USING FLIPGRID AS ELECTRONIC PORTFOLIO IN SPEAKING ASSESSMENT

Ismiati Purwaningsih Subiana[1], Didi Sukyadi[2], Pupung Purnawarman[3]

[1,2,3] Universitas Pendidikan Indonesia

ismisubiana@upi.edu[1], dsukyadi@upi.edu[2], purnawarman@upi.edu[3]

ABSTRACT

Given the prolonged pandemic situation that forced schools to run online in both synchronous and asynchronous modes has impacted some changes in either teaching practice or conducting the assessment. With the limited timetable provided to each school subject, there is a significant adjustment that the teachers should take to make the teaching and learning meaningful, not to mention in assessing students' learning. In the English as a Foreign Language (EFL) setting, assessing speaking is another challenge the teachers encounter specifically during online teaching. Consequently, English teachers are required to have specific strategies to manage this assessment still. Electronic portfolio-based assessment has been shown to serve both as an effective learning tool and assessment tool. Hence, this study was aimed to investigate the use of the Flipgrid as the electronic portfolio in assessing speaking. The qualitative design was applied in this study with students' scores, teacher's field notes, and questionnaires as the instruments to collect data. This study was expected to describe the washback of the Flipgrid as electronic portfolios in speaking assessment.

Keywords: Electronic portfolio; Flipgrid; Speaking assessment; Students' attitude

ABSTRAK

Situasi pandemi yang berkelanjutan telah memaksa setiap sekolah untuk melaksanakan pembelajaran daring baik secara *synchronous* maupun *asynchronous*. Hal ini berdampak pada berubahnya praktik mengajar dan penilaian dalam pembelajaran.

Dengan jadwal pembelajaran yang terbatas untuk setiap mata pelajaran, guru harus dapat melakukan penyesuaian yang signifikan untuk membuat proses kegiatan belajar mengajar menjadi berarti, begitu pula dengan penilaian hasil belajar siswa. Pada pembelajaran bahasa Inggris sebagai bahasa asing, penilaian keterampilan berbicara menjadi tantangan tersendiri bagi para guru khususnya pada saat pembelajaran daring. Sebagai konsekuensinya, setiap guru bahasa Inggris harus memiliki strategi tertentu untuk dapat mengelola penilaian dalam proses pembelajaran. Penilaian berbasis portofolio elektronik telah menunjukkan bahwa penilaian ini digunakan sebagai alat pembelajaran dan penilaian yang efektif. Oleh karena itu, penelitian ini bertujuan untuk menelaah penggunaan Flipgrid sebagai portofolio elektronik pada penilaian keterampilan berbicara dalam pembelajaran Bahasa Inggris. Pendekatan yang digunakan dalam penelitian ini adalah pendekatan kualitatif dengan menggunakan nilai siswa, catatan lapangan guru, dan kuesioner sebagai instrumen untuk mengumpulkan data. Penelitian ini diharapkan dapat mendeskripsikan dampak penggunaan Flipgrid sebagai portofolio elektronik pada penilaian keterampilan berbicara dalam pembelajaran Bahasa Inggris.

Kata kunci: Portofolio elektronik; Flipgrid; Penilaian keterampilan berbicara; Persepsi siswa

Introduction

In the situation where schools face prolonged closure as there has not been any good signal when the pandemic is over yet, teachers are expected to maintain effective, efficient, and meaningful either teaching practice or importantly conducting the assessment. With a significant reduction in the teaching duration, applying a particular strategy will eventually help the teachers run the teaching and assessment activities correspondingly. Furthermore, the fast rapid of technologies resulting from pandemic strikes have given the teachers more opportunities to explore various tools to assist them to be applied in both synchronous and asynchronous meetings (Innes, 2020; Syahrizal & Pamungkas, 2021).

However, conducting either teaching or assessing speaking among other skills is another challenge the teachers encounter specifically during online teaching mode. The limited interaction between students and teachers in one online class gives teachers another obstacle to checking their students' speaking ability. Shyness, the fear of making mistakes, and nervousness to speak in the class have been indicated as the negative washback that students might feel, particularly in a synchronous mode (Innes, 2020; Nuridah, Sari, Damayanti, & Citraningrum, 2021). Long before the pandemic strikes the world, studies revealed that speaking English has become the biggest challenge the students meet as they framed speaking as a frightening skill. The fear of making mistakes, lack of confidence, and feeling stressed were psychological factors that hinder students to perform speaking English in the class (Ariyanti, 2016; Suleimenova, 2013; Tuyet & Khang, 2020; Yalçın & İnceçay, 2014).

A portfolio presents as one of the assessment tools that might cover these issues. Portfolio-based assessment has been shown as the tool to embrace either learning or assessment (Lao-un & Khampusaen, 2018). Another supported study was research conducted by Cheishvili (2018). The result said that there was a significant benefit from the use of electronic portfolios as a means of assessment of the students' speaking skills during their studies. The application of e-portfolios could enhance their speaking skills.

Moreover, the rapid development of technologies to assist a teacher in conducting online learning during pandemic situations has made the use of electronic portfolios becomes more possible. Flipgrid is one of the powerful tools that appear to support the implementation of an e-portfolio. This online teaching tool allows the students to record and share short videos (Adams, 2020; Agan et al., 2019; Kiles, Vishenchuk, & Hohmeier, 2020). Several research studies on the implementation of this tool showed that Flipgrid decreased learners' speaking anxiety, covered different types of students, improved speaking skills, and had a positive attitude on the students as the crucial point (Budiarta & Santosa, 2020; Difilippantonio-Pen, 2020; Innes, 2020; Kiles et al., 2020; Lim, Shin, & Yunus, 2021; Lowenthal & Moore, 2020; Miskam, 2019; Nuridah et al., 2021; Petersen, Townsend, & Onaka, 2020; Safari & Koosha, 2016; Syahrizal & Pamungkas, 2021; Tuyet & Khang, 2020).

Electronic Portfolio Assessment in ELT

The implementation of portfolio assessment in the English Language Teaching (ELT) context has received much attention from several researchers lately. As to give a glance understanding, the portfolio is defined as "a purposeful collection of students' work" that encompasses the collection, reflection, and selection as the three essential elements that should be considered (Hamp-Lyons & Condon, 2000; Kwak & Yin, 2018). Rather than separating learning and assessment, portfolio assessment focuses on the ongoing process of learning and improves learning based on the information gained from the assessment (Hamp-Lyons & Condon, 2000). Additionally, other works revealed that a portfolio can serve as an effective tool to empower students in their learning process and bring a positive washback effect during the instruction (Kwak & Yin, 2018; Lam, 2016; Lam & Lee, 2009).

In contrast with several limitations the teachers face during this pandemic outbreak, the rapid development of online platforms is there to assist teachers in solving these limitations. As a result, the transformation of the portfolio into an electronic portfolio has more potential as it enables students to collect, store, and manage their works more efficiently. Besides, the students can easily transfer the content of their portfolios and access them simultaneously (Kwak & Yin, 2018).

Align with the aforementioned study, an electronic portfolio assessment appears to provide useful quality feedback that is more individualized through two-way communication between the teachers and their students. This portfolio is effective to improve self-regulated learning as well (Yastibas & Yastibas, 2015). This statement fits with the current condition where students take more portion of responsibility for their learning. Moreover, the study conducted by Yastibas and Cepik (2015) also revealed that both teachers and students have a positive attitude toward the implementation of the electronic portfolio in speaking assessment. As a result, the electronic portfolio becomes more possible specifically in assessing speaking skills during the pandemic outbreak.

Flipgrid

Accommodating students to have an opportunity in practicing English during the instruction is a crucial matter to reach the communicative objective stated in the curriculum. With the fast development of teaching tools nowadays, teachers have several options

to choose the platform that fits their purpose. Among numerous applicable platforms, Flipgrid appears to have more benefit particularly in teaching and assessing speaking skills.

Flipgrid is a free video platform where teachers can create communities by posting discussion prompts that students can generate responses through short video recordings (Difilippantonio-Pen, 2020). Moreover, Flipgrid enables students to customize their video responses as it has rich features, not to mention its user-friendly aspect and secure digital environment between teacher and students (Forsythe & Raine, 2019; Kiles et al., 2020).

Several studies on Flipgrid have been conducted where similar results were shown in those studies. Most of the studies that investigated both teachers' and students' perceptions showed a positive attitude toward the use of Flipgrid (Difilippantonio-Pen, 2020; Lim et al., 2021; Petersen et al., 2020; Syahrizal & Pamungkas, 2021; Tuyet & Khang, 2020). Moreover, other studies revealed that Flipgrid improves students' speaking skills, decreases speaking anxiety, and increases students' motivation (Nuridah et al., 2021; Syahrizal & Pamungkas, 2021; Tuyet & Khang, 2020).

Speaking Assessment

It has been highlighted in the introduction that assessing speaking is another challenge the teachers face during online learning. Particularly in the online teaching model where teachers have limited control over their students, either teaching or assessing speaking at some point seems to be neglected due to its trickiness. Long before a pandemic strikes the world, studies on speaking assessment showed that in the EFL context, students have a negative experience with speaking activities which led to a high level of speaking anxiety (Ariyanti, 2016; Cepik & Yastibas, 2013; Safari & Koosha, 2016; Suleimenova, 2013; Yalçın & İnceçay, 2014).

With the current situation that forces teachers to shift the traditional teaching activities into online mode, speaking skills become even harder to be taught due to the existed limitations. However, as has been explained, utilizing Flipgrid as electronic portfolios is applicable to serve both teaching and assessing speaking skills. This pair, by all means, is a bridge that linked the two purposes and still allows teachers to see their students' improvement at the same time. A study conducted by Johnson and Skarphol (2018) claimed that utilizing Flipgrid as an

electronic portfolio is recommended to be implemented in online learning.

On the other hand, due to the restraint that the teacher faces in online teaching, the assessment should be still conducted purposively. In terms of assessing speaking, teachers might apply a scoring system that fits with the materials being taught. The scoring rubric utilized by Basak (2019) could be applied in assessing speaking as the rubric items are easier to be applied in online assessment. Taking the 5 scales of measurements, the scoring system has 5 aspects that consist of grammatical accuracy and range, vocabulary, content, fluency, and pronunciation.

As Flipgrid emerges to be a useful platform in online teaching and electronic portfolio appears to be the powerful tool to cover both teaching and assessment, these two combinations utilize as a promising pair that help teachers in assessing speaking skills during the pandemic outbreak. However, most research studies under this topic only focused on the students' perception and its effect on their motivation separately. Not much has been done in investigating the use of Flipgrid as an electronic portfolio assessment. Thus, the implementation of Flipgrid as an electronic portfolio in speaking assessment and the student's perception of the use of the pair is the focus of this research.

Research Method or Approach of Discussion

The research design was a qualitative research study approach as it encompasses investigating an in-depth understanding of one phenomenon (Creswell & Creswell, 2018). A total of 45 ninth-grade students of a madrasah in Cimahi were the participants of the study. The ninth-grade students were chosen as they were already familiar with the Flipgrid platform and has used this platform more often during the online learning than the seventh and eighth grade students.

The study was conducted for three months started from February to April 2021. Applying Basak's (2019) speaking scoring rubrics the students' pre-test and post-test scores were collected and the teacher's observations were made upon completion of one speaking assessment. Then, a questionnaire was administered at the end of the investigation to find out the students' attitudes on the use of the platform. As the aim of the study was to investigate the implementation of Flipgrid as an electronic portfolio in speaking assessment and the student's perception

of the use of the pair, the data collections were utilized to answer the following research questions:

1. *How does Flipgrid affect students' achievement in speaking assessment??*
2. *To what extent does the use of Flipgrid as an electronic portfolio help teachers in speaking assessment?*
3. *What is the student's perception toward the use of Flipgrid in speaking assessment?*

The data gathered were then analysed The students' scores were proceeded using statistics computation namely SPSS 28.0 version. The pre and post-test scores were analyzed by generating the N-Gain scores of each student score to report the improvement of the speaking skills. The teacher's observations were compiled to examine the effectiveness of the tools in each assessment. The last, the questionnaire results were also proceeded using the SPSS computation to the frequency distribution and its validity of each item.

Findings and Discussions

The Students Achievements on Speaking Assessment

There are three speaking assessments during the study. Before each assessment, the students were given an explanation and practice on how to do the test. The following table 1 is the description of each Flipgrid assessment topic.

Table 1. Flipgrid Video Assessment Topic

No	Date	Task
1.	24 February	Miming movie dialogue related to present perfect tense
2.	31 March	Telling about a favourite song
3.	21 April	Cooking Project – describing how to make a dish

At the end of the study, the students' scores of each assessment were collected and analysed. The descriptive data distribution was presented in the following table 2.

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	45	75	98	83.91	4.880
Post-test	45	84	100	94.84	4.253
Valid N (listwise)	45				

Table 2. Descriptive and Distribution Score

Table 2 above showed that the students' speaking scores were increased as the data displayed the improvement from the pre-test scores to the post-test scores. To strengthen the positive trend toward the implementation of this platform, the N-Gain analysis was done, and the summary of the computation was portrayed in the following table 3.

Table 3. N-Gain Score Distribution

No	Category	Number of Students
1	High (g>0.70)	26
2	Medium (0.70<g>0.30)	17
3	Low (g<0.30)	2

Along with the improvement of the speaking score, the application of Flipgrid as an electronic portfolio has a positive impact on the students. This finding aligned with what Hamp-Lyons and Condon (2000) said in their study. It is said that portfolio assessment focuses on the ongoing process of learning and improves learning based on the information gained from the assessment. Other studies also go along with this finding that claimed a portfolio can serve as an effective tool to empower students in their learning process, and the quality of the learning instruction is improved as well (Kwak & Yin, 2018; Lam, 2016; Lam & Lee, 2009).

The Washback on the Use of Flipgrid as Electronic Portfolio

Before using Flipgrid as a platform to assist in teaching speaking, speaking activities were rare to be conducted as the teachers felt that it didn't find easy to provide students with the opportunities to both practice and access the skills. With the help of this tool, it is possible to have both teaching and assessing speaking during an online class setting. At first, the students needed to be introduced to the important features

of Flipgrid to help them submit the task. What was highlighted in the first task was the small number of students who submitted the task. The main reason was the video post setting that was set in active mode. This meant that all posted videos appeared in their account and made them feel reluctant to do so as they were afraid of becoming humiliated by their peers. In this case, the students had issues with their comfortableness and their confidence. These issues also found in previous studies saying that some students were uncomfortable being on screen as they avoided being judged by other peers in the 'home' features of their Flipgrid page (Lowenthal & Moore, 2020; Syahrizal & Pamungkas, 2021).

What was occurred in the first task would be the rationale for the following speaking tasks. The second and the third tasks were set moderate as this setting made the uploaded video kept hidden and avoided other students access them. The results were satisfying as most of the students were willing to submit the tasks on time not to mention their speaking improvement, too. Thus, the psychological factors that usually occurred in speaking activities might be decreased by using the appropriate platform to assist the instructions. This finding has aligned with what Innes (2020), Kwak and Yin (2018), and Tuyet and Khang (2020) found in their studies stated that the appropriate online speaking tools might result in their speaking improvement. Furthermore, the speaking assessment in this study concentrated on merely fluency aspect. It was aimed to assess the content of their speaking matched with the tasks given.

The Students' Attitude on the Use of Flipgrid

Upon completion of the learning process, the questionnaire was distributed to students to get their perception of the use of Flipgrid as a portfolio to assess their speaking skills. The questionnaire results revealed that the students share the same point with the previous studies (Forsythe & Raine, 2019; Lowenthal & Moore, 2020; Syahrizal & Pamungkas, 2021; Tuyet & Khang, 2020). It is said that there was an improvement regarding their speaking skills during the period of speaking assessment. Moreover, the questionnaire is divided into three aspects namely accessibility, psychological fulfilment, and speaking improvement. The three major findings would be elaborated on through the following explanation.
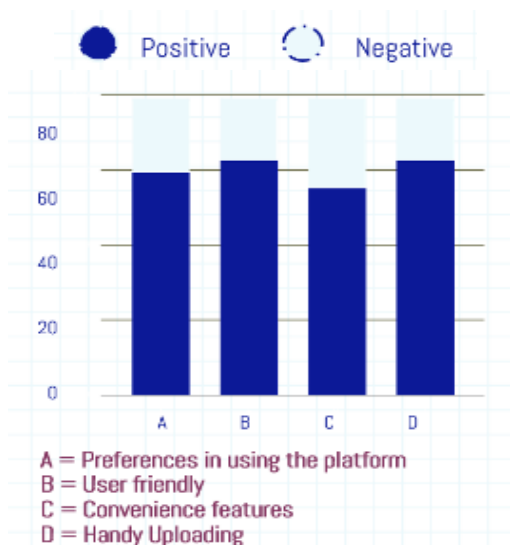
A = Preferences in using the platform
B = User friendly
C = Convenience features
D = Handy Uploading

Figure 1. Accessibility

Regarding the findings on the accessibility aspect, it is found that most students had a positive attitude on the use of the Flipgrid platform as a speaking portfolio. Figure 1 above represented four accessibility aspects that covered preferences in using the platform, its user-friendliness, convenience features, and handy uploading. Each aspect supported the idea that almost all students felt that Flipgrid was an accessible platform during the class.

The aforementioned findings supported previous research under the same topic stating that Flipgrid enabled students to customize the students' video responses as it has rich features, not to mention its user-friendly aspect (Forsythe & Raine, 2019; Kiles et al., 2020). Also, Syahrizal and Pamungkas (2021) in their study claimed that Flipgrid is a compatible platform that can engage with other applications such as social media or Google Classroom, Microsoft Teams, and others.
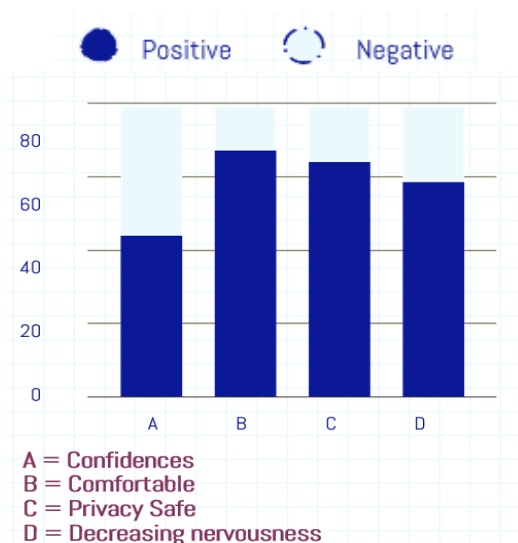
Figure 2. Psychological Fulfilment

In terms of students' psychological fulfilment, the findings showed that using Flipgrid could overcome students' speaking shortcomings that might appear when it came to either speaking activities or assessment. The above diagram revealed that they felt comfortable, confident, and less nervous when they used Flipgrid. Also, they didn't need to worry as their video would not be seen by their peers once they submitted the tasks. This finding supported the research result conducted by several researchers claiming that Flipgrid decreased learner's speaking anxiety, covered different types of students, and had a positive attitude on the students as the crucial point (Budiarta & Santosa, 2020; Difilippantonio-Pen, 2020; Innes, 2020; Kiles et al., 2020; Lim et al., 2021; Lowenthal & Moore, 2020; Miskam, 2019; Nuridah et al., 2021; Petersen et al., 2020; Safari & Koosha, 2016; Syahrizal & Pamungkas, 2021; Tuyet & Khang, 2020).
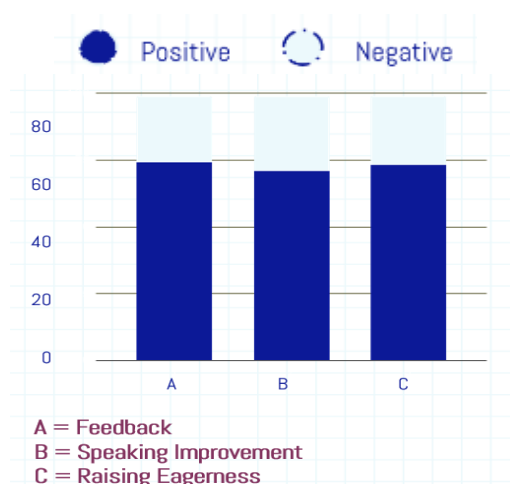
Figure 3. Speaking Improvement

What could be inferred from the table above was that the students felt their speaking improved as they used the platform during the instructions. The table also portrayed three aspects that might help students in having satisfying results. Regarding these findings, some previous studies also had similar results. At some points, Flipgrid is an effective learning tool that can enhance students' speaking skills, provide learners with more speaking practice, and help increase students' communication with their teachers (Tuyet & Khang, 2020).

Aligned with the findings under students' attitude on the use of Flipgrid, it supported the idea generated from some previous studies saying that Flipgrid improves students' speaking skills, decreases speaking anxiety, and increases students' motivation (Nuridah et al., 2021; Syahrizal & Pamungkas, 2021; Tuyet & Khang, 2020). All in all, it was shown that students have a positive attitude toward the use of Flipgrid as a speaking portfolio.

Conclusion

Apart from the limitation the teachers face during the pandemic outbreak, the teaching of speaking skills has been solved by the presence of the technologies that could assist teachers to conduct effective and meaningful teaching and assessment. The speaking anxiety and the students' negative experiences that could hinder them in having speaking assessments have been overcome by the implementation of Flipgrid as an electronic portfolio. The user-friendly features and the accessible

platform made it easier for the students to join the assessment and still manage convenience and security at the same time. Thus, the use of Flipgrid as an electronic portfolio in speaking assessment is recommended as they serve both improvement and conveniences to students, particularly in the instruction during the pandemic outbreak.

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