

# CHAPTER I

## INTRODUCTION

### 1.1 Research Background

The recent rapid development of technology has enabled portfolio assessment to become a useful and effective tool for evaluating and improving students' abilities in the language learning process. Portfolios have been extensively utilized in education, particularly for comprehensively assessing student development (e.g., Huang & Hung, 2010b, 2010a; Whitfield, 2011). Portfolio is a tool used to collect, organize, and showcase students' works and achievements (Hung, 2012), which also includes self- and peer-assessment (Kusuma & Waluyo, 2023; López-Crespo et al., 2022) so that students can monitor their own progress gradually, provide tangible evidence of their achievements, encourage self-reflection, and take responsibility for achieving their own goals.

However, the advancement of technology have supported the digitization of portfolios into a new form called e-portfolios, which can be described as a digital tool where students collect material for the course, projects, and achievements, offering evidence of not only educational work but also individual growth over time (Dougherty & Coelho, 2017), which means students can currently store their work in a cloud storage system for quick access as long as their devices have an internet connection (Kusuma et al., 2021). Additionally, an e-portfolio also highlights some essential components like self-assessment, peer-assessment and feedback, which help students to accomplish their learning goals, motivate them to engage in the process, and improve language proficiency among EFL students (Esmaeilee, 2024;

Yastibas & Yastibas, 2015). According to the statements above, technical Influences have resulted in the development of e-portfolios, which are digital tools that allow students to collect and present their academic work and personal development. However, e-portfolio is not complete yet without self-reflection, peer-assessment, or feedback. Therefore, e-portfolios, with the help of technology, can provide self-reflection, peer-assessment, or feedback that helps students achieve their learning goals while also sustaining engagement, which is beneficial for improving language proficiency.

Many tools and various online platforms have been used to implement e-portfolio in educational environments. For example, Blackboard, Wretch, Ms Teams, Mahara, Schoology, and social media platforms such as YouTube and Facebook have all been utilized successfully to implement e-portfolios in the language learning process (e.g., Asma et al., 2022; Bensalem & Alenazi, 2023; Huang & Hung, 2010; Kusuma & Waluyo, 2023). These technologies allow students to contribute a variety of assignment types, including text, photos, video, and audio, as well as collaborate with their peers since the tool provides an e-portfolio feature that allows them to receive feedback from the instructors as well as peers.

In recent years, e-portfolios have been increasingly used in the teaching of speaking skills (e.g., Bensalem & Alenazi, 2023; Cabrera-Solano, 2020; Kusuma & Waluyo, 2023; Kwak & Yin, 2018). Improving students' speaking skills in English classes is essential for their language learning experience, academic performance, and professional development. To properly improve speaking skills, students must engage in extensive practice and receive constructive feedback (Ogli &

Masalbekovna, 2023). This allows individuals to discover areas for growth and concentrate on specific parts of speaking, such as pronunciation or grammar.

A growing number of researchers have dedicated their efforts to utilizing various technologies to enhance the implementation of e-portfolio in teaching speaking skills (Cepik & Yastibas, 2013; Huang & Hung, 2010). For example, Huang and Hung (2010) implemented an e-portfolio using Wretch, a free blogging system, to collect student artifacts. During the first week of the semester, every student in the two groups was provided with an oral prior test in the form of an oral recording activity designed to evaluate their pre-study speaking skills. Starting in the following week, Huang and Hung asked both groups to record and upload an audio file to the wretch. However, the e-portfolio group was required to post their audio recording to their own electronic portfolios to facilitate public review. Hung and Huang then encouraged the students to visit three of their classmates' e-portfolios along with providing text feedback. At the end of the semester, Huang and Hung instructed all students to repeat the oral recording task, this time as a post-test to assess their post-study speaking performance.

In line with what Huang and Hung have done, Cepik and Yastibas (2013) employed YouTube and also lore.com as platforms for their e-portfolio. During the first four weeks, students were taught how to use iPhoto to record and make their own video or audio, how to post their recordings to YouTube, and how to submit their assignments to lore.com, the online speaking e-portfolio platform. Since Lore.com does not allow video uploads, Cepik and also Yastibas encouraged them to record and submit their videos to You Tube before pasting the URL into Lore.com. After receiving their initial tasks, the students produced and delivered

their first works to lore, where the researchers reviewed and provided feedback. Based on the feedback provided, the students independently assessed the projects they had completed, and the researchers evaluated their re-uploaded work. Overall, e-portfolios offer various benefits to help improve students' speaking skills. E-portfolios allow students to receive ongoing feedback and reflect on their progress, which can assist them in developing their speaking skills effectively. Thus, e-portfolios have great potential to improve the quality of speaking skills and support students' overall progress.

In addition to enhancing speaking skills, e-portfolios have been shown to positively influence students' emotional well-being. By incorporating elements such as ongoing self-reflection and receiving constructive feedback, e-portfolios create an environment that supports students' psychological growth. This reflective process helps students track their own progress, acknowledge their achievements, and recognize areas for influence, which in turn enhances their motivation and self-confidence (e.g., Al-Hidabi et al., 2019; Kusuma & Waluyo, 2023; Kwak & Yin, 2018; Yekta & Kana'ni, 2020). Integrating photovoice as part of the e-portfolio process allows students to visually document their learning experiences, providing an outlet for expressing emotions and gaining deeper insights into their personal development. Photovoice, a participatory method where students capture images that represent their learning experiences, enables them to convey their emotions and reflect on their progress in a creative manner (Fitzgibbon & Stengel, 2017; Graziano, 2015)

The interconnectedness of these variables creates a holistic learning experience for students. E-portfolios serve as the platform for students to store their

assignment that showcase their speaking skills while receiving feedback that fosters their continuous Influence. The reflective nature of e-portfolios and the use of photovoice promote emotional well-being by allowing students to express their feelings, document their learning journey, and build a sense of accomplishment. Thus, the implementation of e-portfolios, coupled with photovoice, not only aims to improve students' speaking performance but also supports their emotional well-being, making it an effective method to enhancing both academic skills and emotional well-being.

### **1.2 Identification of the Problem**

The effectiveness of e-portfolios on speaking skills has been widely discussed in various empirical studies. For examples, Lao-Un and Khampusaen (2018) investigated the limitations regarding English speaking abilities, as well as the strengths and weaknesses of Thai EFL nursing learners' speaking abilities. The results showed that adopting an e-portfolio as an extra practice tool improved their English-speaking abilities. In line with this, Kusuma et al. (2021) also conducted a similar study to investigate the effect of e-portfolios within flipped classrooms on students speaking performance and their learning engagement. This study reported that those students who participated in the experiment group outperformed the students in the control group in terms of speaking performance, indicating that the use of an e-portfolio can enhance students' speaking performance. Furthermore Li-ping and Ahmad (2023) also showed that the use of e-portfolio assessment had a significant impact on students' speaking achievement. It can be seen from the overall average of the group that receiving the experiment was greater than the ones in the control group.



While many studies have shown the effectiveness of e-portfolios in improving speaking skills, little is known about how e-portfolios effect students' positive emotional well-being. For example, Asma et al. (2022) found that the implementation of an e-portfolio involved reducing the student's anxiety, increasing their motivation, and improving their confidence so they could speak easily. Additionally, Bensalem and Alenazi (2023) also reported a similar result that showed the implementation of an e-portfolio helped them to track their progress, increase their motivation, and overcome their shyness as they acquired confidence in themselves to speak English.

Based on the previous studies that have been conducted by several researchers above, they have separately provided an overview of the effectiveness of e-portfolio to improve the students' speaking skills. However, little is known about what positive emotional well-being are experienced by the students after implementing the e-portfolio. This topic still requires more in-depth data to specifically investigate how e-portfolio influences not only students' speaking performance but also what are the positive emotional well-being they experience after using e-portfolio. Additionally, research that combines e-portfolios with photovoice to explore students' emotional well-being, particularly in positive emotions is still limited. This research is very important to be carried out because of the lack of findings regarding what positive emotional well-being that will be experienced by the students during the implementation of e-portfolio. With the increasing use of e-portfolio in the learning process, this research can be taken into consideration to develop teaching strategies that are more supportive of overall student growth. Therefore, the novelty of this research rests in its focus of exploring what are the

positive emotional well-being experienced by the students after implementing e-portfolio in using photovoice in the context of senior high school students.

### **1.3 Research Question**

The formulations of the research questions based on the problem identification above are:

1. How does the use of e-portfolio influence 11<sup>th</sup> grade students' speaking performance?
2. Does e-portfolio influence students' positive emotional well-being?

### **1.4 Research Objective**

Based on the formulation of the research questions above, the research objectives of this study are:

1. This research aims to explore how e-portfolio influence 11<sup>th</sup> grade students' speaking performance.
2. This research aims to explore the influence of e-portfolio on the students' positive emotional well-being.

### **1.5 Significance of the Research**

#### **1.5.1 Theoretical Significance**

The theoretical significance of this study is expected to contribute to add the concept of the theory regarding the implementation e-portfolio on students' speaking performance and their emotional well-being particularly in positive emotions in language learning.

### 1.5.2 Practical Significance

- For the Students

This research is expected to provide valuable insight that can be used for enhancing the students' speaking performance in the learning process in order to encourage them to participate in e-portfolio activities such as self-assessment, feedback, and reflection, which may foster their learning progress and academic growth.

- For the Teachers

This research is expected to be valuable for English teachers as a different strategy in teaching speaking skills in language learning that are more supportive of overall student growth. The researcher also hopes that this research can provide insights to teachers regarding the use of e-portfolios that may encourage them to adopt more reflective and supportive teaching practices in the classroom.

- For other Researchers

This research is expected to provide information and a reference to other researchers who are writing any further related to this research.