

# **CHAPTER I**

## **INTRODUCTION**

Chapter one of this thesis is the introduction. This chapter explained Background of the Study; Identification of the Problem; Focus of the Study; Formulation of the Problem; Objective of the Study; Significance of the Study. The full explanation is as follows.

### **A. Background of the Study**

Technological developments and changes have gone through many evolutionary processes. Furthermore, along with the development of technology, the era has increasingly spread to everyday life, including in the world of education. On the other hand, when technology was developing rapidly, there was a pandemic that obstructed all activities.

The pandemic because of COVID-19 has caused several systematic changes in social life. Isolation and restrictions on movement were carried out to prevent the spread of COVID-19, making most schools and universities closed for an indefinite period. The unexpected closure of educational institutions as a result of the emergence of COVID-19 prompted the authorities to suggest adopting alternatives to traditional learning methods in emergencies to ensure that students are not left without studying and to prevent the epidemic from spreading (Maatuk et al., 2022).

This is where the role of technology is needed. Teachers who are responsible as educators are required to be more prepared with increasingly developing technology. The essential factor in online learning is the readiness of educators and

students to interact online (Iqbal & Sohail, 2021). Since technology is developing very rapidly, it is necessary to review the readiness of students to accept these changes. Then, e-learning began to be conceived as an electronic-based learning medium that allows learning without making distance and space an obstacle to learning. E-learning is conceptualized as being able to disseminate knowledge or education via the internet, satellite, interactive TV, or extranet among learners. Tahnji and Vasantha (2016) revealed that the concept of E-learning includes applying modern technology, and the E-tools available, for effective two-way communication, to impart knowledge to all the relevant stakeholders in the education sector on a global level (Wang et al., 2022)

Learning Management System (LMS) is software designed to create, distribute and manage the delivery of learning materials. On the other hand, there are web-based applications that are starting to be used as learning media. Google Sites is a website-based application that is gaining popularity as a learning medium. Within Google Sites itself, there is an electronic-based portfolio or e-portfolio, which can be used just like e-learning.

The word e-portfolio has become important in the teaching process, according to a study of the theoretical literature. Several factors have been identified, including the increased use of computer technology, access to the Internet for educational purposes, and the development of various evaluation tools, ranging from simple comprehension assessments to assessments of most knowledge, skills, and emotional aspects, such as e-portfolios.

An E-portfolio is a digital platform in the Google Sites application, which is usually used to collect digital documents that can still be maximized in their use. An e-portfolio can be used as an alternative learning tool outside of e-learning from universities. Students often complain about e-learning from universities. It is considered less effective and complicated to use because it is rarely used. On the other hand, the use of e-learning provided by the university has several limitations, including limited access between lecturers and students, templates that cannot be edited according to the wishes of students, and the data contained in the e-learning will be lost when students are finished study in university.

Apart from Google Sites, there are also other applications such as Mahara, Weebly, and Wix, but in the class that used as the research subject, namely the Evaluation in English Language Teaching (ELT) class at the UAD English Education Department, the lecturer uses Google Sites because it is considered easy to use. In addition, learning that is boring and not interactive is another reason why lecturers apply this e-portfolio as a learning tools. Ramadannisa and Hartina (2021), show that the low motivation of students in online learning using certain platforms, which is characterized by low learning outcomes, shows that there is a need to maximize the use of technology in education. In a study conducted by Baber, (2022) it was found that the sudden shift to online (due to the covid-19 pandemic phenomenon) affected student readiness. In other words, when students have less or limited social interaction, this increases the difficulties they experience in the learning process.

For the creation of own e-portfolio using Wiki platform, the student can choose one of the ready templates, most corresponds to requirements, and also if necessary it is possible to adjust a template in compliance to individual requirements (Varchenko-Trotsenko et al., 2017). Apart from being an effort to maximize the use of the e-portfolio platform from Google Sites as a learning tool, the e-portfolio is also expected to be an effective alternative tool to replace e-learning from universities.

Paradigms in education want students to learn by being oriented toward projects, problems, investigations, discovery, and creation (Henri, 2018). Rais (2010) revealed that one of the learning strategies that can help students to have creative thinking, problem-solving, and interaction as well as assist in investigations that lead to real problem solving is Project-Based Learning (PBL). Thus, an e-portfolio is considered to have a great opportunity to be used as a supporter of the above theory. E-portfolios using Winsteps software, also provide a platform for more secure learning spaces, competency assessments, and online evidence storage, with ubiquitous accessibility (Rahim et al., 2019).

In their research, Varchenko-Trotsenko et al., (2017) mention 8 important components of e-portfolio in their research including; personal information, educational activity, scientific practical activities, professional development, social and humanitarian activity, completions, useful links, feedback. From these references, there are several known similarities in the class that used as participants. In the e-portfolio template is written as follows, Student's Profile

including, Name; Student Numbers; Universities; Study Programs; Subjects; Lectures Name, Sub Page Meeting (1-14), Link Google Form, Discussion Page.

Several studies on the implementation of e-portfolios, such as those conducted by RadoRadojičić, (2015) in this study researcher tries to outline the implementation of e-portfolio using Mahara to improve the educational process within an academic environment. While in this study, the author uses Google Sites and examines the implementation process at one of the universities in Indonesia. Then in research conducted by Razali et al., (2021) the Google Classroom application of e-portfolios is used to investigate teachers' perceptions of the use of e-portfolios as a digital assessment tool in teaching and learning. The writer uses students from campuses/universities to see the obstacles and strategies used when using e-portfolios in Google Sites.

Furthermore, in research by Parker et al., (2012), they found advantages, disadvantages, and obstacle in using e-portfolio by follow the format template from TaskStream web design. However, in contrast to the implementation of e-portfolio researched by the author, the lecturer gave students the freedom to create an e-portfolio design as attractive as possible. Then the research was conducted by Zarifsanaiey et al., (2018), also showed a positive impact on students after using e-portfolios from Mahara which was observed for two months. From the various studies mentioned above, some of the researchers implemented e-portfolios for teachers and students, studied teacher assessments using e-portfolios, and then also found advantages and obstacles experienced when using e-portfolios. Two of the previous studies used the Mahara platform; the other two used Google Classroom

and TaskStream. The difference can be seen that the author in this study used e-portfolios in Google Sites and applied them to students at universities in Indonesia. This research focuses more on the e-portfolio implementation process carried out by lecturers.

Several researchers who implement e-portfolio implementation in Indonesia with different study focuses such as, research with an e-portfolio using Facebook to develop student assessment instruments in the form of e-portfolios (Nurhayati & Sumbawati, 2007). It was found that the assignment through the developed e-portfolio met the requirements of valid and reliable, and was effective to be used as an assessment instrument. The method used was the four D models. There are also those who research using Google Sites related to the development of PBL-based e-modules (Jayanti & Pertiwi, 2023). In this study, PBL-based e-modules in the form of websites successfully developed effective coordination system materials to improve students' analytical skills and curiosity. The method used is ADDIE. The next research in developing an e-portfolio-based learning module using Google Sites (I Putu Yoga Laksana, 2024), This study successfully developed an e-portfolio-based learning module integrated with various digital media platforms, which effectively increased student engagement and learning achievement in a blended learning environment. The method used is the research and development (R&D) method. Moreover, there is a study using Google Sites to determine students' experiences in using e-portfolios, selecting e-portfolios, and creating assignments in the form of selecting video, photo, text, and audio content in e-portfolios (Raden Muhammad Ali, 2024). This study uses a qualitative

method. The results of this study are to find out the experiences of Indonesian students in using Google Sites-based e-portfolios for public speaking learning, by highlighting initial challenges, the process of selecting a platform, creating content, and practices in presenting and discussing their e-portfolios.

Based on the background above, the researcher is interested in conducting research on e-portfolio implementation because research reports on this topic are rarely found in Indonesia, to be more specific, in the English Education Department, Universitas Ahmad Dahlan. Therefore, the researcher decided to study the implementation of e-portfolio-based learning using Google Sites in the class of Evaluation in ELT in the English Education Department, Ahmad Dahlan University, academic year 2021/2022, as well as the obstacles and the strategies to solve the obstacles.

## **B. Identification of the Problem**

From the background above, the researcher can identify some problems :

1. In the era of Covid-19 pandemic around 2020 until 2022, teaching and learning process could not be done offline.
2. The use of the university's learning management system has limited access to students who have graduated.
3. The lecturer and students found the online learning using some platforms monotonous and ineffective.
4. It was found that there are still few teacher or lecturer using e-portfolio-based learning in English language learning in Indonesia.

5. It is still difficult to find researches that discuss the implementation of e-portfolio-based English learning using Google Sites in the English Education Department, Universitas Ahmad Dahlan.
6. There is passive interaction between students and lecturers when conducting online learning using several platform, which causes the lecturer not to know the extent of the student's understanding of the material that has been given.

### **C. Focus of the Study**

This research focuses on the implementation of an e-portfolio using Google Sites as a learning tool in the class of Evaluation in ELT in the English Education Department, Universitas Ahmad Dahlan.

### **D. Formulation of the Problem**

Based on the background of the study, the problem can be formulated as follows :

1. How is the implementations of e-portfolio-based learning in the class of Evaluation in ELT in the English Education Department of Universitas Ahmad Dahlan?
2. What are the obstacles of the implementation of e-portfolio-based learning in the class of Evaluation in ELT in the English Education Department of Universitas Ahmad Dahlan?

3. What are the strategies to overcome the obstacles of the implementation of e-portfolio-based learning in the class of Evaluation in ELT in the English Education Department of Universitas Ahmad Dahlan?

#### **E. Objectives of the Study**

Based on the formulation of the problem, it can be seen that the research objectives are as follows :

1. To explain the implementation of e-portfolio-based learning in the class of Evaluation in ELT in the English Education Department of Universitas Ahmad Dahlan.
2. To investigate the obstacles in the implementation of e-portfolio-based learning in the class of Evaluation in ELT in the English Education Department of Universitas Ahmad Dahlan.
3. To explain the strategies to overcome the obstacles of the implementation of e-portfolio-based learning in the class of Evaluation in ELT in the English Education Department of Universitas Ahmad Dahlan?

#### **F. Significant of the Study**

The researcher hopes that this research will be useful for students, teachers, and other researchers in the future.

1. Student and Lecturer

The results of this study are expected to provide an overview for students of what if the e-portfolio is used as a learning medium. In addition,

for lecturers, this e-portfolio can be an illustration of how it can be applied in class as a learning medium.

## 2. Reader and Researcher

To provide an overview of how the implementation of e-portfolios in learning is seen from the perspective of the lecturer as implementing the e-portfolio. This research can be a reference material for further research. In addition, researchers can also see the condition of the research object as a comparison in further research.