

**USING BLOG FOR DIGITAL PORTFOLIO ASSIGNMENTS IN  
CALL COURSE**

**THESIS**

**Submitted in partial fulfillment of the requirement for the Degree of  
Sarjana Pendidikan (S.Pd) In Teaching English**



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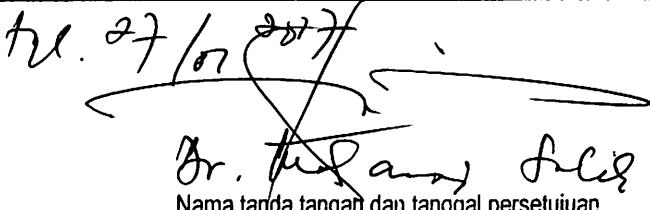


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## ABSTRACT

Muklas Baydhowi, Mukhammad. (2017). "*Using Blog for Digital Portfolio Assignments in CALL 2 Course*. A Thesis. English Education Department, Faculty of Education and Teacher Training, State Islamic University of Sunan Ampel Surabaya. Advisor: Mohammad Salik.

Key words: Blog, Digital Portfolio Assignments, CALL 2

This study is a study about *Using Blog for Digital Portfolios Assignment in CALL Course*. This study conducted at English Education Department, Faculty of Education and Teacher Training, State Islamic University of Sunan Ampel Surabaya. This research aims to know the advantages and disadvantages, to know the students' difficulties and to explain the students' solution to solve their difficulties of using blog for digital portfolios assignments in CALL 2. This research design of the research is a descriptive qualitative research. The data was collected by document review and interview gained from the seventh students of 2014/2015 academic year that already passed CALL 2 course as respondents. The object of this research is the use of blog for digital portfolios assignment in CALL 2. The subject of this research is seventh semester students of English Education Department, State Islamic University Sunan Ampel Surabaya in academic year 2014/2015 that already passed CALL 2. The result of this research are there were six categories of advantages using blog for digital portfolios assignments, they are evidence of learning, skill development, reflection, storage space, cost efficiency and accessible whereas the disadvantages are time consuming, frustration and privacy issues. The difficulties faced by students are technical problems and content problem. Then, the students way solve their problems are searching resources on internet, ask to lecturer and ask to friends.

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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

The technologies usage in the aspect of life in the recent era grows up since there are innovation and development of technology rapidly in worldwide society. Nowadays, all technologies are closely related to the use of internet connection. By the existence of internet, it brings human accesses in acquiring source of science and technology freely and practically. The use of technology and internet also occur in educational system.

The advancement in technology and internet today require students to be able to do things practically and effectively. The need of concept and mechanism-based teaching and learning of technology information seems to be a fundamental requirement in education that can't be replaced. It was written in legislation Republic of Indonesia on Higher Education no. 12 year 2012 that:

*“Higher education as part of the national education system has a strategic roles in the intellectual life of the nation and advance science and technology by observing and applying the values of humanities along with cultivation and sustainable empowerment of Indonesia”<sup>1</sup>*

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<sup>1</sup> Direktorat Jenderal Pendidikan Tinggi, Depdikbud. (Jakarta: Depdikbud, 2012), 1

By the existence of technology, learning English becomes more fun and interesting by applying electronic usage in education that refers to electronic learning. Electronic learning brings changes in education. Of course, a new breakthrough requires students to be responsible in their learning. It means students do not learn English in real time or face to face with the lecturers or teachers, but students and teachers or lecturers are set in a situation where they can interact through digital or virtual word.

One of new breakthrough in electronic learning in virtual world is the existence of digital portfolios. It has been described as the next big thing in higher education computing.<sup>2</sup> Digital portfolio (also known as e-portfolio, e-folio and web-folio) is the product created by the students which contains a collection of digital artifact articulating experiences, achievement and learning.<sup>3</sup> It can be formed of photo, audio, video, media, journal, etc. Digital portfolio considers becoming important in education, especially in higher education or university because it is suitable with the students trends in technology now. With a digital portfolio, students are demanded to demonstrate their learning progress, and reflect on what and how they have learned as well as devise their plans.<sup>4</sup>

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<sup>2</sup> Helen C. Barrett, "*The Role of Portfolios*", (<http://w.electronicportfolios.com/portfolios/ConnectedNewsletter-final.pdf>, accessed 20 Aug 2016.)

<sup>3</sup> Lisa Gray, "*Effective Practice with e-Portfolios*". Supporting 21<sup>st</sup> century learning. (JISC, Bristol, 2007), 6

<sup>4</sup> J Chau, "*Three stages of apprenticing students into portfolio ownership*". In G.O'Neill, S. Huntley-Moore, & P. Race (Eds.), *Case studies of good practices in assessment of student learning in higher education*, Dublin: All Ireland Society for Higher Education. 2007), 134

Digital portfolio is not only the term in education research, but also as one of learning and assessment usage<sup>5</sup>. However in Indonesia, digital portfolio usage is rarely used rather than traditional portfolios in education. Through digital portfolio, both lecturers and students don't need to carry portfolio anywhere. They simply access the internet anywhere and everywhere. Term of digital portfolio is used to describe the process and result of portfolio tasks that stored in electronic format through blog or web.

One media that can be used in the implementation of digital portfolios is weblog or blog. Blog (also known as weblog or personal journal) is a new media for people to express their own words, ideas and thought in public.<sup>6</sup> This online media rapidly become most popular among internet user since most of users (called as bloggers) use it for self-expression and sharing such things as writing, videos, pictures, etc.

English Teacher Education Department State Islamic University Sunan Ampel Surabaya has CALL as one of the courses. CALL is one of elective course which has many advantages in learning and teaching English. In CALL, most activities of learning use computer and internet during the lesson. Generally, the lesson was held in online class and only two meetings were held in the class. All the learning process mostly used

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<sup>5</sup> G Cheng. "Implementation Challenges of The English Language Eportfolio System from Various Stakeholder Perspectives". (Journal Educational Technology Systems, 2008) .37(1), 97

<sup>6</sup> Rebecca Blood. "Weblogs: A history and perspective". In Editors of Perseus Publishing (Eds.) 2002.

computer usage. In CALL, all activities of learning mostly used computer for giving assignment, asking students to create media and product in form of digital form by using various software or application. Finally, Students asked to store their works using blog.

There are two CALL courses that must be passed by students. CALL 1 is studied by the sixth semester students and CALL 2 is offered in the next semester (Seventh Semester). In CALL 2, there was no class meeting and most of learning activities held in online class. During CALL 2, lecturer gave students assignments and material weekly. Most of assignments were done in digital form such writing, photo, audio, video, etc. At the end of course, the lecturer asked students to upload their work collection on their personal blog as reflection of learning and as final assignment.

In this research, students work collection refers to digital portfolio assignment. According to Halen Barrett, portfolio is a collection of work that a learner has collected, selected, organized, reflected upon, and stored through World Wide Web or blog.<sup>7</sup> Students were also asked to upload their work on their personal blog during learning process of creating online assignments and blogging.

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<sup>7</sup> Hellen Barret, "Using Electronic Portfolios for Classroom Assessment. (Connected Newsletter: Vol. 13, No. 2, 2006), 4-6

However, some of students had difficulties in doing the tasks because students have lack of technology knowledge. They also find some problems with internet connection when they did the online assignments. One of students said that she had no experience before to do online assignments and using blog to storage their collection of work because the use of digital portfolio still rarely implemented in Indonesia.

There are some previous studies which have related to this research. First, the research was done by Kristen J. Steele entitled “*A thesis in What It Takes: Issues In Implementing Electronic Portfolios*”.<sup>8</sup> In this research, the findings contributed to the explanation about the implementation of e-portfolios which are long-term one and it may need several years before the full benefits will be seen. He also added that students and academic staff who used an electronic portfolio system need the time, skill and resources to do so successfully implement digital portfolio.

Second, a dissertation was conducted by David J Emmett entitled “*Student Engagement with an ePortfolio: A Case Study of Pre-Service Education Students*”.<sup>9</sup> He concluded that some of students were encouraged to use the ePortfolio as learning and employability tool, but most students

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<sup>8</sup> Kristen Steele, *What it takes :Issues in Implementing Electronic Portfolios*. Independent Studies and Capstones. Paper 444. Program in Audiology and Communication Sciences, (Washington University School of Medicine: 2009)

<sup>9</sup> David J. Emmett, “*Student Engagement with an ePortfolio: A Case Study of Pre-Service Education Students*.” (Queensland University of Technology: 2011), 13

ultimately disengage after completing the assessment task. It proved by the result of research survey there are only six of the forty-five student (13%) who used ePortfolio in a sustained manner.

Those research findings have inspired the researcher in conducting the research. The first aim is advantages and disadvantages using blog for digital in CALL 2. The second aim is to find what students' difficulties in using blog for digital portfolio and how they solve their problems. The third aim is to find students' ways in solving their difficulties in using blog for digital portfolios assignment in CALL 2.

#### **B. Problem of the Study**

As the reasons mentioned above, the aim of this research will answer these following questions:

1. What are advantages and disadvantages of using blog for digital portfolios assignment in CALL 2?
2. What are students' difficulties when they use blog for digital portfolios assignment in CALL 2?
3. What are students' solution to solve their difficulties of using blog for digital portfolios assignment in CALL 2?

#### **C. Objective of the Study**

In this research, the objective of this study, are:

1. To know advantages and disadvantages of using blog for digital portfolios assignment in CALL 2.
2. To know the students' difficulties using blog for digital portfolios assignment in CALL 2.
3. To explain the students' solution to solve their difficulties of using blog for digital portfolios assignments in CALL 2.

#### **D. Significant of the Study**

The result of this study can give some advantages for lectures, other researcher and students. Here the advantages of the study are:

1. The CALL lecturers

In this research, the researcher hopes the result of this research can be as feedbacks in teaching and learning process and also can be useful information for CALL lectures as references to determine the difficulties and solutions in future. In addition, it can be as evaluations to the lecture consider what students' need in learning English.

2. Other researcher

For further research to other researchers who are interested in the similar topic of this research, this is hoped as useful information and can be references in conducting further research.

### 3. Students

From the finding of this research, the researcher expected students to be more creative, interested and enthusiastic in learning by the existence of blog itself. Because the digital portfolios present in varieties form that can help students to learn and develop it.

#### **E. Scope and Limitation of the Study**

This research takes place at State Islamic University of Sunan Ampel Surabaya. The subject of this research is implemented to seventh semester students of English education department in academic year 2014/2015 that already passed CALL 2. In CALL 2, students did some digital portfolios assignments during one semester in their own blog. From those digital portfolios assignment in blog, the researcher intends to know advantages and disadvantages using blog for digital portfolios assignments in CALL 2. In addition, the researcher also interest to know students' difficulties using blog for digital portfolios assignment in CALL 2. Then, the researcher want to know students' way in solving their difficulties during the process of using blog for digital portfolios assignment. To answer this research questions, researcher used document review and interview. Afterward respondents answered all the questions what they experienced in CALL 2.



## F. Definition of Key Term

### 1. Blog

Blog is electronic journals that allows the users to keep update their writing on a website.<sup>10</sup> In this research “Blog” refers to a media for students to post all their digital portfolios.

### 2. Digital Portfolios

A digital portfolio is a computer-based collection of student performance over time.<sup>11</sup> In this research, digital portfolios are form of the collection of students’ assignment on such as, literary work, photos, media, videos tutorial and so on.

### 3. CALL (Computer Assisted-Language Learning)

Beatty stated that CALL is any process in which a learner uses a computer and, as a result, improves his or her language<sup>12</sup>. In this case, CALL 2 is an elective subject which is provided by English Teacher Education Department to give them how to uses media in teaching English. Thus, the researcher wants to explore the advantages and

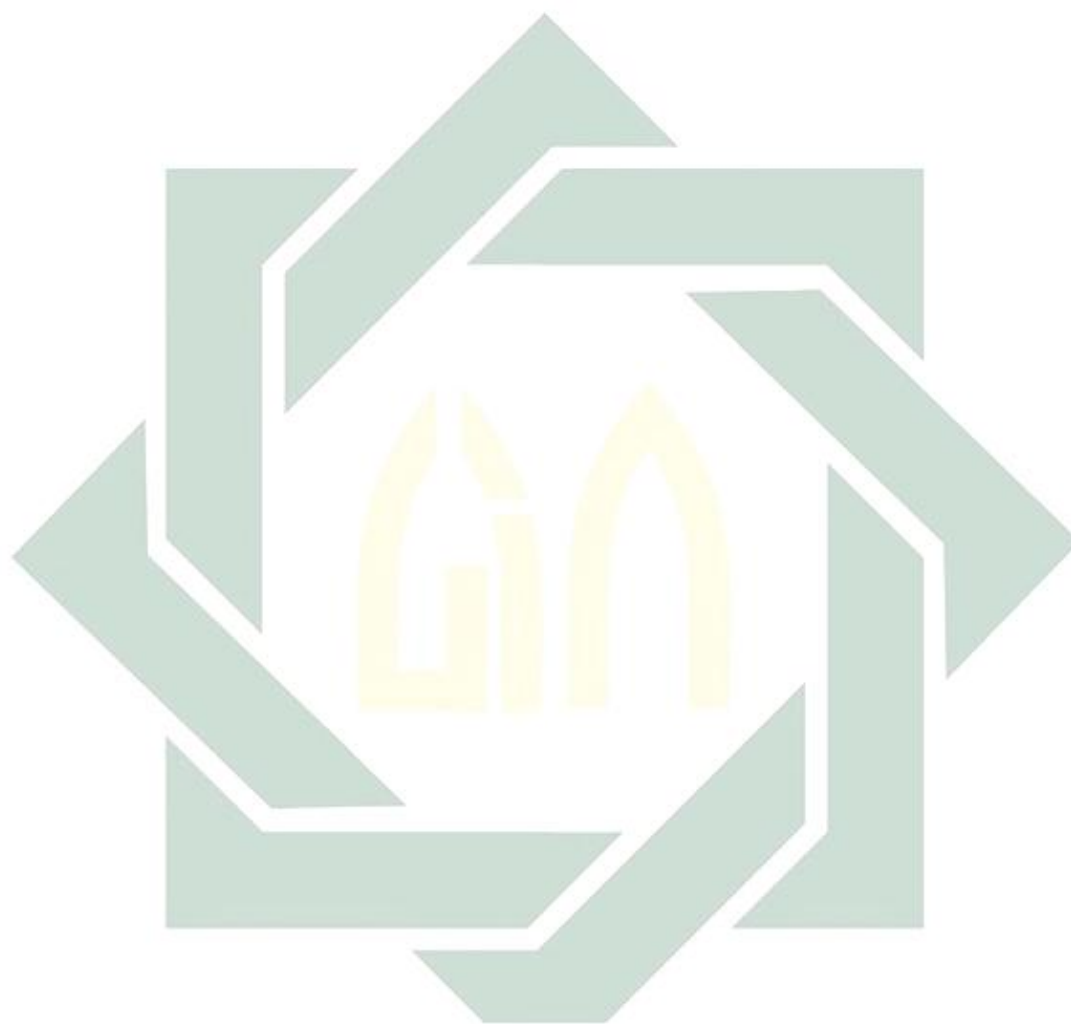
<sup>10</sup> Johnson A., “*Creating a writing course utilizing class and student web logs*. (The Internet TESL Journal, X(8), 2004). ([http://iteslj.org/Techniques/Johnson-Web\\_logs/](http://iteslj.org/Techniques/Johnson-Web_logs/) October 9, 2016)

<sup>11</sup>David Niguidula. “*The Digital Portfolio: A Richer Picture of Student Performance*”. (Oakland, CA: Coalition for Essential Schools, 2002).

<sup>12</sup> Ken Beatty, “*Teaching and researching computer-assisted language learning*” (Harlow, England; New York: Longman, 2010). 7

disadvantages of using blog for digital portfolios assignment in CALL

2 class.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, the researcher discusses the theories related to the research problems. To be more specific, this review of related literature discusses about the definition of digital portfolios, types of portfolios, the history of digital portfolios in education, the function of digital portfolios, the differences between traditional portfolio and digital portfolio and its advantages, the difficulties of portfolio and problem-solving faced the difficulties.

#### **A. Review of Related Literature**

##### **1. Blog**

###### **a. The Definition of Blog**

Blog is one of online media which is growing in recent year and giving contribution in education. The existence of blog changes the ways transferring language learning. It helps students in acquiring and learning language. Wherever learners want to learn, they can access their own blogs or others.

Greg cited Rebecca Blood's definition of blog that is a frequently updated webpage with date entries, new ones placed on top.<sup>1</sup>

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<sup>1</sup>Greg Myers, "*Discourse of blogs and wikis*" (London; New York: Continuum, 2010), 22, <http://public.eblib.com/choice/publicfullrecord.aspx?p=601888>, accessed 27 Apr 2016.

Furthermore, Aaron Campbell defines blog or weblog can be thought of as a journal that an individual can continuously update with his or her own words, ideas, and thought through software that enables one to easily do so.<sup>2</sup> Blog is different from other online publishing websites, it is easy to modify and personalize by the owners. Moreover, Nisa distinguish blog with other social software, such as wikis and podcasts. She proposes that:<sup>3</sup>

- a. Blog is similar with a personal diary.
- b. Wikis is described as a website which consists of a number of collaborative web-pages, then
- c. Podcast contains audio or video file broadcast and they can be accessed via internet.

#### **b. Types of Blog**

Today, blog become popular as a tool for media in learning and teaching language. According to Aaron Campbell there are three types of blogs for use with language class.

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<sup>2</sup> Aaron Patric Campbell, "Weblogs for Use with ESL Classes" (<http://iteslj.org/Techniques/Campbell-Weblogs.html>, accessed 12 Apr 2016)

<sup>3</sup> Nisa A. Azam, Thesis: "*Utilizing Student Blogs to Improve Writing Skill: An Action Research at 8<sup>th</sup> Grade of SMP Negeri Wonogiri in the Academic Year of 2010/2011*". (Surakarta: Sebelas Maret University, 2011), 18

a) The Tutor Blog.

This blog is a blog which is made up and controlled by a teacher of a class. It means students are not to be able to leave comments to teacher's post. Sometimes this blog uses for some activities such as<sup>4</sup>:

- a. Giving students' daily reading practice which the text posted by teacher to make them use English continuously.
- b. Giving information related to the lesson, such as homework, syllabus or course information.
- c. Giving students' chance to open some resource of links for self-study.
- d. Communication of online verbal happened through giving comment on post.
- e. Giving students' opportunities to explore the English website.

b) The class blog.

The class blog is a blog which is the result of the collaborative works effort of an entire class. In the other word, all students' post

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<sup>4</sup> Aaron Patric Campbell. "Weblog for Use with ESL Classes, (<http://iteslj.org/Techniques/Campbell-Weblogs.html>, Accessed on April 12, 2016)

and activities are collected in one blog. According to Arron Campbell some possible uses on the class blog are:

- a. Designing free-form bulletin board for conversation based-class.
  - b. Giving opportunities for intermediate and advanced learner for facilitating project based language learning, especially in writing.
  - c. Involving the use of knowledge management in reading and writing classes.
- c) The learner blog.

The learner blog is a blog which personally set up by student or small collaborative group of learners. This type of blog probably uses for:

- a. Reading and writing activities for students.
- b. Encouraging students to use search engines and net surfing in English.
- c. Giving students opportunity to create journal for practicing their writing skill.

- d. Developing a sense of ownership for students with practical, legal and ethical issues of creating hypertext document.<sup>5</sup>

## 2. Digital Portfolio

### a. Definition of Digital Portfolios

Portfolio itself is derived from English, which means as a collection of student work in form of documents or letters for a particular purpose and selected based on certain guidelines. According to Barrett, portfolio is a collection of work that a learner has collected, selected, organized, reflected upon, and presented to show understanding and growth over time.<sup>6</sup> Jones and Shelton also state portfolios as:

*“Rich, contextual, highly personalized documentaries of one’s learning journey. They contain purposefully organized documentation that clearly demonstrates specific knowledge, skills, dispositions and accomplishments achieved over time. Portfolios represent connections made between actions and beliefs, thinking and doing, and evidence and criteria. They are a medium for reflection through which the builder constructs meaning, makes the*

<sup>5</sup> Graham Stanley. “Blogging for ELT”, (<https://www.teachingenglish.org.uk/article/blogging-elt>) Accessed on August 16, 2016)

<sup>6</sup> Hellen Barret, ”Using Electronic Portfolios for Classroom Assessment. (Connected Newsletter: Vol. 13, No. 2, 2006), 4-6

*learning process transparent and learning visible, crystallizes insights, and anticipates future direction”.*<sup>7</sup>

Moreover, digital portfolios have many terms in education research. Siemens agreed that digital portfolio, electronic portfolio or webfolio are referred as e-portfolios.<sup>8</sup> In this research, the term of Digital Portfolio is used by researcher. Before the researcher explains more the use of digital portfolio in education, it is better to know the definitions from experts. There are many definitions of digital portfolios exist as follows:

- a. Linda defined Digital portfolios as a computer-based portfolio in which all learning artifacts are converted to computer readable format and are accessible through the World Wide Web.<sup>9</sup>
- b. Lewis and Fournier stated that digital portfolios or ePortfolios are student artifacts, or official document of students experience and

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<sup>7</sup> Marianne Jones and Marilyn Shelton, "*Developing your portfolio enhancing your learning and showing your stuff: a guide for the early childhood student or professional*", (New York: Routledge, 2011), 21-22

<sup>8</sup> Siemens, G. "*ePortfolios*".([www.elearnspace.org/Articles/eportfolios.htm](http://www.elearnspace.org/Articles/eportfolios.htm), accessed on august 6, 2016)

<sup>9</sup> Linda Ehley. Doctoral Dissertation: "*Digital Portfolios: A Study of Undergraduate Student and Faculty Use and Perceptions of Alverno College's Diagnostic Digital Portfoli*" (Cardinal Stritch University, 2006), 5



achievement in learning, or as an assessment tool that stored in web display tool.<sup>10</sup>

- c. According to Lorenzo and Ittelson, electronic portfolio is a digitized student collection of artifacts including demonstrations, resources and accomplishments that represent an individual, group or institution.<sup>11</sup>
- d. E-portfolio contains evidence of, and reflection upon, their curricular achievements.<sup>12</sup>

On the other hand, Challis also explained more depth definition about digital portfolio. He proposes some advantages of e-portfolio as follows:

- a. Able to choose and structured collections of information.
- b. Use for specific purposes or as evidences of student progression in learning.
- c. Allow to save in digital format and to control some appropriate software.

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<sup>10</sup> Lewis - Fournier. A catalyst without a mandate. In D. Cambridge, B. Cambridge and K. Yancey (Eds.), *Electronic Portfolios 2.0: Emergent research on implementation and Impact*. (Sterling, Virginia, 2009), 45

<sup>11</sup> Lorenzo and Ittelson. "An overview of e-portfolios". 2005, (<http://www.educause.edu/ir/library/pdf/EL13001.pdf>, accessed on August 11, 2016)

<sup>12</sup> Johnson and DiBiase, "Keeping the horse the cart: Penn State's eportfolio" initiate (Educause Quarterly, 27(4),2004), 18

- d. Maintain by appropriate multimedia Developed by using appropriate multimedia on internet.
- e. Obtain from many resources such as website, CD-ROM and DVD.<sup>13</sup>

From those definitions, Digital portfolios can be concluded as type of online working environment which consists of many digital artifacts and it stored in many digital formats that made by students.

#### **b. Types of Digital Portfolios**

Digital portfolios in education have various types and they depend on purpose of digital portfolios in education. According to Tartwijk et al. Digital portfolios have five types with the different aims in the each application, those are: <sup>14</sup>

##### a) Assessment portfolios

Assessment portfolios is aimed to assess students work only such as students' product, photo, evaluation or video. Assessment portfolios aim to guarantee that students already provide assessors all the needed information for the assessors, to prove students

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<sup>13</sup> D. Challis, "towards the mature e-Portfolio: Some implications for higher education". *Canadian Journal of Learning and Technology*, 2005. 31

<sup>14</sup> Driessen, E.W., Tartwijk, J. van, Overeem, K. Vermunt, J.D. & Vleuten, C.P.M. van der (in press) "Conditions for successful reflective use of portfolios", *Medical Education* (accepted, not yet published)

competence and to motivate students through the products they made.

b) Showcase portfolios

Showcase portfolios are portfolio which used to gives students opportunity to create their own work as they want. This condition motivates students to create their best work and in every project. This kind of portfolio allows students to be more creative and innovative and motivate them in learning through technology use.

c) Development portfolios

Portfolios may also be designed and aimed as an instrument to keep on track and plan a student's development refers to development portfolios. The role of student competence at the beginning of class is needed to be able to obtain a degree. That is why students must have planning and direction of further development. Obviously the use of development portfolios only makes sense where there is room for individual development.

d) Reflective Portfolio

Reflective portfolios are portfolios which used to know student development by evaluating students themselves. It is important for

student to reflect on how their learning and achievement relate to their goals of learning. This type of portfolio allows student to write their reflection about the competence that should be mastered by students.

e) Combination

This type of Portfolios is mixed from three type portfolios mentioned above. This portfolio is rarely found because it used for a number of different purposes.

**c. The History of Digital Portfolios In Education**

Digital portfolios were adopted in education because the development of technology grown up in education. The existence of digital portfolios provides a media to collect their products in various types (video, audio, graphic and texts) that they already made before<sup>15</sup>. Portfolio applied in education by Drew Gilmore, Howard Gradner and Dinnie Palmer in 1980's. They explored the use of portfolio in writing, music and arts which focused on learning only. in the development of digital education portfolio had various purpose, objective and uses. The purpose of portfolios divided into three parts:

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<sup>15</sup> Hellen Barret, "*White paper: Researching electronic portfolios and learner engagement*". (<http://www.taskstream.com/reflect/whitepaper.pdf> accessed on august 15, 2016)

- a. Showcase of student assignment
- b. Demonstration of learning
- c. Learning assessment tool

Herman and Winters stated that there were 89 entries portfolio assessment topics.<sup>16</sup> This phenomenon found 10 years ago and there were seven articles reported technical data or employed acceptable research methods”. Most articles in their studies found explained rationales, presented ideas and models for how portfolios are constructed or used, or shared ideas on implementation. They also provide the examples of the reliability and validity of three portfolio models, all from the K-12 environment (a term used in education which the language learning used by technology usage). Their focus was on the reliability of scores given to the portfolios. They seem to view portfolios as a product created by students to be evaluated (scored).

Barret, Wilkerson, Lorenzo and Ittelson stated showcase portfolios as student products that are evaluated based on rubric. Barret also distinguished between portfolio assessment that:

- To address the need for accountability and portfolio assessment.
- As a showcase for learning.

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<sup>16</sup> J. L Herman & L Winters. *Portfolio Research: A slim collection, Educational Leadership*, 52 (2),1994, 48

- To describe capabilities which not covered by standardized testing.

Then she concluded that portfolios is effective to use for assessment of learning and it also support assessment of learning.<sup>17</sup>

The use digital portfolio itself become very popular and can grab students' attention in learning language in education institution. Batson explain that there were three trends that digital portfolios usage becoming common interest, those are:

- a. Nowadays, most students work used digital form, such as reports, proposal, papers, etc.
- b. Most students rapidly accessed websites everywhere and anywhere through internet connection.
- c. Students are able to manage their work by the existence of database through website.<sup>18</sup>

**d. The Function of Using Digital Portfolios**

In the implementation of digital learning in education, there are many functions that got by students. According to Graham Attwell,

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<sup>17</sup> Hellen Barret, “*White paper: Researching electronic portfolios and learner engagement*”. (<http://www.taskstream.com/reflect/whitepaper.pdf> accessed on august 15, 2016)

<sup>18</sup> Batson. The electronic portfolio boom: what's it all about syllabus, 2002

there are seven key functions for digital portfolio which can be described against pedagogical processes and objectives.<sup>19</sup>

a. Recognizing Learning:

Digital portfolio can be meant to recognize smaller learning achievement rather than Learning in a formal environment is usually recognized when pre-specified products are achieved.

b. Recording Learning:

A digital portfolio can be used to record formal and informal learning.

c. Reflecting on Learning:

Through digital portfolio, students can reflect their learning process because it allows student use it for private and public reflection.

d. Validating Learning:

Validation learning means to prove that learning has happened. This can be form in different media. Digital portfolio can be used as self-validation or a validation written from other persons.

e. Presenting Learning:

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<sup>19</sup> Attwell Graham, *Recognizing learning: Educational and Pedagogical issues in e-Learning Portfolios*. 2005), 2

This presentation can be used for job application or for academic application. Due to the importance of lifelong learning this presentation can change over time.

f. **Planning Learning:**

Allow student to plan their learning process can be planned the help of digital portfolio. It can be seen through students learning history in her or his digital portfolios and also can be seen from his or her next steps in personal competency development.

g. **Assessing Learning:**

As a controller and judgment through student achievement in the result of learning assessing.

**e. The Advantages Digital Portfolios in Education**

In the implementation of digital portfolio brings variety changes in education, from the traditional to digital portfolio. According to Kristen Steele, She cited number of authors, from Challis, Abrami, Barrett and Strudler and Wetzel that there are many differences between traditional portfolios with digital portfolio. Digital portfolios provide students to:

- a. Ease them to search, records can be retrieved and organized with the simple way.



- b. Time efficiency.
- c. Understand more comprehensive and rigorous
- d. Allow students to get more extensive material, such as photo, audio, animation, graphic design and video.
- e. Provide cost effective to distribute.
- f. Ease to access anywhere and everywhere.
- g. Ease to carry and share with classmates or public.
- h. Allow fast feedback.
- i. Allow students develop the skill as the creator to do the best in their work (showcase).<sup>20</sup>

She also elaborated multitude of benefits of electronic portfolios for student in his research. The following summarizes the main points made in the literature of digital portfolios are:

- a. As evidence of learning.

Digital portfolios actively involve students in demonstrating past learning and current learning and help them to make connection between course projects and non-academic projects. Digital portfolios also facilitate student in learning by providing rich picture

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<sup>20</sup> Kristen Steele, *What it takes : Issues in Implementing Electronic Portfolios*. Independent Studies and Capstones. Paper 444. Program in Audiology and Communication Sciences, Washington University School of Medicine. 2009, 12 - 13

of student learning. In essence, digital portfolios help students to establish its goal and expectation.

b. Increase skill development.

Digital portfolio allows students to develop their skill in developing multimedia technology. It is also a way to showcase technology skill. Showcase refers to the way student to show their best work in the result of learning.

c. Give quick and regular feedback.

Quick feedback can be received by students throughout the process of constructing their portfolios.

d. Reflection

Encourage students to reflect on their work and their reason for choosing sources in their portfolio.

e. Psychological benefits

By creating digital portfolios, students have a sense of pride in their work, a sense of ownership, and a feeling of satisfaction.

f. As Assessment tool for students.

Engage student in the evaluation and assessment process by revisiting and refining their portfolios. Thus, it can gain students understanding of the assessment process and students can use their skill to improve their learning.

g. Easy to maintenance

Digital portfolios allow students to maintain, edit and update the content easily.

h. Accessible

Digital portfolio is accessible rather than traditional portfolio. Student still can work their digital portfolios anytime and the supervisor can review and assess portfolio.

i. Large of Storage

Digital portfolios are easy and efficient to store rather than traditional portfolios need large binders full of paper.

f. Cost efficiency

Creating digital portfolios is cheap and save money because they can be produced and created through various software.

In the implementation of digital portfolio also have many advantages rather than paper portfolio or traditional portfolio in education. A textbook entitled “*A Portfolio for Beginner*” distinguish the difference and its advantages about digital portfolio on the table below:<sup>21</sup>

Table 1.1  
The differences of paper portfolio and digital portfolio

Paper Portfolio	Digital Portfolio
Can be worst and damaged over time, simply effect environment degradation, such as sunlight, moisture, etc	Long-lasting
Often discontinuous and time-bound	Provides continuity and can be lifelong
Not easily mobile, transport can be difficult	Totally mobile
A reproduction can be very time consuming and inevitably will not look as good	Freely and easily reproducible
Table of contents and possibly an index, requires physical presence. Can be slow to cross reference instances of a given ‘term’	Fully searchable – instantly and always available to be searched

<sup>21</sup> Ministry of Education, *Digital Portfolio for Beginners*. (Wellington: Newzeland, 2011) , 4

Not easily and certainly not simultaneously	Enables collaborative work
Could be a limited and time-bound resource	Can be a 'live' resource for others
Needs to be physically present	Easily reviewable by anyone, anywhere, anytime
Needs to be copied and then distributed to enable multiple viewers or markers	Can be read, peer reviewed, or marked by multiple viewers simultaneously. I.e. it has a feedback loop
Fixed layout and format	Allows different organizational 'views' of the one set of core resource material
Different layouts are difficult to produce and are always (paper) media bound or may also contain discrete additional media samples	The views represent different functions for the e-Portfolio: progression, process, showcase, competencies, etc
Structured is fixed	It may be linear, or hierarchical in structure, or neither, or both
Not unless done within the classroom	Allows learner/teacher interaction
Impersonal – generally does not reflect feelings and emotions	Provides student voice – feelings and emotions
Improves finger dexterity in turning pages	Improves the learner's ICT literacy skills
Not easily editable	Easily and always available for editing
Expensive to do so – needs copied and transported	Easily communicated to any size, type and location of audience
Can be, but more difficult to include reflections	Intended to encourage reflective practice

Must be physically transported and present	Infinitely extends the classroom
Must be physically transported	Can be access anytime and anywhere
Content and organization mainly driven by teacher	A personal approach to learning that grows with the learner maturity
Often tends to be assessment focused	Development focused
Once out of the owner's hands she/he has no control over access or comments	The owner has total control of the sharing and commenting capability
Owner could possibly provide remote instructions to direct a third party to access a document/book	Does not have to be in possession of the owner to be accessible and usable
Can be lost or easily damaged	Document stored in internet are secure and difficult to lose
Paper-based media only – text, images, diagrams, charts. May have discrete additional media samples	Multi-media – text, charts, graphic images, sound, video and all combinations
What you see is what you get	Can include embedded files
Manual references can be provided – often difficult and slow to follow-up	Can link directly and immediately to other references

Another author like Abrenica also distinguished the benefits of using digital portfolios with traditional paper portfolios and they explained that electronic portfolios:

- a. Providing great information from pictures, artwork and other digital format.
- b. Digital format can be added additional media such as music, pictures, graphic and video.
- c. Digital portfolio takes less space, different from traditional portfolio which needs boxes, tapes and binders.
- d. Easily organized the works which are saved through electronic format.<sup>22</sup>

**f. The Disadvantages Digital Portfolios in Education**

Although digital portfolio was applied in higher education for several years, there are still problems and challenges occurred in daily practice.<sup>23</sup> According to some of authors stated that the difficulties and challenges relating to digital portfolios are

- a. Abrami and Barret stated technical knowledge to create different types of portfolios caused problems and it may become disadvantages for students.
- b. Challis considered people who allowed to access the digital portfolios.

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<sup>22</sup> Abrenica, Y., "Electronic portfolios." (<http://edweb.sdsu.edu/courses/edtec596s/students/Arbenica>, accessed August 16, 2016)

<sup>23</sup> Van Tartwijk J, Driessen, E., & Rubens, W. "Functions of electronic portfolio's in higher education" P. Boezeroy & P. Gorissen (Eds.), *Dutch e-learning in Europe*, (Utrecht: Surf Foundation, 2004), 8-10

- c. Students' privacy and copyright of their work.
- d. Barret and Knezek said that electronic portfolio users need a balance between structured templates and self-directed portfolio tools.
- e. Electronic takes longer time which are portfolio participants need technology skill or adequate training to gain those skills
- f. Encountered frustration and stressful for students who don't have technology skill.

There are more digital portfolios disadvantages encountered in education. According to DiBiase stated that:

- a. Time consuming

Digital portfolio need time consuming to create, maintain, and evaluate digital portfolios (especially when ICT-skills of students and teachers need some improvement).

- b. Cyber-plagiarism

Digital portfolios assignment potentially can influence cyber-plagiarism. Because the availability of students' assignments in digital Portfolios will increase the number of online sources material from which students may be tempted to copy illicitly.

- c. Privacy issue



There were risks in digital portfolio assignment because personal information will be improperly revealed, when this information is available online. Even in a secured environment there is the risk of hacking.<sup>24</sup>

#### **g. Students Perception about Digital Portfolio**

According to Fieldman, perception is a constructive process which we go beyond the stimuli that are presented to us and attempt to construct a meaningful situation.<sup>25</sup> Whereas Morgan stated that perception refers to the way the work, sound, feel, tastes, or smell. In other works, perception can be defined as whatever is experienced by a person. Based on the definitions can be concluded that perception is the way someone think and behave formed and influenced by beliefs and experiences happened.

The use of digital portfolios in higher education has different purposes. From a student's perspective, digital portfolios include four primary purposes: visibility, learning, employment, and assessment.<sup>26</sup>

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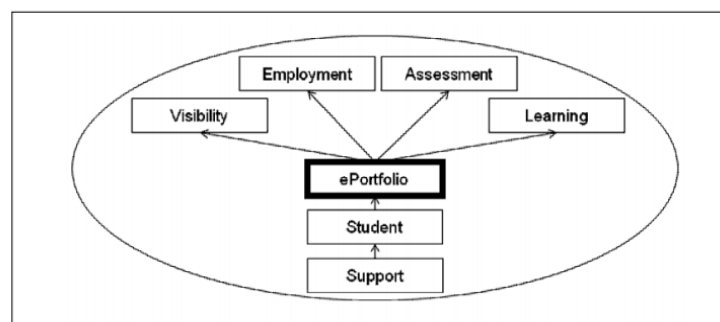
<sup>24</sup> DiBiase, D. "Using e-Portfolios at Penn State to Enhance Student Learning. Status, Prospects, and Strategies", ([https://www.e-education.psu.edu/portfolio/e-port\\_report.pdf](https://www.e-education.psu.edu/portfolio/e-port_report.pdf) accessed on 6 July 2016)

<sup>25</sup> Fieldman S. Robert, "Understanding Psychology", Fifth Edition (MCGraw Hill, 1999)

<sup>26</sup> Ritzhaupt, A. D., Singh, O., Seyferth, T., & Dedrick, R. *Development of the electronic portfolio student perspective instrument: An e-portfolio integration initiative.* (Journal of Computing in Higher Education, 2008), 19(2), 47–71

In the creation and dissemination, students need pedagogical and technical support. These factors are illustrated in Figure 2. 1

Figure 2.1 students' perspective about digital portfolio



#### - Learning

By using digital portfolios, it can be used by students for learning purpose through reflection and revision. Reflection here means to how student should use their digital portfolio for self-assessment and to reflect on the feedback from peers as a learning experience, whereas revision refers to student improving their work as a result of reflection. The use digital portfolios aimed to develop

and monitor students' skill and knowledge continuously to support students' lifelong learning.

- Visibility

As a way students feel stakeholders observing the content of students' digital portfolio refers to visibility. Digital portfolio also used for representing students' skills, knowledge and dispositions and how stakeholder viewing students' digital portfolio interconnected.

- Assessment

Students perceive the use of digital portfolios as a form of alternative and authentic assessment, it supported by some educators that have used it for assessment in higher education. For instance, lecturers can use digital portfolios for assessment for specific assignment and as graduation requirement for program study. By the existence of digital portfolios for assessment, students can perceive. This is focuses on how students perceive as better or equal tradition method of assessment.

- Employment

Concerning with how students Employment is concerned with how students perceive the utility of their digital portfolio for specific

purposes in several discipline such as journalism or graphic design for their lifelong learning.

- Support

Providing student to support their digital portfolios to be created and maintained. Support must account two things, pedagogical and technical aspects of digital portfolios.

### 3. The Use of Blog for Digital Portfolios

Blog is not new website used to store documents in any format. There are three reasons why blog used for make a good digital portfolio:<sup>27</sup>:

- a. Using blog, allow students to store and organize content in several dynamic ways including chronologically (like a diary) or personalized tagging systems.
- b. Blogs also have the capability to present a personal profile to the world (like a website).

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<sup>27</sup> Creating e portfolio using wordpress.com (<https://le.ac.uk/offices/careers-new/information-for-students/apps/online-networking/creatingaeportfolios.pdf>, accessed August 16, 2016)

- c. Blogs also enable people who are interested in development to follow activities easily using RSS feeds (like subscribing to a newspaper).

#### 4. Factors & Kinds of Difficulties in Digital Portfolio

In doing something, there are some factors affecting difficulties. According to Dalyon, there are two factors affecting difficulties, they are internal factors and external factor. Usually, internal factors exist inside person whereas external factors exist outside their self.

##### a. Internal factors

There are two causes of internal factors, first causes from physical of students (e.g. sick and physical defect), second, cause inside their bodies (e.g. intelligent, motivation, talent and interest).<sup>28</sup>

##### a.) Intelligent

Every student students have various intelligent in learning because it has significant role in learning process. Students probably failed in learning process because they don't have balance in learning.

##### b.) Motivation

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<sup>28</sup>Dalyono, M., "*Psikology pendidikan*". (Jakarta:RinekaCipta.1997), 239

Motivation is also main factor when student learn something. Without having big motivation, Students will be lazy and uninspired in learning process

c.) Talent

Talent is one of successful key to achieve the goal or objectives in learning. Every student has different talent and it influence them in learning. If students aren't suitable with her or his talent, they can fell bored or unmotivated in learn the lesson.

d.) Interest

Each student has different interest to lesson. By having interest in lesson, student will enjoy the lesson and ease them to achieve the material of the lesson.

b. External Factors

There are two external factors that influence students' difficulties, family factor and school factor.

a) Family Factor is about situation and condition how parents treat their children in education and cause economic problems.

b) School factor is about condition and situation occurring in school. For example, teacher factors: lack of teacher interaction with students, lack of teacher knowledge and method in teaching. Building and facilitation factor, such as lack of facilitation, lack of

internet connection (WI-FI) and lack of media used in teaching and learning.

Difficulties faced by students in using technology such as teachers are lack of experience in using computer or software, lack of helping supervising student when using computers, lack of computer availability, lack of facilities to use computers, lack of financial support and lack of time to study.<sup>29</sup>

There are several difficulties in the using digital portfolio for lecturers and students in higher education. In introducing portfolio to student, there are several factors should be considered by academic department. According to Dougan pointed that academic department should:

- Decide the portfolio is a suitable means of assessment for the students.
- Decide the purpose of the portfolio.
- Decide the content of the portfolio
- Decide when and how the portfolio will be presented for evaluation.

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<sup>29</sup>Mumtas Shazia, “*Factor Affecting Teacher Use Of Information and Communication Technology : A review of Literature*”. (United Kingdom, University Of Warwick, 2000)

- Decide the evaluation criteria <sup>30</sup>

Possible issues also occurring in digital portfolio are physical and sensory difficulties:

a. Exploring Opportunity and clarifying the task

This probably happened because there were certain projects could be inappropriate, restrict asses to resource and situation, speech or other impairment could limit ability to communicate and approach the task and difficulty when making the media.

b. Generating developing and communicating the design

In producing Drawing, Organize the idea, Concept and make the solution, Frustration and failure caused by restricted method.

c. Planning and Making

Student may have difficulties in manipulation and coordination, lack of accuracy and quality and unfair dependence group works.

d. Testing evaluation and modifying

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<sup>30</sup> Dougan, A. M. *Student Assessment by portfolio: One Institution's Journey*. The History Teacher. 29 (2): 1996, 171-178.



Students may have difficulties of failure, there are some students who have low level education in technology or they have little interest and students want to finish quickly<sup>31</sup>.

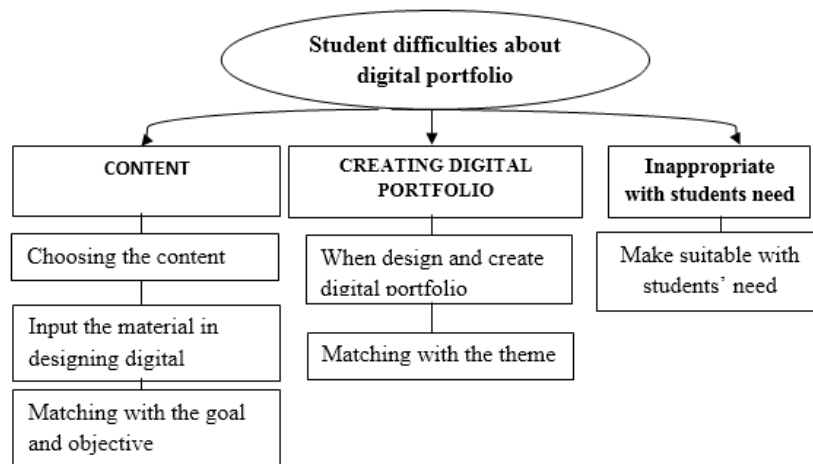
According to Ausubel statement, which is supported by a number of author, Kolb, Honey, Munford and Habermas that the difficulties in using digital portfolio or media in learning English caused by choosing the content of the material than technology used. Students need to do carefully on the content of material than choosing the technology use. From that statement, it describes that the difficulties of digital media is provided appropriate content of materials.<sup>32</sup>

Gestalt Psychologists, included Pieget, state that the material should be meaningful agrees with the theme, and match with students' need and improvement. Not only providing good design of the media digitally, but also the contents should provide what want to be achieved, dealing with the compatibility with the themes, goals and objectives. The figure of student difficulties can be seen below:

Figure 2.2 Students' difficulties about digital portfolio

<sup>31</sup>Banks, Franks. *Teaching Technology*. (Garamond. Florence type LTD, 1994)

<sup>32</sup> Hubbard, Philip., *GENERAL INTRODUCTION: Foundations of CALL*



The difficulties faced by students occurred because there are some problems occurred with learning digital portfolio. According to Wright et al there are several problem relating to learning using digital portfolio:

- Students are confused about purpose of learning.
- Students possibly have lack of skills in compiling digital portfolio.
- Students have special problems with digital portfolio.
- Students see program portfolio as marginal.
- Faculty do not take portfolio development and students are lack of time to do so.
- Digital portfolio possibly is insufficient teacher planning and preparation

- Student indifference and resistance
- Direct financial cost (faculty training, program redesign and material).
- Lack of good research evidence about impact and cost.<sup>33</sup>

Thus Weight et al formulate for success in using digital portfolio,

but it transformed into difficulties and problem faced by students:

- Students get little advice or guidance in constructing portfolio by the teacher.
- Student may have extra workload in a busy academic schedule.
- Student may confused with the rules of the game about how portfolio are integrated to their undergraduate experience because poor connection with the goals and structures of a course or program.
- Digital portfolio may provide small value for students because it appears as afterthought to the real business of mastering knowledge.
- Perspective employers are not interested student portfolios.<sup>34</sup>

Students also have lack of technical knowledge in digital portfolio.

Sunil Kumar stated that many students are not provided the strong

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<sup>33</sup> Wright, W.A. , Knight, P.T & Pomerleau, N. “*Portfolio People: Teaching and Learning Dossiers and Innovation in Higher Education*”, (Innovative Higher Education,1999) Vol 24, No. 2, 90

<sup>34</sup> Wright, W.A. , Knight, P.T & Pomerleau, N....., 100-103

internet connection that online course require and fail to catch up with their classmates.<sup>35</sup> Heath argued that electronic portfolio construction takes time, that all participants of the portfolio development process need technology skills or adequate training to gain those skills, and that technical problems with software or equipment can be very frustrating and stressful.<sup>36</sup>

Steele also stated that difficulties probably occurred in technical problems to students in implementation of digital portfolio are:

- The need for adequate hardware and software;
- The accessibility of that hardware and software.
- Lack of technology skills amongst students and staff;
- Technical problems with the equipment or electronic portfolio system;
- The need for support when problems are encountered<sup>37</sup>

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<sup>35</sup> Sunil Kumar, “5 Common Problems Faced by students in elearning overcome” (<https://elearningindustry.com/5-common-problems-faced-by-students-in-elearning-overcome>, accessed August 26, 2016)

<sup>36</sup> Heath, M. “Are you ready to go digital?The pros and cons of electronic portfolio” development.Library Media Connection: 2005), 23(7), 66-70.

<sup>37</sup> Kristen Steele, *What it takes : Issues in Implementing Electronic Portfolios*. Independent Studies and Capstones. Paper 444.Program in Audiology and Communication Sciences, Washington University School of Medicine.2009, 18

Fournie and Van Niekerk also mentioned general problems faced by students and lecturers when use digital portfolio for a module in research information skill at the university of South Africa:

- Students confused with some of the activities, because it is not clearly explained to them.
- To support the completion of digital portfolio, students' need for a workshop organised earlier in a year.
- Lecturers got workload if the study material and portfolio activities are not clearly and unambiguously written.
- Lecturers sometimes don't give comments and/or continuous feedback to students about their growth and strengths in learning.
- Lecturers may not provide enough lecture direction.
- There are possible controversies in grading students work for lecturers.
- Occurring possible misunderstanding that a portfolio and portfolio assessment fits all purposes.<sup>38</sup>

##### **5. Problem Solving in facing the difficulties**

According Janssen to solve the problem is a kind of tools which give big effect can use for conceptual change in order for learners to have more

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<sup>38</sup> Fourie, I & Niekerk, D. van, "Using portfolio assessment in a module in research information skills", (Education for Information, 1999) Vol. 17, Issue 4, pp333-352

accurate and deeper conceptual understanding<sup>39</sup>. As learners reach a new developmental threshold, they will be more attuned and self-regulated in their own thinking. In Min Liu research, she that problem solving for students that faced difficulties that can done by the lecture and students exponential growth in information shifted the purpose of education. Using search engine on internet now has become abundant and easily accessible rather than reading the various textbook. It allows students to access many resource of learning and students need assistance to find out information related to their difficulties in technology that need to solve. Students also need to learn how to collaborate with others as they solve these problems and communicate their solutions to their teachers and to the world beyond their classroom<sup>40</sup>.

With technology enables students support their learning. They can use technology to support their learning by the use of real-world problems, which supports students in making the connection between concrete contexts and abstract concepts. There many ways to solve students' difficulties in facing their problem when use technology, they are<sup>41</sup>:

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<sup>39</sup>Anthea Leggett, "Pedagogical Benefits", The University of Queensland Australia (<http://www.uq.edu.au/teach/video-teach-learn/ped-benefits.html> accessed on August 20, 2016)

<sup>40</sup> Min Liu, "Designing Technology-Enriched Cognitive Tools to Support Young Learners' Problem Solving". Austin. University of Texas.

<sup>41</sup>Gleen Stockwell. "Computer Assisted Language Learning: Diversity in research and Practice". (Cambridge University.2012), 76

1. Search to another resources such as searching in the internet or reading other book related to problems, watching video tutorial
2. Collaborative with others such as discussing with classmates, group work, or seeing friend's assignment
3. Communicating with teacher or lecturer

## **6. Computer Assisted-Language Learning**

### **a. Definition of CALL**

Learning language in any context with, through and around computer technologies referred to Computer Assisted-Language Learning.<sup>42</sup> Then, Graham stated that Computer Assisted Language Learning (CALL) is often perceived, somewhat narrowly, as an approach to language teaching and learning in which the computer is used as an aid to the presentation, reinforcement and assessment of material to be learned, usually including a substantial interactive element. Supporting to Graham, Betty defines Blog is any process in which a learner uses a computer and, as a result, improves his or her language.<sup>43</sup> From those definitions, it can be concluded that CALL is

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<sup>42</sup>Joy L. Egbert, Gina Mikel petrie. Ed. CALL: Research Perspectives. (New Jersey Lawrence Erlbaum Associates Inc. Intel Taylor & Francis e – library, 2008)

<sup>43</sup>Ken Betty. Edited by Christoper N. Candling & Davin R. Hall. Teaching and Researching Computer – Assisted Language Learning , second edition. (PEARSON,London. 2010)

the process of learning involves the use of computer as a tool and human as an operator.

## **b. History of CALL**

The earliest applications of CALL date back to the 1960s. Warschauer divided the history of CALL into three stages:<sup>44</sup>

### **1. Behaviorist CALL:**

It was implemented in the 60s and 70s, and could be considered “a sub-component of the broader field of computer-assisted instruction.” Informed by the behaviorist learning model, this mode of CALL featured repetitive language drills, referred to as drill and practice.

### **2. Communicative CALL:**

It emerged in the late 70s and early 80s. It was also during this time that behaviorist approaches to language teaching were being rejected at both the theoretical and pedagogical level, and new

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<sup>44</sup>Warschauer, M., & Healey, D.. Computers and language learning: An overview. *Language Teaching*, (1998) p.31, 57-71



personal computers were creating greater possibilities for individual work.

### 3. Integrative CALL:

It emerged in the late 80s and early 90s while critics pointed out that computer was still being used in a “ad hoc and disconnected fashion”.

## **B. Previous Studies**

Several studies have investigated digital portfolios which applied in higher school. There are some previous studies which have similarity with this research. The first research conducted by Linda Ehley on her doctoral dissertation. The title of the research is “*Digital Portfolios: A Study of Undergraduate Student and Faculty Use and Perceptions of Alverno College’s Diagnostic Digital Portfolio*”. The research mainly discussed about the effectiveness of Alverno College’ Diagnostic Digital Portfolio (DDP) by describing and evaluating student and faculty use and perception of the DDP during a one year period applying a program evaluation methodology. The researcher conducted the research with using a three-prong approach consist of three steps, (a) mining of the data DDP database (all graduate students and faculty who logged onto the DDP between January 1, 2005 and June 26, 2005), (b) surveys administered to 324 students and 93 faculty, and (c) post survey

interviews of eight students and nine faculty. And the result of this research is that undergraduate students and faculty were logging onto the DDP and they perceived the DDP as an easy to use, useful tool : a tool student would like to use more often and more consistently. DDP was used by student and faculty has continued to increase since it was implemented in 1999.

The second research has been done by Kristen Steele from Wasington University School of Medicine. Her thesis entitled “*What it takes: Issues in Implementing Electronic Portfolios*”. The research problems are about what the issues in implementing electronic portfolios as a school-wide innovation. This research used qualitative research. The purpose of her research were to investigate the issues occurring in the implementation electronic portfolio as a school-wide innovation and to provide a resource guide for the future use of electronic portfolios at central institute for the Deaf. She used observation and interview to obtain the data. In her research, she concluded that electronic portfolios can be more powerful tool for capturing students learning but if it only considered as a way of organizing student work then it will fail to help student in learning. She also added that students and academic staff using an electronic portfolio system need the time, skills and resources to do so successfully implement digital portfolio.

The third research was conducted by David J Emmett entitled “*Student Engagement with an ePortfolio: A Case Study of Pre-Service Education*”

*Students*". The purpose of his study was to investigate student engagement with an ePortfolio in one semester including the factors that impacted on their engagement. His research was a single case study approach. He collected the data used attitude survey, student interviews, document collection, a researcher reflective journal and research observation. The finding of his research showed that some students were encouraged to use the e-portfolio as a learning and employability tool and most students ultimately chose to disengage after completing the assessment task. It could be seen through the result of survey that only six of the forty-five student (13%) who completed the research survey has used the ePortfolio in a sustained manner.

The fourth research was held by Graham Attwell with the title "Recognizing Learning: *Educational and pedagogic issues in e-Portfolios*". This paper is based on developing and implementing e-Portfolios in three different Europeans project and the aims of this research are to find out the issues through different possible pedagogic and learning function used e-Portfolio which expected to support and the way an e-Portfolio system could be designed to support pedagogic design. He concluded that there were problems occurring in establishing the pedagogic process and meanings behind new educational technology. Virtual learning environment or LMS (Learning Management System) such ePortfolio is complicated to develop shared

understanding and meanings about the application of educational technology in practice.

The fifth research conducted by Elisa G. Burton in High Point University and the title *“The Benefits and Challenges of Using Electronic Portfolios in Higher Education”*. The aims of this research are to find out benefits and challenges in using portfolio in higher education. By conducting this research, the researcher used documentation review to collect the data. She concluded that e portfolios were used in different ways by different school and universities. Several universities have work together to develop source software solution since the challenges revealed in education.

After the researcher presented some previous studies related to the subject of this study. There were five previous studies that were done by some researchers. Those researches give significant contribution to strengthen this research and interested the researcher to conduct this study. The first research was conducted by Linda Ehley on her doctoral dissertation with the title *“Digital Portfolios: A Study of Undergraduate Student and Faculty Use and Perceptions of Alverno College’s Diagnostic Digital Portfolio”*. The result of her research was that that undergraduate students and faculty were logging onto the DDP and they perceived the DDP as an easy to use, useful tool : a tool student would like to use more often and more consistently. Second study was held by Kristen Steele from Wasington University School of Medicine. Her

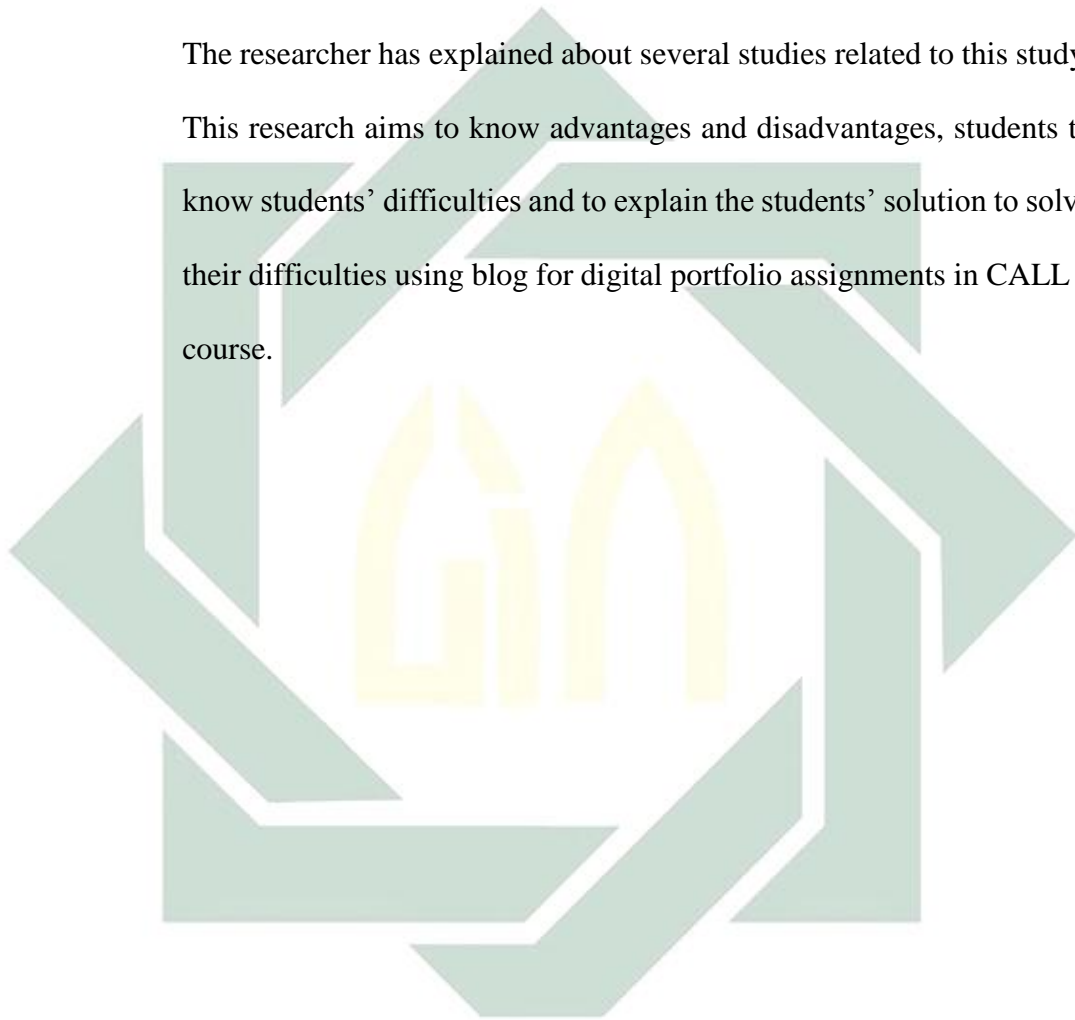
thesis entitled “*What it takes: Issues in Implementing Electronic Portfolios*”. The result of the study was that electronic portfolios can be more powerful tool for capturing students learning but if it only considered as a way of organizing student work then it will fail to help student in learning. She also added that students and academic staff using an electronic portfolio system need the time, skills and resources to do so successfully.

Third research was done by David J Emmett entitled “*Student Engagement with an e-Portfolio: A Case Study of Pre-Service Education Students*”. Some students were encouraged to use the e-portfolio as a learning and employability tool and most students ultimately chose to disengage after completing the assessment task. It could be seen through the result of survey that only six of the forty-five student (13%) who completed the research survey has used the e-Portfolio in a sustained manner. The fourth research was held by Graham Attwell with the title “*Recognizing Learning: Educational and pedagogic issues in e-Portfolios*” The result of the study was that there were problems occurring in establishing the pedagogic process and meanings behind new educational technology. Virtual learning environment or LMS (Learning Management System) such e-Portfolio complicated any effort to develop shared understanding and meanings about the application of educational technology in practice. The last study conducted by Elisa G. Burton in High Point University by the title “*The Benefits and Challenges of Using Electronic Portfolios in*

*Higher Education*". The result of the study was that e-Portfolios were used in different ways by different school and universities. Several universities have work together to develop source software solution since the challenges revealed in education.

The researcher has explained about several studies related to this study.

This research aims to know advantages and disadvantages, students to know students' difficulties and to explain the students' solution to solve their difficulties using blog for digital portfolio assignments in CALL 2 course.



## CHAPTER III

### RESEARCH METHOD

In this chapter, the researcher orderly discusses the methodology of the research starts from the beginning until the end. It contains research design, research location, data and source of data, research instrument, data analysis technique and research stages. In detail explanation, the researcher presents in the following section.

#### **A. Approach and Research Design**

This study used qualitative research because this study emphasizes process, attitudes and actions. Qualitative research is a research that relates to ideas, perceptions, opinions and beliefs of people who will be examined and all of them cannot be measured with numbers. With this research, the theory used in this research was not forced to obtain a full description about something humanly who has studied.<sup>1</sup>

Furthermore, the design used in this research is descriptive. According to Sulisty Basuki, descriptive research is a research tries to find appropriate and adequate descriptions from all the activities, objects, processes and people.<sup>2</sup>

Descriptive research associated with the collection of facts, identify and predict

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<sup>1</sup> Basuki Sulisty, *Metode Penelitian*. (Jakarta : Wedatama Widya Sastra 2006), 78

<sup>2</sup> Basuki Sulisty, *Pengantar Ilmu Perpustakaan*. (Jakarta : Gramedia Pustaka Utama. 1993)

relationships within and between variables. Descriptive research is a type of study that aims to describe the situation or phenomenon.<sup>3</sup>

A qualitative research did not use instruments which represent amount, intensity or frequency. However, the researcher uses himself as a research instrument to seek closeness and familiarity between him and the subjects of the study.

## **B. Research Location**

The research conducted at State Islamic University of Surabaya especially the students of English Teacher Education department who passed CALL 2. CALL course is elective subject which can be studied in sixth semester year 2013/2014 (CALL 1) and seventh semester year 2014/2015 (CALL 2) at English Teacher Education Department at State Islamic University Sunan Ampel Surabaya. There are 42 students are being studied in this research. The study was conducted in CALL 2 which was applied blog as the media to save their digital portfolio assignment in one semester. CALL 2 course is not the only course about the process of achieve language learning by using computer. The researcher interested to conduct in this course, because some students had problems and obstacles in the process in the past. For this reason, the researcher wants to know the advantages

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<sup>3</sup> Suharsimi Arikunto, *Prosedur Penelitian : Suatu Pendekatan Praktis*. (Jakarta : Rineka Cipta. 2010), 207



and disadvantages, students' difficulties and students' problem-solving when they use blog for digital portfolios assignment in CALL 2.

### C. Data and Source of Data

#### 1. Types of data

In conducting this research, data and source of data is very important. There are two types of data to answer the problems in this research. They are primary data and secondary data. Those data explained in detail below

##### a. Primary data

Primary data is the data source directly provides data to data collectors.<sup>4</sup> The primary data collection in this study was data obtained directly from respondents or informants by providing questions through interviews.

##### b. Secondary Data

A secondary data is the source of the data were obtained by reading, studying, and understand through other media sourced from literature, books and documents of the company.<sup>5</sup> Secondary data in this study came from digital portfolio assignment were made by student that they already saved on their blog.

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<sup>4</sup> Sugiyono, *Metode Penelitian Kuantitatif dan Kualitatif R&D*. (Bandung : Alfabetha: 2011), 137

<sup>5</sup> Sugiyono... 139

## 2. Source of Data

The primary source of data is seventh semester student of english education department State Islamic university Sunan Ampel Surabaya who passed CALL 2. In this research, the students were interviewed by the researcher based on the interview guideline. the students interviewed by the researcher about the advantages and disadvantages, the difficulties faced by students and students' ways in solving their difficulties in using blog for digital portfolios assignment in CALL 2.

The secondary source of data is students' digital portfolios assignment which were saved on their blog. It is in order to add some general information about the advantages and disadvantages of using blog for digital portfolios assignment in CALL 2.

### **D. Data Collection Technique**

Since the sources of data were document and students answer, the researcher used document and telephone interview as data collection techniques.

1. To answer the first research question about the advantages and disadvantages in using blog for digital portfolios assignment, interview was used as the technique in collecting the data.

2. To answer second research questions about students difficulties when use blog for digital portfolios assignment, the researcher also used interview.
3. To answer third question about the way students solve the difficulties, the researcher also used interview to gain information.

The structural interview is used as a technique of collecting data. It means questions are formulated accurately and provided with interview guide. The same question will be posed to all interviewee, by asking the same questions. Researcher may not change the list of questions because it can cause a different response, which will lead to processing difficulties because of the opposite interpretations <sup>6</sup>

#### **E. Research Instrument**

In this section, the researcher used the instrument to complete all data which is needed in this study. In this research, the instruments which were used by the researcher interview guideline and document.

##### **1. Document**

The document used as the instrument in this research is the photo or screenshot of students' digital portfolio assignments which were upload on students' blog. The documentation is for supporting data from telephone interview with students.

##### **2. Interview Guideline**

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<sup>6</sup> Basuki Sulistyoo.. *Pengantar Ilmu Perpustakaan*. Jakarta : Gramedia Pustaka Utama. 1993, 171

Since the second technique of collecting data using telephone interview, the instrument needed by researcher is interview guideline and recorder. The researcher cannot directly interview with the interviewees because researcher does not have direct access to research subjects. According to Creswell stated that a telephone interview provides the best source of information when the researcher does not have direct access to individuals.<sup>7</sup> Interview guideline is needed since structured interview is chosen by researcher. Furthermore, the interview guideline of this research is the outline of research problems and some questions for research subjects to get data. In addition, audio recorder is used to record interview process to keep the detail of what the research subjects' answer.

#### **F. Research Stage**

The researcher had following stages in conducting the research.

##### 1. Take a preliminary research

Students of ETED in Sunan Ampel State Islāmic University of Surabaya often have a class that uses blog as the media for teaching and learning process, but those classes in not pure online class. Because the students still have face-to-face meeting in the classes. Different from the class before, CALL 2 has been held with pure online class. A small observation has been done by the

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<sup>7</sup> John W. Creswell, *Qualitative inquiry and research design: Choosing among five approaches* (Sage, 2013). 132 – 133

researcher during CALL 2 class in academic year 2014/2015. The researcher has asked students about advantages and disadvantages using blog for digital portfolios assignments in CALL 2. Most of students were confused because of uncertain assignment and unclears instruction. Therefore, the researcher decided to find out the advantages and disadvantages using blog for digital portfolio assignments, students' difficulties and students' solution in solving their problems in that academic year.

2. Decide the research design

The researcher wrote the title of this study and research question first before go ahead to the research design. After drawing focus of the topic that will be discussed, the researcher decided the research design of this research along with the outline, including the data that might be needed.

3. Conduct the research:

a. Collecting data

As the data were obtained from the document and the interview guideline given to the participants. 42 participants answered the questions from interview. The answers of the participants are the main data of this research and the document is the secondary data to support the data.

b. Analyzing the data

The collected data are analyzed by using descriptive qualitative technique. Based on the results of interviewing the participants, the data from interview are transcribed by the researcher. The researcher analyzed students' answer that related to all of the research questions. Those were used to find out the advantages and disadvantages of using blog for digital portfolios assignments, students' difficulties and students' solution to solve their problems. Furthermore, the documents were only used for supporting the main data.

c. Concluding the result of the research

The result of the analysis and the theory were combined, the researcher made the conclusion of the research based on the whole sections of this study that have been discussed.

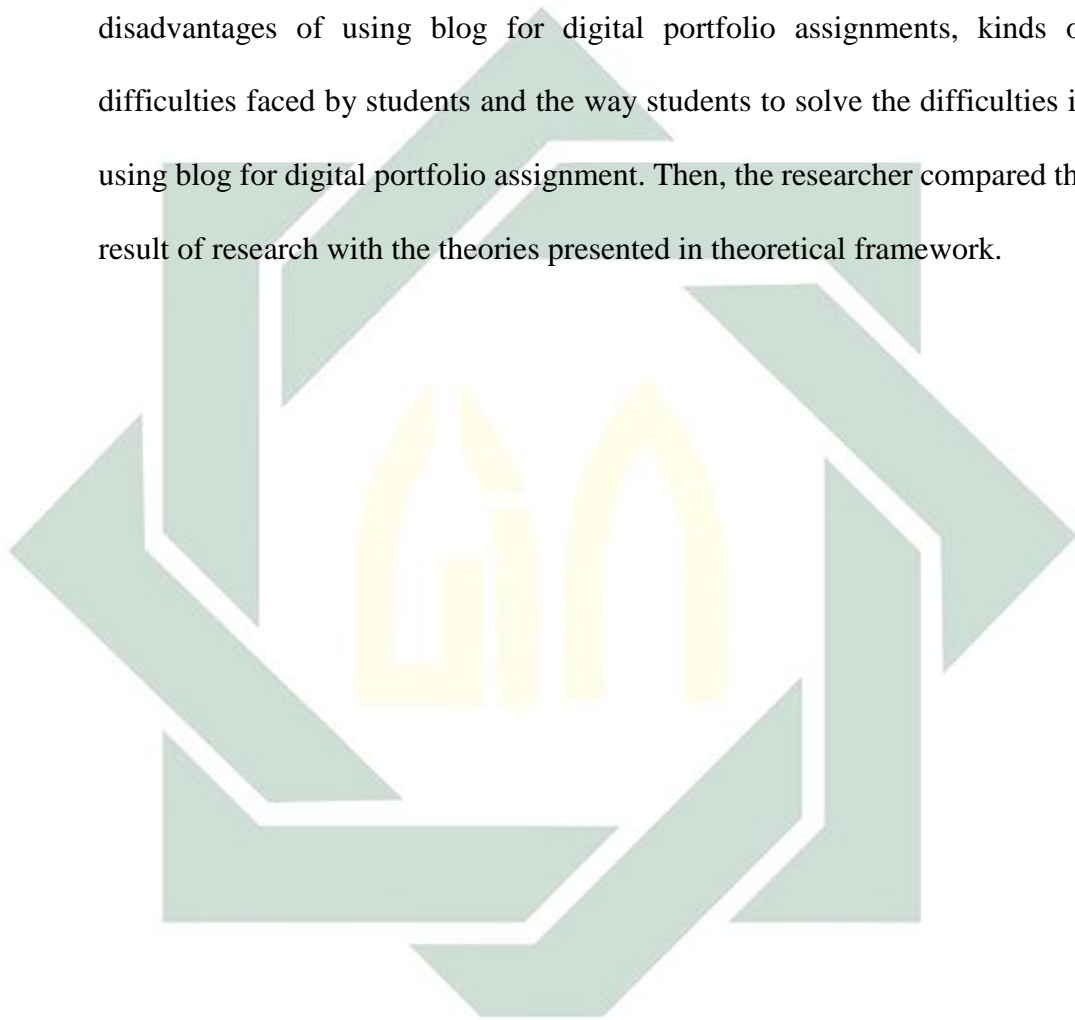
### **G. Data Analysis Technique**

In data analysis technique, this research used qualitative descriptive analysis. It means that the data was analyzed and described by the researcher.

1. First, the researcher analyzed all the result of document and interview. Data from document were taken on students' blog, the second instrument, the researcher transcribed and types the data from the recording of interview.
2. Second, when all of the data were collected, the researcher started to describe the findings and all of the data were transcribed. The description that was made

by the researcher was based on the data collection from document and telephone interviews.

3. Third, the researcher analyzed the findings using the theories from the theoretical framework. The analysis was focused on the advantages and disadvantages of using blog for digital portfolio assignments, kinds of difficulties faced by students and the way students to solve the difficulties in using blog for digital portfolio assignment. Then, the researcher compared the result of research with the theories presented in theoretical framework.



## **CHAPTER IV**

### **FINDINGS AND DISCUSSIONS**

In this chapter, the researcher presents the research findings and discussion. It reports the findings and result of the data collection. Detailed description of the result obtained from this study is presented.

#### **A. Research Findings**

Based on the research problems in the first chapter, the researcher presents the result of the research based on the statement. There are advantages and disadvantages of using blog for digital portfolios at State Islamic University Sunan Ampel Surabaya.

##### **1. The advantages and disadvantages of using blog for digital portfolio assignments**

Based on the result of data collection from question number one, there were many students' opinions about using blog for digital portfolio assignments in CALL 2. After joining CALL 2 by using blog for their digital portfolios assignment, students were interested in completing some assignments. The advantages and disadvantages presented as follow:

##### **a. Advantages of using blog for digital portfolio assignments**

As explained in theoretical framework, Steele stated that there are six specific advantages of using blog for digital portfolios assignment.



Based on the result of interview with students, researcher classified the advantages into six categories of advantages from Steele using blog for digital portfolio assignments, those are:

### **1) Evidence of Learning**

Based on the findings, using blog digital portfolios assignment give students' knowledge about technology. Through some digital assignments, there are 26 students assumed that they have additional knowledge during technology usage in education. This is as what students 1 answer, he said "Digital portfolio assignments using blog opened students' concept of technology". Similarly, student 7 assumed "Yes, because I can know more about technology to help learning". Student 13 also stated "It is fulfilled my expectations and goals because I have additional knowledge about kinds of application using technology in learning". By learning using technology, students not only finish their assignments, but also get additional knowledge of technology in CALL 2 course.

On the other hand, some students assumed that using blog for digital portfolios assignment still not fulfilled students' expectation, because they just fulfilled the assignments and still did not understand some theories which were given by the lecturer. There were 16 students that they said like that. As a matter of fact,

student 8 said “in CALL 2, I just submitted the assignments and requirements. I actually wanted to know certain programs, related to the lesson that I can apply someday. However my goal in taking CALL 2 is to know how to create learning media using technology”. For other students who did not understand the materials of the course, they said “I do not, because I still do not understand the materials of the course”. Similarly, student 10 said “not all the materials can be mastered and understood by me. I just understood few of them, and the other were not”. This may cause that have different levels and interest of variety assignments were given by the lecturer. In additional, students may need more explanation from assignments or theories that they did not understand.

## **2) Skill Development**

In using blog for digital portfolios assignment, students said that they developed their technology skill and integrated skill especially in writing skill and reading skill.

- **Technology development skill**

Students believed that by using technology in CALL 2, students are able to open their knowledge in technology usage. In creating digital portfolios assignment, students developed their skill in technology. It could be proved by students’

statement and their digital portfolio that they had no experiences of creating media using kinds of software both online and offline. This is as what student 9 opinion “I felt improvement in multimedia technology development. Because I have no experience about technology well, now I know kinds of application that can be used for learning. For example I know how to create comic. In addition, I also know how to use blog for media storage for my works. So my knowledge about technology was increased”.

In CALL 2, students must be looked for the ways how to finish their assignments on time. Students also must be finished the assignments without lecturer’s guideline in using software or applications. This is as what student 8 answer. He said “I think in the process of learning in CALL 2, I can train and find out the ways how to finish the assignments as well as possible”. Lecturer gave freedom to students to finish and found their ways in completing the assignments. Students also said that their knowledge in blogging increased after they try to use some features of blog. They said that they never utilized online resources.

- **Writing and reading skill**

In the implementation of using blog for digital portfolios assignment, it improves students writing and reading skill. There were 28 students believed that it helps them in developing their skill. This is as what student 33 perception. He said that “in blog, we must be pro-active to write. Before we write something, we need to read the theories first”. Similarly with student 9, she said “My writing skill is improved since I write on blog, because we are not possible writing without considering the grammar, so I must be careful when I write”. Furthermore, using blog for digital portfolio assignments not only increases students’ writing skill, but also increase my reading skill. This is as what student 13 said “Before we completed the assignment, the lecturer gave many theories to read. Furthermore, it helps me to improve my reading skill”. It is similar with student 19 opinion. She said “There are improvement with my reading skill because when we complete the assignment on CALL 2, student must read all the materials which are given by lecturer. It’s to ease me the assignments. Furthermore, I avoid the difficulties when I did the assignments”.

### 3) Reflection

Digital portfolio using blog as a reflection means to know students' development by evaluating themselves. It is important for student to reflect on how their learning and achievement relate to their goals of learning. There were 28 students who felt that digital portfolio assignments using blog reflect their learning. This is as what student 16 said. She stated "Because I can review and evaluate my learning through assignment I have done. I can review all the theories of CALL 2 course". Student 40 also said "Because I should write the content in my blog based on the theories I have been learned in CALL 2. It included the assignment I have done before". Student 26 also said "I think digital portfolio assignment using blog really reflects my learning in CALL 2, because I learn all the theories on CALL 2 and did the assignments. From the theories that I learn, I write my reflection on my blog".

#### **4) Storage Space**

Using blog for digital portfolios assignments helps students to store their works. Students do not worry to lose their works because it is saved online. There were 33 students assumed that they got the beneficial through the media storage on blog. This is as what student 1 said "saving my works on blog help me filing my works". Other students also had same opinion about it. Student 13 said "Submitting

assignments in form of hardfiles were easy to be lost, damaged or slipped with the other subjects. Because our works saved in digital-database, so we did not need to worry lost our works.”

### **5) Cost Efficiency**

Other advantages can be felt by students are cost. Students felt that by digital portfolios assignments students did not spend their money. Students did not need to print out the assignment or photocopy some material of the course. There were 24 students assumed that digital portfolios is inexpensive and simple. This is as what student 2 answer. She stated “I did not spend my money to finish the assignment. I did not photocopy the materials or assignments during we have internet connection to access the digital assignments”. Student 7 also assumed “we just used WIFI to complete the assignments and find out the online resources freely.”

On the other hand, some students said that digital portfolio assignment generally spent their money to buy credits for internet connection. So they need additional cost to buy credits to be able finished their assignments. But, some students also felt that digital portfolios assignment using blog spent their money to buy some credits to connect to the internet. There were 18 students assumed that using blog for digital portfolios assignment probably

inexpensive, but they must buy and spend the data of internet connection. This is what student 3. She said “I don’t think so, because we must go to the internet café (Warnet) if the internet connection of the provider is not stable. So we spend our money to pay the rent”. Similarly, student 31 said “working on blog we need good internet connection and it was spent the data of internet connection”. Student 35 also said “We need internet connection to finish the assignments. So we need money to buy the credits”.

#### **6) Accessibility**

Students said that using blog for digital portfolios assignments helped students in accessing their works in any situation. They argued that mostly of their work were done online. As a result they can access their works everywhere and anywhere. They said that it was very benefits for them to revise their works when those were needed. There were 28 students who assumed that it was very benefit for them. In addition, Digital portfolios assignment which was saved by students on blog helped them to access their digital portfolio everywhere and anywhere. Because students believed that it was accessible for them when they needed to access their digital portfolio assignments. This is as what student 37 assumed “what we have done the assignments and wrote on blog, there were track

record in the blog history. So, we can easily access our works whenever we needed”. Student 42 also said “because the development of technology, I can easily access my work whenever I want”. Furthermore, students 3 also stated “we did not need created media, but we can access our works and use it again”

Table 3.1 Students of CALL 2 who believed the advantages of using blog for digital portfolios

No.	Advantages	Amount of students
1)	Evidence of Learning	26 students
2)	Skill Development	28 students
3)	Reflection	28 students
4)	Storage Space	33 students
5)	Cost Efficiency	24 students
6)	Accessible	28 students

From table 3.1 above, students believed that using blog has advantages in digital portfolios assignment for them.

#### **b. Disadvantages of using blog for digital portfolios assignment**

Based on the finding, researcher classified the disadvantages into three categories based on Dibiase, those are:

##### **1) Time Consuming**



In completing some digital assignment using blog, it absolutely need time to learn software, applications and blog. Students had different abilities on technology. Because they need time to learn something they never knew before, for example blog or software. In previous courses, they never make media learning using kinds of software or application. As a matter of fact, there were 27 students that they need several hours for doing assignments using kinds of software. This is what the student 4 said “I was as the beginner and have lack of knowledge about technology, I need more time to learn about how to create and design my blog. So, it sometime seem hard for me”. Student 1 also said “it spent my time in completing their digital portfolios using blog because I personally wanted my assignments perfect.” Student 32 stated “absolutely, because learning the latest applications and software, we need more time to finish those assignments. In Indonesia, the development run slowly in certain places, so some of us are not usual to operate those applications”.

## **2) Frustration**

In CALL 2, students obligated to complete their assignments both reading and creating media every week. At least, students must submit their individual and group assignment in a week. Most of

students stated that they had difficulties in blog, software and internet connections. There are 29 students assumed that they had difficulties in blog. This is as what student 4 answer, she said “I ever feel frustrated. Maybe, I have no experiences about blog, so I fail to open and upload my assignments”. Similarly, student 7 said that “When I create blog, I think the lecturer not only assess the content but also the appearance of our blog. So, I felt stressed how to create good blog”. Other students also felt stressful when they faced new software. This is as what student 5 opinion that “for assignments itself, I never used kinds of software before, so I felt difficult when I try it.”

Other students also felt frustration on internet connection when they upload their assignments on their blog. This is as what student 2 answer she said “I ever frustrated when I inserted an assignments in form of video file on my blog. The internet connection was the reason that was not faster and stable, so I can upload the assignments”. It is similar with student 6 answer that “I feel frustrated when the internet connection was not good and most of us probably would be felt so if it frequently happened during upload the data”

### 3) Privacy Issues

In students' answer, saving their digital portfolios assignment using blog is not secure, because other people would be easier to copy and paste the assignment. Based on the findings, there were 25 students who assumed that digital portfolios assignment was not secure. This is as what student 2 answer that "I think, it is not safe for our data saving, because I don't understand how to set up my blog to make the content cannot be copied by other people". Similarly with student 3 answer that "I think it is not secure, because it sometimes takes by other people without putting down our names (citation) or resources". Furthermore, student 7 also said "it is not secure, if we save our works in blog, other people probably copy our works or artifacts".

Table 3.2 Students of CALL 2 who believed the disadvantages of sing blog for digital portfolios

No.	Disadvantages	Amount of students
1)	Time Consuming	27 students
2)	Frustration	29 students
3)	Privacy Issues	25 students

From table 3.2 above, students assumed that using blog for digital portfolio assignment not only give students advantages, but also give them disadvantages.

## 2. Difficulties faced by students of using digital portfolios assignment

### 1) Technical Problems

On the finding of technical problems faced by students here, most of students faced problems when they create the blog and get unstable internet connection. Most of them faced similar difficulties. Based on the findings, it can be describe as follow:

- **Students do not have adequate experience with software and blog features**

Few students also had difficulty in the process because they had no experience with some software and the lecturer gave undetailed instructions. This is as what students 4, she said “I do not know how to operate the software and applications. However the lecturer left the instructions in every assignments but it was not clear enough for me, so I sometimes felt confused”. Student 35 also said “not all, because I faced difficult in some digital portfolio assignments, especially in operating software and applications”.

Students also got difficulties when they set up their blog, because it is something new for them. In addition, students never had experience in blog. Most of them had difficulties to set up the appearance and features on blog. This is as what student 11 answer that “I got problem with blog settings, because blog was something

new for me. So I need to learn more about it”. In addition, student 9 said that “I never make blog before, so I got difficulties how to design my blog. For example, I got difficulties how to change the background of my blog and other features of blog”. Student 14 also said “Actually my difficulty in blog is how to set blog, because I do not know how to set and design the blog appearance”.

**- Need adequate Internet connection**

Students stated that when they worked for digital portfolios assignment, students had difficulties in the internet connection. They commonly faced these problems because internet connection was not stable. This is as what student 5 said “I think internet connection is a problem when I did digital assignments on blog”. Similarly student 24 assumed that “The internet connection is a problem for me. If the internet connection using hotspot or WIFI was not stable, I went to internet café (*warnet*) to complete my assignments. In addition, student 1 said “I personally had problem with the signal of internet connection.”

**2) Content Problems**

In content problem, there were three kinds of problems in using blog for digital portfolios assignment, they were choosing materials, goals and themes. But most students of CALL 2 had difficulties in

writing the materials of the content. There were 38 student assumed that they had difficulties in material selection. This is as what student 3 answer. She said “I was hard to get the material what I should include in my blog. Because I had difficulties when I review the materials I learnt in CALL 2”. Other student also had same problems. Student 5 said “the core of my problem when I create blog for my digital portfolios assignment was the materials I should choose”. Other example from student 16, he said “actually I got problems in choosing materials because I did not know what I am going to write on my blog. Because lecturer did not give the example in every assignments. So, I confused how to arrange the material of my blog”.

### **3. Problem-solving used by students**

In facing problems and difficulties based on Stockwell, students stated during interview that they solved their problems in three ways as follow:

#### **a. Searching resources on internet**

When students got difficulties, they usually go online and find out some articles to read. Students would find out articles or online resources about the guidelines of software or blog setting. This is the most students used when they faced difficulties. This is as what student 3 said “If I got difficulties on blog setting, I can ask to my friend or

search some online resources on internet”. In addition, student 15 said “I often found the resources on *google* or ask to my friend”. Similarly student 18 said “During CALL 2, I browse articles on internet or video tutorials to finish my assignments.

Besides searching articles on internet, other students also preferred to watch tutorial videos when they got difficulties. Students believed that watching the videos tutorials help them to avoid mistakes when students completed the assignments. This is as what student 19 said “if I did not understand assignment in CALL 2, I opened YouTube and watched video tutorials. It was better and easy to understand than read articles. So I prefer to watch videos tutorial and ask to friends.” Similarity with student 21 said “I seek out video tutorials or telephoned my friend if I did not understand the assignment. It was the quickest way for me to resolve my problems”.

b. Asking to the lecturer

In CALL 2, lecturer provided *whatsapp* group to help students when they had confused and difficulties during online assignments. During online learning in CALL 2, lecturer told students if they found something difficulties or something confusing with the course, students can ask him through *whatSapp*. Few of students asked to the lecturer if

they had problems of the assignments. This is what students 11 response. He said "...If I found problems when I did assignments, I meet the lecturer for asking detail explanation or guideline". Some students usually used *whatsapp*, but they believed that it was not effective. This is what student 4 said "if I asked the lecturer using *whatsapp*, sometimes it was not clear for us, especially me. Because in every assignment the lecturer did not give examples, so it made us confused"

c. Asking to friends

Most students usually asked to their friends when they had problems or difficulties during completing digital portfolio assignment. This is what student 2 answer. She said "I usually asked to my friends, especially who had better understanding in technology...". In addition, student 17 also said "I usually made appointment with my friend to help me in resolving my problems about CALL 2 assignments". It is also similar answer with student 19. He said "if I did not understand with the assignments in CALL 2, I usually asked to my friends and watched videos tutorial. I did like search online resource about the guideline because I need more time to read the articles".



## **B. Research Discussions**

In this stage, the discussion about the advantages and disadvantages, students' difficulties and students' way in solving problems using blog for digital portfolios.

### **1. The advantages and disadvantages of using blog for digital portfolio assignment**

Based on the finding and the theoretical framework, the advantages and disadvantages of using blog for digital portfolios assignments experienced by students as follow:

#### **a. Advantages of using blog for digital portfolios assignment**

##### **1) Evidence of learning**

Based on interview with students of CALL 2, the findings show that using blog digital portfolios assignment gave students' knowledge about technology. Through some digital assignments, there were 26 students assumed that they had additional knowledge about technology usage in education. This is as what students 1 answer, he said "Digital portfolio assignments using blog opened students' concept of technology". Student 13 also said "Yes, it is fulfilled my expectations and goals because I have additional knowledge about kinds of application using technology in learning". This is what Steele said that digital portfolios help students to

establish its goal and expectation.<sup>1</sup> Since, digital portfolios assignment actively involve students in demonstrating previous learning and current learning.

Ritzhaupt et al also stated that digital portfolios assignment develop and monitor students' skill and knowledge continuously to support students' lifelong learning.<sup>2</sup>

## 2) Skill Development

- **Technology Skill**

Steele states that digital portfolio allows students to develop their skill in developing multimedia technology<sup>3</sup>. From the theories, digital portfolio assignments can improve students in multimedia technology skill. Based on students 9 point of view they said "I felt improvement in multimedia technology development. Because I have no experience about technology well, now I know kinds of application that can be used for learning. For example I know how to create comic. In addition, I also know how to use blog for media storage for my works. So

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<sup>1</sup> Kristen Steele, *What it takes : Issues in Implementing Electronic Portfolios*. Independent Studies and Capstones. Paper 444. Program in Audiology and Communication Sciences, Washington University School of Medicine. 2009, 12 - 13

<sup>2</sup> Ritzhaupt, A. D., Singh, O., Seyferth, T., & Dedrick, R. *Development of the electronic portfolio student perspective instrument: An e-portfolio integration initiative*. (Journal of Computing in Higher Education, 2008), 19(2), 47-71

<sup>3</sup> Kristen Steele, *What.....*, 12 - 13

my knowledge about technology was increased”. They believe that there is improvement on technology skill after taking CALL 2 class, because they have many experiences doing some assignment using kinds of software. This is similar with theory of Steele that digital portfolio increase students’ technology skill. So, the researcher can conclude from the findings and Steele’s theory is coincide with digital portfolios assignment improves students’ skill in technology.

- **Writing and Reading Skill**

In using blog for digital portfolios assignment, students involve their skills, writing and reading skill. Based on students’ responses, students assumed that “my writing skill improved when I write on blog, because we were not possible writing without considering the grammar, so I must be careful when I write” and they also said “Before we completed the assignment, the lecture give many theories to read. Furthermore, it helped me to improve my reading skill”. Similarly, Campbell stated that blog give students’ opportunity to create journal for practicing their writing skill and involves the use of knowledge

management in reading and writing skill<sup>4</sup>. In short, from the finding and theories are same. So the researcher believes that using blog for digital portfolio assignment involves students' writing and reading skill.

### 3) Reflection

Attwell stated that through digital portfolio, students can reflect their learning process because it allows student to use it for private and public reflection<sup>5</sup>. Based on the findings student 16 said. She said "Because I can review and evaluate my learning through assignment I have done. I can review all the theories of CALL 2 course". Student 26 also said "I think digital portfolio assignment using blog really reflects my learning in CALL 2, because I learned all the theories on CALL 2 and did the assignments. From the theories that I learnt I write my reflection on my blog". Those students' answers also had same meaning stated by Tartwijk that digital portfolios are important for student to reflect on how their learning and achievement relate to their goals of learning.<sup>6</sup> This type

<sup>4</sup> Aaron Patric Campbell. "Weblog for Use with ESL Classes, (<http://iteslj.org/Techniques/Campbell-Weblogs.html>, Accessed on April 12, 2016)

<sup>5</sup> Graham Attwell, *Recognizing learning: Educational and Pedagogical issues in e-Learning Portfolios*. 2005, 2

<sup>6</sup> Driessen, E.W., Tartwijk, J. van, Overeem, K. Vermunt, J.D. & Vleuten, C.P.M. van der (in press) "Conditions for successful reflective use of portfolios", *Medical Education* (accepted, not yet published)

of portfolio allows student to write their reflection about the competence should be mastered by students.

#### 4) Storage Space

Steele stated that digital portfolios are easy and efficient to store rather than traditional portfolios need large binders full of paper.<sup>7</sup> From the findings, students believed that they got the benefits through the media storage on blog. This is as what student 1 said “saving my works on blog help me filing my works”. Other students also had same opinion about it. Student 7 said “Submitting assignments in form of hardfiles were easy to be lost, damaged or slipped with the other subjects. Because our works saved in digital-database, so we did not need to worry lost our works.” Based on Ministry of Education, *Digital Portfolio for Beginners*. Wellington, digital portfolio were long-lasting and document stored in internet are secure and difficult to lose. The findings are similar with theoretical basis, that using blog for digital portfolios are safe and effective as the media storage for students’ work.

#### 5) Cost Efficiency

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<sup>7</sup> Kristen Steele, *What it takes : Issues in Implementing Electronic Portfolios*. Independent Studies and Capstones. Paper 444. Program in Audiology and Communication Sciences, Washington University School of Medicine. 2009, 12 - 13

Steele stated digital portfolios provide cost effective to distribute. He adds that creating digital portfolios are cheap and save money because they can be produced and created used variety of software.<sup>8</sup> Similarly, the students' answers that they believed digital portfolio assignment using blog were inexpensive and simple. From the finding of this research, student 2 stated that he did not spend his money to finish the assignment. He also did not need to photocopy the materials or assignments because he just need internet connection to access his digital portfolios assignments. In the same way, student 7 also believed that he just used WIFI to completed the assignments and find out the online resources freely. Thus, digital portfolio assignments is easy to create without need paper or photocopy a lot of materials and save students' money.

#### **6) Accessibility**

Digital portfolios assignment which was saved by students on blog helped them to access their digital portfolio everywhere and anywhere. Based on Ministry of Education Digital Portfolio for Beginners, digital portfolio can be access anytime and anywhere<sup>9</sup>. Similarly with Steele theories stated digital portfolio is accessible rather than traditional portfolio. Student still can access their digital

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<sup>8</sup> Kristen Steele...., 12 - 13

<sup>9</sup> Ministry of Education, *Digital Portfolio for Beginners*. Wellington, Newzeland 2011 , 4

portfolios anytime<sup>10</sup>. This is as what student 37 said that what I have done the assignments and wrote on blog, there were track record in the blog history. So, I can easily access my works whenever I needed. Student 42 also said “because the development of technology, I can easily access my work whenever I want”. From the findings had same with the theory stated by Steele, it can be concluded that digital portfolio assignments by using blog help students to access their work when it necessary. Digital portfolios which are saved on their blog can be used anywhere and everywhere.

**b. Disadvantages of using blog for digital portfolios assignment**

**1) Time Consuming**

Tartwijk et al state that digital portfolio assignment takes longer time especially for students who need technology skill or adequate training to gain those skills. Students who are lack of knowledge of technology experience may learn for hours. Based on the findings student 4 said “I am a beginner and lack of knowledge about technology, I need more time to learn about how to create and design my blog. So, it sometimes seem hard for me”. Student 32 also said “learning the latest applications and software, we need more time to finish those assignments. In Indonesia, the development of

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<sup>10</sup> Steele.....

technology runs very slow in certain places. So, some of us are not usual to operate those applications”. The findings are similar with the theories from Tartwijk et al that students who has low knowledge about technology need adequate skill to gain technology skill on software or blog, so students need more time to finish the assignments.

## 2) Frustration

In the process of using blog for digital portfolios assignment, there were students who felt frustration for some reasons. From the findings, students felt frustration because they faced problems in the process. Student 4 said “I ever felt frustrated. Maybe, I had no experiences about blog, so I failed to open and upload my assignments”. Similarly, student 7 said that “When I created blog, I think the lecturer not only assess the content but also the appearance of our blog. So, I felt stressful how to create good blog”. Technology experience influence students when they work the assignments. According to Tartwijk et al stated digital portfolios encountered frustration and stressful for students who don’t have technology skill<sup>11</sup>. Those findings are similar with Tarjwijks’ theories that digital

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<sup>11</sup> Van Tartwijk J, Driessen, E., & Rubens, W. “*Functions of electronic portfolio's in higher education*” P. Boezeroy & P. Gorissen (Eds.), *Dutch e-learning in Europe*, (Utrecht: Surf Foundation, 2004), 8-10



portfolio assignments encountered frustration and stressful for student who don't have technology skill. To sum up, this can be concluded that technology skill and experience using blog for digital portfolios is very important. Without technology skill, students easily frustrated when they find problems on blog or kinds of software.

### 3) Privacy Issue

According to Dibiase digital portfolio assignments are not only get risk of personal information but also increase the number of plagiarism. Since online environment such as blog is easily accessed by internet users. People may copy and paste students' assignments without put the sources. Some students believed that it can be happened someday. From the findings, student 2 stated that "it was not safe for his data saving, because he did not understand how to set up his blog using privacy features to make the content cannot be copied by other people". Similarly with student 3 answers that she assumed it was not secure, because it sometimes copied by other people without putting down our names (citation) or resources". Furthermore, student 7 also said "it is not secure, if we save our works in blog, other people probably copy our works or artifacts". The findings closely have similarities with the Dibiase theory. Thus, researcher concluded that digital portfolios assignment using blog

were not secure for media storage because some students had lack of knowledge of blog and did not know how to set up.

## **2. Difficulties faced by students of using digital portfolios assignment**

In this research, the researcher focused on the students' difficulties in using blog for digital portfolios assignment. In theoretical framework, the researcher had mentioned students' difficulties on digital portfolios. There were two problems that will be discussed as follow:

### **1) Technical Problems**

In this case, most of students faced problems when create the blog and get stable internet connection. Most of them faced similar difficulties. Based on the findings, it can be describe as follow:

#### **- Students do not have adequate experience with software and blog features**

In technology usage, students should have technology skill to success during learning. According to Steele said that in implementation of digital portfolio, student need adequate hardware and software, accessibility of that hardware and software. Based on the finding, students who had difficulties with software were minimal, but they generally faced problem on blog. Few students who had difficulty in the process because they had no experience with some software and the lecturer gave undetailed instructions.

They did not understand how to operate some software on the online course, because they assumed that they need more explanation with the assignments.

Thus, Students got difficulties in blog, they said that they did not know how to design their blog because it was their first time become blogger and it was something new for them. In addition, Most of them had difficulties set up the appearance and features on blog. Heath argued that electronic portfolio construction especially using blog takes time, that all participants of the portfolio development process need technology skills or adequate training to gain those skills, and that technical problems with software.<sup>12</sup>

- **Need adequate internet connection**

Students stated when they did some digital portfolios assignment, students had problems in the internet connection. They commonly faced these problems because internet connection was not stable in different area. Related to students' point of view, Sunil Kumar also stated that many students were not provided the strong

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<sup>12</sup> Heath, M. Are you ready to go digital?The pros and cons ofelectronic portfolio development.Library Media Connection: 2005, 23(7), 66-70

internet connection<sup>13</sup>. Students should go to internet coffee to get stable connection in completing assignments.

Other finding that made students difficult in using blog for digital portfolios were insufficient directions from the lecturer. The lecturer gave instructions in every assignment that had been posted in web, but some students sometimes misunderstood with lecturer's instruction. However, lecturer always gave students materials but did not attach the example of the product or the process in each assignments. Related to those problems, it had similar with Fournie and Van Niekerk stated that lecturers may not provide enough lecture direction. In addition students confused with some of the activities, because it is not clearly explained to them.<sup>14</sup> In finishing a lot of assignments in online class, detailed instructions from the lecturer is required to achieve the goal of the lesson.

## 2) Content Problems

In content problem, there were three kinds of problems in using blog for digital portfolios assignment, materials, goals and themes.

According to Gestalt Psychologists, included Pieget, stated that the

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<sup>13</sup> Sunil Kumar, *5 Common Problems Faced by students in elearning* overcome(<https://elearningindustry.com/5-common-problems-faced-by-students-in-elearning-overcome>) accessed August 26, 2016

<sup>14</sup> Fourie, I & Niekerk, D. van (1999) "Using portfolio assessment in a module in research information skills", *Education for Information*, Vol. 17, Issue 4, pp333-352

material should be meaningful agrees with the theme, and match with students' need and improvement. Not only providing good design of the media digitally, but also the contents should provide what want to be achieved, dealing with the compatibility with the themes, goals and objectives. As matter of fact, most students had difficulties in writing the materials of the content. There were 38 student assumed that they had difficulties in material selection. This is as what student 3 answer. She said that she was hard to get the material what she should include in her blog. Because she had difficulties when she reviewed the materials she learnt in CALL 2". Similarly student 16, he said that he actually got problems in choosing materials because he did not know what he is going to write on his blog because lecturer did not give the example in every assignment. So, he confused how to arrange the material of his blog. In creating blog content as a media for digital portfolio assignment, students should ask to the lecturer about the rule and the lecturer guided students during the process if they had problems.

### **3. Problems-solving used by students**

In theoretical framework, the researcher had mentioned Stockwell' statement about ways in solving students' difficulties. Stockwell proposed there were 3 ways in solving problems can be used by students when they faced difficulties. Those are searching to another resources or reading

another book related to problems or watching videos tutorial, pairing with friends and communicating with lecture. In facing problems and difficulties, students solved their problems in several ways as follow:

**a. Searching resources on internet**

From interview with students, the first way in solving difficulties was search resources on internet. When students got difficulties, they usually go online and find out some articles to read. Students probably find out articles or online recourses about the guidelines of software or blog setting. This is the most students used when they faced difficulties. Based on the finding, student 3 said that when he got difficulties on blog setting, He can ask to his friend or search some online resources on internet. This was similar with student 18 said that during CALL 2, he browsed articles on internet or video tutorials to finish my assignments.

Besides search related articles on internet related to their problems, other students also preferred to watch tutorial videos when they got difficulties. It had same what Stockwell stated that there many ways to solve students' difficulties in facing their problem when use technology, as an example searching to another resources such as searching in the internet or reading other book related to problems or

watching video tutorial.<sup>15</sup> Students believed that watch the videos tutorials help them to avoid mistakes when students completed the assignments. Related to the problems student 19 point of view, he argued that when he did not understand the assignment in CALL 2, He opened *youtube* and watched video tutorials. There were some students that this way was better and easy for them to understand than read articles.

**b. Asking to the lecturer**

At the beginning of class, the lecturer told the students to contact him if they faced difficulties during online course in CALL 2. The lecturer provided *whatsapp* group to help students when they found something difficulties or something confusing with the course, students can ask him using *whatsaap*. In CALL 2, students cannot meet the lecturer because the course was purely online learning. During the process students got difficult but few of them who used this facility. Based on interview, students believed that asking to lecturer need more time to be answered. On the other hand, students wanted to complete the assignments as soon as possible. Asking to lecturer was considered by few students in solving problems. It is similarly with Stockwell

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<sup>15</sup> Gleen Stockwell. *Computer Assisted Language Learning: Diversity in research and Practice*. (Cambridge University.2012),76

stated that students can communicate with teacher or lecturer about their problems.<sup>16</sup> As an example, student 11 said that if he found problems when he did assignments, he met the lecturer for asking detail explanation or guideline. However, some students rarely used *whatsapp* to asked lecturer about their problems, because they believed that it was not effective for them. This is what student 4 said “if I asked the lecturer using *whatsaap*, sometimes it was not clear for us, especially me. Because in every assignment the lecturer did not give examples, so it made us confused”.

### c. Asking to friends

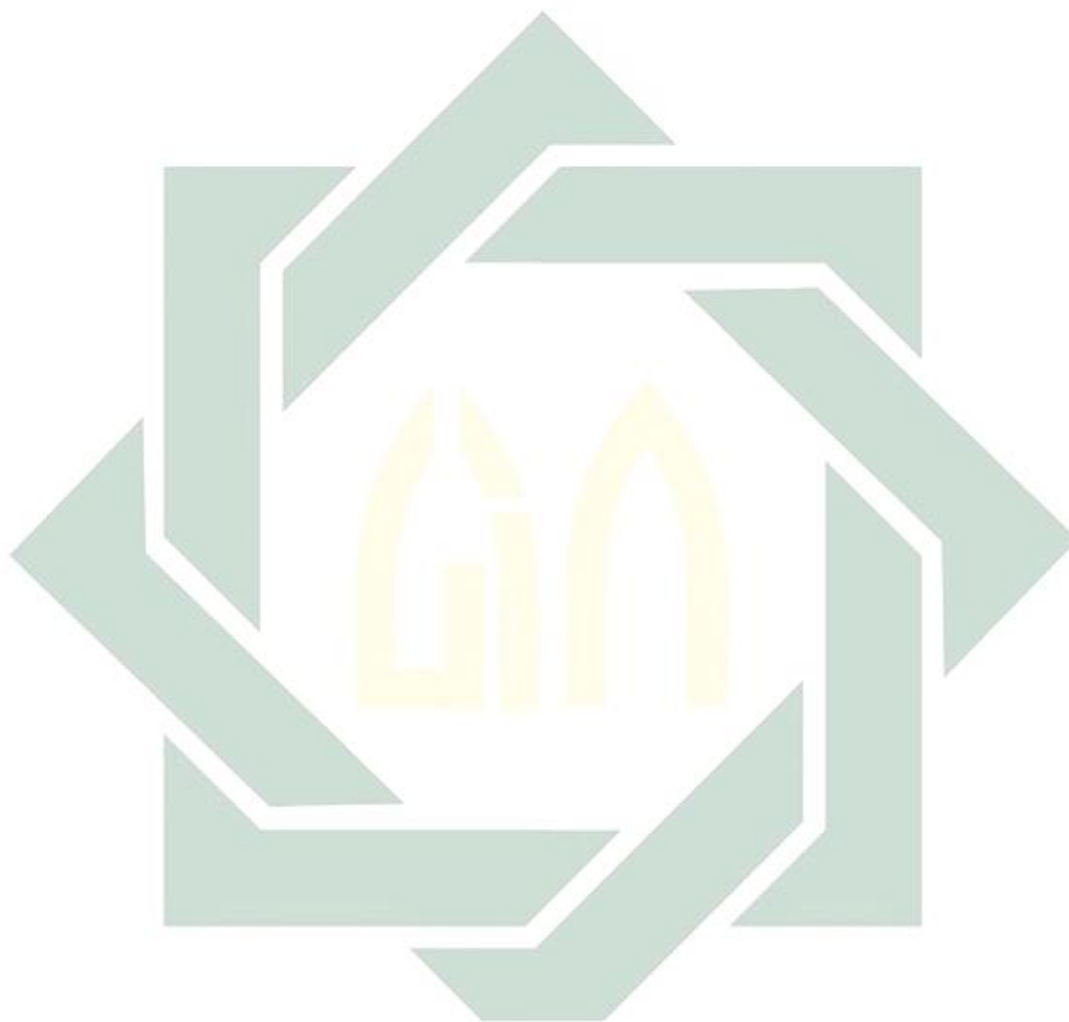
In using blog for digital portfolios, many students faced problems with some features of blog. Based on the interview, in solving this problem, most of students usually asked to their friends when they had problems or difficulties during completing digital portfolio assignment. This is what Stockwell said that students able to collaborative with others such as discussing with classmates, group work, or seeing their friend assignment when they found problems. As an example, student 2 stated that she usually asked to her friends, especially students who had ability in technology. In addition, student 17 also said that he usually made appointment with his friend to help him in resolving his problems about CALL 2 assignments”. Students believed that this is the

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<sup>16</sup> Gleen Stockwell.... 76



most effective for them to share same problems they faced in CALL 2. Discussing with their classmates, students can solve their problems.



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the conclusion that summarizes the result of the study that has been explained in the previous chapter. The researcher also provides some suggestions in this study.

#### A. Conclusion

This study was expected to gain the answer of three research questions about advantages and disadvantages using blog for digital portfolios assignment, students' difficulties and students' solution when use blog for digital portfolios assignment in students' responses. Based on the explanation presented in the previous chapter, the researcher concludes the answer of the research questions as follow:

1. There are six categories of advantages using blog for digital portfolios assignment, they are evidence of learning, skill development, reflection, large of storage, cost efficiency and accessible. First, evidence of learning means that using blog for digital portfolios assignment assisted students to establish goals and expectation in demonstrating previous learning and current learning about technology usage. Second, skill development means that using blog for digital portfolios assignment allowed students to develop their technology skill and writing and reading skill. Third, reflection means that using blog for digital portfolios assignment can reflect students'

learning during CALL 2 because students can review what materials had been learnt and assignments had been done by students then they wrote the result on their blog. Fourth, storage space means that blog for media storage was more efficient and easy to store students' digital portfolios assignment. Students were easier to file their works and they did not worry students' portfolios to loose or damage. Fifth, Cost Efficiency means using blog for digital portfolios assignment were cheap without spent students' money to photocopy theories or printed assignments but they just needed internet connection to do digital assignments. However, some students stated that they should buy credits for data internet connection or go to internet coffee to get stable connection. Sixth, accessible means that using blog for digital portfolios assignment was easy to be accessed by student anywhere and anytime they needed. Students needed to connect to internet before opening their assignments on their blog. On the other hand, there are three categories of the disadvantages, those are time consuming, frustration and privacy issues. First, time consuming means in creating digital portfolios assignments and setting blog consume longer time to finish. Because some students had lack of knowledge in technology skill and they did not have sufficient experiences. Second, frustration means that students who did not have experience of technology skill in software or blogging encountered frustration and stressful. In addition they faced problem with unstable internet connection when they did online assignments online. Third, privacy

issues means digital assignments portfolios which were uploaded on blog easily to be copied by other people because there were stored in online environment that can be easily accessed by the internet user.

2. In using blog for digital portfolios assignments, some students faced problems in completing assignments during online learning in CALL 2. There were two difficulties faced by students such as technical problems and content problems when they used blog for digital portfolios. In technical problems, most students faced problems in using blog rather than using software because they did not have experience to operate kinds of software and set blog appearance. In addition students were confused with the assignments because the lecturer gave unclear instructions. However, the lecturer gave instructions in every assignment but students need more explanation and example of the product. So they can know what they going to do then. Then students had problems with internet connection which were unstable to do assignments. In addition, students needed more struggle to do assignments by going to internet coffee. In content problems, most students faced difficulties in choosing materials of the content on their blog because they still considered to make the meaningful content and consumable for public. In addition, students confused what they going to write on their blog.

3. There are three categories of problem-solving that is commonly used by students when they face difficulties or problems in using blog for digital portfolios assignment in CALL 2, those are search resource on internet, ask to the lecturer and ask to friends. Students have different way to solve their problems in their experience in CALL. Most student prefer to search resource on internet or watch videos tutorial and ask to friend because they believed that those ways are suitable for them to get fast response and solution in different situation.

## **B. Suggestion**

Related to the result of the study, the researcher proposes some suggestions as follow:

1. For lecturer of CALL

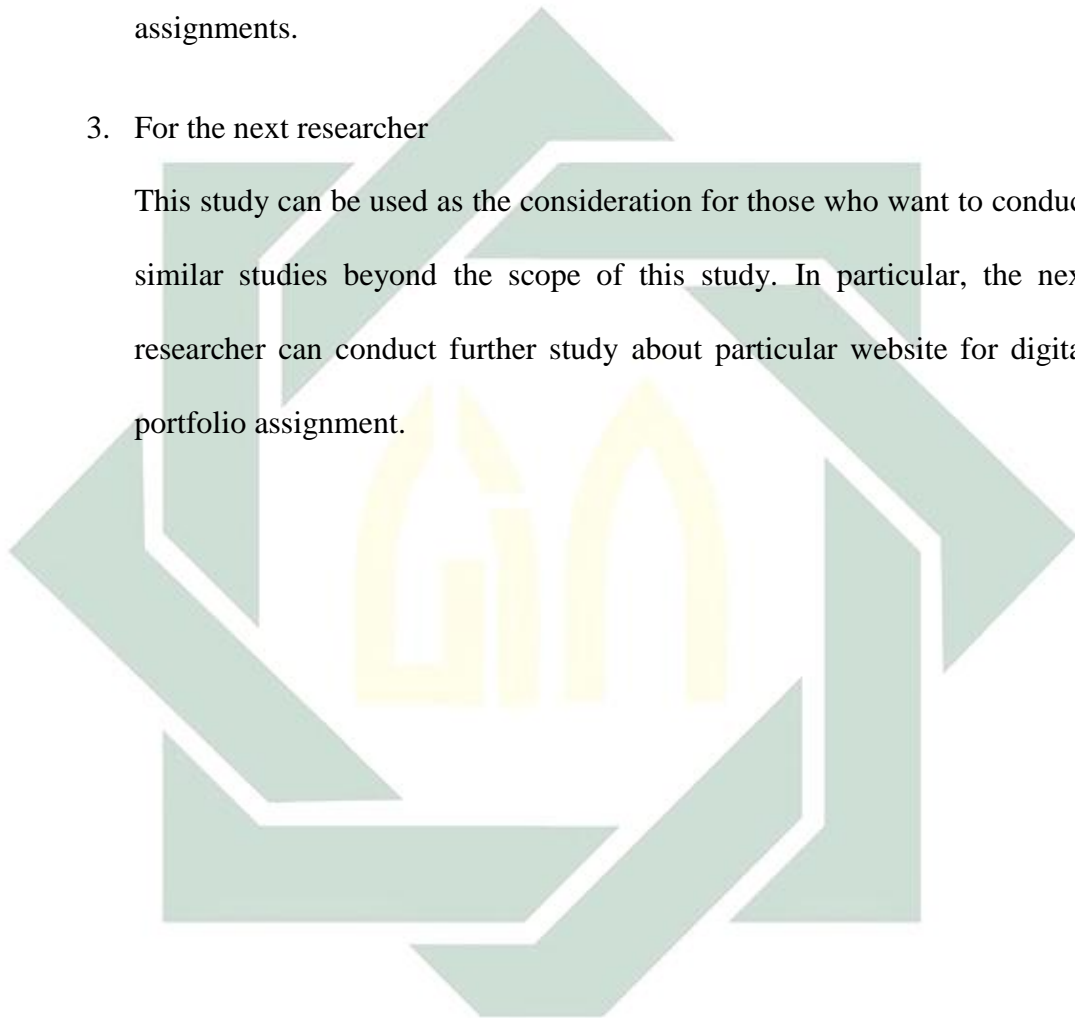
As facilitator of teaching and learning process, the lecturer is expected to emphasize more on the instructions and guidance in every assignments in order to be able to motivate students and pay attention to the students' need in CALL by encouraging them to use their knowledge. Therefore, the lecturer should be more specific in giving instruction for students for doing their assignments regarding to the use of blog for digital portfolio assignments in CALL 2.

2. For students

For the learners, students who faced problems should ask the lecturer. In this case, the lecturer of CALL 2 kindly gives facility to ask him using via *whatsapp* that can be help them when they faced difficulties in digital assignments.

3. For the next researcher

This study can be used as the consideration for those who want to conduct similar studies beyond the scope of this study. In particular, the next researcher can conduct further study about particular website for digital portfolio assignment.



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