

**EXPLORING THE IMPLEMENTATION OF E-PORTFOLIOS ON
STUDENTS' SPEAKING PERFORMANCE AND EMOTIONAL WELL-
BEING: AN IN-DEPTH STUDY ON NEGATIVE PSYCHOLOGY USING
PHOTOVOICE**

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ABSTRACT

This study explores the influence of E-portfolios on students' speaking performance and negative emotions among eleventh-grade students at a senior high school in Buleleng, Bali, during the 2024/2025 academic year. Using a qualitative phenomenological design, data were gathered through semi-structured interviews, Photovoice, and researcher's note taking. The findings indicate significant improvements in speaking fluency and pronunciation due to repeated practice, peer feedback, and self-assessment. However, students also experienced negative emotions such as fear, anxiety, embarrassment, and frustration, primarily related to pronunciation challenges, peer judgment, and technological obstacles. Thematic analysis revealed that E-portfolios promoted structured speaking practice but also heightened emotional struggles often triggered by peer judgment and task completion. Photovoice supported these findings by visually representing stress, confusion, and disengagement. Researcher's notes further strengthened the data by noting classroom behavior and emotional reactions. Overall, while E-portfolios enhanced students' cognitive speaking skills, they also exposed affective challenges that must be addressed to support more emotionally balanced language learning environments.

Keywords: Cognitive Development, E-portfolios, Speaking Performance, Speaking using Technology, Negative emotions, Photovoice

**MENELUSURI PENERAPAN E-PORTFOLIO TERHADAP
KEMAMPUAN BERBICARA DAN KESEJAHTERAAN EMOSIONAL
SISWA: STUDI MENDALAM TENTANG PSIKOLOGI NEGATIF
MELALUI METODE PHOTOVOICE**

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Pendidikan Bahasa Inggris

ABSTRAK

Penelitian ini bertujuan untuk mengeksplorasi pengaruh penggunaan E-portfolios terhadap kemampuan berbicara dan kesejahteraan emosional siswa kelas XI (sebelas) di salah satu SMA di Buleleng, Bali. Dengan menggunakan pendekatan kualitatif fenomenologis, data dikumpulkan melalui wawancara semi-terstruktur, Photovoice, dan catatan peneliti. Temuan menunjukkan peningkatan signifikan dalam kefasihan dan pengucapan berbicara karena Latihan berulang, umpan balik teman sebaya, dan penilaian diri. Namun, siswa juga mengalami emosi negative seperti takut, cemas malu, dan frustrasi yang berkaitan dengan tantangan pengucapan, penilaian teman sebaya, dan kendala teknologi. Analisis tematik mengungkap bahwa E-portfolios mendukung latihan berbicara yang terstruktur tetapi juga menimbulkan tantangan afektif, terutama dalam penilaian teman dan penyelesaian tugas. Photovoice mendukung temuan ini dengan menggambarkan secara visual stress, kebingungan, dan kurangnya motivasi. Catatan peneliti semakin menguatkan data dengan mencatat perilaku siswa dan reaksi emosional di kelas. Secara keseluruhan, meskipun E-portfolios meningkatkan keterampilan kognitif siswa dalam berbicara, mereka juga menyoroti tantangan afektif yang perlu ditangani untuk menciptakan lingkungan belajar Bahasa yang lebih seimbang secara emosional.

Kata Kunci: Perkembangan Kognitif, E-Portfolios, Keterampilan Berbicara, Pengajaran Keterampilan Berbicara menggunakan Teknologi, Emosi Negatif, Photovoice