

Use of Portfolio in Linguistics and Its Influence on Attitude and Understanding of Students at IPB Internasional

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Abstract

This research aims to analyze the use of Portfolios to create independent learning and student understanding: form, work and results. Portfolios can increase students' understanding of addresses and foster student obligations in completing a particular job. The method in this research is field research with a qualitative approach. Data was obtained through perception, surveys and documentation. The results of this research show that learning with portfolios in the form of rundowns and concept maps is then displayed in two dialects, namely English and Indonesian within ten minutes for each dialect. By using a portfolio, students are not only free and able to master their learning, but also hone their language skills

Keywords

portfolio, linguistics, language skills.



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INTRODUCTION

Most instructor instruction programs apply portfolio-based learning. Application of the portfolio is aiming to energize understudies to lock in in free learning. Nearly all specialists agree that the learning prepare in tertiary educate isn't restricted to giving subject matter and vital concepts, but must give learning encounters, too. Application of the portfolio is accepted to be able to realize understudy inclusion within the learning prepare.¹

So far, the application of portfolios is considered as an item or result of students' endeavors to require grades. Amid addresses, understudies think about the specified handbook and make comments through diaries and other reference sources. Understudies report their learning handle within the frame of a handle portfolio containing a rundown of the fabric and concept maps in three dialects with different reference sources. The ultimate grades of understudies in this consider were taken from a few angles, to be specific attendance, class cooperation, introductions, checking

¹ Herry Sanoto and Mila Chrismawati Paseleng, 'Implementasi Pembelajaran Online Di Era Pandemi Covid-19: Tantangan Dan Peluang', *Scholaria: Jurnal Pendidikan Dan Kebudayaan*, 11.3 (2021), 283–88 <<https://doi.org/10.31764/jmm.v6i5.9699>>.

every day portfolios and collecting portfolios at the conclusion of addresses. Recording the learning handle through a portfolio at a certain level encourages full inclusion of understudies in addresses.²

A number of thinks about have appeared that portfolios can move forward students' understanding of concepts in courses. The application of portfolios is able to cultivate understudy obligation in completing assigned tasks, a collection of understudy assignments contained within the portfolio is prove that can appear that understudies have carried out learning exercises. In expansion, the portfolio uncovers the degree of students' conceptual understanding of the subject matter and their motivation. Portfolio comes about are collected as prove of understudy movement. In any case, a number of ponders have appeared that this portfolio of works or documentation is as it were a collection of evidence, and isn't adequate for the extreme objective of advanced educator instruction courses in tertiary educate. The beginning point of this inquire about is to bring the assessment and self-reflection arrange – in this case the item portfolio – more in line with instructor instruction objectives. It is vital to create the application of portfolio-based learning that emphasizes self-reflection.³

Free learning could be a learning process in which each person can take the activity, with or without the assistance of others, in deciding their learning exercises, for illustration defining learning targets, learning assets, diagnosing learning needs, and controlling their own learning prepare. Self-study can offer assistance understudies gotten to be gifted at understanding issues in a timely way and rapidly. With autonomous consider, an understudy can end up a keen learner and pick up significant learning encounters. People are said to be autonomous on the off chance that they have characteristics including self-confidence, being able to work alone, acing abilities and aptitudes suitable to their work, regarding time, responsibility, having a competitive desire to advance, and being able to create choices.⁴

Self-study can give a few points of interest. Other than being able to frame understudies

² Cem Oktay Güzeller, 'The Effect of Web-Based Portfolio Use on Academic Achievement and Retention', *Asia Pacific Education Review*, 13.3 (2012), 457–64 <<https://doi.org/10.1007/s12564-012-9214-0>>.

³ Tholakele Constance Mngometulu and Connie Makgabo, 'Pedagogical Practices in Teaching SiSwati as a First Language in Diverse Linguistic Settings', *Journal of Languages and Language Teaching*, 11.1 (2023), 1–13 <<https://doi.org/10.33394/jollt.v11i1.6567>>.

⁴ Boni Harianda and Beni Junedi, 'Peningkatan Kemampuan Pemecahan Masalah Matematis Siswa Melalui Penerapan Model Pembelajaran Missouri Mathematic Project', *Journal of Didactic Mathematics*, 2.1 (2021), 33–41 <<https://doi.org/10.34007/jdm.v2i1.616>>.

who are autonomous and mindful, understudies can investigate more capacity inside themselves. Another advantage is that students pick up learning fulfillment through completed assignments, pick up involvement and abilities in completing their assignments, and accomplish the extreme objective of instruction, namely students can end up instructors for themselves. As a result, understudies are more dynamic and adaptable in deciding what they need in achieving learning. Free learning has three stages, specifically arranging, observing, and assessment. This organize begins with students arranging learning exercises, arranging the required learning components, and determining the learning targets to be accomplished and after that watching the learning.⁵

Portfolios can be translated as a collection of reports within the shape of organized and precise assignments made by understudies in the learning handle. Portfolios serve as documentation of the capacities that have been accomplished by understudies at each level of action outlined. Portfolio-based learning places students as learning subjects and teachers as facilitators. These learning hones can be within the frame of educational programs that encourage competence, responsibility and understudy cooperation, learn to survey and influence open arrangements, and set out to take part in exercises.⁶

The advantages of utilizing portfolios in learning include students' ability to illustrate a process. There exists an agreement between instructors and students regarding assessment criteria and assignments that need to be completed. Additionally, portfolios provide strong motivation for students and facilitate the application of learning in real-life situations. This approach is effective, as students have succeeded in producing products in the form of writing or other works.⁷

Numerous created countries have realized they ought to pay consideration to students' understanding and make it one of their beat priorities in instruction reform. Education is anticipated to center not as it were on knowing and accepting information, but moreover on its application in genuine life.⁸

⁵ Euis Mukaromah, 'Pemanfaatan Teknologi Informasi Dan Komunikasi Dalam Meningkatkan Gairah Belajar Siswa', *Indonesian Journal of Education Management and Administration Review*, 4.1 (2020), 179–85.

⁶ Nuril Lailatul Fitriyah, 'PENGARUH ASESMEN PORTOFOLIO ELEKTRONIK TERHADAP PENINGKATAN LITERASI SAINS PESERTA DIDIK KELAS XI PADA MATA PELAJARAN BIOLOGI ...' (UIN Raden Intan Lampung, 2020).

⁷ Imasar, Rahmat Daim Harahap, and Nurul Jannah, *PENGEMBANGAN MODEL PEMBELAJARAN PORTOFOLIO BERBASIS HOTS DI SEKOLAH MENENGAH PERTAMA* (Medan, 2022) <<https://doi.org/10.31764/jmm.v6i5.9699>>.

⁸ Ina Magdalena, Savina Nurrahmadanti Ramdhan, and Vivi Luftiyah, 'Analisis Penilaian Berbasis Fortofolio

According to the Kamus Besar Bahasa Indonesia (KBBI) on, understanding means understanding accurately. Understanding could be a person's capacity to get it something from different angles. An understudy can be said to get it in case the person can give an outline of the things learned utilizing his own words. In truth, agreeing to Utami, understanding isn't only able to clarify something within the individual's possess dialect, but moreover apply it. Hence, understanding is exceptionally critical in all sciences and information, since it is the premise for creating students' considering.⁹

Bloom's (1984) scientific classification could be a multi-tiered model of generation and considering that is "convenient, quick, proficient, testable, versatile, and accountable". Bloom's scientific categorization classifies six levels of considering: "(a) knowledge, (b) understanding, and (c) application speak to lower-order considering skills; (d) investigation, (e) union, and (f) assessment mean higher arrange considering skills or basic thinking". Examples of verbs and questions speaking to mental movement at each level are listed below. To begin with, Information: organizing, defining, duplicating, labeling, enlisting, memorizing, naming, sorting, recognizing, interfacing, remembering, repeating, and reproducing states. Second, understanding: classifying, depicting, examining, clarifying, uncovering, distinguishing, appearing, finding, recognizing, announcing, rehashing, checking on, selecting, and deciphering. Third, Application: apply, select, illustrate, dramatize, utilize, outline, interpret, operate, hone, plan, outline, illuminate, utilize, compose. Fourth, Examination: analyzing, evaluating, calculating, categorizing, comparing, separating, criticizing, separating, segregating, separating, looking at, testing, addressing, and testing. Fifth, Union: compiling, gathering, collecting, composing, compiling, building, making, planning, creating, formulating, managing, organizing, planning, planning, proposing, compiling, and composing. Sixth, Evaluation: judge, talk about, survey, connect, select, compare, guard gauges, judge, foresee, assess, core, select, support, assess, evaluate.¹⁰

In past investigate composed by Nabil and Sakale (2023), curiously things were appeared that are relevant to this investigate. The current considers points to investigate whether or not the

Pada Pembelajaran Tematik Kelas 3 Di Sekolah Dasar Negeri Batujaya Kecamatan Batu Ceper', *ARZUSIN: Jurnal Manajemen Dan Pendidikan Dasar*, 1.1 (2021), 97–113 <<https://doi.org/10.58578/arzusin.v1i1.111>>.

⁹ Nevi Septianti and Rara Afiani, 'Pentingnya Memahami Karakteristik Siswa Sekolah Dasar Di SDN Cikokol 2', *AS-SABIQUN*, 2.1 (2020), 7–17 <<https://doi.org/10.36088/assabiqun.v2i1.611>>.

¹⁰ Nur Faiz Kholidiyah, Nurul Murtafho, and Hanik Mahliatussikah, 'The Utilization of Portfolio in Linguistics and Its Effect on The Attitudes and Understanding of Students at Universitas Negeri Malang', *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 7.4 (2022), 143–48 <<https://doi.org/10.17977/jptpp.v7i4.15218>>.

utilize of portfolio-based evaluation has any positive affect on the Moroccan police cadets' EFL composing abilities. The consider was conducted at the Moroccan Defense Dialects Founded within the capital city of Rabat. The members within the study were 50 Moroccan police cadets haphazardly chosen and partitioned into two separate groups. The exploratory and the control groups, each one consisting of 25 understudies. The findings revealed that students whose work was assessed by a portfolio framework (portfolio-based assessment) had improved in their composing and gained higher scores within the last examination when compared to those understudies whose work was assessed by the more conventional assessment framework (non-portfolio-based assessment). The results of the display ponder highlight the truth that portfolio appraisal may be used as a complementary alternative to conventional appraisal to shed modern light on the method of composing. Overall, portfolio evaluation is a valuable tool for teachers to survey and support students' composing capacities. In any case, the paper, as already specified, has a few confinements, such as the constrained number of members, the think about being in the Moroccan setting, the utilize of one investigate instrument and one type of information (quantitative), and the center on one linguistic skill (composing). Future analysts ought to consider these confinements so that their comes about can be generalized to advantage both understudies and teachers with respect to the field of elective appraisal to back learning.¹¹

Apart from that, inquire about conducted by Leal (2023) moreover gives other important findings. Multilingualism is one of the columns of the European Union (EU), cherished in its treaties and celebrated in its proverb, "joined together in diversity." However, multilingualism no longer has its claim portfolio in the Commission, having been efficiently minimized and presently being beneath the sponsorship of the Directorate-General for Interpretation, a directorate which does not have a unit dedicated to multilingualism. In addition, with the rise of English as the EU's informal lingua franca, progressively more fabric is produced in English and not interpreted at all. In this manner, we ought to inquire ourselves whether the EU's de facto linguistic and interpretation administrations are at odds with the treaties. Drawing together transdisciplinary strings mainly from linguistics, political science, and political reasoning, this paper surveys the EU's current linguistic regime, whereas looking at different models of etymological equity, dialect rights, and the esteem of dialect to propose a modern linguistic modus operandi for the EU,

¹¹ El Quardi Nabil and Sana Sakale, 'The Impact of Portfolio Assessment on The Moroccan EFL Students' Writing Engagement', *Journal of English Language Teaching and Applied Linguistics*, 5.2 (2023), 105–10 <<https://doi.org/10.47191/ijsshr/v4-i11-20>>.

grounded in (1) a language, (2) a interpretation, and (3) a transcultural turn.¹²

Within the setting of this ponder, the application of a portfolio is aiming to energize understudies to reflect on their information and abilities and document their competency improvement. Unlike the portfolio used to assess understudy competence, the portfolio in this think about focuses on student autonomous learning. In our portfolio-based learning, understudies start by selecting individual learning focuses based on a strengths/weakness analysis conducted with their portfolio administrator, or in this case shaping small groups to issue unravel. Then, they create lesson plans starting with problem assurance. They reflect on their learning exercises and the degree to which they have aced the competencies anticipated as future Arabic language teachers within the conclusion. Understudies are empowered to utilize mixed media to compile portfolios, which are anticipated to contain items in a large capacity that will serve to portray their competency improvement. Understudies are not constrained to yield an electronic portfolio, but it is certainly encouraged. Evaluation of the learning portfolio focuses on students' capacity to learn freely. The most investigate address of this ponder is how to utilize portfolios to progress self-learning skills?

METHOD

This investigates employments descriptive research with a subjective approach. through perception, surveys, and documentation. This observation is utilized to watch specifically and by implication approximately learning utilizing portfolios, questionnaires are given to understudies to discover out their responses to the utilize of portfolios and documentation procedures are used to collect data from chronicles and documents related to inquire about. The method of data analysis in this investigate is that the analyst analyzes the data by classifying the data and translating the contents of the information. After getting the information, another step is to oversee the information through several stages, to be specific: data reduction, data introduction, and drawing conclusions.

RESULT AND DISCUSSION

The benefits of portfolios in second dialect research have been proven and well-documented, particularly in terms of expanding inspiration and moving forward phonetic

¹² Alice Leal, 'Towards a Multilingual Modus Operandi in the European Union', *Journal of Language Rights & Minorities, Revista de Drets Lingüístics i Minories*, 2.1 (2023), 149–79.

aptitudes, but prove that portfolios can empower understudies to be actively and responsibly included in managing learning or briefly be able to think about freely after presentation. portfolio-based learning is still exceptionally limited. Undoubtedly, the application of portfolios has facilitated linguistic learning and expanded the potential for developmental appraisal of learning. There is a high level of certainty from specialists that the portfolio aspect will progress students' etymological capacities.¹³

In spite of the focal points of portfolios, inquire about supporting the utilize of portfolios as a learning apparatus and beneficial appraisal in empowering self-learning is still exceptionally restricted, subsequently the improvement of a conceptual show that portrays the interaction between portfolios and demeanors of self-learning within the setting of connected Arabic etymological learning is critically required. So distant, analysts have moreover centered more on exploring how portfolios that emphasize self-directed learning impact students' states of mind and recognitions of competence in their learning setting, instead of how it includes a coordinate effect on competency improvement. Improvement of a hypothetical system on portfolio-based learning that can validate claims by past analysts, and clarify how self-directed learning can be improved in portfolio-based learning within the classroom, and how it impacts the quality of educating, learning, and advancement of etymological competence and comprehension.¹⁴

Within the setting of this think about, portfolio-based learning emphasizes self-reflection. A number of considers have shown that reflection is a fitting device for common reflection and has an impact on creating students' competence and understanding of students' self-learning. Reflection could be an unused concept for understudies in this consider, and it is known that most understudies don't do unconstrained reflection within the learning handle. In this manner, in this consider composing reflection is utilized to create understudies in their learning, since reflection is a vital portion of the portfolio handle, so it isn't fair a collection of prove.

Each understudy is assigned to get ready a portfolio archiving proves of their learning and understanding of a point examined in a connected linguistics course. At the primary assembly, the teacher has to give clear and detailed enlightening with respect to the substance of the portfolio, particularly with respect to the clarification of self-reflection composing assignments. Portfolios in this investigate setting are adaptable in terms of substance and nature, but understudies are given

¹³ Lailatul Mukaromah, 'Metode Struktural Analitik Sintetik (Sas) Untuk Meningkatkan Kemampuan Membaca Permulaan Siswa Pada Mata Pelajaran Bahasa Indonesia Kelas I SDN Tapen 2 ...' (IAIN Ponorogo, 2021).

¹⁴ Fitria Sari Putri, 'Pengaruh Penggunaan Media Penilaian Portofolio Elektronik Terhadap Kemampuan Berfikir Kritis Peserta Didik SMA Negeri 1 Jatiagung' (UIN Raden Intan Lampung, 2019).

a least number of assignments to incorporate to direct them and diminish any indecision students may involvement. Subsequently, a system is provided to direct understudies all through the method, whereas permitting them to feel free sufficient to seek after free bearings.

At each assembly, each understudy is required to show a 10-minute outline utilizing Indonesian and English with distinctive references for each understudy. At the conclusion of the portfolio prepare, students are anticipated to compose a summary reflection paper, reacting to what they have learned amid the connected phonetics course and from the complete learning encounter with the portfolio. This reflection paper is planned to supply summative information approximately students' use of portfolios in their possess words. Separated from that, end-of-semester tests are too administered to allow understudies fast criticism on their learning for one semester. The test is self-assessed at the conclusion of the lesson, and the answers/reinforcement are given by the teacher.

Portfolios are submitted at the end of the eighth week, fair some time recently the midterms, and returned to understudies with composed criticism from the speaker on the substance of the portfolio and the advance understudies have made in cognitive, phonetic, and full of feeling terms. Then the portfolios were collected once more at the conclusion of the semester, and each portfolio was analyzed for its substance and returned with composed input from the speaker.

Portfolios are emphasized on students' dominance of concepts so that portfolios can ended up learning instruments for understudies. Portfolios help understudies construct understanding of concepts and forms additionally permit understudies to find things by investigating them on their possess. Other than being valuable for seeing the advancement of students' understanding, portfolios offer assistance understudies to do self-reflection and be more capable in doing assignments.

Portfolio assignments given by teachers to understudies in the form of outlines and concept maps displayed in three dialects for ten minutes in each language are a shape of understudy understanding. By composing a rundown, understudies must look for fitting fabric from different references at that point examined it, get it, compare it and after that give conclusions. Another, students create a concept outline that requires in-depth examination of past conclusions. Students are too required to apply a concept in learning. At the conclusion of the introduction, understudies donate each other feedback and proposals.

To begin with, Knowing, is the capacity to specify or clarify once more. Understudies clarify material by characterizing, expressing, and recognizing. Moment, Understanding, is the capacity to get it something and restate it in your claim words. Students describe and summarize the fabric. Third, Actualizing, specifically the capacity to utilize the concept. Understudies demonstrate and illustrate in learning. Fourth, Analyzing, to be specific the capacity to isolated concepts into a few components to pick up a broader understanding. Understudies compare and relate to past information. Fifth, Synthesizing is the capacity to orchestrate components to deliver unused concepts. Students combine and compile conclusions and material from a few sources. 6th, Assessing is the capacity to judge something based on certain references. Understudies criticize, correct and complement each other.

The starting of utilizing portfolio was embraced from the domain of fine expressions, where its reason was to exhibit the profundity and breadth of the work of an artist's capacities. Sometime recently investigating the benefits of utilizing a portfolio as an evaluation apparatus which supports students' learning, let's find out its meaning. With portfolios, the collection of each student's work can be in numerous forms, such as reports, papers and other items, which can give exact prove for the learning accomplishments of that understudy. Understudies may too be permitted to choose for themselves the sort of work and the points they are getting to work on, which can assist include the understudy in a significant learning prepare. States that a portfolio is "the collection of prove that illustrates aptitudes, accomplishments, learning, and competencies".

In another relevant research conducted by Abdulazeez and Sulaiman (2023). In parallel with the other educational fields, translation teaching has taken new turns represented in adopting modern student-centered approaches in preference to traditional teacher-centered ones. The academic perspective requires that teachers adapt the approaches that reflect their academic contexts and best serve their objectives. Translation teaching in the Department of Translation/ College of Languages/ University of Duhok (referred to as 'the Department') mostly revolves around the "read and translate" method. Students direct their efforts toward pursuing high marks, though marks by themselves fail to provide a comprehensive assessment. The lack of material for practical subjects and the nature of teaching and testing block students' way toward an effective engagement and obligation to study. This paper investigates the use of portfolio as an alternative teaching tool that is intended to inspire students to engage in teaching and learning by providing a framework in which they document their academic growth and achievement. The portfolio, by

virtue of its role in engaging students, was utilized as an integral tool in the teaching process. Students' reflection on the portfolio was investigated, using a validated questionnaire, to highlight its impact. The statistical analysis of the data illustrates tangible evidence of the success of the approach based on the means and the estimated t-values of the questionnaire items and categories. His research concluded that based on students' response and the reflections given in the questionnaire, most of the participants reflected positively towards the application of portfolio in the teaching of translation. There can be seen statistically significant tangible evidence of students' engagement in the teaching and learning process and evidence of academic growth and achievement. The selection of activities and problems motivated students to improve certain related sub competences. Overall, it can be concluded that the application of the portfolio proved to be a promising teaching strategy with a significant value to students and has helped when applied in an appropriate manner. The application of the portfolio, though not the easiest teaching approach to utilize, can be very effective in enriching students' academic experiences. The portfolio promotes the skills needed for a successful translation and provides concrete evidence of engagement, academic growth and achievement. The reason for students' positive reflection on the utilization of the portfolios is due to the amount of guidance and support they felt they had received and the amount of work they did throughout the semester. Students' level and gender showed little significant difference in their reflection on the utilization of the portfolio.¹⁵

Other than the presence of a portfolio, the birth of E-Portfolios is characterized as conceivably the foremost critical instructive innovation advancement. Of all the innovation applications we have come over so distant, e-portfolio has the potential to on a very basic level alter learning. This outlines the centrality of utilizing e-portfolios in learning settings since they empower understudies to work on advanced stages in a searchable, organized, and convenient way.¹⁶

The characteristics of an e-portfolio, such as its organization, searchability, and portability, are highlighted within the definitions of the term. An e-portfolio is characterized as a computerized collection of artifacts counting showings, achievements, and assets that reverberate an individual, gather, or organization. E-portfolios are person, Web-based collections of works,

¹⁵ Adil Ahmed Abdulazeez and Mohammed Salih A. Sulaiman, 'Minimizing Students' Disengagement in Translation Classes through Utilizing Student Portfolio', *Journal of University of Duhok*, 26.1 (2023), 36–48.

¹⁶ Una Beagon and others, 'Students' Experiences Of Reflecting On Their Development Of Professional Skills In An Engineering Programme . Students' Experiences Of Reflecting On Their Development Of Professional Skills', *Irish Journal of Academic Practice*, 9.2 (2021), 1–25 <<https://doi.org/https://doi.org/10.21427/5480-GZ23>>.

self-reflections, and feedbacks to learners' work, which are utilized to show basic capacities and victory in a number of time periods and settings.

E-portfolios are portrayed in another definition as the pupil-made collections of computerized artifacts clarifying going with and learning encounters, and as purposefulness aggregations of digital-based items—concepts, reflections, input, and evidence—that give verification of a learner's capacities and learning.¹⁷

E-portfolios are profitable for both institutions and understudies, since they empower them to assess their directions fulfillment and encounters, and how they are adjusted with their destinations, as well as how effectively they are teaching their understudies. They connect school errands to destinations so that understudies may recognize these joins, moreover the connections between their work and lives. These comes about are from a necessity to evaluate the advancement of pupils' "knowledge of the self and the course".¹⁸

Utilizing summative and e-portfolios evaluations can favorably affect learners' levels of uneasiness. Uneasiness is connected to students' performance, self - certainty, and inspiration, and it is conceivable to extend pupils' inspiration to memorize a dialect by bringing down their uneasiness levels. The change in students' self-confidence beneath intentionally anxiety-free instruction, can foresee their achievements in EFL learning.

It's the same as what the analyst said here, that the portfolio too has an effect on making strides understudy self-confidence in their work. Moo self-esteem, course introductions, blunder rectifications, peers' weight, moo inspiration, teachers' and learners' viewpoints on learning, teacher-student intuitive, classroom educating strategies, push related with dialect testing, negative intelligent among classmates, and a crevice between the pupils' capability levels and the educational materials are all potential sources of uneasiness. By surveying the learners in a distinctive strategy, we are able reduce the sources of uneasiness.

As the investigate displayed by Al-Hawamdeh et al. (2023). This consider endeavored to comparatively see at the impacts of e-portfolio and summative assessments on Ethiopian EFL learners' composing CAF, freedom, uneasiness, and self-efficacy. The comes almost sketched out that utilizing these two sorts of assessments overhauled EFL learners' composing CAF, autonomy, and self-efficacy and brought down their uneasiness. The e-portfolio bunch showed up superior

¹⁷ Siew Lee Chang and Muhammad Kamarul Kabilan, 'Using Social Media as E-Portfolios to Support Learning in Higher Education: A Literature Analysis', *Journal of Computing in Higher Education*, 2022 <<https://doi.org/10.1007/s12528-022-09344-z>>.

¹⁸ Mukhril and Alvan Hazhari, *Peran Guru Menghadapi Education* (Klaten: Lakeisha, 2019).

enhancement than the summative bunch on post-tests. As the e-portfolio appraisal was more compelling, it can be concluded that this assessment may well be a profitable elective to effectively evaluate lingo than the routine assessment since it produces bounty of information on students' capabilities. In nutshell, it can be concluded that solidifying e-portfolio evaluation into EFL settings brings nearly impressive comes about more than summative assessment. Test comes almost can offer help EFL learners advance totally distinctive capacities and sub-skills. Broadly talking, this must show more learner-based approaches into lingo learning process. Tis think around can offer some recommendations for EFL instructive modules creators, instructors, and learners. With the assistance of EFL educates, tongue understudies create recognizable with a collection of assessments, tallying the subject of current investigate. Instructors may offer help understudies more effectively by utilizing the evaluative criticism they get from it. This may be an accommodating device for moving forward composing capacities, autonomy, uneasiness, and self-efficacy. Educates may progress autonomy in understudies by making them take parcel in assessment assignments and by utilizing a collection of evaluations inside the classroom. EFL understudies may dynamically realize what it takes to be a self-effective learner as a result. Another method for teaches to diminish uneasiness and move forward pleasant learning is through e-portfolio appraisal works out. As a result, it is acceleration endorsed that EFL instructors, especially those who put a tall regard on composing capacities, connect techniques like e-portfolio evaluation into their lessons. The comes around may suggest that EFL understudies might advantage from having a principal understanding of diverse sorts of assessment and from having a specific understanding of the e-portfolio, to help them make their capacities essentially. Students may recognize the precise ranges in which they require direction and back by completing e-portfolio assessment assignments, and they can subsequently approach their teaches for offer assistance in those ranges. Besides, since this consider has showed up that e-portfolio assessment moves forward the EFL students' composing capacities, instructing methodologies and course substance for EFL classes need to be made so that they progress appraisal strategies and, as a result, influences the lingo capacities of exterior lingo understudies. In common, e-portfolio assessment settings grant understudies more unmistakable benefits than having their work assessed by a teacher. By completing exams and routinely by getting comments, they choose up information. The current examination besides benefits syllabus makers and texture producers. The comes about can offer assistance syllabus makers in having far off better; a much better; a higher; a

stronger; an improved" >an moved forward data of diverse assessment methodologies and how they can impact the dialect improvement of EFL learners. Creators of syllabi are encouraged to connect a run of assessment modalities in their courses. The study's disclosures may in addition offer help texture designers provide a expand of assignments and works out that are sensible for the assorted capacity levels of L2 learners. Like other considers, this one moreover had a couple of imprisonments and was incapable to address each important issue: 1. The study included because it was individuals with middle of the street level. Therefore, the comes around cannot be generalized to other levels of competence. 2. Tere were a most noteworthy of 60 members in this investigate. Therefore, this cannot be utilized broadly. 3. The consider because it was included male understudies, so it is conceivable that the comes around don't apply to female understudies. 4. The consider was inspected by composing CAF, so the comes approximately are not relevant to other spaces of competencies. A few proposals for empower examinations are promoted. Inside the taking after examinations, it is incited that the methodology utilized inside the current think approximately be repeated over longer periods of time. The same consider may be carried out on a greater test of L2 learners to give the researcher(s) with more exact and by and huge related comes around. It is feasible to do think about on diverse phonetic proficiencies. Other methodologies such as interviews and recognition can too be utilized to collect subjective data on the impacts of particular assessment styles and their utilize for understudies and educates. The display ponder can be copied in other educational settings such as ESL, ESP, and EAP. Encourage, this ponder may be connected within the case of other levels like essential or progressed learners or sexual orientations as well. ¹⁹

This etymological venture within the shape of a portfolio includes a part of effect on understudies. But there's a dim side to the presence of phonetics itself, more accurately to utilize etymology for something negative, specifically anti-skepticism. The surrounded of the anti-skepticism that's etymological terms are found in epistemic contextualism: the see that information sentences change in their meaning over diverse settings of utterance. The essential contextualist account will be recognizable to numerous and as it were requiring a brief diagram. The contextualist claims that we exceptionally regularly talk really when we quality information to one another in standard settings. For case, in the event that I have been to the bank the week prior on a

¹⁹ Basem Okleh Salameh Al-Hawamdeh, Negash Hussien, and Nasser Said Gomaa Abdelrasheed, 'Portfolio vs. Summative Assessment: Impacts on EFL Learners' Writing Complexity, Accuracy, and Fluency (CAF); Self-Efficacy; Learning Anxiety; and Autonomy', *Language Testing in Asia*, 13.12 (2023), 1–29 <<https://doi.org/10.1186/s40468-023-00225-5>>.

Saturday, that's a good premise to claim that I know that the bank is open on Saturdays. But what information claim implies shifts over settings, and can be affected by one or both of the taking after: how vital it is merely are right in your information attribution and the conversational maneuvers that have been made prior to the articulation. The impact can be that what it takes to truly quality information gets to be a more demanding matter. For case, on the off chance that my spouse raises the plausibility that banks do alter their hours, and in case it gets to be critical that the bank is open, at that point conversation of knowing a proposition would then be conversation of standing in a more requesting epistemic relationship to that recommendation. One of the key assumed benefits of contextualism is that it is able to create sense of the apparent efficacy of doubtful contentions (especially closure arguments) while moreover appearing that information attributions in standard settings can nonetheless be genuine. Concurring to the contextualist, the introduction of doubtful scenarios raises the epistemic standard that must be met to number as knowing. But in ordinary contexts where no such doubtful scenarios have been presented the epistemic standard remains at a lower point such that it would be genuine to claim to know the kinds of things we typically do say we know.²⁰

Given this account of the phonetic extend, and of the part that truth conditions play inside it, it is characteristic that the etymological extend is tilted towards an anti-skeptical result. If the explanation of the phonetic hypothesis is speaker competence of a dialect, with truth playing a few role in that so far as the etymological instincts created by competent speakers are mostly concerned with how the meaning of a sentence/utterance relates to the truth of a sentence /expression, at that point it appears that the phonetic extend will need to capture the anti-skeptical behaviors that are normal of a competent speaker. Here we begin to see what is redress approximately the Austinian and contextualist approaches. Both put awesome center on the intuitive or acceptable moves of the standard speaker.

We saw prior that Austinian anti-skepticism faces Stroud's objection from pragmatics – that it is theoretically possible that a term is regularly utilized to form claims that are wrong in order to generate some further down to business effect. This can be also an issue that has emerged within the contextualist literature, with skeptical shapes of invariants (such as Unger's or Schaffer's) remaining a theoretical equal to the contextualist position. In rule this alternative remains on the table for the etymological extend. The etymologist seem endeavor to embrace a skeptical semantics

²⁰ Jumbly Grindrod, 'Anti-Skepticism Under a Linguistic Guise', *Topoi*, 42 (2023), 163–74 <<https://doi.org/10.1007/s11245-022-09850-w>>.

and explain our knowledge-attributing behavior through assist down to earth impacts. But the more critical point here is that the motivating reasons behind the skeptical position do not enter into the linguist's contemplations when they are attempting to capture the meaning of an expression like "know" as portion of a standard speaker's competence. Whereas it could be a hypothetical plausibility that we have a doubtful semantics supplemented with a reasonable pragmatics that clarify the behavior that Austin was interested in, inside the phonetic extend this proposition looks unmotivated and out of step with the way that the linguist is reaching to quality truth conditions to related expressions.

So anti-skeptical expansions for epistemic terms see conceivable beneath the linguistic project. Does this give a premise for philosophical anti-skepticism? it does not. In drawing out this partition between the linguistic and the philosophical project – where the last mentioned but not the former will take into account considerations to do with epistemic values, skeptical contentions, ontological commitments etc. – we have to be acknowledged that the comes about of the two ventures may not align. The Beginning Thought does talk to something genuine in another space – that the linguist's venture of capturing the right use of information terms is actually tilted towards anti-skepticism insofar as our ordinary practice recommends it and advance because reasons in favor of skepticism do not get considered. But this does not offer assistance us with the philosophical venture of considering whether information is something that we really have. In that respect, the Initial Thought ought to not be sought after, and the battle against skepticism ought to be taken up on other fronts.

Of course, in depending in this last segment on a qualification between philosophical and phonetic technique, it should be the case that there's a well-defined philosophical extend to be sought after. One may ponder what else there's to explore almost knowledge once one has captured the phonetic properties of information attributions. This is often clearly not the put to create a total philosophical strategy, but it is critical that the philosophical strategy conceivably covers with the etymological technique insofar as the two ventures share some of the same information. Our etymological instincts around information attributions are a source of information for epistemology and etymology. Ready to see this by the basic truth that it would be an advantage, other things being break even with, that our epistemological hypothesis captures the way in which we conversation almost information. But epistemological hypotheses are ordinarily more yearning than fair attempting to capture the way in which we really conversation,

and it is here that doubtful contentions can enter as something we trust to capture, break down, or react to. Other contemplations conceivably enter as well, such as epistemic esteem contemplations or genealogical contemplations.²¹

Research that explains other linguistics and is relevant to this research is research from Hober and Larsson (2023). This paper discusses the importance (i) of having strategies in place for identifying threats to the reliability of our coding and (ii) of transparency in all steps involved so that our coding can be assessed and replicated. To illustrate these points, we unveiled the process of manual coding of spoken data from a study of adverb placement and outlines some of the challenges we have encountered. We showed how (even) syntactic categories may not always be clear-cut, and how a prerequisite for reliability in manual coding is well-defined and clearly operationalized categories. Specifically, we showed that while inter-rater reliability tests offer a helpful first step toward assessing reliability, simply reporting inter-rater reliability scores is not enough. Instead, we propose using such tests as a stepping stone to help diagnose rater disagreements that potentially require revisions of the coding scheme. In continuously updating and revising the coding scheme to account for remaining issues, we can move further toward reliable coding and, by extension, replicable results. In giving a transparent report on the coding decisions made in the form of a detailed coding scheme, we will not only mitigate the effect of both systematic and unsystematic sources of errors in our study, but also facilitates the process for future studies and invites discussion of the categories, the topic, and the entire coding process. The coding process that we suggest is time-consuming and laborious, no doubt, but we believe that it offers clear benefits when it comes to moving toward increased reliability and transparency in projects with manual linguistic coding. With this paper, we hope to contribute to ongoing discussions on these issues. As a research community, we need to be willing to put time and effort into developing coding schemes, documenting decisions, and sharing resources. Lastly, in sharing our experience and making our coding scheme freely available, we hope to contribute to more collaborative, collective, and interactive research where we expand on others' ideas and work to improve our research tools, refine our research practices, and relate research findings.²²

²¹ Amri Panahatan Sihotang and Aga Natalis, 'LINGUISTIC RIGHTS IN THE INTERNATIONAL COMMUNITY ACCUMULATION PHENOMENON: STARTING LANGUAGE RESISTANCE AS', *BiLD Law Journal*, 8.1 (2017), 13–31.

²² Nicole Hober and Tove Larsson, 'Toward Increased Reliability and Transparency in Projects with Manual Linguistic Coding', *Corpora*, 18.2 (2023), 1–12.

CONCLUSION

Portfolio utilization is to create self-learning and understudy understanding. The method of making a portfolio includes exercises, there's reflection and self-assessment and criticism. Item portfolio improvement and usage incorporates cognitive, psychomotor and full of feeling viewpoints. The comes about back Bloom's scientific classification, based on rundowns and concept maps at that point displayed in three dialects, to be specific English and Indonesian inside ten minutes for each language empowering them to combine data to create it simpler to keep in mind, get it, analyze and assess.

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