

## E-PORTFOLIO BASED LEARNING: STUDENT RESPONSE IN LEARNING SPEAKING

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### **ABSTRACT**

The present study aimed to investigate the response of e-portfolio on EFL students' speaking classroom. This study conducted to examines whether e-portfolio has good effect on improving student speaking skill. This study conducted at one of the junior high school in Bandung in the academic year 2019/2020. Seven students participated in this study. The type of this study was qualitative research and its design was a case study. The data obtained through observation, interview, and documentation. The findings of the research showed that e-portfolio has a positive response from the students. It was proven by the result of the data that the students helped by using e-portfolio as a speaking learning media. In addition, the result of this study indicates that e-portfolio is an interesting learning media to help students on their listening skills.

Keywords: Speaking Skills, E-portfolio, Students' Response

### **ABSTRAK**

Penelitian ini bertujuan untuk menyelidiki pemanfaatan e-portfolio di kelas berbicara siswa EFL. Penelitian ini dilakukan untuk memperkenalkan e-portfolio sebagai media alternatif di kelas berbicara. Penelitian ini dilakukan di salah satu sekolah menengah pertama di Bandung pada tahun akademik 2019/2020. Tujuh siswa berpartisipasi dalam penelitian ini. Jenis penelitian ini adalah penelitian kualitatif dan desainnya adalah studi kasus. Data diperoleh melalui observasi, wawancara, dan dokumentasi. Temuan penelitian menunjukkan bahwa E-portfolio memiliki respons positif dari para siswa. Itu dibuktikan oleh hasil data bahwa siswa terbantu dengan menggunakan e-portfolio sebagai media pembelajaran berbicara. Selain itu, hasil penelitian ini menunjukkan bahwa e-portfolio adalah media pembelajaran yang menarik untuk membantu siswa dalam keterampilan mendengarkan mereka.

*Kata Kunci: Kemampuan Berbicara, E-portfolio, Respon Siswa.*

## **INTRODUCTION**

Speaking skill is one of English skill that include to output of listening in spoken communication. According to Tarigan (1990: 3-4), speaking is a language skill that developed in child life, which is produced by listening skill, and at that period, speaking skill is learning. In carrying out speaking, students face some difficulties, one of them is about language its self. Speaking is a productive skill. When we speak, we produce the text, and it should be meaningful. Like

communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds.

However, many students still difficult in speaking because of several reasons. According to Cepik and Yastibas (2017), that the student is lack in practice and anxiety while they talk and they can't make a sentence in speaking. It means that the students have many considerations while they talk. In another case, Kurniawan (2016) found that most of the junior high school students of SMP T Bustanul Arifin Bener Meriah were not able to talk in English even in simple sentences. He further stated that this phenomenon caused by several factors, such as problems in grammar and vocabulary. Moreover, because of the monotonous teaching style of a teacher in delivering the materials, they only use their guidebook in learning teaching in which there is no motivation for the student to learn speaking skill.

Nowadays, following the trend is essential for human life. The development of information and technology (IT) is growing fast in Indonesia, and it has the primary role and can be using for various purpose in human life. This development of IT surely can also be used for educational purpose. It offers learners online materials like websites for learning which can be integrated and utilized by the teacher in teaching and learning process in the classroom, such as YouTube website (Almurashi, 2016). YouTube has become one of the most popular sites in the world (Alexa, 2011 in Almurashi, 2016). In this study, social media is use to be a platform of e-portfolio that accommodate the student work in video recorder shape.

Numerous studies confirm the learning use e-portfolio tools and technology believe in making learning more student-centred and create more personalized forms of education (Cepik and Yastibas, 2013). An e-portfolio is defining as "a digitized collection of artefacts, including demonstrations, resources, and accomplishments that represent an individual, group, or institution" (Lorenzo and Ittelson 2005: 2). According to Gunada (2017), using e-portfolio to increase the speaking skill is interest, challenging, and stimulating media that can motivate

student learning speaking skill seriously. In this case, using a video recorder and upload to social media platform as the e-portfolio.

The utilizing of E-portfolio has been investigated and in most cases, positive responses and outcomes were documented. The majority of the participants in reviewed studies give positive responses and outcomes towards the utilizing of E-portfolio in speaking learning. This present study was conducted to find out the extent process of E-portfolio in use to increase student ability in speaking skill and to find out their responses toward the utilizing of E-portfolio in the classroom. In line with the statement above, this research conducted due to the implementation of the Podcast in learning listening is still rare compared to the implementation of conventional speaking learning. It is one of the reasons that the researcher interested to analyze the implementation of the E-portfolio in speaking.

Speaking skill is a proficiency to communicate orally in an effective way. According to McKay in Herlina (2014), speaking skill has some crucial aspects which can divide into six points, such as (1) comprehension, (2) vocabulary, (3) pronunciation, (4) fluency, (5) grammar, and (6) intonation or expression. In term of comprehension aspect, people should understand the spoken words of the interlocutor, regardless of grammatical and other errors. Vocabulary is an essential aspect of speaking, which enables people to convey their information to others effectively. Then, pronunciation is related to the articulation of words in which it is crucial since wrong pronunciation will lead the interlocutor to difficulties in grasping the meaning. While fluency, according to Herlina (2014), is someone's smoothness in continuing to speak spontaneously. However, people should also consider the accuracy, appropriateness of their talk, in speaking. Then grammar relates to the structure or rule of producing sentence correctly. The last aspect is intonation or expression, which clarifies a sentence delivered. Generally, there are two kinds of intonation, namely rising and falling intonation. So, those are several aspects of speaking skill which need to own to be able to communicate effectively.

E-portfolios come from 2 syllables, namely electronic and portfolio. Generally, e-portfolio is documents that managing in electronic or digital management. According to Cepik and Yastibas (2013), e-portfolio is a digital and

personal collection of student own learning process. It also a tool for managing the learning document learning over a lifetime in ways that foster deep and continuous learning (Jensen and Treuer, 2014). Jensen and Treuer (2014) state, that "The e-portfolio is uniquely suited for 21st-century learning, an age when learning takes place anywhere and anytime, both inside and outside formal education", e-portfolio has several benefits in use for student learning. According to Srikaew et al. (2015), the portfolio is use by the student in learning progress, knowledge, attitude and skill. On the other hand, the teacher uses their portfolio to monitor their ability.

## **METHODOLOGY**

This study using qualitative descriptive research. According to Sugiyono (2018: 9) state that Qualitative research methods are methods based on the philosophy of positivism, used on natural objects and researchers as well as crucial instruments then the results of this study emphasize meaning rather than generalization. Besides, Nazir (2017: 74) state that descriptive research is a study to find facts with the right interpretation. Also, this study includes (1) accurately depicts phenomena, groups and individuals, and (2) determines the frequency of occurrence of a condition to minimize bias and maximize reliability. Then, qualitative descriptive research is a series of activities to obtain genetic data that accurately depicts the nature of phenomena and groups or individuals. Here, the researcher used the qualitative descriptive research method because this research wants to know about Student's Response of using e-portfolio in learning speaking skill of 7 grade of Junior High School. Furthermore, the research method used by the researcher is a case study. It is a type of research method involving an up-close, in-depth, and detailed investigation of a topic and its associated contextual position. It helps to understand a complex issue or topic. This method is used because this method aims to analyze each individual in life and thoughts and it helps the researcher to get information about the use of e-portfolio in learning speaking. This research is conducted in the classroom and the researcher describes everything that occurs in the class with a natural setting.

This research was conducted at one of the Junior High School in Bandung. This research is conducted in eleventh-grade students. The research carried out in the second semester of the academic year 2019/2020 that started in April 2020. Seven volunteer students and participated in this research.

The researcher uses an observation as the instrument to get the data. Then, the researcher used an interview guideline for the participants. The researcher prepared the questions to the participants. This question is used to know to what extent do the students assist e-portfolio in learning speaking and to know their response toward the implementation of e-portfolio. To strengthen the data, the documentation is use from student's social media.

In collecting the data, the researcher used observation, interview, and documentation. Due to the pandemic of Covid-19 and to performed social-distancing, the data collection was conducted via a google form. Researchers are possible to use mobile surveys during the Covid-19 pandemic, he also mentioned that mobile surveys are automated, inexpensive, and fast.

After obtaining data through observation, interview, and documentation, the next step was to analyze the data. Data analyzes were done qualitatively in this study. The researcher used narrative inquiry. Narrative inquiry is doing research by digging the story of student life.

## **RESULT AND DISCUSSION**

In this research, the researcher focused on the extent of e-portfolio assist students in increasing speaking skill at one of the junior high school in Bandung. To get the data, the researcher takes note of all the activities in the classroom. According to the observation in the class, the researcher got some data divided into several meetings. In first meeting, the teacher gave the materials, student is attended their face to the teacher by the question that student give to the teacher and it matches with the materials and process recording until uploading to the social media as the e-portfolio platform. In second meeting, the teacher hand over the question about the materials, the student has understood and active proven by student enthusiasm in answer the test in voice note showed by the Figure 1. They send their

voice note in WhatsApp group and directly, teacher gave the feedback to grow their spirit in doing their work.

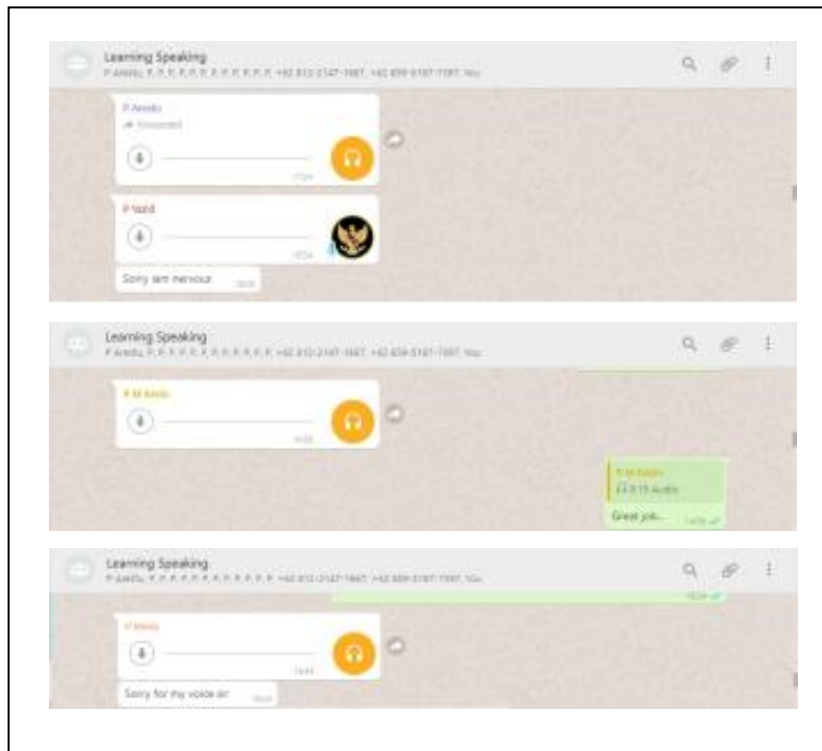


Figure 1. Student Enthusiasm in Answer the Test in Voice Note

In third meeting, the researcher found the spirit in the student, proving by student expression in response the appreciation. And last meeting, researcher giving an advice to exploit the video to increase their ability in speaking skill. Here, the student looks comfortable with the media proving by several of student make another video independently.

The second way to get data, the researcher used interview. The interview guideline is divided into three aspect. There are behavioral aspect, emotional aspect, and cognitive aspect. In behavioral aspect, more of them was giving good response for learning speaking through e-portfolio. It proven by all students that answer the researchers question where they can evaluate their ability in speaking skill and know how is their speaking skill. It shows that e-portfolio is good to use.

*“Yes, I use self assesment.”*

In addition, learning speaking through e-portfolio is need to use in their school for more of because student get the point of self-assessment by hearing their mistakes and correct it overtime.

*“we can hear the mistakes and correct them over time.”*

Its mean that they can exploit their work in e-portfolio to see their mistakes and correct their mistake time by time. Beside of that, other student said that it is an easy media to convince student to be more confident

*“because it is an easy learning to convince students in speaking English and to convince students to be more confident.”*

They feel confident that learning speaking through e-portfolio is make convincing student to easy speaking English and more confident in speaking. Then, now is the digital era and if we use e-portfolio for learning speaking, it is not possible we get correction from other who see our work in e-portfolio. It shows that they agree with learning speaking through e-portfolio.

*“in this digital era, we can use this media to get feedback from other people.”*

From the following student who agree in use e-portfolio for their learning speaking skill above, there are student comment that they choose meeting class for increase their speaking skill. then, they think that the important thing is can fluent a word. Because of that, E-portfolio not only the one method they choose.

*“because the important thing is that the pronunciation can be fluent so this media is not the only way.”*

In emotional aspect. the researcher found that student get new experience and it makes them happy. It proved by their comment that e-portfolio can change their self from unconfident to be confident with speaking in front of camera (A5).

*“I feel more confident.”*

Then, they satisfied with their work in e-portfolio because they can see the development of their skill.

Beside of new experience, the student has the various feelings when they use e-portfolio as learning speaking method. First feeling from the student is shy, because it is the first time for them to use e-portfolio. But time change them from shy to be confident because of trying e-portfolio as a media.

*“I am a little ashamed to speak English in front of the camera.”*

The second feeling is happy, because they work can see and evaluate with their friends or other people.

*“I am happy because my work can be seen and assessed by my friends.”*

And the last is felt relieved. It because after they feel shy for the first time, and also happy with the method, relieve feeling is happened and they want to try again learning speaking through e-portfolio.

*“Feel relieved and want to learn how to speak in English.”*

The student has the perception for e-portfolio as the method of learning speaking such as they thing it interesting to use because they can see the value of their speaking skill.

*“The media is very interesting to use.”*

Next, they can convince their self that they can speak English language.

*“I am more confident learning to talk with this media.”*

The last aspect is Cognitive aspect. In this aspect, student found the advantages of e-portfolio for their learning speaking such as, they can spirit in speaking English practice because e-portfolio is the new thing for them.

*“we are more enthusiastic in speaking English because we can discover new things.”*

Then, they can be more confident for speaking in front of people because in this case, the platform of e-portfolio is the social media.

*“I am more confident because the e-portfolio platform is social media.”*

Beside of that, bad internet be the difficult for student learning speaking through e-portfolio.

*“A bad internet network makes it very annoying.”*

## **The Implementation of Learning Speaking Skill Through E-Portfolio in The Classroom**

In application of using e-portfolio for learning speaking, student directly response the researcher question when the researcher done the introduction and they have deeper sense to studying English speaking through e-portfolio. It is to be a



sign that student enthusiasm with the meeting in learning use e-portfolio in their learning speaking skill.

After the researcher giving materials about learning speaking through e-portfolio, the student directly giving some question to the researcher about what they haven't understand about learning with this media. From the findings of researcher found, the student is enthusiasm, spirit and comfortable when learning using e-portfolio for increase their speaking skill.

### **The Student Response About Using E-Portfolio in Learning Speaking Skill**

In behavioral aspect, self-assessment is the center of a review process designed to get the potential education for self-accreditation (Pounder, 1999). It is use in e-portfolio because one of the principles in e-portfolio is to get students data and evaluate it with student self and its names reflection. According to Barrett (2000), the reflection organizes student portfolio in articulate their pondering each piece in their portfolio. Through the reflection procedure of meditation, student become progressively mindful of their self as students. In other hand, student can evaluate their ability from the e-portfolio as Cepik and Yastibas (2013) said in their article that e-portfolio make learning more student-centered and create more personalized.

The students have perceptions of this media is need to use in their learning skill. The perception depends on their own rationale and all of their learning way to increase their speaking skill is depend on their thinking to be need this media.

Emotional aspects are commitment to learn something, have a sense of belonging, feel happy and comfortable during the learning process (Li and Lerner, 2013). It happens in learning speaking through e-portfolio that the student has new experience when the first time using the media. The student also happy and interest when studying with e-portfolio.

The e-portfolios reflected a thorough work of the student learning experience that illustrates the progress, attempts, skills, knowledge and achievements. It was possible to evaluate different capabilities because this kind of work required from students' different skills (Soeiro, 2008). It same with Srikaew

et al. (2015) said that, the portfolio is use by the student in learning progress, knowledge, attitude and skill. On the other hand, the teacher uses their portfolio to monitor their ability. Student get the new experience when they learning speaking through e-portfolio that influence their skill in speaking. Then, they satisfied with their work in e-portfolio because they can see the development of their skill.

In other case, student got the different feelings in learning speaking through e-portfolio. Being confident is the main feelings that felt with the students when study using e-portfolio as the media in learning speaking. By focusing on the pronunciation, student found increasing in awareness of the sound in English and help them to be more self-confident (Atli and Bergil in Cepik and Yastibas, 2013). In other hand, a lot of student in higher previous performance is interest in learning speaking through e-portfolio (Händel et al., 2020). and convince their-self be the other feelings in learning speaking use e-portfolio.

Cognitive aspect is a designed to assess the extent to which students valued education, as well as their thoughts about learning. Goal orientation, identification with school, and perceptions of the link between students' lives and school were included as core indicators of cognitive engagement (Li and Lerner, 2013). It means that the goal in learning is a crucial aspect in cognitive like what the researcher found on the research that student got new thing in their learning experience and they conclude that social media as the e-portfolio platform was make them confident.

In the respondent school, this media is the first time use in their learning. It shows that the e-portfolio is a new thing that they try and they give a positive response in use this media for their learning such interesting, happy, and make them confident especially in speaking. Not only in new things, the social media in use as an e-portfolio platform is a cause of making their confident is grow. According to Gunada (2017), using e-portfolio to increase the speaking skill is interest, challenging, and stimulating media that can motivate student learning speaking skill seriously. It proves that e-portfolio is new thing that interest to use in the student learning especially in speaking skill.

Beside the good response in cognitive aspect when student learn speaking through e-portfolio, one thing that make e-portfolio is not perfect and smooth in use is bad internet. Bad internet is bothering their learning because it is a feature of e-portfolio. The bad internet makes them need more time to finish their process in learning through e-portfolio. Behind this deficiency, e-portfolio still recommended to use in learning speaking.

## CONCLUSION

The process of learning speaking through e-portfolio was done with positive response from the student who follow the meetings. Then, the student can use it to improve their ability in speaking. It can be concluded that the student accepted the e-portfolio as their learning speaking skill, proven by their response such as their enthusiasm in the meetings, knowing their ability in speaking, and get the new experience with new thing.

First is student enthusiasm. Student enthusiasm is an important thing that support student learning. The researcher was tested the student enthusiasm when the first meeting into the last meeting by giving some question like identity, their argument, their understanding, etc. It needed to be owned by the student in learning speaking through e-portfolio because the researcher find that the student can finish their task smoothly without significant obstacle.

After that, e-portfolio use to save the student work in electronic or internet. One of the aims of e-portfolio is the data can be seen again with the student to get information for their own ability with their own evaluation the name is self-assessment. In this study, the researcher found that the student said that they can see their ability through e-portfolio for their evaluation to increase their study especially in speaking.

Last is they get new experience. In this case, the student is from the 7th grade of junior high school that they are teenager who always want to know something new. It is a new thing for the student because they never learning speaking through this media. It is one of cause the student is enthusiasm when they do the task with this media.

From the proven above we can take the conclusion that the e-portfolio is a media that help student study in speaking independently where this media is make learning more student centered and prove the theory that “learning use e-portfolio tools and technology believe in making learning more student-centered and create more personalized forms of education” (Cepik and Yastibas, 2013).

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