

CHAPTER I

INTRODUCTION

1.1 Research Background

The concept of a portfolio has gained significant traction in both education and professional environments over recent decades. A portfolio serves as a curated collections of and individual's work, showcasing skills, accomplishments and reflection (Hung, 2012). Portfolios can be defined simply as a collection of student work. Because it is a collection, it corresponds to the submission of students' creativity and duties that must be completed within a certain period of time (Loan & Tin, 2016; Turkkaynagi, 2021). However, portfolios are more than just collections of students' work, they must also include self-evaluation and peer assessment (Esmaeilee, 2024; Kusuma & Waluyo, 2023; López-Crespo et al., 2022). So that, the use of portfolio promote self-directed learning in which allowing students to demonstrate their learning outcomes and personal growth.

However, recent developments in personal computers and technology have made it possible to digitize portfolios, moving them from manual folders to digital formats. The way that portfolios are used and practiced has changed in light of the rising usage of technology in education in the twenty-first century (Cheishvili, 2018), which means we can distinguish video portfolios, audio portfolios and electronic portfolios (Hanh & Huong, 2021). E-portfolios also received growing attention from language educators because it provides opportunities for language learners to contextualize the target language and thus facilitates authentic language use (Sun & Yang, 2015). Further, E-portfolio also highlights various advantages over their paper-based equivalents, inclu

ding the ability to store, collect, and manage information online, as opposed to traditional portfolios as long as internet access is available (Cheishvili, 2018; Kusuma et al., 2021; Yastibas & Cepik, 2015) Therefore, the improvement of digital tools provides learners with opportunities to become more active that allow students to do self-reflection, self-assessment and feedback which can increase their motivation to improve language proficiency.

E-portfolios serve as a powerful tool for showcasing an individual's skills, experiences, and accomplishments (Barret, 2007). Various platforms and tools are widely utilized to create and manage E-portfolio effectively. For instance, platform options like Blogs, Website, and Wretch provide user-friendly website builders that allow users to design visually appealing portfolios without requiring extensive coding skills. Mahara offers features that cater to educational and professional purposes. Google sites is an intuitive platform provides customizable templates and easy integration with google drive for document sharing. In addition, tool such as Canva are often used for creating visually engaging graphics and presentation and finally Web 2.0 platforms such as Facebook and YouTube allow users share, collaborate and find numerous of videos and person easily (Hanh & Huong, 2021; Huang & Hung, 2010b; Jager, 2019; Namaziandost et al., 2020) .Those technology platforms, students can create dynamic and visually engaging variety of assignment types, including text, photos, video, and audio that not only reflect their personal growth but also enhance their ability to connect with potential academic institutions.

Electronic portfolios, or E-portfolios, are being used more frequently in teaching speaking skills (Khampusaen & Lao-Un, 2018). These digital portfolios

allow students to record and upload their speaking tasks, also facilitate on going reflection and self-assessment (Aghazadeh & Soleimani, 2020; Kusuma & Waluyo, 2023). The importance of E-portfolios in teaching speaking lies in their ability to promote learner autonomy, increase motivation, and offer more comprehensive evaluation of students' speaking abilities compared to traditional methods. Research indicates that E-portfolios not only support the development of speaking skills but also align with contemporary educational practices that emphasize formative assessment and personalized learning (Esmaeilee, 2024; Khampusaen & Lao-Un, 2018). This makes E-portfolios an essential strategy in modern language education.

E-portfolios have become a valuable tool for developing speaking skills due to their dynamic and interactive nature. Huang and Hung (2010), for example, studied the effects of E-portfolios on EFL oral performance, finding significant improvements in students' speaking abilities and motivation. This was largely due to the interactive aspects of E-portfolios, which encouraged active engagement. In their study, students completed an initial oral recording exercise as a pretest. Following this, the E-portfolios group received a tutorial on using the blogging platform Wretch to create their electronic portfolios. In the second week, both groups recorded and shared audio clips on a given topic; however, the E-portfolios group uploaded their recordings to their portfolios for peer viewing and provided written reflections on their peers' strengths and weaknesses. This group was also encouraged to customize their portfolios with materials such as oral journals, English songs, speeches, and videos, allowing them to document their progress and gain feedback. Finally, all students completed a second oral recording assignment

to measure their progress and compare results statistically. This process not only enhanced speaking skills but also encouraged reflection and self-awareness through peer feedback and self-assessment.

Similarly, Loan and Tin (2016) explored how speaking E-portfolios could promote learner autonomy in non-English major students. In this study, students used Moodle to create a digital collection of their speaking assignments over the semester. At the start of the course, the teacher outlined the requirements for both self-reflection and peer feedback. Students in the Treatment Group (TG) submitted their speaking assignments on Moodle, which made their work accessible to classmates for feedback, helping to develop autonomy through ongoing self-reflection. By contrast, the Control Group (CG) presented their speeches in class and received instant feedback, rather than accumulating a digital portfolio. These different approaches illustrated how E-portfolios can encourage greater learner autonomy by fostering a self-directed, reflective learning process. The potential of E-portfolios to enhance autonomy also connects to their role in influencing students' emotional well-being, which is critical in education.

The link between autonomy and emotional well-being is well established, particularly in the context of language learning, where students' emotional states can significantly influence their educational experiences. Promoting autonomy through E-portfolios has the potential to positively influence students' emotional well-being, as emotional experiences play a crucial role in shaping cognitive processes and learning outcomes (Tyng et al., 2017). According to Ryan and Deci (2000), academic tasks such as tests and assignments often evoke emotions such as frustration, anxiety, and boredom. However, when students feel a sense of control

over their own learning, they are more likely to experience positive emotions including pride and satisfaction, (Ryan & Deci, 2000). E-portfolios can support this sense of autonomy by providing students with a platform to document their progress and express their emotions. This opportunity for reflection not only helps students gain a clearer understanding of their learning journey but also fosters a sense of empowerment and accomplishment. Furthermore, reflective practices within E-portfolios align with the development of emotional intelligence, as they encourage students to recognize and manage their feelings more effectively (Salovey & Mayer, 1990). In addition to personal reflection, E-portfolios enhance emotional well-being through structured feedback exchanges with teachers and peers. While constructive feedback can promote positive emotions and boost self-efficacy, feedback that is poorly delivered may increase stress and anxiety. This underscores the importance of supportive communication in maintaining students' emotional well-being during the learning process. (Timperley, 2007).

In parallel, the concept of fostering emotional well-being has also been explored through Photovoice, a reflective tool often used in educational contexts that integrate technology. For example, Jayantini et al. (2022), employed Photovoice in a writing assignment with EFL students, using ATLAS.ti, to analyze reflections. Through Photovoice and follow-up interviews, students shared emotional experiences such as increased self-awareness and deeper involvement in their writing process, which resonates with the reflective aspects of E-portfolios. Similarly, Kholili and Febrianto (2023) used Photovoice to explore motivation among non-English majors at an Indonesian university. Their findings revealed how visual representation captured students' motivations and challenges in learning

English, offering unique insights into their emotional and academic experiences. By combining the reflective nature of E-portfolios with the visual and emotional expression offered by Photovoice, educators can gain a more comprehensive understanding of students' learning process.

In conclusion, the adoption of E-portfolios for teaching speaking skills represents a significant advancement in language education. By providing a platform for students to document and reflect on their speaking progress, E-portfolios facilitate personalized feedback, on-going self-assessment, and emotional reflection. Integrating Photovoice into E-portfolios practice not only supports students' skill development but also provides valuable insights into their emotional experiences, illuminating the ways that personalized, visual expression can impact motivation and emotional well-being. Altogether, E-portfolios and Photovoice contribute to a more comprehensive and emotionally supportive learning environment, enhancing learning autonomy, motivation, and skill evaluation.

1.2 Problem Identification

E-portfolios have been shown to be highly effective in teaching speaking skills by providing a structured and interactive platform for students to practice, document, and enhance their oral communication abilities. For instance, Khampusaen and Lao-Un (2018) conducted a quasi-experimental study involving 44 Thai EFL nursing students to explore the impact of E-portfolios on improving speaking abilities. Their findings revealed that the use of E-portfolios not only reduced students' lack of confidence but also had the potential to alleviate their

speaking anxiety. The participants regarded the program as beneficial for their language skills, and they found the experience both enjoyable and rewarding, giving them a sense of accomplishment.

In a similar study, Kusuma et al. (2021) evaluated the role of E-portfolios in enhancing student engagement in speaking courses. According to interviews with the participants, students in the experimental group reported that the use of E-portfolios required them to make a greater effort in understanding the topics and developing content for assessment. This active engagement was believed to help reduce their shyness while speaking. Echoing the findings of Hanh and Huong (2021) who noted improved motivation and performance through interactive portfolios activities. Furthermore, the researchers explored the use of Flipgrid-based portfolios to enhance EFL high school students' speaking scores. Their quasi-experimental research showed that the experimental group outperformed the control group, particularly in pronunciation and fluency. The study suggested that a Flipgrid-based portfolio could be a valuable tool for reducing students' fear of speaking.

While many studies focus on the effectiveness of E-portfolios in improving speaking skills, fewer have examined their impact on students' negative emotions. For example, Cheng and Chau (2009) identified several challenges related to students' attitudes towards E-portfolios. Some students expressed feelings of shyness and a lack of confidence in using digital media for learning. They were also aware of their weaknesses in listening and speaking skills, with some admitting they did not feel confident enough to create videos for reflection. This lack of confidence is echoed in the findings of Bolliger and Shepherd (2010), who studied students'

attitudes towards E-portfolios at a university in the western United States. Their research revealed that many students were uncertain about whether E-portfolios contributed to their learning, with some viewing the process as merely a task to complete. These perceptions suggest that E-portfolios can negatively affect students' emotions, confidence, and motivation. However, despite these findings, the evidence on whether E-portfolios effectively reduce negative emotions remains inconclusive.

According to previous studies, there is still room for improvement in analyzing students' negative emotions associated with the use of E-portfolios in teaching speaking, particularly among senior high school students. While most studies have focused on the usefulness of E-portfolios through quantitative methods, few have explored the emotional challenges students face, especially through qualitative research. Understanding these negative emotions, such as anxiety and stress during speaking activities, is essential for educators to adopt more engaging and supportive teaching methods. However, more research is needed to explore how E-portfolios affect not only students' speaking skills but also their emotional well-being. The novelty of this study lies in its use of Photovoice to qualitatively investigate the impact of E-portfolios on both students' negative emotions and speaking performance, contributing fresh insights to the field of education

1.3 Research Question

1. How does the use of E-portfolios influence students' speaking performance?
2. What are the negative emotions experienced by the students in using E-portfolios?

1.4 Research Objectives

1. This study aimed to find out the influence of E-portfolios on students' speaking performance
2. This study aimed to find out the students' negative emotions experienced in using E-portfolios

1.5 Significance of the Study

This study explores the impact of E-portfolios on students' speaking performance and emotional well-being, with a particular emphasis on addressing negative psychological factors such as anxiety, stress, and fear of failure. The significant of this research is multifaceted, offering both theoretical and practical contributions to various stakeholders in education: students, teachers, and future researchers.

1.5.1 Theoretical Significance

This study will contribute to the growing body of literature surrounding E-portfolios, language learning, and emotional well-being in educational settings. Specifically, it bridges gap between digital assessment tools and students' psychological responses, particularly focusing on negative emotions such as anxiety, stress, and fear of failure in the learning process. By analyzing how E-portfolios influence students' speaking performance and emotional states, this research offers valuable insights into how digital learning tools can be more effectively integrated into language education. Additionally, it opens new avenues for research by exploring the role of emotional well-being in

performance outcomes, particularly in relation to negative psychological factors.

1.6 Practical Significance

1.6.1 For Students

This study can directly benefit students by highlighting the potential of E-portfolios as tools for enhancing speaking performance and managing emotions such as anxiety and stress. The findings can encourage students to actively engage in self-assessment, reflection, and autonomous learning through the use of E-portfolios, which may foster both their academic growth and emotional resilience. Additionally, this study may reveal strategies that students can use to cope with negative emotions, improving their overall learning experience.

1.6.2 For Teacher

For teachers, this research will provide practical insights into how E-portfolios can be affectively implemented in language classroom to improve students' speaking skills while also addressing their emotional well-being. Teachers will gain a better understanding of how to use E-portfolio not only as an assessment tool but also as a platform for fostering student reflection and emotional regulation. By integrating these tools, teachers can help students reduce anxiety and enhance their speaking performance in a supportive and engaging learning environment.

1.6.3 For Future researchers

This study will serve as a valuable reference for future researchers interested in exploring the intersection of technology, language learning, and emotional well-being. It will provide a foundation for further studies that aim to investigate the psychological impact of digital tools in education, especially in addressing negative psychological states. Future researchers can build upon this work by examining other aspects of E-portfolio implementation of exploring similar digital tools in different educational context.

