CHAPTER II

REVIEW OF RELATED LITERATURE

Teaching and Learning a language should be balance learned and practiced. The teaching and learning English in school should focus on competence and performance. In English competence, the students have knowledge of English such as linguistic and grammatical competence. In English performance, the students practice their English knowledge. Both competence and performance are useful in mastering English. Therefore, this research attempts to clarify that electronic portfolio as additional task can help the students to have better speaking performance. Producing e-portfolio allowed the students to study the language competence and practice the language to have good English performance.

A. The Origin of Speaking

English speaking skill which is also known as oral ability is important aspect for students. Hughes (2003:130) mentioned the term of oral ability as performance. There are many definitions of speaking skill or oral ability that have been proposed by some authors in language learning. Richards and Renandya (2002: 204) state that effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. Moreover, nonlinguistic elements such as gestures, body language,

and expressions are needed in conveying messages directly without any accompanying speech.

Brown (2001: 267) cites that when someone could speak a language it means that he can carry on a conversation reasonably competently. In discussion on the nature of spoken language, Brown and Yule in Nunan (1989: 26) distinguish spoken language from written language. They point out that for most of its history. The teaching of language has not been concerned with spoken language teaching. This language comprises short, often fragmentary utterances, in pronunciation range. On the contrary, written language is characterized by well-formed sentences which are integrated into highly structured paragraphs. It can be concluded that speaking skill is always related to communication. Speaking skill itself can be stated as the skill to use the language accurately to express meanings in order to transfer or to get knowledge and information from other people in the whole life situation.

There are many types of classroom speaking activities. Harmer (2001:348-352) states six classroom speaking activities. They are acting from script, communication games, discussion, prepared talks, questionnaires, simulation, and role play.

1. Acting from script; Playing scripts and acting out the dialogues are two kinds of acting scripts that should be considered by the teacher in the teaching and learning process.

2. Communication games; Games are designed to provoke communication between students. The games are made based on the principle of the

information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture, put a thing in the right order, or find similarities and differences between pictures.

3. Discussion; Discussion is probably the most commonly used activity in the oral skills class. Here, the students are allowed to express their real opinions.

4. Prepared talks; Students make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversations because they are prepared and more 'writing like'. However, if possible students should speak from notes rather than from a script.

5. Questionnaires; Questionnaires are very useful because they ensure that both questioner and respondent have something to say to each other. Students can design questionnaires on any topic that is appropriate.

6. Simulation and Role play; Simulation and role play can be used to encourage general oral fluency, or to train students for specific situations.

Those activities can be used by teachers in speaking activities. Teachers can choose an activity that related to the topic and objective of the lesson. Besides, they must consider the situation, condition of the students and materials that will be taught. Those activities can be used as the way to measure how far students can speak, say and express their feeling in English. The speaking activities can be used to assess the students' progress in their learning process. Prepared talks are one of speaking activities that can also benefit as speaking activity and assessment to assess the students' speaking performance.

B. Speaking Performance

In relation to the speaking skill term above, the researcher decided to discuss about speaking performance term. Brown (2004: 271) describes six categories of speaking skill area. Those six categories are as follows;

1. Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, students get opportunity to listen and to orally repeat some words.

2. Intensive

This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

3. Responsive

Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

4. Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information. For example, here is conversation which is done in pair work.

5. Interpersonal (dialogue)

It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

6. Extensive (monologue)

Teacher gives students extended monologues in the form of oral reports, summaries, and storytelling and short speeches. The extensive speaking classroom has close meaning to speaking performance.

To clarify the term of speaking performance used in this research, the researcher cited some experts' opinion relates to the speaking performance or speaking skill. Brown and Yule (1983) cited in Richard (2008:19) made a useful distinction in speaking namely talk as interaction, talk as transaction and talk as performance. To give clear definition on speaking performance, the researcher attempts to explain the three-part version of Brown and Yule's framework above.

1. Talk as Interaction

Talk as interaction is mostly called as conversation. It describes interaction that servers a primarily social function. When people meet, they exchange greetings, engage in small talk, tell recent experiences, and etc. Brown (2004) stated that people do interaction to establish a comfortable zone to be more casual

or more formal, depending on the circumstances. This speaking type is highly interactive and collaborative conversational style because the listeners and speaker give constant feedback, including laughter, to prompt the speaker to continue the communication. This conversation is usual for students in English zone or class in which the students need to talk to others by using English.

2. Talk as Transaction

Talk as transaction refers to situation where the focus is on what is said or done. The focus is massage which can be understood clearly and accurately by the speaking participants. Burns (1998) distinguished between two different types of talk as transaction, such as giving information and obtaining goods or services. People can use this kind of speaking types in real life, such as asking someone for direction and ordering food in the restaurant.

3. Talk as Performance

Talk as Performance or speaking performance is students' ability to perform their English in front of the classroom. There are some kinds of classroom activities that can be applied by the English teachers in teaching speaking; one of them is speaking performance. According to Harmer (2001) mentioned that prepared talks as an activity where the students make a presentation on a topic. In speaking performance class, the students need to prepare some criteria include in their performance. Brown (2004) the main features of talk as performance are a focus on both massage and audience, writing organization, accuracy and the language is more like written language.

Bachman and Palmer (2010:178) suggested that students should demonstrate language proficiency through a performance test. The tasks used in such an assessment should enable students to talk, to participate in a conversation, or to communicate in another context that exists in real life. In terms of appropriate tasks for the students, Mckay (2006) delineated two types: 1) pure speaking activities, such as news telling, storytelling, picture talks, categorization tasks, oral presentation and other speaking-only genre 2) activities that listening skill and speaking skill are combined together, such as oral interview and question-and-answer tasks.

C. Factors Influence Speaking Performance

There are some factors that can influence how students perform the language. It is necessary to figure out the factors that affect the students' speaking performance. According to Richard and Renandya (2002:205) there are some factors affect the students' speaking fluency, such as age, listening ability, students' cultural awareness, and affective factors that come from the students' personality. It is also mentioned that student's' speaking performance can be affected by some factors that come from performance conditions, topical knowledge and feedback during speaking activities

1. Performance Conditions

Students perform a speaking task under a variety of conditions. Nation & Newton (2009:78) believe that performance conditions can affect speaking performance. And there are four types of performance conditions that Nation &

Newton suggest include time pressure, planning, the standard of performance and the amount of support. Managing all the condition before the speaking performance can help the students to get their best speaking performance.

2. Topical knowledge

Topical knowledge is defined as knowledge structures in long-term memory (Bachman & Palmer, 1996:78). In other words, topical knowledge is the speakers' knowledge of relevant topical information. The information that topical knowledge provides enables students to use language with reference to the world in which they live. Bachman & Palmer also state certain test tasks may be easier for those who possess the relevant topical knowledge and more difficult for those who do not. Bachman & Palmer believe that topical knowledge has effects on speaking performance.

3. Feedback during Speaking Activities

Most students want and expect their teachers to give them feedback on their performance. However, all speaking production should not be dealt with in the same way. Harmer (2007:131) asserts that the decisions that the teachers make about how to react to students' performance will depend upon the stages of the lesson, the activities, the types of mistake made and the particular student who is making that mistake. If the teachers correct whenever there is a problem, the conversational flow as well as the purpose of the speaking activity will be destroyed. If the students are corrected all the time, they can find this very demotivating and become afraid to speak. He suggests that the teachers should always correct the students' mistakes positively and with encouragement.

In this research, it was found that the teacher gave the students to prepare their speaking performance before they have the performance test. The students plan their lesson topic to be performed by themselves and also given time to practice in front of the class. Therefore, the teacher believes that the students master what they want to talk about. The students choose their own topic and collect the information of the topic chosen. Then, the students' speaking performance is recorded by using video recording. The student that perform their English topic is the main speaker. The teacher and other students become listeners.

D. Speaking Performance Assessment

The notion of performance first emerged in the 1960s in response to practical needs (McNamara 1996). Early testers who advocated the integration of a performance component focused on whether examinees could successfully fulfill a task in simulated real-life language use context (Clark 1975; Jones 1985; Morrow 1979; Savignon 1972 in Srikaew *et al*, 2014). To determine students' speaking performance, teachers can administer performance assessment which reflects tasks typical of the classroom or real performance. In this way, the assessment is authentic both curriculum and students' need. Richards (2006:13-14), in performance-based assessment, the classroom activities incite students to reveal their fluent speech delivery as they focus on the spontaneous and meaningful use of language, promote communication, emphasize the resort to

communication strategies, manage unpredictable language output and be relevant to the context of language use.

Speaking performance assessment is not a single type, it can take various forms depending on their authenticity in relation to classroom activities. Hughes (2003:121) mentioned one of speaking tasks techniques in language testing ability as prepared monologue. The prepared monologue is a test of oral ability techniques in which the students has specific learning objective in performing the language. It can be used in assessing the students' speaking performance by facilitating the students to prepare their monologue before doing the performance.

To measure the students' speaking performance, teachers need to determine and design an appropriate assessment to the students' speaking performance test. Rubrics or schemes are known as a popular tool used by teachers to communicate expectation for an assignment that provide feedback on works in progress and final products (Andrade 2000 and Moskal 2003). The teachers can benefit some rubrics or schemes to evaluate the students' speaking performance. The rubrics or schemes can show the students 'grade based on some criteria.

According to Arter (2000) there are four types of rubrics in scoring students' performance; holistic, analytic, general and task specific rubric. Each rubric has characteristic. And the teacher can choose appropriate rubric to score the students. Weigle (2002) presented his view on two types of rating scales, that are 1) holistic rating scale and 2) analytic rating scale. This research used

analytical rubric or schemes. The rubric can give specific criteria relates to the students' performance. The performance criteria or scale identify the levels of students' performance along each dimension and are presented in a table. The scale or criteria can include three to five points. The performance criteria include some cell descriptions which prepare what each level of performance means for each dimension. These may include check boxes on each element of performance description in the cell. The boxes help to convey why the students are given a particular score.

The teachers can benefit some rubrics or schemes to evaluate the students' speaking performance. The rubrics or schemes can show the students 'grade based on some criteria. Tuan (2012) mentioned that teachers can use analytic scoring schemes to measure some speaking performance criteria independently. The use of analytic scoring schemes helps the teachers from bias assessment that can occur when the teachers do not have specific information from each student's performance. Analytic scoring schemes are preferred by many speaking specialists for a number of reasons. Downing and Haladyna (2006; 314) in Tuan (2012) stated that there are three reasons why teachers should use analytic scoring schemes; first, analytic scoring schemes provide a diagnostic information about students' speaking abilities. Second, it is interpretable scoring approach that can measure the students' weaknesses and strengths. Third, it identifies the components of speaking that the students need to develop.

The criteria of some rubrics or schemes may be different. It can be based on the teachers' needs in grading the students' speaking performance. The rubrics should provide detailed information and can cover all features in speaking such as vocabulary, grammar, semantics (informational and fluency), and phonology (pronunciation, stress and intonation). Nakamura and Hughey *et al* in Tuan (2012:9), stated that the Nakamura scoring scale is on the scale of four for each criterion among five criteria of "Originality of Content, Organization, Vocabulary, Grammar and Logical Consistency. The Hughey *et al.*'s scale has five criteria of Content, Organization, Vocabulary, Language use and Mechanic.

Hughes (2005:130-131) mentioned that there are six points scales in assessing the students speaking performance; accent, grammar, vocabulary, fluency and comprehension. Each criterion has indicators that can give a brief description of the students' performance level. The teacher or speaking examiner can decide the students' level appropriately because each indicator represents the students' speaking performance during the the performance test. The anaytical scale of speaking performance by Hughes has been used by many researchers in speaking performance field.

In this research, the terms of speaking performance are dependent variable. It would not be taught to the students by the teacher or the researcher. The teacher would inform the students about how and when the students should perform the prepared talk in front of the class. This research would help the teacher to know

the students' speaking performance after following the learning activities in the school.

The students' speaking performance test would be conducted after the students submit their electronic portfolio as additional task to the teacher. In speaking performance test, the researcher and the teacher would use the six points scale which is adopted by Hughes (2005:131). This rubric provides specific feedbacks to the students' performance. The scoring is more consistent across students and graders. The graders of students' speaking assessment in this research is English raters. Moreover, all indicators of analytic scale by Hughes covered all criteria of three topics that would be examined in speaking performance test. Therefore, the analytical scheme by Hughes was used in this research.

E. The Origin of Electronic Portfolio

To improve speaking performance, the students can use cooperative learning or autonomous learning. Especially in large EFL classrooms, there are proactive students who are motivated to learn both independently and as a group. However, Nunan (2000). others are satisfied simply with the limited exposure that they get from the class and some of these students choose not to focus during the lessons. In a 1995 research project on learner agendas, it was suggested that "while the teacher is busily teaching one thing, the learner is often focused on something else" (Andrew, 2008). The success using English as a foreign language in speaking communicatively as well as the mother tongue or second language

depends on how the students use their time to practice outside the classroom and join with their friends. As the principle of learning a language that "practice makes perfect" is right. The autonomous learning above can support the teacher to give many chances to the students in practicing their English. It is clear that Electronic portfolio as additional task can be one of autonomous learning forms.

To clear the term of electronic portfolio of this research, the researcher gives a brief definition to the term. The electronic portfolio or e-portfolio is begun with a common term of 'portfolio' which used paper. According to Milman (2005) originally the concept of portfolio has its root in the visual and performing art. It is a purposeful collection of students' works that show the students' personal work and achievements. Paper portfolios are student's work by using paper that has been stored in boxes and three-ring binders.

A portfolio is a systematic collection of students' work from their studying hours which can be used to monitor students' progress in knowledge, skills and attitudes. In a portfolio, an individual student records his or her learning progress. This is beneficial for student's further studying because it enables the teacher to provide feedback on students' work with student participation in the assessment (Vavrus, 1990, cited in Srikaew et.al, 2014). This format works fine for paper and other print-based materials, but it still misses many other ways of communicating ideas. Therefore, some researchers try to benefit technology by advancing the paper portfolio into electronic portfolio.

The E-portfolio or Electronic Portfolio is a new concept, with the "E" part of the term suggesting that this is an online environment loaded with electronic

tools that can be used to develop and present a portfolio package. For the Students, some students seem curious about the usefulness of the concept and apparently do not yet consider the E-Portfolio to be sticky enough for adoption. To clarify the purpose of an E-Portfolio project, some scholars and developers of E-portfolios have started to use an identifier to precede the name of their electronic portfolio, for example student learning portfolio, career portfolio, institutional portfolio, department portfolio, faculty portfolio, student portfolio, lifelong portfolio, or course portfolio. Certainly, many issues can be addressed to effectively encourage acceptance of the E-Portfolio system so that users truly realize the considerable benefits of its versatility.

According to Gomez (2011:5), The electronic format allows faculty and other professionals to evaluate student portfolios using technology, which may include the internet, CD-ROM, video, animation or audio. Electronic portfolios are becoming a popular alternative to traditional paper- based portfolios because they offer practitioners and peers the opportunity to review, communicate and assess portfolios in a synchronous manner. An e-portfolio is a portfolio that is created in a computer in a computer aided environment and incorporates not just text, but also digital images, websites, audio and video files (Buzzetto-More, 2010: 115).

Moreover, Computer technology allows electronic portfolios (e-portfolios) to be one career tool for life-long students in today's workplace (Lumsden, et al., 2009). Hard copy portfolios are being replaced by electronic portfolios, which are easier to manage and share with others, portable, customizable and allow access

control. The ability to capture and store non-traditional items like video files, audio files, computer programs, hyperlinked documents and multi-dimensional representations affords a more complete assessment of student learning and personal growth.

In addition, Barrett (2006) defined electronic portfolio as the use of technology as a container that enables students or teachers to collect portfolio artifacts in many media formats such as audio, video, graphics, text. The use of e-portfolio can advance the use of paper portfolio into e-portfolio formats by using some technological tools that can be used in teaching learning process. Papp (2014) portrayed digital or electronic portfolios are much close with the same material as the traditional paper portfolio, but electronic portfolio may contain video, audio files, computer programs and other digital items. Banks (2004), e-portfolio is more flexible to be used in teaching and learning process because it can be completed by various types of digital media. Some researchers have found electronic portfolios as an effective way to more clearly present information not only through text, but also through visuals, audio, and video formats.

Electronic portfolios can be used for assessment to improve students' learning (Barrett2006, Wade, A, et al. 2006, Yastibas2015). The assessment can be used the English teachers in classroom. The e-portfolios are best known in writing skill. There are some researchers that conducted researches about using electronic portfolio, especially in improving students' English writing skill. E-portfolios have been used in English language teaching (ELT) to assess and improve writing skills (Cadd 2010, Tabatabaei 2012, Yastibasa and Cepik 2014).

However, electronic portfolios can also benefit in other English aspects such as speaking skill. Cepik and Yastibas (2014) e-portfolio is effective in improving students' speaking skills as it was in writing skill. The effectiveness of using e-portfolios in teaching and learning English can be reached because e-portfolios can be modified as a learning tool. Ittelson (2005) e-portfolios are a valuable learning and assessment tools. As a tool, e-portfolio can be an effective teaching tool that can support students 'centered learning and make students' learning process applicable. The use of e-portfolio in teaching learning process is usual in some ICT books. The e-portfolio is also known as multimedia teaching. Barrett (2005) agrees that multimedia is beneficial not just for its authenticity but because the use of multimedia tools is one strategy that involves and engages learners.

Moreover, Amaya *et.al* (2012) mentioned that e-portfolio is a personal tool documenting evidence of learning and even professional development to become the central element that brings together all the systems that are used in learning, virtual or distance classroom. The multimedia nature of the e-portfolio is a widely discussed benefit. The ability to create and share powerful multimedia learning has become considerably more accessible in schools. MOSEP (2007) describe how multimedia tools such as iPods, mobile phones and video cameras support the ability to capture rich records of learning and reflection when and where it takes place. Additionally, this may be a much more suited method for many students to capture thoughts and learning if they are less confident using the written form.

Munro (2011) Electronic Portfolio is as a type of online working environment, or learning journey that can house or provide access to many digital artifacts and resources in various media formats. The artifacts can include goals, process work, reflections, feedback and feed-forward, evidence of activities, assessments, achievements of the students. One of the most attractive features of e-portfolios is the diversity and richness of artifacts that can be associated with learning. According to Barret (2004) No longer is the student limited to material that fits in a box or can be stuck on a page. If it can be digitized then it can go in an e-portfolio. Examples of such materials include: Word or text documents, PowerPoint presentations, Web-pages with hyperlinks, Excel spreadsheets and graphs, Scanned images, Digital photographs, Multimedia audio and video files, Results from interactive computer-assessment programs.

Based on the previous literature, electronic portfolios are variously called e-portfolios, folios, digital portfolio, web folios, web-based portfolios, online portfolios, and so on. The researcher tends to include the definitions of an electronic portfolio or e-portfolio as follows;

1. A collection of digital resources.

2. That provides evidence of an individual's progress and achievements.

3. Drawn from both formal and informal learning activities.

4. That are personally managed and owned by the students.

5. That can be used for reviewing, reflecting and personal development planning.

The researcher believes, the definitions of electronic portfolio or e-portfolios vary, but generally it is a collection of students' works represented mainly in audios and videos and presented on CDs in order to help the students' in learning, especially in speaking performance.

1. Types of Electronic Portfolio

There are various types of e-portfolios that can be used in teaching learning. The teachers can decide the best e-Portfolio based on the students' needs. Banks (2004:5) mentions some types of electronic portfolio and their content; 1. Coursework; Ranging from brief notes to extensive assignments. The content is text, images, sound, video, school homework, college assignments. 2. Assessment work; may include diagnostic, formative and summative assessments or artefacts for example, presentations, job or course applications, CVs. 3. Achievement of individual learning outcomes; may be formally or informally recorded. Electronic portfolio that is suitable for the students relate to the collection of work or task such as texts, sound, video, and assignments.

The teachers can decide the types of e-portfolio by considering appropriate tasks for the students. Barret (2003) there are some consideration to get the best e-portfolio; first, the purpose, audience and type of content for the portfolio. Second, the evidence that is needed to archive or present be digitized. Third, it can be a reflective portfolio. Fourth, it can be produced as a 'standalone' or 'connected' (through the web for example) e-portfolio. Fifth, the eventual purpose

of the e-portfolio should be clear; submission for assessment, publishing, sharing or storage task.

According to Aalderink (2007), describe three main types or functions of e-portfolio; the showcase or presentation, the assessment, and the process or development function. In addition, Madden (2007) stated that it has been suggested that generally students' e-portfolio fall into three main categories; first, development or working e-portfolio which contains a narrower selection of work tending towards exemplar or that fulfilling specific criteria. Second, students' developmental e-portfolios which aim at facilitating transfer of data when individual moves, between institutions or courses. Third, Presentational student e-portfolios that also frequently referred to as showcase, this type is put forward in support of the author for instance in the case of applying for a course of study.

There are some types of e-portfolios, although they may be referred to using different terms (Cambridge, 2010: 11): developmental, assessment, showcase and learning e-portfolio.

a. Developmental: (e.g., working) an e-portfolio that shows the progress of a project, etc... Reflective: (e.g., learning) an e-portfolio that demonstrates the learner's understanding over time.

b. Showcase: an e-portfolio that showcases content (e.g. like a photography portfolio). Otherwise (Barrett ,2000)

c. The structured e-portfolio: a predefined organization exists for work that is yet to be created.

d. The learning e-portfolio: organization of the work evolves as the work is created.

Ingle & Duckworth (2013: 132) also discuss the following six types of e-portfolio:

a. Learning: this type of e-portfolio is both student and faculty directed. Students utilize their e-portfolio for a variety of reflective purposes. For instance, a student may wish to reflect on courses taken, projects, internships, activities, or programs.

b. Assessment for Learning: this type of e-portfolio is primarily used for accreditation purposes and program evaluation.

c. Showcase: a showcase e-portfolio is a student owned e-portfolio with a collection of artifacts designed to display the best of that individual student.

d. Course: an e-portfolio may be specifically designed for a particular course. For instance, students in course may create an e-portfolio with a template that has designated sections for them to post their homework assignments, projects, research papers, or reflective observations about the course.

e. Career and internship: the career and internship e-portfolio is a representational e- portfolio that shows the owner's achievements as they apply to a particular task. Students may choose to display certain information to prospective employers such as reflective observations on recent leadership and work experiences or developmental goals.

f. Personal: the personal e-portfolio allows the owner to reflect upon his or her job or internship experiences, courses taken, or campus involvement. Individuals may choose to share private writing samples, video and audio displays, or even photography.

In addition, Barker (2005) mentioned e-Portfolio provides both evidence of a person's learning and the individual's reflection of his/her own work. It is a record of learning, growth and change. And the e-portfolio provides meaningful documentation of individual abilities. In the academic environment, there are examples of portfolio types that also can be advanced into e-portfolio;

a. Developmental portfolio; documents of a student's improvements in a subject area over a school year

b. Teacher planning: using an existing portfolio system (e.g., commercial, on-line) to receive information about an incoming class of students;

c. Proficiency portfolio: used as a means for determining graduation/completion eligibility.

d. Showcase portfolio: documents a student's best work accomplished during an entire educational career, e.g., research papers, art work, and science experiments which best represent the student's skills and abilities;

e. Employment skills: a student portfolio used by employers to evaluate prospective employee's work readiness skills, e.g., employability skills portfolios created by students in Michigan public skills.

f. College admission portfolio: a student portfolio, usually a showcase portfolio, used to determine eligibility for admission to college, university.

In its relation to the use of computer and technology, Cagatay (2012) showed the use of hardware and software in creating electronic portfolio. The hardware includes digital cameras, scanners, camcorders and audio recorders and the software includes programs for word processing, audio recording and editing, graphics manipulation and movie-making. The documents can be stored on hard drives, Zip disks, or CD-ROM in many digital formats such as text documents, picture files, web pages, digital video, and presentation files. They can be stored on hard drives, Zip disks, websites, or CD-ROM.

There are some components of each electronic portfolio type. According to Johnson & Manning (2010: 113) e-portfolio contains the following elements:

a. A document: for examples, an essay on the connection between Blooms Taxonomy and e-portfolios as it relates to education.

b. Images: perhaps a series of digital images that you took and modified for an online photography course. Consider using text to describe the images and purpose for taking them.

c. An audio file: for instance, an audio interview your conducted with a professional in your field.

d. A PowerPoint presentation: say a group presentation on the benefits and challenges of creating and maintaining a web site for your web development course.

e. A video-file: for example, a video illustrating your ability to take, edit, and encode video for your introduction to video editing course. Consider adding a

written transcript and general description of the assignment when attaching a video file to your e-portfolio.

In this research, the researcher found that the students were guided to produce a learning type of electronic portfolio. The electronic portfolio here is as students' additional task in learning a topic of English lesson. In producing e-portfolio, the students typed self-introduction text, three topics of their lesson (historical events, report and narrative text) and personal reflection text. Then, all of the texts were recorded by using hardware and software programs, such as camera, laptop or notebook, audio recording, editing and Microsoft Power Point. Then, the e-portfolio was stored on CD-ROM by each student.

2. The Benefits of Electronic Portfolio

There are some benefits offered through producing an e-portfolio. Hewett (2005:27) through the use of electronic portfolios, the responsibility of learning is transferred to the students. It allows them to be involved and engaged in the learning process and therefore keeps the focus on the learner-centered environment. Rate (2008) stated that e-portfolio allows students to publish learning, have greater self-confidence that is gained and supported in discussion and reflection.

Several research studies have addressed the purposes and benefits of e-portfolios to students (Acker, 2012; Kellough & Kellough, 1999; Siemens, 2004 cited in Tubaishat and Lansari, 2013). A complete list is outside the scope of this

study. Here is a brief summary listing the usefulness and benefits of student e-portfolios:

a. E-portfolios are formative in nature and focus on personal development through the use of self-evaluation and reflection

b. E-portfolios allow for reflections on artifacts as well as how they match goals and standards

c. E-portfolios are tools to communicate with stakeholders (students, teacher, school administrators and parents)

d. E-portfolios increase learning effectiveness

e. E-portfolios identify students' strengths and weaknesses

f. E-portfolios review, assess, and improve the effectiveness of curricular programs

g. E-portfolios provide useful administrative data that will expedite decision making

h. E-portfolios model professionalism, and enhances information technology skills

i. E-portfolios allow for academic credits for learning beyond the classroom

According to Banks (2004), there are some benefits may include in producing e-portfolio for the students; Supporting coherent management of a variety of achievements and pieces of work, helping students take control of their learning and their lives, by reflecting on their activities, planning future directions, providing a learner-cantered rather than course-centered view of learning, giving appropriate views of achievement and students' work to appropriate people,

facilitating a wider variety and more authentic forms of assessment and accreditation, and e-portfolios can also be used to record the skills, assets and achievements.

The electronic portfolio makes use of a variety of electronic media as well as links to external sources. The E-portfolios have a number of advantages over print-based portfolios including the ability to store, organize and reorder contents quickly and easily; provide opportunities to integrate student course work; their ability to form the basis for collaboration; the potential for development of information management, self-organization, planning, and presentation skills (Barrett, 2001)

Therefore, producing e-portfolio in this research is defined as additional task in order to involve the students in the real teaching and learning process. The students can use their electronic portfolio as learning tool or assessment for learning.

F. Electronic Portfolio as Additional Task

Before discussing about electronic portfolio as additional task, it is better to point out the concept of the e-portfolio and its role as a tool to support learning. It has a strong impact on learning and teaching cross primary, secondary, further education and higher education (Pegler, 2007: 25). In addition, Dohn (2007: 310) mentioned that e-portfolio has different purposes to support learning included: Recording and storing evidence and resources for learning. Reflecting on particular items. Giving and receiving feedback. Collaborating with others. The e-

portfolio can be supported by online self-assessment opportunities, it also supports new approaches to peer assessment. For example, it is possible to set up group works for students, negotiate an assignment and ask students groups to present individual reports which are commented on by that group and others. Therefore, e-portfolio is considered an effective tool for students to modify, share, and exchange learning resources (Stefani, 2007: 84).

According to Grant (2009: 88) to use e-portfolio effectively, the student should: 1) Decide which learning activities and materials are needed. 2) Prepare and develop the needed learning activities and materials. 3) Develop or specify measurement for the learning outcome or performance. The teacher teaches students how to use e-portfolio, and considered e-portfolio as a tool of the teaching and learning, not as an assessment tool. Therefore, the electronic portfolio here were produced by the students as additional task. And, Task is part of teaching and learning process.

Task is a piece of especially hard work; a duty that must be done by someone (Cambridge Students Dictionary;2003). Branden (2006:4) in Thomas and Rainders (2010:18) defines a task as 'an activity in which a person engages in order to attain an objective, and which necessitates the use of language.' Nunan (2004:7) states that task is 'an activity or action which is carried out as the result of processing or understanding language'. the task means the students' work that can help the students to reach the objective of learning English.

In this research, additional task means the students' duty that should be submitted at the mid-term period. According to Ellis (2009) there are three phases of giving task to the students, they are pre, during and post task. In the post-task phase, Ellis also mentioned that there were three goals in conducting post-task; first, providing an opportunity for a repeat performance of the task. Second, encouraging the students' reflection on how the task was performed. Third, focusing on forms. And, producing an e-portfolio as additional task can be classified as post-task that encourage the students to reflect the task performed.

Willis (1996:23) defined task as activities which is used by the students for a communicative purpose or goal in order to achieve an outcome. E-portfolio is a task given to the students in order to have good speaking performance as its outcome. Willis in her book also mentioned six varieties of task; they are listing, ordering and sorting, comparing, problem solving, sharing personal experiences and creative task. In creative task, the students tend to have more stages than usual classroom task. One of creative tasks that can be done by the students is design, produce and record a short program on audio or video. And, producing e-portfolio as additional task included in students' creative task. According to Gulbahar and Tinmaz (2006) electronic portfolio is valuable in project-based learning.

Portfolio refers to a purposeful collection of student works. It is used to present student works to others to show efforts, progress, or efficiency in specific tasks (Northwest Evaluation association, 1991 cited in Weigle, 2002 in Srikaew *et al,* 2014). The electronic portfolio is students' additional task in order to help the

students in mastering the lesson topic and practice the language itself. Hamp-Lyons and Condon (2000), described three steps for students to develop a portfolio: 1) collect the works assigned by teachers during classroom learning based on the learning objectives of each topic. 2) Select and revise, and 3) reflect on the learning process, revisions made to works, and the strengths and weaknesses of each of work.

Burke, Fogart and Begrad (1994) in Srikaew *et al* (2014) specified the three components of creating portfolio: 1) introduction which comprises cover, biography and list of learning objectives 2) collection of works, reflections and history of the works, and 3) rating scale for the portfolio and information on the assessment by teachers, peers and parents. Hamp-Lyons and Condon (2000) cited in Srikaew (2014), described three steps for students to develop a portfolio: 1) collect the works assigned by teachers during classroom learning based on the learning objectives of each topic. 2) Select and revise best pieces for inclusion in portfolio, and 3) reflect on the learning process, revisions made to works, and the strengths and weaknesses of each of work.

In electronic portfolio as additional task, there were three topics needed to be completed that also called as artifacts or collection of works. The texts were taught by the teacher based on the topics of curriculum 2013 for grade ten students of senior high school. The topics were factual report text, factual recount text, and narrative text.

G. Electronic Portfolio Assessment

Clark *et al* (2009) designed a module to assess the e-portfolio which consists of a criteria-based taxonomy which the aims of articulating criteria for achievement aligned with the learning outcomes of the module, and of ensuring valid and reliable evaluation of student achievement.

Weidmer in Ramey (2003) suggests applying rubrics when evaluating and assessing portfolio contents. Students should be provided with copies of the selected scoring rubrics prior to development of the portfolio. Three types of rubrics may be considered; first, an analytical rubric compartmentalizes the sections of the portfolio and each component is scored accordingly. Second, a holistic rubric, as the name implies, considers the project in its entirety without "small scale analysis." Finally, primary trait rubric evaluates performance in several major areas of interest.

Ramey (2003) the contents of a portfolio are directed by its purpose. The purpose usually is to provide archival support of a predetermined set of key indicators. A variety of concepts are included, specifically evidence of academic growth, development of skills (especially important in a professional portfolio), and personal changes that the student has experienced. Specific benchmarks required by accrediting bodies also should be included, as should artifacts reflecting competency in those benchmark areas. The most important part of a portfolio, electronic or otherwise, is the reflective component provided by the

student while reviewing the process of learning, building the portfolio, development as an individual, and growth as a skilled professional.

Electronic portfolios (e-portfolios) are a paradigm in constructivist e-learning. They are capable of involving students in deep learning while serving as a meaningful way for both students and faculty to engage in outcomes-based assessment. E-portfolios have been shown to be a valid way to document student progress, encourage greater student involvement in the learning process, showcase work samples, and provide a method of learning outcomes assessment and curriculum evaluation (Buzzetto-More, 2006).

When creating a student portfolio assessment, Cooper (1999) identified six key considerations at university level: identification of skill areas, design of measurable outcomes, identification of learning strategies, identification of performance indicators, collection of evidence, and assessment(Guy and More, 2007).

Rubrics articulate the standards by which learning outcomes will be evaluated and are a prevalent method for evaluating portfolios (Buzzetto-More & Alade, 2006). Research on rubric development improve consistency in scoring, better communicate expectations and performance to students, measure student progress over time, facilitate the evaluation of complex and subjective skills, and promote learning (Jonsson & Svingby, 2007, Mossa, 2014). A study of over 1000 peer-group evaluations over three years, found rubrics a valid and reliable resource of assessment where student evaluations were similar to faculty evaluations when assessed using an oral presentation rubric (Hafner & Hafner,

2003, Mossa, 2014). While implementing rubrics for an information systems university course, Petkov and Petkova (2006) found assessment was more uniform and expectations and performance was better communicated to students. A rubric was a useful means of measuring studentprogress over time and beneficial for future assessments in the program that combine projects and portfolios (Sweat Guy & Buzzetto More, 2007, Petkov and Petkova, 2006). The outline of a rubric can vary. Below are some examples of rubrics which have been implemented in universities to assess electronic portfolios.

The University of Maryland Eastern Shore (UMES) introduced an electronic portfolio project in the Department of Business Management and Accounting. A rubric was created to assess goals of the department. A four point scale was developed comprising: Target (10 points), Acceptable (7.5 points), Developmental (5 points) and The performance indicators were embedded within the evaluation criteria, and a requisite score of 60 points was set as a minimally acceptable score where students earning below the 60 point cut off are required to rework and resubmit their portfolios (Buzzetto More, 2010, p.68). The department surveyed the students that participated in the e-portfolio portfolio project where results showed that most students enjoyed the e-portfolio project and recognized the intention for reflection and learning process which had multiple benefits (Buzzetto-More, 2010).

A hybrid analytic holistic rubric was developed by the Geography Department at the University of Florida (Metler, 2001, Mossa, 2014). Analytic in that a list of learning outcomes as individual components but holistic in that the

overall performance was evaluated for each outcome. This rubric does not include narrative descriptions of excellent or poor for each individual attribute. However, students are provided with specific, detailed information for what constitutes quality work in each component. The rubric was developed by dissecting the critical thinking and communication

student learning outcomes into separate logical components. Students are encouraged to highlight other skills, including organization, creativity, and reflectivity through their cover page and table of contents, portfolio formatting and appearance, transitions and the ties to specified learning outcomes of the program, and through a number of artistic and optional projects (Mossa, 2014).

Some universities adopted a model which involved students submitting part of the portfolio for evaluation throughout the semester. Advantages of this model included early feedback, better understanding of the quality of material required and a dispersed workload for the students (Burrell Montz, East Carolina University). The University of Florida allows for the entire portfolio to be completed a few weeks before the end of the term, facilitating instructor feedback on a draft and avoiding the pressures of final exams. Submission of a complete product is also more likely to result in a consistent appearance (e.g., same font types and sizes, other aspects of formatting), which in turn might appear more professional to employers (Mossa, 2014).

Overall rubrics are designed to provide a comprehensive framework to ease the evaluators assessment process, provide meaningful feedback to students and generate useful data that can compiled or disaggregated and analysed for

reporting and decision making going forward for future revisions and decision making regarding learning outcomes and assessments (Buzzetto More, 2010). All the examples outlined above are context driven and through a learning process have become accountable and functional for assessing electronic portfolios for their perspective courses/programs.

While e-portfolio assessment is required to be ethical, fair, feasible and accurate; ethical portfolio assessment have not been consistently identified or operational (Green et al., 2007). An ethical framework for assessment is central to learning for the students and teachers. Ethical assessment generally would reflect mastery of content, fairly administered and treated consistently and with confidentially.

For the e-portfolio to be advantageous a balance needs to be stuck between development driven and assessment driven and how the students perceive the functionality of the project. While the e-portfolio is assessed as a part of the program, the student level of identification with the developmental nature of the process and in turn the provision of a true and balanced account of their learning, practice, reflection in action and reflection on action (Green, 2014).

In this research, the researcher used analytical scale or scoring rubric that connsits of five indicators. The indicators asessed the students' e-portfolio by using points rubric and grading rubric. The students' score would be analyzed quantitaively.

H. The Relationship between Electronic Portfolio as Additional Task and Speaking Performance

As mention above, there are some terms used to electronic portfolio, digital portfolio or speaking portfolio are familiar to be found in the field research. The use of electronic portfolio is close to technology usage. Rhodes (2011) mentions, "e-Portfolios might be the biggest thing in technology innovation..." This emphasizes the importance of the use of e-portfolios in education because it can make students work digitally and in an organized, searchable, and transportable way. The definitions of e-portfolio focus on the features of being digital, organized, searchable, and transportable. In one definition, Lorenzo and Ittelson (2005:2) define an e-portfolio as "a digitized collection of artefacts including demonstrations, resources, and accomplishments that represent an individual, group, or institution. The electronic portfolios are used to demonstrate key skills and accomplishment for a variety of contexts and time periods.

Gray (2008: 6-7) An e-portfolio is defined as the product, created by the learner, a collection of digital artefacts articulating experiences, achievements and learning and as a purposeful aggregation of digital items – ideas, evidence, reflections, feedback, etc., which presents a selected audience with evidence of a person's learning and/or ability. Consequently, the definitions indicate that e-portfolios include the artefacts of students that help others understand and observe the learning processes of students. It is recognized that electronic portfolio is produced by the students themselves as a learning product or tool to reflect their

learning process. The electronic portfolio can be assessed by the teacher as the assessor in teaching and learning process.

There are some benefits that can support producing an electronic portfolio by the students to their own achievement. According to Goldsmith (2007:31), Institutions and students can benefit e-portfolios since they allow them to understand how well they are educating their students and they are able to assess their educational experiences and achievements, and how these are linked to their personal goals. E-portfolios promote feedback, reflection, and self-reflection. They possess digital collections of student artefacts related to their goals, achievements, experiences, ideas, and so on, and require students to reflect on their earning processes. Therefore, e-portfolio can contribute to the assessment of students' own products and individual achievement.

Halstead& Sutherland (2006: 209) mentioned the advantages of the electronic, the researcher summarized it in the following lists:

1. E-portfolios foster active learning.

2. E-portfolios motivate students.

3. E-portfolios are instruments of feedback.

4. E-portfolios are instruments of discussion on student performance.

5. E-portfolios are easy to upgrade.

6. E-portfolios can store multiple media.

According to Lin (2008), students can develop a sense of purpose and focus through the use of e-portfolios because upon reflection, students make a

comparison between their artefacts and the standards in order to understand and check first whether their artefacts meet the standards or not, and then how and why they meet the standards if so. The use of e-portfolio in learning enhance the reflection of students since students understand their learning and have the evidence of their capacity for critical thinking, analytic reasoning, and integrative learning (Rhodes, 2011:5). Lin (2008) also indicates that reflection helped students revisit their learning experiences and make a change in the way they viewed their learning.

The benefits of electronic portfolio can help the students to have good progress in learning all English proficiencies. Speaking performance is one of important skill for the students. The students need more time to practice. The electronic portfolio would become a valuable activity in which the students can practice their English well. Therefore, electronic portfolio as additional task can help the students have good performance in using English. And, good speaking performance also help the students to present their knowledge of other subjects or knowledge. As Rhodes (2011) mentioned that electronic portfolio can help students to become active in the presentation and representation of their learning, so this can motivate them to do their best. Also, Goldsmith (2007) mentions that e-portfolios can provide students with individual feedback about their learning, experiences, achievements, and can provide feedback about the effectiveness of their work.

I. Related Studies

According to Reyes (2014), related studies refer to research studies conducted by other researchers which serve as a foundation and give relevancies to the current study. There are several researches which have relevancy for this study especially in analyzing what the points that focus on, inform the design, and find the conclusion of the previous researches.

There are numerous studies and result of the research related to the use of e-portfolios some English aspects and skills. However, there is no research of using e-portfolio on speaking performance which is one of the important skills in English. It can be seen from the following studies conducted by some researchers as follows;

1. Ozdemir (2012) reported a research on exploring students' and instructors' attitudes towards speaking portfolios with regard to certain advantages and disadvantages of these assessment tools at the tertiary level. The participants were 77 Turkish university students, five instructors and two administrators at an English preparatory program of a state university. At the end of one semester implementation of the Speaking Portfolio (SP), a questionnaire was administered to the students, and then five focal students, the instructors, and the program administrators were interviewed individually. The findings revealed that all stakeholders have positive attitudes to the implementation in general. In particular, an improvement in the students' oral skills and self-reflection skills has been noted to be fostered through the use of the SP. While the stakeholders expressed their appreciation on these aspects, they

also agreed that the SP increased the students' level of anxiety and that the SP did not largely promote the students' learner autonomy or motivation.

2. Tabatabaei (2012) received a great degree of attention of writing, not only because it plays a significant role in transforming knowledge and learning but also in fostering creativity and when acquiring of some special language skills seen as important, its assessment becomes important as well and writing is no exception. This study intended to investigate the effect of portfolio assessment technique as a teaching, learning and assessment tool on writing performance of EFL learners. Writing sub-skills has also been taken into account. To this end, forty Iranian EFL students who were all English teaching majors were randomly divided into two groups: experimental and control. The experimental group received the treatment i.e. portfolio assessment while the control group underwent the traditional approach of writing assessment. The result of statistical analysis indicated that the students in experimental group outperformed the students in control group in their writing performance and its sub-skills of focus, elaboration, organization, conventions and vocabulary. The findings suggest that portfolio assessment technique improves writing ability of the students. The results have also some implications for assessment, teaching and learning of L2 writing.

3. Loan (2016) explored the roles of speaking e-portfolios for promoting learner autonomy. A quasi-experimental design was conducted with thirty undergraduate Vietnamese students in two groups over a fifteen-week

semester. Data was collected via questionnaires developed by operationalizing the three pedagogical principles in the speaking development process. Findings provided significant support for the suggestion that speaking e-portfolios could promote the development of learner autonomy such as increasing different aspects regarding learner involvement, students' use of spoken English and learner reflection. However, the findings reveal that the intervention could neither promote students' ability to check their performance while speaking nor support students' use of written and silently verbalized English to communicate inwardly with themselves during the learning process. There are several implications on the implementation of speaking e-portfolios in speaking courses, such as avoiding assigning overwhelming workload, scaffolding students, involving students in the negotiation of judging rubrics in reflection and assessment guidelines, and supporting sufficient technology training for students prior to using speaking e-portfolios.

4. Yastibas and Yastibas (2015) found in their research about the use of e-portfolio-based assessment to develop students' self-regulated learning in English language teaching that both self-regulated learning and e-portfolio-based assessment can motivate students since they are individualized learning types and can enable students to monitor the development in their learning. In e-portfolio-based assessment and self-regulated learning, motivation to study can assist students in forming positive attitudes toward learning, as they can understand what they can achieve. This feeling can make students more self-

efficacious and self-confident. Hence, both self-regulated learning and e-portfolio-based assessment can prepare students behaviourally, metacognitively, and motivationally for their learning processes. Consequently, the aim of this form of assessment is to enable students to individualize and personalize their learning by supporting and encouraging active participation, taking responsibility of one's own learning, observation and reflection of learning by students. This indicates that both of them can be connected to each other, and e-portfolio based assessment can promote self-regulated learning.

5. Cepik and Yastibas (2012) investigated the effects of e-portfolio on the speaking skills of Turkish EFL learners. It examines whether e-portfolio has a similar positive effect on improving speaking skills as it does on writing skills. The study was carried out with 17 students in an English Language preparation department of one of the universities in Turkey. The students were given two assignments depending on the units covered in their listening and speaking courses. They were required to prepare and video record or audio record their assignments, and upload them to www.lore.com, which was used as an e-portfolio platform. To collect data, interviews, self-assessment papers, and cover letters were used. The collected data were analyzed using content analysis. Results show that e-portfolio is equally effective in Turkish EFL students speaking skills as it is with their writing skills.

The studies above showed that e-portfolio has been accepted as an alternative assessment in teaching and learning process such as teaching writing and speaking. The use of electronic portfolio is also as learning tool. Moreover, the electronic portfolio can improve students' motivation in self-regulated learning. However, the previous researchers only focused on the test result of electronic portfolio as asessment tool. Therefore, the researcher was interested in conducting a research about the producing of electronic portfolio on students' speaking performance at MAN 2 Pekanbaru.

J. Operational Concepts and Indicators

1. Operational Concept

Operational concept is the main element to avoid misunderstanding and misinterpreting the concept of this research. It is important to give operational concept and indicators to make it easy to measure and assess. There are two variables in this research. The first variable is electronic portfolio as independent variable or X variable. The second is students' speaking performance as dependent variable or Y variable. Therefore, the operational concept of this research is the electronic portfolio will influence students' speaking performance.

2. Indicators

a. Electronic Portfolio (E-Portfolio) (X)

The indicators of e-Portfolio are;

1) The students are engaged in his/her learning process

2) The students have all the necessary artifacts been includeed

3) The students make connections between course learning and other courses.

4) The content of the collection works is appropriate

5) The students have minimum sentence errors.

In other words, the students have some components of e-portfolio; Collection; type the lesson into some slides in Microsoft power point, recording their voice into the slides by using an application of record narration, saving the tasks into a flash disk. And Reflection; the students put their self-reflection in their electronic portfolio.

b. Speaking Performance (Y)

The indicators of students' speaking performance are to transmit information to the audience, such as classroom presentations, public announcements, and speeches. Talk as performance tends to be in the form of monolog rather than dialog, often follows a recognizable, and it is closer to written language than conversational language. According to Silva (2015) there is no study focused on students' speaking performance. The rubric used in some speaking or oral performance activity has adapted the criteria of speaking ability.

In addition, Hughes (2005:130-131) mentioned that there are six points scales in assessing the students speaking performance; accent, grammar, vocabulary, fluency and comprehension and each criterion has indicators that can

give a brief description of the students' performance level. Therefore, the researcher adopted a rubric of speech assessment by Hughes that can give a diagnostic result on students' speaking performance related to a topic of historical event (factual recount text), factual report text or narrative text. The criteria or indicators that were examined in the students' speaking performance consist of five; accent, grammar, vocabulary, fluency and comprehension. In conducting this research, the indicators of students' speaking performance could be identified as follow;

1) The students can produce acceptable pronunciation in speaking performance

2) The students can use correct grammar in speaking performance

3) The students can use proper words or vocabularies

4) The students can produce speech without filter and pause while speaking

5) The students can express the comprehendible ideas while speaking

K. Assumptions and Hypotheses

1. The Assumption

In this research, by considering a lot of explanation and related studies about electronic portfolio above, it can be assumed that the better electronic portfolio, the better students' speaking performance at MAN 2 Pekanbaru would be.

2. Hypotheses

Based on the theories and assumptions above, this research proposed the hypotheses as follows:

Ho: There is no a significant influence by electronic portfolio as additional task on students' speaking performance at MAN 2 Pekanbaru.

Ha: There is a significant influence by electronic portfolio as additional task on students' speaking performance at MAN 2 Pekanbaru.