

A VIEWS OF STUDENTS REGARDING THE USE OF THE E-PORTFOLIO IN THE CREATION OF DESCRIPTIVE TEXT

Ananda Putri Rizkila Janwarini^{*1}, Zubaedah Wiji Lestari^{*2}, Paulina Novarita^{*3}
anandaputrirj@gmail.com^{*1}, zubaedahwiji@unpas.ac.id^{*2}, khalifiazala@gmail.com^{*3}
Faculty of Teachers Training and Educational Sciences^{*1}
Faculty of Arts and Letters^{*2},
Faculty of Teachers Training and Educational Sciences^{*2}
Universitas Islam Nusantara^{*1}, Universitas Pasundan^{*2}, Universitas Islam Nusantara^{*3}

Received: Jan 9, 2023

Accepted: Jan 25, 2023

Published: March 11, 2023

ABSTRACT

This study aimed to describe students' perceptions of using e-portfolio in writing descriptive text and to find out the impact of the use of e-portfolio in writing descriptive text. This research was conducted with a qualitative approach with a case study. The questionnaire, interview, and students' artifacts were used in collecting the data. The participants in this research were 32 students from first grade (X MIPA) in Mekar Arum senior high school in Bandung, West Java. There were 32 students, consisting of 28 female and four male students, who were involved in this research. The result showed that E-portfolio is easy, efficient, and useful. E-portfolio help students improve their descriptive text writing cognitively. It also had a positive impact on students' writing. It was indicated by their artifacts, in relation to the use of e-portfolios in producing descriptive texts. The students perceived the use of e-portfolio in writing descriptive text as effective in writing descriptive text. It helped them develop in many ways, especially their cognitive writing in descriptive text. This study is limited to the effectiveness of the E-portfolio. It needs further investigation in terms of examining the effectiveness of E-portfolio in teaching descriptive text to more complex variables such as the genre and level of education.

Keywords: *Students' Perception, E-Portfolio, Writing Skill, Descriptive Text*

DOI: <https://doi.org/10.31943/wej.v7i1.193>

INTRODUCTION

Writing is one language skill that students need to develop complex skills because it requires some elements to write something. All students must possess strong writing abilities to fulfill their academic and career objectives (Durga & Rao 2018). Ampa and Quraisy (2018) elaborated on several components that should be paid attention to in writing: structure, vocabulary, content, organization, and mechanic. Those components determine the quality of the writing. Thus, the students are taught to meet those components arranged meaningfully in a text.

Writing is difficult for students since it requires specific characteristics or components to produce the content. Giving feedback to students is another crucial aspect of writing skills because most teachers evaluate students' written work and rarely point out what needs to be changed or kept the same. Feedback

plays important role in improving writing skills. According to Uçara and Yazıcıb (2016), students could identify their writing-related flaws and skills thanks to the remarks. The pupils must be aware of their writing development progress to increase their awareness of the writing-related areas that require improvement. According to Scrivener (2011) in Taufik and Cahyono (2019), writing requires students to go through various mental processes. They require more time to consider their writing, reflect on it, plan, practice, make mistakes, and develop better ideas. Therefore, teachers need various methods of teaching writing such as using electronics in their teaching. The methods are also useful in monitoring the development of students' writing. E-portfolio is one of the electronic platforms appropriate to know the development of students' writing skills. According to Aygün and Aydın (2016), e-portfolios are a tool that aids students in developing reflective learning abilities and, in particular, writing skills. Thus, an e-portfolio is useful in monitoring the students' writing progress.

Some research has been conducted on similar topics. Yastibas and Yastibas (2015) reported that e-portfolio roles as self-regulated learning for students. It could improve the students' self-regulated learning by reviewing the literature. Uçara & Yazıcıb (2016) reported the impact of the portfolio on writing skills in esp class. They reported that the students showed positive attitudes toward using portfolios. They found that portfolios improve the student's writing skills. Taufik and Cahyono (2019) reported the use of self-assessment integrated with e-portfolio in developing students' writing skills. They found that self-assessments integrated with e-portfolio could improve students' writing skills. Those previous research differ in the context of self-regulating, self-assessment, and printed forms of the portfolio. This research intended to see the students' perception of using electronic portfolios in writing descriptive text.

Based on the background of the study, the following specific research questions were developed for this study: the first is "How are students' perceptions of using e-portfolio in writing the descriptive text?" And the second is "What is the impact of using an e-portfolio in writing descriptive text?" The purpose of the study was to describe students' perspectives on the use of electronic portfolios to improve their descriptive text writing and to determine the impact of using an electronic portfolio.

LITERATURE REVIEW

The underlying theory is covered along with several references about the subject of students' perceptions of using e-portfolios in writing descriptive text.

The first theory to be discussed concerns perception. Perception deals with the human senses that generate signals from the environment through sight, hearing, touch, smell, and taste" (Ward, Grinstein, & Keim, 2015). Perception is the process of interpreting to make sense of something. It could be forming a mental representation of the environment. According to Samuel (2016), as cited in Setiadi (2020), the formation of someone's perception is influenced by several factors that are divided into two categories: internal factors, and external factors. Internal Factors: Informing a perception that is influenced by things in each individual is called an internal factor because each individual has their perception of something according to physical, and psychological, interests, and experiences. External Factors: Perception-forming external factors are perceptions of objects

that are influenced by something contained in the object and the environment. Elements such as size, color, uniqueness, intensity, and motion can change someone's perspective on the environment in which they are located.

The perceptions of students and teachers are both important and necessary to create better learning in the classroom. According to Hazari (2014), students' perception is about their thought, beliefs, and feelings toward an object such as persons, situations, and events. That includes classrooms. The teacher must consider the students' preferences to use them as feedback when teaching. Hence the perception of the students is crucial. The perspectives or mental images that instructors have about their classroom systems and their pupils are equally crucial; these views are impacted by their professional behavior as well as their previous knowledge and life experiences.

Someone perceives something positively or negatively. According to Robbins (2002), as cited in Aprianto (2017), positive perception results from an individual's contentment with a particular thing that becomes their source of perception, their individual knowledge of the object perceived, and their individual experiences with it. Negative perception, on the other hand, results from ignorance, lack of experience with the perceived object, and an individual's displeasure with a particular object that serves as her or his source perception.

The next important theory discussed in this study is e-portfolio. Electronic portfolios, also known as e-portfolios, e-folios, digital portfolios, or web folios, are products of internet technologies, as described by Aygün and Aydn (2016). According to Hilzensauer and Hornung- Prähauser (2005), as cited in Ciesielkiewicz (2019), the e-portfolio is a digital compilation of students' artifacts intended to record the outcome (the results of learning) and their progress in learning over a specific period for certain purposes and to demonstrate whether the person involved has made the selection of the artifacts and whether it is structured in terms of the learning objective itself.

Students can store a variety of media assets in their electronic portfolios using e-portfolio. This is a facility for documenting students' work and student experiences in learning. Goldsmith as cited in Yastibas (2015), the learning process and assessment of students can be improved through e-portfolios. Through e-portfolio, students have a responsibility in their learning, evaluate themselves on their work, and reflect on what has been learned. According to Simonson, Zvacek, and Smaldino (2014), when criteria are established, materials are exchanged, and completion dates are negotiated, the development of a portfolio or electronic portfolio will give students working a direct connection with the teacher remotely. Students can electronically turn in their assignments using an e-portfolio. Typically, this feature is configured so that student work for a subject is automatically placed in a folder that is only accessible by the teacher and contains all submissions for a single assignment. This keeps student data organized and offers a time/date stamp to confirm when files have been posted.

Feedback, reflection, and self-reflection are encouraged through e-portfolios. It has artifacts of students that are relevant to their objectives, achievements, interactions, thoughts, and so on. It also requires the learners to focus on their learning processes (Yastibas, 2015). A portfolio gives opportunities for students, teachers, and parents to collaborate. Teachers can assess the students' work through portfolio/e-portfolio by giving feedback about their work,

especially in writing. Vattøy and Smith (2019) pointed out that the feedback activities of teachers relate to their assumptions about the students' learning. The feedback will help students to learn their weaknesses and strength. According to Van der Schaaf, Baartman, Prins, Oosterbaan, and Schaap (2013), as cited in Vattøy and Smith (2019), feedback has three crucial qualities: a) It aims to close the gap between performance and desired standards; b) It happens and develops into the interaction between teachers and students; and c) It is based on the requirements of the students. Feedback is more helpful to students when they discuss it with their teacher.

Writing is a skill for sharing information, expressing an opinion, or conveying the message following grammatical in a correct sentence. Durga and Rao (2018) supported that writing is intended to express emotions, opinions, and information in easy and lucid words. Richards and Schmidt (2002) cited in Rao (2019) stated that writing is seen as the outcome of intricate planning, drafting, evaluating, and revising procedures. Writing requires preparation: planning, drafting, organizing your ideas or thoughts into sentences or paragraphs, reading and correcting your work, and producing a finished product.

In this research, the researchers analyzed the impact of the student's cognitive writing development in terms of generic structure and language features in descriptive text. O'Rourke, et al. (2018, p.17) suggest that there is a level of the cognitive writing process, called the process level, which involves the specific writing process used to produce text. Writing schemes represent the beliefs of the writer about the properties that the text to be written should have (knowledge of genres) and even beliefs about how to create that text (strategic knowledge) (Hayes and Berninger, 2014, as cited in O'Rourke, et al. 2018). In addition, this research focused on writing descriptive text because descriptive text is one of the genre texts that is included in the syllabus in the curriculum K-13 for 10 grade English subjects. According to Husna (2013 in Ismayanti and Kholiq, 2020), A descriptive text is a type of writing that includes a description of an object or something's attributes and definition.

According to Gerot and Wignel, as cited in Ismayanti and Kholiq (2020), the descriptive text consists of a genetic structure consisting of identification, and description. Identification is o introduce the reader to the topic to be covered in the following paragraph, identification, or identifying the subject to be detailed, is typically expressed in the first paragraph. In the description part, the writer provides an explanation of the topic. It makes use of identification to support.

Moreover, there are several language futures used in descriptive text. According to Sudarti and Grace (in Yenita, 2014), as cited in Ismayanti and Kholiq (2020), those are: the activity that occurs regularly and is habitual is described in the simple present tense; use linking verbs to categorize and characterize the participant's look or qualities and to explain the participant's parts or functions; utilize adverbs and compound adverbs; use the degree of comparison.

RESEARCH METHOD

This research is implemented a qualitative approach with a case study design, which serves to provide the answer to the research question. According to Fraenkel, Walen, and Hyun (2012), qualitative research is referred to as a research study that examines the quality of relationships, events, circumstances,

or materials. In qualitative research, it is more important to comprehend circumstances and occurrences from the participants' perspectives. Fraenkel, Walen, and Hyun (2012) cite a definition of a case study as a design in which a person or group is thoroughly studied, and diverse facts are gathered and used to draw conclusions about a particular instance or to make helpful generalizations. Additionally, the researchers would like to describe the students' perceptions of using an electronic portfolio to write descriptive texts (their experiences with using an electronic portfolio). This study also analyzed the impact of using an electronic portfolio to improve students' writing abilities, particularly in the area of descriptive texts.

The participants in this research were 32 students from first grade (X MIPA) in Mekar Arum senior high school in Bandung, West Java. There were 32 students, consisting of 28 female and four male students, who were involved in this research. This school has used an e-portfolio (Edu learning). Therefore, that is one of the researchers' reasons for choosing the site. In this study, the questionnaire, interview, and documentation (student artifacts) were used to collect the data. The purpose of the questionnaire in this study is to gather qualitative information on students' perceptions of utilizing electronic portfolios when writing descriptive texts. The survey would want to be modified by the researchers from Alawdat (2014), which consist of identity, close-ended questions about their knowledge related to the use of e-portfolio in writing descriptive text with Likert scale answers as Wu and Leung (2017) mentioned Likert scale is a scale with ordinal values, which is widely used in social work research. For instance, a four-point Likert scale with named categories "strongly agree," "agree," "disagree," and "strongly disagree" would be assigned to typical values ranging from 1 to 4 for open-ended questions about the benefit of using e-portfolio and the challenge of using e-portfolio. Also, Google Forms is used for distributing the questionnaire. Additionally, interviews were conducted with the participants. Six participants took part in interviews with open-ended questions in the interviews segment. For the benefit of the students, the interviews were conducted in Indonesian. The researchers are interested in receiving specific information and responses from each participant in order to understand how they feel about utilizing an electronic portfolio to improve their writing, particularly their ability to write a descriptive text.

Moreover, students' artifacts in form of documents were collected to evaluate the progress of students' work. According to Creswell (2012), newspapers, conference minutes, personal notebooks, and letters are examples of the public and private data that qualitative researchers collect about a place or study participants. The artifacts aim to track the development of the student's work (students' artifacts) in the creation of descriptive text and to investigate the effects of e-portfolios on students' writing, particularly their growth in cognitive writing.

The data were evaluated once they had been collected. Steps in the analysis of the study data acquired from each research equipment are specifically described. For this study, qualitative research was used. The researchers examined the artifacts produced as a result of the student's work by examining the cognitive writing development of the students after gathering the first and second drafts of the students' writing about their favorite place and tourism object to an electronic

portfolio and reviewing the teacher's comments on their works. The next procedure was distributing the questionnaires. on the student's responses to a questionnaire, the data analysis uses percentages of each facet of the use of an electronic portfolio in the composition of a descriptive text (the Likert scale). Additionally, the students are interviewed by the researchers to learn about their specific perspectives on using an online portfolio to improve their writing, particularly their ability to write descriptive text

FINDINGS AND DISCUSSIONS

FINDINGS

The research done has yielded several findings, which are split into two categories, those are students' perceptions of using e-portfolio in writing descriptive text and the impact of the use of e-portfolio in writing descriptive text

Students' Perceptions of Using E-Portfolio in Writing Descriptive Text

The researchers used questionnaires and interviews to obtain data about students' perceptions of using e-portfolio in writing descriptive text. The questionnaire was given in Indonesian and was developed based on the Likert scale. The questionnaire had 11 items. Nine items were closed-ended questions with four scales, ranging from strongly agree to strongly disagree. Moreover, the other two items were open-ended questions. The result from the questionnaire was then analyzed descriptively by seeing the highest percentage of the statement.

The interview questions were five questions that mainly asked about students' perception of using e-portfolio in writing descriptive text. The interview was carried out in Indonesian in order for students to understand what had been asked. The interview was conducted to support the data from the questionnaire. It was interpreted and integrated into the discussion of the finding.

Table 1. The Questionnaire Result

| No | Statement | Scale (%) | | | |
|----|--|-----------|------|------|-----|
| | | SA | A | D | SD |
| 1 | E-portfolio is easy to use | 18,8 | 75 | 6,3 | 0 |
| 2 | I have difficulty operating an e-portfolio | 6,3 | 28,1 | 56,3 | 9,4 |
| 3 | E-portfolio makes me easier to do my writing assignment in English | 15,6 | 78,1 | 3,1 | 3,1 |
| 4 | I feel happy using an e-portfolio in doing a writing assignment | 12,5 | 78,1 | 6,3 | 3,1 |
| 5 | The use of an E-portfolio is very useful in learning to write descriptive text, especially in terms of structuring the text and its language features | 9,4 | 84,4 | 3,1 | 3,1 |
| 6 | By using E-portfolio, I can find out the development of my ability in terms of structuring text and the use of language features in writing descriptive text | 3,1 | 84,4 | 9,4 | 3,1 |
| 7 | By using the E-portfolio, I feel that I get feedback from the teacher individually | 9,4 | 78,1 | 9,4 | 3,1 |
| 8 | The use of an E-portfolio can help improve | 6,3 | 81,3 | 9,4 | 3,1 |

| | | | | | |
|---|--|------|------|---|-----|
| | my writing skills in descriptive text, especially in terms of structuring the text and the language features of descriptive text | | | | |
| 9 | I get a new experience of using an E-portfolio in writing descriptive text. | 18,8 | 78,1 | 0 | 3,1 |

From Table 1, the questionnaire results revealed that students had positive perceptions. Most of the students agreed that the e-portfolio was easy to operate (75%), easy to do the writing (78,1%), useful in learning to write, especially in structuring the text and its language features (84,4%), could monitor the writing development in structuring and linguistics features of the text (84,4%). It also could improve their writing (81.3%). Also, they agreed they got feedback from the teacher individually (78.1%). The results of questionnaires and interviews revealed the same responses regarding the advantages of using e-portfolios when writing descriptive text. They are including the ease of use, the student's exposure to new experiences, the improvement of their writing abilities, and their awareness of the progress they were making. According to the findings, students responded favorably to using electronic portfolios to create descriptive texts.

The Impact of The Use of E-Portfolio in Writing Descriptive Text

The researchers analyzed the artifacts' results based on the students' work by analyzing the cognitive writing development of students. The findings showed that the students had a positive impact on using e-portfolio in writing descriptive text, especially the cognitive writing of students in terms of structuring the text (generic structure) and the language features. It could be seen from the students' artifacts, the researchers analyzed that the students had mistaken or showed their weakness in generic structure and language features descriptive text in the first assignment such as they only wrote the identification part or the description part, while the descriptive text has two generic structures, and the students also made a mistake in language features in their descriptive text, such as they forgot about the "to be" or linking verb. The mistakes made by the students were then become the source for the teacher to give feedback. The teachers urged the students to make changes specifically in the generic structure and language features.

Then, after the students got the feedback about their descriptive text, they could focus on the mistakes elaborated in the feedback. The feedback allows the students to work on it and fix the text. Students wrote descriptive text again in the second assignment with another theme, 'tourism object'. The information from the feedback is used by the students to write new better writing products. They write new text by considering the feedback so they would not make the same mistakes. The researchers looked at the artifacts and found that the students made fewer mistakes because the earlier objects had been corrected by the teacher. Feedback is, therefore, more beneficial, useful, and effective for pupils' writing abilities. The statistics concluded that students' cognitive writing skills had grown in the descriptive paragraph. It means that the pupils' cognitive writing was improved. As a result, by using Edu Learning as an electronic portfolio, kids could track their writing growth, particularly when producing descriptive prose.

DISCUSSIONS

The results of the study have produced several discussions that may be divided into two groups: how students perceive doing so, and the influence of utilizing an e-portfolio to create descriptive text

Students' Perceptions of Using E-Portfolio in Writing Descriptive Text

The first research question is about students' perceptions of using e-portfolios in writing descriptive text. It used questionnaires and interviews to collect the data. From the data, there was a correlation between what the students answered in the questionnaire and the interview. The students perceived e-portfolio to make them easier in uploading and operating. It also saves paper, because they make their writing on an electronic device. With this electronic tool, they also could monitor their progress. The feedback is given also useful for their writing improvement.

The results show that the students give positive responses and perceptions toward the use of e-portfolio in writing descriptive text. The students got benefits from using e-portfolio because most of the students believed that e-portfolio could improve their writing (87.6%) it was easy to operate (93.8%) and was useful for them (93.8%). This result confirms Aygün and Aydın (2016) who stated that e-portfolio help students build reflective learning abilities. It helps the students to reflect on their learning progress and evaluate it. Therefore, from the data; questionnaires, and interviews, it is concluded that an e-portfolio is perceived to create a writing descriptive text better.

The Impact of The Use of E-Portfolio in Writing Descriptive Text

The second research question is about the impact of using an e-portfolio in writing descriptive text. It was taken from the documentation, in this case, the students' artifacts. The data showed that the student's writing has developed, especially their cognitive writing in descriptive text. It could be seen from their artifacts between two writing assignments. In the first work, their writing weakness was evident from the generic structure and the language features. There was feedback regarding those weaknesses. The feedback helps the students to see their mistakes and write new text by considering the feedback to avoid the same mistakes occurring in the new text.

In the second work, the students re-drafted their writing by writing the second artifact. The students seemed to learn from their mistakes in writing. Therefore, the students were able to fix it. It can be seen that feedback from the teachers is important in helping the students write better. The finding confirms Goldsmith in Yastibas (2015) that by the requirements in e-portfolio, the students could improve their learning process and assessment. They were responsible for their learning, evaluating their work, and reflecting on their learning. Then, Students wrote descriptive text again in the second assignment with another theme, 'tourism object'. In the artifacts, the results were that the students got better in their writing than the previous artifacts because they got a correction from the teacher. It is related to the theory from Van der Schaaf, Baartman, Prins, Oosterbaan, and Schaap (2013), as cited in Vattøy and Smith (2019), that there are three important characteristics of feedback: it aimed at closing the gap between performance and desired criteria, it

occurs and become interaction between teachers and students, following the needs of students, students who engage in a feedback dialogue with their teacher find feedback is more useful.

In conclusion, e-portfolio impact significantly students' writing. E-portfolio help students in writing descriptive text cognitively, especially in the text structure (generic structure) and the language features. The impact is derived from the feedback given to the students. The feedback given individually works for the students. They feel that the teachers assess their writing intensively. The feedback given is used as the foundation for writing new better writing. The progress of their writing is also easily monitored by the students so they can review the process and learn from that.

CONCLUSIONS

Researchers found that students believed having an electronic portfolio for writing descriptive text were advantageous. This finding is related to students' perceptions of utilizing an e-portfolio for writing descriptive text. According to the student's responses to the questionnaire and interviews, it was found that the students perceived e-portfolio as an easy tool to operate. They produced the text efficiently with no paper needed to use. They also could monitor the development of their writing especially in structuring the text and its language features. The feedback given by the teachers is perceived as individually useful. To conclude the result answering the first research question, E-portfolio is easy, efficient, and useful. E-portfolio help students improve their descriptive text writing cognitively.

Regarding the second research question, the result of the data lead to the conclusion that electronic portfolios had a positive impact on students' writing. It was indicated by their artifacts, in relation to the use of e-portfolios in producing descriptive texts. The students could improve their learning process and assessment. They were responsible for their learning, evaluating their work, and reflecting on their learning. Students who used an e-portfolio received feedback from their teachers on their writing assignments. They could edit or rework their less successful articles, which further helped them learn and practice writing. As a result, people might benefit from the feedback and see how their work has evolved or changed.

This study implies that E-portfolio can be an effective way to teach writing. Comprehensive pedagogic implementation of the e-portfolio in teaching writing should be carefully conducted. This study is limited to the effectiveness of the E-portfolio. It needs further investigation in terms of examining the effectiveness of E-portfolio in teaching descriptive text to more complex variables such as the genre and level of education. Thus, this opportunity is suggested to conduct further research.

REFERENCES

- Alawdat, M. (2014). English writing students' perspective of using ePortfolios in the writing class. *International Journal of Language and Linguistics*, 2(6-3), 1-11. DOI:[10.11648/j.ijll.s.2014020603.11](https://doi.org/10.11648/j.ijll.s.2014020603.11)
- Ampa, A. T., & Quraisy, H. (2018). Needs analysis of the English writing skill as the base to design the learning materials. *In SHS Web of Conferences*

- (*EDP Sciences*), Vol. 42, p.50).
<https://ejournal.uinsaizu.ac.id/index.php/tarling/article/view/4984/2450>
- Aprianto, Dwi. (2017). The English Teachers' Perceptions on The Implementation of 2013 Curriculum (A Descriptive Study at Senior High Schools in Purbalingga Subdistrict) [*Bachelor Thesis, Universitas Muhammadiyah Purwokerto*]. <http://repository.ump.ac.id/1798/>
- Aygün, S., & Aydın, S. (2016). The use of e-portfolios in EFL writing: A review of literature. *ELT Research Journal*, 5(3), 205-217.
<https://dergipark.org.tr/tr/download/article-file/292061>
- Ciesielkiewicz, M. (2019). The use of e-portfolios in higher education: From the students' perspective. *Issues in Educational Research*, 29(3), 649-667.
<http://www.iier.org.au/iier29/ciesielkiewicz.pdf>
- Creswell, J. W. (2012). *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* (4th ed). Pearson.
- Durga, S. S., & Rao, C. S. (2018). Developing Students' Writing Skills in English-A Process Approach. *Journal for Research Scholars and Professionals of English Language Teaching*, 6(2), 1-5.
[https://www.scirp.org/\(S\(lz5mqp453edsnp55rrgict55.\)\)/reference/refere/ncespapers.aspx?referenceid=3026070](https://www.scirp.org/(S(lz5mqp453edsnp55rrgict55.))/reference/refere/ncespapers.aspx?referenceid=3026070)
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to Design and Evaluate Research in Education* (8th ed). McGraw-Hill.
- Hazari, A. (2014). Learning Curve: student perceptions have a huge impact on understanding. *South China Morning Post*. <https://www.scmp.com/lifestyle/family-education/article/1407745/learning-curve-student-perceptions-have-huge-impact>
- Ismayanti, E., & Kholiq, A. (2020). An Analysis of Students' difficulties in Writing Descriptive Text. *E-Link Journal*, 7(1), 10-20.
<https://jurnalpendidikan.unisla.ac.id/index.php/elink/article/view/260>
- O'Rourke, L., Connelly, V., & Barnett, A. (2018). Understanding Writing Difficulties through a Model of the Cognitive Processes Involved in Writing. *Understanding the Needs of Writers across the Life course*, 11.
https://brill.com/downloadpdf/book/edcoll/9789004346369/B9789004346369_003.xml
- Rao, P. S. (2019). The significance of writing skills in ell environment. *ACADEMICIA: An International Multidisciplinary Research Journal*, 9(3), 5-17. <https://saarj.com/wp-content/uploads/ACADEMICIA%20-MARCH-2019-FULL-JOURNAL.pdf>
- Setiadi, M. A. (2020). Students' perception on the use of Google classroom in language learning. [https://digilibadmin.unismuh.ac.id/upload/11264-Full Text.pdf](https://digilibadmin.unismuh.ac.id/upload/11264-Full%20Text.pdf)
- Simonson, M., Zvacek, S. M., & Smaldino, S. (2014). *Teaching and Learning at a Distance: Foundations of Distance Education* (6th ed). IAP.
https://www.academia.edu/39818858/Teaching_and_Learning_at_a_Distance_Foundations_of_Distance_Education_SIXTH_EDITION
- Taufik, M., and Cahyono, B. Y. (2019). Developing EFL Students' Writing Skill Through Self-Assessment Integrated With E-Portfolio. *IJEE*

(*Indonesian Journal of English Education*), 6(2),
<https://doi.org/10.15408/ijee.v6i2.12019>

- Uçara, S., & Yazıcıb, Y. (2016). The Impact of Portfolios on Enhancing Writing Skills in ESP Classes. *Procedia-Social and Behavioral Sciences*, 232, 226-233. <https://doi.org/10.1016/j.sbspro.2016.10.001>
- Vattøy, K. D., & Smith, K. (2019). Students' perceptions of teachers' feedback practice in teaching English as a foreign language. *Teaching and Teacher Education*, 85, 260-268. <https://doi.org/10.1016/j.tate.2019.06.024>
- Ward, M., Grinstein, G., & Keim, D. (2015). Interactive Data Visualization. A K Peters/CRC Press, <https://doi.org/10.1201/b18379>
- Wu, H., & Leung, S. O. (2017). Can likert scales be treated as interval scales? — A simulation study. *Journal of Social Service Research*, 43(4), 527-532. <https://doi.org/10.1080/01488376.2017.1329775>
- Yastibas, A. E., & Yastibas, G. C. (2015). The use of e-portfolio-based assessment to develop students' self-regulated learning in English language teaching. *Procedia-social and behavioral*. <https://doi.org/10.1016/j.sbspro.2015.01.437>