CHAPTER I

INTRODUCTION

This chapter elaborates on the content of this research including the background of the study, research questions, research purposes, research significances, research framework, and the previous research.

A. Background

Assessment becomes very important in education because it arises from educational contexts and not only as a showcase but also to collect experiences and reflect on them (Hartell-Young et al., 2007 as cited in Ipiña & Astigarraga, 2019). Besides, an assessment from the teachers to the students is affecting the learning process. As an evaluation and responsibility, assessing is needed by a teacher to the students because schools need to provide students with authentic real-life learning experiences, with their strengths and weaknesses, the educational system stimulates students to encourage higher-order thinking processes and active learning. In addition, by providing this kind of situation, the teaching targets and learning process which are designed by the schools and teachers can be accomplished well (Downing, 2012 as cited in Artini et al., 2013).

When the authentic assessment in e-portfolio becomes the collection of students' works, there is a common assessing technique is in the form of an e-portfolio. An e-portfolio is created to assess students' progress in the development of competency. There may be treatments that can find out from the teachers' perspective on assessing EFL students' reading skill as a dimension to assess students' e-portfolio and it shows the student's progress, achievements, and students' efforts. Additionally, the students can know the style of the assignment even creative to produce an assignment that is appropriate for e-portfolio. In addition, some tasks must be closely approximate and depend on real-world tasks. The functions of e-portfolio are not only to collect students' work but also to know the ability of students in the learning process.

The use of e-portfolio was usually used in Indonesia when the learning activity changes into online learning (post-COVID 19 Pandemic). For example, the use of e-portfolio has been used in English Department, the State Polytechnic of Padang. There are many kinds of e-learning systems such as Edmodo, Moodle, Blackboard, WebCT 1.0, and about 150 other different systems in other to provide e-learning services (Kumar et al., 2011 as cited in Aulia et al., 2016). Nevertheless, the State Polytechnic of Padang has applied the use of Moodle as the limitation of the research. In addition, the study on it has been used in classes of listening (Aulia et al., 2016)

Therefore in another study, Tonbul (2009) as cited in Yastibas Erdost et al,. (2015) contacted with developing an e-portfolio model for ELT students at the University of Gazi in Turkey. The study shows that using e-portfolio in learning and assessment, students were able to reflect on their learning and discover their strengths and weakness. According to Tonbul, the study has been increased the interaction and collaboration between the teacher and students, so it facilitated the learning. Besides, it made students more responsible and assisted them in monitoring their skill of learning by checking what they learned by net-e-portfolio and increased their self-assessment.

In addition, Maha (2013) stated the studies of using e-portfolio and ESL (English as a second language) at Indiana University of Pennsylvania in USA. The studies were coded into two main categories as learning gains, including language proficiency, assessment, and technical skill. The finding of the study shows that the use of e-portfolio motivated students' language learning of the digital age especially in the nowadays technological classroom, because learning with the use of the internet, learners are exposed to the winder world as in a close with learning in social context classroom. During the technological development, e-portfolio is also started used in several schools in Indonesia. For example in Arainiary in Indonesian higher education of Aceh, Misdi (2020) informed the study aimed at revealing the phenomenon of Edmodo-based e-portfolio as an alternative assessment for empowering students in the covid-19 outbreak in Indonesia. For the data, the critical arguments of the writing of the students were observed. Besides it, the finding of

the study shows that Edmodo based e-portfolio provides graphics of students' writing performance as authentic writing assessment and perceives positive attitudes from the student especially during the covid pandemic, with the existence of the education department and global demand, the school wants the innovation of the education as the existence the use of technology in education. For this reason, this study initiative to develop e-portfolio as an assessment and learning technique. Besides, e-portfolio made to close shortcomings of the previous e-portfolio which facilitates teachers' and students' learning access. Boud (1995) as cited in Nemati (2016) stated e-portfolio assessment can be one alternative to formative preparation assessment. In case, the teachers as the assessors are supposed to know how to assess their students as well.

The previous research was reporting about how English teachers use authentic assessment in the classroom. It reported the barriers and the way how the English teacher solve the problems in conducting an authentic assessment (Said, 2018). In addition, Aliningsih (2015) stated that authentic assessment to obtain more in-depth information about the teachers' perception and practices of authentic assessment. Fitriani (2016) described the concept of authentic assessment as EFL teachers' perceptions that may be affected to the teaching process. Furthermore, the study of e-portfolio to evaluate students' performance in English language teaching (ELT) was clarified by (Yastibas Erdost et al., 2015) at school.

Regardless of the study of assessment, the research mentioned that e-portfolio authentic assessment is a valuable tool to assess students. The study shows that the teachers are conscious of the flexibility offered by e-portfolio. Besides, it has positive perceptions on authentic assessment as the beneficial assessment approach in the progress and learning achievement (Ipiña & Astigarraga, 2019).

While the previous research investigates the study of e-portfolio to evaluate students' performance in English language teaching (ELT), this research focuses on investigating EFL teachers' perception regarding the use of e-portfolio for authentic assessment in post COVID 19 Pandemic classroom context which the modes of learning are different.

B. Research Questions

Based on the previous information from the background of the research, the research is formulated into two following questions as follows:

1. How is the teachers' perceptions on assessing EFL students' reading skill through e-portfolio authentic assessment?
2. How does the teacher apply e-portfolio authentic assessment to assess EFL students' reading skill?

C. Research Purposes

Based on the research questions mentioned above, the purposes of this research are:

1. To find out the teachers' perceptions on assessing EFL students' reading skill through e-portfolio authentic assessment.
2. To investigate e-portfolio authentic assessment applied by the teacher to assess EFL students' reading skill.

D. Significances of Research

This research has two significances: practical and theoretical significances. Practically, this research is expected that the teachers are exposed to new information about the teachers' perceptions on an e-portfolio for authentic assessment in the classroom as the teaching practice in reading ability. It means, the perceptions will gain the treatment or planning to contribute source information about the way to teach students' reading skill by using e-portfolio in other to bring the self-reflection of the teachers in their own practices as a teaching strategy on reading comprehension (Lenz, 1999 as cited in Angelinawati, 2016)

Theoretically, this research is expected to give significant information for the contribution to the curriculum policy, especially in the pandemic context, because with the existence of the education department and global demand, the school wants the innovation of the education as the existence the use of technology in education. For this reason, this study initiative to develop e-

portfolio as an assessment and learning. In Indonesia, an e-portfolio becomes the urgency of the curriculum 2013 and it includes the washback as the authentic assessment and each school has to prepare the curriculum component (Hatta, 2004 as cited in Arifin Zainal, 2010).

E. Research Framework

Authentic assessment is processed by collecting the goals to gain new information about the learning process through various methods that can express the aims of learning ability have been completely controlled. The authentic assessment uses various forms of assessment that reflect the learning process faced by students such as students' knowledge, students' ability, students' attitude, and motivation which are equivalent to learning purposes. The scopes or forms that can be found in the authentic assessment are performances and assignments including project, product, written include paper, e-portfolio, self-assessment, or attitudes. According to O'Malley & Pierce (1996) in Ardianti & Mauludin, 2017) authentic assessment is the assessment that can help to improve the low achiever in understanding reading motivation.

Moreover, according to French (2003) in Ardianti & Mauludin, 2017) authentic assessment becomes some previous studies that show the assessment strongly applied in teaching English to students, especially in teaching reading. For example, French (2003) reviewed in Ardianti & Mauludin, 2017) suggested the use of authentic assessment in the literature to measure students' reading skill because it gives more information to the teachers as high-stakes in students' reading development.

An e-portfolio is one of the authentic assessments. This e-portfolio aims to collect students' work such as collection books, projects, and reports. Ponnamperuma (2005) stated an e-portfolio is an achievement of learning outcomes and collection of various forms of evidence. In practical terms, an e-portfolio assessment is a compendium of papers, reports, and other materials. It combines with the reflection of the students learning such as the strengths and weaknesses. Besides, it is connected with the achievement of the students. In

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addition, it may also contain the reports of examinations and evaluations. It is usually held together for the specific purpose of assessment. E-portfolio assessment has the potential to assess students' performance. Moreover, the potential is expected to build learning outcomes. There are attitudes and professionalism assessed in e-portfolio assessment. It refers to the e-portfolio indicating the clear relationships between one to another (Birgin Osman&Baki Adnan, 2007).

There are types and methods of the portfolio. Young & Morris (2007) and Johnson (2006) as cited in Roman & Raoul (2016) suggest three types of portfolio. The first is the formative portfolio which is for developing the students' skill. The second is the summative portfolio which is cumulative. The last is the marketing portfolio which focuses on career advancement. On the other study, according to Fersten (2009) as adopted in Roman & Raoul, 2016) mentioned four types of portfolio as showcase portfolio, process portfolio, evaluation portfolio, and online or e-portfolio.

From all of the theories, this study is analyzed e-portfolio in reading and its assessment. In this case, the e-portfolio assessment of reading can introduce a student's growth in the area of reading. A reading e-portfolio is a collection of student work in the area of reading. The most common students' work type being work collected in a folder. It is an authentic assessment method because this study looks at the students' reading as it develops in the classroom on a variety of assignments. Besides, the student and the teacher collect items that introduce the student's progress in the area of reading. The reading e-portfolio assessment rises teacher observations or anecdotal notes, responses to literature, and a checklist of reading behaviors (Thompson, 2015).

As the previous theory, French (2003) reviewed in Ardianti & Mauludin, 2017) suggested the use of authentic assessment in literature to estimate students' reading skill in students' reading development because reading is one of the language skill from four skill in English that becomes a complex and multi-faceted activity as Foreign Language (EFL) context (Miftah, 2013). In addition, Davis & Mackin (2007) teaching reading by e-portfolio is an ideal way

to manage authentic assessment. Students' e-portfolio involves the organization in planning and it is in line with the students' achievements. Besides, it can improve their ability and help them to set realistic goals raised. Thus new, in authentic assessments' model as reading comprehension through e-portfolio there are should be remarked the literacy of readers in understanding the context and input cognitive and affective to access new information (Wiggins, 1990 as adopted in Ulmer, Timothy, Bercaw, Gilbert, Holleman & Hunting, 2004).

Furthermore, Nation (2009 p.25) as cited in Miftah, 2013) presented that an e-portfolio is one of the aspects of intensive reading and it can help to improve students' reading skill. The result showed that intensive reading is a reading activity using appropriate texts to engage with useful basic reading skill. Finally, the whole of strategies to using an e-portfolio in reading activities should go on simultaneously to help the readers understand the text.

F. Previous Studies

There are some previous research reports regarding the authentic e-portfolio assessment. The research reports are listed down below:

First, based on Said (2018) clarified how English teachers use authentic assessment in the classroom and the barriers then the way the English teacher solve the problems in conducting an authentic assessment. The research shows the authentic assessment can motivate English teachers and students to be more productive, creative. Besides, this research is also to optimize students' participation in the learning process. This research has several challenges that lead to the implementation of authentic assessment such as the purpose of the assessment and any other reliability of scoring. Because this research has several challenges in the implementation of authentic assessment there is a curriculum analyzed in this research.

Second, based on Fitriani (2016) presented the concept of authentic assessment as teachers' perceptions. This research can know the EFL teachers produce information about the concept of authentic assessment in terms of its kinds, characteristics, techniques, strengths, and weaknesses. On the other hand,

the research focused on the teachers' problems in performing this assessment. In the process of assessment, the effort was done by the school and it already has a positive way, there are EFL teachers who established the concept of authentic assessment in the positive perceptions. This research is about the concept of assessment and its related to the subject and composing subject and evaluation, which means there is no curriculum analyzed that had been prepared.

Third, based on Aliningsih (2015) explained the English teachers' perceptions and practices of authentic assessment in the pilot project of the 2013 curriculum. This research can obtain more in-depth information about the teacher perception and practices of authentic assessment. In this research, the data were conducted through reading or memorizing, describing, and classifying. This study revealed that the teachers have a positive perception of authentic assessment as the teacher agreed about the authentic assessment is beneficial to assess students' progress and achievement.

Fourth, based on Ipiña & Astigarraga (2019) indicated an e-portfolio authentic assessment is a valuable assessment tool as the main learning to assess students. There is the teachers' initial perception about this assessment. The research shows that the teachers are conscious of the flexibility offered by the e-portfolio. Besides, this research is determined that e-portfolio authentic assessment underlines a helpful assessment tool. In this study, the main focuses are indicated into two research problems: The first is about an e-portfolio authentic assessment is the main learning to assess students as a valuable assessment tool in the classroom and the second is about e-portfolio authentic assessment can be helpful both students and teachers.

The last, based on Yastibas Erdost et al, (2015) showed an e-portfolio to evaluate students' performance in English language teaching (ELT) at school. This study aims to find out whether e-portfolio based assessment can be used to evaluate learners in ELT through reviewing the literature. The main focus of many teaching, technique, and learning methods of ELT. The result of this study review indicates that e-portfolio based assessment can evaluate learners in ELT.