
Investigating Self-Assessment Integrated into E-portfolio in a Writing Activity

M. Fadhly Farhy Abbas¹⁾, T. Reni Widia Ningsih²⁾

^{1), 2)}Universitas Lancang Kuning

email: fadhly@unilak.ac.id¹, tengkurenidwianingsih@gmail.com²

Abstract

Writing is one of the four main skills in English. Technological developments occur so rapidly in the world of education, especially in online learning as it is today which requires most universities to use E-Portfolio in its media writing activities such as Blogger. Blog refers to "Weblog", it means one type of website or online journal that contains displaying information from various sources and contains content such as articles, text, photos, videos, and links. In addition, in online learning self-assessment has been set so that students can find out their own abilities in writing activities. This research aims to determine student perceptions of self-assessment integrated with e-portfolios in writing activities. This research was a qualitative research with a narrative inquiry design. The results from this research revealed that some students showed good view about the use of e-portfolio in Blogger media because it can be accessed by anyone who is writing works. Based on self-assessment, the views of some students were positive because before publishing writing on Blogger, students could correct their writing in terms of topic ideas, vocabulary, grammar, and mechanics. In conclusion, through self-assessment students can know their ability to write, can assess themselves and think more creatively. The e-portfolio that has been implemented can facilitate student activities in writing without a time limit and it can be accessed anytime and anywhere, very useful for students during online learning.

Keywords: Self-Assessment, E-Portfolio, Writing Activity

Introduction

Writing is one of the four main skills in English learning that belong to the category of productive skills, namely the ability to produce languages. At university level, writing is expected to be exist at the academic writing purposes (Helaluddin & Awalludin, 2020; Rosmiati, 2017; Widodo, 2018; Abbas & Herdi, 2018). By having academic writing skill, it is expected that students are able to write abstracts of their thesis in English, as well as able to write an article to be published in national or international journals for their further study purposes (Prihatmi, 2017). As a result, activity in an academic writing become interested to be studied and explored more.

Based on the previous statement, another important aspect in writing is an assessment. By having assessment, students can evaluate their writing task well. One of the kinds of assessment in writing is self-assessment. Self-assessment refers to an evaluation technique in which learners are asked to assess themselves with regard to the status, process and level of achievement of the competition they learn while the e-portfolio is a collection of electronic evidence compiled and managed by users, usually on the Web (Taufik & Cahyono, 2020; Purwanti, 2015; Mustikawan, 2011). Such electronic evidence may include writing, electronic files, images, multimedia, blogs, and hyperlinks.

In line with the previous explanation, the researcher wants to investigate self-assessment with e-portfolio in writing. The researchers do this research because it is very important to students to start writing, make students enjoy in writing activities, interested in essays and students can find out their own

abilities through self-assessment. In addition, by having e-portfolio, the process of assessment can be done every time, everywhere, and anywhere. To explore students' idea in writing, the researchers investigated the process and the advantages of online learning activity in writing using E-portfolio with self-assessment. So, the researchers interested in conducting a research entitled "Investigating Self-assessment Integrated into E-Portfolio in a Writing Activity."

Method

The method employed in this research was qualitative method with the narrative inquiry design. This is because in this research the researchers need to describe people' lives by gathering and telling their stories through written narratives that reflect their life experiences (Creswell, 2015; Faizin, 2020). 6 English students of Universitas Lancang Kuning (UNILAK) Pekanbaru selected as participants of this research. Those 6 students selected because they have passed all writing courses, and they have done writing activities in the media like blog. Furthermore, the instrument used for collecting data in this research was interview. The interview process was done through several stages such as conducting a telephone interview, collecting data using the telephone, and asking a small number of general questions. Telephone interviews require the researchers to use a telephone adapter that plugs into the phone and the tape recorder for a clear interview recording, then the researchers converted the sound recording into a text document. In this research the researcher were collected the data using one-by-one interviews, where the researcher asks questions and records participants' answers in the survey and the data collection process.

The interview guide was adopted and adapted from Shofiyah (2014) with the 3 indicators: (1) media used during online learning in writing courses, (2) the interaction of students and lecturers during online learning in writing courses through e-portfolio, (3) the impact felt by English Department of UNILAK students during online learning in writing courses based on self-assessment integrated with e-portfolio in writing. From these 3 indicators, there were 15 questions covering research topics that aim to find out students' perceptions about self-assessment that were integrated with e-portfolio in writing activities during online learning at English Department of UNILAK. Furthermore, the technique of analyzing data in this study was with three analytical tools for narrative inquiry such as broadening, burrowing, story and re-telling the story. These techniques were led to (1) an expansion where the researcher asks a number of questions that include the title of the next study technique, (2) explore deeper to get strong data, (3) re-author to get conclusions from the results of interviews based on each participant's story.

Results and Discussion

1. Media

a. Participant 1 Story

Participant 1 gave the view that the techniques applied by lecturers when teaching writing during online classes were understandable. In addition to the story of participant 1, she also gives about what media are used during online learning as the following opinions:

"The media is Whatsapp, Blog, Blended". (P1.2)

From the participant 1 story based on the results of media interviews used when learning writing is Blogger because Blogger is an efficient media to publish written works can add photos, videos and other views that can quickly be seen by others. Participant 1 has used Blogger for writing in 2013 according to his E-Portfolio easily publishing in web form and can professionally be seen and felt.

b. Participant 2 Story

The story of participant 2 based on the results of interviews about Techniques and media used by lecturers when teaching writing classes during online is in terms of Engineering according to him lecturers always provide material in the class group after that they are told to read and then give assignments and collected media groups such as Google Classroom and WAG. His statement is as follows:

"Maybe the lecturer gives material like in that group, later we are told to read after that given the task we continue to collect". (P2. 1)

c. Participant 3 Story

Participant 3 told a story that during the online writing class the material is easy to understand according to participant 3 researcher also ask about the media used by students in writing activities therefore based on the results of participant 3 interviews also provide stories about the media. The answer is as follows:

"Lecturers are usually accessing conversations especially from Whatsaap then she uses Blogger she tells her students to write on a blog to publish her writing or can be during the work. For as long as we've learned, we're still using bloggers who are more intense."(P3. 2)

From participant 3's story that suitable media is used when writing online media is Blogger because Blogger can be published in the form of the Web easily accessible and enjoy by others. Writing works in Blogger media can be published anytime and anywhere of course very easy for students in writing activities according to participant 3.

d. Participant 4 Story

Participant 4 also reflects the writing media that is often used during online classes where the media he is referring to is a contemporary electronic media that is easy to publish written works in web form. The rest is as follows:

"Hmmm the usual media used is Blended Learning, Via Whatsaap same Blog if for writing". (P4. 2)

From the results of the interview with participant 4 it can be concluded that the right media and quickly used to write and publish written works is Blogger. Most students have used Blogger to publish their writing in Web form because it can be read until anytime indefinitely in the Blog can write whatever ideas the author thinks therefore according to participant 4 media that are very suitable to be used for writing is Blogger.

e. Participant 5 Story

From participant 5's story about techniques in teaching writing researchers also ask about online media that students often use when doing online writing activities. Participant 5 tells that based on learning experience there are only two media that are often used, namely Blended Learning and Ed-link media. His statement is as follows:

"Hmmm usually that if you usually lecturers can send share links or media, When I semester 3 lecturers usually use blended learning media continues if now use Ed-link". (P5. 2)

From the story of participant 5 according to some considerations that the media used to write less full criteria only for opinions can be accepted because through interview participant 5 also has a Blogger account and there is a written work there.

f. Participant 6 Story

The story of participant 6 based on the results of the interview Feeling less understanding of participant 6 material also tell about media that are often used during writing classes. Just like participant 5 that participant 6 also mentions 2 media that are often used when online media classes such as Whatsaap and Google Classroom. His statement is as follows:

"Whatsaap is the same Google Classroom, that's it." (P6. 2)

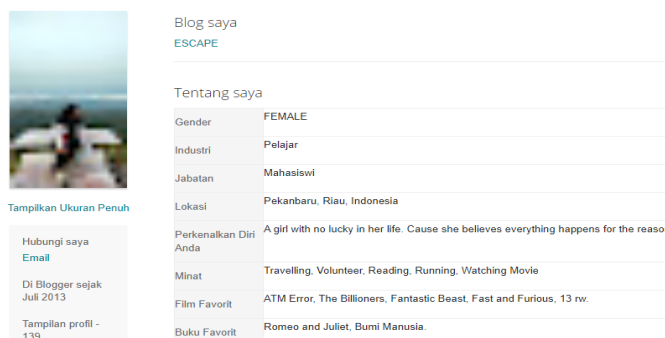
Based on the results of the interview it can be concluded that the effective media used by English Department of UNILAK in writing activities is Blogger is known that the student studied Blogger in the 3th semester, students can publish their writing quickly anytime and anywhere and can be seen by many people of course very helpful students in writing activities in using this e-portfolio media such as Blogger.

2. Character Profile Subject

a. Participant 1 Story: "Don't Be Old Without Story".

Having a hobby in writing activities that make participant 1 often upload her experience in her Blogger, she often shares stories in her writings such as her experience during traveling vacations, even she also likes to tell about the organization she runs that volunteer, she her a blogger account since long ago in 2013 months of July and has had 12 posts and have been aired more than 1,291 even has been compiled more than 428.

Nabila Khairunnisa



Blog saya
ESCAPE

Tentang saya

Gender	FEMALE
Industri	Pelajar
Jabatan	Mahasiswa
Lokasi	Pekanbaru, Riau, Indonesia
Perkenalkan Diri Anda	A girl with no lucky in her life. Cause she believes everything happens for the reason.
Minat	Travelling, Volunteer, Reading, Running, Watching Movie
Film Favorit	ATM Error, The Billioners, Fantastic Beast, Fast and Furious, 13 rv.
Buku Favorit	Romeo and Juliet, Bumi Manusia.

Hubungi saya
Email

Di Blogger sejak
Juli 2013

Tampilan profil -
139

Picture 1: Profile Participant 1

A beautiful girl who was born in Rumbai, Pekanbaru, October 19, 1998 named Nabila Khairunnisa called Participant 1 in this study. Participant 2 was born in the village with the first of 5 siblings who have a hobby of reading books to add insight into the world of music what else is classic, traveling and exploring nature, In addition, participant 1 is one of the willingness who follow one of the organizations in New Week that likes to help people who need help. Completing elementary school level at one of the elementary schools in Pekan Baru, namely SDN 009 Rumbai, continued to the junior high school stage participant 2 completed his education at SMPN 6 Pekan Baru and Completed high school in SMAN 3 New Week and now precisely in 2022 he has completed his education at the strata stage at one of the famous universities in Pekanbaru, namely Lancang Kuning University at the Faculty of Teacher Training and Education with English Education Department.

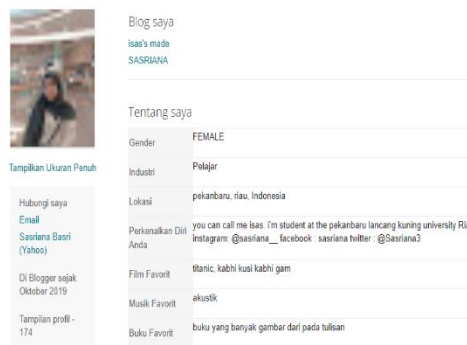
Participant 1 told a little about him apparently before continuing his education at Lancang Kuning University he had a break 2 years after finishing high school, An eldest of his four younger siblings of course he thought hard to continue education again. At first, he tried to take the SBNMPTN test in order to qualify at one of the public universities only his sustenance was not there at that time. His first experience was to become an SPG in one of the Malls in Pekanbaru, after 1 year he finally decided to take part in the SBNMPTN test but his fate was still the same as in the beginning. He finally decided to work again. Unyielding participant 1 continues to find work to get a fee so that he can continue his studies besides that he also took the CPNS test and the results are still less fortunate. Participant 1 is a person who is unyielding and hangs out with others therefore he is bound by some community that could be a pleasure in him. He follows the community of events that are volunteers and nature activists of course this includes hobbies in him this activity continues to be pursued and eventually becomes addicted and becomes excited about things that are Volunteer.

Finally, in 2019 he decided to study at the private campus in New Week, the University Lancang Kuning thanks to encouragement from his parents. After a long conversation it turned out that in one of the courses that Argumentative Writing, she had used the Blogger account to publish all his writings about his life story, his experience and about the world of educators that he knew. Participant 1 had long used a registered Blogger account in early 2013 long before starting college he already had many interesting posts on his personal account. Many stories can be read there and now thanks to his hard work he has completed his education and has managed to earn a bachelor's degree at the campus.

b. Participant 2 Story: "I don't think high school graduates are anything with those with college degrees."

Writing is one of the activities favored by participant 2, in her personal Blogger she once shared his posted beauty tips a lot about Education. She has been on Blogger since 2019 in October until now there have been 6 posts, the first of which is "Rich powder by Sasryn", Grief and Loss, Phonology Explain, Phonology, About Linguistic and others. The post has aired 1,676 and has been commented on by 599.

Sasriana Bastri



Picture 2: Profile Participant 2

Born to a family of Minang blood that fought in 1999 named Sasriana or let's call it Participant 2 in this study. Pursuing junior high school education with the choice of vocational school equivalent to the major in fashion that makes participant 2 very fashionable who pay attention to his clothes in every event both formal and non-formal. After a long conversation with him participant 2 told a little life experience turned out after completing his education at SMKN he had worked for several months in one of the fashion stores that were in the new week, there he got a lot of life experience, naturally because it was his first work experience. One of his life experiences he once thought that "He who graduated high school as equals is nothing compared to those who studied the world of college" A little self-assessment of himself because sometimes he thinks his salary or work experience just there is less development in him both insight and association. Over time contemplating himself finally decided to continue his education to the college level because of the encouraging factor of his parents, family, and friends.

Finally, she choose a college in one of the new town of Pekanbaru, namely Universitas Lancang Kuning. Entering the lecture in the academic year 2019/2020 Participant 2 chooses a major in one of the faculties in Lancang Kuning, namely the Faculty of Teacher Training and Education with the Department of English Education Department. From the story of participant 2 after passing several lecture classes precisely in the 3rd semester she was encouraged by lecturers who powerful writing courses to use an application called Blogger where applied students can easily do online writing activities indefinitely can be seen anytime and anywhere. After a long conversation with participant 2 it turns out that since 2019, she has had a Blogger account that has had some useful posts.

c. Participant 3 Story: "In Javanese Ayu means Beautiful"

Participant 3 also has Hobby writing on the e-portfolio that Blogger already has 10 posts there about her biography, but the most posts are about the world of education, her post began in 2019 in October and has been commented on as many as 294. The little girl named Ayu called participant 3 in this study, she is the second child of four brothers. Her friends always call her small from elementary school until now. Participant 3 studied at Universitas Lancang Kuning majoring in English Education. Participant 3 attended college and she paid for his own studies from his income. Based on the story of participant 3 she has had a Blogger account since the beginning of college in 2019. Participant 3 already has several posts on his personal account.

Because she is a student of English Education participant 3 also provides informational news in English form. Participant 3 thinks that the use of Blogger media is very much not only domestic, of course, it can also be read by people abroad. Participant 3 thinks that through blogger media he can communicate with others indefinitely and space through his writing. Self-assessment that he got from writing learning he can find out the shortcomings and weaknesses she has when starting writing work. The researchers considered participant 3 to be a tough and strong woman because she can afford to pay for her own college.

d. Participant 4 Story: "So far it is good to upgrade ourselves"

Participant 4 is in the e-portfolio application (Blogger) since 2021 in April, she uploaded her writing assignments in the application so that it can be assessed by his classmates, lecturers and others. Her view of e-portfolio based on the results of an interview conducted on December 3, 2021 is "So far it is good to upgrade ourselves, like we can be write, we can understand how to write essays that is, how to use blogs or how to publish on our blog, continue if for example told to write eee,, write articles that there will also be big brother eee,, Directly made into a paper or book, yes so the design media that is, so we know more, more know".

e. Participant 5 Story: "Electronic portfolio we can see at any time"

Online writing activities with e-portfolio media using the Blogger application were conducted by participant 5 in December 2019. Based on the results of the interview she argued that "Hmmm I think it's good because if the electronic portfolio we can see at any time that is for example we write my mother right if we for example forget it's we can repeat again sis, but if the electronic portfolio we can open it through hp". (Transcript with Participant 5). The opinion according to participant 5 regarding the application of e-portfolio is good because it can be accessed anytime and anywhere. From the results of the interview can be analyzed that the paper-based system cannot accommodate the increased range of assessments and inflexible. E-Portfolio easily publishes in web form and can be professionally viewed and felt.

It's fairly new but the impact he feels is very diverse. According to him, when using Blogger media in writing he is more able to develop his talent he also said that if using e-portfolio we can access at any time different from writing in the portfolio automatically he must open the book first. In the 21st century we know that all using electronics really facilitates work only according to participant 5 when writing in blogger media sometimes he has difficulty what else when starting a writing idea. In addition, the difficulty that participant 5 feels right is choosing the media design application. His statement is as follows:

"Confused about which design, continue if the link can be la because at that time you have learned so it can be if you write in electronic media, but yes it's his idea or the topic that is confused that wants to start from where". (P5. 10)

A little confused does not matter because participant 5 is also calculated new to use Blogger while there is a second to learn all can certainly even with young can be mastered.

f. Participant 6 Story: "Everything is easy to learn."

Participant 6 also uses Blogger media as an online writing application he uses Blogger in 2021 his view of the media is "I think because online learning is good, yes that's hehehe". (Transcript with Participant 6). According to participant 6 regarding the application of e-portfolio is good because it gets ease in writing because so many applications that can be utilized so the use of electronic portfolio according to participant 6 is good. The story about the difficulties when using Blogger media does not exist according to him easily because before starting a writing, he always learns it first as well as his lecturer always gives reading references for him during online. Excerpts of the interview are as follows:

"The difficulty, there is no also because it is online, continues references are also given, there are no difficulties because it is learned just discussed or steamed". (P6. 10)

According to participant 6 because it is often learned maybe from there, he considers the rareness of finding difficulties when writing in the Blogger media.

3. Students' opinions on the use of e-portfolios in writing activities

The researcher wants to explore the views of students about the e-portfolio that has been applied in English Department of UNILAK media which is intended to focus on the use of the Blogger application. The first point is taken from question number 6 of the guideline interview. This is indicated in the following statement.

According to participant 1 based on the results of interviews about opinions the application of e-portfolio was good. The e-portfolio includes modern applications used in writing activities such as today which are all online. Based on the results of the interview can be analyzed that the application of e-portfolio can be a basis for correcting weaknesses and shortcomings in the writing process. She is of the view that the use of the Blogger application is very helpful for her in writing where all online is certainly very practical for her to publish her writing so that it can be seen by the public.

The second interview according to participant 2 based on the results of interviews about opinions the application of e-portfolio was a bit ugly because of network problems because some students who live on the outskirts of the Pekanbaru area often experience network internet access problems during the distance learning process when accessing the application.

Further interviews based on the opinion of participation 3 application of e-portfolio in writing activities during online learning were very useful to develop talent and ability for the better. From interviews according to participant 3 it can be analyzed that the application of e-portfolio is giving students the opportunity to get more involved, and students themselves can easily control the extent of the development of abilities that have been obtained. Students will be able to self-assessment. The skill of finding its own advantages and disadvantages, as well as the ability to use those advantages in overcoming its weaknesses is an important basic capital in the learning process.

Furthermore, the results of the interview according to participant 4 expressed the opinion that the application of e-portfolio in writing activities was able to develop themselves both how to write essays and master the portfolio electronic applications such as one of the Blogger applications. From the results of the interview can be analyzed that the application of e-portfolio can show the development of student thinking or understanding in a certain period of time. For example, starting from recording activities (making notes), copying materials, making initial frameworks, rough drafts, structured criticism, and finalization of papers. Demonstrate an understanding of some of the concepts, topics, and issues provided demonstrating differences in talent. For example, looking at the ability to write. Participant 4 is of the view that the use of Blogger media is very good for scouting themselves in writing activities.

The next opinion according to participant 5 regarding the application of e-portfolio was good because it can be accessed anytime and anywhere. From the results of the interview can be analyzed that the paper-based system cannot accommodate the increased range of assessments and inflexible. E-Portfolio easily publishes in web form and can be professionally viewed and felt. The last opinion according to participant 6 regarding the application of e-portfolio is good because it gets ease in writing because so many applications that can be utilized so the use of electronic portfolio according to participant 6 was good.

4. The importance of implementing self-assessment at the campus level

The second point of discussion is about self-assessment. This second point is located at number 9 in the interview guideline, researchers want to know how the views of English Department of UNILAK English students about self-assessment that has been applied on the campus, in addition to conducting interview activities researcher also provide some questions through the portfolio to find out how the student's self-assessment of his e-portfolio. The statement is as follows:

According to participant 1 based on the results of interviews applying self-assessment at the campus level was important because the student himself knows about his ability but according to participation 1

she does not get follow-up from lecturers about his work so she cannot measure how self-assessment. From the results of the interview can be analyzed that self-assessment aims to realize his strengths and weaknesses, because when they do the assessment, must introspect the strengths and weaknesses she has.

According to participant 2 based on the results of interviews applying self-assessment at the campus level was important for self-improvement to be better. From the results of the interview can be analyzed that the application of self-assessment can foster the confidence of learners, because they are given the confidence to judge themselves and can foster the spirit to advance personally.

According to participant 3 based on the results of interviews applying self-assessment at the campus level was very important to know your own abilities and know the talent in yourself. Based on the results of the interview can be analyzed that self-assessment has advantages including encouraging students to study harder through the shortcomings that exist in themselves. In addition, self-assessment trains evaluation skills.

According to participant 4 based on the results of interviews applying self-assessment at the campus level was able to develop self-ability, add insight and can correct the location of errors in terms of writing. From the results of the interview can be analyzed that the application of self-assessment can assess the extent to which they state explicit goals or criteria, identify their strengths and weaknesses in writing activities. Self-assessment leads more to a tendency for improvement in student learning. By judging himself, there will be good feedback from the student about his state.

According to participant 5 based on the results of interviews applying self-assessment at the campus level was important to support improvement and add knowledge. From the results of the interview can be analyzed that the application of self-assessment can motivate students to study more actively, train independence, emphasize responsibility, know the shortcomings that exist in him, and students involved in the preparation of assessment criteria.

The last according to participant 6 based on the results of interviews applying self-assessment at the campus level was important to know the honesty of the student. From the results of the interview can be analyzed that the application of self-assessment can encourage, familiarize, and train learners to be honest, because they are required to be honest and objective in conducting assessments.

5. *Students perception about of self-assessment integrated with e-portfolio in writing activities*

The third point of discussion is about self-assessment integrated with e-portfolio in a writing. This third point is located at number 12 in the interview guideline, researcher want to know how the views of FKIP UNILAK English students about self-assessment integrated with e-portfolio in a writing that has been applied on the campus. The statement is as follows:

According to participant 1 based on the results of the interview, the view that self-assessment integrated with e-portfolio was good if the benchmark of student work has been followed up from the results of the work in writing activities. From the results of the interview can be analyzed that self-assessment aims to be able to measure the ability in writing activities and can know the completion of learning. But according to participant 1, she could not understand the existence of the ability due to the absence of a return of assessment from her writing through e-portfolio during online learning.

According to participant 2 based on the results of the interview, the view that self-assessment integrated with e-portfolio was good especially in the application of e-portfolio while about self-assessment is not due to the lack of attention lecturers about assessment even though it has been applied self-assessment can occur the possibility of learners assessing with high scores, the results are less accurate, students who are less active are usually less and less open value.

According to participant 3 based on the results of the interview, the view that self-assessment integrated with e-portfolio was good because writing in the form of e-portfolio was of course digital that others can also read and participant 3 view about self-assessment is able to provide self-motivation in terms of assessment, especially in writing activities and learners are more active and participate in the learning process. Based on the results of the interview can be analyzed that the application of e-portfolio is very useful in this day and age in addition to being able to be accessed anytime and anywhere can also

be seen even assessed by anyone for self-assessment students are able to learn openly with others, able to assess themselves, can find their own material, can communicate with friends and be more creative in developing writing ideas.

According to participant 5 based on the results of the interview, the view that self-assessment integrated with e-portfolio was good because in us starting writing in the e-portfolio will give rise to writing ideas that make us think about making a written work, while participant 5 view of self-assessment of course we do not hesitate when giving an assessment of our own writing. From the results of the interview, it can be analyzed that the use of e-portfolios that can increase the mastery of student concepts is also influenced by the use of media that can motivate students such as in writing activities whereas self-assessment can foster students' confidence, because they are given the confidence to assess themselves, students are aware of their strengths and weaknesses, because when they make judgments, Student must introspect their strengths and weaknesses.

According to participant 6 based on the results of the interview, the view that self-assessment integrated with e-portfolio is good only for self-assessment was less supervised. From the interview results can be analyzed that the application of self-assessment in FKIP UNILAK lack of supervision from lecturers may be data may be there that the filling is not honest and at the time of assessment can occur students perform as well but outside the assessment there are inconsistent learners then arise dishonest nature in the assessment.

Discussion

This research focuses on student perceptions of self-assessment integrated with e-portfolio in writing activities at English Department of UNILAK during online learning. The researchers interviewed 6 students in distance learning through telephone interview to dig deeper into the data. The media highlighted by the researchers in this study is Blogger based on the description above the researcher has drawn and told the results of the interview based on the opinion of the six participants the same findings based on the description below:

a. Students' opinions on the use of e-portfolios in writing activities

In this study, researcher focused on one e-portfolio media used in writing activities is Blogger, where the six participants already have their own Blogger accounts and have conducted interviews. From the results of the interviews, it can be concluded that Some students think that the application of e-portfolio in writing activities is good because including trendy applications such as Blogger so that it can be accessed by anyone, can develop talent in writing, can be able to expand self-establishment, can be seen at any time of course some students are of the view that the application of e-portfolios such as Blogger media is good and practical for writing media. But there are also students of the view that the application of e-portfolio media is not good because sometimes it is difficult to access constrained because of a less supportive network. Based on the above description researchers found the same findings, among others:

Similar results were also found by Hung (2012) uncovering that e-portfolio developed positive wash-back. This ponder moreover revealed students' positive demeanor towards the utilize of e-portfolio in learning English. The rate shows that 69% of the members felt that e-portfolio increments their English capacity. In the interim, 31% of the members did not share comparative sees. In expansion, with the same extent, 69% of the members are sharp to utilize the e-portfolio to memorize English and for other purposes. These findings are also consistent with Barrot (2015) approximately the advantage of e-portfolio in that it creates students' performance and bolsters the students' learning, and then similar results were found by Barrot (2015) and Karami et al. (2019) explaining that portfolios make a difference to students to make their performance in writing, create teacher sections, improve learning, empower student interest, improve testing handles, advance students' self-learning, and keep learning for life.

b. The importance of implementing self-assessment at the campus level

This research was conducted in December with 6 participants aimed to find out student opinions about the application of self-assessment at the campus level in addition to activities conducted with interviews researchers also provide portfolio assessments to participants to find out self-assessment to students after implementing blogger media e-portfolio in writing activities.

So, from the interview the important of implementing self-assessment at the campus level is Some students are of the view that the application of self-assessment is important to improve self-abilities or improve their abilities to be better than before, the application of self-assessment is also useful to know the shortcomings that exist in students, especially in writing activities such as knowing the talent of one's own abilities to what extent, In addition, it can also improve the ability in writing such as adding insight, students can correct the location of errors in terms of writing and even support improvements such as adding vocabulary and knowledge.

In addition, based on the results of interviews there are also students who argue that the application of self-assessment at the campus level is not good because of the not supervision of the lecturer of the writing course concerned so that students cannot measure the extent of their self-assessment ability such as lacking assessment feedback from the writing. In addition, there are also students who are of the view that the application of self-assessment if less supervision from lecturers will appear a less honest nature in the assessment or it could be that the student lied in his self-assessment assessment. From the above explanation, researcher also found the same findings made by previous researcher as follows:

Similar results were found in Mustikawan (2011) who states self-assessment is carried out not constrained to self-assessment without any enhancement endeavors, in the event that it is carried out self-assertively without giving clear rules, headings and clarifications of criteria, it may well be that the comes about found are self-assertive comes about, not considerations. ripe. In this manner, in self-assessment understudies are given clear criteria in surveying, at that point criticism on the come about of the appraisal. Through this self-assessment they will be prepared in finding their shortcomings and inadequacies, they can make repairs of their claim agreement. This implies that it is essential to carry out an appraisal arranging, paying consideration to the destinations and capacities of the evaluation, paying consideration to the execution of the appraisal, victory in planning, carrying out the assessment. Is a indicator within the usage of learning. Last, other similar results were also found in Haryati (2009) who state self-assessment contains a number of benefits, Haryati clarified that among the benefits of self-assessment are; knowing one's process strengths and shortcomings, as well as giving inspiration to get utilized to and practice being honest and objective.

c. Students' perception about of self-assessment integrated with e-portfolio in writing activities

This research has been conducted by researcher who aim to find out student perception about self-assessment integrated with e-portfolio in writing activities as told by researcher. From the results of interviews about the student perception about of self-assessment integrated with e-portfolio in writing activities it can be concluded that some students are of the view that the use of e-portfolio in Blogger media is good because it can be accessed by anyone whose writing works while based on self-assessment the views of some students are positive because before publishing writing on Blogger students can correct their writing in terms of topic ideas. It is more developed than the way it's written. The same findings were also found by experts as follows:

Similar results were found in Dewi (2014) who states the application of electronic portfolio-based media is able to improve the ability to write students both in terms of process and product. The improvement in products can be seen the results of pre-test that the ability of students in writing the paragraph is quite enough with an average of 56.89 (enough). After the action, the average student on post-test cycle I was 68.18 (sufficient) and in post-test II increased to 82.81 (good). In addition to improving writing skills, self-assessment also increases discipline, honesty, openness and confidence of students in conducting self-assessment and peer assessment can also be ignored. Students are also able to implement e-portfolio media as one of the applications of information and communication technology

(ICT) in learning well. Therefore, it is expected that the implementation of this strategy is always able to help students in improving the quality of their writing.

But from the interview there are also students who take the negative view of the application of self-assessment at the campus level because some aspects such as the first student lack the point of self-assessment such as what has been applied in English Department of UNILAK is less feedback from her writing on Blogger the same lecturer concerned, or students are less honest in assessment. The same findings were also found by experts as follows:

Similar results were found in Kunandar (2013) who reveals the weaknesses of self-assessment as a technique of assessment of learning processes and outcomes. Self-assessment weaknesses include: 1) assessment tends to be subjective, 2) data is less valid because the filling can be dishonest, 3) there can be a possibility of learners assessing with high scores, 4) requires careful preparation and measuring tools, 5) at the time of assessment can occur learners carry out the task as well as possible, but beyond the assessment there are learners who are inconsistent, 6) Less open, and 7) there is a possibility that learners do not understand the abilities they have.

Conclusion

Based on the results of research and discussion in chapter 4, this study focuses on the student perception about self-assessment integrated with e-portfolio in a writing activity. From the results of the interview e-portfolio media that became the object of the researcher study is Blogger, Blog is short for "Weblog" which means one type of website or online journal that contains the display of information from various sources and contains content such as articles, text, photos, videos, and links (links). The reason researchers chose the media is because the Blogger Application has been used by English students in the 4th semester in argumentative writing courses based on the results of interviews each participant already has their own personal Blogger account.

While the perception of English Department of UNILAK students based on the results of interviews about e-portfolios that have been applied in English Department of UNILAK is positive, some students think that E-Portfolio can easily publish in web form and professionally can be seen and felt. Accessible anytime and anywhere and not limited by time, the use of e-portfolio at FKIP UNILAK is very helpful for students' activities in writing during online learning. But there are also students of the view that the application of e-portfolio media is not good because sometimes it is difficult to access constrained because of a less supportive network.

This research suggests that for self-assessment that has been implemented in English Department of UNILAK must be more supervised by the parties concerned so that students can better hone their skills in assessment, especially in writing activities, so that no student is less honest in assessment and more open. As for the application of e-portfolio more developed applications used to be more varied and students can learn new from the online media. But based on the results of the interview, the application of e-portfolio that has been applied at English Department of UNILAK has been good to produce positive value for students in writing.

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