

CHAPTER I

INTRODUCTION

The first chapter elaborates on several points. They are research background, problem identification, research scope, research questions, research objectives, and research significance.

1.1 Research Background

Education is identified as a fundamental aspect of a country. It visualizes how generations are able to develop their abilities and construct their characters in order to fulfill future needs. Based on *Undang-Undang RI Nomor 20 Tahun 2003*, National education aims at developing the potential of students to become people who are faithful to the Almighty God, noble, healthy, knowledgeable, skilled, creative, independent, and become democratic and responsible citizens. Those objectives have described in *Peraturan Pemerintah Nomor 19 Tahun 2005* concerning National Education Standards. The standards consist of standard of contents, process, competency of graduates, educators and education personnel, facilities and infrastructure, management, financing, and assessment. In order to achieve those standards, it depends on how those standards collaborate in the learning process. Furthermore, the objectives can be achieved and proven through a valid assessment process, in which the assessment is carried out during the learning process. In other words, assessment has a strong involvement in the learning process. The learning

process and assessment are not only a formal effort within the school framework but also are the meaningful aspects for students.

The main objective of the assessment is obtaining the data to provide feedback and determine standards (Marhaeni, et al., 2017). Assessment has essential and main role in teaching and learning process (Ortega & Minchala, 2017). In this case, teachers are encouraged to move away from traditional to authentic procedures. Sardareh et al. (2013) state that assessment is the way in assessing students' progress, giving them with feedback in order to improve their competency on the next learning process. It means that assessment is important aspect for setting out for both students and teachers. The assessment also assists the teacher to improve designed learning and it as basic in increasing the quality of the process. The assessment is expected to collect information about the learning process and product.

In designing and implementing the assessment, the teachers are encouraged to give qualification to students in order to know students' achievement of certain competency. From students' qualification, they will know whether they are required to improve their competency. According to Brown (2004), assessment methods are necessary to be concerned with the evidence of assessment rather than the ability to recall information. The use of appropriate learning materials can be used as one of important evidences in assessment. The use of learning material in assessment should be related to real-life situation. In fact, true-false and multiple-choice used as techniques for measuring students' competency frequently. Those techniques are monotonous

way in order to measure students' achievement in large-scale testing program. Furthermore, those techniques may not provide opportunities for students in finding the answer based on their own way. It only gives a few choices without allowing them to take other choices of the ones given. Particularly, it is difficult to measure writing competency with multiple-choice tests or true-false.

The teacher who uses those techniques may find difficulties in developing students' ability to analyze, to evaluate and other higher cognitive skills. The old teaching paradigm concerns on the teachers' responsibility in transferring knowledge to the students. The teacher always provides a certain answer so that the students have difficulty in thinking critically and creatively based on their understanding. The paradigm may not encourage the teacher to develop students' competency in analyzing, think critically and solving the problem that they faced in real life situation. Therefore, it is important to compose learning activity in relation to the competency that should be mastered by students so that students will obtain authentic experiences during the learning process.

The authentic experiences manage students who gain from their own life, society, and culture; those can be used as the main source of their learning. The problems relate to their self-experience or phenomena existing in the world. Those sources are connected to the material they learn at school. The aim of placing students into authentic learning is that students would obtain meaningful learning experience. It provides advantage for students in preparing themselves in facing the real life and global workplace in the future. In this

case, students are able to construct meaningful concepts based on real problems and projects.

Lombardi & Oblinger (2014) state that authentic learning allows the learners' mind to turn information into useful knowledge. The new information is connected with students' existing knowledge in order to construct concepts that they learn at school. The concepts which are the part of their environment would directly connect their minds with social situation such as people, condition and activities. In order to promote students' authentic learning, an appropriate learning model such as Project-Based Learning is required to be implemented.

Project-based learning is one of instructional learning models which is suggested in implementation of curriculum 2013 (Ashar., 2016). Project-based learning refers to learning activity that emphasize student-centered and merge problems in reality and practices (Syarifah, 2019). In this case, students are given opportunity to think critically and creatively in committing the project. The application of project in learning process and assessment in order to facilitate students in establishing their idea, knowledge and experience that relates to real life (Chikita, et al., 2013).

Besides, Project-based Learning is considered as a learning model that has correlation with 21st century learning in which the learning process requires critical thinking, creativity, problem solving, and innovation so that students have responsibility in constructing their own concepts (Praba et al., 2018). Students obtain a lot of opportunity to think, solve the problem, find the

information, find the learning resources, state and evaluate the results. Since, the teachers as facilitators who prepare guidance needed in the learning process. If students encounter difficulties in some problems, teacher has an important role to encourage and direct students to appropriate way.

Project-based Learning provides an opportunity for students to work actively to complete the project while the teachers are to facilitate and observe the activities of each student (Bell as cited in Kusmartini, 2018). Students are able to participate actively and do the project kindly. This situation creates positive learning atmosphere during the learning process. In this case, both teachers and students contribute their effort in order to achieve the learning objectives. Furthermore, Project-based Learning encourages students to pay attention of real problems in their life, learn based on their understanding, do discussion, and repair their work based on the concepts that have been learned. Through Project-based Learning, students can construct their knowledge from activities that they have been done during the learning process.

Regarding to the implementation of Project-based Learning, it is important for integrating the learning model and alternative assessment based technology. The teacher is suggested to use technology that can assist students in understanding the lesson. Technology supports the students to develop their creativity during the learning process. Technology can be most effective when teachers and students intend to learn in flexible way (Osborne et al., 2013). Students become active learners when they are supposed to understand the concepts and then linked to technology. Technology encourages students to be

creative and knowledgeable in creating a project during the learning process. The integration of technology and learning model enables students to promote their competency in learning English. Furthermore, the use of technology can be a priority during covid-19 pandemic, in which online learning is applied in Indonesia. Online learning is a learning process that takes place over the technology. Technology has many features that can be used in learning process which involves internet. One of the appropriate alternative assessments that integrate with technology is E-portfolio.

E-portfolio is appropriate learning equipment that assist student in reflecting their project. As proposed by Bryant, Chittum, and Challis as cited in Wuetherick, Brad., Dickinson, (2015), E-portfolio has a possibility to facilitate students in sharing their works, products or projects to each other from the coursework in a collaborative learning. Through E-portfolio, students are able to collect artifacts, present and share their project in an efficient way. In addition, it also shows students' learning over time and students' authentic project as an appropriate way in presenting students' experience during the learning process. According to Alawdat (2014), E-portfolio is also used to increase students' reflection on their learning process over time, self-assessment and self-development during the learning process. By using e-portfolio assessment, the learning process implies constructivism, student-centered, and authentic (Read and Cafolla as cited in Gülbahar & Tinmaz, 2006).

The students can be good language learners by taking a part about what they are learning and how they are learning. Hence, students are encouraged to reflect what they have been created in their project or product. Students are encouraged to enrich their learning resources by using some artifacts that can support their project or product. Artifacts may include writing samples, photos, videos, observations, lessons, artwork and more. The artifacts help the students in keeping their project, facilitate students to comprehend their material in form of audio, visual or audio-visual learning material and they provide meaningful learning experiences so that the students can reflect their learning during learning process. Therefore, using E-portfolio in Project-based learning is not only to encourage students to commit a project but also promote students to enhance their English competency efficiently.

In gaining English competency, students should master four basic skills. One of those skills is writing. Writing has an essential role in order to encourage students to be active and productive. This competency is one of productive skills in learning English that can engage students in each process of learning. Writing covers physical and mental actions in conveying ideas about how to develop the content, determine the main idea and arrange them into sentences and paragraphs so that the reader can understand the text (Devi, et al., 2014; Nunan, 2003). Through writing, students are able to express their idea, knowledge, feeling and experience in written form and composing them in systematic way in order to construct readers' understanding.

Furthermore, writing involves process and product; the writing process embedded on grammatical, mechanical and organizational ideas in order to develop writing coherently, meanwhile product as a result of the writing process in form of text, letter, essay, and stories (Risqiya, et al., 2017). In teaching writing, teachers should be clear in developing certain skills. The teachers need to determine the type of assignment that can facilitate the learning. In this case, teachers should gain students' interest in term of activities that will be conducted. Teachers should select the topic that involves the students in order to facilitate them in developing their ideas. Besides, teaching writing also influenced by other factors such as role of the teacher and principles of designing writing performance (Hidayati, 2018)

Based on the preliminary informal interview with the teacher and students of X MIPA, some students revealed that they have difficulty in making a writing task. The students do not know what they are going to write and how to start writing correctly. It is commonly difficult for them to select the appropriate words relate to the topic so that there is a vague meaning in each sentence that they have been wrote. In addition, the teacher also mentioned that there are some students who were not active in responding the learning process. Some students have difficulty to involve during learning activities and sometimes ignore their assignment. In writing process particularly, the students face some problems such as lack of vocabulary related to the topic and students are not able to develop and organize their ideas into a good paragraph. It is

commonly confused for them to connect words in order to compose the sentence coherently and related to the topic.

Students always have barrier in time when they write something. In the same line with research was conducted by (Aryanika, 2016), students is indolent to write because they have assumption that it is very difficult to gain objectivity, because they are not able to write well, have negative attitudes toward writing instruction and had difficulty to construct their confidence and responsibility in writing competency. In addition, (Wibowo et al., 2017) showed other problems in writing greeting card in particular, students who do not understand the generic structure of the text in developing their writing. Meanwhile, the generic structure is important parts in composing the text. Besides, Tonogbanua (2018) has successfully investigated the quality of formative assessment for writing through collaborative e-portfolio project; it showed that there was a positive contribution in developing writing skills and encouraging students' effort in making decisions.

Furthermore, the teacher also found difficulty in assessing students' task. In fact, some teachers still use monotonous way in assessing students' product. Objective test has become teacher's choice since it does not take much time to be conducted. The teachers said that the tests were easy to be carried out in their school because they have big number of students in each classroom. The tests can be done to assess many students in a short time. The teachers do not have time to employ various tasks and prepare various assessments. It means that the assessment does not provide opportunity to the students in solving the

problem in real life situation and forces students to remember about theory of the lesson. In this case, students do not know how to develop their critical thinking, link the real-life problem with the learning material and establish new concepts based on the information they have been gained. For that reason, the teacher should pay attention on the strategy to teach writing for the students to be able to improve the competency. In relation to it, the use of e-portfolio in project-based learning for teaching writing can be useful for both teacher and students.

The learning models used by the teacher in the classroom are able to give influence on students' learning process. The appropriate learning model is able to promote the students' learning. In addition, teaching strategies should also be supported by a positive learning atmosphere. Those components can encourage students in developing their competency better. The positive learning atmosphere and appropriate learning model that chosen by the teacher will not only improve students' competency, however it also will give impact the students' involvement in learning process. In the same line, when the students feel comfortable with the classroom atmosphere and they want to learn something, automatically they will construct a sense of responsibility for their own learning. As proposed by Holec as cited in (Dafei, 2007), the students have abilities in taking charge and responsibility for controlling their own learning. The students will know and understand the learning objectives, able to plan their learning, monitor their progress and evaluate their own learning. Therefore, the students who are autonomous will be able to obtain more in

developing their competency hence they have and hold the responsibility on their own learning.

Based on the explanation above, there is a contradictory phenomenon with the ideal situation. In fact, teacher gives an assessment in form of objective test to the students, in which the assessment may not encourage students to think critically and creatively. Since, critical thinking and creativity are the important aspects in recent education era. Chanpet & Chomsuwan (2013) explained that the knowledge should not be accepted passively in developing constructivism theory; the teachers should be a facilitator to assist students to create knowledge. The teacher should provide guidance and support to assist students to become actively participated during the learning process. Furthermore, (Syarifah, 2019) described that lack of feedback from teachers affected low students' enthusiasm in writing. In this case, the students need to be active in constructing their own knowledge and developing themselves. Such e-portfolio in project-based learning for teaching writing can represents students' typical work, creativity and maximum work. Thus, this type of strategy which assisted by alternative assessment is able to indicate student's writing progress.

Dealing with the problems described above, a treatment is required to facilitate the students to promote their competency in writing and develop students' autonomy. Therefore, this study was expected to investigate the significant effect of E-portfolio in Project-Based Learning toward learner

autonomy and writing competency of X MIPA students of SMA Negeri 7 Denpasar.

1.2 Problem Identification

Based on the explanation above, there are several problems that can be identified in the field. First, the use of monotonous methods such as objective tests in the assessment process. The teachers explained that the objective test was implemented due to the number of students is large. Consequently, the learning process was involving uninteresting activities. In this case, the teacher rarely put emphasis on the practical function of English so that the students were not able to use English effectively. It also showed that the students tend to be passive learners, which indicates that learner autonomy was not achieved by the students. Secondly, the students are not able to develop their ideas to write a piece of writing. Some students are not able to connect a topic sentence and supporting sentence.

This is due to the fact that they did not have knowledge of using grammar rules, word choice, and punctuation. It implied that the students have fewer responsibilities in achieving learning objectives. Therefore, the strategy and assessment type used by the teacher in teaching English is considered important. Based on the reality that happened in class, the strategy used by the teacher clearly did not meet the requirement of authentic learning. Therefore, implementing e-portfolio in project-based learning can be offered as a treatment toward this problem since it give opportunities for students to apply

their knowledge based on the authentic learning. Moreover, in this particular study, the objective of the study was investigating the significant effect of E-portfolio in Project-based learning toward learner autonomy and writing competency of X MIPA students of SMA Negeri 7 Denpasar.

1.3 Research Scope

This research was limited on the effect of E-portfolio in Project-based learning toward learner autonomy and writing competency at X MIPA students of SMA Negeri 7 Denpasar in academic year 2020/2021. This study was concerned on creating a piece of writing in form of descriptive text, announcement and recount text.

1.4 Research Questions

Based on the rational above, the research questions can be formulated as follows.

- a. Is there any significant effect of E-portfolio in Project-based learning toward learner autonomy at X MIPA students of SMA Negeri 7 Denpasar?
- b. Is there any significant effect of E-portfolio in Project-based learning toward writing competency at X MIPA students of SMA Negeri 7 Denpasar?
- c. Simultaneously, is there any significant effect of E-portfolio in Project-based learning toward learner autonomy and writing competency at X MIPA students of SMA Negeri 7 Denpasar?

1.5 Research Objectives

Based on the problems mentioned previously, the research objectives can be divided into general objective and specific objective that could be formulated as follows.

a. General Objective

In general, this study aimed at investigating the effect of E-portfolio in Project-based learning toward learner autonomy and writing competency at X MIPA students of SMA Negeri 7 Denpasar.

b. Specific Objectives

More specifically, this study aimed at:

1. Investigating the effect of E-portfolio in Project-based learning toward learner autonomy of X MIPA students at SMA Negeri 7 Denpasar.
2. Investigating the effect of E-portfolio in Project-based learning toward writing competency of X MIPA students at SMA Negeri 7 Denpasar.
3. Investigating simultaneously the effect of E-portfolio in Project-based learning toward learner autonomy and writing competency of X MIPA students at SMA Negeri 7 Denpasar.

1.6 Research Significance

Research findings of this study were expected to be beneficial both theoretically and practically to those concerned on language teaching and learning, which can be formulated as follows:

1. Theoretical Significance:

Research findings are expected to confirm the previous theory. It is also beneficial to enhance theoretical foundation of English Language Teaching particularly in conducting e-portfolio in project-based learning.

2. Practical Significance:

Practically, the research findings are expected to be beneficial for the English teachers, students, and future researchers.

a. For English teachers

This study is expected to be beneficial for the teacher in providing a deeper understanding of the innovative strategy used in conducting the teaching and learning process. By involving students' autonomy within this study, the teacher improves his/her awareness of the importance of promoting autonomy in conducting the teaching-learning process.

b. For students

It is expected to give more opportunities for the students to develop their competency, particularly in writing. Moreover, it is expected to encourage the students to have autonomy toward English due to it affects students' success in learning the language.

c. For Future Researchers

It is considered to be an additional reference in a similar research area in order to gain other meaningful concepts and perspectives about E-portfolio in Project-based learning for teaching writing.

