

FROM ACADEMIC WRITING PORTFOLIO TO PUBLICITY PROJECT: PREPARING THE STUDENTS TO WRITING FOR PUBLICATION

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Abstract: This paper overviews the use of portfolios as potential “source” in publishing journal applied in Academic Writing course. The first part presents the idea behind the use the students’ Academic Writing’s portfolio in preparing the students’ publication. The students work with their portfolio project, meanwhile the teacher takes part as the editor who assess and evaluate the students’ best portfolio. The second part, the project is initiated by stating the objective of the project where the students are to produce one good article at the end of the Academic Writing course as the final product. Both teacher and the students are engaged that the main purpose of the course is to produce an academic article, therefore during the teaching and learning process, the students are given an intense and comprehensive discussion about academic writing as the core subject as well as the practicing and revising the students’ work as the feedback. The students practice on quoting, paraphrasing, referencing, and summarizing in their writing. Finally, the teacher revises the students’ work in every meeting until the final draft. An important aspect to do is also dealing with ISBN (International standard book number) procedures as one of requirement in publishing a book. Unfortunately, the recent online procedure of ISBN was very helpful which enables the teacher to publish the edited students’ portfolio in to a book.

Keywords: Academic Writing Portfolio, Publication

Regarding the legal act issued by the directorate of higher education (DIKTI) released on January, 27, 2012 about the publishing academic article as the requirement for the students before they graduate from their study, both the students and the the teacher working hard to adjust this issue. The question raised, “Would it be possible for the students to publish his/her writing?”. Indeed, it would not be easy to answer such question. Engaging the students to write is such a chalenging effort to do. It requires both intense and sustained work since writing is a complex process which require the studens’ intensive reading and critical thinking. As stated by Hyland (2003) the ability to write effectively is something that requires extensive and specified instruction. Therefore, working with the students portfolio would be considered as fruitful idea to at least preparing the students earlier and preventing them from what so called as ‘premature’ writing.

In the context of EFL setting, assigning the students to write academic article within the short time would be painstaking. I believe this is not only experienced by the undergraduate students, but also by both the graduate students or even the post graduate students respectively. Though, some teachers, not to mention all, experience such “problems” concerning with publishing the research article or academic article. For those reasons, I propose an idea working with the students’ portfolio on Academic Writing course which might help the students to prepare their writing to be published. In addition, this effort is also considered as the teacher’s contribution in facilitating the students for writing publication in term of editing, polishing before it is well established to publish.

Portfolio assessment is one of type of assessment that has gained some theoretical supports. It is systematic collection of a student work that is analyzed to show progress overtime which with regard to instructional objectives (Valencia, 1991 as quoted by O’Malley & Pierce, 1996)

There are several types of portfolio. First, showcase portfolios which are typically used to present a student’s best work to parents and school administrators. The process itself in this type, of portfolio is missing. Next, collections of portfolios which is literally mean all the student’s work that present how students deal with day to day class assignments or *working folders* which may include rough draft, sketches, work-in-progress, and final products. This type is able to cover both specifically presented as reflections of specific learning goals that contain systematic collections of students’ work, students’ self assessment, and teacher assessment. The contents are often selected to show the progress over time (O’Malley & Pierce, 1996:37). The current in investigation is best relevant to the last type of portfolio.

Further, Yancey (1992), in Park (2010) asserts that all portfolios share three essential characteristics. First, they are longitudinal in nature. Secondly, they portfolios are diverse in content that is, as system, portfolio is open rather than closed and its contents are intended to be diverse and inclusive. Third, portfolios are always collaborative in ownership. In other words, portfolios are created collaboratively by the student as author, working with the teacher and other students as partners who respond to and advise the writer, helping to evaluate and rework, and select pieces to be submitted for the institutional assessment that fully determines the grade. Examples of portfolios entries include writing samples, reading logs, drawings, audio or videotapes, and/or teacher and the student comments on progress made by the students. One of the defining features of portfolio assessment is the involvement of students in selecting samples of their own work to show growth or learning over time.

According to Harmer (2007:340), judging different piece of student works written over a period of time is seen by many people to be fairer than “sudden death” final test which is often considered controversial. He implies that measuring student’s ability at certain time is risky. In case of writing for publication, the same issue also raises that producing student’s piece academic writing also requires time to accomplish. Therefore, in accomplishing the students’ academic writing, the idea of using academic writing which is taken by the students in the fourth semester is considered appropriate.

TAG LINE: YOU CAN-WRITE SPIRIT

Writing an article or other piece for a journal often requires a good deal of effort. Therefore, some encouragements and motivation are necessary given to the students in writing. Writing equals to speaking. I always use this statement to encourage the students to write. It is widely known that in common people's perspective writing is not an easy activity to do. Further, writing article in English would bring such "double barrier" since the students might face problems in term of content and in term of grammar as well. For those reasons, the teacher should be able to overcome such problems.

Giving the students tag line a can-do spirit, a can-write would motivate them and give the students' confident in writing. As Renandya states (2012) writing is hard but it is learnable. as language teachers, we should change this perspective. Everyone can write. I always encourage the students, "You speak, you produce some words, many words even more than words you can never imagine. At the same time, you write, you also produce words". So, what makes writing hard for you to accomplish ?. As proverb says: " saying is always easier than doing". Or easy to talk but difficult to do. But, this does not seem to be easy since unlike speaking, in writing the students have less self confident in producing their writing. Therefore, building the students' confidence and enthusiasm become the major concern of a teacher. The following part discussing about some activities to encourage the students to write.

SOME WAYS OF BUILDING CONFIDENCE AND ENTHUSIASM IN WRITING

Harmer (2003) states that although some students are always excited to have a go at writing in English, other can be less keen. This unwillingness may derive from anxieties they have about their handwriting, their spelling, or their ability to construct sentences and paragraph. And if this insecurities are reinforced because they are unable to complete writing tasks successfully, then the students' attitude to writing is likely to become more and more negative. In short, there must be strong motivation a new perspective in paradigm it is.

Many students already got negative impression about writing. They find it hard to write. is Sometimes, the teacher him/herself who inform the students writing as difficult subject to accomplish. Surely, this situation does not provide supportive atmosphere for the students to engage themselves to write. The teachers are supposed to motivate their students to produce piece of writing. In this case, the first thing to do is motivating the students that everyone is able to write, writing is easy, writing is a piece of cake, yes you can write and a can-do writing. In this case, touching the students' affectively is the main concern.

HOW TO START WRITING : TIPS FOR THE STUDENTS

Just in the process of approach to writing the first phase is to develop ideas for the topic (White & Arndt,1991), when we write for publication, we need to begin with some good ideas to write about. When many people think about journal articles, they think the only path to take is to write an article that reports finding. It is totally not true, since research article might be in the form

of research bases and non-research bases or theoretical bases. However, formal research is only one way of many ways of getting ideas.

In addition, there are some suggested ways of finding good ideas as proposed by Jacobs (1999) as follows:

- Are you using any teaching methods or techniques that some other educators may not be aware of or may have only heard of but not know how to use well? These do not have to be methods or techniques which you invented. Rather the key is whether they offer something new and useful to an important portion of the readers of a particular journal.
- Do you have an opinion about the ideas presented in a previous issue of a journal? Just because an idea appeared in a print, even if it was in an article written by “big name”, does not mean it correct, or maybe the idea is appropriate or well-suited to some learning environments but not to others. Debate is healthy; we can learn from other reasoned disagreement in which we criticize ideas, not people.
- Have you learned about an idea from another field that you think would be useful for second language educators? Our field receives many ideas from outside. For instance, the concept of the process approach to writing came from cognitively psychology and was later applied to language teaching.

Research is no longer the exclusive domain of university professors who enter the language classroom not to teach but only to collect the data. With the increasing use of action research and other tools for reflective teaching (Richards & Lockhart, 1994), classroom practitioners are also doing research. Further, another point of view are discussed by Widodo (2012) writing for scholarly publication means going through the process of writing and communicating ideas with a wider range of audience or readership. When getting started to write, it is important to understand the following steps:

Steps	Details
Find a topic or theme Source appropriate or relevant information	Choosing a topic which interests and challenges Finding this information from books, journals, magazines, theses. For scholarly publication, books and refereed journals are mostly preferred. Since the internet offers “google scholar,” just browse the information using google search engine.
Establish a niche, position, or gap	To start writing, it is recommended to expand, support, or challenge what current literature says. What you are writing offers something perceptible.
Set a context	Setting or situating one’s problem or gap in a particular context is recommended.
Outline a draft	Making an outline is important. You will need to outline what you are going to write. List what you are discussing. Many expert writers always skip this step.
Draft a piece	At this stage, you can read some articles first, and note some points, and write a piece. While reading, you may be jotting down some ideas. You need to balance your own voices (self voice) and expert voices (others’ work).
Ask for feedback	You can ask peers of yours to look at your piece.

Revise and polish	Alternatively, you can ask someone who publishes a lot to give comment on the piece. After receiving the feedback, you can move on to revise your piece. Indeed, revision involves major and minor idea fine-tuning. Ensure that the piece, reads well reads well in terms of language, idea, organization, and coherence.
Proofread and edit	You need to look at some lexical, grammatical, and referencing oversights. You can ask peers of yours to proofread your piece. What follows is that you need to proceed to edit the entire piece.
Document	Ensure that what you quoted (in-text citation) should appear in list of references (end-of-reference citation). You have to consistently follow certain citation style (e.g., APA or MLA)
Publish	It is a way to go for publication. You have to find a home for your piece. Please be wise to choose an appropriate journal.

(Widodo, 2012)

The followings are two sample tasks that help the students build a writing habit:

Task 1:

please find a topic, theme, issue, or problem that you are going to develop into a piece of essay and browse the topic using the Google scholar search engine. This will help you to know whether the topic has been debated or discussed in the last five year. Alternatively, you may find issues. Once you have come up with a particular issue or topic, continue to establish a niche and context as well as outline a draft. Lastly, please share your outline with your fellows. Have further discussion with your peers and request some feedbacks from them whether your draft is well established or not.

Task 2:

Please select an article taken from refereed or reputable journal that inspires you to develop your topic or problem and learn features of the article (e.g., format, style, genre, and context). Please share what you have learned from reading the article with your peers. Discuss or ask second opinion from your teacher and ask for as the suggestion or recommendation as the feedback.

Concerning with the teacher and the students should define their own role in this project. The students are responsible in finding the topic or theme, source appropriate or relevant information, establish the niche, position, or gap and set a context. Next, the students set a context, outline a draft, and ask for feedback. Meanwhile, the teacher takes the role in revising and polishing the students' piece. after that, the teacher also do the proofreading and editing. The final action which I consider very important is by assisting the students in publishing the students' writing.

WORKING WITH STUDENTS' PORTFOLIO

One of the most popular forms of alternative assesment now within a CLT framework is the construction of portfolios. A portfolio is “a purposeful collection of students’ work that demonsrates to students and others their efforts, progress, and achievement in a given areas” (Genessee & Upshur 1996:99). Portfolio includes essays, compositions, poetry, book reports, art work, video or audiotape recording of a students’ oral production, journals and virtually anything else one wishes to specify. In earlier decades of our history, portfolios were thought to be applicable only to younger children who assembled a portfolio of art work and written work for presentation to a teacher and/or a parent. But now, learners of all ages and in all fields of studies are benefiting from the tangible, hands on nature of portfolios development.

Guidelines for using portfolios in classroom are very much like the guidelines offered for journal writing:

- Specify the students what the purpose of the portfolio is (to emphasize accomplishments, to offer tangible material for feedback from thr teacher, etc)
- Give clear directions to students on how to get started (many students will never have compiled a portfolio before or maybe mystified about what to do). Showing a sample portfolio from a previous student might help to stimulate thoughts on what to include.
- Give guidelines on acceptable materials to include.
- Collect portfolios on pre-announced dates and return them promptly
- Be clear yourself on the principal purpose of the portfolio and make sure your feedback speak at that purpose.
- Help students to process your feedback and show them how to respond to your response. This processing might take place in a conference, or simply through written feedback.

WHY PORTFOLIO ?

To some extends, portfolios are best source showing the students’ performance. Working with portfolio means appreciating both the process and product of learning. In academic writing course, portfolio assesment is used to select the the best students’ performance in writing insteap of having a test. Using portfolio, the two approaches in teaching writing the ‘process writing’ and the ‘product writing’ are both implemented .

There are seven arguments which I do not give more doubt about portfolios as stated by Harmer (2007:340) as the following:

- Portfolios give students the opportunity to direct their own learning. It enables them to document their efforts, achievement,development, and growth, in knowledge skills, expressions, and attitudes.
- Portfolios can be used to determine students’ level of achievement . They allow students to present a holistic view of their highest academic achievements, skills, and competencies.
- Portfolios can be used to determine students’ growth over time. They allow students to present their work over a period of time to show they are progressing in achieving their learning goals.

- Portfolios can be used to understand how students think, reason, organize, investigate, and communicate. They can provide insight into students' reasoning and intellectual competencies by documenting students' progression of thought work in achieving their learning goals.
- Portfolios provide an effective way of collecting and demonstrating achievement on a broad range of outcomes that cannot be assessed effectively with paper-pencil methods.
- Portfolios can be used to communicate student efforts, progress toward accomplishing learning goals and accomplishment.

WORKING WITH PUBLICATION

The next thing to do after the students produced their 'best' work on article is publishing their article. There are some alternative things to do. First, the teacher publishes the students' articles in the existing journal in the faculty or in their department. But, this would be difficult to do if there are hundreds of students' articles being published, meanwhile one volume consisting only seven to ten articles for most. Second, by publishing the students' article in the online journal, but there is also a problem with the limit of the number of journals being published within one edition.

One alternative way is by compiling the students' articles into a set of anthology book attached with its ISBN number. This is actually one opportunity for the teacher to provide assistance for the students' writing. The followings are some cycles in providing some guidelines for attaining international standard book number (ISBN) which can easily facilitate both teacher and the students for publication.

CONCLUSION

In English language teaching context writing for publication in journals or other media plays an important role in our important profession. Engaging ourselves in scholarly publication is a part of a teacher's continuous professional development. At the same time, promoting and assisting the students to engage in journal publication should also be our main concern as we both involve in academic writing. Therefore, faculty members are entrusted to design and implement a sound academic writing program whose goal is to assist students to write academically.

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