



Students' Perceptions and Problems in Implementing Electronic Reflective Portfolio in Writing Class

Ida Yulianawati¹  and Nasori Efendi² 

^{1,2} English Education Department, Universitas Wiralodra, West Java, Indonesia
Ida.yulianawati@unwir.ac.id

Abstract. In Indonesia, electronic portfolios for teaching English, especially writing, have been used for the last decade. This study investigates students' perceptions of their writing development and problems in implementing Electronic Reflective Portfolios in an Indonesian EFL writing class. A case study was used to analyze 31 fourth-semester students' perceptions, and problems in writing activities. Questionnaires and interviews were used to get the data. The research found that students' writing abilities were improved by using electronic reflecting portfolios. Students could work on their writing assignments on an electronic portfolio site without feeling awkward. It pushed them to produce better writing that was read, shared, and remarked on by their peers. Concerning the problems faced by the students, the finding showed that many of them were unfamiliar with the use of e-portfolio in their writing. The issues with Internet connectivity and the way they comment on their friends' writing were also found in this study. The study also demonstrated that teachers must develop their responsibilities and readiness to support students in an e-learning environment to apply the Electronic Reflective Portfolio in writing classes successfully.

Keywords: Electronic Reflective Portfolio, Reflective Teaching, Writing.

1 Introduction

The expanding need for EFL writing expertise among tertiary students is balanced by the support of technology for language learning [1] and [2]. In Indonesian education, it is encouraged to employ technology to support the teaching and learning process. The use of electronic reflection in writing instruction has been extensively studied over the past decade. An electronic portfolio refers using of technology to provide media types (audio, video, graphics, text) as containers from which students and teachers can collect and organize portfolio artifacts [3]. A collection of digital artifacts that articulate learners' experiences, results, and learning makes up an electronic portfolio. It is part of planning, integrating, sharing, conversing, reflecting, offering, receiving, and giving feedback. Writing skill is a product of English skills where the learner should communicate in this language by writing something. When instructing students in writing, the teacher may emphasize either the final product or the writing process itself. [4] says that writing combines process and outcome. Writing is a cross-curricular ability that enables learners to express themselves and acquire knowledge about various topics. It signifies that writing is simultaneously a process and the right type. Unfortunately, writing is known as the most challenging skill in learning Eng-

© The Author(s) 2024

M. F. Ubaidillah et al. (eds.), *Proceedings of the 4th International Conference on English Language Teaching (ICON-ELT 2023)*, Advances in Social Science, Education and Humanities Research 780,
https://doi.org/10.2991/978-2-38476-120-3_21

lish. The writers should consider three primary issues when designing their writing. Firstly, they should consider the essay's intended audience since this will affect the format they adopt, the language they employ, and the data they decide to present. Second, writers should consider the audience they are writing for because it will affect the format and language used. Thirdly, writers should consider the content structure or the ideal arrangement to present the information, concepts, or arguments they have chosen to include.

There are three methods for responding to student texts: peer feedback, teacher-student conferences, and written feedback from the teacher. In most second language writing classes, teacher written feedback plays a central role. The most popular methods are commentaries, cover sheets, minimum marking, taped comments, and computerized feedback. The second method of responding to student work is through teacher-student conferencing and providing comments via in-person consultation. Conferencing has significant benefits that help to compensate for the drawbacks of one-way written input [5]. The last way to respond to students' texts is through peer feedback. Peer response improves the writer's drafts and develops readers' understanding of good writing. The social process in peer responses in writing and learning activities gives theoretical advantages to the students.

This study explores how opportunities for reflective writing under the guidance of a teacher via an electronic reflective portfolio and opportunities for critical reflection and self-assessment of learning influence student writing development. Students can post their work and create instructional activities on the internet platform. Additionally, it offers advice and details about the work of their colleagues. The demand for teachers who can incorporate technology into teaching and learning has increased due to the quick growth of technology.

In higher education, reflective learning is frequent [6]. It is a reflective learning component emphasizing context and the educational process [7]. Reflection and self-evaluation are a part of an approach to personalized assessment [8]. When put in circumstances requiring problem-solving, students are encouraged to consider their time in English class and whether or not their knowledge is accurate and in-depth enough based on the course topic [7] and [9]. What, when, and how the students' study is entirely up to them. The students are accountable for the standard of the material they produce in their writing.

A versatile tool that emphasizes chosen evidence of learning through ongoing reflection and cooperation is a learning portfolio. A reflective portfolio improves and assesses students' knowledge [10] and [11] claimed that the core of the learning portfolio is reflection." A vital education component proved with learners' thinking on their cognition process. In this exercise, students self-evaluate using reflective portfolios, starting to track their development over time. Numerous specialists have developed numerous approaches for the reflective portfolio in e-learning settings (online Portfolio, digital Portfolio, and electronic Portfolio). They are all what are known as electronic or online reflecting portfolios because they are all hosted online.

It is possible to use a learning portfolio in teaching-learning activities in various ways, including through written text, electronic display, or other artistic endeavours. Three crucial components—reflection, evidence, cooperation, and mentoring—

interact as you build an electronic reflective portfolio. As evidence of their learning, the students should provide writing samples. When building a learning portfolio, the students and collaborators create some criteria at the outset and use them to choose materials to be included in the appendix as verifiable learning evidence.

This study focuses on using electronic reflective portfolios with blogs as the platform. Weblog, a personal web website that is simple to use and enables users to present information and communicate with others, is shortened to "blog." According to its qualities, the blog has the most functions now available in the online portfolio tools. Blogs can help students become better writers by encouraging self-reflection and peer review [12]. In line with [13] and [14], who found that teachers and students have a positive attitude toward blog use. The blog site, WordPress, was selected since it is the one that the English department at the university uses the most for class assignments. WordPress offers all necessary capabilities, such as commenting tools and access to archives articles, to facilitate writing education using the online portfolio.

[15] describe reflective portfolios as having three main benefits. First, the portfolio shows student achievements beyond just grades. In addition to reviewing their learning throughout the semester, students can participate in campus or community life by reflecting on their experiences. The third portfolio acts as a practical setting for in-depth self-reflection and synthesizing knowledge gained from both within and outside the classroom. The benefits of the learning portfolio align with the work of [16]. He says that students felt empowered with technological pedagogical content knowledge, different subject content knowledge, students-centered methods, and techniques through the e-Portfolio project. Reflective learning portfolios for pre-service teachers were the subject of studies by [17] and [18], who discovered that they efficiently help students adjust to situations in the classroom. Electronic portfolios help students see themselves, establish educational standards, design good teaching and delivery, and encourage them to use reflective journals daily.

In 2011, [7] found that creating a learning portfolio promotes reflective thinking and supports the positive effects of introspection with mentors and peers. Portfolios and self-assessments allow the learner to write autonomously and improve her writing skills [19] [20] [21] and [22]. [23] reported that the e-portfolio stimulated the students to develop effective learning strategies, engage in reflective practices, and gain technical skills.

According to [6], writing has traditionally been considered the most challenging skill for second language learners. Writing in a foreign language is notoriously difficult for those who attempt it [9]. Writing is a tremendously complex skill. Because of this, writing in a foreign language requires both higher-level planning and organization skills and lower-level abilities like spelling, punctuation, and word choice. Because writing in a foreign language requires a sophisticated set of skills, writing instructors must look into cutting-edge tools that could aid EFL writing.

All EFL programs in Indonesian colleges prioritize writing, a necessary ability that many students find difficult to acquire. [24] [20] [26]. Some students encounter writing problems, including content, organization, vocabulary, grammar, and mechanics [26] [27] [28].

One possible reason for these problems is that students are not enthusiastic about learning and practicing EFL writing skills. Learning tools should be developed and implemented to help students build confidence and improve their writing skills. Many studies are related to using technology to help students improve their writing. But there hasn't been a lot of research done on how students perceive and struggle with using electronic reflection portfolios to develop their writing in an Indonesian environment. Thus, the formulated research question is "How do students perceive their writing development and the problems throughout the implementation of the Electronic Reflective Portfolio?"

2 Method

The qualitative approach was employed to examine the students' perceptions of their writing development and problems while implementing the electronic reflection portfolio. It means identifying cross-cultural groups and analyzing how they have developed common behavior patterns over time [29]. 31 fourth-semester English Education Study Programme students from Wiralodra University took part in this study. From February to June 2022, the class met for 100 minutes weekly. Before the introduction of the online portfolio, students had to start a blog on a WordPress blog site to serve as the foundation for their online portfolio.

The first step of this study was the beginning phase, and the second stage was the execution phase. At first, the researcher created a lesson plan based on the academic writing course syllabus at a private university in Indramayu, West Java. The researcher then developed the research's instruments. The data was collected using a questionnaire and a semi-structured interview, two research tools. A series of questionnaire items were used to assess students' perceptions of writing development and problems encountered while implementing the electronic reflective portfolio. Finally, interviews were conducted to clarify information from the questionnaire. The main themes that guided the discussion were: (2) problems encountered during the implementation of the electronic reflection portfolio.

Guided by research questions, qualitative data from questionnaires and interviews were categorized into student writing development and problems in implementing the e-portfolio. Several interview questions related to students' perceptions of using online portfolio platforms and the problems they faced in implementing electronic learning portfolios. Students' experiences and behaviors can be investigated and understood in detail. The data were interpreted to identify students' writing development and problems when conducting reflective learning portfolios in writing classes.

3 Result and Discussions

3.1 Result

3.1.1 Students' perception of their writing development in implementing Electronic Reflective Portfolios from the questionnaires

The students' assessments of the development of their writing abilities were shown in the first finding. As part of the implementation of the electronic reflective portfolios, the participant's replies to the questionnaires and interviews were analysed to reveal their thoughts on the development of their writing. Using the electronic portfolio, all thirty-one participants felt that they improved their writing abilities in various areas, including organization, grammar, sentence structure, and content. The responses to the questionnaire revealed the following information regarding the views held by the students:

Table 1 Students' perception toward Electronic Reflective Portfolio

No	Statement	SA	A	N	D	SD	Total Score	Mean
1	Academic writing skill is important.	12	19	0	0	0	136	4.38
2	Using the electronic portfolio in the academic writing course was quite enjoyable for me.	10	18	3	0	0	125	4.03
3	The use of an electronic reflective portfolio has helped me to improve my written communication	13	17	1	0	0	136	4.38
4	The electronic reflective portfolio is a valuable learning tool	10	17	4	0	0	130	4.19
5	Reviewing others' writing in the electronic reflective portfolio is a helpful process	11	17	3	0	0	135	4.35
6	The peer feedback and teacher feedback is essential to improve my writing skill	29	2	0	0	0	153	4.93
7	There is adequate guidance in writing the electronic Portfolio	3	25	3	0	0	124	4
8	Writing in the electronic reflective portfolio has helped me to recognize my strength and weakness	3	28	0	0	0	127	4.09
9	An electronic reflective portfolio has helped me in self-directed learning as I can analyze problems on my own	4	25	2	0	0	126	4.06
10	The process of reflective learning portfolio led me to become a more autonomous learner	7	23	1	0	0	130	4.19

The questionnaire analysis shows that the students had a good appraisal of the electronic reflective portfolio, as the mean score for the ten statements was 4.26. It is in the "Totally Good" category as the mean score is between 4.20-5.00. There are four statements in the questionnaire (S1, S3, S5, and S6) that can be interpreted that the students "Strongly agree" to a specific condition in the instruction or, in other words, the students have a "Very Good" appraisal toward RLP as the means are in the class

interval between 4.2-5. Six statements in the questionnaire indicate that the students "Agree" with the instruction condition or have a "Good" appraisal toward RLP as the means are in the class interval between 3.40-4.19.

The student's perception of the electronic reflective portfolio is good, and learning techniques can help students develop their independence and increase their academic achievement. And they are growing more self-reliant and assured of their ability to learn. [22]. The students perceived the importance of academic writing skills as there is a need to write academic essays. According to [30], students in higher education, especially those in graduate programs and those enrolled in professional programs, need to understand the value of excellent writing abilities and be able to assess the writing of others objectively. Students get experience refining their academic writing skills in a professional setting when they practice writing argumentative essays in academic writing classes.

After the writing session was finished, fifteen students were interviewed using an electronic reflecting portfolio. The students were questioned on two different subjects. They are as follows: (1) the advancement of the writing; and (2) the emerging problems during the implementation of the electronic reflective learning portfolio.

3.1.2 Students' perception of their writing development in implementing Electronic Reflective Portfolios from the interview

3.1.2.1 Improving students' grammar and vocabulary

All fifteen participants talked about grammar and vocabulary when they talked about how they thought their writing had improved. Ten students admitted to committing grammatical errors and improper sentence arrangement. The feedback informed them of this. In their next writing task, they made the necessary changes.

S1: I think the e-portfolio kindly assist me in becoming a better writer. Now I have better grammar and vocabulary. I can write four paragraphs now.

S7: The E-portfolio improves my writing in terms of grammar and vocabulary because I can minimize grammatical errors and revision processes.

I have better writing and fewer grammatical errors (S8, S9, and S10).

Other responses were given by students 2, 3, 4, and 5.

RLP makes me aware of grammar because my lecturer and friends give me feedback.

S9: E-portfolio helped me in order to construct my essay and build a strong case for my thesis statement.

One student said he improved his vocabulary, grammar, and sentence structure. Similarly, another student said he could produce better sentences after doing all the writing tasks in the e-portfolio.

3.1.2.2 Overcoming writing difficulty

S1: I am shy and unwilling to ask questions if I have any difficulties, but now I can discuss my problem with my lecturer and friends.

*S3: Electronic Portfolio helps overcome **my writing difficulty**. I can gain a greater comprehension because of the teacher and peer feedback. (3) Working collaboratively within a group*

S8: I think an e-portfolio makes me more confident. It helps me overcome my writing difficulties, such as grammar and vocabulary problems.

S11: RLP helps me to overcome my writing difficulties. Now I understand the generic structures and linguistic features and enriching vocabulary.

It was observed that the majority of students believed that utilizing electronic reflective portfolios helped them enhance their writing abilities. This was determined based on the students' perceptions of using electronic reflective portfolios. The students viewed RLP as an approach that may help them enhance their writing abilities, find solutions to the challenges they faced with their writing, and work together more effectively. This discovery lends credence to the prior research conducted by [31]. They mentioned that teaching students writing strategies helps them enhance their writing and handle the challenges they encounter.

3.1.2.3 Improving students' confidence in writing

Based on the findings of the interviews, it is noted in the following response that the students felt that an e-portfolio might give them more confidence in their writing abilities.

S2: RLP helps me have more confidence because I am not afraid to make mistakes anymore, especially grammar mistakes.

S3: I think I have become more confident in writing because I can discuss difficulties with my friend and lecturer.

I have more confidence (S1, S4, S5)

3.1.2.4 Improving students' understanding of the learning writing tasks

According to the findings of the student interviews, the students believe the e-portfolio has the potential to assist them in better comprehending the learning writing activities. This is mentioned in the response that follows.

S1: E-portfolio helps me to understand the writing tasks because the steps are clear and there is a discussion.

S7: I think I understand more because the lecturer is always willing to give feedback, not only collect the text.

S11: I think I understand more about the material and what to write in an essay. I know about schematic structures and linguistic features of an Argumentative essay.

S15: I think I have more understanding because of the feedback from my lecturer. We also have a group discussion to discuss our essay, so we can revise it before we collect it to the lecturer.

3.1.2.5 The contributions of teacher's and peers' feedback

According to the interview results, the students felt that feedback was essential for adopting the electronic reflective portfolio, as seen in the following response.

S1: I think I feel nervous at the beginning. I am afraid to make mistakes. But I enjoyed the process, and now I am not scared anymore.

I am afraid of making mistakes in feedback (S2, S3, S4, and S5).

When the students were asked if the procedure to give feedback is compelling enough, they gave various answers.

S1: I think it is ok, miss. The lecturer gave us guidance on how to provide feedback. It is practical and beneficial.

S1: Sometimes, I do not realize of making mistakes. Feedback helps improve my writing.

S3: Comments from my friends and lecturer are constructive. Initially, I felt nervous to read the comment, but not anymore.

S8: Yes, I become more aware when I read a text. I hope that I can help my friends with my comments.

S13: Sure. Reading my friends' essays and giving comments is advantageous because I need to learn and understand the material first. So I read more.

S3, S5, S11, and S15: Teacher and peer feedbacks are beneficial.

All participants acknowledged that combining teacher and peer criticism into the online portfolio implementation improved their writing abilities. They can see their errors and become better writers due to the criticism. Students could identify what they should do adequately in their writing by considering not just the comments and ideas of their classmates but also those of their teachers. One student shared that the criticism she received from both her classmates and her teacher had prompted her to write with greater care, as well as to read extensively and engage in extensive writing practice, which ultimately led to improved quality of her writing.

3.1.2.6 Contributions of reflection

The students' own reflections have the potential to assist them in developing their writing skills. When students write a consideration, it helps them become more conscious of their strengths and flaws, which helps them enhance their writing skills overall.

S8: Writing a reflection enables me to review what I had written previously and avoid making mistakes.

S10: When we know our weaknesses, we can improve our writing by avoiding the same mistakes.

A statement to the same effect demonstrates the importance of reflection in assisting students in developing their writing: *I was initially unsure of what I should write, but after reading and rereading my work, I became aware of my strengths and limitations.*

3.1.3. Students' perception of the problems in implementing an electronic reflective Portfolio

The second finding showed the challenges the students faced while implementing the electronic reflective portfolio. Five problems were found in the performance of the electronic reflective portfolio. They are limited vocabulary, grammatical errors, un-

familiarity with the blog, internet connectivity, and difficulties in writing comments. The explanation is as follows.

3.1.3.1 Limited Vocabulary

Based on the interview result, most students said that problems throughout implementing a reflective learning portfolio are often caused by their limited vocabulary, according to what is mentioned in the following response.

S1: I think most of my problems are caused by my limited vocabulary. It makes me suddenly stop writing because I don't know how to write it in English.

S2: If the topic is unfamiliar, I don't have a lot to talk about. I don't remember a lot of vocabulary (S2, S3, S4, and S5)

S6: I can write an extended essay if I am familiar with the topic. But If I am unfamiliar with the issue. I occasionally struggle with writing because of my limited vocabulary.

The problem was also encountered by student 8.

S8: There are many words that I don't understand if the topic is complicated.

3.1.3.2 Grammatical Error

According to the findings of the student interviews, the students asserted that difficulties encountered when using the reflective learning portfolio typically have linguistic faults as their core reason. This is supported by the response that can be seen below.

R: Did implementing an electronic reflecting portfolio present any challenges?

S1: Beside vocabulary? It's grammar, miss. Sometimes I confuse about the grammar.

After the implementation of the e-portfolio, my grammar is getting better.

S2, S3, S4. And S5: The problems in writing are a lack of vocabulary and grammar.

S6: I think I still struggle with grammar.

S7: Hmmmm, Sometimes I need more time to deal with grammar.

3.1.3.3 Unfamiliarity with the blog

The majority of students view the blog as a useful technological tool that assists them in enhancing their writing. But some students had trouble setting up and running the blog, even though they were given instructions.

S1: I have no idea how to upload the essay. I believe it was the challenge I encountered at the time.

S3: My writing was not published successfully. I need help.

Several students became aware of issues their friends had experienced due to activities including blogging. They observed that some of their other pals had difficulty establishing their blogs and online portfolios. When this occurs, evaluation from peers and teacher feedback becomes vital.

The distinct appearances of each student's blog page presented another problem when using the blog. This was because WordPress allows for the customization of its themes and functionalities. Other processes were required for each student to operate with their blog, and those processes may be learned by becoming familiar with the elements of the site.

3.1.3.4 Internet connectivity

In terms of the information and communications technology (ICT) facilities, there was an issue with internet access, which made it difficult to use the blog in the writing session.

S3: I cannot update my electronic portfolio when the internet connection is terrible.

One student claimed in his interview that when he encountered internet connection problems, he could not manage his blog competently. Some further students raised the same concerns, illustrated in the student interviews in the following paragraphs. The blog does, on occasion, contain a typographical error. Students were left confused due to the problems produced by the poor internet connection; it seems to impact the blog page's design.

S9: I occasionally have trouble posting my work. It sometimes shows up and other times it doesn't.

The students' slow adoption of the technology tools or technical issues like computer and internet access impacted the online peer feedback activities. Students must have been able to post their work to their blog within the allotted time frame to participate in the online feedback activities.

3.1.3.5 Difficulties in writing comments

Students were given instructions on writing comments based on the writing rules provided in the academic writing handbook before they were asked to comment on their classmates' writing for the initial assignment. The peer's writing piece being critiqued was provided with written comments rather than graded. Feedback was given to the students as part of the evaluation for learning, which was made to help students get better at writing. Because the vast majority of students lacked prior experience writing comments on the writing of others, they lacked the self-assurance necessary to provide constructive criticism to their classmates.

S7: Because I occasionally struggle to grasp what they are writing about—possibly due to my grammar—I find it challenging to offer comments. I do sometimes forget.

S10: I am afraid of making mistakes in my comments. I wasn't certain if what I said was correct or incorrect.

3.2 Discussion

This study sought to learn how students perceived their writing's growth as well as the challenges associated with establishing the electronic reflective portfolio. Based on the analysis of the interviews and reflections of the students, it was determined that

the students viewed the electronic reflective portfolio and all of its components as useful instruments for their progression as writers.

The study reported six distinct ways in which their writing has improved. They are known for improving grammar and sentence structure, overcoming writing difficulty, improving students' confidence in writing, improving students' understanding of learning writing tasks, contributions of both the teacher and peers' feedback, and contributions of reflection. This data is credited to the prior research conducted by [31], which concluded that teaching students writing strategies can assist them in overcoming writing challenges. Using a reflective learning portfolio helped the students enhance their performance in terms of their writing correctness. This discovery lends credence to the prior research conducted by [8]. They claimed that teaching students writing strategies helped them enhance their writing and handle the challenges they encountered.

The second finding revealed that the students faced four problems using electronic reflective portfolios. They are limited vocabulary, grammatical errors, unfamiliarity with the blog, internet connectivity, and difficulties in writing comments. This finding is credence to an earlier study conducted by [32], who found that English grammar is difficult; therefore, the students need to learn English grammar. All EFL programs in Indonesian colleges place a high priority on writing, a necessary ability that many students find difficult to acquire [20][24] [25] [27]. Some students encounter writing problems, including content, organization, vocabulary, grammar, and mechanics [26] [27] [28]. The problems encountered by the students in creating a blog align with [21] and [23], who said many students faced problems writing text in the weblog. Therefore, they need time to become familiar with the weblog.

It was observed that the majority of students believed that utilizing electronic reflective portfolios improved their writing abilities. It was determined based on the students' perceptions of using electronic portfolios. The students consider RLP as an approach that may help them enhance their writing abilities, find solutions to the challenges they face with their writing, and work together more effectively. This finding lends credence to the earlier research by [33]. They mentioned that teaching students writing strategies helps them enhance their writing and handle the challenges they encounter. Students understood the need to develop their academic writing skills because they were required to produce essays for their classes. According to [30], students in higher education need to grasp the significance of having strong writing abilities and be able to evaluate the writing of others critically. It is especially important for students enrolled in graduate school or professional training programs. Students get experience refining their academic writing skills in a professional setting when they practice writing argumentative essays in academic writing classes.

This finding is compatible with the results of [34] and [35]. They found that writing with an electronic portfolio makes students feel at ease when completing their writing assignments. In addition, [17] confirmed this finding by stating that students can comfortably express their thoughts, feelings, and judgments when they write an essay on a topic that requires reflection and said that this type of essay is beneficial.

Given these findings, one may deduce that the students' perceptions of their portfolios have the potential to improve their writing communication. Students can pro-

vide feedback to their classmates through an electronic reflective portfolio [8] and [36]. This feedback can include arguments, compliments, corrections, and suggestions on correcting the mistakes made. It is to strengthen their written communication skills. A portfolio is a helpful teaching tool for writing, according to [37] and [38]. Both of these studies backed up this assertion. They also mentioned that a portfolio is a tool that can assist the students in becoming more proficient in their writing studies. Students can read and provide criticism on their peers' writing using an electronic portfolio. It indicates that they can view the essay of others and gain knowledge from them, including comments, arguments, corrections, and suggestions made by their peers. According to [39], a reflective learning portfolio offers students feedback, enabling them to gain knowledge from experience.

Students receive feedback from their peers and their teachers during the e-portfolio exercises. The results showed that the students thought receiving feedback from their teachers and peers was important for developing their writing abilities. This outcome is consistent with the conclusion [38] reached, which said that feedback from teachers and peers helped track students' improvement in writing. According to [36], including reflective essays in students' portfolios can improve their writing due to its social, cognitive, and affective benefits. For the action of creating an electronic reflection portfolio, the direction is required. The best way for professors to help pupils improve their writing is to offer sound guidance. The findings indicated that the students felt they received adequate direction from the instructor during the e-portfolio activity. It supports the findings that [40] found, namely that the learning process includes involvement, transaction, and the giving of written feedback, all of which are compatible with the principles of the sociocultural approach. [3] stated that it is the responsibility of teachers to direct the process of their students' writing activities. Because students may struggle with various issues when writing, this instruction may be given in the form of personal advice. It showed that the lecturer provided her pupils with good advice while preparing the portfolio. It verified the findings of [38]. They found that the information given to students in the form of feedback within an e-portfolio enables them to track their progress concerning the learning goals they have set for themselves. According to [11], a reflective portfolio provides a chance for teachers and students to be aware of the learning objectives and the work being made toward reaching them.

The discovery revealed that the students believed electronic reflective portfolios assisted them in recognizing both their strong and weak points. This finding indicates that the e-portfolio gives individuals the opportunity to do self-evaluations. Students can realize their attainment of goals and standards, discover gaps in their development or understanding, and recognize abilities that require more effort when they create a portfolio to document their learning. Self-evaluation based on one's own predetermined goals is another application of this tool. According to [41], students using portfolios can better identify their areas of improvement and strengths. These conclusions were supported by [33] investigation. They claimed that the use of portfolios facilitates students' ability to learn independently. Students create writing plans with the goal of enhancing their writing, broadening their perspectives, exercising critical

thought, and learning about useful resources for problem-solving. Sadly, it is difficult to implement for pupils with lower competency levels (Aini and Ashadi).

In addition, Qi and Vandersall [8] discovered that students were better able to modify their work with the use of portfolios because they could observe and learn from the writing of others in the form of comments, arguments, corrections, and ideas from their classmates. It indicates that the students are allowed to revise their work by considering the mistakes and statements made by their classmates. Learner autonomy in writing can be developed through the use of an electronic portfolio. It required key components such as metacognition knowledge, social skills, and critical thinking on the participants' part.

Students have the chance to evaluate their work and think about the steps they are taking to take ownership of their personal growth and development through reflection [33]. With the aid of the comments, corrections, and suggestions contained inside the reflective learning portfolio, students can assess their growth as writers. By reading the comments that their teachers made on their written work, students can get a better understanding of where they need to improve. By helping the students identify and resolve their own problems, the portfolio also teaches them how to become self-directed learners. They corrected their mistakes in a variety of ways.

The results showed that the lecturer's role is crucial when putting the electronic reflective portfolio into practise. This result supports the assertions of [19] and [22] that learning portfolios promote reflective thinking and facilitate the positive effects of reflection, which, when carried out with the help of a mentor or collaborator, positively affected the improvement of the learners. This finding demonstrates that this assertion is supported by the data presented here. The conclusion drawn from this finding is that the students' felt feedback was necessary and helpful in enhancing their writing. The data also shows that, at first, individuals are worried about making mistakes in their replies since they do not want to appear ignorant. Two of the students were concerned about providing criticism to their other classmates. This finding supports a previous study by [42], which found that a number of variables contribute to the success of learner autonomy. They are self-management, reflective posture, independent learning, suitable process attitude, openness to collaboration, engagement, and exchange with peers, and self-managements.

4 Conclusion

This study examined the students' perception of their writing development and the problems throughout implementing the Electronic Reflective Portfolio. The finding showed that students positively perceived the implementation of an electronic reflective portfolio in the writing class. The students were completely engaged in each step of the learning activities. The use of an electronic reflective portfolio helped them to write a greater length, with a clear schematic structure, indicating students' improvement in capacity to construct successfully organized texts and encouraging them to write better. Students felt that self-reviewing activities aided in their improvement as writers. Students emphasized in the feedback activities that the online implementa-

tion's inclusion of feedback had improved their writing abilities. They could correct their writing's errors thanks to the feedback they obtained from their teacher and classmates. Overall, the components of the online portfolio helped students write better in the areas of organization and language. The study also revealed that the students faced four problems using electronic reflective portfolios. They are limited vocabulary, grammatical errors, unfamiliarity with the blog, internet connectivity, and difficulties in writing comments.

Additionally, the study contends that instructors' comprehension of and readiness to assume and enhance their role as facilitators in the learning environment are necessary for successful implementation of writing strategies. The highlighted essential findings are that the e-portfolio improved the students writing of argumentative text in the social, cognitive, and affective domains. Socially, written communication is enhanced as they communicate through reflection and feedback with their peers and teachers. This social benefit also led them to be more active in participating in the activity.

References

1. Indriani, K. S., & Widiastuti, N. M. A. (2021). Students' attitude towards English Online Learning through Moodle During the Covid-19 Pandemic. *Celtic: A Journal of Culture, English Language Teaching, Literature and Linguistics*, 8(2), 190-205.
2. Karpova, K. (2020). Integration of "Write and Improve" AWE tool into EFL at higher educational establishment: case study. *Celtic: A Journal of Culture, English Language Teaching, Literature and Linguistics*, 7(2), 137-150.
3. Barrett, H. C. (2006). Using electronic portfolios for formative/classroom-based assessment. *Classroom Connect Connected Newsletter*, 13(2), 4-6.
4. Harmer, J. (2004). *How to Teach English*. Pearson Education Limited
5. Hyland, K. (2003). *Second Language Writing*. Cambridge University Press.
6. Richards, J. C. & Renandya, W. A. (Eds.). (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge university press.
7. Jenson, J. D. (2011). Promoting Self-Regulation and Critical Reflection through Writing Students' Use of Electronic Portfolio. *International Journal of ePortfolio*, 1(1), 49-60
8. Qi, J., & Vandersall, K. (2007, March). Facilitating reflective practice for pre-service teachers through electronic portfolio development. In *Society for Information Technology & Teacher Education International Conference* (pp. 2609-2616). Association for the Advancement of Computing in Education (AACE).
9. Evans, N. W., Hartshorn, K. J., McCollum, R. M., & Wolfersberger, M. (2010). Contextualizing corrective feedback in second language writing pedagogy. *Language Teaching Research*, 14(4), 445-463.
10. Zubizarreta, J. (2008). The learning portfolio: A powerful idea for significant learning. *The IDEA Center*. 44.
11. Zubizarreta, J. (2009). *The learning portfolio: Reflective practice for improving student learning*. John Wiley & Sons.
12. Vurdien, R. (2013). Enhancing writing skills through blogging in an advanced English as a Foreign Language class in Spain. *Computer assisted Language learning*, 26(2), 126-143.
13. Huang, H. Y. C. (2016). Students and the Teacher's Perceptions on Incorporating the Blog Task and Peer Feedback into EFL Writing Classes through Blogs. *English Language Teaching*, 9(11), 38-47.

14. Said, N. E. M., Yunus, M., Doring, L. K., Asmi, A., Aqilah, F., & Li, L. K. S. (2013). Blogging to enhance writing skills: A survey of students' perception and attitude. *Asian Social Science*, 9(16), 95.
15. Corley, C. R., & Zubizarreta, J. (2012). The Power and Utility of Reflective Learning Portfolios in Honors. *Journal of the National Collegiate Honors Council*, 13(1), 63-76.
16. Van Wyk, M. M. (2017). Exploring student teachers' views on e-portfolios as an empowering tool to enhance self-directed learning in an online teacher education course. *Australian Journal of Teacher Education (Online)*, 42(6), 1-21.
17. Ayan, D., & Seferoğlu, G. (2011). Using electronic portfolios to promote reflective thinking in language teacher education. *Educational Studies*, 37(5), 513-521.
18. Liang C., Chi-Cheng Chang, Kuen-Ming Shu, Ju-Shih Tseng & Chun-Yu Lin (2016) Online reflective writing mechanisms and its effects on self-regulated learning: a case of web-based portfolio assessment system, *Interactive Learning Environments*, 24:7, 1647-1664
19. Rahimi, S., Ghonsooly, B., & Rezai, A. (2021). An Online Portfolio Assessment and Perception Study of Iranian High School Students' English Writing Performance during the COVID-19 Pandemic. *Teaching English as a Second Language (Formerly Journal of Teaching Language Skills)*, 40(3), 197-231.
20. Efendi, Z., Usman, B., & Muslem, A. (2017). Implementation of portfolio assessment in teaching English writing. *English Education Journal*, 8(2), 187-198.
21. Ross, J. (2014). Engaging with "webness" in online reflective writing practices. *Computers and Composition*, 34, 96-109. Taiwan. *Educational technology research and development*, 58(2), 211-227.
22. Abrami, P. C., Bures, E. M., Idan, E., Meyer, E., Venkatesh, V., & Wade, A. (2013).. Electronic portfolio encouraging active and reflective learning. In *International handbook of metacognition and learning technologies* (pp. 503-515). Springer, New York, NY.
23. Lin, Q. (2008). Pre-service teachers' learning experiences of constructing e-portfolios online. *The Internet and Higher Education*, 11(3-4), 194-200.
24. Yulianawati, I., Saleh, M., Mujiyanto, J., & Sutopo, D. (2022). The effectiveness of writing techniques in improving students' writing ability with different self-esteem. *Studies in English Language and Education*, 9(1), 30-44.
25. Wijayanti, P., Bharati, D. A. L., & Mujiyanto, J. (2015). The use of written feedback technique to improve the practice of grammar for sentence writing competence. *English Education Journal*, 5(1).
26. Fitriati, S. W., & Yonata, F. (2017). Examining Text Coherence in Graduate Students of English Argumentative Writing: Case Study. *Arab World English Journal*, 8 (3).
27. Afifi, N. (2021). Exploring the use of grammatical metaphor in Indonesian EFL learners' academic writing.. *Indonesian Journal of Applied Linguistics*, 10(3), 718-730
28. Cakrawati, T. D., & Wiedarti, P. (2019). E-portfolios and e-dialogue journals: Exploring their use in teaching writing skills. *LingTera*, 6(1), 51-6.
29. Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (1993). How to design and evaluate research in education (Vol. 7). New York: McGraw-hill.
30. Miyata, H. (2002). A study of developing reflective practices for pre-service teachers through a web-based electronic teaching portfolio and video-on-demand assessment program. In *Society for Information Technology & Teacher Education International Conference* (pp. 1385-1389). Association for the Advancement of Computing in Education (AACE).
31. De Silva, R., & Graham, S. (2015). The effects of strategy instruction on writing strategy use for students of different proficiency levels. *System*, 53, 47-59.
32. Fitria, T. N. (2021). STUDENTS' ABILITY IN THE STRUCTURE AND WRITTEN EXPRESSION SECTION IN TOEFL PREDICTION TEST. *Celtic: A Journal of Culture, English Language Teaching, Literature and Linguistics*, 8(2), 152-163.

33. Sabooni, M., & Salehi, N. (2015). The impact of reflective learning portfolio on the development of writing accuracy. *Journal of Social Issues & Humanities*, 3(1), 203-206.
34. Warni, S. (2016). *Implementation of online portfolios in an Indonesian EFL writing class* (Doctoral dissertation, University of Sheffield).
35. Zellers, M., & Mudrey, R. R. (2007). Electronic portfolios and metacognition: A phenomenological examination of the implementation of e-Portfolios from the instructors' perspective. *International Journal of Instructional Media*, 34(4), 419-431.
36. Mazlan, K. S., Sui, L. K. M., & Jano, Z. (2015). Designing an e-portfolio conceptual framework to enhance written communication skills among undergraduate students. *Asian Social Science*, 11(17), 35
37. Hegarty, B., Williams, G., Statham, P., Brown, N., & Cleland, B. (2011). Is reflective writing an enigma? Can preparing evidence for an electronic portfolio develop skills for reflective practice. *Changing demands, changing directions proceedings ascilite*, 580-593.
38. Farahian, M., & Avarzamani, F. (2018). The impact of Portfolio on EFL learners' metacognition and writing performance. *Cogent Education*, 5(1), 1450918.
39. Kocoglu, Z., Akyel, A., & Ercetin, G. (2008). Pen/paper and electronic portfolios: an effective tool for developing reflective thinking of Turkish EFL student teachers?.
40. Aini, R., & Ashadi, A. (2022). Teachers' Feedback on EFL Writings from Sociocultural Perspective. *Indonesian Journal of EFL and Linguistics*, 7(1), 69-86.
41. Boumediene, H., Bavaharji, M., & Berrahal, F. K. (2018). The effect of using Twitter on improving EFL students' writing: A case study. *International Journal of Humanities and Social Science Invention*, 5, 26-32.
42. Little, D. (2003). *Learner autonomy and second/foreign language learning*. Trinity College Dublin

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

