EXPLORING STUDENTS' VIEWS ON THE USE OF E-PORTFOLIO AS A SPEAKING LEARNING TOOL IN ENGLISH AS A FOREIGN LANGUAGE (EFL) CLASSROOM

Pamastu Narpaduita[1], Bambang Widi Pratolo[2*]

Universitas Ahmad Dahlan, Indonesia
[1] 2207042013@webmail.uad.ac.id, [2] bambang.pratolo@pbi.uad.ac.id.

Abstract

E-portfolios offer diverse benefits for assessment and learning, extensively used in basic to tertiary education, including universities. However, e-portfolios have not been widely implemented in speaking classes. This study aimed to explore students' views towards the use of e-portfolios as a learning tool in English as a Foreign Language (EFL) classrooms, particularly in speaking classes at university levels. This study used descriptive qualitative research. The research was conducted in an English education program at a private university in Yogyakarta that has integrated e-portfolio as a speaking learning tool. Data collection involved semi-structured interviews. The analysis followed a coding process by Weston. The results indicated overwhelmingly positive student responses to e-portfolios in EFL speaking classes, citing them as interesting tools, aiding speaking learning progress monitoring, improving their creativity, enhancing self-management abilities, fostering their motivation through feedback and reflection, serving as a lifelong learning tool, and being effective and efficient. The study suggests implications for online and blended learning, emphasizing the importance of technological proficiency. Integrating e-portfolios aligns with the digital era and offers lifelong learning benefits. It also encourages ELT teachers, students, and researchers to further explore e-portfolios as a valuable topic for future research.

Keywords: E-portfolio; EFL Classroom; Speaking; Students' Views

INTRODUCTION

In the present era, advancements in technology facilitate educators in enhancing teaching effectiveness through diverse learning media options (Laksana et al., 2021). Technology serves as a contemporary support tool in the latest learning media, eliminating the need to invest extensive time in formal conditions for certain activities (Richey & Klein, 2005; Fishman et al., 2016). However, in this digital era, students tend to use ordinary media that cannot be made by themselves, which are often used today such as Google Classroom, E-learning, and Kahoot (Lin, 2022; Chen, 2017).

Therefore, Google Sites has a digital system that makes it more interactive to collect assignments, materials, reflections, or even discussions, commonly called an electronic portfolio. According to Lorenzo and Ittleson (2005), electronic portfolios are the biggest innovation in educational technology that represents a system across disciplines, institutions, and applications. So far E-portfolios have been used to facilitate, document, and archive student learning. E-portfolios are a learning medium for students to clarify their learning goals (Farrell, 2020). In the creation of an e-portfolio in the form of a website, the services for automatic website creation that can be used are Google Sites, Weebly, and Wix (Callahan et al., 2021).

The implication of e-portfolios in the field of education contributes to the variety of learning processes and aspects of task evaluation during learning. E-portfolios are now widely implemented in basic education to higher education such as universities because e-portfolios have various advantages for assessment and learning (Yastibas & Cepik, 2015). As cited by

Syzdykova et al., (2021) in Lewis (2017), electronic portfolios are increasingly being used by universities in various parts of the world as one of the alternative assessments in language learning (Lewis, 2017). E-portfolio is characterized as a constructive learning tool because learning activities involve a mental structure of learning based on personal interpretation of the material being studied (Yastibas & Yastibas, 2015). Students can understand what they have learned through experience and feedback, create knowledge for themselves, and reflect on it in the form of information. In this case, students become "information formers" from their learning. They establish and provide evidence that learning has occurred through continuous assessment, reflection, and reinforcement of knowledge, and action (Chang, 2008). This process assumes that learning from making e-portfolios increases student reflection and identifies further learning needs. Hence, portfolios encourage a learner-centered approach that focuses on reflection and outcomes (Tiwari & Tang, 2003). E-portfolios are believed to enhance students' interpersonal skills, cultivate critical thinking in problem-solving, and support self-directed and lifelong learning. Numerous experts concur that these portfolios aid students in crafting effective learning experiences for themselves, aligning with future career goals post-graduation (Klenowski et al., 2006; Gülbahar & Tinmaz, 2006; Bolliger & Shepherd, 2010; Huang et al., 2011; Cepik & Yastibas, 2013; Nurhayati & Sumbawati, 2014; Wetcho & Na-Songkhla, 2019).

E-portfolios aim to monitor the progress or development of each student's ability within a teaching period (Muin et al., 2021; Ashikin et al., 2015). Furthermore, e-portfolios offer a platform for students to contemplate and acquire fresh knowledge and expertise. Additionally, they enable students to methodically and professionally gather information in the learning process, documenting the entire process. Electronic portfolios facilitate diverse learning experiences by incorporating various electronic elements like PowerPoint presentations, audio, graphics, images, photos, and videos, often using hypertext links for organization and connecting evidence to relevant outcomes, goals, or standards (Barret, 2005). This implies that students can capture their activities in text, video, audio, etc., storing them in an electronic portfolio for assessment by teachers. E-portfolios also serve as a lifelong learning tool, enabling students to monitor their learning, develop experiences, and enhance self-awareness (Bhattacharya & Hartnett, 2007).

Several research studies affirm that the integration of e-portfolio tools and technology in education aims to shift the focus toward student-centered learning, fostering more personalized educational approaches (Cepik and Yastibas, 2013). The term "e-portfolio" is defined as "a digitized collection of artifacts, including demonstrations, resources, and accomplishments that represent an individual, group, or institution" (Lorenzo and Ittelson, 2005). In addition, Gunada (2017) suggests that using e-portfolios to enhance speaking skills is an engaging, challenging, and motivating approach that can significantly impact student learning. This involves employing video recording and uploading to social media platforms as the e-portfolio. Overall, e-portfolios are widely recognized for promoting metacognition and reflection in the learning process (Bolliger & Shepherd, 2010; Nguyen & Ikeda, 2015; Sharifi et al., 2016).

In addition, several previous studies have examined the benefits of implementing e-portfolios in the teaching and learning process. The initial study by Yastibas and Cepik (2015), revealed that both teachers and students hold favorable views regarding the integration of e-portfolios in speaking classes, notwithstanding some challenges. Barrot's (2016) research demonstrated that e-portfolios enable students to reflect on their learning, monitor progress, and serve as a motivational tool. Hung (2012) found that e-portfolios create a positive wash-back effect, allowing learners to engage in peer feedback, support professional development, and enhance critical thinking skills. Earlier research, such as that by Laksana et al. (2021), explores the application of e-portfolio-based learning in speaking classes, highlighting its effectiveness in

online learning design to boost self-efficacy in speaking skills. The study's results indicated a significant positive impact on students' speaking self-efficacy.

Although the benefits of using e-portfolios have been researched in many cases and positive responses have been documented. There are only a few studies that discuss the use of e-portfolios in speaking classes (Yastibas & Cepik, 2015; Laksana et al. 2021; Aliyudin, 2021). Therefore, to fill the gap, this study was conducted to explore students' views on the use of e-portfolios as a speaking learning tool in English as a foreign language (EFL) classroom. In line with the above statement, this study was conducted because the application of e-portfolios in speaking learning is still rarely done compared to the application of e-portfolios as an assessment tool to improve students' writing skills (Cepik & Yastibas, 2013). In addition, this research is expected to help teachers gain more insight into the integration of technology into speaking courses using e-portfolios as seen from students' perceptions.

METHOD

This research was conducted using descriptive qualitative research. According to Merriam and Tisdell (2015), descriptive qualitative research is to describe or obtain information about the current state of a particular object. In addition, Renjith et al., (2021), state that qualitative research is the collection, analysis, and interpretation of comprehensive visual and narrative information (i.e., non-numeric) data to gain a deep understanding of a person's ideas, experiences, and perceptions of a phenomenon. Therefore, this research method was chosen to find out more about students' views on using e-portfolio as a speaking learning tool in English as a foreign language (EFL) classroom. This research was conducted in a speaking class in the English education study program at a private university in Yogyakarta. This class was chosen because it has implemented e-portfolio-based learning. The subjects of this study were six students in the speaking class who had the following criteria. First, students must be familiar with e-portfolios. Second, the students must have taken or were taking a speaking course that applied e-portfolio as a learning tool at the time of this research. This research utilized semi-structured interviews to delve into students' perspectives thoroughly. Following Cohen, Manion, and Morrison's (2013) approach, these interviews are loosely guided, with some questions predetermined and others emerging from the discussion. The wording of questions is flexible, aiming to grasp individuals' impressions or experiences. A recording device was utilized during interviews to capture participants' information for precise data. Ethical precautions included informing participants beforehand about secure data storage and the commitment to privacy by not using their names or identities in this study. The use of the Indonesian language during the interviews aimed to create a comfortable and relaxed environment for the participants. The information underwent processing by transcribing the audio into written data. Subsequently, the researcher followed the data coding methodology recommended by Weston et al. (2001). Initially, this involved reading the extensive raw transcription. Next, the transcript was segmented into smaller sections to pinpoint pertinent information related to the topic. The researcher then identified key points, serving as the initial labels. Further steps included recognizing similar codes and consolidating them into fewer codes. Ultimately, these codes were condensed to form broader categories referred to as themes.

RESULTS AND DISCUSSION

Results

This section describes the results after conducting semi-structured interviews with e-portfolio users regarding the research question: How do students view the use of e-portfolios as a

speaking learning tool in English as a foreign language (EFL) classroom? The interview results show that the student's views on the use of e-portfolios as a speaking learning tool are as follows: they consider e-portfolios as an interesting tool, e-portfolios help them monitor their speaking learning progress, enhance their creativity, improve their self-management ability, increase their learning motivation through feedback and reflection, e-portfolio is a long-life learning tool, e-portfolios are effective and efficient. The researcher presents the results for each category in the following subsections.

E-portfolio is an interesting tool

The data showed that five out of six participants highlighted that the use of e-portfolios as a speaking learning tool was very interesting. For them, while using and developing the e-portfolio, they felt interested because it was their first experience in developing an e-portfolio in a speaking class. In addition, many features are provided and have benefits for them. As stated by participant 1.

"I think that since I know about the concept of e-portfolio I feel that e-portfolio is interesting. Besides, e-portfolios are new to me, unique, and quite effective because I like to decorate things. With this e-portfolio, I am given the freedom to develop the e-portfolio as I wish, and so far, I enjoy it and it is exciting. Both from the use of the e-portfolio itself and in terms of its aesthetics" (Participant 1)

Participant 1 expresses enthusiasm for e-portfolios, finding them interesting and unique. Participant 1 emphasizes the novelty and effectiveness of e-portfolios, attributing enjoyment to the freedom of personalizing and decorating them. The positive experience is not only derived from functionality but also from the aesthetics of the e-portfolio. This suggests that the participant values both the practical and visual aspects of e-portfolios, contributing to an overall positive perception of the tool. Participant 3 also stated that

"I think e-portfolio is an interesting tool because I can learn new things and deepen my understanding of technology. besides that, Google Sites as an e-portfolio platform also has many complete templates that can be used easily for free" (Participant 3)

Participant 3 views e-portfolios as an interesting learning tool, emphasizing the opportunity to learn new things and deepen their understanding of technology. The mention of Google Sites as the e-portfolio platform underscores the choice of a specific tool. The participant appreciates the platform's usability and accessibility, particularly noting the availability of many complete templates. This highlights the importance of user-friendly features and resources that can enhance the ease of creating e-portfolios. The participant's mention of the templates being easily usable for free emphasizes the cost-effectiveness and accessibility of the e-portfolio platform. This consideration may be particularly relevant for students who appreciate tools that are both effective and budget-friendly. In addition, participant 4 added that an e-portfolio is an interesting learning tool because it can build an interactive classroom atmosphere. As stated by participant 4

"I feel helped by the e-portfolio. E-portfolio makes the class interactive and collaborative because through e-portfolio we can give each other feedback" (Participant 4)

Participant 4 perceives e-portfolios as helpful, noting their role in fostering interactivity and collaboration within the class. The participant specifically highlights the ability of e-portfolios to facilitate feedback exchange among peers, showcasing the collaborative aspect of their use. Meanwhile, participant 5 said

"e-portfolio is good and has wide functions, I can develop my knowledge through e-portfolio" (Participant 5)

Participant 5 provides a succinct yet positive statement about e-portfolios, expressing that they are good and versatile, allowing for the development of knowledge. The statement reflects a broad acknowledgment of the utility and effectiveness of e-portfolios in supporting learning and knowledge development. a similar statement was also made by Participant 6

"e-portfolio is an interesting learning tool because I can gain experience in creating and using e-portfolios" (Participant 6)

Participant 6 describes e-portfolios as an interesting learning tool, indicating a positive engagement with the educational aspect of using e-portfolios. This suggests that Participant 6 finds the process of creating and using e-portfolios engaging and valuable. Participant 6 highlights the importance of gaining experience through e-portfolios. This reflects an appreciation for the practical and hands-on aspects of the learning process, emphasizing that the use of e-portfolios goes beyond theoretical knowledge, providing a tangible and applicable experience.

E-portfolios help students monitor speaking learning progress

Almost all participants stated that e-portfolios helped them monitor their speaking learning progress. The following are the statements obtained from the interviews.

"In this speaking class, we were assigned to make a video or audio imitative and verbatim of a video we had watched on YouTube and upload it to our e-portfolio. From this assignment, my speaking skills improved. In addition, the videos that we have uploaded in the e-portfolio can be viewed again so that I can monitor my speaking learning progress" (Participant 1)

Participant 1 highlights the speaking class assignment involving creating a video or audio imitation of a YouTube video for their e-portfolio. The participant notes that this task led to an improvement in their speaking skills. Furthermore, the ability to revisit uploaded videos in the e-portfolio allows for ongoing monitoring and assessment of their speaking learning progress. This indicates that the integration of practical assignments and the reflective aspect of the e-portfolio contribute to a tangible enhancement in the participant's speaking abilities, providing a valuable tool for continuous self-assessment. Participant 2 also said

"The e-portfolio allows me to self-reflect. Since we are asked to make a speaking video every meeting and upload it to the e-portfolio, I can see the progress of my speaking skills and make improvements in the next meeting" (Participant 2)

Participant 2 emphasizes the self-reflective aspect of the e-portfolio, particularly in the context of creating speaking videos for each meeting. The participant acknowledges the opportunity to observe progress and make improvements based on these reflections. This statement underscores the role of regular video assignments in fostering self-awareness and continuous improvement in speaking skills. Meanwhile, participant 3 said

"I think the e-portfolio is useful for me because with the e-portfolio I have documentation, the improvement is also felt for our speaking progress, because when we do peer-assisted we can reflect and improve. After comparing the video recordings of my speaking, I can see what needs to be improved and developed" (Participant 3)

Participant 3 finds the e-portfolio useful for documentation and improvement in speaking progress. The participant highlights the value of peer-assisted reflection, allowing for a comparison of video recordings to identify areas for improvement and development. This

statement emphasizes the collaborative and reflective nature of the e-portfolio, facilitating both personal and peer-assisted growth. Participant 4 added

"In each meeting section of the e-portfolio, there is a reflection section, in which we are asked to make a reflection on what material has been learned at each meeting. From this reflection activity I can find out my learning progress" (Participant 4)

Participant 4 points out the reflection section in each meeting's e-portfolio, where they reflect on the learned material. The participant sees this reflection activity as a means to gauge their learning progress. This highlights the integration of reflective practices within the e-portfolio structure, contributing to a deeper understanding of the materials covered in each meeting. This is similar to Participant 5

"E-portfolio allows me to monitor the progress of my speaking skills through video assignments and material reflections from each meeting" (Participant 5)

Participant 5 emphasizes the e-portfolio's role in monitoring speaking skills progress through video assignments and material reflections from each meeting. This statement reinforces the notion that the e-portfolio serves as a comprehensive tool for tracking both practical assignments and conceptual learning progress, offering a holistic view of the learning journey.

Improving students' creativity

The next finding regarding students' views on using e-portfolios as a speaking learning tool in EFL classes is that e-portfolios can increase students' creativity. The following statements are derived from the interview.

"E-portfolio increases my creativity because almost every day I always add creations to my e-portfolio to make it look more organized and attractive" (Participant 1)

Participant 1 highlights how the e-portfolio enhances their creativity by allowing daily additions to make it more organized and attractive. This suggests that the participant sees the e-portfolio not just as a functional tool but as a canvas for self-expression. The continuous effort to improve its appearance indicates a personal investment in creating a visually appealing and organized representation of their work. Participant 3 also said

"E-portfolio is fun because I can express my creativity or ideas into my e-portfolio freely. I can change the template and design of my e-portfolio freely and can make my e-portfolio look more attractive. Because we also have peer-assisted assignments, where each student is asked to assess each other's e-portfolio indirectly, this makes us compete to perfect our e-portfolio. That way, my creativity in developing learning tools can increase periodically" (Participant 3)

Participant 3 emphasizes the enjoyable aspect of using the e-portfolio, expressing creativity freely. The ability to change templates and designs contributes to making the e-portfolio more attractive. The mention of peer-assisted assignments creates a competitive environment, motivating participants to perfect their e-portfolios. This competitive dynamic serves as an additional factor in enhancing creativity, emphasizing its periodic growth. Meanwhile, participant 5 said

"I think an e-portfolio is an area to express my creativity. With the e-portfolio, I can pour my ideas into an interesting learning tool so that it increases my creativity. I feel satisfied if the e-portfolio I create is very eye-catching" (Participant 5)

Participant 5 sees the e-portfolio as a canvas for pouring ideas into engaging learning tools, gaining satisfaction from creating visually appealing content. Moreover, for the self-creation of the e-portfolio, students have the option to select from pre-designed templates that best suit

their needs, if desired. These templates can be personalized according to individual requirements, and modifications to the layout can be easily executed using a visual editor, catering to users without specialized knowledge of web programming languages.

Improving students' self-management abilities

Two participants stated that e-portfolios can improve self-management abilities. As said by the following participants.

"It helps students be more organized because if you write manually on notebook paper it will look less neat and less organized, while with this e-portfolio it is easier to access and more organized. Each meeting in the e-portfolio has its section. In addition, we can also include links, videos, images and others that can be accessed easily. so that from these activities I can improve my self-management abilities" (Participant1)

Participant 1 emphasizes the organizational benefits of e-portfolios, contrasting them with traditional manual methods. The participant notes that e-portfolios offer easier access, enhanced organization with distinct sections for each meeting, and the capability to include various multimedia elements. This not only streamlines information but also contributes to improved self-management abilities. The analysis indicates that the participant values the digital format's capacity to maintain order, accessibility, and multimedia integration, ultimately fostering better self-management skills. Participant 5 added

"E-portfolios improve my self-management because, after each class, each student is responsible for organizing their learning materials in an e-portfolio so that the materials we write down can be revisited at a later time" (Participant 5)

Participant 5 highlights that e-portfolios contribute to improved self-management by assigning students the responsibility of organizing their learning materials after each class. This structured approach ensures that written materials can be revisited later. The analysis suggests that the participant sees e-portfolios as a tool promoting accountability and systematic organization, enabling effective review and retrieval of learning materials for future reference.

Increase students' learning motivation through feedback and reflection

The data show that three participants agree that an e-portfolio could increase their learning motivation through feedback and reflection. As stated in the following statement.

"E-portfolio allows for peer feedback which requires us to assess the results of our classmates' e-portfolios as a group. This activity makes me motivated to learn. By looking at and comparing my classmates' e-portfolios, I can find out what I need to develop and improve" (Participant 1)

"E-portfolios allow for peer assessment. So, I can compare my e-portfolio with my friend's e-portfolio. Apart from that, e-portfolios allow for discussions, we provide feedback to each other regarding the results of our e-portfolios. So, I am motivated to improve and develop my e-portfolio to make it better" (Participant 3)

"E-portfolios make the class atmosphere more interactive and collaborative because e-portfolios allow for peer assessment and discussion. So, it makes me motivated to continue learning and developing my e-portfolio" (Participant 4)

Participants 1, 3, and 4 collectively highlight the positive impact of e-portfolios on motivation and learning through peer feedback and assessment. They express that the opportunity to assess classmates' e-portfolios, compare their work, and engage in discussions fosters motivation to improve and develop their e-portfolios. The consensus indicates that the interactive and collaborative aspects of e-portfolios, including peer assessment and discussions, contribute to

a positive class atmosphere, ultimately enhancing motivation for continuous learning and portfolio refinement.

Long-life learning tool

The further result of the research related to students' views on using e-portfolio as a speaking learning tool in EFL classroom is that they state that e-portfolios function as learning tools that support documentation of continuing education and skills development throughout a person's lifelong learning journey. The following statements are derived from the interview.

"I think e-portfolios can provide long-term learning benefits and are very useful for documentation after graduation. Because e-portfolios can be useful in the world of work" (Participant 3)

"E-portfolios have a broader function. Our materials and knowledge can be used in the long term. e-portfolio makes me have a useful digital footprint for future use" (Participant 5)

"E-portfolios are useful for archiving materials obtained during the learning process in class to be able to look back on them in the future" (Participant 6)

From the data above, it can be seen that participants 3, 5, and 6 collectively suggest that e-portfolios offer long-term learning benefits, serve as valuable documentation after graduation, have a broader function beyond coursework, create a useful digital footprint for future applications, and are effective for archiving materials acquired during the learning process, facilitating retrospective review. Overall, the consensus highlights the multifaceted utility of e-portfolios in education and professional development.

E-portfolio effective and efficient

Numerous participant**s** expressed the efficacy and efficiency of e-portfolios, as evidenced by the subsequent interview statement.

"The use of e-portfolios is very effective and efficient because it does not require physical records and can be accessed anytime and anywhere because this Google sites-based e-portfolio can be accessed via cell phone. In addition, e-portfolios make it easier for students to attend classes because they can store material without having to spend a lot of storage space" (Participant 1)

Participant 1 underscores the effectiveness and efficiency of e-portfolios, particularly when using Google Sites, citing advantages such as the elimination of physical records and the accessibility of the e-portfolio through cell phones anytime and anywhere. Additionally, the participant notes the space-saving aspect, highlighting how e-portfolios streamline material storage without consuming significant physical storage space. The analysis suggests that the participant values the digital nature of e-portfolios for their convenience, accessibility, and space-saving attributes, making it a practical and efficient tool for academic purposes. Meanwhile, Participant 2 said

"We can store learning material in the form of writing, video, audio, or images practically in an e-portfolio without having to take up a lot of space and storage. So, it is more effective and efficient" (Participant 2)

Participant 2 emphasizes the practicality of e-portfolios for storing diverse learning materials, including writing, video, audio, or images. The participant notes that this can be achieved without occupying excessive space and storage. The analysis suggests that Participant 2 values the versatility and efficiency of e-portfolios, recognizing their effectiveness in consolidating

various types of content in a compact digital format, thereby minimizing storage requirements and enhancing overall efficiency in managing learning materials.

Discussion

This section presents a discussion of the research findings on students' views on using e-portfolio as a speaking learning tool in EFL classrooms.

E-portfolio is an interesting tool

From the analysis of the interview results, it was found that the use of e-portfolio as a speaking learning tool received a positive response from the students because they found it interesting. In addition, students can understand what they have learned or create their knowledge and present it in the form of information in their e-portfolio. As said by Yastibas & Yastibas (2014), through e-portfolio, students can understand what they have learned through experience and feedback, create knowledge for themselves, and reflect it in the form of information. In addition, students gain experience in how to develop and use e-portfolios because this is a new thing for some students. Nonetheless, after receiving initial instruction, certain students may find using an e-portfolio to be a relatively straightforward experience (Muin & Hafidah, 2021). The participants appreciate the functionality of platforms like Google Sites, emphasizing the ease of use and the availability of templates. Many interesting features can be used freely on Google Sites as a platform used to develop e-portfolios. Students can choose their template and design according to their preferences. In addition, by adapting and developing e-portfolios, students' skills in using technology are also honed. As cited by Nilgün TOSUN (2011) in Kazan (2006), the development of e-portfolios allows students to get to know technology more deeply. Overall, the feedback underscores the multifaceted advantages of e-portfolios in facilitating learning, collaboration, and personal development.

E-portfolios help students monitor speaking learning progress

Further findings from the data analysis showed that the participants perceived e-portfolios as an effective tool to improve, monitor, and reflect on their speaking skills. The students provide insights into a specific assignment in their speaking class. They describe an assignment where they were required to create a video or audio imitative and verbatim of a YouTube video, subsequently uploading it to their e-portfolio. This process aligns with the practices observed in the research by Huang and Hung (2010), where students record audio performances as clips stored in a blog or, as seen in the studies of Cepik & Yastibas (2013) and Sun & Yang (2015), students share video clips on YouTube instead of voice files. Concerning the evaluation of speaking skills, e-portfolios empower students to showcase diverse speaking performances. The students attribute the improvement in their speaking skills to this assignment. This suggests that the assignment had a positive impact on their ability to articulate and express themselves orally, showcasing the effectiveness of incorporating practical tasks for skill enhancement. Furthermore, the students highlight the advantage of being able to view the uploaded videos in the e-portfolio to monitor their speaking learning progress. By reviewing the uploaded videos, students have the opportunity to assess their progress in speaking skills through reflection and peer assistance, enabling them to identify areas for improvement and make enhancements. So, it can be concluded that e-portfolio can help students monitor their speaking learning progress. This is in line with several researchers who revealed that e-portfolios aim to monitor the progress or development of each student's ability within a teaching period (Muin et al., 2021; Ashikin et al., 2015).

Improving students' creativity

From the results of data analysis, it was found that some students consider e-portfolios not only as a functional learning tool but also as a platform to express creativity. They express that the process of adding creations, freely expressing ideas, changing templates, and engaging in peer-assisted assignments contributes to the enhancement of their creativity. This aligns with Barker's (2006) explanation that an e-portfolio, abbreviated for both process and product, aids the creator in identifying and reproducing the results of the learning experience. The participants find satisfaction in creating eye-catching and organized e-portfolios, emphasizing the platform as an avenue for self-expression and a tool for developing visually appealing learning materials. As stated by Nilgün TOSUN (2011), e-portfolios offer unique features such as the presence of links, whenever desired, they can move from one step to another or a retrospective study in the process. Learning in this way becomes more creative and offers many other changes.

Moreover, for the self-creation of the e-portfolio, students have the option to select from pre-designed templates that best suit their needs, if desired. These templates can be personalized according to individual requirements, and modifications to the layout can be easily executed using a visual editor, catering to users without specialized knowledge of web programming languages. All templates come with adaptations for mobile devices. Unlike social networks with a uniform page format, such an e-portfolio offers greater opportunities for visually tailoring individualization. Default templates include pre-set headings covering contact information, education, experience, etc. Furthermore, students can supplement necessary headings using the visual editor, customize the appearance of the menu, and feedback form, and incorporate video, audio, images, and maps. Students are free to choose the template they want and customize it according to their creativity. They can change the layout, add videos, add images, and add information related to what they learned in class as they wish. This can stimulate their creativity (Mohamad et al., 2016). Overall, an e-portfolio emerges as a platform that not only stimulates but also satisfies participants' creative urges.

Improving students' self-management abilities
The students highlight the digital format's advantages, such as accessibility, organization through sections, and the inclusion of various media, all contributing to improved self-management abilities. E-portfolios allow students to organize their learning materials so that their e-portfolios look neater and more attractive. They can organize and control their e-portfolio content according to their wishes and learning context. E-portfolios empower students to take charge of their learning, offering them the ability to arrange and manage the content within their e-portfolios. This functionality aids in the customization of e-portfolios (Yastibas & Yastibas, 2015; Miller & Morgaine, 2009; Mei, 2022). Related to the ability to organize learning materials, e-portfolios make students more responsible for their learning. In addition, the participants underscore the responsibility of students to organize learning materials in e-portfolios after each class, facilitating easy revisitation. Each student is responsible for their learning to evaluate and reflect on their understanding of previously learned learning materials. This is in line with the views of Akçıl and Arap (2009), who state that e-portfolios have the potential to enhance the learning process and provide authentic assessment for students. This is achieved by requiring students to take responsibility for their learning, organizing materials with specific objectives, assessing their work independently, and reflecting on their understanding of the learning process, experiences, and skills.

Increase students' learning motivation through feedback and reflection
From the result of the data analysis, it can be inferred that e-portfolios can increase students' learning motivation through feedback and reflection. This is in line with Hung (2012), that e-

portfolios can provide individualized feedback, self-evaluation, and self-reflection to students about their learning, experiences, and achievements, support learners' professional development, and develop learners' critical thinking, and can provide feedback on the effectiveness of their work. Through e-portfolio, students can interact actively with other friends including providing comments or feedback on the results of their friends' performances. In addition to enhancing their professional skills, their engagement in activities such as replaying online videos, note-taking, imitation, and commenting on peers' discussions all demonstrate their commitment and motivation towards their learning progress (Kusuma et al., 2021). As stated by Gülbahar & Tinmaz (2006), through e-portfolios, students can actively interact with their peers. In addition, e-portfolios encourage feedback and reflection, as e-portfolio activities consist of peer and self-assessments (Yastibas, 2015). Moreover, Lin's research (2008) indicated that reflection assists students in reviewing and reassessing their learning experiences, prompting adjustments in their perspective toward learning. Lin suggests that e-portfolios contribute to students developing a sense of purpose and concentration. During the reflection process, students compare their artifacts with established standards, anticipating whether their work aligns with these standards and understanding the reasons behind meeting or not meeting them. This reflective practice not only serves as a formative assessment of student learning but also acts as a summative evaluation of student progress and achievement, as highlighted by Rhodes (2011). Consequently, students can assume responsibility for their learning and find motivation to engage in the learning process (Akçıl & Arap, 2009).

Long-life learning tool
From the analysis of the data, it can be seen that some students collectively realize the long-term benefits of e-portfolios in the learning process. The students highlighted the usefulness of e-portfolios after graduation, emphasizing their relevance in the professional and real world. This statement aligns with the perspective of Carl and Strydom (2017), who assert that e-portfolios enable students to establish links between classroom learning and its practical application in real-life scenarios. Some students expanded on this perspective, stating that e-portfolios serve a broader function by creating a valuable digital footprint for future use. In addition, the students also viewed e-portfolios as an effective tool for archiving material acquired during the learning journey, facilitating future reflection and reference. Overall, these insights underscore the enduring value and flexibility of e-portfolios in supporting lifelong learning and professional development. E-portfolios are also a lifelong learning practice where students can track their learning, develop their learning experiences, and improve their self-understanding (Bhattacharya & Hartnett, 2007). As cited by Nilgün TOSUN (2011) in Kazan (2006), an e-portfolio enhances the concept of lifelong learning as it allows students to review and update any information and skills they have accumulated over their lifetime.

E-portfolio effective and efficient
Some participants highlight the effectiveness and efficiency of e-portfolios, emphasizing the elimination of physical records, digital accessibility through platforms like Google Sites, and the space-saving advantage of storing various learning materials. Therefore, e-portfolios provide a practical and versatile solution, making educational resources easily accessible, reducing the need for extensive physical storage, and fostering a streamlined learning experience. In line with Kwak and Yin (2018), e-portfolios also empower students to efficiently manage their work by enabling them to upload assignments to cloud storage at their convenience. This indicates that the digital nature of e-portfolios contributes to a more streamlined and organized approach to managing course materials, reducing the physical burden on students. The choice of the Google Sites platform is mentioned, indicating the

participant's familiarity with the technology. This choice likely aligns with the platform's user-friendly interface and integration with other Google services, enhancing the overall user experience and contributing to the perceived efficiency of e-portfolios. In essence, e-portfolios prove to be effective and efficient tools in teaching, learning, and assessment due to their student-centered nature (Chen et al., 2012). Additionally, e-portfolios provide learners with the ability to update, edit, and create documents, establishing a personal workspace for evidence-based learning in digital and work formats. This finding is in line with other research which states that e-portfolios can serve as storage, workspace, and showcase (Barrett, 2006); Barrett, 2007; Le, 2012; Lorenzo and Ittleson, 2005; and Moores & Parks, 2010).

CONCLUSION

Based on the results of this research, it can be concluded that almost all students have a positive response regarding the use of e-portfolios as a speaking learning tool in EFL classes. The students' views regarding the use of e-portfolio as a speaking learning tool are as follows: they consider e-portfolio as an interesting tool, e-portfolio helps them monitor their speaking learning progress, improve their creativity, improve their self-management abilities, increase their learning motivation through feedback and reflection, e-portfolio is a long-life learning tool, e-portfolio effective and efficient. The findings of this study can provide implications for ELT teachers, students, and other researchers. First, e-portfolio can be used as a reference for learning tools for online or blended learning activities because implementing e-portfolio-based learning can help improve students' technological skills in the current digitalization era. Second, students must master and control the role of technology well so that the digital era brings benefits to aspects of life, especially in the educational aspect, for example by developing an e-portfolio in learning. Third, other researchers can use e-portfolios as a follow-up research topic because there is still a lot that can be researched from e-portfolios.

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