

**REVEALING THE IMPLEMENTATION OF E-
PORTFOLIO ASSESSMENT WITH GENERATIVE
AI ASSISTANCE TOWARD VOCATIONAL
STUDENTS' SPEAKING PERFORMANCE,
FEEDBACK LITERACY, WILLINGNESS TO
COMMUNICATE, AND PSYCHOLOGICAL WELL-
BEING**

DISERTASI



OLEH:

I PUTU YOGA LAKSANA

2339041011

PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS (S3)

PROGRAM PASCASARJANA

UNIVERSITAS PENDIDIKAN GANESHA



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DIAJUKAN UNTUK MELENGKAPI TUGAS DAN MEMENUHI SYARAT-SYARAT UNTUK MENCAPAI GELAR DOKTOR

Menyetujui

Promotor	Prof. Dr. Ni Made Ratminingsih, M.A. NIP.196609081991022002
Ko Promotor I	Made Hery Santosa, S.Pd, M.Pd., Ph.D. NIP.197910232003121001
Ko Promotor II	I Putu Indra Kusuma, S.Pd., M.Pd. Ph.D. NIP.198701172014041001



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Disertasi oleh I Putu Yoga Laksana telah dipertahankan di depan tim penguji dan dinyatakan diterima sebagai salah satu persyaratan untuk memperoleh gelar Doktor di Pendidikan Bahasa Inggris (S3), Program Pascasarjana, Universitas Pendidikan Ganesha
Pada tanggal 13 Agustus 2026

Dewan Penguji

Ketua	Prof. Dr. I Nyoman Jampel, M.Pd. NIP.195910101986031003
Anggota	Prof. Dr. Ni Made Ratminingsih, M.A. NIP.196609081991022002
Anggota	Made Hery Santosa, S.Pd, M.Pd., Ph.D. NIP.197910232003121001
Anggota	I Putu Indra Kusuma, S.Pd., M.Pd. Ph.D. NIP.198701172014041001
Anggota	Prof. Dr. Ni Luh Putu Sri Adnyani, S.Pd., M.Hum. NIP.197803112003122001
Anggota	Dr. Ni Putu Era Marsakawati, S.Pd., M.Pd. NIP.198303142008122002
Anggota	Prof. Dr. Ni Komang Arie Suwastini, S.Pd., M.Hum. NIP.198004042003122001
Anggota	Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd. M.Pd. NIP.198104192006042002

Mengetahui Direktur Program Pascasarjana
Universitas Pendidikan Ganesha,



Prof. Dr. I Nyoman Jampel, M.Pd.
NIP.195910101986031003



- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1 "Informasi Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah"
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SUMMARY

Digital platforms are mainly used for task submission, not structured feedback. Students are reluctant to speak in a class due to anxiety and low confidence, and limited time for reflection and peer feedback holds back the development of feedback literacy. This study responds to such problems with an intervention that combines Padlet based e-portfolio assessment with guided Gemini AI assistance. It also fills a gap in the literature since most AI-assisted language learning studies look at a single outcome variable instead of treating speaking performance, feedback literacy, willingness to communicate, and psychological well-being as an interconnected system.

The study poses the following questions: Does the intervention have a simultaneous effect across the four dependent variables? Does the intervention have a significant effect on each variable individually? How do students experience these outcomes during the implementation process? An explanatory sequential mixed methods design was used. The study started with a quasi-experimental quantitative phase and then proceeded to a qualitative phase. Cluster random sampling was used to assign intact classes from the second-semester population to the experimental and control conditions, resulting in a final sample of 120 students. The four instructional topics in the experimental group were covered through a four-section Padlet e-portfolio cycle: script drafting, AI-mediated practice, final video performance, and self-reflection. Gemini AI guided by the lecturer was used in this case. For the control group, the four instructional topics were covered using conventional presentation and role play activities. These were unguided, with optional access to ChatGPT.

Quantitative data included a speaking test and three self-rated questionnaires. These were analyzed using a one way MANCOVA with pretest scores as covariates. For the qualitative phase, six students, representing high, middle, and low achievement, were interviewed and their interview data were

triangulated with 57 reflective journal entries. The latter were analyzed using Braun and Clarke's six phase reflexive thematic analysis.

The multivariate test indicated a significant simultaneous effect, with Wilks Lambda of 0.249, $F(4, 111) = 83.849$, $p < 0.001$, and a large effect size of partial eta squared 0.751. Univariate tests further confirmed significant gains on every variable; however, the size of these gains formed a hierarchy that runs counter to the pattern typically reported in AI assisted speaking research. In descending order of magnitude, feedback literacy showed the largest effect (partial eta squared 0.647), followed by willingness to communicate (0.482), psychological well-being (0.360), and speaking performance, which showed the smallest effect of the four (0.212). The ordering is a central argumentative strength of the dissertation since most comparable studies report the largest gain on speaking itself. The smaller speaking effect is thus not a weakness of the intervention but a natural consequence of the longer developmental timeline that oral proficiency requires.

The thematic analysis yielded six themes and twenty subthemes, organized into three developmental phases. These phases were Phase one, building the foundational environment, which included AI as a safe learning space and scaffolded skill development. Phase two, learner internalization, which included active learner agency and an emotionally resilient feedback orientation. And Phase three, real world application, which included confidence driven communication expansion and career connected purpose. Psychological well-being is treated as a cross phase outcome emerging from all six themes together, rather than from any single phase.

The findings were synthesized into the AI Assisted E Portfolio Empowerment Model or AI2E Model, which includes recursive loops showing that real world success reinforced motivation in earlier phases and a contextual frame naming four enabling conditions, namely the Padlet task cycle, Gemini AI integration, classroom scaffolding, and lecturer facilitation. The model connects Skill Acquisition Theory, the Output Hypothesis, the Willingness to Communicate model, Feedback Literacy theory, and Ryff's well-being model within one

developmental account and stands as the dissertation's central theoretical contribution.

The results are consistent with the interpretation that the pedagogical structure surrounding a generative AI tool, rather than the tool itself, accounts for its educational impact, since guided Gemini AI use outperformed optional and unguided ChatGPT access. Because the two conditions differed in tool and in structure simultaneously, the design does not permit the contributions of the two factors to be separated. The researcher's dual position as lecturer and interviewer may have led to a social desirability bias. The study was carried out in one institution, which limits the generalizability of the results. There were also issues concerning untracked AI use in the control group and the reliance on self-report for feedback literacy. The last concern is the single semester timeframe, which may explain the modest gain in speaking performance.

E portfolio assessment, supported by guided Gemini AI, resulted in a substantial and concurrent enhancement in all four outcomes, working as one interlocking system rather than four separate effects. The qualitative findings explicate the evolution over three phases and are structured in the AI2E Model, positing theoretical, pedagogical, and institutional implications for generative AI use in vocational EFL assessment.

DECLARATION STATEMENT

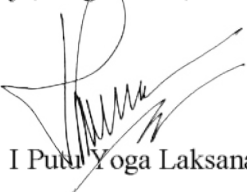
I hereby declare that this dissertation, submitted in fulfillment of the requirements for the Doctoral Degree at the Graduate Program of Universitas Pendidikan Ganesha, is entirely my own work.

Any parts of this dissertation that have been quoted, paraphrased, or derived from the work of others have been properly acknowledged and cited in accordance with accepted academic standards, regulations, and ethical practices.

If, at any time in the future, this dissertation, in whole or in part, is found not to be my original work or contains any form of plagiarism, I am willing to accept the revocation of the academic degree awarded to me and any other sanctions imposed in accordance with the applicable laws and regulations.

Singaraja, August 13th, 2026




I Putu Yoga Laksana

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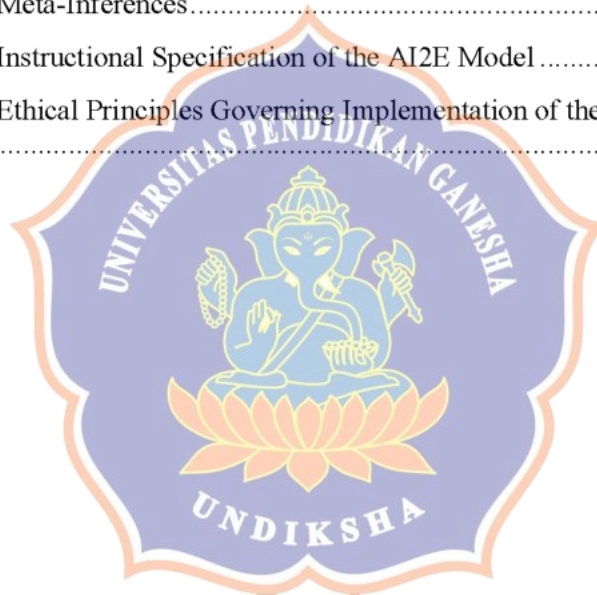


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