THE IMPLEMENTATION OF E-PORTFOLIO-BASED LEARNING IN THE CLASS OF EVALUATION IN ELT IN THE ENGLISH EDUCATION DEPARTMENT, UNIVERSITAS AHMAD DAHLAN

A Bachelor Thesis

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ENGLISH EDUCATION STUDY PROGRAM

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITAS AHMAD DAHLAN

YOGYAKARTA

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Bachelor Thesis

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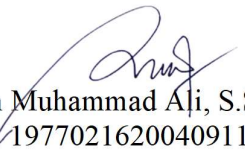

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MOTTO

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْم

“Sebaik-baik ucapan adalah yng dibenarkan dengan tindakan”

(Ali bin Abi Tholib)

“Berhenti melarikan diri, sebelum kamu menjadi buronan atas takdirmu sendiri”

(J.S. Khairen)

DEDICATION

With all my love, I dedicate this thesis to :

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ABSTRACT

This study examines the implementation of e-portfolios via Google Sites as an alternative learning tool in the class of Evaluation in ELT at Universitas Ahmad Dahlan during the COVID-19 pandemic. The main goal is to investigate the process of implementing e-portfolios and identify both obstacles and strategies encountered during the process. The research focuses on how this tool was integrated into the learning environment and its impact on teaching and learning dynamics.

A mixed-method approach was employed, utilizing random sampling with forty-eight participants from the 2021/2022 academic year. Data were gathered through questionnaires and interviews, with both quantitative and qualitative methods used for analysis. Tools such as SPSS and Excel were used to process the data quantitatively, while qualitative data analyzed through reduction, presentation, and conclusion drawing.

The results show that the e-portfolio was moderately accepted as a learning tool, with 45.83% finding it somewhat acceptable and 4.16% fully accepting it. The implementation is carried out in several stages, namely, choosing a platform, determining learning objectives, creating learning scenarios, socializing with the students about the use of e-portfolios, and device preparation. The obstacles that arise from this research include students' mindset, difficulty understanding tools, students' readiness to use the latest technology, boredom, laziness, difficulty sleeping experienced by students, and time management. The strategies implemented include lecturers spending more time monitoring students' e-portfolios and giving appreciation. Meanwhile, students spend more time making e-portfolios, they ask friends or look at other platforms if they encounter difficulties, and minimize screen time during free time if they have trouble sleeping.

Keywords : E-portfolio-based learning, Google Sites, Evaluation in ELT, E-learning

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