

**The Accommodation of E-Portfolio in Writing
Class: The Exploration of Student Learning
Experience
THESIS**

Submitted in Partial Fulfilment of the Requirements
for Graining the Degree of Bachelor of Education
in English Language Education



By:

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ABSTRACT

Title : **The Accommodation of E-Portfolio in Writing Class: The Exploration of Student Learning Experience**
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This study aims to explore students' experiences in accommodating e-portfolios in writing classes as well as the strategies they use to improve their writing skills. E-Portfolio is a digital tool used as a medium for reflection, documentation, and evaluation in the learning process. Using a phenomenological case study to explore the lived experiences of students or individuals to specific phenomena, this study involved 9 students in an international class program, especially English education students who have used e-portfolios in their writing classes. Data were collected through interviews and reflective essays and then analyzed using thematic analysis. The results showed that e-portfolios helped students recognize themselves through reflection on their writing style, word choice, and sentence structure. Students also stated that by reviewing their old writing and comparing it with their recent writing, they could identify the development of their writing skills. In addition, this study found that the main strategies used by students in using e-portfolios include reflection on writing, assessment of writing progress, documentation of writing experiences, collaborative learning, and evaluation to set new goals.

Keywords: *E-Portfolio, writing skills, reflection, learning strategies, technology-based learning*

MOTTO

بسم الله الرحمن الرحيم

May Allah grant me continuous and abundant health

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CHAPTER I

INTRODUCTION

A. Background of the Study

Online resources that help people write have cleverly evolved. They offer a plethora of tools that guarantee the user an engaging editing and publishing experience. These platforms provided users with a unique and beneficial online writing experience for their ideas. Weblogs, which emerged toward the close of the 20th century, have had an impact on how individuals publish their opinions. Writing courses can be conducted using a variety of blogs and other online writing platforms. According to (Tekinarslan, 2008) Among them are Google Docs, WordPress, Blogger, and so on. These websites might be a great resource for writing instruction, blogs are practical and easy-to-use publishing platforms.

The promise of E-Portfolio as a tool has sparked a rise in interest. Technology is thought to make learning more convenient. More individualized and oriented on the student educational modalities. Among the e-learning resources, the e-portfolio is technology. E-portfolios are outlined as a computerized collection of objects, such as resources, accomplishments, and

demonstrations that represent an individual, group, or establishment (Tsirika et al., 2017).

Within the quickly changing field of education, technology still has a significant influence on how we acquire, impart, and evaluate information. The e-portfolio has become one of the most innovative and promising technology tools accessible, completely changing the way students interact with their education. An electronic portfolio, or e-portfolio, is a computerized compilation of artifacts that includes materials, achievements, and demonstrations. It provides a flexible, personalized, and student-focused approach to learning. This paper examines the role that e-portfolios play in modern education, highlighting the advantages that they offer in terms of individualized instruction, student autonomy, thorough evaluation, accessibility, multimedia integration, lifetime learning, teamwork, and accomplishment display.

With e-portfolios, students take charge of their education and are encouraged to take more responsibility for their learning. Students in conventional learning environments are frequently treated as passive information consumers. However, with e-portfolios, they take an active role in their

learning. They are in charge of choosing, considering, and arranging their work, which fosters the growth of critical thinking and self-evaluation abilities. Students are empowered by this change from passive to active learning, which increases their motivation to achieve and their level of investment in their academic results.

Modern educators advocate student-centered teaching methods and active student participation in the learning process, which calls for the adoption of different methods by placing learners at the center of the learning process and allowing them to experience themselves. Consequently, an e-portfolio can be a useful teaching tool that promotes student-centered learning and helps students learn. On the other hand, it is not centered as well as possible because students who learned the language through e-portfolios lack in writing; therefore, sometimes students do not produce; rather, they include detailed information on students and provide feedback on their performance. Additionally, portfolios provide "a vehicle for reflection when having a conversation.

One of the modern strategies is the portfolio, which is seen as a useful substitute for standardized testing because it accurately reflects a student's abilities

across a variety of learning domains. It fosters an environment for student learning, which calls for active students. It is important to remember that portfolios should not be viewed as just a compilation of student-produced.

The multiple intelligences theory is an extension of constructivism theory. According to the hypothesis, people have various intelligence profiles or multiple intelligences, and as a result, different learning styles are favored by learners (Kornhaber, 2019) (Kolb & Kolb, 2013) identify these preferred learning methods as learning styles, and they are classified as follows: verbal (linguistic), physical (kinaesthetic), aural (auditory), visual (spatial), logical (mathematical), social (interpersonal), and private (intrapersonal) because of this, learning, teaching, and evaluation activities should be differentiated to fit each person's unique learning style and demand that students apply what they have learned to overcome problems in their daily lives.

Although previous research has provided valuable insights into the use of e-portfolios in educational contexts, there are still significant gaps in the understanding of how e-portfolios are

accommodated in writing classes, particularly from the perspective of students' learning experiences. Research (Chere-Masopha & Mothetsi-Mothiba, 2022) highlighted teachers' experiences of using portfolios as teaching and assessment tools in Lesotho primary schools but did not explore how students experience and interact with such portfolios in the context of learning to write. In addition, (Gebrekidan & Zeru, 2023) showed that portfolio-based assessment can improve students' understanding of writing, but this study did not go in-depth about students' learning experiences in the process of e-portfolio accommodation in the writing classroom. (Barrot, 2021) examined the impact of Facebook-based e-portfolios on ESL students' writing performance, but the focus was more on performance outcomes rather than students' learning experiences during the process. Therefore, this study aims to fill that gap by exploring students' learning experiences in accommodating e-portfolios in the writing classroom, thus providing a more comprehensive understanding of the impact of e-portfolios on their learning process. It meant that the purpose of this research is to explore student ability in writing skills and how the student is good at writing.

B. Question of the Research

1. What are the views of students on e-portfolios in writing class?
2. Students strategies experience on using e-portfolios in the writing class?

C. The Objective of the Research

1. To know students' views toward e-portfolios based on their experience such as how e-portfolios are helpful or students can know themselves.
2. To explore the student strategies in writing class to improve their writing skill based on their experience during their writing processes.

D. Significance of the Research

These studies have several benefits, which are

1. For Teacher

The researcher hopes that this study can be used by teachers as strategies for developing student writing development by using e-portfolios to know their strategies in learning.

2. For Student

The researcher hopes that this study can be used by students as strategies in learning writing in E-

Portfolio by using strategies which have been experienced.

E. Scope and Limitation

This research focuses on University Students in writing classes. Then this research is limited by several things. First, student strategies in writing class to improve their writing based on their experience during their writing processes. Second, students view e-portfolios based on their experience such as how e-portfolios are helpful or how students can know themselves.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

Julia Chere-Masopha & Lipuo Mothetsi-Mothiba (2022) conducted research entitled **"Teachers' experiences of using a portfolio for teaching, learning, and assessment in Lesotho primary schools."** The purpose of this study was to find out how primary school teachers used portfolios in Lesotho as a teaching, learning, and assessment tool. This study was carried out in Lesotho, where the government has changed the way that teaching, learning, and assessment (TLA) is done in classrooms by implementing a new policy framework. The policy framework suggests using portfolios as a method of instruction and evaluation for students. Data for this study was gathered through interviews with ten Lesotho primary school teachers using a qualitative research design. Based on their prior experience utilizing portfolios for teaching and learning, participants were chosen on purpose. The audio recordings of the interviews were transcribed and subjected to theme analysis. According to this study,

instructors' experiences with using portfolios for instruction, learning, and evaluation were not all the same. According to certain educators, portfolios enable them to monitor their pupils' development.

Habtamu Gebrekidan & Assefa Zeru (2023) conducted research entitled " **Effects of portfolio-based assessment on EFL students' conceptions and approaches to writing**" The authors investigated the impact of portfolio-based assessment on EFL students' conceptions and writing approaches. This study discovered that because portfolio-based assessment enabled students to evaluate their learning and pinpoint areas for development, it improved their ideas about Writing. With portfolio-based assessment, students can establish individual goals for their writing growth. Through introspection on their writing accomplishments and development opportunities, students can set specific goals for their writing practice. Students who set goals for themselves are better able to concentrate their efforts and maintain motivation during the writing process, which in turn increases their success in meeting their writing objectives. A more comprehensive method of assessing pupils' writing

skills is provided by portfolio-based evaluation. Portfolio-based evaluation enables the collecting of several student writing examples throughout time, as opposed to depending just on traditional metrics like standardized tests or individual writing samples.

Jessie S. Barrot (2020) conducted research entitled "**Effects of Facebook-based e-portfolio on ESL learners' writing performance**". The author investigated the effect of Facebook-based e-portfolio on ESL learners' writing performance. A recent advancement in writing education is the incorporation of Web 2.0 tools like Facebook. Few studies have examined Facebook use in writing schools, even though several have been conducted on the topic and examined it as a platform for electronic portfolios. Two intact groups were assigned to the treatment group (a Facebook-based e-portfolio) and the control group (a traditional portfolio) in this quasi-experimental study design. There were 48 pupils in the treatment group and 41 kids in the control group. The study used an independent samples t-test to compare the post-test scores between the treatment and control groups and a paired t-test to compare the pretest and post-test scores

of both groups. The study's findings demonstrated that from the pretest to the post-test, both the treatment and control groups' writing performance dramatically improved. Nonetheless, there was a discernible difference between the two groups, as the treatment group's post-test mean score was greater than the control group's. The mean score of the treatment group rose by +1.21, but the mean score of the control group climbed by +0.91. The study also discovered that all aspects of writing performance—task accomplishment, coherence and cohesiveness, lexical resource, and grammar range and accuracy—were considerably enhanced in the therapy group. Though not as noticeable as the treatment groups, the control group also showed notable gains in these areas.

Emma Walland & Stuart Shaw (2022) conducted research entitled "**E-portfolios in Teaching, learning and Assessment: tensions in Theory and Praxis**" The authors investigated E-portfolios in Teaching Learning and Assessment tensions in Theory and Praxis. Particularly in higher education, where they have the potential to revolutionize teaching, learning, and assessment, e-portfolios are being employed in

ever-more creative ways. Assessment needs to be more real, engaging and focused on developing transversal skills because students are learning in a hypertextual, digitalized, and multimedia world. The advantages and disadvantages of e-portfolios in secondary schools and colleges were examined in this study. A review of the literature was done, and research over the past 20 years, mostly from the US and Europe, was assessed. A thorough analysis revealed some conflicts between e-portfolio theory and practice, which were categorized into three primary themes: the theory and research supporting E-Portfolios, the uses and objectives of e-portfolios, and the opportunities and problems associated with e-portfolio implementation. These conflicts help us better understand e-portfolios as teaching aids and provide guidance for the development of globally applicable implementation guidelines.

From some of the previous researches, it can be concluded that the use of portfolios-both in printed and digital form-provides positive benefits in the learning, teaching, and assessment process. Portfolios help students understand their learning progress, set goals,

and improve weaknesses independently. The use of e-portfolios, including through social media such as Facebook, has also been shown to improve students' writing skills. However, the implementation of portfolios still faces several obstacles, such as differences in teacher experience, technological limitations, and gaps between theory and practice.

There are several research gaps that can be used as opportunities for further study. Firstly, there are still few studies conducted in local contexts such as Indonesia. Secondly, the use of portfolios in primary schools has not been studied in depth, especially across subjects. Third, there are not many studies that utilise commonly used digital platforms such as Google Classroom, WhatsApp or Telegram. Fourth, studies that directly compare regular portfolios and e-portfolios over a long period of time are rare. Finally, teacher training in using portfolios has not been a major focus in previous studies.

B. Literature Review

1. E-Portfolio

In a transformational pedagogical environment, an e-portfolio is a location to store artifacts digitally, or

it can be something "conceptually separate" (Walland & Shaw, 2022). An electronic portfolio can serve as a simple digital archive, such as when students submit portions of their work for evaluation. The work that is submitted in this manner is not so much a "true" (or learning) e-portfolio as it is more appropriately classified as a digital contribution. It appears that e-portfolios are being utilized for high-stakes assessment in this more restrictive manner based on assessment practices in secondary education. These applications are more related to presentation or assessment portfolios than learning portfolios, with an emphasis on "product" as opposed to "process."

By encouraging reflection on the learning process, E-portfolios are a tool that can help students monitor and assess their learning behaviors. As part of the E-portfolio development process, students must organize, record, and consider the particular learning activities they are involved in. "The product, created by the student, a collection of digital artifacts articulating experiences, achievements, and learning" is the definition of an electronic portfolio. Rich and intricate processes of preparing, synthesizing, sharing, debating, reflecting, providing, receiving, and reacting to

criticism are always present behind any presentation or output (Karami et al., 2018).

The portfolio is being used in elementary school through higher education, including universities (Muin et al., 2021) because of its many benefits for learning and assessment. The portfolio is now being implemented with technology as a result of the quick growth of information and communication technology in language instruction. To put it briefly, the electronic portfolio is thought to be more effective than paper-based.

A portfolio has taken on numerous names since it was first used in the classroom, including a learning portfolio, student portfolio, assessment portfolio, portfolio for learning and assessment, and portfolio for teaching and learning. Numerous definitions are also provided for these names. Therefore, attempting to define a classroom portfolio may be ineffective. (Chere-Masopha & Mothetsi-Mothiba, 2022). In light of this, the study concludes that, in the lack of a universally recognized definition, the description of a portfolio should place a strong emphasis on the cooperative effort and agreement between a teacher and a student regarding the task's purpose, expected

learning outcomes, learning goals, and other details as well as how the work should be completed and documented, making sure that it clearly shows the start and finish.

The portfolio might be anything from a scrapbook of personal objects to a cumulative student writing folder. A portfolio can be a slim, well-curated selection of one's best work or a densely packed file containing various drafts, finished pieces, and weird bits. A student's work from a few months of study in a single subject area or years of study throughout their entire academic degree might be included in their portfolio (Wade & Yarbrough, 1996). Teachers may see portfolios primarily as a way to improve reflective thinking or as an alternate type of assessment.

Affect the processes of draughting, editing, proofreading, formatting, and publication; Making it easier for written texts to be combined with visual and audio media; Promote nonlinear writing and reading processes; Changing the dynamic between writers and readers; Blur traditional boundaries between written and oral communication (such as email, etc.); Make it easier for writers to join new online discourse communities; More marginalize writers and texts that

are not connected to new writing technologies not only editing, proofreading but also Essays, reports, audio or video recordings of presentations, diaries, tests, assignments, and self- and peer-assessment are just a few examples of the many items that can be included in a portfolio.

2. Writing

Writing ability is the sense of being able to complete a certain writing assignment (Pajares & Frank, 2003). Composing an electronic portfolio is regarded as a substitute strategy to make up for the shortcomings of earlier writing processes and product ways (Barrett, 2007). It is consistent with electronic learning methodologies and learner-centered approaches.

Overall, approaches to writing address both the cognitive and behavioural aspects of the writing process. It reflects authors' attitudes about the writing process--for example, whether they regard writing as a way to explore ideas or as a chore to be completed--and how these beliefs present themselves in tangible behaviours while writing. This idea enables teachers and researchers to more effectively modify their teaching methods and get a deeper understanding of the

variety of students' writing processes. For example, a student who sees writing as a reflective and iterative process is more likely to participate in activities like draughting and editing, while a student who sees writing as a linear process may concentrate more on planning and outlining. Thus, knowing approaches to writing offers a more complete picture of how authors think and behave throughout the writing process.

The definition of "approaches to writing" is "the relationship between the beliefs that writers have about writing and the patterns of writing strategies that they employ." They attempted to further clarify the meanings of "approaches to writing" by contrasting and comparing them with other related constructs like "writing strategies" and "writing styles." "Patterns of writing approaches to achieve writing goals" is how they characterized writing strategies. Stated otherwise, strategies are comparatively stable entities that entail writing techniques such (as brainstorming, outlining, drafting, free writing, etc.). Conversely, writing styles have demonstrated individual variations in the application of strategies. Styles are distinct, individual applications of tactics. More significantly, the term "writing approach" describes an idea that unifies

"writing tactics" and "beliefs about writing" into one concept (Lavelle & Bushrow, 2007).

The presage element takes into account the teaching situation as well as the characteristics of the students, including their motivation, prior knowledge, and abilities (such as curriculum, method, assessment, etc). Approaches to a learning challenge that demonstrate students' inclination toward surface learning or deep learning are sometimes referred to as process factors. Lastly, the product factor speaks about the emotive, quantitative, and qualitative aspects of learning. Similarly, the three components of the learning process have bidirectional and interdependent ties in (Lavelle, 1993) approaches to the writing model: conceptions, approaches, and outcomes students' conceptions impact how they approach learning, which in turn impacts the learning output. Scholars have utilized this paradigm to examine students' writing concepts, methods, and results.

Technology plays a major role in online learning by promoting collaboration and enhancing students' writing abilities (Miftah & Cahyono, 2022). Working together appears to improve the portfolios; the Edmodo group outperforms the paper-based group in this

regard. Additionally, the qualitative data revealed favorable opinions of the Edmodo-supported course and the microgenetic growth of the student's writing style and vocabulary. These problems highlight the need for continuous conversation and proactive methods when developing educational policies and techniques to manage writing instruction in this classroom.

3. Student Experience Toward E-Portfolio

The learning process continues to revolve around the significance of reflection in the creation of e-portfolios, teamwork, and feedback. In addition to this reflective process' contribution to new knowledge structures, learner-peer and lecturer contact, and communication also offer opportunities for new knowledge structures within specific social contexts. Students who collaborate in these "online communities of practice" not only gain real-time feedback and contributions from all relevant role players, but they also get an authentic experience in the selection and discussion of appropriate artifacts. This allows students to connect, clarify, and communicate as needed (Jimoyiannis, 2012). Essentially, from a conceptual standpoint, e-portfolios can be understood as

multimedia virtual spaces that allow students to showcase their learning and engage in discussions about their experiences in an online community of practice.

The examination of the study (Tosh et al., 2005) reveals four recurring themes: E-Portfolio technology, motivation, buy-in, and assessment. They emphasize that these themes must coincide with the objectives of putting e-portfolios into practice and how students will use technology to complete their e-portfolio assignments. To guarantee buy-in in this case, it is crucial to implement the new strategy of introducing an e-portfolio to the students. For the project to be successful, students should understand the goal of the e-portfolio, how to use and navigate the offered software, and, most significantly, how it may benefit them. Without it, students do not want to think the new e-portfolio method is significant or realize how profoundly it may be experienced in the learning process. Thus, before any data was collected for this study, students were given eight weeks to become more familiar with the idea of an e-portfolio.

C. Conceptual Framework

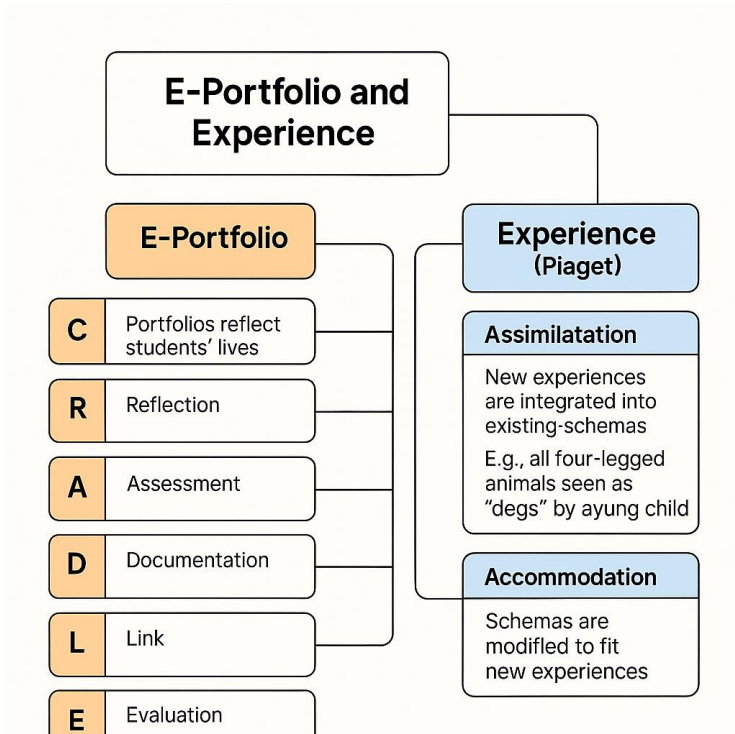


Diagram of Conceptual Framework

This figure is beneficial for providing a full and integrated understanding of the relationship between the notion of E-Portfolio in the CRADLE framework and Piaget's Experience theory, namely the assimilation and accommodation process. This

diagram, with its succinct and organised visual presentation, explains how an e-portfolio serves as more than just a documentation and evaluation tool. it also fosters students' cognitive growth via ongoing learning experiences. The link between the CRADLE components and Piaget's cognitive processes shows that the writing experience in the e-portfolio might develop students' thinking schemes while also encouraging them to adapt their comprehension of new material.

1. E-Portfolio

Utilizing the acronym CRADLE as a guide, the theoretical framework examines and evaluates how students learn when utilizing e-portfolios in writing classes. E-portfolios influence these encounters. Different cultures and teaching philosophies use e-portfolios in the classroom in different ways, with varying degrees of appropriateness depending on the situation. The CRADLE idea developed by Brown and Hudson can be used to better comprehend E-Portfolios and to facilitate sharing and getting feedback on them in the context of classroom activities, especially when writing is included.

Relationship patterns, such as those between students and their classmates or instructors, can have an impact on how people feel about their e-portfolio work, how they receive feedback, and the general environment of the classroom. These patterns aid in the explanation of how student interactions during the e-portfolio process in writing classes are structured in terms of experiences.

The E-Portfolio's theoretical framework helps pinpoint the elements that support or undermine the core learning experiences and educational ideas that result from the intimate interpersonal interactions that take place in the classroom. The use of digital media in writing programs, where e-portfolios are essential, can present special difficulties as well as chances for interaction between students and their learning community. The abbreviation CRADLE according to (Brown H. Douglas & Abeywickrama Priyanvada, 2020) indicates the following six potential portfolio attributes, those are:

Collections Student lives, and identities are reflected in their portfolios. While allowing students the appropriate latitude to select what to include, the goals of the portfolio must also be made very apparent.

Reflective: Using self-assessment checklists and notebooks for practice is a crucial component of a strong portfolio. As they assess quality and progress over time, teachers and students alike must take the role of "assessment" seriously.

We must acknowledge that a student's portfolio serves as more than simply a minor supplement to exams, grades, and other forms of more conventional evaluation; rather, it is a crucial "Document" in showcasing student accomplishment. A portfolio is a physical creation that demonstrates a student's individuality and can act as a vital "Link" between the student and peers, parents, teachers, and the community. Finally, the process of creating accountability for the "Evaluation" of portfolios is laborious but rewarding.

2. Experience

Assimilation and accommodation are complimentary functions that describe the overall properties of the organism-environment exchange. According to (Jean Piaget, 2015) Assimilation is a process in which materials from the environment are integrated into an organism's underlying organizational structures. Accommodation, on the other hand, offers

the foundation for the structuring process of assimilation. Accommodation is the feature of activity in which an organism's existing schemes discriminate and change in response to its surroundings. For example, a previous metabolic cycle assimilates certain nutrients by breaking them down into the elements. "Assimilation is thus the very functioning of the system, with the organization serving as the structural aspect.

Simultaneously, the insertion of new elements modifies the pattern, resulting in accommodation. Accommodation causes adaptation to the environment, although this adaptation is always the result of the structuring process of assimilation. Assimilation of things into schemes is a complex process that includes effect, sensation, (internalized) motor aspects, and vision. In conclusion, the two mechanisms that promote cognitive development are absorption and accommodation. Both are ways in which youngsters cope with new situations.

Assimilation is the process of incorporating new experiences into old cognitive structures (also known as schemas). For example, a toddler who understands

the definition of a dog may refer to any four-legged animal as a "dog," fitting the new experience into an old category.

Accommodation entails modifying current cognitive systems to accommodate novel experiences. When a toddler realizes that not all four-legged creatures are dogs, their schema changes to distinguish between dogs and, for instance, cats or cows.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study used a phenomenological case study, which aims to explore the lived experiences of students or individuals in specific phenomena of the International class program in English education at UIN Walisongo Semarang. This design is suitable for research that aims to deeply understand the experiences of participants and the meanings they give to those experiences. The research process involves detailed exploration through interviews and essays, where the researcher acts as an interviewer, data collector, and participant observer. In this context, the researcher serves as a liaison between the perspectives of the participants and how those perspectives are represented in the research.

Data collection in this study focuses on interviews and essays. Interviews provide direct insight into the thoughts, feelings, and experiences of participants, while essays offer a written representation of how students reflect on and present their learning. The researcher conducted a thematic analysis, focusing on identifying and documenting themes or patterns that

emerged in the data, especially in the interviews and essays.

Qualitative research emphasizes understanding the experiences of participants, not testing hypotheses or producing generalizable conclusions. This research design requires careful attention to the process of collecting, analyzing, and reporting students' experiences as data. The main goal is to uncover important or interesting data patterns that can provide valuable insights into the research question or issue.

Good qualitative research does more than simply summarise data; it also involves interpreting and understanding that data. Researchers seek to understand the choices and events that shape students' learning experiences over time, with a focus on their perspectives. By examining the challenges students faced when working on writing assignments, this study aimed to capture both the ontological and subjective aspects of participants' experiences.

Within this framework, the study adopted a holistic approach, aiming to understand the meanings created by students' personal experiences. This design looked not only at the writing process but also explored

the student strategies that students faced in their learning journey.

B. Research Setting

This is carried out at Walisongo Islamic State University, especially in the international class of English education which is located at Jl. Walisongo No.3-5, Tambakaji, Kec. Ngaliyan, Kota Semarang, Jawa Tengah 50185.

C. Participant

Participants in this study were 9 students from Walisongo State Islamic University, especially the international class program of English education 2021, who had taken a writing course until over. The selection of participants was based on the willingness of all participants to share their views during this study. In addition, students' experience in writing courses was also a factor in selecting participants for this study.

D. Research Instrument

A research tool is a piece of equipment or tool that a researcher uses to collect data and get good results. In this case, the analysis relies on interviews and essay documentation as research tools. Data gathering is carried out through interviews. Interviews

and documentation are research tools for gathering information using descriptive analysis such as verbal, oral, and listening. Participants were given space to react and express their feelings or experiences. Interviews are flexible, which allows researchers to acquire more information. The research findings will be used to establish research questions. During the interview, both the interviewer and the participant discuss their own experiences from different angles. In this situation, the interview is not only for gathering information about E-portfolio and experience, but it is also part of life itself in writing. Interviews serve a specific purpose and are mostly question-based by asking the source a few questions (Goleman, D. 1995). The interviewer should ask questions, and the source's responses should be as specific as feasible. An interview is a naturally occurring situation. It is different from everyday conversation. In interviews, researchers are obliged to regulate and follow the rules of the game.

*Table 3. 1 Elements of students' interview The
Accommodation of E-Portfolio in Writing Class: The
Exploration of Student Learning Experience*

Sections	Element and related theories	Questions
Collection	<p>E-Portfolio: Students collect their written work that reflects identity and progress.</p> <p>Experience: Assimilation allows students to categorize new experiences within existing knowledge.</p>	How can creating an e-portfolio help you get to know yourself?
Reflective	<p>E-Portfolio: Reflection is important for assessing the progress and quality of writing work.</p> <p>Experience: Reflection encourages accommodation, where students modify their schemas based on reflective insights.</p>	How can reflection help you see your development and understanding in writing?
Assessing	<p>E-Portfolio: Assessments by students and teachers help measure progress and understanding in writing.</p> <p>Experience: Assimilation occurs</p>	How can an e-portfolio assessment help you understand your writing skills?

	when students incorporate feedback into existing schemas, while accommodation occurs when feedback is inappropriate.	
Documenting	<p>E-Portfolio: Documentation creates a permanent record of a student's writing learning.</p> <p>Experience: Assimilation enables the integration of documentation into the student's knowledge framework, while accommodation facilitates adjustment to that framework.</p>	What impact does documentation in your writing experience have on your sense of achievement?
Linking	<p>E-Portfolios: E-portfolios connect students with peers, teachers, and the community, especially in the context of writing.</p> <p>Experience: Accommodation occurs when students receive feedback from peers, expanding their understanding.</p>	How does an e-portfolio help you connect with friends and learning communities in writing?

Evaluating	<p>E-Portfolio: Evaluation requires students to review and grade their work and writing goals, encouraging accountability.</p> <p>Experience: Evaluation uses assimilation to reinforce known goals and accommodation to adapt new goals</p>	How does evaluation in writing work in an e-portfolio help you set new goals?
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E. Data Collection Procedure

The researcher chose several data collection techniques according to the selected data research method. In this case, the researcher collected the data based on the following methods:

1. Student's Interview

One method of gathering data is through interviews, in which informants are questioned a series of times to get information. Additionally, according to Creswell (Creswell, 2007), interviews provide researchers with additional possibilities to obtain detailed information that cannot be obtained through observation. To learn more about the many forms of improvisation and communication that boarding school

instructors employ, the researcher decided to conduct interviews.

Based on taking the data, the researcher conducted University students in a structured interview. To ensure that the questions posed to the informant during the interview are conducted in an organized manner. The researcher created some instrument questions for informants. To conduct interviews with all the students in class.

2. Document of Student's essay

Essays are written works that are often given to students to help them improve their writing skills, critical thinking, and communicating their arguments or views in a structured and logical way. Usually, essays are used in assessments for subjects such as Indonesian, History, and Social Sciences (Matthew B. Miles A. Michael Huberman, 2014). In writing essays, students are required to develop ideas, construct arguments, and support their opinions with relevant information.

The process of collecting data for writing essays requires several systematic steps. This is important to ensure that the information obtained is correct, relevant, and reliable. Valid data will help strengthen

the arguments in the essay and ensure that the research or interview results used in writing the essay can support the analysis effectively.

3. Observation

Observation in this study focused on understanding how students accommodate the use of e-portfolio in writing classes as a means of developing their writing skills. The observation process was conducted qualitatively with a phenomenological approach, aiming to explore students' authentic experiences while using e-portfolios. Through observing students' interactions with the digital platform, the researcher explored aspects such as self-reflection, self-assessment, writing documentation, and collaboration among classmates. The results showed that e-portfolios are not only a tool for storing work, but also a reflective space that encourages students to recognise their strengths and weaknesses as writers.

Furthermore, observations also revealed that students used diverse strategies in developing their writing, ranging from reflecting on previous mistakes to setting new goals based on self-evaluation and feedback from lecturers and peers. The documentation process in the e-portfolio allows students to see the

development of their writing style over time, strengthening their awareness of the ongoing learning process. This observation provides a deep understanding that technology integration through e-portfolios can support more meaningful, personalised and collaborative writing learning.

Table 3. 2 Observation Guideline The Accommodation of E-Portfolio in Writing Class: The Exploration of Student Learning Experience

NO	Aspect	Indicator
1	Self-Reflection	Students are aware of the language style, sentence structure, and vocabulary used in their writing.
2	Reflection Ability	Students reflect on previous writing and make progress notes.
3	Assessment Awareness	Students are able to recognise strengths and weaknesses in their writing through self-assessment from the lecturer or friends.
4	Documentation Skill	Students save versions of their writing over time and compare the results.
5	Collaborative Skill	Students give or receive comments from friends on their writing through the comment or discussion feature.

6	Goal Setting	Students set new goals based on self-evaluation or feedback received.
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F. Data Analysis Technique

Data were analyzed using (Miles, Michael Huberman, Saldana 2014) data analysis technique. The rationale for the use of data analysis, specifically Miles & Huberman's use of thematic analysis, was to ensure a methodologically rigorous approach in analyzing qualitative data, providing in-depth, systematic analysis and rich interpretive insights. The research design followed Miles & Huberman's three-stage data analysis framework: data condensation, data display, and conclusion drawing and verification. Each of these stages is important to ensure that thematic analyses are conducted systematically, produce in-depth interpretations, and provide comprehensive understanding.

1. Data Condensation

At this stage, the researcher read the student interview transcripts in-depth to select and simplify the data, and the data were coded or labeled. Next, the data was organized into preliminary categories, for example, pieces of data (e.g. learning together, writing

development). This ensured the focus remained on the research objectives while eliminating less relevant information.

2. Data Display

The summarised data is presented in the form of a table or matrix to facilitate analysis. For example, the table may contain a column for student names (or anonymized codes) and students' experience strategies. This presentation helps researchers find common patterns or identify unique ways used by students.

3. Drawing and verifying conclusions

The researcher draws initial conclusions, these conclusions are then verified to ensure their validity through reconfirmation with students regarding the interpretation of the data. This stage ensures that the research results are accurate and reliable. For example, students' experience strategies (learning together, writing development) In summary, this stage of thematic analysis provides a structured approach to exploring and interpreting qualitative data.

G. Data Validation

According to (Masyhuri & Zainuddin, 2011) the qualitative research, data's reliability is determined by its transferability, dependability, and certainty. After

the researcher tallied the interview findings, there is an aspect that should be checked by the researcher, it is data that can support the finding.

In addition to supporting the data the researcher collects student writing which has been used in the e-portfolio and asking the link to the e-portfolio to be accessed Understanding the research context enhances its transferability. Then the researcher checked the data that is related to the interview data.

CHAPTER IV

FINDING AND DISCUSSION

A. FINDINGS

The findings aim to provide a more in-depth explanation of the strategies students use in utilizing e-portfolios as a tool to develop their writing skills. Based on students' experiences, e-portfolios not only serve as a medium to store and organize their work but also as a means of reflection that allows students to see the development of their writing skills over time.

In addition, this finding also aims to further explore students' views on the benefits of e-portfolios for themselves. By using e-portfolios, students can better recognize their strengths and weaknesses in writing, so that they can determine more targeted improvement steps.

1. Student View on E-Portfolio Experience

Students utilized the E-Portfolio as a platform to support and facilitate the development of their writing skills effectively. This section not only serves as a medium of reflection for students but also provides a deep and comprehensive insight for researchers in understanding the learning process and the improvement of students' writing skills.

a. An e-portfolio helps students to know themselves.

At the beginning of the study, participants were asked to give their opinions on E-Portfolios and whether they felt they could get to know themselves through their use, particularly in collecting written work. The results showed that most students found e-portfolios useful in this process. They expressed that the e-portfolio helped them understand their writing style, word choice, and sentence structure, thus realizing the strengths and weaknesses in their writing ability.

Many students stated that by looking back at older works and comparing them with recent writing, they were able to identify changes in writing quality and style. This process not only provides insight into their writing ability but also helps them understand how their experiences and thoughts are reflected in their writing. In addition, e-portfolios provide a space for students to reflect on their personal experiences, deepening their understanding of themselves and their writing.

Table 4. 1 Table of an e-portfolio helps students to know themselves.

Participants	Category/The me	Data
P.1.1	Able to know	.....E-Portfolio can help you get to know yourself.....we get to know our writing style, from the use of vocabulary, the use of grammar.....
P.2.1	Able to know	.....using the portfolio, we write down our progress.....so I get to know myself better through the writing itself.....
P.3.1	Able to know	.....from the beginning, my writing style.....In the end, I know myself better from my writing

		in the e-portfolio.....
P.4.1	Able to know	.....It helps me to get to know myself. Especially from the choice of words and the arrangement of sentences.....
P.5.1	Able to know	.....So to reflect on my experience and my shortcomings..... so we can know ourselves....
P.6.1	Able to know	.....the E-portfolio can get to know us because, in the portfolio, we are given the freedom to express ourselves.....
P.7.1	Able to know	.....I compare my previous and current writing.....from

		there I can know myself.
P.8.1	Able to know	.....to get to know.....e by reviewing from beginning to end
P.9.1	Able to know	.....The e-portfolio to get to know me is very influential.....to express myself through writing

In Table 4.1 most of all the students' experience can know themselves. By writing in an e-portfolio student can know themselves by the kind of their writing, so that e-portfolio gives an insight that is crucial to understand and to be critical.

E-Portfolio also provides a space for students to express themselves more freely. With this digital platform, they can express their thoughts, reflections, and personal experiences, which in turn helps them understand themselves better. This reflection process not only improves writing skills but also builds students' self-awareness and confidence in organizing and conveying ideas in writing.

Participants P.1.1 and P.6.1 emphasize that e-portfolios helped students to know themselves as those participants stated here, those are:

It is true that an E-Portfolio can help you get to know yourself; from how we get to know our writing style, from the use of vocabulary, the use of grammar, or the use of anything, we can really get to know ourselves

So, the E-portfolio can get to know us because, in the portfolio, we are given the freedom to express ourselves and choose the most suitable work that represents our abilities and style. The style of learning in what theme I like was facilitated by the e-portfolio.

2. Students' experiences strategies in using E-Portfolio in writing class

Students use an e-portfolio to develop their writing by students' experience strategies that have been used, furthermore, it gives insight to us to develop writing by using e-portfolio.

a. Students use the Reflection in E-Portfolio to create understanding and idea generation.

The Student was asked about how reflection can help you to understand the writing process on their view. Reflection itself in e-portfolios plays an important role in creating understanding and generating new ideas. By providing a space for students to reflect on their experiences and work, e-portfolios allow them to evaluate their thought processes and development as writers. Through reflection, students can identify patterns in their writing, understand strengths and weaknesses, and realize how personal experiences influence their creative process.

This reflection process also encourages students to think critically about the ideas they generate. As they assess previous works, they can dig deeper into themes, concepts, or techniques that they want to explore further. This not only improves their understanding of the material they have learned but also opens up opportunities for the development of new ideas. By reflecting on their writing experiences and outcomes, students can generate richer and more innovative perspectives, as the data shown below:

Table 4. 2 Students use the reflection in the e-portfolio to create understanding and idea generation.

Participants	Category/Theme	Data
P1.2	Understanding Thinking Processes and Idea Generation	....reflection can really help our understanding..... which ones we can improve
P.2.2	Understanding Thinking Processes and Idea Generation	.....from the E-portfolio, you can get reflections....we check their portfolio.....from there. So, I lack this so I lack here....
P.3.2	Understanding Thinking Processes and Idea Generation	..... in this E-Portfolio, we can give reflections to each other and get reflections....So automatically these reflections can help me to improve my writing
P.4.2	Understanding Thinking Processes and Idea Generation	..... The more we reflect, the more we know that we need to improve.....

P.5.2	Understanding Thinking Processes and Idea Generation	....Helping in grammar..... provide understanding....
P.6.2	Understanding Thinking Processes and Idea Generation	.....we reflect on our own writing or we ask for our opinion to reflect based on other people's perspective
P.7.2	Understanding Thinking Processes and Idea Generation	.....I re-read it again from beginning to end.....ask the people closest to me.....t do you think is not appropriate, what do you think needs to be added
P.8.2	Understanding Thinking Processes and Idea Generation	.....using individual reflection.....by combining what I thought, I criticized myself....
P.9.2	Understanding Thinking Processes and Idea GenerationBy reflecting, we can write more about what we want to write.....

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Table 4.2 shows that most students have strategies for using e-portfolios, especially in understanding thinking processes and idea generation, these strategies are used by students to develop their writing because it helps students to be critical in the writing processes. The e-portfolio itself has reflections that can be used by students. Reflection has a crucial role in student strategies because the reflection process helps individuals recognize strengths and weaknesses in their writing ability. P.6.2 and P.8.2 A Stated that:

Well so if for example in the portfolio, the reflection can be done from 2 things. The first is we reflect on our own writing or we ask for our opinion to reflect based on other people's perspectives. If for example from our own point of view uh we see our writing in the portfolio whether it is in accordance with. Our learning objectives are in accordance with our goals, then later we evaluate it, we note what we think is missing, what we think is needed, and like that.

By using individual reflection to do it individually or waiting for feedback or response from the lecturer concerned or friends who are listening. So,

by combining what I thought, I criticized myself and incorporated input from other peers. When reflecting in that way.

From those statements above it can strengthen reflection in e-portfolios create understanding and idea generation, furthermore it help student writing development.

b. Students used the Self-tracking in e-portfolios to identify writing progress.

The student was asked about assessing, and how much assessing can help their understanding goes so far as the answer of student identifying writing as their way. This means that assessment in e-portfolios provides students with an effective tool to monitor their progress in writing. By collecting various written works in one platform, students can see the development of their skills over time. This process allows them to directly compare older writing with more recent work, thereby identifying improvements in style, structure, and language use. Through reflection on these works, students can recognize the progress they have made and establish areas for further improvement.

In addition, assessment in e-portfolios also encourages students to set specific writing goals. By evaluating their strengths and weaknesses, students can formulate strategies to improve specific skills. For example, if a student realizes that they often struggle with grammar usage, they can focus on relevant exercises and resources to improve that aspect. This assessment process not only increases self-awareness but also gives them a sense of responsibility for their learning, as the data show below:

Table 4. 3 Students use the self-tracking in e-portfolio to identify writing progress

Participants	Category/Theme	Data
P.1.3	Identifying writing	.....we have shortcomings or strengths.... we can improve
P.2.3	Identifying writing	.....we can see our strengths and weaknesses.....
P.3.3	Identifying writing	.....the writing style is still wrong a lot and then it develops more....
P.4.3	Identifying writing	.....get inspiration to make writing that will also improve.....

P.5.3	Identifying writing	.....we know where our shortcomings are.....
P.6.3	Identifying writing	.....criticism suggestions from other people..... you lack this
P.7.3	Identifying writing	.....the first thing I recognized was the pattern.....
P.8.3	Identifying writing	.....evaluate from the beginning.....that I have collected.... it can always be collected little by little and corrected...
P.9.3	Identifying writing	..... How aesthetic the writing looks

In Table 4.3 students show that the student writing strategy is identifying writing, which means it is giving insight into student experience to develop their writing, and also the role of assessing is important because it allows the student to recognize their writing and the ability so far. It can be strengthened from P.3.3 and P.3.6 as they have stated, those are:

To find out how much the ability has developed, because the E-Portfolio is basically a documentation of every task that is done, from the beginning of the task that may be made the earliest, maybe the writing style is still wrong a lot and then it develops more and more. So, for example, there is a comparison of the writing style that was first made and the last time it was made, right? Evolving as there is reflection, reflection, so over time this while being improved

Of course, to develop our writing to be better, of course, there must be reflection, as I said earlier, reflection can be done by ourselves and others. For example, let us say ourselves, so first we must know what our goals are, then we reflect, whether our writing is in accordance with what we planned, then we reflect, we make it our own conclusions for ourselves, but to uh make it easier uh I think it is easier to ask for reflections of criticism suggestions from other people, so directly to the point other people, you lack this, so we immediately have improvements for our writing to be better like that.

The statement above gave significant insight that students used assessing in E-Portfolio for Identifying

writing progress for the strategies in developing the writing.

c. Students used documentation for writing development.

The student was asked about the impact of documented writing experience on students' accomplishment which means writing development as their strategy documentation of the impact on writing is an important process that helps students understand how learning experiences, practice, and feedback affect their writing skills. One way to do this is to collect various written works, such as essays, to create an archive that reflects the development of writing over time. In this process, students can also write personal reflections on each piece, noting challenges faced and lessons learned. Feedback from teachers and peers becomes a key component, providing an outside perspective that helps students recognize strengths and areas for improvement. In addition, by comparing work written at the beginning and end of the study period, students can see improvements in writing quality and idea development. Setting specific writing goals and evaluating progress against those goals is also very helpful in documenting the impact of the learning

process. Using e-portfolios, all these elements can be organized systematically, allowing students to see their progress in a visual and structured way. Through this approach, students not only understand the impact of their learning process but also plan the next steps in the development of writing skills. as the data show below:

Table 4. 4 Student documentation for writing development

Participants	Category/Theme	Data
P.1.4	Writing development	.....It turns out that we have progressed....so that our writing can be seen later
P.2.4	Writing development	.....when I look at my old writing compared.....I feel like I have also grown so far
P.3.4	Writing development	.....we can see the progress from the beginning of the writing to this last writing...
P.4.4	Writing development	.....I compare it with my current ability.....there is a significant difference
P.5.4	Writing development	.....provide references for future learning, based on shortcomings and previous successes
P.6.4	Writing development	.....I can compare my writing now with my writing in the past.....
P.7.4	Writing development	.....I used to write.....I also got an invitation.....to

		research items to write together I was able to understand the whole point.....
P.8.4	Writing development	.....I was able to understand the whole point.....
P.9.4	Writing development	.....with writing.....I am motivated because the content of the features is exciting .....which affects achievement

In Table 1.3 all students give insight into writing development as their strategies because in e-portfolios students are documenting and seeing the progress on the documentation, furthermore, students can compare the old and the new writing. It is crucial because the effect of documentation can see progress per progress, here are the P.2.4 and P.4.4 statements as strengthened, those are:

It has an effect because if we do not look at our past, we might feel like we are just doing the same things. However, when I look at my old writing compared to my current one, I feel like I have also grown so far, so I feel more confident.

Documentation itself is very influential on the writing experience. I might document some of the portfolio processes that I have made, which I used to think were good at the time. It turns out that after I look at it again in the future, after a few years I compare it with my current ability, and it turns out that there is a significant difference too. This is where I have that documentation to make us able to compare between experiences. Old with our current experiences.

Writing development is a process that allows students to see the quality of their writing change over time. This process encompasses many aspects, including reflection on past writing, learning from previous successes and shortcomings, and increased motivation that encourages them to continue writing and improving. The statements above gave insight into how documents have an impact on writing development.

d. The use of e-portfolios to Link students to learn together and connect

Then next is student asked about how an e-portfolio helps students connect with friends or learning communities in writing, and all the students answered by learning together because Linking helps

to learn together, fosters collaboration, and strengthens connections among learners. When students engage in cooperative learning, they benefit from shared knowledge and diverse perspectives. This collaborative environment encourages teamwork and enhances social skills as students work together on projects and assignments, sharing their strengths and supporting each other's weaknesses. Peer learning plays a crucial role in this process, allowing students to explain concepts, share resources, and provide constructive feedback, which deepens their understanding of the material. As they collaborate, students build trust and rapport, creating a supportive learning community where everyone feels valued. Additionally, exposure to diverse perspectives enriches discussions and fosters critical thinking, helping learners consider various angles on a topic. The sense of shared accountability that emerges from group work motivates students to contribute actively and support one another in achieving common goals. Ultimately, this collaborative approach not only enhances individual skills but also cultivates a connected and engaged classroom environment, promoting a growth mindset where challenges are embraced, and feedback

is seen as an opportunity for improvement. As what the data show:

Table 4. 5 The use of e-portfolios to link students to learn together and connect

Participants	Category/The me	Data
P.1.5	Learning Together	.....connecting and while learning together....
P.2.5	Learning Together	.....we can work together
P.3.5	Learning Together	.....we can even collaborate and even in some cases.....
P.4.5	Learning Together	....it helps us see our writing together and can help our friends....
P.5.5	Learning Together	..... our friends help edit together like that...
P.6.5	Learning Together	.....ask my friends.....comment on what my writing is lacking

P.7.5	Learning Together	..... we discuss with each other about like this is my writing this is his writing.....
P.8.5	Learning Together	.....we read what we read.....We share with each other by reading and choosing from each other
P.9.5	Learning Together	.....giving feedback to each other using the comment feature.....

Table 1.4 presented that learning together as strategies by utilizing linking in e-portfolio. Learning Together is an important aspect of developing writing skills, as it allows students to collaborate, share, and provide feedback to each other. The insights gained from the responses show the positive impact of Learning Together on students' writing skills, by creating an environment that supports collaboration, knowledge exchange, and mutual support. This is as what the P.1.5 and P.8.5 stated, those are:

Maybe in class A, there is something called group work, we usually create a Google site that we

can then work on together. For example, if we are in a group of 4 people, then we are divided into which part of the task, for example, person A to work on the introduction and then person B to do the work Methode, C Working on finding or all kinds of things so we can work on items so we can connect there on the Google site so we can correct each other, it turns out that the ones who B corrects the A; the A corrects the c so we really correct each other there from the Google site earlier.

Connecting with friends. We share links then we visit each other's links and leave comments for evaluation material and what we read what we read. We share with each other by reading and choosing from each other, we can complete our assignments without having to copy and paste by creating our own pages, but the content can be taken and completed from friends' friends, like that.

Those statements above give huge insight that linking helps students to learn together and connect.

e. Students used evaluation to help students in setting new goals.

The last is, how does evaluation in writing work in an e-portfolio help students set new goals, the way

students set new goals is by new evaluation. The reason is that evaluation plays an important role in helping students set and achieve new goals in their learning journey. By assessing their understanding and performance, students gain valuable insight into their strengths and areas that need improvement. This self-awareness is crucial for setting realistic and achievable goals. Constructive feedback from teachers and peers guides students in identifying specific skills that need to be developed, allowing them to focus their efforts effectively. In addition, regular evaluation promotes a growth mindset, encouraging students to see challenges as opportunities for growth rather than obstacles. As they track progress over time, students can celebrate their achievements, which increases motivation and confidence. Ultimately, evaluation not only provides a framework for setting new academic and personal goals but also empowers students to take ownership of their learning and strive for continuous improvement, the data shown below:

Table 4. 6 Students used evaluation in setting new goals

Participants	Category/Theme	Data
P.1.6	New Evaluation	..... we can change new goals.....from making an essay for a scholarship and then we are for this volunteer....
P.2.6	New Evaluation	.....revise it based on the experience I gained.....
P.3.6	New Evaluation	..... I can use the recordings again and edit them.....
P.4.6	New Evaluation	.... we evaluate the writing that we have made, and we see the gaps in our shortcomings
P.5.6	New Evaluation	..... find new goals..... that we used to have is still random; now we are good, and we find new goals, for example, in grammar and new vocab
P.6.6	New Evaluation	..... we can have more concrete goals by comparing our old writing to the new

P.7.6	New Evaluation	.....How exactly do you write the correct sequence..... how do you write the correct motivation letter, and what should be included
P.8.6	New Evaluation	..... By using the existing feedback as evaluation material..... revising what is suggested to be edited
P.9.6	New Evaluation	..... reviewing past writing and revising....

Table 4.6 shows, strategies used by students using new evaluation by using utilizing evaluation in e-portfolios because new evaluation is an important process in the development of writing skills that allows students to assess their progress, set new goals, and make purposeful improvements. Based on the nine answers given, this evaluation covers various aspects, from goal setting to writing revision, as P.1.6 and P.8.6 stated, those are:

Setting new goals, just like the example earlier, we can change new goals, maybe like the example of our initial goal from making an essay for a scholarship and then we are for this volunteer, maybe it can be like that. So, there is a new goal from the essay maker

By using the existing feedback as evaluation material and re-examining, such as revising what is suggested to be edited there in terms of vocabulary, grammar, punctuation, or phrases that are still missing I revise

It emphasized that evaluation helps students to set new goals as strategies to develop their writing development

B. Discussion

1. Student Experience on E-Portfolio

The use of E-Portfolios in learning to write has shown a significant impact on students' experiences. E-Portfolios not only serve as a platform for collecting written work but also as a tool that supports the effective development of students' writing skills. In this study, students reported that E-Portfolios helped them recognize themselves, understand their writing style, and reflect on their progress.

One of the key findings of the study was that E-Portfolios helped students to recognize themselves better. Most participants stated that E-Portfolios enabled them to understand their writing style, including vocabulary choices and grammar usage. This process helps students realize their strengths and weaknesses in their writing ability. By looking back at older works and comparing them with recent writing, students can identify changes in the quality and style of their writing. This is in line with research showing that reflection on previous work can increase students' self-awareness and understanding of their creative process (Barrett, 2007).

E-Portfolios also provide a space for students to record their progress in writing. Each time students write and archive it in the portfolio, they can track the changes that occur over time. This process provides a better understanding of how their writing develops and reflects their growth as writers. Documentation of progress through E-Portfolios can increase students' motivation and confidence (Chuanchom et al., 2024), which supports the finding that students feel more engaged in their learning process.

In addition, E-Portfolios allow students to compare older writing with more recent ones. In this way, they can realize differences in the quality and style of their writing. This comparison process provides insight into how they develop as writers and how the way they convey their ideas changes over time. It shows that comparison of works can enhance students' understanding of the development of their writing skills.

E-Portfolios provide a space for students to reflect on their experiences and shortcomings in writing. By reflecting on their writing, students can realize the strengths and weaknesses in their writing skills and plan ways to improve the quality of their writing in the future. Research shows that reflection is an important component of learning that supports skill development.

One of the main advantages of E-Portfolios is the freedom it gives students to express themselves authentically. They have the space to write in a personal style that reflects their personality, which allows them to be more honest and open in expressing their ideas and feelings. This freedom is very important in the learning process, as it encourages students to

explore their potential and recognize changes in themselves as writers.

2. Student strategies in using E-Portfolio in the writing class.

Students' strategies for using e-portfolios in the writing classroom include a variety of complementary approaches to support the development of their writing skills. One of the key strategies is reflection, which serves as a tool for understanding the thinking process and developing ideas. Through reflection on the e-portfolio (Chuanichom et al., 2024), students can identify strengths and weaknesses in their writing ability, as well as evaluate the thinking process they have done. This reflection process not only helps students in assessing their writing but also encourages the emergence of new ideas that can improve the quality of their work.

In addition, assessment conducted through e-portfolios provides students with an effective tool to monitor their progress in writing (Kalra & Komintarachat, 2023). By collecting various written works, students can see the development of their skills over time, recognize strengths and weaknesses, and set more specific writing goals.

Documentation of writing experiences is also an important process that helps students understand how learning experiences, practice, and feedback affect their writing skills (Tosh et al., 2005). By documenting various works and noting challenges and lessons learned, students can plan the next steps in the development of their writing skills.

Collaboration among students is also an important aspect of the development of writing skills. Through e-portfolios, students can learn together, share knowledge, and provide constructive feedback. This collaboration not only improves individual skills but also creates a connected and engaged classroom environment (Dart et al., 2000). The discussion and exchange of ideas among students enriches their writing experience and encourages them to support each other in achieving a common goal.

Finally, evaluation in an e-portfolio plays an important role in helping students set new goals. By assessing their understanding and performance, students can gain valuable insights into their strengths and areas that need improvement (Walland & Shaw, 2022), so that they can set more concrete goals and

improve the quality of their writing. Overall, this study shows that e-portfolios are highly effective tools in supporting the development of students' writing skills. Through reflection, assessment, documentation, collaboration, and evaluation, students can improve their understanding of the writing process and achieve better learning goals.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presented a conclusion and suggestions from the findings of the study.

A. Conclusion

This study highlights the significant role of e-portfolios in improving students' writing skills. E-portfolios serve not only as a platform for documentation, but also as a reflective tool that allows students to track their progress, recognize their strengths and weaknesses, and set specific goals for improvement. Students report that e-portfolios facilitate self-reflection, allowing them to understand their writing style and the evolution of their skills over time. This reflective practice is essential for personal growth and development in writing.

Furthermore, findings suggest that e-portfolios encourage collaborative learning among students. By sharing their work and providing feedback to peers, students increase their understanding and improve their writing through collective insights. E-portfolios also provide a structured way for students to assess their writing, identify areas for improvement, and set new

goals. This process fosters a sense of responsibility for their learning and encourages continuous improvement.

In addition, the systematic documentation of the writing experience through e-portfolios allows students to visualize their growth and development as writers, which increases their motivation and confidence. Overall, the integration of e-portfolios in writing classes proved to be a valuable tool for encouraging student engagement and improving writing skills.

B. Suggestion

Expand Participant Diversity: Future research could involve a more diverse group of participants, such as students from different academic backgrounds or varying levels of writing proficiency, to gain a more comprehensive understanding of the effectiveness of e-portfolios across different contexts.

Focus on Specific Writing Skills: Future research could focus on specific writing skills (e.g., grammar, coherence, creativity) to determine how e-portfolios can be customized to address specific areas of writing development.

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Appendices

Appendix 1. Data interview

1. Researcher: How can creating an e-portfolio help you get to know yourself?

P.1.1	It is true that an E-Portfolio can help you get to know yourself; from how we get to know our writing style, from the use of vocabulary, the use of grammar, or the use of anything, we can really get to know ourselves.
P.2.1	So, by using the portfolio, we write down our progress or our assignments and save them there. So, from there, I can look back at the progress of the progress or the assignment. Tasks that I have done yesterday. I can also reflect so I can know where I lack and where I need to go. Improve my abilities in what areas so I get to know myself better through the writing itself.
P.3.1	How can making an e-portfolio help me know myself? So basically, the e-portfolio is a collection of documentation of what we have done or what we have done, so, from the documentation of the documentation, it is put together, so I know more; from the beginning, my writing style was like this, and now it is like this. In the end, I know myself better from my writing in the e-portfolio.

P.4.1	<p>If that is the case, maybe this is what we come to know by writing. It turns out this: what are the characteristics of our writing? We indirectly reflect how we are. Maybe at first, we wrote like this, and then over time, we developed to be like this like this. So that is why It helps me to get to know myself. Especially from the choice of words and the arrangement of sentences because, yes, the more names we have, the longer we write, the later we will be. We know more and more that it turns out that the characteristics of the proposed words that are attached to us are like this. It turns out that the sentences are sentences like this, so it just looks like</p>
P.5.1	<p>The E-Portfolio allows us to reflect on my experience and my shortcomings in grammar, where I wrote wrong in the past, from the location of the mistakes where it can be so we can know ourselves, especially in grammar.</p>
P.6.1	<p>So, the E-portfolio can get to know us because, in the portfolio, we are given the freedom to express ourselves and choose the most suitable work that represents our abilities and style. The style of learning in what theme I like was facilitated by the e portfolio.</p>
P.7.1	<p>Yes, the first thing in terms of writing was the first time I wrote. I really find it hard to find brilliant ideas. So, if, for example, the event, I usually write, I give points first from the speaker usually like this, like, I</p>

	<p>note everything first, the important thing, then I just apply it to my writing like that, then I compare my previous and current writing, yes, there is quite a change even though it is a little bit from there I can know myself. Yes, maybe in terms of the vocabulary or the choice of grammar, it is not appropriate.</p>
P.8.1	<p>Okay, if there is an experience of writing on the Google site website to get to know yourself, it is more by reviewing from beginning to end. What I write and usually also during the process I do formative reflection. Every time I finish writing a page, then before moving on to the next page I look at what is missing and overall. Collected as a final project, one final project from start to finish, I usually review it before submitting the link before it is checked by the lecturer. Related. So, there I tried to evaluate and recognize my writing style there. From this sentence effectiveness vocab, grammar is lacking of course yes, it is clear, but from the coherence in one paragraph and the effectiveness of the sentence, for example, is there an it that does not have a reference like for example in the sentence uh it is necessity, whereas we should able to use there is a necessity for what. That is not a pronoun for example. So, in terms of what is it called, it is just the effectiveness of sentence effectiveness.</p>
P.9.1	<p>I first learned about the e-portfolio application during the reading and writing</p>

	course at the beginning, around semester 2, when I used the name e-portfolio. The e-portfolio to get to know me is very influential in the course and allows me to express myself through writing.
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2.Resercher: How can reflection help you see your development and understanding in writing?

P1.2	Yes, that is right. So, reflection can really help our understanding of the writer. It happens that in the E-portfolio there are also reflections from friends posted, so we can know which ones we can improve?
P.2.2	Okay so from the reflection, if from the E-portfolio, you can get reflections from 2, the first is from friends and from the lecturer. So, if the lecturer gets this reflection and because the E-portfolio can be seen and accessed by many people. So not only us, not only lecturers, friends can also see it directly and check it and we can also check it. We have friends, so we also get reflections from friends. Indirectly they check our portfolio and we check their portfolio from there. So, I lack this so I lack here. So, I am good to add here and from there we can also see the results of our work. reviewing again. I have developed in this part; I have developed in this part
P.3.2	Yes, returning to the purpose of reflection itself is to improve. So, every time there is an assignment, there must be a reflection. in this -Portfolio, we can give reflections to each

	other and get reflections from the lecturer too. So automatically with these reflections it can help me to improve my writing.
P.4.2	Yes, reflection itself also plays a very important role, because with reflection itself we will know the current condition of writing right now, like this like this. With the more we reflect, the more we know that we need to improve this part. We need this part. So, with this reflection, it helps us to know our writing style, helps us to know our understanding, and later, we can improve our writing style. help us to improve. And, maybe the reflection that I emphasize is in the structure part of the Grammer especially, because with what word order is also important in writing. Whether the grammar is correct or not, it also affects our writing. Secondly, maybe the selection, maybe there are many vocab options here, but the longer we act, the more we will be able to sort out the advanced vocab, this is the vocab. We can also sort out the basics by thinking about it. Then the third thing is maybe the use of sentence structure. Maybe we used to have simple sentences, then maybe over time we can choose which sentences are suitable, which ones are considered important, so that reflection helps us to really get there.
P.5.2	Helping in grammar especially, in writing the vocab Can the new one continue to provide understanding. About my growth, everything from this I have. You can see the progress if I develop in the E-portfolio.

P.6.2	Well so if for example in the portfolio, the reflection can be done from 2 things. The first is we reflect on our own writing or we ask for our opinion to reflect based on other people's perspectives. If for example from our own point of view uh we see our writing in the portfolio whether it is in accordance with. Our learning objectives are in accordance with our goals, then later we evaluate it, we note what we think is missing, what we think is needed, like that.
P.7.2	Usually, I do. After writing it I re-read it again from beginning to end and that is not just once. Many times, then I also ask the people closest to me like friends or whoever it is, relatives or parents or mothers. Anyway, the one next to me to reread my writing, what do you think is not appropriate, what do you think needs to be added or what should be added? deducted like that
P.8.2	By using individual reflection to do it individually or waiting for feedback or response from the lecturer concerned or friends who are listening. So, by combining what I thought, I criticized myself and incorporating input from other peers. When reflecting in that way
P.9.2	Reflection in writing is important because what is it? By reflecting, we can write more about what we want to write. When written once, it does not match what I want to convey when rereading it. By reflecting, I can improve my writing

3.Researcher: How can an e-portfolio assessment help you understand how much your writing skills have developed?

P.1.3	Yes, the assessment in the portfolio is indeed very proud. How do we develop with the writing that we have made? Maybe we have shortcomings or strengths, and from that assessment, we can improve. If it is never in that, but once in an academic essay writing course, which happened to be in the portfolio. There we were like pear feedback right, so it is like fear feedback we wrote in handwriting. So how can we maybe Are there shortcomings here, or what are the strengths? Later, we will assess each other in a similar way.
P.2.3	I think that' how I rate the portfolio. Okay, if I think it is good For the use of the E-portfolio itself. From my experience, because as I mentioned earlier, we can see our strengths and weaknesses, where and review and add to find out what needs to be added to our writing, our skills, and skills.
P.3.3	To find out how much the ability has developed, because the E-Portfolio is basically a documentation of every task that is done, from the beginning of the task that may be made the earliest, maybe the writing style is still wrong a lot and then it develops more and more. So, for

	example, there is a comparison of the writing style that was first made and the last time it was made, right? evolving as there is reflection, reflection, so over time this while being improved.
P.4.3	With the use of E-Portfolio itself, we can see each other with friends. Yes, we can get inspiration to make writing that will also improve our writing. Besides that, there is also a collaboration feature too, which will also leave our collaborative abilities and of course our writing. we will improve and not only independent writing, yes of course we can also get better at collaborative writing.
P.5.3	If it helps understanding, it can be assessed in like editing, it is more fun to edit in than a regular book, the E-portfolio can edit like we can. what imagination and E-portfolios can see, see what friends have. Yes, feedback from the E-portfolio is very helpful because we know where our shortcomings are criticized. For example, if we are lacking in this section, we can cross check again against our apostoli.
P.6.3	Of course, to develop our writing to be better, of course, there must be reflection, as I said earlier, reflection can be done by ourselves and others. For example, let us say ourselves, so first we must first knowing what our goals are, then we reflect, whether our writing is in

	<p>accordance with what we planned, then we reflect, we make it our own conclusions for ourselves, but to uh make it easier uh I think it is easier to ask for reflections of criticism suggestions from other people, so directly to the point other people, you lack this, so we immediately have improvements for our writing to be better like that.</p>
P.7.3	<p>Yes, the assessment in the portfolio can help me understand how much my writing skills have developed. The problem is that I also often read my friend's writing and other people's writing. How can his writing be good and published? Here and. Indeed, the first thing I recognized was the pattern. So, people's writing patterns are different, which is very helpful.</p>
P.8.3	<p>In addition to the e-portfolio, usually after I evaluate from the beginning to the end of the page that I have collected, I am my fisherman towards the use of portfolios for my abilities. Usually, after we collect a few pages in stages that we are. Is there a sense of satisfaction to see the whole thing? So, there I see that the more I use an e-portfolio, the more familiar I am with its features, which are complete and very helpful. Then it also helps me to control and develop the ability to submit a good piece of writing, e.g. an interactional or the content of a course subject, over the course of a semester I collected in that one e-portfolio. I was very satisfied and saw it</p>

	at the end. This really sharpens and helps me develop my potential, especially for me, who is typically messy. Usually, the content of the knowledge content is all over the place, and the subject notes from a course are all over the place. In an e-portfolio, it can always be collected little by little and corrected in the update. it turns out that what I was wrong in the past, I can still edit and correct it to become a whole unit at the end, so it is very useful for self-development and my potential.
P.9.3	the ability to write one enough, So maybe as much. Of the several assessments that friends have submitted, it is not more about the content of the writing but more about How aesthetic the writing looks

4.Researcher: What impact does documenting your writing experience have on your sense of accomplishment?

P.1.4	Therefore, documenting with that. Yes, very necessary. Especially if we look at a lot of the writing that we have completed in the e-portfolio, it may remain the same. During the second semester, I was asked to make a journal resume. It should also include our writing that we have resumed from the journal. This is very important to keep and record. Suppose we have this writing from the second semester and then have a new writing in the fifth semester. It
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	turns out that we have progressed. It is very important that we write in this way. indeed, take notes, so that our writing can be seen later.
P.2.4	It has an effect, because if we do not look at our past, we might feel like we are just doing the same things. However, when I look at my old writing compared to my current one, I feel like I have also grown so far, so I feel more confident.
P.3.4	That is right, because you can track each step in this e-portfolio, right, we can see the progress from the beginning of the writing to this last writing, as well as progress from which there may still be little. The writing style may still be poor. Maybe it is because we can see individual progress now. Perhaps the achievements are seen here.
P.4.4	Documentation itself is very influential on the writing experience. I might document some of the portfolio processes that I have made, which I used to think were good at the time. It turns out that after I look at it again in the future, after a few years I compare it with my current ability, it turns out that there is a significant difference too. this is where I have that documentation to make us able to compare between experiences. old with our current experiences.
P.5.4	Because documentation helps me provide references for prior learning and helps me provide references for future learning. Based on shortcomings and previous successes
P.6.4	For example, I think it depends the documentation. Some people document, some people do not. But in my opinion,

	documentation depends. But in my opinion, documentation is documentation has an important role because documentation is a moment, so we can remember, for example, when I first started writing E-portfolios, I documented, for example, I took screenshots or saved them on Google drive, so at least I can know, the moment when I first learned to write with now so that I can compare my writing now with my writing in the past like that.
P.7.4	I used to write on what is his name on the website (PBI) in the first semester at the very beginning, I really started writing in the realm of this lecture and then in what semester, I forgot that I also got an invitation from the lecturer to be invited by the lecturer to research items to write together and I also. Sometimes the lecturer also asks me to fill in the writing on the PBI website, yes, that is the achievement.
P.8.4	The influence is very strong. So, at the end of the course, I was able to understand the whole point of this course what it was not, just pieces of lessons, pieces of knowledge that I did not know what it was. But I got a deeper understanding and refined my understanding, so that maybe when I was a student, I could understand more. learnt it, I did not really understand it after it was collected into a whole. And checked at the end in the final before being collected. Oh, it turns out that this is like this, so I understand more, more complex understanding.
P.9.4	That is, it. I am very motivated, but not because I need to document it. I am motivated to write

	because various websites have many interesting features. What is it? Various applications for creating e portfolios are because of the features. Not because of what is in it, not because of what is in it. However, I am motivated because the content of the features is exciting, which can vary with writing; for example, sometimes audio into writing, which affects achievement
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5. Researcher: How does an e-portfolio help you connect with friends and learning communities in writing?

P.1.5	Maybe we in the class is a, there is something called group work, we usually create a Google site that we can then work on together. So For example, if we are in a group of 4 people, then we are divided into which part of the task, for example, for person A to work on the introduction and then person B to do the work Methode, C Working on finding or all kinds of things so we can work on items so we can connect there on the Google site so we can correct each other, it turns out that the ones who B corrects the A; the A corrects the c so we really correct each other there from the Google site earlier
P.2.5	If it helps to connect with friends or learning communities. it is very connecting yes in my opinion because it is very helpful for It connects, because I

	can see their progress. I can see my missal again I am stuck with my writing, I do not have ideas for example like that, then I can also see their progress. I can see examples from them, so I can also get ideas and my friends can do the same thing. So, it helps connecting and while learning together
P.3.5	To connect with our learning community, we are in a class, so friends and people involved in the class must have access to each other's portfolios, so we can see that a friend's portfolio looks like this, my portfolio looks like this, so we can work together, help each other as well as give each other feedback and so on.
P.4.5	Of course, the portfolio is very helpful. We are open with our friends. because there are so many features in the portfolio that provide us to communicate with fellow friends so we can see the work of other friends, we can even collaborate and even in some cases we, for example, have the same interests. That, we can also create a community that is in line with us. so, it will make it easier for us to improve our writing skills again so it is very useful for this portfolio for this learning to write community.
P.5.5	Feedback from friends is good because it helps us see our writing together and can help our friends. But the negative thing is that sometimes our friends are like lazy so we do not want to do anything. depends on us.

P.6.5	<p>So, in working together, I think there are two. For example, the first is that if we to improve our writing, it is better to ask this other person for advice. how, the point is that other people also contribute to our writing, so we revise and then let us say we have a community with the same goal, for example in a course and require forming a group so. The process of learning together in E-Portfolio is good. For example, I focus on the material, then my friend is in the editing section, then there are those who are part of the voiceover, it really shapes the process. We also complete the shortcomings, for example, if we are lacking in terms of grammar or in terms of recording. Later our friends help edit together like that.</p>
P.7.5	<p>So, from writing, I also get a lot of friends, so the first thing is that I can ask my friends to like comment on what my writing is lacking, then I can also get a job, so some of my friends also have jobs. offered. He also likes to write too, so he offered me to write in the team (MUBADALH) like him, but I have not tried it yet because I am still busy with my final project. Maybe we discuss with other about like this is my writing this is his writing so we exchange ideas between what we have written</p>
P.8.5	<p>Connecting with friends. We share links then we visit each other's links and leave comments then for evaluation material and what we read what we read. We share</p>

	with each other by reading and choosing from each other, it can complete our assignments without having to copy and paste by creating our own pages for us, but the content can be taken and completed from friends' friends, like that.
P.9.5	Firstly, giving feedback to each other through the interesting features that have been mentioned makes people more motivated to write because the feature of being able to give comments to provide feedback and other input to each other is like that, especially in a class community that is quite specific in certain subjects, for example, as mentioned earlier, there is the subject of reading and writing. So indeed, in the subject of reading and writing, it is very necessary. Help and input from friends. You can write to improve your writing skills by giving feedback to each other using the comment feature that is usually available

6.Researcher: How does evaluating writing work in an e-portfolio help you set new goals?

P.1.6	Setting new goals, just like the example earlier, we can change new goals, maybe like the example of our initial goal from making an essay for a scholarship and then we are for this volunteer, maybe it can be like that. So, there is a new goal from the essay maker.
P.2.6	At that time, I wrote and uploaded it. For example, I originally wrote it for a

	competition, for example, a storytelling competition; I saved it, then after a long time, there was another competition, then it turned out that the theme was the same, so I opened it, it turned out that I still had it. I just had to revise it based on the experience I gained while waiting for the competition and from the feedback I had received before.
P.3.6	For example, I was in an essay writing class, a class on making essays, and so on. I recorded the progress in my portfolio and put it in the e-portfolio so that in the future, it can be used again. Lately, for example, I have been looking for additional experience in volunteering and so on. I can use the recordings again and edit them for volunteer essays, teaching essays and so on
P.4.6	Yes, of course, the process itself is very helpful for us to improve our writing. For example, when we evaluate the writing that we have made, we see the gaps in our shortcomings. The lack of grammar is more complex; in the future, we can implement new goals for what to improve in the section in part. Our grammar or what we lacked earlier. This is the role of the evaluation, which helps us set new goals.
P.5.6	It is like we find new goals. Everything that we used to have is still random; now we are good, and we find new goals, for example, in grammar and new vocab.
P.6.6	so, I think evaluating is important; for example, if we use the documentation method, we know our process beforehand, so we also know what our learning goals are. In my opinion, learning goals can. That is why

	documentation is necessary: so we can have more concrete goals by comparing our old writing to the new one.
P.7.6	For me, it might be the writing style. For example, if I write, I have written various kinds of newsletters, and I have experience writing motivational letters. I am sure that the writing has forms. New goals. How exactly do you write the correct sequence of minutes, then how do you write the correct motivation letter, and what should be included? Then, for writing various kinds of writing in many fields, of course, it is different. Well, I am starting to be interested in learning more.
P.8.6	By using the existing feedback as evaluation material and re-examining, such as revising what is suggested to be edited there in terms of vocabulary, grammar, punctuation, or phrases that are still missing. I revise.
P.9.6	most of the few writings I have made in the portfolio are about English that must fulfil course assignments. Want to create new writing works within the previous context? Yes, so maybe. Want to create new writing that is related to previous writing? Moreover, after reviewing past writing and revising it, that is all, at least not to evaluate but to revise it. I have never had the pleasure before. Oh yeah, I am making essays that are intended for competitions. Primarily for personal interests and what? Personal, just for personal. Yes, that is the goal. I wanted to revise the writing that I had made. There is no other purpose.

Appendix 2. Documentation of the Interview



Appendix 3. Documentation of Student Writing in E-Portfolio

The screenshot displays an E-Portfolio web application. On the left is a dark sidebar with a green profile icon at the top. Below the icon, the text "E-Portfolio" is displayed. A list of navigation items follows: "Beranda", "Assignment 1", "Assignment 2", "Assignment 3-4", "Assignment 5", "Assignment 6" (which is expanded with a downward arrow), "Assignment 7-8", and "Assignment 9". The main content area on the right has a dark header with social media icons (Gmail, YouTube, Maps, ChatGPT) and an "All Bookmarks" link. The title "Introduction (Literature Review Included) Group Article" is centered at the top of the main area. Below the title, the text of the article is displayed in a light gray font. The text discusses the importance of listening comprehension for EFL students and mentions various challenges and research findings. A search icon is visible in the top right corner of the main area.

Introduction (Literature Review Included) Group Article

It is often known that hearing comprehension is important for learning a language, and practicing listening extensively is essential to improving listening comprehension. Higher education settings, with their complex discourse and variety of language contexts, require a higher level of listening comprehension competency in order to facilitate effective communication. EFL students encounter a variety of obstacles in this setting, from trouble understanding fast-talking speakers to issues with subtle vocabulary and foreign accents. As such, it becomes imperative for educators and curriculum developers to investigate the methods used by students to overcome these obstacles.

Numerous researches have shown that vocabulary inadequacies and listening anxiousness are two of the main problems of early learners' listening comprehension abilities, which also led to the perception that listening was the most difficult skill to master (Yacob et al., 2021). Listening becomes not only a crucial part of communication but also one of the most challenging skills, especially for EFL learners. Research in this field has identified six primary factors why EFL learners may find listening a challenging skill: Complexity of the listening process, phonological characteristics of spontaneous speech, excessive bottom-up processing, multiple accents, learners' idiosyncrasies, and characteristics of the listening passage (Rodrigo, 2017). In overcoming these challenges, learners can look for particular approaches so that they can enhance their listening comprehension. One of the approaches to enhancing listening comprehension is extensive listening.

Extensive listening can assist second-language listeners in overcoming their hearing challenges since it allows them to get a lot of engaging and understandable listening input (Renandya & Farrell, 2011). In extensive listening, students focus more on meaning than on form. The objective is to give pupils a lot of input in the target language. Significant benefits for vocabulary growth, accent detection, and students' productive abilities, particularly speaking and pronunciation, have been linked to extensive listening (Renandya & Farrell, 2011) (Reinders, H., & Cho, 2010).

Previous studies in this area have looked at a number of listening comprehension-related topics, such as the difficulties faced by EFL students and the efficacy of teaching strategies. Still, there is a dearth of research on the particular focus of extended listening exercises in higher education contexts. It is essential to comprehend how students perceive the demands of extended listening in this setting in order to develop focused interventions and

The screenshot displays another E-Portfolio web application. The sidebar on the left is dark with a green profile icon at the top. Below the icon, the text "Home" is displayed. A list of navigation items follows: "Assignment" (which is expanded with a downward arrow), "Assignment 1", "Assignment 2", "Assignment 3", "Assignment 4", "Assignment 5", "Assignment 6", "Assignment 7", "Assignment 8", and "About Me". The main content area on the right has a dark header with social media icons (Gmail, YouTube, Maps, ChatGPT) and an "All Bookmarks" link. The title "Global Englishes and Intelligibility of Indonesian-Accented Speech: Challenges of ELL and Strategies of ELT" is centered at the top of the main area. Below the title, the text of the article is displayed in a light gray font. The text discusses the global landscape of English language education (ELT) and the challenges faced by researchers, educators, and language learners. A search icon is visible in the top right corner of the main area.

Global Englishes and Intelligibility of Indonesian-Accented Speech: Challenges of ELL and Strategies of ELT

Introduction

The global landscape of English language education (ELT) has witnessed significant transformations in recent years, reflecting the evolving dynamics of English as a global lingua franca and its role in intercultural communication. This transformation has led to the emergence of various critical themes and challenges that researchers, educators, and language learners grapple with. This introduction provides a comprehensive overview of these critical themes and challenges in ELT, focusing on the interplay between Global Englishes, Intelligibility of Indonesian-Accented Speech, and the issues surrounding Native-speakerism in ELT. It sets the stage for an in-depth exploration of these interconnected topics within the Indonesian context and elucidates the significance of understanding and addressing these issues in contemporary ELT.

Introduction

Listening comprehension is an important ability in language acquisition, and its importance extends far beyond the classroom. Effective communication, good language learning, and easy integration into real-world language situations all need proficient listening comprehension. This talent is especially important for aspiring English instructors, who are tasked with not only grasping the complexities of the English language but also assisting its acquisition among future learners.

Typically, the path to become a competent English teacher includes intensive academic preparation as well as hands-on experience through teaching internships. Pre-service English teachers complete a rigorous program that focuses on language fluency, pedagogical abilities, and a thorough grasp of teaching approaches. Among the several skills, listening comprehension stands out as a critical component, both as an independent talent and as a necessary instrument for effective instruction.

However, the road to becoming a competent English teacher is not without its difficulties. The move from language learner to instructor has its own set of challenges and complications, which are typically worsened by the difficulty of listening comprehension. Despite their academic expertise, pre-service English instructors may face a variety of listening comprehension challenges, such as interpreting diverse accents, dealing with varying listening speeds, and distinguishing the subtleties of spoken language. These difficulties have an impact not only on their own language acquisition but also on their capacity to properly lead and encourage future language learners.

According to Chastain (1971) the aim of listening comprehension is to understand the native conversation at normal rate in a spontaneous condition. Listening comprehension is a rational phenomenon listeners try to establish a meaning when they obtain the information from the listening source (Goss, 1982). Steinberg (2007) mentioned the listening process as "the ability of one individual perceiving another via sense, aural organs, assigning a meaning to the message and comprehending it". Nunan

Leveraging of Book-Annotated on The Reading Performance of Junior High School Students

Introduction:

In the realm of education, the quest for innovative methodologies to bolster students' reading proficiency has perpetually remained a focal point. Among the myriad strategies explored, the utilization of annotated books has emerged as a promising avenue, particularly in the context of junior high school education. The fusion of literature with annotations, strategically placed cues, comments, or explanations, presents a unique opportunity to augment the reading experience for students in this critical stage of their academic journey. Junior high school students, poised on the threshold of adolescence, often encounter a diverse range of literary materials across various subjects. This phase is pivotal in honing their comprehension skills, vocabulary expansion, and critical thinking abilities, all of which are intricately tied to their reading performance. However, the complexities inherent in comprehending and engaging with texts at this juncture can pose challenges for many students. Hence, educators and researchers alike have turned their attention toward leveraging book annotations as a potential aid to alleviate these hurdles and enhance the overall reading experience.

The concept of annotated books is not novel; historically, annotations have served as guides, providing supplementary information to readers. Yet, their intentional integration into the educational landscape, specifically targeting junior high school students, holds substantial promise. Annotations, when thoughtfully crafted and integrated into reading materials, have the potential to scaffold understanding, foster engagement, and bolster retention of information. By offering contextual clues, explanations of complex concepts, or prompting critical reflections, annotations have the capacity to transform the reading process into a more interactive and enriching experience. Amidst this backdrop, understanding the precise impact of leveraging book annotations on the reading performance of junior high school students becomes paramount. Exploring the multifaceted influences of annotations on comprehension levels, student engagement, retention of information, and overall academic performance constitutes a critical avenue of research.

Project Name

Home

Assignment 1

Assignment 2

Assignment 3

Assignment 4

Assignment 5

Assignment 6

Assignment 7

Assignment 8

Global Englishes and Intelligibility of Indonesian-Accented Speech: Challenges of ELL and Strategies of ELT

Introduction

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Global Englishes, as a multifaceted and ever-evolving phenomenon, has become a central concern in the field of English language education. This term refers to the diverse and variegated ways in which English is used and adapted worldwide. In the context of ELT, it challenges traditional notions of English as a monolithic, native-speaker-centered entity and emphasizes the importance of recognizing and embracing the linguistic diversity that exists within English. One of the seminal works in this field is Kachru's model of World Englishes (1985), which categorizes English into three concentric circles: Inner Circle, Outer Circle, and Expanding Circle. This model acknowledges the presence and importance of English in regions where it is not the native language, such as Indonesia, where English is considered a foreign language (EFL) but is used extensively for various purposes.

Understanding Intelligibility of Indonesian-Accented Speech is a crucial aspect of Global Englishes, particularly for non-native speakers who often navigate English as a second or foreign language. In the Indonesian context, where English is taught as a foreign language, achieving high levels of intelligibility is a significant goal. Intelligibility refers to the extent to which listeners can

E-Portfolio

Halaman Muka

Assignment 1

Assignment 2

Assignment 3

Assignment 4

Assignment 5

Assignment 6

Assignment 7

Assignment 8

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The concept of annotated books is not novel; historically, annotations have served as guides, providing supplementary information to readers. Yet, their intentional integration into the educational landscape, specifically targeting junior high school students, holds substantial promise. Annotations, when thoughtfully crafted and integrated into reading materials, have the potential to scaffold understanding, foster engagement, and bolster retention of information. By offering contextual clues, explanations of complex concepts, or prompting critical reflections, annotations have the capacity to transform the reading process into a more interactive and enriching experience. Amidst this backdrop, understanding the precise impact of leveraging book annotations on the reading performance of junior high school students becomes paramount. Exploring the multifaceted influences of annotations on comprehension levels, student engagement, retention of information, and overall academic performance constitutes a critical avenue of research. Unraveling the intricacies of how these annotations interact with students' cognitive processes and learning styles can unveil valuable insights that inform pedagogical practices, curriculum design, and educational policies. Therefore, this research endeavors to delve into the influence of leveraging book annotations on the reading performance of junior high school students. By probing the nuanced effects of annotations on comprehension,

Introduction

Dyslexia is a learning disorder that affects a person's ability to read, write, and spell. Students with dyslexia often struggle with reading comprehension, which can make it difficult for them to keep up with their peers in the classroom. One potential solution to this problem is to highlight text in order to draw attention to important information and make it easier to understand.

Highlighting can help students with dyslexia to focus on key concepts and improve their comprehension of the material. It can increase the accessibility and comprehension of the text for them. This involves emphasizing text with certain colors or other methods to help students with difficulty reading and processing words. Text highlighting can help direct their attention to important words, improve text comprehension, and make it easier to read.

Eden et al. (2004) conducted a study that investigated the neural changes that occur in adults with developmental dyslexia following remediation. This research is instrumental in understanding the neurological aspects of dyslexia and how interventions can impact brain function. While Shaywitz et al. (2003) explored neural systems involved in compensation and persistence among young adults with a history of childhood reading disability. Their findings shed light on how individuals with dyslexia adapt and persist in their reading endeavors, which is crucial for developing effective support strategies.

The purpose of this study is to identify different tactics utilized by dyslexic students in learning English based on the difficulty that has been mentioned. The goal of this study is to look at and identify a few distinct learning strategies for dyslexic pupils. This study focuses on the fact that students with dyslexia have various personal learning strategies and that these strategies have a significant impact on learning English. Additionally, students with dyslexia report that learning English is getting simpler the more frequently they apply the procedures.

Highlighting text is a simple and effective way to help dyslexic students improve their reading comprehension. By drawing attention to key concepts and important

ARTICLE GROUP 1 Introduction

Title :

Dealing with Learners' Problems in Extensive Listening Activities: The Strategies Used by EFL Learners of Higher Education

Introduction

It is often known that hearing comprehension is important for learning a language, and practicing listening extensively is essential to improving listening comprehension. Higher education settings, with their complex discourse and variety of language contexts, require a higher level of listening comprehension competency in order to facilitate effective communication. EFL students encounter a variety of obstacles in this setting, from trouble understanding fast-talking speakers to issues with subtle vocabulary and foreign accents. As such, it becomes imperative for educators and curriculum developers to investigate the methods used by students to overcome these obstacles.

Numerous researches have shown that vocabulary inadequacies and listening anxiousness are two of the main problems of early learners' listening comprehension abilities, which also led to the perception that listening was the most difficult skill to master (Yacoub et al., 2021). Listening becomes not only a crucial part of communication but also one of the most challenging skills, especially for EFL learners. Research in this field has identified six primary factors why EFL learners may find listening a challenging skill: Complexity of the listening process, phonological characteristics of spontaneous speech, excessive bottom-up processing, multiple accents, learners' idiosyncrasies, and characteristics of the listening passage (Rodrigo, 2017). In overcoming these challenges, learners can look for particular approaches so that they can enhance their listening comprehension. One of the approaches to enhancing listening comprehension is extensive listening.

In the dynamic landscape of Global Englishes, English Language Learners (ELL) encounter multifaceted challenges that impact their intelligibility across diverse linguistic and cultural contexts. This literature review explores these challenges and delves into the strategies English Language Teachers (ELT) employ to enhance intelligibility. The discussion is organized into two main sections: Challenges Faced by ELL and Strategies Offered by ELT.

Challenges Faced by English Language Learners:

Varieties of English:

The plethora of English varieties within the context of Global Englishes poses significant challenges for ELLs. Kachru's seminal work (1992) provides insights into the existence of various English models, emphasizing the potential confusion and comprehension difficulties for learners exposed to different accents and dialects. Basthomi's (2019) study on Indonesian English as a Lingua Franca specifically addresses the intelligibility challenges faced by learners in this context.

Pronunciation and Intelligibility:

Research consistently highlights the intricate relationship between pronunciation, accent, and intelligibility. Alemi and Tajadodi's (2019) critical review of English as a Lingua Franca (ELF) underscores the importance of pronunciation in achieving effective communication. Studies in this domain shed light on how ELLs encounter challenges in being understood by speakers of various English varieties, influencing their overall intelligibility.

Cultural Factors:

①

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