

CHAPTER I

INTRODUCTION

A. Background of the Study

Student engagement in learning determines their learning success ((Kahu, 2013), including online learning (Akbari et al., 2016; Liu et al., 2016; Malan & Stegmann, 2018; and Farrell & Brunton, 2020). Learning participation was first introduced by Astin (1984), and Fredricks et al., (2004) who calls it engagement. Student engagement can only be possible if students are allowed to participate or be involved in the learning process. Students' engagement is active participation very influential in thinking, emotional and social development (Kusuma et al., 2021). Participation is like effort, referring to the energy students spend on their learning experiences, such as spending time at college, being actively involved in student associations, and communicating with friends or professors. Student engagement in learning makes students actively involved in learning and decision-making (Mudau & Modise, 2022).

The rapid development of technology can support convenience, especially in public speaking classes that have an impact on learning. This requires educational institutions to prepare students with skills and competencies that include communication, critical thinking, technology, teamwork, and innovation (Malan & Stegmann, 2018; Mudau & Modise, 2022; and Adrianto et al., 2023). Therefore, following the development of technology that is increasingly changing and advancing in the field of education, some universities implement learning using electronic portfolios to prepare their students with the desired competencies.

Technology facilitates portfolios in the online form and can make a collection of students' electronic works to be compiled as a record of self-development (Kusuma et al., 2021; and Mudau & Modise, 2022)

Electronic Portfolio is a set of digital artefacts representing individuals, groups, communities, organizations, or institutions that can be stored on solid-state disk media (CD or DVD) or the Internet via the web (Jenson & Treuer, 2014). The term e-portfolio is usually used for electronic media that supports the concept of goals and assessments contained in a paper portfolio (Kusuma et al., 2021). Digital portfolio is a collection of information or data, images, and videos published in a language that displays an individual's competencies, skills, and attitudes (Mudau & Modise, 2022). In learning on a broader aspect, there are many different terms related to the concept of digital portfolios, including primary and secondary teachers who use terms such as electronic portfolios and digital-based portfolios of teaching and learning activities. Digital portfolios are collections of information or data, images, and videos that are published in language and display the competencies, skills, and attitudes of an individual. In learning on a broader aspect, there are many different terms related to the concept of digital portfolios, namely primary and secondary teachers who use terms such as electronic portfolios and portfolios of digital-based teaching and learning activities (Ali et al., 2024). Students develop and apply e-portfolios during the learning process. They are encouraged to use e-portfolios to store the experiences and knowledge they have learned during class. Electronic portfolios help students manage their studies efficiently and provide increased value during lectures.

One of the platforms used is *Google Sites*. *Google Sites* is a service from Google, a structured application for creating personal or group websites or blogs (Parmar et al., 2020). *Google Sites* does not consume much internet data and takes up much space in the memory of a cellphone or laptop (Adzkiya & Suryaman, 2021). Students and teachers can create subject matter using text, images, and videos on *Google Sites*. In addition, web media development activities based on *Google Sites* can produce quality student guidance media and are suitable for increasing students' contribution to the guidance. In addition, Puspita et al. (2021) stated that In English subjects, *Google Sites* are useful in providing web-based materials that can attract students' learning attention.

The importance of student engagement in public speaking classes has been widely recognized for its significant impact (Farrell & Brunton, 2020) on various aspects of the learning process. This research explores the relationship between student engagement and student learning outcomes, language skills retention and motivation (Dörnyei, n.d. 2003) in the context of a public speaking class. Through studying existing literature and conducting empirical research, this study seeks to provide a comprehensive understanding of the role of student engagement in optimizing the educational experience in this particular domain (O' Shea et al., 2015; and Buck, 2016). The development of effective communication skills, cultural understanding, and collaboration abilities among students has been the subject of significant interest and research in the field of education (Puspita et al., 2021). It is widely recognized that engaged students are more likely to acquire and improve these important skills, which are crucial for their personal and professional growth. This research can explore the relationship between student

engagement and the development of effective communication skills. In addition to language skill acquisition, learners also benefit from a conducive classroom atmosphere, which further enhances their language learning experience. Moreover, this supportive environment plays an important role in fostering their motivation and commitment to continue their linguistic endeavors beyond the classroom. The importance of student engagement in the field of language learning cannot be overstated (Farrell & Brunton, 2020). It plays a crucial role in shaping successful language learners who possess the necessary skills to navigate real-life situations effectively (O' Shea et al., 2015). Moreover, Pittaway, (2012) has been observed that student engagement also greatly impacts the teaching experience, thus enhancing the experience for educators.

The problem in public speaking classes in Yogyakarta universities related to using electronic portfolios in learning is that the students are still adjusting to the new online learning system. Because the use of electronic portfolios (e-portfolios) in public speaking classes is now an increasingly popular field, these electronic portfolios provide a *Google Sites* platform for students to document their public speaking experiences and reflect on their learning. Investigating how e-portfolios impact student engagement involves several aspects, such as how they act (Kusuma et al., 2021; and Mudau & Modise, 2022). Such engagement involves behavioral, cognitive, and emotional (Fredricks et al., 2004; Kahu, 2013; Kahu et al., 2020; Kusuma et al., 2021; Lee et al., 2022; and Mudau & Modise, 2022). However, there is a gap in the research on learning experiences using electronic portfolios in Indonesian language education universities, with the

majority of relevant literature based on the *Google Sites* platform, which identifies a gap that research such as this can address.

The research gap of a study is generally unique and makes a difference between one research and another. The gap in this research is the majority of research conducted by students regarding the role of e-portfolios in encouraging active engagement between students, lecturers, and course content, especially during the COVID-19 pandemic was conducted by Mudau & Modise, (2022). in addition, Kusuma et al., (2021) to assess how e-portfolios, as a digital tool, can support and enhance student engagement in speaking courses conducted online. Both studies above discuss active student engagement with a different focus.

Furthermore, research on student engagement towards flipped classrooms by some previous studies, namely Huang et al., (2019) research on two main aspects of student engagement: behavioral engagement, which includes the completion of pre- and post-class activities, and cognitive engagement, which involves the quality of student thoughts and artifacts produced during learning activities with the gamification of the flipped classroom. Meanwhile, Lee et al., (2022) focused on academic ability and epistemological beliefs affecting engagement and their learning outcomes in a flipped classroom setting.

In addition, research findings conclude that there is active engagement in language classes. Binnendyk, (2020) investigated the impact of student engagement and satisfaction with perceived learning in online learning. While Gray & Diloreto, (2016) student engagement - emotional, behavioral, and cognitive - in a public speaking class.

The difference between this study and the previous studies lies in the subject and the research methodology. This study conducted research on Indonesian students enrolled in language education programs that focus on the field of public speaking language classes. In this study, the participants are students of public speaking classes who use learning media with electronic portfolios in the 2022/2023 odd semester at Universitas Ahmad Dahlan, Yogyakarta, as the main source. Also, this research uses a qualitative phenomenological approach to understand students' subjective experiences and perceptions regarding certain phenomena. Therefore, this study examines student engagement in electronic portfolios towards learning in public speaking classes with the *Google Sites* platform. This study applied the electronic portfolio many foreign schools have used as a learning medium, then modified it based on the student's ability level in language classes in the language education program. Furthermore, this study wanted to find out what effects contributed to student engagement, which consisted of three aspects of engagement having certain indicators that must fulfill the criteria obtained from experience gained by students using electronic learning media in language classes. Some of the above studies highlighted student engagement at the secondary school level, demonstrated the effectiveness of portfolio e-learning media in improving language skills as an application of assessment tools in the language classroom, and some investigated using portfolio e-learning on engagement, which is the most significant difference between this study and previous studies.

Student engagement in portfolio-based e-learning for public speaking classes has significance in the field of educational research. This area of study is

important because it has the potential to improve learning outcomes, refine assessment methods, encourage technology integration, and facilitate individualized learning experiences. By studying this topic, the researcher aims to gain a deeper understanding of the different ways electronic portfolios can positively impact student engagement in public speaking classes. Through this exploration, valuable insights can be gained, contributing to the advancement of educational practices and pedagogical approaches (Varchenko-Trotsenko et al., 2017). The aspects mentioned above of the subject under study serve to enhance the acquisition of transferable skills, facilitate efficiency and accessibility, overcome barriers encountered in online learning, encourage continuous improvement in pedagogy, foster a student-centered approach to education, and contribute to the development of global competencies. This research aims to contribute to the field of language education and its implications for wider educational practice in the context of an ever-evolving and interconnected digital world.

Therefore, electronic portfolios can be an alternative way to conduct public speaking classes in a fully online form during this pandemic. However, this study focuses on exploring how they show aspects of their learning engagement during the implementation in the public speaking class and knowing the outcome of electronic portfolios on learning according to "student engagement in electronic portfolio-based learning for the public speaking class."

B. Identification of the Problem

After observing the problems described in the background above, several problems can be identified. The problems identified in this study are as follows:

1. The lack of perceived of engagement in online learning to participate or engage in the learning process.
2. The potential use of technology in electronic portfolios has yet to be fully utilized to improve engagement and learning effectiveness in public speaking classes.
3. The absence of research investigating the relationship between student engagement in these aspects of using *Google Sites* as a learning platform.
4. The lack of student's understanding of the concepts and benefits of the importance of using electronic portfolios in public speaking classroom learning.
5. The lack of student's understanding of how student engagement is reflected in the three aspects (behavioral, emotional, and cognitive) in the context of electronic portfolio learning in the public speaking classroom.
6. The limited research in previous journals reviewing student engagement on its aspects and indicators makes it difficult to find comprehensive information.
7. The lack of previous research explaining student engagement using electronic portfolios in public speaking learning.

After considering time and various sources of the above issues that cannot be researched in this study, this study has limitations, namely student involvement in learning by using electronic portfolios. This study chose student engagement because it can improve previous research and provide input to lecturers in the next electronic portfolio learning. A comprehensive framework recognizes

that student engagement is more than just classroom participation, encompassing behavioral, emotional, and cognitive aspects of the learning experience. This research explores the relationship between student engagement in learning and using electronic portfolios in a public speaking class with the *Google Sites* platform.

C. Focus of the Study

This study focuses on exploring students' behavioral, emotional and cognitive engagement-based learning classes public speaking using electronic portfolios on *Google Sites* platform.

D. Formulation of the Problem

The problems of this research were formulated as follow: How is student's engagement in learning public speaking utilizing based electronic portfolio?

E. Objectives of the Study

The objectives of the study are:

1. To explore student's behavioral engagement in learning public speaking applying electronic portfolios.
2. To explore student's emotional engagement in learning public speaking applying electronic portfolios.
3. To explore student's cognitive engagement in learning public speaking applying electronic portfolios.

F. Significance of the study

This research is expected to be able to dig up information from the students who have learned the electronic portfolio:

1. Theoretical Significance

By learning the theory of by learning the theory of student engagement in this research makes it easier to explore how student engagement using electronic portfolios affects learning in this public speaking class. The present study aims to investigate the potential outcomes and implications of electronic portfolio learning within blended learning. Researchers anticipate that this research will yield valuable insights, contribute to the existing body of knowledge, offer practical experience, and foster active engagement in electronic portfolio learning.

2. Practical Significance

1. For the teacher, giving information about student engagement and electronic portfolios, as well. The potential implications of this research are expected to facilitate the instructional process for educators by introducing innovative approaches aligned with the academic objectives and language education curriculum.
2. For the students, the findings of this study are to determine skills and achievements in terms of student engagement in learning to determine their learning success, including online learning. Participation is like effort, referring to the energy students put into their learning experiences, such as spending time in college, being actively involved in student associations, and communicating with friends or professors.

3. This research is expected to provide important information about how electronic portfolios are employed to collect assignments as a form of assessment based on the student's overall ability to make electronic portfolios or reflect on their learning in class. Therefore, the findings of this study can provide information and theory on electronic portfolios using the *Google Sites* platform.