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ALTERNATIVE ASSESSMENT: E-PORTFOLIO VIA EMAIL IN A HIGHER EDUCATION Tera Athena athenatera99@gmail.com STKIP PGRI BANGKALAN ABSTRACT This article focuses on the elaboration in implementing e-portfolio as the alternative assessment in writing skill. In writing skill, the students submit the essays as their task in writing. In the previous study, the writer used portfolio to assess the students' essay. In the end of semester the students were interviewed about their perceptions when the lecturer used portfolio.

The students were great to do this but they have some reflections that actually the course was waste the time and sometime the lecturer missed the paper. As the innovation, the lecturer uses e-portfolio. In this e-portfolio, the writer uses e-mail as the media to submit the students' essay. Here, every student must have an email and make a group called milist (Mailing List). This milts consists of the students in one class.

The writer can check the email and make some revision about the error of the students' composition. After making revision, the writer sends back the essay to the student. The main purpose of this article tries to help writing lecturer to use e-portfolio as the writing assessment in teaching and learning activity.

Keywords: Academic Writing, E-Portfolio, Mailing List INTRODUCTION In learning English, students must learn how to produce words, sentences and paragraphs. It means they have to follow some steps to be good in learning English. The steps are available in writing skill. Writing is quite important although there is still assumptions told that writing is very difficult to be practiced.

Hairston quoted by Suandayani,2009 in Dewi,2013 argued that writing skill can be a

media for people to find and produce the words to allow the idea developed. When people start writing means they start to make active the brain because the brain will try to find the idea or information and then it will be composed in proper paragraphs. It can be concluded that writing skill needed to be progressed.

In university curriculum, students move from writing personal essays to writing formal academic texts (Tardy, 2010). In academic writing, the students require ability to compose paragraphs which have been adopted from some references. They must learn how to make several paragraphs from some paraphrases, making summary, cited some statements to make their writing composition is not personal but it will make a formal writing called academic writing. They learn doing more procedure before they start writing.

They learn to find some relevance sources and evaluate them in order their writing will be success. Besides, Plagiarism is also avoided by them although writing in second language much more difficult to be done. The condition of writing skill will be encouraged by doing many practices. They do not allow to stop writing wheather it will be bored someday.

Hogue and Oshima (2007,14) states that academic writing is formal,so you should not use slang or contractions. Also, you should take care to write complete sentences and to organize them in a certain way. Academic writing in English is probably different from academic writing in native language.

The words and grammar and also the way of organizing ideas are probably different from what you are used to. In fact, the English way of writing may seem clumsy, repetitive, and even impolite to you. Related with that definition, students need to be supported by doing many practices. Practices can help the students to make some progresses.

It means students must do several activities by composing paragraphs until they are able to write an academic writing. They have to pile their works in every meeting in order they can make some correction and evaluations. Here, the lecturer asked the students to make potfolio as the writing assessment.

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Portfolio As The Writing Assessment An effective teaching and learning is also based on the assessment. Hibbart, 2013 stated that the assessment list is a tool that helps students learn to pay attention to the quality of their own work. The lecturer creates the assessment list for the purpose of coaching the student to pay attention to what is in need of attention.

Moreover, in writing skill is needed an interaction between the lecturer and the students. They need some quick correction and feedback from the lecturer as a revision in their writing task. Roger and Chow, 2000 in Liao, 2011 defined Portfolio is to undertake a purposeful and selective collection of personal works, not an aimless accumulation of all sorts of documents. Portfolio is chosen because it can be a document for the students' writing task.

Sometime, students felt so confuse to start writing, to make grammatically correct sentences. And the lecturer tried to cope this problems by implementing portfolio to assess the students' writing (Syafei, Backwash Effects of Portfolio Assessment in Academic Writing Classes, 2012).

It has been cited that Portfolio as a purposeful collection of artifacts that gives some information about someone's effort, progress and achievement. Portfolio has several characteristics as follows (Richard, 2002): 1. The learner can decide what to put in the portfolio; 2. After receiving feedback and comments from the teacher or peers, learners can revise materials in the portfolio; 3.

Since the learners assess and reflect on the work in the portfolio, they can be aware of their progress and personal development; 4. There is evidence of mastery of knowledge; 5. Artifacts can take many forms such as written work, audio recording, video recording (Tahriri, 2014) Those characters are proper to be implemented in the writing class because most of the students need to revise many composition in order they are able to check their writing progress and development.

Concerning with the types of portfolio (Tahriri, 2014) exposed three categories such as : 1. Showcase portfolios which are typically used to present a students' best work to parents and school administrators 2. Collections portfolios which literally mean all of student's work that present how students deal with day to day class assignment or working folders which may include rough draft, sketches, works-in-progress, and final product. 3.

Assessment portfolio which are specifically presented as reflections of specific learning goals that contain systematic collections of students' work, students self assessment, and

teacher assessment. In the previous study exposed that assessment portfolio is excellent to be implemented. The students can submit their writing assignment and it will be revised by the lecturer. The students must be able to collect those papers to check their progress.

It is supported by Hall, et al (2012) that portfolio learning encourage students to debrief challenging events that occur during the course of their learning. It provides safe environment in which they can reflect, receive feedback, and engage in discourse around context-specific experiences. In this process, students are allowed themselves to be active in making revision and reflection from their writing task.

They will engage in self-assessment, making argument by them to create a revision and then it can be followed by some discussion with other friends. Other study also supported that portfolio assessment is effective on learning idioms in writing. They indicated that there was a statistically significant difference between the two groups in terms of idioms and portfolio was found to be able to improve students' knowledge of idiom (Tahriri, 2014). In fact, the implementation of portfolio has several weaknesses that have been gotten from Athena unpublished study (2016).

She wanted to know the students perception toward using portfolio as the assessment in academic writing. The result are presented in the following : 1. The students felt less understanding of the revision. They need more explanation to make a better writing. They also wanted to know others' revision in order they will not do the same mistakes. The 63rd TEFLIN International Conference 2016

2.

Sometime they missed the paper to compile as the final assessment. It made hard to the lecturer to give a fair final score. So, they suggest to use another media to submit their writing task. 3. Revising all the paper were waste the time. While one students came to the lecturer to discuss their work, others just waited for several minutes and it made the class was very crowded. 4.

When they used hand writing, some of the students could not make a correct spelling of the words. They have to check by using computer. 5. The last perception came from the lecturer that was the hand writing of students. Some of them can not write in a good way. Their hand writing could not be read and ofcourse it made the lecturer can not give a feedback about the contain of the writing.

Consequently, the lecturer makes an innovation to assesst the students writing portfolio by using electronic porfolio that is Milist. The aims of the Milist is to give a new media to the students which makes a better revision or feedback from the lecturer. All students have a private email and they make one group Milist. Every writing task, they must send or upload their work one by one.

After that the lecturer makes a respond and revision. After that, they can check their revision. E-Portfolio Milist(Mailing List) In post-modem teaching practice mode, the lecturer is highlight to develop themselves in teaching (Liao,2011). Here, the lecturer must be more creative to combine between the way to teach and assess by using technology.

Based on Hall et al(2012) e-portfolio is effective to be applied. They defined e-Portfolio as a purposeful collection of information and digital artifacts that demonstrates development or evidences learning. The process of producing an e-Portfolio usually requires the synthesis of ideas, reflection on achievements, self-awareness, and forward planning, with the potential for educational, developmental, or other benefits (Cotteril in Hall, 2012).

Based on Dewi' research (2013) it has been reported that writing is someone process to write, such as: pre-write, organize, write, edit, revise, and share (displayed). She argued that using internet as a media to share the students' writing task is effective. One of the media that available in internet is e-mail. E-mail is an elektronik media that does not depend on the time, distance and also field. Everyone can access the email everytime and everywhere.

In the 21st century, the contribution of e-mail is more needed because all data must be transformed through e-mail. It means most of students have email as their necessity in learning. In this paper, the writer shares the using of e- portfolio, that is e-mail. The implementation of e-portfolio has been used in Academic writing III in 4th semester. The using of e-mail is in group format so it is called Mailing list or Milist.

Milist is a group discussion that available in internet. Every person can be gathered here to share the same thing (wikipedia). In academic writing III, the lecturer used milist as an e- portfolio to submit and give a revision to the students. This is conducted by the lecturer for several considerations.

Frizler in his study said that the using of Email as the students way to write is effective because most of the students were confident to write and start writing a wider composition (Kamedi, 2002). This self-confidence influenced by their handwriting. It cannot be ignored that bad hand writing will not be read and revised by the lecturer.

So, based on that fact, the students can start composing writing by using computer or they can write on their smart phone. METHOD A qualitative research design is applied in this study. As the aim of this study are describing the implementation of Milist as e-portfolio and showing the students perceptions on it.

Two instruments were conducted to obtain the data of research problems. Check list done to get data concerning with the implementation of e-portfolio and unstructured interview was conducted to express the students' perceptions of e-portfolio. These instruments were implemented to 37 higher education students as the sample in this study who studied in the third semester of English department.

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1. Most of students (75%) interest implementing the Milist, because they can write without worrying about their bad hand writing. 2. They also said **this process is very mobile** because they can compose their task outside the class. 3.

When the lecturer started to make any revision, the students were very enthusiastic because th lecturer displaying the milist and every student can learnt more revision from other friends' task 4. It can **not be ignore** that **some of the students** felt that this class is so boring because they must learn all the revision. Academic Writing teaches **the students to learn more about how to** compose a good writing.

They do not always focus on their subjective essay but they must **learn how to** create scientific writing. Of course, this process needs some revision and feedback **as the evaluation** for what they have written. Here, the writing lecturer often asks **the students to** submit their writing from first composition **until the end of the semester.**

Based on the Athena (2016) research, the students give a feedback **as the evaluation** in writing class. As the alternative assessment, the lecturer implemented the e-portfolio that is Milist. It **has been quoted** by **Hall et al** (2012) that e-portfolio is an effective way to **be implemented in** Academic writing.

Moreover, in 21th century learners are demanded to use **the innovation of** technology in the **teaching and learning** activity. As we know that most of students have **a smart phone** but they only use it for updating their status or cheating with other users. it is too pity to know **that they cannot** use that facility for a better things.

By implementing the Milist, the students can use their smart phone to write, revise, give feedback and rewrite. **When they are** in a group, they can know other friends' revision and **it can be very useful** from all the students. CONCLUSION AND SUGGESTIONS As described above, the academic writing can be assessed using portfolio that used to compile the students task.

Here, the lecturer has analyzed the some weaknesses of manual portfolio. So, the lecturer implemented the E-Portfolio by using Millis as the writing **assessment in academic** writing. The students can send their composition by email and they can get some revision from the lecturer.

By using milist, the students not only add their knowledge from their own writing but also they can get revision or knowledge from other friends' composition. The using of Milist also encourages students to be active in using technology as a media in learning activity. **They can be used to** using technology facility to face **the 21th century** period.

For the following, it suggested for other research do other side of e-Portfolio as a better assessment in other skills. ACKNOWLEDGEMENT We thank all the students who participated in this study. And also we give our gratitude to the head of English Department for supporting this research. REFERENCES 6. Athena, t. (2016). Academic Writing Class' Perceptions of Portfolios Assessment. unpublished. East java, Bangkalan. 7. Dewi, e. S. (2013).

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