THE IMPLEMENTATION OF ONLINE PORTFOLIO AND PAPER-BASED ASSESSMENT AND THEIR EFFECT ON STUDENTS' WRITING ACHIEVEMENT AND THEIR LANGUAGE ATTITUDE AT THE TENTH GRADE STUDENTS OF SMA MUHAMMADIYAH 1 NATAR

(A Thesis)

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MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
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ABSTRACT

The current research aimed to investigate i) the difference of the students' writing achievement between the students taught through online portfolio and those taught through paper-based assessment and ii) students' language of the implementation of the online portfolio. The quasi-experimental with nonequivalent pretest-posttest group design was used to compare the gain of writing achievement for both the experimental and the control groups. The subjects of this research were 23 first-grade students of SMA Muhammadiyah 1 Natar. The experimental group was taught through the online portfolio and the control group was provided with the paper-based assessment. The data were obtained from writing test and questionnaires. The data were compared using an Independent t-test through SPSS v.20. The data of attitude were analyzed using descriptive statistic.

The result showed that there was a statistical significant difference of writing achievement between the students taught through online portfolio and those taught through paper-based assessment with significant level 0.05. The students indicated the positive language attitude. This suggests that teaching writing through online portfolio facilitates students to improve their writing.

Keywords: online portfolio assessment, student's language attitude, writing skill

The Implementation of Online Portfolio and Paper-Based Assessment and their Effect on Students' Writing Achievement and their Language Attitude at the Tenth Grade Students of SMA Muhammadiyah 1 Natar

By:

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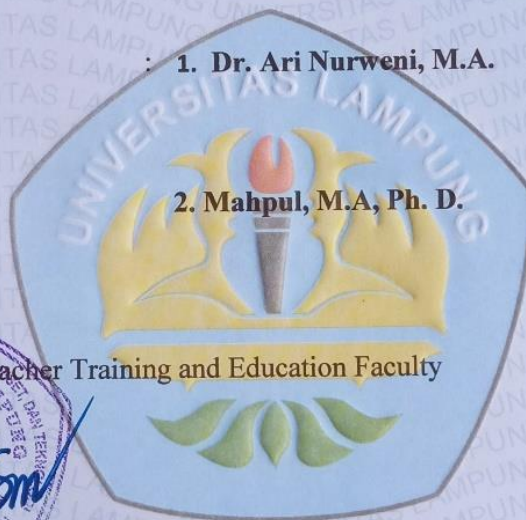   Secretary   : **Ujang Suparman, M.A. Ph.D**

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CURRICULUM VITAE

Farihatul Hasnah was born in Natar on February 23th 1995. She is the only daughter of Sahlan, A.Md and Tuminem, S.Pd.SD. She has two brothers, Amin Rais and Alamudin Mirza. She spent her early childhood on TK ABA Tangkitbatu, Natar. She continued to MI Muhammadiyah 1 Tangkit Batu, Natar. In 2007, she attended MTs Muhammadiyah 1 Tangkitbatu, Natar and graduated on 2010. She continued to senior high school at MAWI Kebarongan, Banyumas, and graduated on 2013.

She was accepted into the English Education Study Program at the Faculty of Language and Arts, Muhammadiyah University of Metro, and graduated in 2017. Two years after graduating with S1 Degree, she continued her study at Lampung University, majoring in Master of English Education.

DEDICATION

I'd proudly dedicate this thesis to:

My beloved parents
Sahlan, A.Md. and Tuminem, S.Pd.,SD.

My beloved brothers
Amin Rais and Alamudin Mirza

My kind-hearted friends, MPBI 2019

My almamater, Lampung University

My self

MOTTO

"If you do good, you do good for yourselves, if you do evil, you do evil for yourselves."
(Surah Al Isra' : 7)

"You are timeless, your deeds are endless."
-Farihatul Hasnah-

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CHAPTER I

INTRODUCTION

1.1 Background of Study

A testing way cannot be separated from the learning process. Dynamically, with the growth of English Second Language (ESL) teaching, traditional assessment is applied by most language instructors. The recent development and the demand in society also affected the education change. Recently, in Indonesia, the conceptual framework of curriculum and instructional development has been modified into more student-centered communicative approaches in the classroom. Especially theories such as constructivism and multiple-intelligence and new social trends such as changing labour market, information-age needs engendered a radical change in traditional approaches to learning, teaching and assessment (Birgin & Baki, 2007). As language teaching has moved toward learner-centered approaches, testing and assessment have begun incorporating the measures for learner-centered tasks (Brown, 2000) cited by Vangah, et al. (2016).

The point of assessment mostly stressed in the latest curriculum in Indonesia is having a point in performance assessment which refer to authentic assessment. O "Malley and Pierce (1996) cited by Afrianto (2017) described the authentic assessment as the multiple forms of assessment reflecting students' learning, achievement, motivation, and attitudes toward classroom instructional activities. Afrianto added that the term assessment is the synonym of other terms, like scoring, measurement, testing, or evaluation; meanwhile, the term authentic has a similar meaning as original, genuine, valid, or reliable. So, authentic assessment is presumed to enable teachers to get valid and reliable data on students' learning progress and achievement.

The authentic assessment used in classrooms has several kinds; as O' Malley and Pierce (1996) cited by Afrianto (2017), they are performance assessment, portfolios, and students-self assessment. They add that a portfolio is a form of a systematic collection of students' works that is analyzed to show their progress over time regarding instructional objectives. Shortly, this paper has the specification, which discusses the portfolio assessment in the context of language teaching in Indonesia.

Portfolio assessment, one of the alternative techniques, shows the integrated form of formal and informal assessment. Results of many studies have shown that portfolio assessment has a positive influence on learning; it facilitates authentic assessment (Calfee & Perfumo (1993) as cited by Yurdabakan (2009), encourages students to do self-reflection and self-evaluation (Herbert & Schultz, 1996) cited by Yurdabakan (2009) and improves meta-cognitive skills as stated by Hamilton (1994) cited by Yurdabakan (2009).

However, Afrianto analyzed that a large class is another ultimate problem using the portfolios in Indonesian schools. Most of the classes in Indonesian schools consist of more than 30 students. Thus, he stated that portfolio assessment is a promising tool to assess students' learning to get a valid and authentic picture of students' learning and achievements. Therefore, he suggested using portfolio assessment as an expected way to handle student assessments.

Many researchers on a few skills have conducted the use of authentic assessment on English learning, as Cepik & Yastibas (2013) researched 'The Use of E-portfolio to Improve Speaking Skill' which shows better results of speaking skills in Turkish EFL learners. Khodashenas & Rakhshi (2017) researched using portfolios in writing skills. The results of the research show that the experimental

group outperformed in the post-writing test. In addition, the research on the effects of portfolio assessment on reading, listening, and writing skills of first-school prep-class students by Yurdabakan & Erdogran (2009) also shows the improvement.

On the other hand, numerous factors affect the fluency of English learning, including internal and external factors. The external factors can refer to social class, first language, teachers, early start, L2 curriculum, etc. (Mahmoudi & Mahmoudi, 2015). Meanwhile, Muftah (2017) considered age, motivation, attitude, and personality factors as the most important factors affecting language acquisition. In addition, Dornyei and Sekhan (2003) state that learner attitudes toward language variation are also believed to influence levels of proficiency in the L2, as cited by (McKenzie, 2010). Therefore, attitude is one of the important factors in acquiring a foreign language. Furthermore, Hancock (1972), as cited by (Yosintha, 2020), asserts that attitude is a learned behavior that the students themselves can transform from negative to positive through meaningful activities and experiences. Thus, the positive attitude of learners towards language is a good way of language learning.

Moreover, with the rapid development of science and technology in 21 century, which people call as millennial era, the use of information and communication technology for language teaching is a challenge to be considered by language teachers in Indonesia. Further, blended learning, combining face-to-face instruction with an online learning experience using various electronic platforms, has been beneficially used by teachers in teaching. Additionally, since pandemic Covid-19 is changing the way of learning, the use of technology and the internet is increased. Therefore, the researcher proposes using an electronic platform for blended learning while assessing to establish their technical skill.

However, even if the students are able to follow the learning process in the classroom, including the assessment. There are a number of students who still have low English proficiency, although they have mastered the grammar. Indonesian students realize the benefits of mastering English, but they tend to be reluctant to improve it, especially in writing. Writing is considered a high competency that focuses on how to produce language than receive it. As a result, Indonesian students' English proficiency level is categorized as low (Yosintha, 2020). According to English Proficiency Index in 2020, Indonesian students are at a low level of English language proficiency. Additionally, since online learning is applied in this pandemic era, teachers reported that students' behavior in learning has slightly different before the pandemic era. Students tend to learn reluctantly and are irresponsible.

The research about using portfolio or Online portfolio assessment had been deemed to be a valuable type of assessment relating its effects had been carried out. Moreover, exploring the psychological dimension of the skill, in this case, writing skills assessed with portfolio assessment, is still limited in the first level, especially in Indonesia. Therefore, in this research, the researcher would observe the learning process using an Online portfolio assessment to identify whether the use of an online portfolio impacts the students. Moreover, the research mainly focuses on investigating the student's attitude toward using Online portfolio assessment in the learning process of the writing classroom.

1.2 Research Questions

As the following mentioned backgrounds, the following research questions are formulated:

1. Is there any difference of writing achievement between students taught through online portfolio assessment and those through paper-based assessment on the first-grade students at SMA Muhammadiyah Plus 1 Natar?"

2. What is students' attitude of the implementation the online portfolio assessment in writing descriptive at SMA Muhammadiyah Plus 1 Natar?"

1.3 Objectives

Concerning the research questions above, these objectives are:

1. To investigate the differences in students' writing achievement taught by online portfolio assessment and paper-based assessment on the first-grade students at SMA Muhammadiyah Plus 1 Natar.

2. To determine the students' attitude toward using the online portfolio assessment in writing descriptive at SMA Muhammadiyah Plus 1 Natar.

1.4 Uses

Following the previously determined objectives, the finding of this is expected to serve the following purposes:

1. Theoretically, it is helpful for supporting further research. The result of this research can add knowledge to readers about the online portfolio assessment, especially on the affective aspect of the learner.

2. Practically, it is useful for teachers to help instructors, administrators, and students with an effective teaching and evaluation procedure using the online portfolio assessment.

1.5 Scope

This current research was limited in finding whether there is significant difference of writing achievement between students taught through online portfolio and paper-based assessment. Other focuses are on examining the students' language attitude of the implementation of online portfolio assessment. The study participants are the first-grade students at SMA Muhammadiyah Plus 1 Natar.

1.6 Definition of Terms

In this case, there are some key terms related to the study

1. Online Portfolio Assessment

   A digital compilation of students' work that saves on cloud storage.

2. Writing Skill

   The activity of gaining written language product.

3. Descriptive Text

   The genre of text that tells about the description of something.

4. Google Classroom

   Google Classroom (GS) is the educational application by Google for providing an online platform for learning.

5. Attitude

   A personal way of thinking and feeling about something.

CHAPTER II

THEORETICAL REVIEW

This chapter explains theories related to the topic under discussion, such as the concept of portfolio assessment, attitude, writing skill, descriptive text and the advantages and disadvantages of using portfolio assessment, procedures of using online portfolio assessment in writing, review of previous research, and theoretical assumptions.

2.1. The Concept of Portfolio Assessment

This section discusses the definition of the portfolio assessment, the types of portfolio assessment, the steps of using the online portfolio, the benefits and the weaknesses of portfolio assessment, and the steps of using the online portfolio in this study.

2.1.1 The Definition of Portfolio Assessment

The nature of assessment is the process of measuring the student's achievement in their learning at a particular time. An assessment is how we identify our learners' needs, document their progress, and determine how we are doing as teachers and planners (Frank, 2012). It can be said that the assessment process starts before studying in the class until the end of learning, such as formulating the assessment task, making an assessment rubric, measuring the student's achievement, and giving feedback and grades. Thus, the assessment is the way to determine student achievement, ability, skill, interest, behavior, and attitude.

In recent years, teaching strategies in language classrooms are shifting from the traditional way of enlightening unacquainted learners solely by transmitting knowledge to what students need to succeed in the real world (Caner, 2010).

Traditionally, the most common way to measure achievement and proficiency in language learning has been by test (Frank, 2012). However, the shifting of traditional assessment to the new forms of assessment called alternative assessment is variously known. Even though alternative assessment forms are growing in popularity, most teachers still use this traditional assessment. The form of alternative assessment is suggested by the constructivism theory, which views language as socially constructed and situated in contexts of use rather than as an underlying trait or ability which remains stable across contexts (Fox, 2017). Maslovaty and Kuzi (2002), as cited by Fox (2017), also said that alternative assessment is based on the principles of constructivism in that it rests on authentic inquiry tasks which give significance to learning and are relevant to the real world of the learner.

As cited by Sahyoni (2017), Brown (2004) mentioned the authentic assessment has six types: (1) performance-based assessment, (2) portfolio, (3) journal, (4) conference and interview, (5) observations, (6) self and peer-assessment. Sahyoni (2017) adds that those types of authentic assessments are authentic and real-life experiences for students. The portfolio assessment is described in the following discussion.

The portfolio definition has been used for different purposes and may change according to the user's purposes or usage. However, as the origin of the portfolio, as stated by Jongsma (1989) cited by Efendi, et al. (2017), the portfolio is used to demonstrate the depth and breadth of the work and the artist's interests and abilities. Thus, in line with the purpose of an art portfolio, many educators perceive the purpose of the educational portfolio to discover the depth and breadth of a student's

work with the particular lesson given. Hence, it is considered a way to identify students' strengths and weaknesses.

A portfolio may be interpreted as a collection of works on related material that has been collected over a period of time as Afrianto (2017) states that a portfolio that is formed from a systematic collection of student's works that is analyzed to show the students" progress over time regarding instructional objectives. Genesee and Upshur (1996) cited by Hung & Huang (2013) also define portfolios as "a purposeful collection of students' work that demonstrates to students and others their efforts, progress, and achievements in given areas." In addition to portfolios as purposeful collection, Fox (2017) also mentioned that portfolio assessment is a repository of artifacts (e.g., reflections, works in progress, self-, peer-assessments, and final products) assembled over time as evidence of development learning or capability. Thus, by using the portfolio form in the learning process, students' improvement can be tracked and evaluated.

The use of a portfolio emphasizes the student to not only focus on the result but the learning process. Grace (1992), as cited by Mulyani & Tarjanah (2014), defined the portfolio as a record of the child's process of learning: what the child has learned and how she has gone about learning; how she thinks, questions, analyzes, synthesizes, produces, creates; and how she interacts--intellectually, emotionally and socially-with others". In line with Grace, who stresses in the learning process, Simon and Forgette-Giroux (2000) as cited by Birgin, & Baki (2007) defines "portfolio is a cumulative and ongoing collection of entries that are selected and commented on by the student, the teacher, and peers, to assess the student's progress in the development of a competency."

In conclusion, the portfolio is a way of saving the work of students over a period of time as well as it can be used as a proof and reflection tool for the students. Moreover, the portfolio is not only evidence of their final works but also becomes evidence of their process and their progress over a period of time. Thus, the students can feel their sense of learning.

2.1.2 Types of Portfolio Assessment

Generally, there is no limited definition or description related to a portfolio. The types of the portfolio are various according to their purpose. Consequently, many researchers define types of portfolios diversely. Tierney et al., as cited by Özdemir-Çağatay (2012), categorize types of portfolio assessment as "process portfolio," which means student collect their work over a period, get feedback, then revise the work when necessary to develop. And "product portfolio" means the students simply collect their works and grades based on the product. This kind of portfolio represents the main point of the portfolio, which means collecting students' works, yet it is too general. However, Melograno (2000), as cited by Birgin & Baki (2007), specified portfolios into nine types, they are:

1. Personal Portfolio

    The items in the personal portfolio could contain pictures, awards, videos, or other memorabilia from their personal experiences.

2. Working portfolio.

    The ongoing, systematic collection of student work samples and exhibits can be maintained in a working portfolio. This collection of daily, weekly, monthly, or unit work product forms.

3. Record-keeping portfolio.

This type of portfolio is usually kept by teachers. It contains necessary assessment samples and records that may be required (e.g., written exams, proficiency tests). It could also include observational information (e.g., anecdotal notes, frequency index scales, narrative descriptors, behavior checklists) and progress reports that supplement traditional report cards.

4. Group Portfolio

Each member of a cooperative learning group contributes individual items and group items (e.g., samples, pictures, community projects) to demonstrate the effectiveness of the entire group.

5. Thematic Portfolio

This portfolio would relate to a unit of study with a particular focus, normally lasting from 2 to 6 weeks. For example, if a portfolio is constructed related to the "Rational Numbers" unit, this portfolio could reflect cognitive and affective skills and their views about these units.

6. Integrated portfolio

To view, the whole student works from all disciplines showing connections between or among subjects would be included. Selected items, either required or optional, could be drawn from several or all subjects. For example, this portfolio can be prepared in math and science courses.

7. Showcase portfolio

A limited number of items are selected to exhibit growth over time and to serve a particular purpose. Usually, only the student's best works are included.

8. Online portfolio

Advanced technology is used, and students' work or product is collected in cloud storage. Since the advanced of technology, it allows the student to capture and

store information in the form of text, graphics, sound, and video, students can save their work in the folder provided then the teacher gives feedback and comment, revised by students based on the teacher's feedback.

9. Multiyear Portfolio

Students would collect items from a cluster of grade levels over 2-, 3-, or 4-year intervals. The multi-year portfolio would be stored at the school. For example, this portfolio can be used to follow students' progress periodically during primary and first school and university education.

(Birgin, & Baki, 2007).

In conclusion, despite the various types of portfolios, selecting the types of portfolio is based on the user's demands. Likewise, the mentioned types of the portfolio above can be used differently or used together. For instance, the teacher can use the group portfolio to know students' group achievement in a particular subject during the first semester. At the same time, the thematic portfolio is used due to make it easy to order. Also, the content of the portfolio can be changeable depending on the purposes and the user's demands. It can be formed on paper, cd, disk, personal or group tasks, notes, etc. However, instead of the variable form of evidence and purposes, it is difficult to differentiate those ones, but as long as it can make the students reflect on their learning process with their evidence, the teacher can select the proper ones and apply them.

Based on the explanation above, the researcher would use the online portfolio. Using the online portfolio, they could save their works paperless and open the application whenever they are.

2.1.3 The Advantages of Portfolio Assessment

In general, the purpose of the portfolio is to exhibit students' work in a period of time, representing their ability and learning process. However, choosing which one of the specific types of the portfolio will be used by the instructor is dependent on the purpose of the instructor itself. For example, the purpose of the process portfolios could be to assess students' sustained work and to provide a window into the learners' minds and teachers' teaching (Stefanakis, 2002), as cited by (Özdemir-Çağatay 2012). However, the benefit of using portfolio assessment is harmonious despite the various purpose of portfolio assessment.

Learner autonomy is one of the advantages of portfolio assessment. The student students are taught to become independent thinkers as well as independent learners (Hancock, 2004) cited by Afrianto (2017). This is probably triggered by the rule that in the process of completing portfolio assessments, students are assigned to actively participate in selecting their works to put in the portfolios. They are also encouraged to discuss any progress they have made and set goals for the future with the teachers (Afrianto 2017). It might be said that student builds their responsibility to complete their task.

Using this assessment gives an accurate reflection of students learning than tests; enhances personal skills and self-confidence; improves the relationship with the teachers as well as with classmates; improves skills in organization and development. Furthermore, while assessing themselves, students could also reflect on their performance to evaluate it in alternative assessments (Boud, 1999) cited by Özdemir-Çağatay (2012).

This portfolio assessment offers the possibility of promoting collaboration within the classroom. It is communicative and interactive because it provides

meaningful communication and interaction between peers and between students and their advisors, which can help students to improve their learning (Bolliger and Shepherd 2010; Lin 2008), as cited by Cepik & Yastibas (2013).

Regarding motivation, portfolios as alternative assessments are assumed to be motivated in the learning process. According to O'Malley and Pierce (1996), cited by Özdemir-Çağatay (2012), portfolios promote involvement in learning, integration of cognitive abilities and motivation, and the importance of attitudes toward learning in an educational context.

2.1.4 The Disadvantages of Portfolio Assessment

Although this assessment has some benefits, it has disadvantages and is troublesome. The problem attributed to portfolios is validity and reliability. Moreover, Afrianto (2017) mentioned that one of the main challenges related to the issue is its low comparability and reliability. He added that it is challenging to transform many performance-based assessments, including portfolios, into a single score or grade. Besides, it might be said that is too subjective since the way teachers score on the same task students is different. For example, one could give 80, but another could give 90.

A large class is also another ultimate problem of using the portfolios in Indonesian schools (Afrianto, 2017). Mostly, one class consists of 30 students or more. Due to the many such students, it is intelligible when teachers hardly manage using a portfolio. For that reason, portfolio assessment should be promoted more intensively and massively in the process of English teaching and learning in Indonesia (Afrianto, 2017). The prepared teacher is also a matter to be dealt with to make this assessment work well in the field. Therefore, the government should

provide training related to this skill. A well-designed intensive professional training is important to prepare teachers to use this portfolio assessment (Afrianto, 2017).

In addition, time constraints are also a concern in the portfolio. In portfolio assessment program, while planning the task and lesson, coaching student on drafts, and helping them compile portfolio can be comfortably folded into a process-oriented course, the actual evaluation of portfolios is inevitably labor intensive, requiring a significant amount of time from instructors (Song & August, 2002).

In summary, the disadvantages of the portfolio still become a challenge for the instructor. However, based on the mentioned point above, the instructor can work together with peers or the related institution to solve those challenges.

2.1.5 The Steps of Using Portfolio Assessment

According to Sujiono (2010), as cited by Aisyah (2015), the techniques of the portfolio are:

a) Giving task phase

   In this phase, the teachers give the task, including the information about working procedures, and how to collect the task.

b) Task implementation phase

   The activities of this phase are students carrying out work to be done and finished.

c) Structural duty and self-learning phase

   The activities of this phase are students doing the task assigned by lecturers outside the lesson and lecturers monitoring these activities.

d) Task responsibility phase

   The teacher gives the feedback, and the students are responsible for correcting their tasks based on the teacher's feedback.

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In conclusion, the mentioned phases above are the assignment procedure of using the portfolio in general. As this research used an online portfolio, the phase or the steps generally follows the mentioned phase above. However, the steps of using online portfolio specifically will be described in the following section.

2.1.6 The Online Portfolio Assessment and Its Steps

In a portfolio assessment system, teachers create a hard file for each individual learner, which contains a systematic collection of the results of their learning achievements during the educational process. However, in the online portfolio assessment, the folder used is a soft file form. In that folder, students and teachers could open the task through all available devices based on the platform they use. García Planas, Taberna Torres, Domínguez García, and Palaua (2015), as cited by Warni (2016), defined the online portfolio as a collection of electronic evidence such as text, electronic files, images, multimedia, and blog entries, which are stored and managed by a user on an online platform.

The approaches in teaching and learning that have commonality with the use of information and communication technology have been referred to as e-learning (Clarke, 2004) cited by Warni (2016). However, Warni (2016) stated there are various terms for "e-learning" that share ICT-based nature. In this regard, Jones (2003, p. 66) cited by Warni (2016) stated, "e-learning, digital learning, computer-enhanced learning, no matter which tag is applied, all aim to exploit web-based technology to improve learning for students."

There are terms that seem to be familiar in online learning related to the portfolio: online portfolio, digital portfolio, and electronic portfolio, but those terms are getting in line with one definition that all portfolio task is saved in the online

platform. Barrett (2006) used the term electronic portfolio when it refers to the use of technology providing media types (audio, video, graphics, text) as the container that allows students or teachers to collect and organize the portfolio artifacts.

The use of e-portfolio is believed to be beneficial to the student. The students are taught to use the technology indirectly. With the advancement of technology, students also need to have an insight into the technology environment in learning, and the online portfolio provides an online virtual environment.

The steps of creating the electronic or online portfolio suggested by Sun (2002) as cited in Khodashenas & Rakhshi (2017) are :

(1) Saving and keeping all course work (writing assignments, projects, essays, compositions, etc.) on a disk,

(2) Designing and beginning to build an online portfolio,

(3) Creating a new file that can contain a cover page on which one can create a table of contents (indicating what is to be included in the portfolio),

(4) Copying all saved course work onto this new file in a sequence as desired,

(5) Making bookmarks and hyperlinking each coursework assignment to its title listed.

(6) Saving the whole file and submitting it to the instructor.

As the variety of electronic learning platforms available, it might have different rules and steps following the platform used. Hence, the point of an online portfolio is to create and save students' works to be reviewed anytime.

2.2. The Concept of Language Attitude

As cited by Coronel & Molina (2009), which review the definition related to language attitude, from a behaviorist view, Appel and Muysken (1987) assumed that attitude must be studied by observing the responses to a specific language,

while based on mentalist view as stated by Fasold (1984), attitude is 'an intervening variable between a stimulus affecting a person and that person's response.

Regarding language learning, attitudes could be integrated into language learning because they may influence their performance in acquiring the target language. Therefore, students' language attitudes, such as feelings, beliefs, likes, dislikes, and needs, should be considered as the factors which affect achievement in learning since their attitudes influence language learning. Dornyei and Skehan (2003) stated that learner attitudes toward language variation are also believed to influence levels of proficiency in the L2, as cited by McKenzie (2010). Specifically, Graham et al. (2007) defined attitude toward skill as writing attitude, an effective disposition involving how the writing makes the author feel, ranging from happy to unhappy.

It is important to know students' attitudes toward the learning process. It helps the teacher to know and predict what factor affects their learning. Despite predicting the factors that can help improve student achievement or the problems gained by students, Susanti & Mujid (2019) state that the teacher could find the best solution to solve any problem that might inhibit the students from achieving the targeted achievement.

Brown (1994) added, "attitudes, like all aspects of the development of cognition and affect in human beings, develop early in childhood and are the result of parents' and peers' attitudes, contact with people who are different in any number of ways, and interacting affective factors in the human experience." as cited by Eshghinejad (2016). It seems evident that many stimulants lead to a positive or negative attitude.

Similarly, Wenden (1991), as cited by Karahan (2007), mentioned three components of attitude: First, the cognitive component involves belief and perception about the object or situation related to the attitude. The second is the evaluative component which means the object or the situation related to the attitude may generate like or dislike. The third is the behavioral component, meaning that certain attitudes prompt learners to adopt particular learning behavior.

Saeed et al. (2017) stated, "attitude in language learning encompasses one's perception of oneself, of the culture, the language, and the people who speak it. They added that attitude includes one's like or dislike of someone or something, and includes an evaluation of whether that someone or something is good, bad, beneficial, harmful, valuable or not valuable" as cited by Susanti & Mujid (2019). Besides dislike and dislike of something, attitude is also associated with belief. According to Gardner (1985), as cited by Abidin et al. (2012), attitude is thus linked to a person's values and beliefs and promotes or discourages the choices made in all realms of activity, whether academic or informal.

Furthermore, the statement stated by Wenden (1991) above that the cognitive attitude, which involves belief and perception, has the same consideration with Yang (2003) who put the perception as the attitude category in her questionnaire. Although Yang (2003) did not explain perception itself, she distinguished the difference between attitude and perception implicitly by mentioning perception in the language attitude questionnaire. These two terms are often used interchangeably. However, in this study, both are different. Perception is one of the causes of response of someone toward something; as Abd Aziz & Bakar (2019) said,

"Nevertheless, positive or negative attitude is rooted from an individual perception towards certain matters or objects. This means that the input gains from an individual's perception will influence the attitude of that particular individual toward certain matters or objects, as he or she has made his or her own judgement through the observation. In other words, one's attitude is the result of one's individual perception."

Related to how someone gains perception, Nursanti (2016) explained that perception is the process of stimuli receiving from someone through sensory receptors and producing it to become a meaningful idea or picture of something. In other words, perception is interpreting the idea of something based on what they see, hear, taste, smell, and touch. Moreover, perception is a changing variable. One might change one's perspective or simply make things mean something else (Aziz & Bakar, 2019). Meanwhile, attitude is "settled behaviour, as indicating opinion," or a "settled mode of thinking" (Sykes, 1964), as cited by AlKaff (2013). Eagly & Chaiken (2007) supported Sykes's statement; he stated that attitude is a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor.

In conclusion, attitude is the response of someone toward something in such behavior, action, or thought as the result of experiences or knowledge they had or experienced. Also, the response might be positive or negative based on the belief, thought or perception they had.

2.3. The Concept of Writing

This section discusses the definition of writing skills, the steps of writing, and the measurement of writing.

2.3.1 The Definition of Writing

Writing is the process of saving thoughts, feeling, and experiences in written language. Writing is the way to convey and communicate between the writer and

the reader. Besides the mechanism of writing, including syllables, spelling, punctuation, capitalization, abbreviations, word form and function, and diction, however, writing represents a bridge through which we can communicate with the reader at distant. Writing allows us to share our message not only with our contemporaries, but also with future generations Robert (1990) as cited by Yuliani & Fitriana (2017). Moreover, not only as an act of communication, the aim of occasionally writing is to entertain the readers. Furthermore, it is used to encourage the reader's eagerness as Akbar (2021) stated that writing is not only intended to entertain readers, but a good writer will try to be able to encourage the enthusiasm of writing for the readers.

Writing is one of the four skills–LSRW (listening, speaking, reading, and writing) in language learning (Durga & Rao, 2018). Among the four skills, writing is considered as challenging skill as the need to master writing has a complex process as Hamp-Lyons (2003) stated that writing is a very complex activity involving thinking, planning, organizing, and linking as well as the several levels of language manipulation such as sentence and clause level as well as phrase level, plus spelling, punctuation, etc. Although most people find the challenging process of writing, it is important to the student to convey their thought, ideas, facts in written language in order to surpass both academic and professional levels. Thus, good writing skills are needed and should be taught for all the students in order to accomplish their educational and employable requirements.

Here are the following reasons why writing skill is important:

(1) To write technical documents and research papers and put forth the right facts and information.

(2) In searching and obtaining a job

(3) To make presentations and reports, etc.

(4) For improving communication skills.

(5) For improving creativity, exploration and essential for self-understanding (Durga & Rao, 2018)

In summary, writing skill is a productive skill used to convey a message in written language form. Moreover, not only to convey the messege to others or communicate, the writing works can be used as entertainment for readers. However, there are aspects to be considered in writing, such as mechanism, punctuation, language use, etc.

2.3.2 The Steps of Writing

Many learners are motivated to improve their writing to be more successful in education, communication, or other pedagogical fields. As stated by Masaeli & Chalak (2016), writing is a productive skill that is dynamic and is getting more and more important in different aspects of education, business, and communication. Since considered a productive skill Al-Jawi (2011), as cited by Masaeli & Chalak (2016), suggests that writing has to be taught to the student so that they can communicate with the world. Thus, the student can be more motivated to improve their skill.

Hamadouche (2010) defined writing as an activity to produce written language that will be read. This activity is not merely arranging their idea using symbols, but it needs to apply agreeable words in delivering into sentences. Writing is considered a productive skill, meaning there is a product gained using this skill, but Kroll (1997), cited by Vangah et al. (2016), argues that the main focus of writing is on the process of writing rather than the end product. Therefore, attention has shifted from the finished product to the whole process with its different stages of

planning, drafting, revising, and editing (Vangah et al. 2016). It allows the student to think about the steps of their process of writing.

Seow (2002) classified the various activities that occur during writing and identified six major writing processes:

(1) Planning is a pre-writing activity that stimulates thought for getting started. It deals with the input in long-term memory, producing a conceptual document as output. Planning involves generating and organizing ideas in mind and goal-setting activities.

(2) At the drafting stage, the writers are focused on the fluency of writing and ignore the grammatical accuracy or neatness of the draft. Finally, translating takes the conceptual plan for the document and produces text expressing the planned content.

(3) In responding, the text produced so far is read with modifications to improve it (revise) or correct errors (proofread). Responding intervenes between drafting and revising. It is the teacher's quick initial reaction to students' drafts. A response can be oral or written.

(4) Revising includes meta-cognitive processes linking and coordinating planning, translating, and reviewing. Revising is not only checking for language errors; it is to improve global content and the organization of ideas to make the writer's intention clearer to the reader.

(5) Editing involves students tidying up their texts to prepare the final draft for evaluation by the teacher. At this stage, students have the chance to edit their grammatical, spelling, dictation, punctuation, accuracy, and structural errors and add supportive textual material such as quotation marks and examples. It is a great expectation to ask the students to know where and how to correct every

error. Still, editing to the best of their ability should be done as a course activity before delivering their final work for evaluation. Students need to feel that correction is part of the process of making clear and unambiguous communication to an audience.

(6) The evaluation shows an analytical score to students based on specific aspects of their writing ability or holistic scores based on the global aspects of their texts. Students need to be aware of the criteria for evaluation that should include overall interpretation of the task, audience feeling, relevance and organization of ideas, text format, structure and grammar, spelling and punctuation, range of vocabulary, and communicational needs. A numerical score or grade should be given based on the purpose of the evaluation.

The steps suggested by Seow had one step, which gives a chance to the teacher to check students' work while learning, that is in revising steps. More straightforward than Seow mentioned before, Kaya & Ates (2016) stated the phases as follows:

(1) The pre-writing phase includes preparation aimed at getting motivated, selecting a topic, and determining the text type, target group, and the main idea, in addition to the drafting (planning) studies that require building a correlation between the created opinions and putting them in a certain order.

(2) The writing phase consists of three sections which are organized writing, revising, and publishing and sharing. Organized writing is the stage where writers try to turn the draft into a text. In this section, writers should review the draft and determine how to start the text, present the opinions in a reasonable framework, and write a suitable title. This process requires that the text is read through several times. Revising is the section where writers make the final

changes in the text, and in this process, writers work on the formative qualities such as spelling, grammar, readability, and page layout. The final section of the writing phase is the publishing and sharing section, emphasizing that writing is a communication tool, where students share their writing with their friends, families, and teachers or with larger groups using different tools, such as school noticeboards, newspapers, magazines and web pages.

(3) The post-writing phase refers to evaluating the created text and writing process. In this process, students evaluate their performances, as well as the content and the achievement of the goals of writing.

In summary, writing is delivering the idea through the written form needed in some aspects of life, such as education and business. While focusing on the product, writing is a whole process that has to do many practices to reinforce their writing skill.

Based on the following concepts of the writing process above, the writing processes that the researcher would apply are planning, drafting, responding, revising, editing and evaluation, as suggested by Seow. Additionally, the steps of writing also follow the process of writing through the online portfolio procedure, as would be discussed in implementing an online portfolio into the writing descriptive text section.

2.3.3   The Measurement of Writing

The measuring of writing is held after the writing process is accomplished, and there are some criteria for measuring the writing as suggested by Heaton (1988) as cited by Pakpahan (2018), they are;

a. Organization

It consists of the composition of the ideas such as introduction, body, and conclusion.

b. Content

In content or logical development of ideas tells the complete or incomplete ideas of the text.

c. Grammar

In order to understand the meaning of the writing, the use of appropriate tense, sentence structure, etc., needs to be considered.

d. Mechanics

Mechanics consists of correct use of English writing, capitalization, spelling, and punctuation.

e. Style and Quality of Expression

This aspect consists of precise vocabulary usage, parallel structure use, and register well.

Based on the five aspects of writing above, those would be applied by the researcher as the categories in scoring students' writing. Furthermore, those five categories of writing aspects would be scored by analytical criteria of writing scoring suggested by Heaton (1988) as cited by Pakpahan (2019) (Appendix 5).

2.4. The Concept of Descriptive Text

Descriptive text provides the detailed written representation of a person or another particular object such place, animal, or event. Writing descriptive text vividly explains a person, place, or thing, making the reader imagine what is described (Nurlaila, 2013). The guide to writing this text is the reader can make the reader imagine what is being described. Damanik (2019) mentioned that

descriptive text could also build the students' or readers' imagination by describing a particular person, place, or thing.

Descriptive text is describing the thing, in particular, to tell the readers about the characteristics, behavior, function, and so on. According to Noprianto (2017), describing is done by clearly ordering characters, naming, classifying and dealing with their attributes, behaviors, function, and so on, so the reader notices what the writing is out of. Thus, this type of text is though in junior and senior school grades. Here are the features of the descriptive text**:**

(1) Generic Structure

Like other genres, the descriptive text also has structure and features. The generic structures of the descriptive text, are: (1) Identification or general statement, is aimed at introducing and identifying specific participants. (2) Description, it consists of the description such as its appearances, characteristics, category, quality, and personality.

(2) Language Features

Noprianto (2017) summarized the language features of descriptive text such as (1) Focus on specific participants as the main character; (2) Use present tense as dominant tenses; (3) Use linking verbs or relational process frequently (is, are, has, have, belongs to) in order to classify and describe appearance or qualities and parts or functions of the participant). (4) Use action verbs or material process and behavioral process in giving additional description regarding action and behavior done by the participants in text. (5)Use a mental verb or mental process when describing feelings. (6) Use adjectives and adverbs to add information to nouns (participant) and add information to verbs (actions) to provide more detailed description about the topic. (7) Use adverbial phrases to add more information

about manner, place, or time and sometimes realized in the embedded clause, which functions as circumstances.

(3) Social function

The social function of descriptive text is to describe a particular thing such as a person, place, object, or event, to the reader.

Based on the concept of descriptive text above, the researcher administered the descriptive text material to the class that focused on describing places of interest and things around them that linked to them so that they could elaborate on their experiences. Moreover, the descriptive text is the material taught to first-grade students, as the syllabus from the Curriculum of 2013 in the 2021-2022 academic year.

2.5. Google Classroom

Google Classroom (GS) is the educational application created by Google for providing an online platform for learning. It contains a set of useful features to be applied in learning by the scholar. According to Negara (2018) google classroom is an application designed to assist lecturers in creating, distributing, and collecting paperless tasks and assessments, including automatic document storage for each student. Thus, it allows people to save or archive their works in digital form, such as photos, videos, etc., which can be opened whenever and wherever they are as long as the device and internet are available.

In order to implement technology-based learning, google classroom has been chosen by many instructors to conduct their learning due to the benefits Google classroom provides. Negara (2018) explained that Google Classroom is an application to help teachers or lecturers create, share, collect paperless assignments, and assess student assignments complemented by automatic document storage.

Besides, the google classroom can be elevated to become a pedagogical/cognitive tool to help in changing the focus of the classroom from one that is teacher-centered and controlled to one that is learner-centered and open to inquiry, dialogue, and creative thinking on the part of learners as active participants Shaharanee, et al. (2016). Therefore, using google classroom, not only as the place to collect, and save the works, it help students to be responsible to their learning.

Moreover, in this research, the Google Classroom was administered to save the students's tasks. The students were asked to install the application and logged in by using their g-mail account. additionally, in this Google Classroom, people can save their works in form of photos, videos, Microsoft word, Ms.excel file, ect

2.6. Implementing Online Portfolio into Writing Descriptive Text

Portfolios might be composed of various types of students' works such as narrative descriptions (Yurdabakan, 2011 as cited by Özdemir-Çağatay 2012), essays, letters, projects, journal pages and entries, sketches, drawings, and observational records (Baron & Boschee, 1995 as cited by Özdemir-Çağatay (2012)). Portfolios might also include audial or visual records of presentations, demonstrations, official records (Brown, 2004) as cited by Özdemir-Çağatay (2012), snapshots, computer work and unit work (Cole et al., (2000) as cited by Özdemir-Çağatay 2012). Thus, all those types of student's works should be collected into one as their archive.

However, not every portfolio must necessarily include all of these items (Özdemir-Çağatay 2012). At a minimum, though, it is the teachers' or the institutions' responsibility to offer a chance for learners to choose their works and customize their portfolios to their needs and interests (O'Malley & Pierce, 1996; cited by Özdemir-Çağatay (2012). Related to the writing skill, the photos of written

exercises are the common chosen item in learning class that is used in blended learning .

As Propham (1994) has explained that portfolio assessment is a continuous assessment method, gathering information or data systematically on the results of work done by students over a certain period (cited by Efendi et, al. 2017). Moreover, since writing skill is a productive skill, the practice of writing need to be applied as frequently to know the improvement. Therefore, the compilation of works needs to be collected, corrected then, revised, and evaluated.

In blended learning, while the learning is accomplished in and out the class, both teacher and student have a role in the portfolio assessment class. As yet, Aisyah (2015) said that portfolio assessment is very much learner-centered, which means that the students have input on not only what hoes into the portfolio but also how the contents will be evaluated. The deal of time to have discussion time out of the class also need to be confirmed.

In implementing the online portfolio assessment in writing descriptive text, teacher can begin by explaining the goal of learning that they have to make their own text then teaching the related material and save it online in Google Classroom, the giving the example, and how to make the text by telling the rubric of writing score that they need to accomplish (planning). Then, students are instructed to write or make their text related to the topic they choose in the provided sheet (drafting). After the responding stage, the teacher gives the quick correction to the student's text (responding). Afterward, students collect the work by photographing it and uploading it to the Google Classroom folder. Next, the teachers read and give feedback to the comment column. Then, they are asked to revise their drafts based

on the feedback and upload the revised version (revising and editing). Then, teachers evaluate the revised version using the scoring rubric.

2.7. Previous Literature Reviews

Here there are three previous research reviews that might support the current research, which discuss the related terms of E-portfolio or online portfolio, writing skill, and attitude. The first is the research conducted by Khodashenas & Rakhshi (2017), who administered an experimental study to find the impact of electronic portfolio assessment on the writing performance of Iranian EFL learners. This study was administered to all the 30 available students who took part in a TOEFL preparation course at Shokouh Language Institute of Mashhad. They were randomly divided into experimental and control groups. An advanced writing course to be prepared for the TOEFL is taught by both experimental and control groups. Further, traditional methods of teaching and assessing writing are implied in control group, while the Telegram channel is used in the experimental group.

The findings revealed that the participants of the experimental group outperformed those of the control group. Thus it was concluded that an electronic portfolio assessment can improve the writing ability and can be considered as a motivating assessment strategy. This research also shows that, generally, the use of electronic portfolio also enhances the student's attitude toward writing and its assessment.

Another study was conducted by Warni (2016). She investigated how online portfolios as part of ICT (Information and Communication Technology) tools could be used to facilitate the learning of EFL writing in an Indonesian EFL writing class. The platform she used in implementing the online portfolio is a blog. The study revealed that online portfolios have been beneficial in developing students' EFL writing skills.

The research is conducted through action research and also involve questionnaires, interviews, teacher's reflective journals, and an analysis of online portfolio entries as method for generating data. Besides knowing the effect of how an online portfolio impacts students' writing, she also evaluated the learner autonomy and motivation.

Both studies above is the study related the electronic portfolio. Here the study by Cepik &Yastibas (2013) dealt with the electronic portfolio assessment in speaking. While finding the effect of online portfolio, they also examined student's attitudes toward using it. The findings showed that online portfolio is effective in Turkish EFL learners speaking skills. While students' attitudes towards the use of online portfolio in speaking is positive students thought that online portfolio could improve their speaking in terms of grammar, pronunciation, and vocabulary and also the use of online portfolio can improve student's technology skill.

Cepik & Yastibas conducted the qualitative research using analysis content in analyzing. The participant is a university student of 17 students in English Language Preparation Department. Www.lore.com was used as the platform for speaking portfolio in collecting the data. And the interview was carried out to find the student's attitudes.

The following reviews above showed an improvement in students' writing and speaking and showed a positive students' attitude, yet in writing skills. Moreover, for the present research, the online portfolio is expected to improve the students writing at the senior high school students' level.

2.8. Theoretical Assumption

Since writing skill is beneficial not only in business and communication but also in academic aspect, this skill needs practice to have good writing ability. In teaching writing, students are expected to be able to write some kinds of written texts.

Measurement in writing skills is needed to know the student's achievement through the learning.

There are many problems found in the learning process. Some students tend to be reluctant to write their tasks. Another problem is the time constraint when teaching the writing material. As a consequence, it should be homework. So the teachers can not monitor the student's writing process because students tend to make excuses in finishing their writing.

Therefore, by applying the online portfolio, it is expected to solve the identified problems. Since blended learning can be considerably used in this schools, monitoring the student's writing process can be done while they are at home, so the teacher can monitor the writing activity even though it took place at home or wherever they are. Online learning can motivate the student to follow the learning. The researcher believes that the use of the online portfolio affects the student's writing achievement, and this condition is expected to create positive student attitudes.

2.9. Hypothesis

Based on the theoretical assumption above, the researcher formulated the hypothesis as following here:

1. There is a difference in writing achievement between the students taught through online portfolio assessment and those through paper-based assessment.

Those are the explanation of theories related to the research. The theories would be used as references to lead this research.

CHAPTER III
METHODOLOGY

This chapter discusses (1) research design, (2) research variables, (3) setting place and time study, (4) technique of collecting data, and (5) technique of analysis data.

3.1 Research Design

This quantitative research was quasi-experimental. In order to answer the research questions, a nonequivalent pretest-post-test group design was used to know the different results of their writing. Therefore, in conducting the research, the experimental (GI) and control group (G2) would be applied. Both experimental and control groups would be taught writing descriptive material, but the experimental group would be assessed by online portfolio. Then, the students would be tested before and after the treatment. A test is a part of an assessment that has the function of measuring the student's achievement (Aisyah, 2015). The test before the treatment or pre-test (T1) was given to know their first performance in writing before treatment, while the post-test (T2) was given to know the differences in their performance after treatment. According to Setiyadi (2018), the following pattern could be formulated as follows:

G1: T1 X T2
G2: T1 O T2
where,
G1: Group 1 (Experimental Group)   T2: Post-test
G2: Group 2 (Control group)   X: Treatment (Online portfolio)
T1: Pre-test   O: treatment (paper-based)

Moreover, for the second research question, the questionnaire would be used to know the student attitude toward the use online portfolio assessment in writing descriptive text which was used Google Classroom as the digital device for saving their works.

3.2 Participant, Place, and Set of Time

In this research, the population of this study was all the students in the first grade of SMA Muhammadiyah 1 of Natar. There were two classes. One class (1) X IPA as the experimental class, which consisted of 12 students, and 2) X IPS as the control group, which consisted of 11 students. So the total number was 23 students. The experimental class was taught through online portfolio and the control class was taught through paper-based. The school was chosen as the research place because the school can be applied blended learning for the learning activities due to this pandemic era during the second semester in the 2021-2022 academic year.

3.3 Instruments

There were two instruments in this research, the writing test for examining the writing achievement of students and the questionnaire to find out the students' language attitude in the experimental class.

3.3.1 Pretest-Postest of Writing Test

The researcher conducted the writing test both pre-test and post-test and applied it in the experimental (Appendix 2) and control groups (Appendix 1). They would require to write the descriptive related to the topic given. The kind of text for the test would use descriptive text. The test result would be scored by the analytical scoring rubric suggested by Heaton (1988) as cited by Pakpahan (2019) (see Appendix 5). In addition, the test would be scored by the researcher and second-rater. In order to have the same perception in assessing the student's work, the researcher would explain the criteria of scoring first to the second rater, then tabulated as follows:

Table 3.1 The Scoring System in Writing

No.	Students' Code Name	C (13-30)	O (7-20)	LU (7-25)	V (7-20)	M (2-5)	Total Score
1							
2							
3							

Heaton (1988) in Pakpahan (2019):31

Where :
C: Content
O: Organization
LU: Language Use
V: Vocabulary
M: Mechanics

3.3.2 Questionnaire

The second instrument was an attitude questionnaire that focused on the attitude toward the use of online portfolio. Moreover, the questionnaire of Yang (2003) also was used by Huang & Hung (2010), who explored the language attitude of students toward online portfolio (Appendix 3). The original of Yang's questionnaire was used to analyze the students' responses and beliefs about the portfolio, consisting of 35 questions. Huang & Hung also used Yang's item as the instrument item to know students' responses and beliefs.

In this present study, the researcher adopted Yang's questionnaire. The questionnaire was close-ended questions with four options using the Likert scale, starting with strongly disagree up to agree with the statement of each item strongly. The questionnaire was presented to the students in Indonesia Language to minimize misinterpretation by the students (Appendix 4)**.**

In order to know the validity and reliability of the questionnaire, it will be explained in the following section.

3.3.3 Validity and Reliability of Instruments

The validity and reliability of the instrument is used to know whether the instrument is reasonable to be used in the study. The explanation of the validity and reliability is discussed as follows:

3.3.3.1 Validity of Writing Test

According to Setiyadi (2018), the meaning of validity, in general, is trustable and reliable. Moreover, Heale & Twicross (2015) defined validity as the extent to which a concept is accurately measured in a quantitative study. The types of validity test were used to measure whether the writing test had a good quality or not related to this current research were content validity and construct validity was used.

Content validity is a theoretical concept that focuses on the extent to which the instrument of measurement shows evidence of fairly and comprehensive coverage of the domain of items it purports to cover (Oluwatayo, 2012). It means that the instrument is equivalent between the material has been taught. As in this research, to get the content validity, the material and the test were composed based on the syllabus taken from the 2013 English curriculum for the first-grade students of senior high school in 2021/2022 academic year (See Appendix 20). The researcher took two basic competences were as follows: (3.4) Differentiate the social function, text structure, and language features in descriptive texts by giving and asking information related with tourist attractions and famous historical building contextually and (4.4) composing oral and written descriptive text simply and shortly about people, tourism place, and historical building contextually. The material given was appropriate to the syllabus for the first grade students so, the content was valid.

Construct validity deals with whether the test is in line with the theory of writing. The test in this research is measured with the writing aspect and the researcher assesses the works based on five writing aspects with the rubric of writing score they are content, organization, language use, vocabulary, and mechanics as suggested by Heaton (1988) as cited in Pakpahan (2019) (See Appendix 5). Therefore, the writing test had fulfilled construct validity.

3.3.3.2 Reliability of Writing Test

Reliability relates to the consistency of a measure (Heale & Twicross, 2015). Similiarity, Setiyadi (2018) mentioned that reliability is a consistency of measurements or how far the measurement can be measured a similar subject in different time but shows a similar result. In addition, Davis & Ponnamperuma (2005) mentioned about reliability is a measure of the reproducibility of the assessment, where the reproducibility must be consistent over time and across candidates and examiners. Thus, the consistency of the measurement is called reliability.

In achieving the reliability of the writing test (pre-test and post-test), the score of two raters was calculated through the Spearman's Rank Correlation which the criteria of reliability as Setiyadi (2018) state that if the coefficient comes up to 1, the test has high reliability. The hypothesis of reliability as follows:

- Reliability range from 0.81 up to 1.00 is very high

- Reliability range from 0.61 up to 0.80 is high

- Reliability range from 0.41 up to 0.60 is average

- Reliability range from 0.21 up to 0.40 is low

- Reliability range from 0.00 up to 0.20 is very low

Two raters scored the writing test, and the first rater was the researcher, and the second rater was the English teacher of SMA Muhammadiyah 1 Natar. Thus, based on the calculation of the result of the pre-test and post-test by two raters in both experimental (See Appendix 17) and control class (See Appendix 16) calculated through Spearman's Rank Correlation, the reliability of the writing test was presented as follows :

Table 3.2 The Reliability of the Writing Test

Class	Test	Reliability Score	Decision
Control	Pre-test	.852	Very High
	Post-test	.785	Very High
Experimental	Pre-test	.646	High
	Post-test	.809	Very High

From Table 3.2, it could be seen that the reliability of the writing score of the experimental class was .646 for the writing pre-test and .809 for the post-test. On the other hand, the reliability of the writing score of the control class was 852 for the pre-test and .785 for the post-tests. Thus, it was assumed that the writing test was reliable. Therefore, those were the explanation for the reliability of the test.

3.3.3.3 Validity of Questionnaire

The type of questionnaire in this research was close-ended, adopted from Yang (2003) (See Appendix 3). The researcher adopted the questionnaire from Yang (2003), who conducted the research entitled Integrating Portfolio into Learning Strategy-Based Instruction for ELF College Students. Besides investigating the students' proficiency, he measured the students' attitude toward online portfolio learning. He modified the item of Beliefs About Language Learning Inventory (BALLI ESL/EFL version, Horwitz 1987).

Yang (2003) added that in his specific study, the internal consistency reliability of the questionnaire had been analyzed using Cronbach's alpha. The result was 0.69 for the BALLI, which means bigger than 0.005, as he stated that his questionnaire had fulfilled the reliability. He stated that the questionnaire assessed student's attitudes toward portfolio use in four areas. The four areas or categories of the questionnaire are tabulated as follows:

Table 3.4 Specification of Aspect of the Questionnaire of Yang (2003)

No	Aspect	Question Number
1.	Student's attitude on actual practice in preparing the portfolio	5, 9, 15, 25
2.	Student's attitudes on the advantages and disadvantages of portfolio	3, 8, 10, 11, 12, 16, 18, 22, 23, 26, 27, 28, 30, 31, 32
3.	Student's attitude toward portfolio-sharing activities	2, 6, 14, 21
4.	The perception or understanding of the portfolio	1, 4, 7, 13, 17, 19, 20, 24, 29

From the explanation above, the questionnaire has been constructed based on the theory of the language attitude toward portfolio learning. Therefore, the validity of the questionnaire has been standardized.

3.3.3.4. The Reliability of The Questionnaire

The researcher distributed the questionnaire to be filled by students after the treatment and analyzed the reliability and the result of the student's answers. The researcher used the Cronbach Alpha reliability formula in SPSS 20 to analyze the reliability of the questionnaire. Based on the reliability criteria, the questionnaire is considered reliable if the result reaches the range from 0.61 to 0.80. The reliability of the questionnaire of this research can be seen in the table below:

Table 3.5 Reliability of Questionnaire

Cronbach's Alpha	N of Items
.717	31

Table 3.5 above shows that the reliability score is 0.717. Hence, it can be stated that the data from the questionnaire had already shown high reliability. The analysis of each item's reliability score can be seen in Appendix 18.

3.4 Data Collection Procedure

This study was to investigate the effectiveness of online portfolio assessment on writing descriptive text but also explore the attitude of students toward it. The instruments of this study were a questionnaire and test results of a writing test. Before the treatment, the students were first given the experimental and control groups pre-test to know the preliminary score. All students are instructed to write descriptive text as their first test. The second group has a tutorial session on acquiring online portfolio assessment. Both experimental and control classes were taught based on the lesson plan used by the teacher. (See Appendix 21 to Appendix 28)

Then, during the treatment period, these two groups received the same instruction from the same instructor, differing in how they stored their work. The experimental group upload and maintain their work in an online platform, whereas the control group store manually in their books. In the second week, both the experimental and control group were instructed relating to the descriptive text material and assigned to write new writing based on the topic given and submit it in the folder of the task in Google Classroom. In contrast, the control group students were required to save their works manually in their book. After they submit the task

to Google Classroom, the teacher gives comments and feedback. Based on the feedback, students were asked to revise and resubmit the task as the finished task but outside the classroom learning and continue for ensuing weeks.

At the end of the course, all students then wrote the task again as the post-test as a comparison to the first test. Using a questionnaire, the researcher identifies the student's attitudes toward online portfolio learning. The researcher made the procedures of research into the table as follows

Table 3.6 Summary Table of the Steps in this Research

Group	Step 1 Pre-test	Step 2 Treatment	Step 3 Post-test
Experimental group	WT	E-portolio Assessment	WT+AQ
Control group	WT	Traditional Assessment	

Notes :WT-Writing Test;AQ-Attitude Questionnaire

After the post-test was administered, the first and second-rater scored the students' work. The scores of students' work were data to be analyzed and explained in the following paragraph.

3.5 Data Analysis Procedures

In analyzing the data obtained, the researcher uses quantitative data analysis according to the type of data gathered. This quantitative study uses a quasi-experimental with nonequivalent pre-test/post-test design to measure the student's writing achievement and attitude toward using the online portfolio. The nonequivalent pretest-post-test group design allowed the researcher to give the treatment only for the experimental class; however, the pre-test and post-test did in both classes. The procedures were as follows:

(1) For the first research question, the result of pretest-post-test, both experimental and control groups scored by the researcher and second-rater. The students' scores for pre-test and post-test were tabulated by using the following table:

Table 3.7 The Scoring System in Writing

No.	Students' Code Name	C (13-30)	O (7-20)	LU (7-25)	V (7-20)	M (2-5)	Total Score	N-Gain score
1								
2								
3								
4								

Where:

C   : Content
O   : Organization
LU   : Language Use
V   : Vocabulary
M   : Mechanics

These are two formulas that were used in getting score from first rater and seond rater :

$$R1 = C + O + LU + V + M$$
$$R2 = C + O + LU + V + M$$

After that, In order to know the total score measured by the researcher and second-rater, this formula was used:

$$TR = \frac{R1 + R2}{2}$$

Where : R1 = Rater 1
           R2 = Rater 2
           TR = Total Score

Furthermore, In order to know the improvement of writing performance before and after giving treatment, the normalized gain score was used. The result of N-Gain between the pre-test and post-test scores in control and experimental classes was used to avoid the subjective researcher conclusions. To know the normalized gain values (N-Gain) of the experimental and control classes calculated by this formula:

$$\text{N-gain} = \frac{S_{posttest} - S_{pretest}}{S_{maximum} - S_{pretest}}$$

As cited by Efendi (2018), Hake (2002) made the criterion of the rate of N-Gain. After getting the score, the researcher classified it into the criteria as follows:

Table 3.8 The Criterion of the N-Gain Score

Average Gain Normalized	Criteria	Level of Effectiveness
g > 0.70	High	Effective
0.70 < g > 0.30	Average	Effective Enough
g < 0.30	Low	Less Effective

Hake (2002) cited by Efendi (2018)

The data were tabulated into the SPSS program to be analyzed using Independent T-tes and descriptively explained. But, before analyzing into Independent T-test, the normality test and homogeneity test.

a. Normality Test

The normality test is used to measure whether data have a normal distribution. To find out the normality, the researcher used Kolmogorov-Smirnov used SPSS 20. The criteria used in making the hypothesis decision was that H0 was rejected when the probability significance (*Sig.*) < α (0.05). On the other hand, H_0 was accepted when the probability significance (*Sig.*) > α (0.05). Budiono (2004) as cited by Supena, et. al, (2021).

In this research, in testing the normality, the data were calculated using Kolmogorov-Smirnov (SPSS v.20). the result showed the *Sig.* Level is .719 for the pretest and .690 for the post-test. It shows that the significant level is higher than 0.05. So, it indicates that the data are normally distributed. The writing post-test from the experimental class, the *Sig.* level is higher than 0.05 for pretest (.826 > 0.05) and post-test (.512 > 0.05). It means that the post-test is normally distributed. (See Appendix 34)

b. Homogeneity Test

Homogeneity tests were used to measure whether the obtained score was homogeneous. In examining the assumption of homogeneity of variance, Levene's test is used with SPSS 20. According to Budiono (2004) as cited by Supena et. al, (2021), the hypothesis for testing the normality is H0 was rejected when the probability significance (*Sig.*) < α (0.05), while H0 was accepted when the probability significance (*Sig.*) > α (0.05).

Furthermore, the students from both classes were considered homogeneous since they were from the same level. Moreover, the result of the homogeneity test was.336 compared to the P-value (*Sig.*) > 0.05. (See Appendix 34). Thus, it indicates that the test was homogeny.

(2) For answering the second research question, the researcher used the questionnaire as the instrument. The validity test of the questionnaire used construct validity, and the reliability was measured using Cronbach Alpha, then descriptively explained the language attitude of students related to the use of the online portfolio in writing. Finally, the students were requested to choose each statement; using a 4-point Likert Scale rating system as follows: Strongly Agree = 4, Agree = 3, Disagree = 2, Strongly Disagree = 1.

After collecting the data, the next procedure was tabulating the student's questionnaires based on the four categories. Then, the researcher calculated the percentage index of student's responses by the following formula:

$$P = \frac{F}{N} \times 100$$

Where :
P = Percentage student's response
F = Frequency of students answer
N = Total respondents

After getting the percentage of students' scores in each category, the next was to make a final score by calculating the maximal and gained scores. The following formula gained the max score:

$$\text{Max score} = N \times Y$$

where :
N : total number of respondents
Y : higher score of Likert Scale used

Meanwhile, for the gained score, the score is gained by this following formula:

$$GS = N \times R$$

where :

GS : Gained score
N : number of students
R : scale of student's choices

The percentage of the final score, then classified the percentage of the final score based on classification as suggested by Arikunto (2009) as cited by Sepyanda (2018) below:

Table 3.9 The Classification Level of Students' Attitude

Interval of Frequency of Student's Attitude	Classification Level
81% -100%	Very Positive
61% - 80%	Positive
41% – 60%	Average
21% - 40%	Negative
0% - 20%	Very Negative

Arikunto (2009) as cited by Sepyanda (2018). p.5.

3.6 Hypothesis

The hypothesis should be used to prove whether the hypothesis proposed was accepted or not. Related to the theory above, the hypothesis that was tested in this research was as follows:

H_1 : "There is a significant difference of writing achievement between students taught through online portfolio and those through paper-based".

The researcher used Independent T-Test to determine whether the hypothesis was accepted or rejected. The criteria of hypothesis acceptance were: if the significance value is less than the significance level (0.05) and the t-value is higher than the t-table, it means H_0 is rejected, and H_1 is accepted.

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

This final chapter presents the conclusions and suggestions related to the result of the first and second research questions. Based on the findings and the discussions above, the conclusions and suggestions are explained as follows:

5.1 Conclusions

Having conducted the research on Muhammdiyah Senior High School of 1 Natar and analyzing the data, the researcher concluded as follows:

Regarding the first research question, the conclusion was that the online portfolio effectively improves students' writing. The online portfolio and paper-based assessments improved students' writing. The improvement was in low criteria. However, the online portfolio assessment significantly improved students' writing scores compared to the paper-based assessment. Additionally, implementing the online portfolio assessment could encourage students' learning.

The second research question concluded that online portfolios positively impact students' attitudes. The students consider the online portfolio as their way to learn outside the classroom actively and can facilitate a new way of learning. Moreover, it helps them to keep their work safely and efficiently.

5.2 Suggestions

In reference to the conclusion above, some recommendations are put forward as follows:

5.2.1 Suggestions for English Teachers

The online portfolio was an effective way to improve students writing achievement. However, the online portfolio also needs an internet connection to do the activity.

Therefore, the teacher should ensure the student's internet access to make learning run well. Moreover, the teachers should be more strict in correcting the originality of students' works. Likewise, since the portfolio assessment consumes more time teaching one material, teachers need to make a well-planned schedule to avoid missing subjects.

5.2.2 Suggestions for Further Researchers

For further researchers, conducting the research with mentioned steps is highly suggested. Moreover, it is recommended that further researchers investigate the different English skills such as speaking, reading, etc., and other psychological aspects of learning such as motivation, interest, etc.

Furthermore, this online portfolio can encourage the students to learn. However, the current study was limited to student achievement without considering gender differences. Thus, for further research, the same assessment can be replicated and, simultaneously, compared to their gender. Moreover, it is recommended to get more information by conducting further investigation with some interviews to see what the students need and what problems they might encounter.

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