

AN IMPORTANT ROLE OF PORTFOLIO ASSESSMENT IN INDONESIAN EFL WRITING LEARNING CONTEXTS

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Abstract: *To intensively solidify Indonesian EFL learners' writing competencies development, teachers need to constantly internalize portfolio assessment in their daily-based writing teaching-learning dynamics. This current small-scale library study aimed to profoundly investigate an important role of portfolio assessment in Indonesian EFL writing learning contexts. Concerning this major research objectivity, the researcher conscientiously selected 30 prior journal articles overviewing this main theme in this archipelago starting from 2015 until 2021 year to yield more relevant research findings in nowadays second language writing learning contexts. This current small-scale qualitative investigation was conducted in the support of library study approach in order to obtain more robust research findings relevant to the portfolio assessment implemented in Indonesian EFL learning contexts. He obtained research results revealed: (1) The proper utilization of portfolio assessment can arm learners with advanced writing competencies and (2) The continual integration of portfolio assessment can promote more holistic writing learning outcomes. As an eventual remark, it can be inferred that the incorporation of portfolio assessment is critically pivotal not merely for developing Indonesian EFL learners' writing proficiency to the utmost levels but also for supportive writing behaviors while engaging in varied complex writing learning enterprises*

Keywords: *Portfolio Assessment; EFL Writing; Library Study*

First Received:
(April 29, 2022)

Final Proof Received:
(September 28, 2022)

INTRODUCTION

It is undeniable to be stated here that one of the major objectives of exposing EFL learners to second language acquisition is to enable them to become more proficient target language users in both oral and written forms. Aprianto and Zaini (2019) state that one of the prominent indicators to assess EFL learners' second language mastery is through the communication domain as this is the core of the language function. In Indonesian EFL learning contexts, writing has been one of the pivotal second language competencies that should be fully mastered by Indonesian EFL learners. This skill becomes an essential matter since learners will be capable of inducing a vast range of authentic, obvious, and qualified ideas manifested in well-structured writing compositions. Crusan et al., (2016) argue that by engaging in various second language writing learning enterprises, EFL learners are heavily demanded to compose more well-organized paragraphs by conveying their specific thoughts clearly to the readers. Taking into such a consideration, Indonesian EFL teachers are commissioned to implement more

variegated writing teaching methodologies toward distinctive learners' writing learning proficiency, needs, and preferences. To do so, they have to instill a higher level of eagerness to gradually transform into more supportive writing learning facilitators desirous of providing more intensive writing assistance for their learners. This suggestive advice is strongly corroborated by Obeid (2017) advocating Indonesian EFL writing instructors should be more committed to progressively transfiguring into more facilitative writing learning facilitators and internalizing varied innovative writing teaching approaches in the presence of learners to promote more positive writing climates.

One of the L2 writing pedagogical approaches worthwhile to be constantly internalized in nowadays Indonesian EFL writing learning contexts is by employing portfolio assessment. It has been a consensus that with the support of portfolio assessment, EFL learners will have broader opportunities to expand their writing competencies to the utmost levels since their writing products are constantly monitored and evaluated by the teachers. This belief is tangibly evinced in Demirel and Duman (2015) acknowledging that globalized EFL educators should ponder more conscientiously on the continuous portfolio assessment's implementations due to the actual improvement of learners' writing skills experienced through rigorous writing reports. Another benefit of applying portfolio assessment in Indonesian EFL writing learning dynamics is learners will be more eager to maximize their existing writing capabilities, motivation, and commitment to greater levels. This positive writing learning behavior is greatly influenced by the fact that their writing compilations are constantly assessed by their teachers. Lam (2018) believes that in the accompaniment of portfolio assessment, EFL learners are more inclined to showcase their best writing performances consistently since they have noticed that their writing results will be evaluated by the teachers. In a similar vein, Indonesian EFL learners can progressively transfigure into more self-reliant, critical, and mature writers after being familiar with portfolio assessment concerning the holistic writing evaluations proposed to assess distinctive writing compositions. This advantageous value is tightly interwoven with Segaran and Hasim (2021) averring that since the nature of writing products is always ever-changing, portfolio assessment is designed to fulfill this huge second language assessment discrepancy by appreciating the designated written works in which learners can transform into more autonomous, competent, and mature writers.

It is worth noting that portfolio assessment can elevate Indonesian EFL learners' writing learning responsibility. Based on this principle, learners are urged to conduct more exhaustive self-reflections regarding the attained writing learning objectivities, notable writing improvements, and prospective writing plans. Through these reflective activities, they will be more responsible for the entire writing learning venture by not frequently depending on their teachers. Aghazadeh and Soleimani (2020) highly recommend worldwide EFL educationalists start incorporating formative assessment in

their daily-based writing learning circumstances to markedly escalate learners' writing learning responsibility through in-depth writing planning, goals, and reflections performed at the end of writing portfolio activities. To fine-tune learners' autonomous writing behaviors, intended writing skills achievement, and writing learning evaluations in the light of portfolio assessment, it is highly advocated for Indonesian EFL teachers to design more contextual portfolio assessments where learners experience a higher degree of positive writing learning atmosphere. When learners have ingrained a more positive perspective toward the existing writing portfolio processes, they will be more skilled at utilizing a wide range of efficient strategies compatible with their writing learning situations. As a result, more fruitful writing learning outcomes will be the well-deserved rewards to compensate for all these effortful actions. This aforementioned perspective is in agreement with Bataineh and Obeiah (2016) avowing that the precise utilization of portfolio assessment can bring about plentiful influential impacts not only for the advancement of learners' writing learning progress but also for efficient writing strategies rewarding to be incorporated by them while confronting a vast array of writing complexities in the presence of supportive writing learning climates. Portfolio assessment also grants a sound basis for Indonesian EFL learners to develop their writing knowledge to more advanced levels. This priceless writing learning value takes place since learners can terrifically enhance their specific understanding of writing organizations, mechanics, and contents through continual portfolio assessment activities. Concerning the aforesaid contention, Sulisty et al., (2020) propound that there is a mutual interconnectedness between the portfolio assessment with learners' knowledge of writing conventions such as structure, mechanics, and contents. Thus, Indonesian EFL teachers are strongly prompted to implement this assessment type at the commencement of their writing learning enterprises.

This current library study attempted to address new enlightenment on the importance of incorporating portfolio assessment in Indonesian EFL writing learning contexts. Based on this ground, there were five previous studies conducted in harmony with the proposed research theme above. The first study was conducted by Hasanah and Habibullah (2020) discovering that the majority of Indonesian university EFL learners oftentimes produced subject-verb agreement errors in their writings due to the traditional writing teaching methods insistently applied by the teachers. Raihany (2014) found out that a vast majority of Indonesian EFL teachers possess insufficient knowledge on how to address more constructive writing feedback for their learners. Wijaya (2022) strongly recommended Indonesian EFL teachers continuously incorporate peer feedback in their daily-based writing classroom vicinities to promote a higher degree of writing enjoyment. In another investigation, Wijaya (2022) highly advised Indonesian EFL teachers to invigorate their learners' writing metacognitive awareness to make them become more resilient and committed L2 writers. In the last study, Yulianawati et al., (2022) unveiled

that a considerable number of Indonesian university EFL learners having been equipped with sophisticated writing strategies successfully generated more high-quality writing products rather than other learning companions armed with one-size-fits-all writing approaches. From the results of this study, it can be parsed that there is still a small number of literature investigating the significance of portfolio assessment in Indonesian EFL writing learning contexts. To bridge this gap, this library study aimed to critically overview the potential rewarding writing learning outcomes potentially attained by Indonesian EFL learners after being exposed to portfolio assessment. Specifically speaking, one research problem was proposed namely: (1) what are the important roles of portfolio assessment in Indonesian EFL writing learning contexts?

LITERATURE REVIEW

Portfolio Assessment

It is strongly believed that through the constant utilization of portfolio assessment, EFL learners will infuse a higher level of writing learning engagement and foster their writing proficiency to the utmost potential. These salient writing learning outcomes take place since portfolio assessment intensively requires learners to plan, monitor, and revise their writing compositions to produce more qualified writing compositions. Mohamadi (2018) forthrightly confessed that in the presence of portfolio assessment, EFL learners are more encouraged to evaluate their writing products to a higher quality due to the sustainable development of their writing skills and commitment. On the second language teachers' sides, the integration of portfolio assessment can potentially allow them to make a clear discernment regarding their specific learners' writing learning achievements, improvements, and weaknesses in the form of thorough writing compilations. This assertion is in conjunction with the theory of Berliningrum et al., (2021) declaring that by making use of portfolio assessment, more holistic writing learning rewards can be fully attained by EFL learners due to the intensive writing evaluations made by the teachers. To actualize all these above-explained writing learning outcomes, second language teachers are strongly advised to follow the three consecutive stages of implementing portfolio assessment as adduced by Nassirdoost and Mall-Amiri (2015) namely collection, selection, and reflection. In a collection step, learners are expected to combine their final writing draft. Through a selection process, learners are suggested to critically selecting their best writing products to be assessed by the teachers. In the final stage, learners are commissioned to conduct more profound self-reflection on the submitted writing compositions to improve their comprehensive writing qualities in the future. Another potential portfolio writing learning enterprise valuable to be incorporated by Indonesian EFL teachers is through mutual sharing. This activity refers to proactive learners' writing engagement to extend a set of supportive writing supervisions for other learning companions in an attempt to yield more qualified writing products. By releasing this activity, teachers have successfully promoted better-facilitated writing learning

environments where all learners can establish a more solid cooperative networking with other trusted learning counterparts to impart richer enrichment for the betterment of their eventual writing products. This conception is in harmony with Khodashenas and Rakhsi (2017) critically emphasized on the indispensability of internalizing mutual sharing activities in portfolio assessment due to the full existence of learner-oriented classrooms in which all learners work more mutually with other learning community members to advance their whole writing qualities.

The Role of Portfolio Assessment in Writing

Since portfolio assessment is functioned to constantly sustain EFL learners' writing learning progress in terms of the organizations, contents, and qualities, second language teachers must construct more suitable writing guidelines and consistent grading systems to bring about a great number of impactful writing learning outcomes for learners. This recommendation is strongly reinforced by Setiawan and Mulyadi (2021) confirming that it is crucially pivotal for Indonesian EFL teachers to devise more well-organized writing rubrics and trustworthy scoring procedures while incorporating portfolio assessment in their daily-based writing classroom dynamics to pave a new way for learners to elevate their writing compositions into a greater development. To do so, second language teachers are simultaneously suggested to internalizing more authentic portfolio writing assessment activities for diverse-wide ranging learners by following the six consecutive steps proposed by Rukmini and Saputri (2017) namely choosing the most compatible writing topics, creating appropriate writing rubrics, informing the objectivities of the writing rubrics at the onset of writing activities, conducting critical overview toward the writing compositions produced by learners, imparting more constructive writing feedback for the learners, and having meaningful writing discussions with learners. It is doubtless to state that in the light of these six above-mentioned stages, EFL learners will be more capable of organizing their specific ideas constructively, determining the particular writing topics effortlessly, and becoming more motivated to accomplish the targeted writing assignments promptly. These three major beneficial writing values are consistent with the theory of Setyowati et al., (2020) postulating that in the support of constructive, objective, and student-oriented portfolio assessment, learners will be more inclined to allocate their time to discover the writing topics arousing their interest most, composing more well-structured writing products, and settling the given writing tasks punctually.

METHOD

The researcher runs this present small-scale qualitative investigation with the support of a library study to generate renewable insights into the specific events or topics. In accord with this research purpose, the researcher selectively picked up 30 pieces of literature relevant to the big theme proposed in this study. Simply stated these 30 chosen literature heed more exhaustive attention toward an important role of portfolio

assessment in Indonesian EFL writing learning contexts. These 30 selected articles ranged from 2015 until the 2021 year to thoroughly generate more novel research results compatible with present EFL writing learning dynamics. The researcher pondered these two main reasons for choosing these 30 journal articles. Firstly, Indonesian EFL teachers are still reluctant to internalize portfolio assessment as one of their pedagogical mainstays while introducing second language writing acquisition for learners. Hence, the researcher expectantly hoped that the rewarding outcomes derived from this library study will strongly motivate them to incorporate this assessment model in their prospective writing teaching-learning enterprises. Secondly, Indonesian EFL teachers oftentimes undergo taxing hurdles in implementing portfolio writing assessments. Thus, the researcher aspired that the obtained specific research results will provide more facilitative assistance for our teachers on how to maximize the utilities of this assessment type in a vast array of writing learning circumstances. For the data analysis processes, the researcher conducted a thematic analysis to produce more insightful, robust, and reliable research results contributable to the further advancement of Indonesian EFL learners' writing competencies through the trajectories of meaningful portfolio assessment. After subdividing the most-appeared research results in the forms of major-specific themes, the researcher consolidated each argumentation by harnessing relatable previous research findings to yield a more comprehensible understanding for the educational experts, practitioners, and educationalists.

RESULTS

This part focused on expounding two major research themes yielded from an in-depth data analysis namely: (1) The proper utilization of portfolio assessment can arm learners with advanced writing competencies and (2) The continual integration of portfolio assessment can promote more holistic writing learning outcomes. The following comprehensive explications were supported by relevant prior findings to corroborate the argumentations. The thorough explanations can be observed as follows.

Theme 1: The Proper Utilization of Portfolio Assessment Can Arm Learners with Advanced Writing Competencies

Theme 1	Authors
The Proper Utilization of Portfolio Assessment Can Arm Learners with Advanced Writing Competencies	Dahvianti and Iskandar (2019); Dahvianti (2019); Efendi et al., (2017); Elyza (2018); Hafiz et al., (2021); Halim et al., (2019); Muksinah (2020); Pakasi and Beal (2019); Saharuddin (2019); Setiawan and Mulyadi (2021); Suherman (2018); Taufik and Cahyono (2020); Tyas (2020); Wulandari et al., (2019)

Theme 2: The Continual Integration of Portfolio Assessment Can Promote More Holistic Writing Learning Outcomes

Theme 2	Authors
The Continual Integration of Portfolio Assessment Can Promote More Holistic Writing Learning Outcomes	Ashadi (2019); Eridafithri (2015); Hudori et al., (2020); Listiana et al., (2021); Ma'arif et al., (2021); Mawiliana (2021); Nopita (2018); Nosratinia and Abdi (2017); Pourdana (2021); Sinar et al., (2020); Sulistyono et al., (2020); Sumarno and Tatik (2018); Utama et al., (2019); Utama (2020); Virgin and Bharati (2020); Warni (2017).

DISCUSSION

Theme 1:

As can be discerned in the above-depicted theme, it can be parsed that the accurate internalization of portfolio assessment can equip EFL learners with more advanced writing skills. It is worth emphasizing here that learners having been exposed to this type of assessment are more inclined to adeptly generate well-organized, clear, and meaningful writing products. These above-mentioned advantageous values are proved by the finding of Dahviyanti and Iskandar (2019) unearthing that the majority of Indonesian university EFL learners are more skilled at yielding more qualified writing compositions in terms of the structure, written expressions, and concord after being introduced to portfolio assessment. Moreover, Indonesian EFL learners who have been more accustomed to utilizing portfolio assessment tend to become more proficient, planful, and active writers. These three positive values take place since they have ingrained a higher degree of awareness of harnessing the target language's written conventions suitably. This contention is positively linked with Elyza (2018) highly advocates Indonesian EFL teachers to internalize portfolio assessment in various writing learning ventures to entirely create a more conducive-friendly writing atmosphere in which all learners can transfigure into motivated, well-prepared, and proficient target language writers.

Anchored on these above-elucidated principles, it is worth advocating for Indonesian EFL teachers to start incorporating portfolio assessment at the onset of writing learning enterprises. At the preparation stage, it is paramount for teachers to design portfolio assessments harmonious with the specific learners' writing learning needs, contexts, and preferences to induce a more psychologically sound writing atmosphere where learners can escalate their existing writing skills to a greater level and attain more gratifying writing learning achievements. This underlying premise is strongly supported by Hafiz et al., (2021) mentioning that it is indispensably essential for EFL teachers to devise more appropriate, contextual, and meaning-making portfolio assessments to be integrated with the designated writing learning sessions to significantly improve learners' writing proficiency and positive writing achievements. Another fundamental principle Indonesian EFL teacher should always keep in mind while aiming to promote a more holistic portfolio assessment is its completeness. This term denotes a set of comprehensive portfolio assessment activities exhaustively designed to evaluate the intended learners' writing progress. Generally speaking, a high-quality portfolio assessment comprises critical writing reflections, contextual writing tasks, adequate writing time allocations, and vivid writing learning objectives stipulated by the teachers. All these requirements seem to concur with the finding of Halim et al., (2019) strongly prompting Indonesian EFL teachers to enact their portfolio assessment in an orderly fashion consisting of profound writing evaluations, compatible writing assignments,

sufficient writing periods, and clear writing goals determined by the teachers.

The last two beneficial strategies Indonesian EFL teachers longing to bring about more advanced writing competencies for heterogeneous learners are the in-depth writing engagement and constructive writing feedback. The first approach connotes a higher degree of learners' writing learning intentions, endeavor, and commitment to continually participate in varied portfolio assessments for the betterment of their writing compositions. To infuse all these commendable writing learning attitudes, teachers are demanded to increase their learners' higher-order thinking skills at the outset of portfolio writing assessment dynamics to transform learners into more self-reliant writers skilled at devising efficient writing solutions to overcome a wide array of writing learning obstacles. All these explications are mutually affirmed by the finding of Muksinah (2020) believing that when Indonesian EFL teachers fully dedicate their pedagogical concerns to sustainably involve learners in more exhaustive portfolio writing assessment activities with the support of higher-order thinking skills, it can benefit their further writing competencies and supportive behaviors development in the long run. In the same vein, the incorporation of constructive writing feedback is also believed to advance Indonesian EFL learners' writing proficiency. In the light of this feedback model, learners will have more tendencies to exponentially revise their writing compositions to better qualities. This laudable writing learning behavior is influenced by the teachers' meaningful writing feedback directly locating particular learners' writing strengths and weaknesses propelling them to not repeat the identical mistakes in the prospective writing learning encounters. This last finding is closely correlated with Saharuddin (2019) uncovering that an overwhelming majority of Indonesian university EFL learners have successfully fostered their writing skills to more advanced levels after believing that the internalization of constructive writing feedback acted as one of the reference points to minimize general writing errors they frequently produce in their writing products.

Theme 2:

Based on the above-mentioned theme, one of the important pedagogical considerations Indonesian EFL teachers need to determine to successfully bring about more holistic writing learning outcomes for their learners is through the constant implementation of portfolio assessment in their diverse-wide ranging writing learning vicinities. Of considerable importance is Indonesian EFL teachers have to inculcate a more robust commitment to equip learners with a profound understanding of portfolio assessment in a vast array of writing learning settings. To do so, educational institutions are simultaneously urged to conduct continual professional development training for their teachers by fervently focusing on the potential supportive pedagogical approaches sustaining the meaningful implications of this assessment. Ashadi (2019) instigated school institutions to extensively held more intensive professional development training for Indonesian EFL teachers who are not yet familiar with the nature, utilities, and strategies of harnessing portfolio assessment to create more positively sound writing learning circumstances for the learners. With this concern in mind, Indonesian EFL teachers have to be more critical and conscientious while incorporating portfolio assessments for their learners. As learners possess distinctive writing proficiency levels, the use of specific portfolio assessment activities should appropriately suit their existent writing learning

conditions unless the debilitating writing learning enterprises are more likely to persuade learners to prematurely depart from these productive second language learning activities. In alignment with this suggestive advice, Listiana et al., (2021) strongly advise Indonesian EFL teachers to ascertain that the constant integration of portfolio assessment should provide a more robust groundbreaking for learners to develop their desired writing skills to the utmost potential in harmony with the current writing competency to promote more substantial writing learning outcomes to them. Concerning the above-mentioned means, Indonesian EFL teachers are concurrently commissioned to create more engaging, pleasurable, and stress-free portfolio writing learning activities for their learners for them to become more critical, independent, and confident writers. This action should be carried out at the onset of writing learning enterprises to progressively arouse learners' positive perspectives toward this complex activity. In compliance with all these aforementioned suggestions, Ma'arif et al., (2021) confess that to benefit most from the internalization of portfolio assessment, Indonesian EFL teachers are advised to undertake this assessment type at the beginning of writing learning activities to gear all learners to start transfiguring into more well-prepared, autonomous, and confident writers.

It is irrefutable for Indonesian EFL teachers to gradually introduce their learners to the potential rewarding writing learning values generated by portfolio assessment. Keeping this in mind, learners can be propelled to continuously reflect on their writing compositions and achievements at the end of portfolio writing assessment dynamics. Through these means, they will have richer opportunities to enhance the targeted writing skills to the utmost levels and begin to experience a higher level of writing learning enjoyment. This first reason is well-conceptualized by Nopita (2018) adducing that the continuous utilization of portfolio assessment can work as an extra incentive for Indonesian EFL learners to critically evaluate their writing learning progress in terms of products and achievements influential for their future advancement of writing skills. Further, the internalization of portfolio assessment can enable Indonesian EFL teachers to effortlessly monitor learners' writing learning achievements, needs, and improvements resulting in the gradual promotion of more favorable writing learning surroundings where learners are persistently willing to establish a more solid collaborative networking with other learning community members for the notable improvement of their writing competencies. This beneficial advantage is akin to Nosratinia and Abdi (2017) unfolding that when Indonesian EFL teachers have been more skillful at mapping out the exact writing learning dynamics for diverse-wide ranging learners in conformance with the portfolio assessment outcomes, it can be fairly ensured that they have endured an intensive writing learning empowerment in the support of more pleasurable writing climates. Similarly, a higher degree of writing appraisals and mutual collaborative networking should also be granted for Indonesian EFL learners fervently displaying their best writing performances to enable them to reap more fruitful writing learning outcomes. Through these actions, learners can make a significant leap in the current and future writing learning venture since they can produce their intended ideas clearly in line with the writing interests they have chosen. This ultimate suggestion is inextricably associated with Pourdana (2021) highly recommending Indonesian EFL teachers to erect a more solid collaborative networking with their learners and impart a wide array of positive writing appraisals toward the ongoing writing progress to enable them to harness the

tailor-made writing strategies as well as topics best suit with their existent writing learning processes.

CONCLUSION

In sum, it can be practically overviewed that the constant utilization of portfolio assessment has granted a vast array of meritorious writing learning rewards in Indonesian EFL writing learning contexts due to its applicability, utility, and flexibility. Hence, EFL educationalists in this archipelago are strongly encouraged to internalize this assessment type at the commencement of writing learning enterprises to progressively promote a higher level of writing learning engagement in which all learners are persistently committed to revising their writing compositions to the high-quality levels, elevate the desired writing competencies into more advanced levels, and infuse more positive perspectives toward second language writing learning dynamics. Despite these illuminating research results, a certain number of drawbacks forming in this library study need to be forthrightly acknowledged. Since this library study solely harnessed 30 journal articles dealing with the important roles of portfolio assessment in Indonesian EFL writing learning contexts, future studies can replicate this small-scale library investigation with a considerable number of worldwide portfolio assessment literature to generate more contextual research results worthwhile to be applied in diverse writing learning circumstances. Furthermore, the upcoming investigations are recommended to investigate the disadvantages of incorporating portfolio assessment at the onset of writing learning processes undergone by Indonesian EFL learners possessing distinctive writing proficiency to enable L2 writing instructors to activate a set of efficient precautionary pedagogical approaches mitigating the arising writing learning impediments induced by this assessment model. In the meantime, the above-elucidated research results have broadened our current belief regarding the pivotal roles of portfolio assessment in Indonesian EFL writing learning enterprises providing a renewed enlightenment for ELT experts, practitioners, and educators on the potential pedagogical approaches to be implemented in heterogeneous writing classroom vicinities to empower learners' writing learning advancement into a greater potential.

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