E-Portfolio's Impact on Writing Abilities *(A Case Study on Second Semester Students of English Education)*

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A R T I C L E   I N F O

A B S T R A C T

This study aimed to explore the utilization of Wattpad as an E-Portfolio platform in teaching writing and assess the improvements in students' writing qualities. This study took a qualitative approach and used a case study design. Ten students from the English Education Department in Bandung, West Java, took part in the experiment. The data were gathered through observations to determine the process of developing students' writing ability through the E-Portfolio platform, as well as examination of students' writing to determine students' writing ability improvement. The purpose of the writing analysis was to examine how students improved during the writing activities, which was reflected in their writing from the first to the third writing. The result showed that the use of E-Portfolio Platform was not only increased the students' participation and motivation to actively involved in the writing process but also improved students' writing ability. The findings suggest that incorporating such platforms in educational settings can positively impact students' engagement and motivation, leading to improved writing skills. Educators and institutions can consider integrating E-Portfolio platforms into their curriculum to enhance student learning outcomes in writing.

1.   INTRODUCTION

In the field of English language learning, it is widely recognized that learners need to acquire four essential skills: listening, speaking, reading, and writing (Brown, 2001). Among these skills, writing has often been identified as particularly challenging for students. (Ayudhia, 2001) highlights the complexities of writing, which encompass language accuracy, spelling proficiency, and the ability to articulate ideas coherently. Consequently, educators face the task of devising effective teaching methods and creating a variety of exercises to address the difficulties students encounter in the writing classroom.

To address this issue, teachers must understand their function in the writing class in order to choose what they will do during the teaching process. Teachers, according to (Brown, 2001), serve as both a facilitator and a responder. It means that teachers should be able to help students write by assisting them in engaging in the process of thinking and responding after the students have finished their writing.

However, the prevailing situation in a writing class, especially at a particular English Education Department in Bandung, is in stark contrast to this ideal. The execution of writing activities in the classroom falls short of expectations due to various factors. One significant factor is the issue of large class sizes. (Pujianto, 2014) supports this claim by highlighting the difficulty of providing adequate feedback on students' writing, even when peer correction is encouraged by teachers. Consequently, a considerable number of English Education Department students struggle with low proficiency in English, particularly in writing skills. In such circumstances, teachers need to exhibit creativity and caution when implementing effective correction methods.

To facilitate effective correction, teachers can utilize various online writing activities such as blog writing. (Pollard, 2014) affirms that engaging in writing through online media has a positive impact on student motivation. This is because students receive diverse feedback as the readership is more extensive. Additionally, (Yastibas & Cepik, 2015) emphasize that writing skills are commonly evaluated and taught through the utilization of E-Portfolios. (Erice, 2008) supports this notion by asserting that students can enhance their writing skills through this approach.

The recent studies have primarily examined the impact of using E-Portfolio on students' writing skills before and after learning. However, there is a limited understanding of the potential of E-Portfolios in facilitating the teaching and learning of writing within school environments (Lam, 2021). Therefore, this

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study aims to go beyond those previous investigations. It not only investigates the effectiveness of using E-Portfolio to enhance students' writing skills but also seeks to determine the degree of improvement achieved. Consequently, the findings of this study will ascertain whether the E-Portfolio platform truly enhances the writing abilities of English Education students or not.

2. METHODS

The participants for this study were chosen based on their enrollment in the English Education Department at a university in Bandung, West Java. A purposive sampling method was employed to ensure a diverse representation of students with varying levels of achievement in writing. By selecting participants with good, average, and low writing scores, the study aimed to capture a comprehensive understanding of the impact of the E-Portfolio platform on students' writing abilities.

To analyze the data, a qualitative approach was utilized. The researchers observed the process of developing students' writing ability through the E-Portfolio platform, documenting their engagement and progress. Additionally, students' writing samples were collected and examined to evaluate improvements in their writing skills. This involved analyzing the quality, coherence, language accuracy, and overall development of ideas in the writing samples. By conducting a thorough examination of the data collected through observations and writing analysis, the researchers sought to gain insights into the effectiveness of the E-Portfolio platform in enhancing students' writing abilities.This study utilizes a qualitative approach, specifically employing a case study design. The participants in this research consisted of 10 second-semester students from the English Education Department in Bandung, West Java. The purposive sampling method was employed to select participants representing various levels of achievement in writing scores, including those with good, average, and low scores. Data collection involved observing the process of enhancing students' writing ability through the E-Portfolio platform and analyzing students' writing samples to assess improvements in their writing skills.

3. RESULT AND DISCUSSION

Results

From the three meetings covered in classroom observation and three meetings of online observation, it can be concluded that the three students did all steps of writing cycles which were prewriting, drafting, revising as well as publishing (Harmer, 2007); however, each of them went through the process differently. One of them could pass the process easily the other must try harder in order to produce a good final writing. As (Walshe, 1990) argued that publishing a final draft is not just to produce writing, but produce reading. Thus, it is important to go through the writing process in order to present a good reading.

Moreover, these three students went through the writing and revision stage repetitively. This is in line with the idea that the writing process is indeed a 'recursive' process (Emig, 1983 as cited in Ken, 2009). These students did not just pass through the stages until they finally could publish the writing. They needed to revise their writing for several times.

Discussion

The study indicated that there was an improvement from the three students during the writing process using E-Portfolio platform were assisted by website or writing application called Wattpad. The Wattpad assisted the students by emphasizing on the cycles of writing, peer review, and editing, which in fact possibly lower writing anxietyas well as self-publishing encourages students' ownership and lastly responsibility (Godwin-Jones, 2003; Ward, 2004).

It also provided brief explanations about the topic sentence, supporting details, and a concluding sentence. E-Portfolio platform was able to provide source of information that students needed during constructing paragraph. This also gave the teacher benefit during prewriting stage. In other words, the incorporation of self-assessment and e-portfolio promoted learners' autonomy and self-directed learning (Taufik & Cahyono, 2019). The students' writing skills were further enhanced by the repeated self-assessment tasks, which required them to revise their work at least three times. This finding supports the research of Ross et al. (1999, as cited in Bing, 2016), who emphasized the importance of multiple revisions in improving writing proficiency.

Furthermore, the E-Portfolio platform gave several examples in order to make the explanation clearer and easier to understand. It is important to organize the writing in order to represent the idea clearly (Watanabe, 2008). Furthermore, the aim of writing process is to produce reading instead of writing (Walshe, 1990). Thus, the E-Portfolio platform provided several benefits to facilitate the students for making their writing more attractive.

4.   CONCLUSION

The study highlights the potential of using technology, specifically E-Portfolio platforms like Wattpad, to create a new learning environment for teaching writing. Through a qualitative approach and case study design involving ten students from the English Education Department, the process of developing students' writing ability and examined their writing samples were observed.

The findings revealed that the use of the E-Portfolio platform not only increased students' participation and motivation in the writing process but also enhanced their writing ability. The findings suggest that incorporating such platforms in educational settings can positively impact students' engagement and motivation, leading to improved writing skills. Educators and institutions can consider integrating E-Portfolio platforms into their curriculum to enhance student learning outcomes in writing.

Additionally, this study encourages further exploration and research into the use of technology in education, particularly in the field of writing instruction, to discover more effective and innovative approaches to foster students' writing abilities.

5.   ACKNOWLEDGE

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