
Facebook-Based E-Portfolio Assessment in an EFL Classroom: Design, Enactment, and Evaluation

Ahmad Syairofi ¹

Budi Waluyo ²

¹ Corresponding author, English Education Department, Universitas Al-Falah As-Sunniah, Indonesia; ahmadsyairofi.as@gmail.com

² Walailak University, Thailand

Received: 19 June 2024

Accepted: 28 July 2024

Published: 30 July 2024

Abstract

While many studies have investigated the potential of Facebook for educational applications, its use as a platform for e-portfolio assessment in reading courses for vocational high school students remains underexplored. This case study addresses this gap by designing, implementing, and evaluating a Facebook-based e-portfolio assessment. Drawing on Lam's (2013) framework for the portfolio process and a modified version of Bloom's Taxonomy by Anderson and Krathwohl (2001), this study designed and implemented a series of teaching and learning activities tailored to enhance literacy skills and technological engagement. Data collection involved an analysis of documents from both the researcher and the participants, along with observations and interviews, involving eight students. A thematic analysis approach was utilized to qualitatively analyze the data. The results indicated that the bespoke instructional design not only enhanced students' enjoyment of the learning process but also actively promoted literacy through scaffolded, technology-integrated activities. The implementation phase encouraged active participation, while the evaluation process supported self-directed learning, allowing students to revise and select their submissions for assessment. This study accentuates the significant impact of innovative instructional design on student engagement and learning enjoyment, suggesting the need for further research into the dynamics of feedback exchange between students and teachers.

Keywords: EFL, e-portfolio, Facebook



To cite this article: Syairofi, A., & Waluyo, B. (2024). Facebook-based e-portfolio assessment in an EFL classroom: Design, enactment, and evaluation. *SALEE: Study of Applied Linguistics and English Education*, 5(2), 645-665. <https://doi.org/10.35961/salee.v5i2.1523>

DOI: 10.35961/salee.v5i2.1523

1. Introduction

E-portfolios have increasingly gained recognition as a dynamic tool for educational assessment, enabling students to document, reflect, and revisit their learning experiences, thereby enhancing their educational outcomes (Händel et al., 2018). Traditional paper-based portfolios have largely been supplanted by electronic portfolios (e-portfolios), which offer advantages in terms of motivation, organization, accessibility, and alignment with contemporary learning styles (Lorenzo & Ittelson, 2005; Barrot, 2016). Particularly in higher education, e-portfolios have been shown to improve performance and engagement across various disciplines (Chang et al., 2018; Chen et al., 2023).

Although the integration of e-portfolios in tertiary education has significantly advanced, demonstrating enhanced performance and engagement (Chang et al., 2018; Chen et al., 2023; Händel et al., 2018; Khodi et al., 2022; Marinho et al., 2021), their application using social media platforms such as Facebook in high school vocational reading classes is notably under-researched. Research in higher education settings predominantly focuses on writing skills, often neglecting other literacy components like reading. Even when studies, such as those conducted by Barrot (2016, 2021), begin to assess the utility of Facebook for e-portfolio implementation, they typically concentrate on writing performance and rely heavily on pre-tests and post-tests to evaluate outcomes. These approaches tend to overlook the comprehensive design and evaluative phases of e-portfolio implementation, which are essential for understanding their broad educational impacts.

For instance, Händel et al. (2018) found that students utilizing e-portfolios exhibited better performance compared to their peers without such tools. Similarly, Khodi et al. (2022) demonstrated that e-portfolio assessments could significantly enhance EFL learners' speaking skills and their attitudes toward the educational use of e-portfolios. Moreover, Chen et al. (2023) highlighted that technology-based assessments not only increase measurement precision but also improve various facets of educational communication and engagement. These findings indicate the potential of e-portfolios in fostering educational outcomes but also highlight a critical gap: the need for a more holistic exploration of e-portfolios across different literacy domains and educational levels, particularly in the context of social media platforms, such as Facebook, which has not been thoroughly investigated in vocational reading settings at the high school level.

The application of Facebook-based e-portfolio assessments has garnered attention in academic research, with several studies illustrating its benefits for improving student outcomes (Barrot, 2016, 2021). Barrot's (2016) study innovatively integrated Facebook into the e-portfolio process, where students uploaded their written assignments to Facebook using a PowerPoint template, subsequently engaging in peer feedback by commenting on each other's posts. This interactive method not only facilitated reflection but also enhanced student motivation through communal learning. The study employed both descriptive and inferential statistics to analyze self-reported questionnaires and content analysis for Facebook comments, concluding that Facebook as an e-portfolio platform significantly benefitted students. Building on this, Barrot (2021) further explored the efficacy of Facebook e-portfolios by comparing the performance of participants who used e-portfolios against those who did not, with a focus on various writing aspects such as coherence, cohesion, and grammatical accuracy. The findings revealed that participants using e-portfolios outperformed their peers, particularly those in the treatment group, highlighting the platform's effectiveness in enhancing writing skills.

Despite these positive outcomes, previous research predominantly focuses on writing skills, with scant attention to how these e-portfolios affect other aspects of literacy, such as reading comprehension in vocational EFL classrooms. This gap reflects a critical need for comprehensive studies that examine the design, enactment, and evaluation of Facebook-based e-portfolio assessments beyond writing, to include reading and other literacy skills. To address this deficiency, the current study aims to design, implement, and evaluate a Facebook-based e-portfolio in a narrative reading class within a vocational EFL context. The research will answer the following questions:

- (1) How is the e-portfolio designed to support narrative reading?
- (2) What are the dynamics of its enactment?
- (3) How effective is its evaluation in enhancing reading skills?

By answering these questions, the study seeks to extend the understanding of dynamic assessment through social media platforms, potentially contributing to innovative educational practices and a deeper comprehension of how such assessments influence learning outcomes.

2. Method

The methodology of this research is rooted in the principles of case study research, which is characterized by a detailed examination of the dynamics within a specific setting (Johnson and Christensen, 2019, p. 897). This approach was chosen to gain an in-depth understanding of the deployment of Facebook-based e-portfolio assessments in an EFL vocational classroom. According to Yin (2003), case studies are particularly effective for generating a

detailed and contextualized analysis of a singular phenomenon, without intending to generalize findings beyond the case itself.

In the present study, the researcher undertook multiple roles: that of a teacher, designer, executor, and evaluator of the e-portfolio assessment model. This multifaceted involvement was crucial for a holistic understanding of the educational process and outcomes. However, to mitigate potential perceptual biases inherent in this dual role of teacher and researcher (Shimahara, 1988; van Lier, 1988), an observational strategy was employed. A colleague was invited to assist in observing and recording the interactions and activities within the classroom, focusing on the actions and dialogues of both the students and the researcher immediately following each instructional session (van Lier, 1996). This methodological design ensured a more objective assessment of the teaching and learning dynamics in the classroom.

This study involved eight first-grade vocational secondary school students (four females and four males) who voluntarily participated and were selected from a group of eighteen students who were invited to join the program. These students, all of whom had prior English education at their previous schools, were identified as being at the elementary level based on their scores from the previous semester. The selection process began with an invitation to potential participants, followed by the distribution of consent forms that emphasized the voluntary nature of the program, including the option to withdraw at any time.

Data collection was multi-faceted, encompassing teacher and student artifacts produced during the assessment project. Observations and interviews were conducted to gather real-time data throughout the program, providing insights into the immediate educational interactions and student responses. Documentation methods were employed to collect artifacts related to the design, enactment, and evaluation of the portfolio assessment from teachers, as well as the e-portfolios created by students. This comprehensive approach ensured a rich compilation of data, essential for understanding the impact and effectiveness of the Facebook-based e-portfolio assessment within this specific educational context.

In accordance with the approach recommended by Jacob and Furgerson (2012), the interview for this study was conducted in Bahasa Indonesia to facilitate clarity and comfort, enabling participants to express their innermost thoughts and opinions effectively (Cohen & Manion, 1980). The interview data were meticulously transcribed following the protocol outlined by Widodo (2014), ensuring a rigorous and consistent method for capturing verbal responses. The analysis of the interview transcripts involved a thematic analysis, as described by Palys and Atchison (2014), where initial codes were generated by identifying broad themes as the researcher carefully read through the data. This process was followed by a more detailed iterative reading to pinpoint specific themes relevant to the research questions concerning the design, implementation, and evaluation of the assessment. These themes were

clearly defined and named to facilitate the organization of the data and enhance the analytic process.

To ensure the reliability and depth of the findings, data from the interviews were triangulated with observations and artifacts from the assessment process. Thematic analysis, as Nowell et al. (2017, p. 2) explain, is not merely a method but a foundational tool used across qualitative research to refine and elucidate data. In this study, thematic analysis was instrumental in extracting detailed insights into how the Facebook-based e-portfolio was designed, enacted, and evaluated, complemented by corroborative evidence from classroom activities and other participant interactions. This methodological approach not only grounded the study in robust qualitative traditions but also aligned the analysis closely with the specific objectives of the research, facilitating a comprehensive understanding of the e-portfolio's impact in the EFL classroom setting.

Table 1 displays the procedures of the current study, following Lam's (2013) logistics of the portfolio process (i.e., collecting, selecting, reflecting, and delaying evaluation), while Figure 1 displays the study's flow diagram.

Table 1. Research procedures

Week	Progress	Instructional Design
Week 1	Designing the lesson Designing the observation guideline and interview protocol Creating a Facebook page	The researcher designs the lesson, the assessment, and the evaluation for each meeting. The researcher designs the observation guideline and interview protocol. The researcher makes a Facebook group.
Week 2	First meeting: Introduction to the project Second meeting: Negotiating how to form a group, Navigating 3 written narrative texts through the internet	The researcher introduces the research project to the participants. 1. The researcher negotiates with the participants to form a group. 2. The researcher shows how to navigate narrative texts through the internet. 3. The researcher guides the participants to find three narrative texts through the internet. 4. The researcher lets the participants to choose the texts
Week 3	Third meeting: How to read, discuss, and analyze a written text critically and How to make inquiries relates to the text	1. The researcher uses Google Translate to help students understand the text (the teacher's text) easily. 2. The researcher shows in which part of the text the main point and essential information can be found.

Week	Progress	Instructional Design
Week 4	Fourth Meeting: Guiding students: how to read, discuss, and analyze a written text critically, and Guiding students: how to make inquiries relates to the text	<ol style="list-style-type: none"> 3. The researcher shows how to critically analyze the main point and essential information from the text using <i>Wh</i>-question. 4. The researcher shows how to make a question (yes/no question and Wh question) 1. The researcher guides the participants in using Google Translate to help students understand the text (the teacher's text) easily. 2. The researcher guides the participants in finding the text's main point and essential information. 3. The researcher helps the participants critically analyze the text's main point and essential information using the <i>Wh</i>-question. 4. The researcher guides the participants to make a question (yes/no question and Wh question)
Week 5	Fifth meeting: Main Assessment	<ol style="list-style-type: none"> 1. All groups post one text along with the questions on Facebook 2. The researcher shows the participants how to make a response to each comment/answer 3. All groups read and analyze all the posted text 4. All groups answer the questions from all the posted text 5. The group who posted the text commented the following day 6. All groups are asked to make a reflection concerning the text and their answers/comments (they are allowed to revise their answers/comments)
Week 6	Sixth meeting: Main Assessment	<ol style="list-style-type: none"> 1. All groups post the second text along with the questions on Facebook 2. All groups read and analyze all the posted text 3. All groups answer the questions from all the posted text 4. The group who posted the text commented the following day 5. All groups are asked to make a reflection about the text and their answers/comments (they are allowed to revise their answers/comments)
Week 7	Seventh meeting: Main Assessment	<ol style="list-style-type: none"> 1. All groups post the third text along with the questions on Facebook 2. Each participant reads and analyses all the posted text 3. Each participant answers the questions from all the posted text

Week	Progress	Instructional Design
Week 8	Eight meeting: Choosing the best works from both group and each participant	<ol style="list-style-type: none"> <li data-bbox="743 268 1385 331">4. The group who posted the text commented the following day <li data-bbox="743 331 1385 426">5. Each participant is asked to make a reflection about the text and their answers/comments (they are allowed to revise their answers/comments) <p data-bbox="743 468 1385 531">The researcher will let the students choose the best work (text and answer/comment) to be graded.</p>

As seen in Table 1, the period of teaching was seven weeks. In the first week, the researcher who served as the teacher made the instructional design, observation, and interview protocol and created a Facebook page. This was the first time the class had used Facebook or a Facebook group to learn English. It has become a unique way for students to learn English, leading to a new experience that needs exploration. The researcher taught the narrative text from weeks two to six and performed the instructional design in Bahasa Indonesia. The researcher did not use English as the medium of instruction due to the participants' low English proficiency. The researcher introduced the research project from the first to the third meeting, negotiated to form groups, and navigated narrative texts. The use of Google Translate also allowed the students to gain new insights into using such technology properly, allowing them to know its strengths and weaknesses for educational purposes. Again, it offered a new experience for them that needs to be explored. Then, the researcher read to show how to find the primary information in the text and discussed how to analyze a sentence critically to make inferences. The students were allowed to choose their narrative texts with the researcher's guidance. In the next meeting, the researcher guided the students to read, discuss, and analyze their chosen texts.

In meetings five to seven, each group was required to post the first text and its questions onto the Facebook page to be commented on or answered by other groups. These activities included reading, discussing, analyzing the texts, and reflecting on the tasks. After each group posted their text and its questions, other groups read the texts to analyze the specific information required to answer them. After that, they answered the questions and posted in the comment column. The group that posted the text then commented on the answers that others wrote the next day. In the last meeting, the participants can reflect and revise their work (self-assessment or self-reflection) supported by the teacher's feedback and choose their best work to be assessed by the teacher. Then, the researcher evaluated and graded the participants' work.

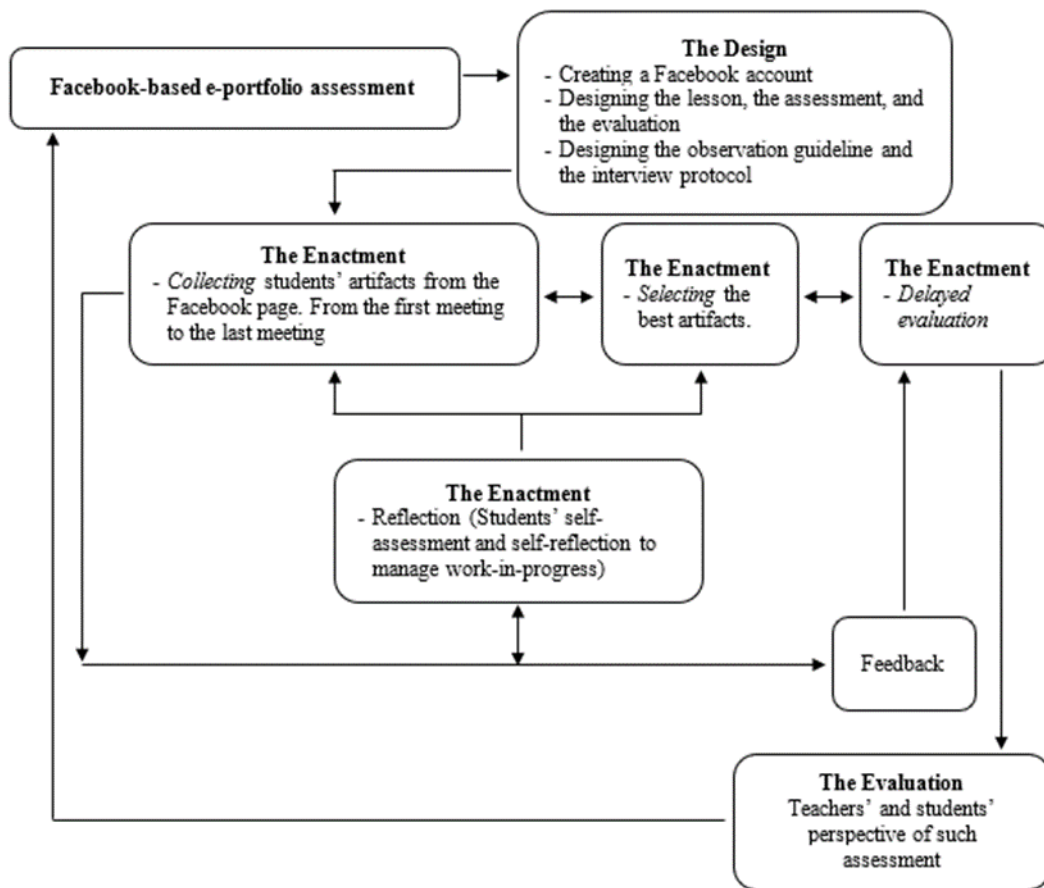


Figure 1. Flow Diagram of the Study

3. Finding and Discussion

Three themes emerged from the research questions: the design, implementation, and assessment of the e-portfolio assessment process. What follows is a presentation and discussion of each theme.

3.1. The design of the e-portfolio assessment process

The design of the e-portfolio assessment process in this study was thoroughly structured to enhance learning outcomes through strategic scaffolding and engagement techniques. Drawing from Lam's (2013) logistics of the portfolio process, the design involved a series of meetings each with specific educational objectives aimed at building and assessing the students' literacy and analytical skills.

The initial meeting was dedicated to introducing the research project and outlining the expectations for each session, which Phillips (2023) suggests is crucial for ensuring that all curricular elements and learning goals are clearly understood by the participants. Subsequent meetings were strategically planned to facilitate both collaborative and individual learning

experiences, reflecting contemporary educational theories on effective teaching practices. In the second meeting, the students were encouraged to form groups autonomously and tasked with locating three narrative texts. This approach not only fostered a collaborative classroom environment but also empowered students to handle the complexities of the assignment, thereby enhancing their engagement and management skills (Arsenis et al., 2022). The third and fourth meetings focused on scaffolding, where the researcher provided targeted support to help students adapt to and engage with the learning materials effectively. This method of engagement has been shown to significantly influence academic achievement (Praetorius et al., 2012).

The fifth meeting employed task-based learning strategies to further develop students' literacy skills, engage them in peer discussions, and encourage reflective practice on their work, aligning with the principles outlined by Lam (2013). In the subsequent sessions, students engaged in both collaborative and independent tasks, which are critical for fostering a deep understanding and personal connection with the subject matter (Moore et al., 2019; Roef et al., 2021). The final meeting implemented a reflective practice and delayed assessment strategy, as per Lam's (2013) portfolio procedures. This allowed students to revise their work for improvement and reflect on their learning, which is essential for promoting deep learning (Reflective Practice, 2024). Additionally, delaying the assessment gave students the opportunity to refine their submissions based on feedback, enhancing both the quality of their work and their motivation to excel (Burner, 2014).

Overall, the design of the e-portfolio assessment was rigorously developed to scaffold student learning effectively throughout the program. Empirical evidence supports that such scaffolding by teachers enhances student participation and achievement in learning activities (Haruehansawasin & Kiattikomol, 2017), highlighting the efficacy of this methodological approach in the educational setting of this study.

3.2. The enactment of the e-portfolio assessment process

In the first meeting, the researcher told the participants that they would learn English text in a fun way. Then, the researcher explained to the participants what to do in each meeting. In this meeting, the participants seemed afraid, lacked confidence, and were less motivated to learn. Student C (all names are pseudonyms) said that he was anxious about learning English because he was at a very low English proficiency level. Meanwhile, Student D felt lazy as English was not her favorite subject.

Student C: "I cannot use English. I feel afraid of the English lesson."

Student D: "I do not like English. I do not want to learn English."

Then, the researcher tried to break the ice so the participants could relax and enjoy the learning process. This challenge was addressed by offering them something interesting (i.e.,

watching a video film related to the teaching content). As Sahan et al. (2023) reported, when students discover something fascinating, they have much more work at their disposal.

The researcher talked to the participants in the next meeting to negotiate forming a group. They were allowed to choose their peers in each group. This was done to increase their motivation to learn. Then, the researcher showed how to find a text online and scaffolded them to find their texts. Based on the observation, several students paid some attention while others did not. The researcher tried to manage this, but the result was the same. To this end, the researcher invited each group to come in front, sit together, and explain the lesson in this way. Finally, they could focus on finding and choosing their three narrative texts. Drawing on the interview results, all participants had difficulties finding texts.

Students: ‘... It is difficult, sir. We cannot manage it.’

In response, the researcher offered them some texts found in the national exams. Eventually, texts were taken from the national exam documents retrieved from the internet.

In the third meeting, using the same successful learning model in the previous session, the researcher undertook the instructional design for this meeting, which was aimed at reading, discussing, and analyzing texts and making questions based on the researcher’s text. The researcher found that in this meeting, the students enjoyed the lesson as they could practice reading a narrative text using Google Translate to help them understand the text easily. Student A said that reading an English text was difficult. She did not get the primary information of the text. However, reading this way helped her to know where they could locate the text’s main point and make some questions based on the text to be asked of other students who would later also read her texts.

Student A: “I cannot understand English. However, Google Translate helped me.”

In fact, the teacher explained to students that they should not rely on Google Translate. He warned them that technology should only be used as a tool for learning and that reliance on it would endanger students' learning.

Almost all students found difficulties discussing and analyzing the text critically, although they could manage it at the end of the lesson. The researcher addressed this issue by helping them to do the analysis step by step. Based on the interview, all participants had never been taught in the current format. It was their first time being taught how to critically discuss and analyze a text.

Students: “... we have not learned this way before.”

Regarding the making questions activity, the researcher showed how to change a sentence into a question, yes/no question, and Wh question. Based on the observation, the researcher found that all students knew how to change a sentence into a question.

In the fourth meeting, the researcher repeated the previous lesson. The participants were guided to critically read, discuss, and analyze their chosen texts. The researcher asked students to find the primary information of the text and allowed them to use Google Translate to help them. Then, the researcher joined each group to check their understanding of the texts. It was found that the students in each group knew how to locate the primary information and understood the texts. For the discussion to critically analyze the texts, the researcher guided the students to make an inference from a simple sentence the researcher chose. It was found that one student testified that he could understand the texts, what the main information is, and what can be inferred from a sentence, while more practice was still needed from other students.

Student E: “With more practice, we start to understand the text. We can know where the main information is located. But we need more practice when to answer inference questions.”

To manage this issue, then the researcher helped them for each group. In terms of making questions, the researcher guided the students to make five questions for each text. It was found that almost all students forgot to include ‘did’ or ‘was’ in each question (See Figure 2). The researcher ignored this to allow them to make a reflection later.

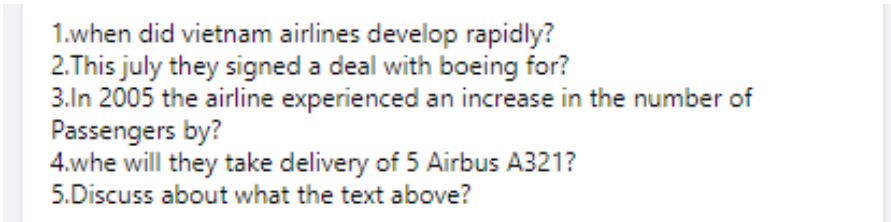
- 
- 1.when did vietnam airlines develop rapidly?
 - 2.This july they signed a deal with boeing for?
 - 3.In 2005 the airline experienced an increase in the number of Passengers by?
 - 4.whe will they take delivery of 5 Airbus A321?
 - 5.Discuss about what the text above?

Figure 2. Students' Artifact: Making Questions

In the fifth meeting, the students in the group posted their first text along with their questions. Then, the researcher showed the students how to respond to each answer. They were allowed to comment either with short or complete answers. All groups read and analyzed other groups' texts, then answered the questions in the comments, while the text owner would reply to the comments in the following days. There appeared to be a problem during the lesson. Internet connection speed was the main problem. The internet was very slow on that day; while using internet cellular, the signal was also low. This impacted the duration, while the learning process lasted only an hour. Thus, the researcher offered his cellular internet connection to complete the task. Finally, all groups successfully completed their task (See Figure 3), although the first group had not answered all questions posted by the second and the third group. Therefore, the researcher allowed them to complete the task after class or at home. Drawing on the student's interview, Student B felt that reading a text

in such a way was more exciting and easier. It allowed him to read and look up words on the internet simultaneously.

Student B: “Reading a text on Facebook feels like I am playing with my social media. When I find a word, I do not understand, I can look it up in the online dictionary at the same time.”

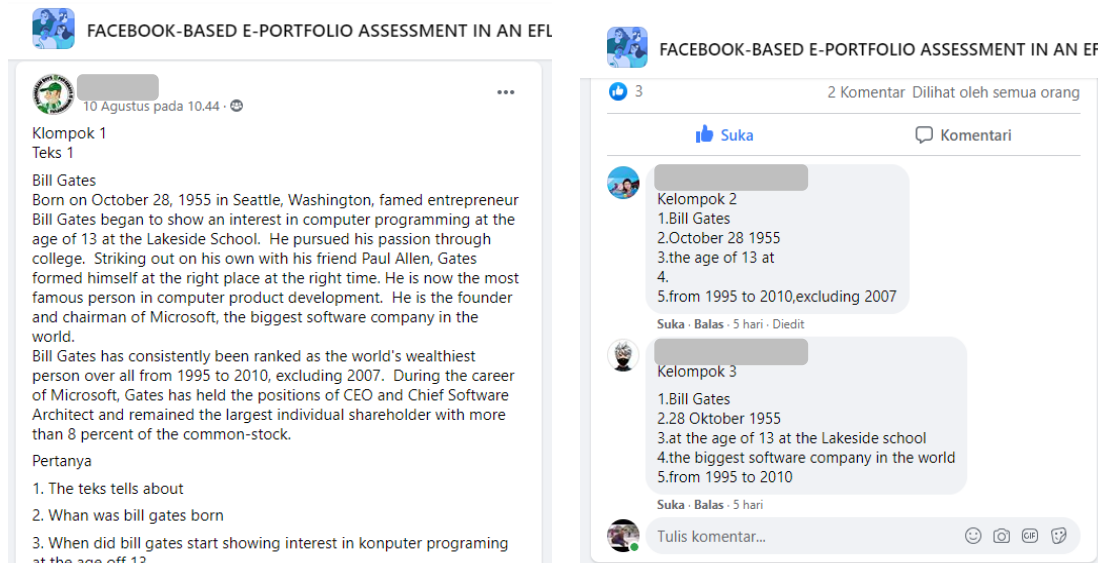


Figure 3. Students' Artifacts from Group 1

Before the sixth meeting commenced, the first group had not yet completed their assigned questions, despite the researcher's efforts to encourage them through a WhatsApp group in the preceding days. When the sixth meeting started, this group was urged to finish their pending task while the other groups proceeded to post and discuss their second texts. Due to time constraints during this session, all groups were limited to posting and discussing only their second text, as depicted in Figure 4, with plans to address the questions in the subsequent meeting.

The meeting faced connectivity issues, which were resolved by utilizing the researcher's cellular internet connection, known for its reliable signal. During this session, it was observed that only the second and third groups had fully engaged in posting and discussing their texts. The remaining group, which exhibited lower motivation, managed to complete their task at the last minute, albeit later than others. This prompted a discussion between the researcher and the less motivated group to explore the reasons behind their lack of engagement and to offer support to enhance their motivation. Furthermore, it was noted that Student E and Student C were distracted during the lesson, preoccupied with unfinished assignments from other subjects that were due on the same day. This distraction impacted their focus and

participation in the session, highlighting the challenges of managing academic responsibilities from multiple subjects concurrently.

Students: “We have homework we have not done and must submit it right after this class.”

FACEBOOK-BASED E-PORTFOLIO ASSESSMENT IN AN EFI

Kelompok 3
Teks:8

Actor, director, producer, born on January 3, 1956, in Peekskill, New York, Mel Gibson spent the remainder of his childhood in Sydney, where he attended an all-boys Catholic high school.

After Gibson's high school graduation, he considered becoming a chef or journalist. However, when his sister submitted an application on his behalf on The National Institute of Dramatic Art in Sydney, he decided to audition. Without any prior acting experience, he was accepted and enrolled in the drama school. While there, he made his stage debut in a production of Romeo and Juliet, and his screen debut in the low-budget film Summer City (1997). Upon his graduation that year, Gibson joined the Southern Australian Theater Company, where he appeared in the title roles of classical productions, such as Oedipus and Henry IV.

After conquering the stage, Gibson tried his hand at television, landing his first role on the Australian series The Survivals. In 1979, Gibson graduated to mainstream cinema with his role as a futuristic warrior in Mad Max, and as a mentally retarded man I love with Piper Laurie in Tim, for which he earned his first Australian Film Institute (AFI) Award for Best Actor. Furthermore, Mad Max became the biggest commercial success of any Australian film, grossing over \$100 million worldwide.

Pertanyaan

- 1.what this text is a about?
- 2.where he attended school?
- 3.what did Gibson do after graduating in 1997?
- 4.what did Gibson after high school?
- 5.for which he was awarded the Australian Film Insurt(AFI)?

FACEBOOK-BASED E-PORTFOLIO ASSESSMENT IN AN EFI

Kelompok 2
Teks 5

Vietnam Airlines Grows Its Business

Vietnam Airlines has come a long way since it started out in 1956 with a fleet of five small aircraft. Last year, it took delivery of five Airbus A321s and signed a contract to buy ten Airbus narrow-bodied 321s of which the first plane will be delivered in 2006. This July it signed an agreement with Boeing to purchase four 787 Dreamliners. The expansion of Vietnam Airlines fleet - which also includes new Boeing 777s and Airbus A32 is, state-of-the-art craft for regional travel- is right on schedule. In the first six months of 2005, the airline saw its passenger numbers increase by 25 percent, to almost 3 million. Over a third of those passengers are foreigners, and their ranks grew this year as well, by over 30 percent. Travelers are drawn by Vietnam Airlines strong domestic, regional, and international routes: the airline flies to 16 domestic locations and 26 international destinations. Vietnam Airlines

- 1.when did vietnam airlines develop rapidly?
- 2.This july they signed a deal with boeing for?
- 3.In 2005 the airline experienced an increase in the number of Passengers by?
- 4.who will they take delivery of 5 Airbus A321?
- 5.Discuss about what the text above?

Figure 4. Students' Artefacts from Groups 2 and 3

FACEBOOK-BASED E-PORTFOLIO ASSESSMENT IN AN EFI

8 September · 🌍

Text 3

Hinduism first came to Indonesia in the sixth century eighty, and Buddhism at the end of seventh century. In the eighth century there were doubles temple, main arrivals Dynasties. One in the north of central Java by Sanjaya Dynasty was Hindu. The other Buddhism Dynasty was in the south of central. Jaya Wangsa Sailendra. It was Dynasty that was in ground Yogyakarta until the Large Buddhism temple in the system, Borobudur. These two Dynasties were very conflict. I however knew that Prambanan was Hindu temple and in east Yogyakarta'in the south.

1. WHAT IS THE TEXT ABOUT?
2. What religion sit kono first to indonesia
3. What whes the name of dynasty located in the north of central java
4. We're whs prambanan temple located

Figure 5. Student's Individual Artifact

The teaching-learning process in the seventh meeting was the same as the previous ones. In this meeting, however, participants were required to ask and answer other participants' questions individually. After each participant posted the text and the questions, they had to answer the questions posted by other participants. In fact, only four participants came to the class, while others were absent. Accordingly, these participants were only required to make questions and post the text and the questions (See Figure 5).

According to the interview, Student F could ask questions independently. However, sometimes, he asked his teacher whenever he was unsure about his work.

Student F: "I feel that somehow, I can make some questions by myself. But I am still not sure about my work."

Other participants, such as Student G, still needed the researcher's guidance to do the tasks, who felt unconfident with asking questions and afraid of making mistakes.

Student G: "I need your help sir. I cannot do this work by myself. I am afraid of it."

In the eighth meeting, participants who had not come to the class in the previous meeting were required to ask questions and post them and the text on the Facebook group. After that, all participants answer the questions from each participant on a piece of paper. Once they finished, they were allowed to post the answer on Facebook (See Figure 6). In addition, in this meeting, the participants were required to revise all their tasks based on the results of their reflections from both teacher and peer feedback. They posted the revised tasks on Facebook (See Figure 7).

kelompok 1	
<input type="checkbox"/>	
<input checked="" type="checkbox"/>	1 empor and his DAUGHTERS
<input type="checkbox"/>	
<input checked="" type="checkbox"/>	2 yes, there was
<input type="checkbox"/>	
<input checked="" type="checkbox"/>	3 Two daughters
<input type="checkbox"/>	
<input checked="" type="checkbox"/>	4 the the did empor
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input checked="" type="checkbox"/>	1 Benarai victims
<input type="checkbox"/>	
<input checked="" type="checkbox"/>	2 Benarai 26 december
<input type="checkbox"/>	
<input checked="" type="checkbox"/>	3 126.315
<input type="checkbox"/>	
<input checked="" type="checkbox"/>	4 37.063
<input type="checkbox"/>	

Figure 6. Student's Artifact in Group

During the enactment process of this study, participants engaged in a series of group-based activities on Facebook, where they discussed texts and responded to questions posed by other groups. Out of the three activities designed for this phase, one required participant to work individually, facilitating a blend of collaborative and independent learning experiences. The group activities particularly emphasized reading and literacy, with participants actively collaborating on their assigned tasks. This cooperative learning setup not only fostered a deeper understanding of the texts but also facilitated peer tutoring, where participants could support each other's learning. Duran et al. (2018) highlight the effectiveness of such collaborative approaches, noting that students significantly enhance their reading comprehension skills when they work in pairs. This method not only helps in immediate task completion but also prepares participants for subsequent individual tasks, ensuring a smooth transition from collaborative to solo efforts. An illustrative excerpt from the study showcases the dynamic interaction among students during an initial group task, reflecting the active participation and mutual support that characterize this learning environment.

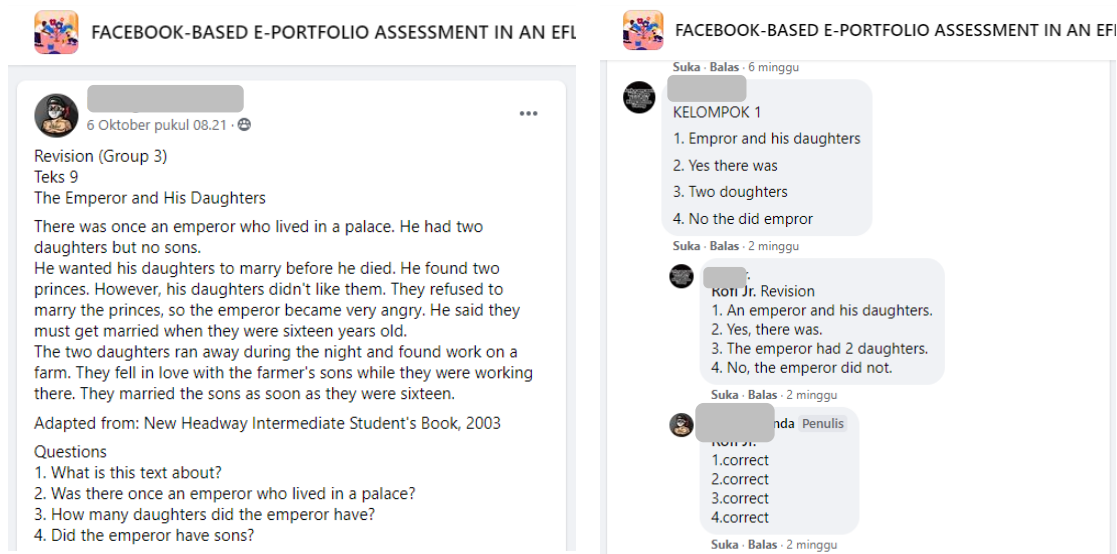


Figure 7. Revision of Students' Artifact

Student A: We should read the passage and then answer the questions.

Student B: Ok. You read the passage and help us to understand the meaning.

Student C: Yeah, I agree. Your English is better than our English.

Student A: My English is bad. Let us do it together and ask our teacher for help. Because later, we will be required to do the task individually.

Students B and C: We agree. But we still want you to help us. Help us with this task so we can do it ourselves for the next task.

Student C: Yes. I need your help.

This student-student interaction showed that one student is considered to have a better command of English than the others, meaning that the group is heterogeneous. This collaborative work later impacted students' learning development. The students benefited from this experience when they should individually perform the task in the next meeting.

3.3. The evaluation of the e-portfolio assessment process

In this phase of the study, participants were tasked with selecting their best work for a delayed assessment. This process allowed them ample time to reflect on their work, incorporating feedback from both peers and researchers. The opportunity to revise their submissions before making a final selection facilitated a deeper engagement with the content and the feedback process. This dialogic feedback proved influential, impacting participants' cognition and enhancing their attitudes towards their work.

The benefits of this feedback mechanism were multifaceted: participants not only gained motivation but also improved their revisions substantially. Feedback served as a conduit for understanding the intentions behind the comments from both teachers and peers (Green, 2019). It also provided a platform for participants to ask questions, seek clarifications, and exchange ideas about their work (Kerr, 2017). This interactive process was instrumental in enabling participants to make informed revisions, thus improving the quality of their final submissions.

The participants were interviewed after they had reflected on their work and revised their tasks. Student E enjoyed learning an English text in such a way.

Student E: "I like this way of learning because I feel learning while playing."

Student A was also happy with this style of learning.

Student A: "I am happy learning English like this because I feel free to do what I must for the tasks."

Another participant, Student H, agreed to delay the evaluation so that she could revise her work and achieve better scores.

Student H: "I love the teacher's way of grading our work; I can choose which works I think the best for me."

Overall, participants give positive comments on the enactment of this e-portfolio assessment.

Drawing on the interview results, all participants expressed positive evaluations of the e-portfolio's enactment. They enjoyed and responded favorably to its design, which evidently influenced their attitudes towards the learning process and enhanced their overall satisfaction. This finding aligns with observations of improvements in students' work post-revision,

suggesting that the opportunity to refine their submissions motivated them and increased their contentment with the outcomes, as supported by Tsai (2018) who noted that such instructional designs could boost students' performance and satisfaction. Moreover, the integration of Google Translate facilitated the learning of narrative texts, demonstrating active engagement in classroom activities. This usage aligns with findings by Chen et al. (2020), who reported that tools like Google Assistant could enhance English language learning by making the process more interactive and enjoyable. Furthermore, interactions during consultations revealed that one student exhibited critical thinking by formulating an inference question, though it was ultimately not included in the final submission due to concerns about its complexity for other participants.

The evaluation phase of the e-portfolio significantly supported self-directed and reflective learning. By enabling students to revise their work before the final assessment, the design not only promoted reflection but also encouraged them to explore and develop their learning skills independently. This practice resonates with the literature suggesting that e-portfolios are effective tools for fostering self-directed and reflective learning (Daunert & Price, 2014). Moreover, research has shown that e-portfolios provide a platform for students—particularly those who are low-motivated or insecure—to organize, create, and reflect on their learning, thereby learning from the efforts of others (Huang et al., 2012; Maher & Gerbic, 2009). They also grant students autonomy over their projects and offer a user-friendly means of tracking progress (Ayres, 2012), further enhancing the educational experience by giving students control over their learning trajectories.

4. Conclusion

This study has demonstrated the effective design, enactment, and evaluation of Facebook-based e-portfolio assessments in an educational setting. The instructional design successfully enhanced participants' enjoyment and engagement with literacy activities by integrating scaffolding and technology use. Importantly, the process facilitated both collaborative and individual learning, despite some challenges encountered during implementation. The evaluation phase allowed participants to select and revise their submissions, thereby fostering self-directed learning and reflective practices. These findings underscore the significant influence of instructional design on student attitudes, satisfaction, and the enhancement of learning autonomy.

From this study, two key implications emerge. Firstly, the design of e-portfolio assessments, particularly in EFL education, should be grounded in empirical research. Such an approach ensures that the design is informed by the best practices and potential pitfalls identified in previous studies, allowing educators to navigate the challenges and leverage opportunities more effectively. Secondly, a well-informed educator is better positioned to

create innovative e-portfolio assessments that could significantly impact student learning outcomes.

Despite the benefits observed, the study encountered several limitations that warrant further exploration. The scope was confined to reading skills and narrative lessons, and the process was restricted to a small group of participants, limiting broader applicability. Additionally, feedback mechanisms for enhancing reflection were not thoroughly examined. Network reliability also posed challenges, highlighting the need for hybrid assessment models that combine online and offline elements.

To address these limitations, future research could expand the implementation of e-portfolio assessments from the beginning of the academic term to provide a more comprehensive view of student development over time. Each lesson could incorporate e-portfolio assessment to gather detailed insights into student progress. Further studies should also explore the dynamics of feedback between teachers and students and consider alternative assessment strategies that accommodate technological limitations. Such investigations will enable educators to refine e-portfolio assessments and optimize learning outcomes.

Acknowledgments

This work was supported by SEAMEO QITEP in Language Research Grants 2020.

References

- Anderson, L., W., & Krathwohl, D., R. (2001). *A taxonomy for Learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. Addison Wesley Longman.
- Arsenis, P., Flores, M., & Petropoulou, D. (2022). Enhancing graduate employability skills and student engagement through group video assessment. *Assessment & Evaluation in Higher Education*, 47(2), 245-258. <https://doi.org/10.1080/02602938.2021.1897086>
- Ayres, K. L. (2012). Using e-portfolios to provide regular feedback on final year statistics projects. *MSOR Connections*, 12(2), 52–54.
- Barrot, J. S. (2016). Using Facebook-based e-portfolio in ESL writing classrooms: impact and challenges. *Language, Culture and Curriculum*, 29(3), 286–301. <https://doi.org/10.1080/07908318.2016.1143481>
- Barrot, J. S. (2021). Effects of Facebook-based e-portfolio on ESL learners' writing performance. *Language, Culture and Curriculum*, 34(1), 95–111. <https://doi.org/10.1080/07908318.2020.1745822>

- Burner, T. (2014). The potential formative benefits of portfolio assessment in second and foreign language writing contexts: A review of the literature. *Studies in Educational Evaluation*, 43, 139-149. <https://doi.org/10.1016/j.stueduc.2014.03.002>
- Chang, C. C., Liang, C., Chou, P. N., & Liao, Y. M. (2018). Using e-portfolio for learning goal setting to facilitate self-regulated learning of high school students. *Behaviour and Information Technology*, 37(12), 1237–1251. <https://doi.org/10.1080/0144929X.2018.1496275>
- Chen, D., Jeng, A., Sun, S., & Kaptur, B. (2023). Use of technology-based assessments: a systematic review covering over 30 countries. *Assessment in Education: Principles, Policy & Practice*, 30(5-6), 396-428. <https://doi.org/10.1080/0969594X.2023.2270181>
- Chen, H. H., Yang, C. T., & Lai, K. K. (2020). Investigating college EFL learners' perceptions toward the use of Google Assistant for foreign language learning. *Interactive Learning Environments*. <https://doi.org/10.1080/10494820.2020.1833043>
- Cohen, L., & Manion, L. (1980). *Research methods in education* (1st ed.). Croom Helm.
- Danert, A. L., & Price, L. (2014). E-Portfolio: a practical tool for self-directed, reflective, and collaborative professional learning. In C. Harteis, A. Rausch, & J. Seifried (Eds.), *Discourses on professional learning: On the boundary between learning and working* (pp. 231-251). Springer.
- Duran, D., Flores, M., Oller, M., & Ramírez, M. (2018). Reading in Pairs, description and results of a peer tutoring program for English as a foreign language. *Innovation in Language Learning and Teaching*. DOI: 10.1080/17501229.2018.1462370
- Green, S. (2019). What students don't make of feedback in higher education: an illustrative study. *Journal of English for Academic Purposes*, 38: 83–94.
- Händel, M., Wimmer, B., & Ziegler, A. (2018). E-portfolio use and its effects on exam performance—a field study. *Studies in Higher Education*, 45(2), 258–270. <https://doi.org/10.1080/03075079.2018.1510388>
- Haruehansawasin, S., & Kiattikomol, P. (2017). Scaffolding in problem-based learning for low-achieving learners. *The Journal of Educational Research*. <http://dx.doi.org/10.1080/00220671.2017.1287045>
- Huang, J. J. S., Yang, S. J. H., Chiang, P. Y. F., & Tzeng, L. S. Y. (2012). Building an e-portfolio learning model: Goal orientation and metacognitive strategies. *Knowledge Management & E-Learning: An International Journal*, 2(1), 16–36.
- Jacob, S. A., & Furgerson, S. P. (2012). Writing Interview Protocols and Conducting Interviews: Tips for Students New to the Field of Qualitative Research. *The Qualitative Report*, 17(2), 1-10.
- Johnson, R. B., & Christensen, L. (2019). *Educational Research* | SAGE Publications Ltd (7th ed.). <https://uk.sagepub.com/en-gb/asi/educational-research/book259335>
- Kerr, K. (2017). Exploring student perceptions of verbal feedback. *Research Papers in Education*, 32(4), 444–462.

- Khodi, A., Khezerlou, H., & Sahraei, H. (2022). Dependability and utility of using e-portfolios in assessing EFL learners' speaking proficiency. *Computer Assisted Language Learning*. Advance online publication. <https://doi.org/10.1080/09588221.2022.2093379>
- Lam, R. (2013). Two portfolio systems: EFL students' perceptions of writing ability, text improvement, and feedback. *Assessing Writing*, 18(2), 132–153. <https://doi.org/10.1016/j.asw.2012.10.003>
- Lorenzo, G., & Ittelson, J. (2005). An overview of e-portfolios. *Educause Learning Initiative*, 1, 1–27.
- Maher, M., & Gerbic, P. (2009). E-portfolios as a pedagogical device in primary teacher education: The AUT University Experience. *Australian Journal of Teacher Education*, 34(5), Article 4. Retrieved July 26, 2024 from <http://ro.ecu.edu.au/ajte/vol34/iss5/4>
- Marinho, P., Fernandes, P., & Pimentel, F. (2021). The digital portfolio as an assessment strategy for learning in higher education. *Distance Education*, 42(2), 253-267. <https://doi.org/10.1080/01587919.2021.1911628>
- Moore, B., Boardman, A. G. Smith, C., & Ferrel, A. (2019). Enhancing Collaborative Group Processes to Promote Academic Literacy and Content Learning for Diverse Learners Through Video Reflection. *SAGE Open*, 9(3), 1-15. <https://doi.org/10.1177/2158244019861480>
- Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic Analysis. *International Journal of Qualitative Methods*, 16(1), 160940691773384. <https://doi.org/10.1177/1609406917733847>
- Palys, T. S., & Atchison, C. (2014). *Research decision: Quantitative, qualitative, and mixed methods approaches (5th ed.)*. Nelson Education.
- Phillips, E. (2023, September 13). *Creating Effective Lesson Plans: A Guide for Teachers*. The Will to Teach. <https://willtoteach.com/creating-lesson-plans-guide/>
- Praetorius, A. K., Lenske, G., & Helmke, A. (2012). Observer ratings of instructional quality: Do they fulfill what they promise? *Learning and Instruction*, 6, 387–400. doi:10.1016/j.learninstruc.2012.03.002.
- Reflective Practice. (11 April 2024). *Learning environment*. Retrieved July 24, 2024 from <https://le.unimelb.edu.au/learning-teaching-assessment/assessment-and-feedback/reflective-practice>
- Roefs, E. C. J., Leeman, Y. A. M., Oosterheert, I. E., & Meijer, P. C. (2021). Secondary school students' experiences of presence in daily classroom practice. *Cambridge Journal of Education*, 51(4), 411-432. <https://doi.org/10.1080/0305764X.2020.1853678>
- Sahan, K., Kamaşak, R., & Rose, H. (2023). The interplay of motivated behaviour, self-concept, self-efficacy, and language use on ease of academic study in English medium education. *System*, 114, 103016. <https://doi.org/10.1016/j.system.2023.103016>

-
- Shimahara, N. (1988). 'Anthroethnography: A methodological consideration'. In Sherman, R., & Webb, R. B. (1988). *Qualitative Research in Education: Focus and Methods* (pp. 74-7). The Falmer Press.
- Stake, R. E. (1995). *The art of case study research*. SAGE Publications.
- Tsai, Shu-Chiao. (2018). Implementing interactive courseware into EFL business writing: computational assessment and learning satisfaction. *Interactive Learning Environments*. <https://doi.org/10.1080/10494820.2018.1451896>
- van Lier, L. (1988). *The classroom and the language learner*. Longman Group Limited.
- van Lier, L. (1996). *Interaction in the language curriculum. Awareness, autonomy and authenticity*. Longman Group Limited.
- Widodo, H. P. (2014). Methodological considerations in interview data transcription. *International Journal of Innovation in English Language Teaching and Research*, 3(1), 101-107.
- Yin, R., K. (2003). *Case study research: Design and methods* (3rd ed.). Sage Publications.