) in order to make them ease to communicate their thoughts to English native speakers. According to (Bahar 2014), people use their speaking skill to have communications with others through sharing ideas and opinions. Beside sharing ideas and opinions, the skill is the act of generating words that must be understood by listeners (Sri Kuning 2019) Moreover, Yildiz ( 2021)believes that speaking skill is a challenging activity that is owned by almost every language users. To get them ready in facing the activity, teachers must provides various learning methods or strategies in teaching speaking (Srinivas, 2019, cited in Husna & Astria, 2021). The strategies can be owned by improving their knowledge in order to deliver up-dated information to their students and to create interesting learning objects. The interesting learning objects stimulate students' motivation to speak (Sidabutar and Manihuruk 2022). Besides improving teachers' knowledge, evaluation the progress of teaching and learning in the class must be done to see students' comprehending about the subject that has been taught and to identify whether or not the teaching and learning strategies have been done by done effectively and properly. According to Committee on Undergraduate Science Education (1997), evaluating teaching and learning process has many advantages. First, teachers obtain feedback on their teaching. Second, teachers get regular insight on student learning and the last, teachers can assess a course at the end of the term. Related to the last advantage which is about assesment, effective teachers regularly assess what they do in the classroom and whether their students are really learning (Angelo, T.A., & Cross 1993).

Based on Brown (2003), assessment is an ongoing process that encompasses a much wider domain. (Brown 2015)states that there are two types of assessment, summative and formative assessment. Summative and formative assessment have different purposes. Summative assessment has a purpose to sum-up what students can perform. It is usually done at the end of teaching and learning activities. Meanwhile, the purpose of formative assessment is to help students check their progress, identify their areas that need improvement and it is also done during process of teaching and learning. The teachers often assess students' performance by having a test. They usually administer a test by using the format of summative assessment which is done at the end of the learning proses. Assessment and test are the sub-sets of evaluation (Gultom 2016). The traditional test that the teachers are used to having is multiple choice test. Teachers administers this kind of test because it does not take time to conduct and the teachers can obtain the results in a short time. However, a multiple choice test often does not match with the students' skill to be assessed such as speaking and writing skill. Result of assessment or students' score must be valid and reliable.Valid, if the instrument assessment matches with the the students' skills to be assessed. Reliable, if the result of assessment precisely represents the true level of the skill being assessed (Latief 2015). To get valid and reliable result of assessment, teachers should administer an alternatives in assessment. Brown (2015) states that sometimes such innovations are referred to as alternative assessment. Portfolio is one of the alternatives in assessment especially in assessing students' speaking skill.

Having portfolio in the students' speaking assessment is very useful since it can be an evaluator for them. It contains compilation of feedbacks from the teachers and friends (Wang, L. J., & Chang 2010). The feedbacks play an important role for the betterment of their speaking ability.

Traditional portfolio is a type of assessment which can provide evidence collection to evaluate students' learning process. Many researchers use portfolio as their instrument assessment and most of the results of their research show that portfolio can help students improve their skill in learning English. According to Beck et al. (2005), portfolios provide an opportunity for (EFL/ESL) learners to monitor their own writing progress and take responsibility for meeting goals. Through the collection of students' work, portfolios give the role for the students to see possibilities for reflection and confirmation of their own learning effort. However, eventhough traditional portfolio give a lot of contributions to improve students' skill, the use of it takes time and it needs more teachers' attention to conduct it. In terms of assessing students' writing skill, teachers compile students'

writing in the form of paper and automatically they need more spaces to keep it safely. Consequently, some new ways such as e-portfolios are developed to assess learners (Yastibas and Cinar Yastibas 2015)..

Gülbahar & Tinmaz (2006) states that e-portfolios can be defined as electronically works and reflections of students, which are used to show their growth and development during the learning process. The use of e-portfolios differ in the use of traditional portfolis. The system of traditional portfolios, which is paper based, are not efficient. In compiling the paper, students still need teachers' assisstance. Meanwhile, in e-portfolios, it is designed to support the development of personal planning and to improve the practice of reflective and independent skills. In other words, students can arrange and keep their work by themselves. Moreover, e-portfolios are easily to publish and it allows for discussion with a number of parties. Through e-portfolio, students can have an interaction among the other friends. Other friends feel free to give comment or feedback on their friends' performance. In terms of modernity, e-portfolios can make students work digitally and in organized, searchable, tranSPORTABLE way (Rhodes 2011). In line with that, Lorenzo et al. (2005), define that it is as the product, created by the learner, a collection of experiences, achievements and learning. Thus, the definitions show that e-portfolios can be as electronically works that it leads students to be more independent in the teaching and learning process.

There are many benefits from the implementation of e-Portfolio including: (a) to increase student engagement and retention; (b) to develop reflective skills (c) to provide opportunities to change the assessment of learning into assessment for learning; (d) to assist the learning with a holistic approach; (e) to offer the individual's potential (f) to help individuals in developing discipline (Faulkner, M & Allan 2009).

In addition, according to Goldsmith (2007), e-portfolio can save students' and teachers' time and energy. Through the use of e-portfolio, students can store information easily, give easy access for viewing and review puposes, and minimize the any risks of loss. Some other benefits in applying e-portfolio assessment are the ease of the application, the efficiency of time consumption, and the effectiveness of the assessment itself. In e-portfolio assessment, teacher can have students' self and peer assessment along with teacher's assessment. This improves students' learning in a way that they will have different experience and be involved in assessing their own ability (Ramazani 2014). Portofolio assessment will be highly used by teachers so that greetings make a conclusion in the assessment more objective (Suttriso 2022).

E-portfolio can be applied in a variety materials and subjects in schools and colleges. It can describe and improve effectively student achievement trends of each authentic assignment and products of learning undertaken during the learning process. Therefore, e-portfolio is strongly recommended to be applied in a process-oriented learning, but also centered on the learner. Electronic portfolio has been developed based online service so it does not use paper, it is necessary to further study regarding the efficiency in supporting green paperless education.

Nowadays, various Internet tools and information technologies have been introduced into EFL classroom. Many teachers are eager to employ web 2.0 technology for their learning activities. Related to web 2.0, Huang and Yoo (2013) convey that there have been attempts to apply Web 2.0 tools into classroom assessment for the past few years. They confirmed that these Web 2.0 based assessment are useful for documenting students' progress in its online archives and demonstrating students' maximum potential. In line with the statement, Nizal et al. (2018) state that Google is a popular Web 2.0 tools that offers a lot of interesting facilities and applications. The selection of learning media needs to pay attention to the effectiveness of the media, and the learning objectives to be achieved. The use of multimedia needs to be done so that the achievement of the objectives and effectiveness of the media can be obtained properly. According to Fitriningtiyas & Umamah, N. (2009), multimedia is the use of computers to combine text, graphics, audio, and video that allows one to communicate with each other. Thus, e-portfolio is expected to create an achievement of learning objectives and add value to the effectiveness of the media itself.

This article discusses the use of e-portfolio as students' portfolio assessment in teaching speaking. This article focuses on speaking skills because there are limited studies done in e-portfolio assessment for speaking skill. Some studies mostly focus on writing skill like the one which was conducted by Lorenzo et al. (2005) on the implementation of web-based portfolio in universities to develop critical thinking. In the study, the researchers found many data such as the way the teachers overcame the challenges and that successful online portfolio assessment could be done by a quite long time conditioning all aspects involved. Another study conducted by Sipacio (2015) confronted challenges in the implementation and focused on writing skill using Facebook. The result was that students had strong apprehension in publishing their work. Meanwhile, Buzzetto-More (2010) investigated the efficacy and efficiency of e-portfolio use for summative test. The result of the study was that the efficacy and efficiency of high assessment was very high due to students' involvement in the process.

In Asian context, a research on e-portfolio use conducted by Chang, YJ, Wu, CT, & Ku (2005) found that it affects both teachers and students and stimulates them to think of ways to connect their work, their school, and the island community as well as to look beyond the Taiwan community to interact with more globalized world community. Another research on e-portfolio conducted by Slepcevic-Zach & Stock (2018) supported the use of video as a reflective tool in an e-portfolio context and highlighted the need for considering pedagogical and technological issues that are of significance for teachers, educators, and e-portfolio developers. Because a lot of studies had been successful in conducting e-portfolio, this article wanted to conduct a research study regarding the use of e-portfolio as students' portfolio assessment in teaching speaking. By employing a narrative inquiry as the research method, the research finding of the study was expected to reveal the story of an English teacher's experiences on the use of e-portfolio as students' portfolio assessment in teaching speaking. Moreover, the research method provided a comprehensive story of the teacher's reason why she chose the e-portfolio along with its advantages and drawbacks."

## **METHOD**

This study used a narrative inquiry as the research method since it was an appropriate method to explore teacher's experiences on the use of e-portfolio as students' portfolio assessment in teaching speaking. Based on Ary et al. (2010), this type of qualitative method provided descriptive information of aspects being investigated. This method also involved small numbers of participants (Golombek and Johnson 2007).

The participant of the study was an English teacher who has taught English for eight years in junior high school. Using the e-portfolio as her students' portfolio assessment was the first time for her. She used to collect students' speaking videos and save them into a folder placed in her laptop. In giving speaking assessment, she merely gave feedback and speaking score in a piece of paper. Hence, exploring her first experience in using the e-portfolio seemed to be interesting.

In collecting the data, the study administered a semi-structured interview to investigate the teacher's reason why she chose the e-portfolio along with its advantages and drawbacks. The research subjects in this study were all students in the school, the location was in Malang with a study period of approximately 3 months. Informants/collaborators who helped from teachers and students. Narrative research was chosen as the research method that aims to tell the experience of an English teacher in using an e-portfolio. The data from this study were obtained from the results of teacher interviews, which were then analyzed through the narrative method. As well as checking the validity of the research results carried out by experts.

## **RESULTS AND DISCUSSIONS**

### **E-Portfolio**

Traditional portfolio is a type of assessment which can provide evidence collection to evaluate students' learning process. Many researchers use portfolio as their instrument assessment and most of the results of their

research show that portfolio can help students improve their skill in learning English. According to Beck et al. (2005), portfolios provide an opportunity for (EFL/ESL) learners to monitor their own writing progress and take responsibility for meeting goals. Through the collection of students' work, portfolios give the role for the students to see possibilities for reflection and confirmation of their own learning effort. However, even though traditional portfolio give a lot of contributions to improve students' skill, the use of it takes time and it needs more teachers' attention to conduct it. In terms of assessing students' writing skill, teachers compile students' writing in the form of paper and automatically they need more spaces to keep it safely. Consequently, some new ways such as e-portfolios are developed to assess learners (Yastibas and Cinar Yastibas 2015)..

### **Definition of e-portfolio**

Gülbahar & Tinmaz (2006) states that e-portfolios can be defined as electronically works and reflections of students, which are used to show their growth and development during the learning process. The use of e-portfolios differ in the use of traditional portofolis. The system of traditional portfolios, which is paper based, are not efficient. In compiling the paper, students still need teachers' assistance. Meanwhile, in e-portfolios, it is designed to support the development of personal planning and to improve the practice of reflective and independent skills. In other words, students can arrange and keep their work by themselves. Moreover, e-portfolios are easily to publish and it allows for discussion with a number of parties. Through e-portfolio, students can have an interaction among the other friends. Other friends feel free to give comment or feedback on their friends' performance. In terms of modernity, e-portfolios can make students work digitally and in organized, searchable, trasportable way (Rhodes 2011). In line with that, Lorenzo et al. (2005), define that it is as the product, created by the learner, a collection of experiences, achievements and learning. Thus, the definitions show that e-portfolios can be as electronically works that it leads students to be more independent in the teaching and learning process.

### **Benefits of e-portfolio**

There are many benefits from the implementation of e-Portfolio including: (a) to increase student engagement and retention; (b) to develop reflective skills (c) to provide opportunities to change the assessment of learning into assessment for learning; (d) to assist the learning with a holistic approach; (e) to offer the individual's potential (f) to help individuals in developing discipline (Faulkner, M & Allan 2009).

In addition, according to Goldsmith (2007), e-portfolio can save students' and teachers' time and energy. Through the use of e-portfolio, students can store information easily, give easy access for viewing and review puposes, and minimize the any risks of loss. Some other benefits in applying e-portfolio assessment are the ease of the application, the efficiency of time consumption, and the effectiveness of the assessment itself. In e-portfolio assessment, teacher can have students' self and peer assessment along with teacher's assessment. This improves students' learning in a way that they will have different experience and be involved in assessing their own ability (Ramazani 2014). Portofolio assessment will be highly used by teachers so that greetings make a conclusion in the assessment more objective (Suttrisno 2022).

E-portfolio can be applied in a variety materials and subjects in schools and colleges. It can describe and improve effectively student achievement trends of each authentic assignment and products of learning undertaken during the learning process. Therefore, e-portfolio is strongly recommended to be applied in a process-oriented learning, but also centered on the learner. Electronic portfolio has been developed based online service so it does not use paper, it is necessary to further study regarding the efficiency in supporting green paperless education.

### **E-portfolio Assessment in Speaking**

Nowadays, various Internet tools and information technologies have been introduced into EFL classroom. Many teachers are eager to employ web 2.0 technology for their learning activities. Related to web 2.0, Huang and Yoo (2013) convey that there have been attempts to apply Web 2.0 tools into classroom assessment for the

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The research findings of the study were the results of the teacher's interview which had been summarized by the researcher. It contains teacher's story of her reasons why she chose e-portfolio as students' assessment along with its advantages and drawbacks.

The teacher's main reason in choosing the e-portfolio was related to students' attention. She considered that e-portfolio could attract students' attention in having speaking activities since it was their first time using e-portfolio. She said:

*"I think they feel curious in using e-portfolio because this is their first time. Curiosity on something new usually creates their eagerness to learn. I want to provide various learning atmosphere in my teaching class so that my students get attracted and feel motivated to speak. During the use of e-portfolio in the class, they seem to be more active in followingmy instructions and asking some questions related to it"*

Her reason in choosing e-portfolio was in line with Kwak, Y., & Yin (2018) research finding that stated that the implementation of e-portfolio created better active participation from students. Besides, she wanted to changed her traditional speaking assessment with the modern way. She said:

*"I used to assessing students' speaking skill by giving scores in a piece of paper or directly giving feedback to the students after they performed in front of the class"*.

Providing assessment through e-portfolio get her new insights on the way she put students' speaking assessment. The teacher asked her students to upload their speaking videos to the e-portfolio and then the teacher gave feedback and score on the chat box. Besides, the teacher also allowed the students to obtain other feedback from their friends. Thus, the students could reflect their speaking skill through the two feedback that make them improve it to be better. even when assessing teacher performance as well as school accreditation, one of the elements that assessors are assessing is the result of the portfolio made by the teacher to students (Sutrisno n.d.).

Apart from the teacher's reason why she chose e-portfolio as students' portfolio assessment, the teacher also revealed the advantages and drawbacks of the use of e-portfolio. Through the e-portfolio, the teacher considered that employing e-portfolio could make her easily organize students' speaking assignments. Besides, teachers or lectures could access and assess the students' assignments anywhere and anytime by using technological advances (Rahmawati et al. 2018). Furthermore, asking the students to give feedback to their friends' speaking videos could lead them think critically regarding their friends' speaking performance. She said:

*"I purposely allow them to give feedback on their friends' speaking performance in order to get them ready in being critical students. Moreover, I want to make them get accustomed to consider that the feedback given by their teacher and friends is for the betterment of their speaking ability"*.

In relating to critical students, Kusuma et al. (2021)also believed that using e-portfolio as students' speaking assessment helped them to immerse learning activities cognitively. if the teacher does not use the portfolio, it seems less subjective (Sutrisno n.d.).

Yet, during her assessment activity through e-portfolio, the teacher found two significant problems in using e-portfolio, unstable internet connection and difference of students' ability in using e-portfolio. Due to

having bad internet connection, students sometimes felt confused regarding the explanations of e-portfolio could not be delivered completely. To overcome the problem, the teacher set a Wi-Fi extender to make the internet connection more stable. Meanwhile, related to difference of students' ability in using e-portfolio, the teacher asked students who had better understanding of the use of e-portfolio to help their friends to comprehend about it. Besides, the teacher also gave extra explanations to the students who were still confused using e-portfolio on their breaktime.

## CONCLUSION

E-portfolio assessment required students to be active participants in the learning process especially in speaking activities because they were in charge of every step of e-portfolio assessment such as evaluating their learning process and giving feedback on their friends' speaking assignments. Students could also perceive e-portfolio as an effective tool for both assessing and learning since they were able to experience the connection between the two. Besides an effective tool, students could use e-portfolio to monitor their own learning process. The monitoring could enable them to assess and reflect on their own work, which could help students understand their strengths and weaknesses, what worked and what did not work for the improvement of their speaking ability.

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