

CHAPTER I

INTRODUCTION

This chapter describes various matters starting from the background of the study, formulation of the problems, objectives of the study, focus of the study, significance of the study, and operational definition.

A. Background of the Study

Portfolio is one of alternative tools in learning process. Portfolio is used to evaluate, monitor, and document students' learning progress (Amaya et al., 2013). Portfolio is a collection of various forms of evidence of achievement of learning outcomes (Davis et al., 2001). Briefly, a student portfolio is a collection of reports, papers, and other materials along with student reflections on their learning and their strengths and weaknesses. So, with a portfolio students can collect various learning activities that are collected in the form of documents.

With technological developments, collections of students work and learning outcomes are made in digital form. Portfolios in digital form are known as electronic portfolios or e-portfolios. An electronic portfolio has the same meaning as a portfolio, which is a collection of digital artifacts and achievements of an individual, group, community, organization or institution. This collection may be text, graphic or multimedia archived on a Web-site or other electronic media such as a CD-ROM or DVD (Lorenzo & Ittelson, 2005). E-portfolio can also function as an

administrative tool to work in managing e-portfolios created in various applications and as a tool for control and discussion. Therefore, with e-portfolios, teachers and students can digitally document student work and achievements and create e-portfolios that suit learning objectives.

In relation to the learning objectives, e-portfolios can be a supporting tool for improving speaking in language learning. In the learning process, students often feel anxious in speaking class because they have to speak in limited time, topics are difficult to understand, or they are too shy to respond to the teacher in English. Well, one of the most prospective approaches is to use video recordings or audio recordings that can increase their self-confidence and courage (Kadwa & Alshenqeeti, 2020). Matra (2018) stated that by using technology, teachers can use video, sound, image and text media in the learning process. With an e-portfolio, students can carry out various activities related to speaking, such as listening to audio, watching videos, speaking using voice recordings, making videos, and so on. By recording video and audio, students can practice their pronunciation and fluency because they need to upload their video and audio as their learning outcomes. Therefore, the use of e-portfolios can support learning in speaking classes.

In assessing student learning outcomes, teachers need to see the evidence from student portfolios. In the findings stated by Driessen et al. (2007), e-portfolios make it easier for teachers to assess student work because they do not need to flip through their work to look for specific evidence. The hyperlinks in the e-portfolio make it easy to navigate so that searching for student work does not take much time.

In the findings presented by Yastibas & Yastibas (2015), they found that in the speaking class the teacher has a positive attitude towards the use of e-portfolios. But even so, there are some students who face some challenges in implementing e-portfolios in the classroom, for example they are frustrated with the complexity of the e-portfolio procedure. So, some students view positively the use of e-portfolios and some have difficulty managing e-portfolios.

Technology has always been an important part of the teaching and learning environment. It facilitates students' learning. Teachers can embed technology into teaching to support the learning process (Eady, Michelle J. and Lockyer, 2013). According to Ahmadi (2018), the application of technology also helps students learn on the basis of their interests and it also satisfies both visual and auditory senses of the students. Thus, incorporating e-portfolio into learning speaking will provide opportunities for students to optimize their learning experience.

Developing an e-portfolio as a learning medium can be a student learning experience. Students as developers gain experience in managing e-portfolios. According to Soeiro et al. (2008), in the process of developing an e-portfolio, it is necessary to consider a more participatory, constructive, reflexive, interactive and creative attitude about the learning experience and allow students to gain knowledge and competencies easily. So, by developing an e-portfolio, students can hone their technological skills and creativity at the same time.

The public speaking class at English Education Study Program, Universitas Ahmad Dahlan develops e-portfolio for learning speaking. Public speaking class is

one of English classes that focuses on speaking skills. Students develop Google Sites as a tool for learning speaking. Since e-portfolio is a new learning media (Baris & Tosun, 2011) that is applied in learning speaking especially in English Education Study Program, students may have different experiences in developing e-portfolios. Therefore, this study aims to determine the experiences of 5th semester students of the English Education Study Program, Universitas Ahmad Dahlan in developing e-portfolio.

B. Formulation of the Problems

In relation with the research background described above, the research problem can be formulated as follows:

1. What are student's experiences in determining the purpose of e-portfolio development?
2. What are student's experiences in selecting an e-portfolio platform?
3. What are student's experiences in selecting the contents of the e-portfolio?
4. What are student's experiences in publishing an e-portfolio?

C. Objectives of the Study

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

1. to find out student's experiences in determining the purpose of e-portfolio development.
2. to investigate student's experiences in selecting an e-portfolio platform.

3. to observe student's experiences in selecting the contents of the e-portfolio.
4. to identify student's experiences in publishing an e-portfolio.

D. Focus of the Study

English has four key language skills, such as speaking skill, reading skill, listening skill, and writing skill. Public speaking class is a part of English class which focuses on the students' speaking skill. Public speaking class in English Education Study Program, Universitas Ahmad Dahlan develop e-portfolio as the learning tool. This research focuses on the students' experiences in developing e-portfolio in their speaking class.

E. Significance of the Study

There are two significances of the research, they are theoretical significance and practical significance:

1. Theoretical Significance

The findings of this study are expected to contribute some support for teaching speaking using technological tools. In other words, the findings of this study are expected to add to and complement previous studies related to speaking skills, especially in students' experiences in developing e-portfolios for learning speaking.

2. Practical Significance

The results of this study are expected to be a provision for teachers, students, and also future researchers.

- a. For English teachers, the results of this study are expected to increase knowledge about developing e-portfolios, in particular to improve students' speaking skills, in an interesting and useful way to be able to see the progress of learning English.
- b. For the learners, the results of this research are expected to give some information about how to develop e-portfolio and improve speaking skills, and hopefully with the experience of developing a good e-portfolio, students will be able to develop an even better e-portfolio and have a progress in learning speaking.
- c. For future researchers, the results of this study are also useful for future researchers who want to conduct research in the same field. This means that this research can be a previous study for researchers who want to conduct research related to e-portfolios for learning speaking.

F. Operational Definition

1. Students' Experience

Student's Experience is students' perception about how they feel in determining the purpose of e-portfolio development, in selecting an e-portfolio platform, in selecting the contents of the e-portfolio, in publishing an e-portfolio at the English Education Study Program, Universitas Ahmad Dahlan.

2. E-portfolio

E-portfolio is a collection of student work in electronic or digital form created to record student activities in learning speaking in public speaking class of English Education Study Program, Universitas Ahmad Dahlan.

3. Speaking

Speaking is an activity to express ideas, information, opinions, or feelings in spoken language that is carried out in public speaking class of English Education Study Program, Universitas Ahmad Dahlan.