

CHAPTER I

INTRODUCTION

This chapter serves as an introduction to an overview of the fundamental components of the research, such as the Background of the Study, Identification of the Problem, Focus of the Study, Formulation of the Problem, Objective of the Study, and Significance of the Study.

A. Background of the Study

Portfolios are one of the tools that can be used in education (Moore, 2019). A portfolio is a comprehensive description of acquired knowledge and skills (Cordie et al., 2019). In the early 1990s, the advent of information technology led to the emergence of electronic portfolios, often known as E-portfolios. This digital version replaced the traditional paper-based portfolio and provided a more convenient option for students (Farrelly & Kaplin, 2019).

In today's rapidly evolving educational environment, conventional teaching methods are increasingly being replaced by more interactive and student-centered approaches. A new method that is gaining popularity is E-portfolio-based learning, which is a powerful tool to increase student engagement, encourage reflection, and promote skill development. Universities around the world are increasingly using E-portfolios (Lewis, 2017).

The emergence of digital media has been widely recognized as the greatest significant educational advance of this century and is strongly associated with transformative learning. Lecturers and teachers have the ability to utilize technology in the educational process to enhance the act of teaching and the act of learning (Eady et al., 2013). E-portfolios managed by universities are very important in the field of education. This is in contrast to individual E-portfolios on

social media, which serve as a personal showcase of professional and career achievements.

University-managed E-portfolios are specifically created to systematically capture and preserve student achievements and significant events during their academic development, including contributions from a variety of sources both within and outside higher education. E-portfolios can include a wide array of information, such as academic assignments, projects, engagement in contests, organizational affiliations, and other skills. Taking a closer look at its educational purpose, the E-portfolio fulfills the following functions: (a) collecting evidence of tasks, skills, achievements, and goals, (b) encouraging self-reflection on work and learning experiences, and (c) facilitating the exchange of work with peers for feedback (Lam, 2020).

One of the platforms widely used by students in E-portfolio-based learning activities is Google Sites. Google Sites was founded in March 2008. It provides a framework for creating a simple blog or website (Lemley & Martin, 2017). Google Sites also offers cloud-based facilities where users can incorporate media from other Google services, including Forms, YouTube videos, Docs, YouTube, and Slides (Lai & Jen, 2015). In the realm of education, Google Sites can be used for a variety of things, such as building virtual classrooms, assignments, project collaboration, course content, and others. Google Sites allows anyone to build a website quickly, easily, and simply. Google Sites is easy to use specifically to aid learning by maximizing features such as Google Docs, worksheets, forms, calendars, fantastic tables, and more.

E-portfolios using Google Sites made independently by students can motivate students to learn and improve their abilities and can record student achievements completely. In addition, the E-portfolio is also useful as an active documentation tool for activities

during lectures. This is important because students often forget evidence of their achievements during lectures such as notes on important materials and do not store them properly, making it difficult to find them when needed in the future.

Regarding the use of E-portfolios using Google Sites, Ahmad Dahlan University in the English Education Department implemented it for the first time during learning during the COVID-19 pandemic in 2021. Learning in the classroom is prohibited because it must maintain distance, so it must be done online (WhatsApp, Zoom, Google Meet, Google Classroom, and others). Online learning can be said to tend to be monotonous, ineffective, and boring. Thus, there is a desire to develop online learning that is more effective and fun. In the odd semester of 2021/2022, E-portfolio-based online learning began, which is still ongoing. One of the courses that implement an E-portfolio is Public Speaking.

In studying the Public Speaking course at the Ahmad Dahlan University English Education Department, they learned how important face-to-face relationships are in the classroom. But it also takes time to talk personally with each student. Communication through the use of Google Sites allows lecturers and students to collaborate and interact more efficiently.

Significantly, the utilization of E-portfolios leads to an active and purposeful form of student engagement, where students foster self-awareness and take responsibility for their academic progress (Aguiar et al., 2014). Several higher education institutions, including Bowling Green State University (Knight et al., 2008), La Guardia Community College, University of Barcelona, Spelman College, Clemson (Ring et al., 2009), Penn State, and Florida State University, have embarked on E-portfolio initiatives. The initiative aims to increase student engagement and measure its impact by integrating academic, personal, and professional dimensions.

Student engagement serves as a construct to assess the alignment between proactive measures taken by effective institutions, which include diverse pedagogical approaches and programmatic interventions, designed to motivate and direct students towards desired educational outcomes, versus the actions taken by students themselves in investing their time and energy to achieve these educationally meaningful activities (Kuh et al., 2000). It is crucial to realize that student engagement can only be realized if students are allowed to actively participate in the learning process.

In addition, it should be noted that the topic of student engagement in the context of E-portfolios has been a subject of investigation and exploration in both developing and developed countries. Countries such as the United States (Barrett, 2007), Australia (Cowan et al., 2007), Canada (Medvedeva et al., 2017), and Europe (Todorova, 2021) are among the countries that have adopted and incorporated E-portfolios into their educational practices.

Many colleges and universities have also conducted extensive research to test the impact of E-portfolios on student engagement and active learning, including the College of Education (CEDU) and College of Human Sciences (CHS) in a South African university (Mudau & Modise, 2022). This study investigated the use of E-portfolios in fostering student engagement with lecturers, content, and fellow students. Mudau and Modise (2022) in their study emphasized that although much of the existing literature focuses on student perceptions of E-portfolios or their implementation, there is still little information available on how E-portfolios are used to foster active student engagement.

There is still not much research in Indonesia regarding student engagement in E-portfolio learning, especially in Public Speaking classes. The average use of E-portfolios in higher education is widely

used in health majors such as Pharmacy, medicine, nursing, and so on (Smith & Doe, 2022).

Therefore, from this research, useful information will be known to everyone which is a starting point for knowing the forms of student engagement in E-portfolio learning in terms of behavioural, emotional, and cognitive engagement in Public Speaking courses by the fifth semester of English Language Education students in odd semester 2023/2024 Ahmad Dahlan University.

B. Identification of the Problem

1. The use and application of E-portfolios in English majors, especially in Public Speaking courses, is still very limited.
2. There is a lack of research in Indonesia on the use of E-portfolios, especially Google Sites-based E-portfolios.
3. The use of E-portfolios has been proven to increase student engagement, but many educational institutions in Indonesia have yet to fully adopt these tools.
4. Despite the growing use of E-portfolios in higher education worldwide and their potential to improve student engagement and learning, there is very limited research on student engagement in E-Portfolio learning, particularly in Public Speaking classes in Indonesia.

C. Focus of the Study

This research restriction is intended to limit qualitative research as well as limit research to determine which data is relevant and which is not relevant. Restrictions in this qualitative research are based more on the level of importance or urgency of the problems faced in this study. This research focuses on *"Student's Engagement in E-portfolio Based Learning of the Class of Public Speaking in the English Education Study Program, Ahmad Dahlan University"* whose

main object is student engagement in E-portfolio based learning in the Public Speaking course of the English Education Study Program.

D. Formulation of the Problem

Based on the background description above, the researcher formulates several problems to be discussed, namely: "What are the forms of student engagement in terms of behaviour, emotional, and cognitive in E-Portfolio-based learning in Public Speaking courses?"

E. Objective of the Study

Based on the research problem above, the objective of this study formulated by the researcher is to find out the forms of student engagement in terms of behaviour, emotional, and cognitive in E-Portfolio-based learning in Public Speaking courses.

F. Significance of the Study

The researcher hopes that this study can contribute to English language learning in the Public Speaking course. This study has two main significances, namely theoretical and practical significance:

1. Theoretical Significance

Academically, it is hoped that this research can contribute and provide knowledge regarding student engagement in E-portfolio-based learning, and can be used as a reference in Public Speaking courses.

2. Practical Significance

- a. For Students, the results of this study can be used as a reference to improve students' ability to understand more about the use of E-portfolio-based learning for active engagement and participation in learning.

- b. For Lecturers, the results of this study can help lecturers find the right solution to developing student engagement in using E-portfolios-based learning in Public Speaking courses.
- c. Other Researchers, the results of this study are to provide additional information for other researchers who want to conduct further research in related fields.