

Specific to a teacher education prerequisites courses promotes a wider setting, portfolios have a variety and objective points of view. purposes: to teach prospective teachers how The number of English student to be reflective, to assess their readiness teachers as the participants of this study is graduate, as part of the process of fifty five However, not all participants were registering beginning teachers, and as part of interviewed due to the research feasibility. teacher education program accreditation Therefore, volunteer sampling is employed (Zeichner & Wray, 2001). Portfolios can let the English student teachers serve to measure achievement portfolio interviewed. Their participation is based on work and to foster reflection on teaching their willingness to be participants of this (Smith & Tillema, 2003). As McNamee research. The English student teachers who Galanouli (2002) argue, a reflective agree to do interviews submitted their portfolio is a way of embedding theoretical questions when it was given in the principles, skills and knowledge in beginning of microteaching classes After that, classroom practice, of making meaningful field the consent form that informs that connections between university based they agree to participate in this study learning and the classroom context, starting from their role in helping to improve performance and microteaching course until the end of the development competence. semester.

Methodology

1. Research Design

This study employs a qualitative research design. The case study was used to explore the data gathered through the interview, questionnaires and peer reviews' toward e-portfolio assessment in micro documentation. By purposive sampling teaching course. to the English student teachers enrolled in micro teaching class. This study is expected to give the deep exploration of English student teachers' perceptions about E-portfolio as their showcases in reflecting their teaching competencies and teaching experiences.

2. Research Participants

The participants involved in this study were the English student teachers enrolling in microteaching class. The population of the study 76 students; 36 students in A class, 25 students in B and 15 students in Evening class. All students were assessed using portfolio but not all the students were chosen as the samples of the study. There were only fifty five students selected purposively from each classes who were employed as the participants. The fifty five students represents three different level of ability.

3. Data Collection & Data Analysis

The opened reflective questionnaire as well as the interview to the chosen participants collected to describe how the English student teachers' perception toward e-portfolio assessment in micro teaching course. Most of the data collected were analyzed and evaluated in various ways qualitatively in order to answer the research questions. These was included all open ended responses to the questionnaires, interview transcriptions, field notes document analysis. Descriptive statistic were used to calculate the percentage of the frequency responses. They are conveyed through a narrative passage. In addition, figures and tables were used to represent the information about the findings such as the screenshots of portfolio and students' perceptions to reflect the quality of the e-portfolio and to illustrate their reflective practices.

Findings and Discussion

1. Findings

An E-portfolio can reflect the students' learning process and progress. ICT as multimedia tool gives just an extra

possibility to collect other than written materials. Technology enables the use of a range of media, video, sound and images as well as text to show both the learning process and final products

In the process, the English student teachers do three primary activities which are, collecting, selecting and reflecting. Collecting; the English student teachers collect the data which are needed in teaching process such as lesson plan, teaching media, and video recorder to record the teaching learning process. In the next phase, they need to select which is the best document that would be uploaded in portfolio platform (www.portfolio.online) as shown in the figure, all the documents uploaded have been revised by the student teachers based on the feedbacks from the micro teaching lecturers. In the last phase, the English student teachers must reflect on the way they are experiencing the teaching learning process by watching the video and having feedbacks from the peers.

Table 1. The Recap of Students' First Three Questions

No	Questions	Scale	Total	Percentage
1	How would you rate your ability to work with computers	5	3	5.45%
		4	22	40.00%
		3	27	49.09%
		2	2	3.64%
		1	1	1.82%
2	How comfortable are you with the idea of using portfolio	5	2	3.64%
		4	12	21.82%
		3	27	49.09%
		2	14	25.45%
		1	0	0%
3	What value do you place on portfolios it pertains to your teaching practices	5	13	23.64%
		4	16	29.09%
		3	18	32.73%
		2	8	14.54%
		1	0	0%

From the table, the data show that most of the students have had "standard" ability in operating the computer or internet. Only one student who claim herself as illiterate in computer because of her age. She is a senior English teacher in medical vocational school in Pekalongan and always asks for young teacher's help to do some computer's works. For the second question, 49.09% chose to rate themselves as in normal feeling when the idea of using portfolio has given to them, the third question serves how they feel about the advantage of e-portfolio toward their teaching practices through overall teaching reflections. Most of the English student teachers argue that the use of e-portfolio was rated as "useful" and some as "somewhat useful." While some might be discouraged by this, it appears to be a good start.



Figure 1. The Display of the E-Portfolio

The questionnaire has been distributed to the students in getting students' perceptions after completing E-portfolio, here are 10 questions which have similar information gathered with the questionnaire. The first three questions should be answered in scale about initial informations on their ability in technology issues, the other seven questions should be answered in essay writing to get clearer and more comprehensive description about their E-portfolio experiences in micro teaching class. The recap of the students' first three questions can be seen in the following table of percentage:

The important point is that none of them thinks that e-portfolio give no advantage to their teaching practices, it proves that the use of e-portfolio manifest great opportunities to be developed in the future. After having document analysis to the questionnaires, the data (question 4) asked students for their preference for producing a portfolio, giving them a choice between an e-portfolio and a hard copy portfolio. The result shows that from all fifty five participants, there are thirty three students agree with the application of e-portfolio and the other twenty two participants prefer to use binder portfolio or

traditional portfolio. The percentage of encountered throughout the entire self students preferring the portfolio over the hard copy changed from 48% presurvey to 60% post-survey. Students seemed to be split evenly between the hard copy portfolio and the e-portfolio but at the end of the course, there was a slight decrease in the number of students preferring the portfolio. The least concern about the use of e-

Lecturers' comments and feedback are fundamental. Most of students motivated to know their weaknesses during the teaching learning process through the lecturers' feedbacks. The importance of offering constructive and timely feedback ensure that students are able to receive comments on their work become crucial to ensure that learners are able to develop their own skills. At this stage, it is also important that realize the benefits of the regular engagement into the learning process by being involved in the course assessments and, at the same time, they trained to reflect on their achievements and experience. Constant engagement "habit" to write reflective comments are two important components which are necessary for the completion of portfolio.

Along with all these aforementioned positive aspects of the portfolio, students faced challenges in two areas: is a lack of peer interaction. One online learning experience was positive, I wish there would have been more interaction". They felt isolated from peers and preferred to have more opportunities and diverse channels to communicate with lecturers and peers. Examples of their comments were, "I wish there would have been more peer interaction. I enjoyed peer reviews, but felt it would have been helpful to have more threaded discussions and chats. During all this time in portfolio I have communicate with my lecture and peers only through offline

Some students commented that reflective practice was one of the valuable learning processes they had

tools to accommodate learners and several stages of instructional and provide resources for them. Technological evolution as they become

All students discussed one or more better at integrating technology of the specific multimedia authoring tool that the English student teachers did not use used to develop and deliver instruction. From the portfolio to integrate instances, most of students indicated that they technology simply for the sake of using managed the implementation and evaluation technology. While in some cases they could of new technologies in his classroom have been nearly as effective if they had not use of enhanced instruction. One student integrated technology, the use of technology noted, "In the past the little bit of technology made the lessons more powerful because I used was poorly planned for and seemed students had greater ownership, were more almost be a side note instead of being reflective, and used real world skills. integrated into what I was teaching. I now The potential for richer data and feel I'm able to determine when it is results also seemed to come about due to an appropriate to use technology and which increase in the opportunity for student technologies are best to use." reflection. For example, during the observations, it was noted on several

2. Discussion

The findings of studies show with the video and then a final take. This only the reflective practice could method allowed students to practice, self developed in micro teaching study but the evaluate, and make adjustments or other researches also revealed the same correction before completing their final result that microteaching effective in work. An unintended result of use of increasing planning, implementing teaching regarding technology like video led to a self-efficacy beliefs and reducing the higher level of reflection and editing on the teaching anxiety of pre-service teachers part of students without intervention. (Bell, 2007; Bent-Kopper, 2001; Usher & Several teachers noted that the technology Ward, 2001; Mergler & Tangen, 2012) gave students the opportunity to be reflective in ways they could prior, to

As a result, the studies show that employing the portfolio. application of portfolio in teaching Developing a system that meets both reflection feature in microteaching course assessment requirements and a student positively affects the teaching competence centered approach for professional of English student teachers' reflective development requires communication and practice. With limitations such as short compromise within the college and the amounts of preparation time and internet departments. These compromises some network that had unpredictable outcomes into a more positive described English student teachers still managed to approach to learning than they are integrate technology into the lessons with comfortable in implementing, a tension that positive outcomes. In no cases did it to be expected (Barrett, 2004). Given that technology hinder or distract from most faculty members adopt innovations at classroom learning objectives. As the individually varying rates, achievement for prospective English teachers gain more compliance takes time and development experience and confidence from integration (Rogers, 1983).

technology with the portfolio one would Successful implementation requires assume that their level of technology ongoing communication and coordination integration would increase over time. between and among the faculty members, in

According to Dwyer, Ringstaff, & this case are the micro teaching lecturers, Sandholtz (1990), teachers progress through the head of department and a lead of

teaching practicum. The respondents for this study stated that the head of teaching practicum unit had to address the broader issues of determining which facts or assignments documented the standards, developing common rubrics assessment structures. Faculty members had to decide on common goals across courses section a valid and reliable manner. The high commitment and consistency in maintaining the e-portfolio also become the concern of this study, the very busy schedule in one semester makes the lecturers have little time to check the students' e-portfolio each week. Sometimes students are quick to notice and question any inconsistent implementation and differences in requirements

learning performance and progress and be aware of the issue of plagiarism

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Conclusions and Suggestions

1. Conclusions

From the result of the study, there are some conclusions that can be drawn:

- Students can take increasing responsibility for their own learning by recording and reflecting on their learning in an E-portfolio.
- Students can carry their portfolio throughout their lifelong learning journey and use it to record, assess, evaluate, and reflect at any time.
- Students can increase their ability to learn by taking ownership of and developing strategies for - self assessment, and monitoring their own development

2. Suggestions

From the result of the study, there are some critical points that can be seen from the suggestions as follows:

- Critical thinking and reflection should be fostered in E-portfolios.
- In addition to upload assignments to the server, such server should provide sufficient space for learners to develop their portfolios systematically.
- Lecturers should regularly check students E-portfolios as their

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