

**EFL STUDENTS' VOICES ON UTILIZING E-PORTFOLIO
ASSESSMENT BASED GOOGLE SITE IN WRITING SKILLS**

THESIS

Submitted in Partial Fulfillment of the Requirement
for Gaining the Degree of Education Bachelor in
English Language Education



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Assalamu'alaikum, wr.wb.

I inform you that I have given guidance, briefing, and correction to whatever extent necessary for the following thesis:

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Wassalamu'alaikum Wr. Wb.

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ABSTRACT

Title : EFL Students' Voices on Utilizing E-portfolio
Assessment Based Google Site in Writing
Skills

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This research aims to explain the use of Google Sites-based e-portfolio in improving learning and supporting assessment in writing skill. The research participants are ten English Education students at UIN Walisongo Semarang in the academic year 2024-2025. Through a qualitative method and a descriptive research design, data were collected from interviews with students who use e-portfolio in the learning process. Data analysis techniques used data reduction, data display, and verification. The results show that students appreciated the flexibility, creativity, and ease of access offered by this platform, which contributed positively to their learning experience. However, there were technical challenges such as internet connection problems, limited features on mobile devices, and file upload processes that needed to be improved. These findings emphasize the importance of improving facilities and training to optimize the use of e-portfolio in English learning. Overall, Google Sites-based e-portfolio is an effective innovation to support the development of student competencies, as long as it is supported by adequate infrastructure and the right implementation strategy. E-portfolio as a academic digital assessment tool offers benefits such as increasing creativity, motivation, and students' reflection and digital literacy skills.

Keywords: *Assessment, E-portfolio, Google Site, Writing Skills*

MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا

“Allah does not burden anyone, except with something within its capacity.” (Al-Baqarah: 286)

“You’re doing fine. Sometimes you’re doing better, sometimes you’re doing worst. But at the end, it’s you. So I just want you to have no regrets. I want you to feel yourself grow and I just want you to also love yourself. It’s not always easy, but that’s life. Be strong because there are better days ahead.”

(Mark Lee)

DEDICATION

This thesis is dedicated to:

1. My beloved campus, Universitas Islam Negeri Walisongo Semarang especially Education and Teacher Training Faculty and English Education Department.
2. All of my lectures that have guided and educated me with big gorgeous sincerity.
3. English teachers and researchers in ELT.

Love and respect are always for them. Thanks a billion, there is no word but praying may Allah multiply reward all your kindness.

ACKNOWLEDGEMENT

Bismillahirrahmanirrahim,

In the name of Allah, the Beneficent the Merciful, *Alhamdulillahirobbil'alam*, all praises have belonged to Allah SWT, The Most Gracious and Merciful. None of the best words to express my gratitude until this thesis could be finished. *Sholawat and Salam* were always given to our beloved prophet Muhammad SAW whom we hope to give us *Syafa'at* in here after, amiin.

Alhamdulillah, finally the researcher has finished in writing this final project for the requirement for the degree of bachelor education in English Language Education Department of Walisongo State Islamic University (UIN) Semarang. Therefore, the researcher would like to express the deepest gratitude to:

1. Prof. Dr. H. Fatah Syukur, M.Ag. as the Dean of Faculty of Education and Teacher Training of State Islamic University of Walisongo Semarang
2. The chief of the English Education Department of Walisongo State Islamic University (UIN) Semarang Dra. Nuna Mustikawati Dewi, M.Pd.
3. Lulut Widyaningrum, M.Pd. as the Secretary of the English Education Department of Walisongo State Islamic University (UIN) Semarang.
4. Thanks to Dr. Siti Mariam, M.Pd. as my advisor, who gives good guidance, correction, suggestion, motivation, and patience for this

graduation paper from beginning until the end. May Allah always bless you.

5. Thanks to all lectures Education and Teacher Training Faculty of Walisongo State Islamic University (UIN) Semarang. Especially the lectures of English Language Education Department of Walisongo State Islamic University (UIN) Semarang.
6. Thanks to the respondents for their time and contribution to this research.
7. Thanks to my beloved parents Mr. Ahmad Arofiq and Mrs. Khotimatun who always give me love, support, and pray for my successful life. May Allah SWT always give blessing health and happiness to you.
8. Thanks to my dearest sister and brother, Muhammad Farel Ziidan Hadaani and Salisa Qutrotunnada who always support and loving me. May Allah SWT always give health to you all.
9. All of my friends CARVIL, Bogo Gang, friends in KKN-MIT 18 Posko 66, all my friends in Pondok Pesantren Daarun Najaah Jerakah, my friends in English Language Education department especially PBI A 21, and the last thanks to my bestfriend Eka Riski Ardiyanti who always supported and loved me since high school.
10. For someone in my future, who makes me want to continue to process and always improve myself so that hopefully I can be as good as you in the future.

11. Last but not least, thanks to myself for trying all this time, you're great. Don't be afraid, everyone has their own process. And sometimes life doesn't go as to your plan but that's okay, if life gives you lemons make lemonade.

The researcher realizes that the preparation of this thesis is far from perfect, may Allah SWT give a double reward to all those who have helped the author in completing the writing of this thesis. Therefore, the researcher hopes for suggestions and constructive criticism from readers. Finally, the researcher hopes that the purpose of making this thesis can be achieved as expected.

Semarang, 31 May 2025
Researcher



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CHAPTER I INTRODUCTION

The researcher serves the background of this study, reason for choosing the topic, research questions, objective of the research, significance of the research, and limitations of the research in this chapter.

A. Background of Study

Writing skills in English as a foreign language are essential for EFL students' to prepare themselves for global challenges. Writing becomes one of the important forms of assessment where students practice critical thinking and compose correct vocabulary. In educational settings, the most common form of assessment is using traditional pen-and-pencil assessment methods (Lokollo & Arman, 2021). Previous learning and assessment processes that used traditional methods focused on the end result and did not provide opportunities for students to reflect on their learning development on an ongoing basis. Along with the development of technology, various innovations in learning or assessment continue to emerge. In recent years, e-portfolio has emerged as a new innovation in assessment that offers a more holistic and process-centred approach.

Portfolio assessment, as opposed to traditional assessment methods, encourages independent and self-directed learning, which helps pupils become less procedural. The qualitative data

also show how students' perceptions of the value of writing in general and autonomy (or independent practice) in particular have changed over time (Gebrekidan, 2023).

E-portfolios as a tool that encourages learning and learning processes has attracted significant attention in recent years due to its potential to enhance student learning outcomes, promote autonomy, and permit specific assessment. E-portfolios offer an unusual opportunity for students to share their language skills and reflect on their learning process. As a formative assessment, e-portfolios offer many benefits in both formal and informal contexts. Research conducted by Sultana et al (2020) Shows that e-portfolio is a reflective platform that allows students and educators to exchange ideas and feedback. The existence of this platform encourages students to think innovatively and critically, so that they are able to produce high-quality work and meet predetermined standards and outcomes.

E-portfolios also help teachers to formatively document student learning developments related to their production and performance. According to Namaziandost (2020), E-portfolios are authentic because students will have the opportunity to take responsibility for their learning, so they are required to establish their e-portfolios, reflect on their learning processes and findings, and improve their learning based upon their reflections.

After examining the definitions of e-portfolios, the researcher discovered that the majority of them included elements such as digital artifacts created by students, digitalized collections, and a deliberate gathering of digital content. According to Lorenzo and Ittelson (2005), an e-portfolio is "a collection of artifacts including demonstrations, resources, and accomplishments that represent an individual, group, or institution" (p. 2), which is arguably the best definition of the term. Additionally Rezai (2022), state that e-portfolios are "web-based, customized collections of work, answers to work, and reflections that are used to highlight important abilities and achievement in a range of situations and eras."

According to Marshall (2010), formative assessment is designed to foster and develop learning by providing feedback cooperatively between the teacher and the student. Although the term "e-portfolios" is frequently linked to formative assessment, it can also be employed in summative assessment. In this way, e-portfolios act as a storehouse for student work. It is feasible to enhance formative assessment in the classroom by implementing an e-portfolio system. Teachers and students are able to communicate more effectively thanks to the platform's feedback system. (Segaran, 2019).

According to Carmean and Christie (2006), electronic portfolios, or e-portfolios, is collected, stored, and managed

electronically, but it is still the same type of information as in traditional, paper-based portfolios. This makes it possible for the student to record artifacts from various media kinds, like electronic books, graphics, videos, or multimedia presentations.

E-portfolios were also defined by Marinho (2021), as a thoughtful compilation of student work demonstrating the student's endeavors, development, and successes in one or more extra regions. Students' input in choosing the contents for the collection, the selection criteria for the evaluating criteria and proof of the pupil's introspection. According to the earlier description, facilitates formal, informal, and non-formal education and includes.

Furthermore, as shown by Mapundu & Musara's (2019), with research results, e-portfolios can strengthen students' confidence in terms of their employability by providing an opportunity to showcase evidence of competence and relevant experience. In the context of job search, career centres may find e-portfolios a very useful tool to support students, especially through access to e-portfolio resume links containing portfolios of students' excellent work (Ciesielkiewicz, 2019).

At English department UIN Walisongo, the e-portfolio is used as a repository of student work results and lecturers' assessments of student performance during one semester because lecturers realize that student results are an indicator of the quality

of their work during one semester. Apart from that, e-portfolios are used because of students' different ability, some may like learning style of writing, speaking, reading or listening, by using e-portfolios they can get everything in one place. This research investigated the students' voices on e-portfolio assessment in English writing skill.

B. Reason for Choosing the Topic

The following are the reasons why researcher took this research, which are as follows:

1. Explaining the implementation of using e-portfolio assessment in writing skill.
2. Describing students' voices in using e-portfolio assessment in writing skill.

C. Research Questions

The statements of problem study of this research that the researcher analyzed are as follows:

1. How is the implementation of using E-portfolio assessment in writing skill?
2. How is students' voices of using E-portfolio assessment in writing skill?

D. Objective the Research

From the research question above, this study aims as follows:

1. To explain the implementation of using E-portfolio assessment in writing skill.

2. To describe students' voices of using E-portfolio assessment in writing skill.

1. Significance of the Study

a) Theoretical Benefit

1. Provide additional knowledge and literature in the field of education related to the implementation of google sites as an e-portfolio of learning progress and student assessment.
2. Used as reference material for the basis of further research development related to this research.
3. Develop theories in the field of education, especially in improving literacy.
4. As input material for similar research in the future.

b) Practical Benefit

1. For Students
Getting new experiences that they may not have gotten when using google sites. So that this new experience can increase student motivation and creativity, especially in English subjects, making students more active when participating in learning because the learning method is fun and attracts students' attention.
2. For Teacher
To improve managed learning, teachers can easily implement quality improvements that not only bring them personal satisfaction but also inspire colleagues to

enhance their own classroom practices by sharing successful outcomes.

2. Limitation of Study

This study focuses on fifth-semester students of the Faculty of Tarbiyah Teacher, Department of English Education at UIN Walisongo Semarang who have used google sites as an e-portfolio for submitting their assignments related to their writing skills on English Language Learning Courses. This study focuses on describing out the perceptions of EFL students at UIN Walisongo regarding the use of e-portfolios as artifacts for submitting their course assignments. The results of this study are based on data collected from interviews.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides an overview of relevant literature including previous research and theoretical review. The literature review presents some theories to support the data of this study, while previous research was used to identify the research gap and shortcomings so that the researcher can improve and complete it.

A. Previous Study

In terms of collecting student assignments, e-portfolio is one of the media that gets a lot of attention for collecting student assignments. Besides being useful for formative assessment, using an e-portfolio can also train students' creativity and also improve their understanding of English through simple features in the e-portfolio.

To help students reach their learning objectives, an appropriate online evaluation system should be implemented after a good learning process that makes use of online media. As Guo et al. (2020), constructivism is an approach that prioritizes the learner, backs learner-centered activities in the classroom, characterizes education as "Learning by Doing," and forms the basis of contemporary pedagogical approaches like problem-solving and project-based learning. The main emphasis is on learning by doing; therefore, evaluating this process requires a

special evaluation technique that considers individual performance, personal differences, and student knowledge.

In previous study by Wetcho (2019), entitled "*The different roles of help-seeking personalities in social support group activity on e-portfolio for career development*" suggested that an effectively designed e-portfolio may increase students' self-confidence for success in their academic and future professional decisions. An effectively designed e-portfolio may increase students' self-confidence for success in their academic, ultimately empowering them to actively engage in social support groups and career development activities.

According to Laksana (2022), "*Students' Perception on E-Portfolio Based Learning Implementation.*" this research has similarities that e-portfolios have a positive impact on students' learning experience, engagement and skill development. E-portfolio also facilitate communication and feedback between students and lecturers which increases motivation and confidence. The finding of the study showed positive student perception regarding the use of an e-portfolio in English language instruction. This type of portfolio allows them to expand their abilities and capabilities, refine their skills, and improve their practical English language proficiency. In addition, Google Classroom, as an e-portfolio, encourages students to become better people and also heightens their ICT knowledge.

ICT is a technology used for gathering, processing, storing, sharing, and displaying information is referred to as information and communication technology. Because it facilitates autonomous and participatory learning, ICT is essential to improving the quality of instruction in the classroom. It encourages pupils to find, choose, and analyze information efficiently, which develops their creativity and independence. This is considered a valuable tool for students to assess their learning progress. In addition, this tool is useful and effective in raising students' proficiency in English writing skills. Sadly, a few issues arise throughout the implementation of the e-portfolio. Despite this, the problem is not intractable and can be resolved by careful instruction, a teacher's daily log, and more well organized procedures.

According to Muin (2021), with the research entitled *“Students' Perceptions on the Use of E-Portfolio for Learning Assessment: A Case Study”* the result of previous research demonstrations e-portfolio, students can monitor their progress, reflect on their abilities, and practice English skills in the real world. In addition, using Google Classroom as an e-portfolio encourages students to improve their performance and show off their ICT prowess. It is considered an important tool that helps students evaluate their progress in learning. In addition, e-portfolios are also a useful and effective tool to improve students'

English proficiency. Unfortunately, there are some problems that arise when e-portfolios come into use. However, these problems are considered temporary and can be overcome with sufficient preparation, inventiveness from teachers, and a more structured process. Motivating or inspiring students to take greater ownership of their education and develop into independent learners is also important. It makes sense to integrate the use of e-portfolios with a student-centered approach.

According to Ganasan (2022), with the research entitled ” *E-portfolio as a Multi-layered alternative assessment in enhancing collaborative writing skills among second language learners of English*” the findings of this study are in line in that they both show that e-portfolios serve as an innovative learning tool among learners of English as a second language. Students can explore their learning by making connections and thinking critically through collaborative learning tasks. Students gain confidence in the process of completing their tasks. This research concludes that e-portfolio as an alternative assessment has the potential to lead to deep learning when tasks are effectively integrated in multi-layers to promote learning.

According to Meletiadou (2021), entitled “*Using Padlets as E-Portfolios to Enhance Undergraduate Students’ Writing Skills and Motivation*” shows that the use of e-portfolios clearly helped students’ writing development, as evidenced by their

improved quality of feedback and engagement in the forum. However, it is important for lecturers to clarify writing expectations, hone critical thinking, and challenge students' old views about learning. Students should also actively review and provide constructive feedback on their peers' e-portfolios, discuss and share ideas to support mutual growth. E-portfolios proved to be effective in improving the understanding of writing efficacy, linguistic ability and “soft skills”, content knowledge, digital skills, autonomy, and interpersonal, while encouraging a change in mindset from rigid to developmental.

According to Tham (2021), with the research entitled *“English Majors’ Perception of Autonomous Learning Skills and Their Writing Performance in an E-portfolio-based Writing Course”* this study has in common that it found that the experience of using e-portfolios was rated as interesting and useful by students. They liked the ease of saving assignments and adding creative elements such as podcasts. E-portfolios with peer feedback also encouraged productive dialog and improved linguistic skills, including mechanics and grammar. Nonetheless, challenges include the need for more IT support, concerns about the fairness of grading, and technical issues such as unstable internet connections.

This research has similarities and differences with previous research Hanifa (2024), entitled *“Students’ Voices On*

E-portfolio Based English Listening Assessment Using Google Sites” Emphasised students' perceptions of using Google Sites as an evaluation tool in English listening classes, this study demonstrates the use of e-portfolios. This study is structured around four main themes: the first explores students' opinions about the integration of Google Sites; the second discusses the difficulties they face; the third looks at how students' self-reflection changes before and after using Google Sites for one semester; and the fourth looks at students' opinions about the sustainability of Google Sites as an ongoing assessment tool in English listening classes. The similarities in this study are that it uses a google sites-based e-portfolio for learning tools, it also compiles two theme s it means students’ opinions about the integration of Google Sites and difficulties they faces. While the difference lies in the focus of the skills studied, this study examines listening skills while researcher focus on writing skills.

Based on previous studies, the use of e-portfolio as a learning tool has a significant positive impact. Students find the experience interesting and rewarding due to the ease of saving assignments and adding creative elements, such as podcasts. E-portfolios can exercise students' creativity and improve their understanding of English. In addition, e-portfolios facilitate communication and feedback between students and lecturers, which can increase motivation and confidence. Several studies

have shown that an effectively designed e-portfolio can boost students' confidence to succeed in their future academic and professional careers. Nonetheless, there are some challenges in e-portfolio implementation that need to be addressed. Some studies highlighted issues such as the need for better IT support, concerns about the fairness of assessment, and technical issues such as unstable internet connections. However, these issues are considered surmountable with adequate preparation, careful direction and more structured procedures from teachers.

Although e-portfolio have been studied in general and in other language skill, previous research has not specifically and deeply explored EFL students' voices regarding the use of Google Sites based e-portfolio in the assessment of writing skill. This study aims to fill that gap by focusing on students' experiences, challenges, and perception in the context of writing.

B. Literature Review

1. Assessment

Michael Shrivien first used the phrase formative assessment in 1967 when discussing the evaluation of curriculum programs half a century earlier. Subsequently, Harlen et al. (2003) showed that formative evaluation aids in the learning of learners at a lower level by allowing them to advance gradually. It reduces special needs placements in addition to provide all members of the community with

equitable learning opportunities. Formative assessment guides teachers' decision-making on future instruction by weighing understanding as it occurs. Additionally, it gives pupils feedback so they can do better.

Assessment and giving feedback to learners is one of the eight specified areas of activity, core knowledge and professional values articulated in the Education of National Standards Framework for teaching and supporting learning in higher education (Mariam et al., 2018). This strong emphasis highlights that effective assessment and feedback are fundamental pillars of a quality educational experience, going beyond mere grading to actively guide, motivate, and develop students throughout their academic journey.

Helping the learner create an index to their own learning is a fundamental tenet of formative assessments. Question-and-answer sessions conducted during lesson instruction are arguably the most popular and nearly instinctive type of formative assessment. This enables immediate feedback on comprehension and learning for both the teacher and the student. It is clear that formative evaluation is not a novel idea in this sense. By offering a rapid index to what they have learned thus far during the teaching process, formative assessment as an educational tool allows students to participate in their own learning process. When the

teacher is still talking about the subject, the students in this scenario are then free to raise questions and convey how much they don't comprehend the lecture (Hanifa, 2024).

Assessment can take two forms: a test to measure learners' proficiency or achievement, or a portfolio containing documents like essays, letters, and audio or video recordings (Council of Europe). Essentially, assessment can occur after each lesson, allowing teachers to evaluate students' participation and engagement. Portfolios and projects may be used in the process, or a final score based on assessments from daily, mid-semester, semester, and final exams (Aysu, 2022).

2. *Writing*

Writing is an important aspect of language learning and is essential for both academic and professional success in addition to being a tool for expression. But conventional teaching methods sometimes overlook pupils' varied cultural origins and don't provide them with writing exercises that speak to their unique identities. This is particularly relevant in EFL classes, where including culturally sensitive writing teaching can greatly improve students' writing abilities (Sutrisno et al, 2024).

Writing well is a crucial skill because essays serve as the primary means of distributing and evaluating knowledge

in academic environments. It is crucial for assessing students' critical thinking, understanding, and ability to articulate complex ideas coherently. Some online writing tools offer instant feedback on syntax, coherence, and argument construction (M.Akhmedova, 2025).

Writing skills are unique abilities that allow writers to put their views into written form. Through this skill, learners mentally engage with words and messages. In essence, writing is an integral part of language practice (Chicho, 2022). For learners, especially in academic contexts, mastering writing skills is key to succeeding. It allows them to express their understanding of subject matter, participate in intellectual discussions, and construct logical arguments. Furthermore, writing is a tool for learning and reflecting, helping learners internalize information and develop their own thinking. With strong writing skills, individuals can communicate effectively across multiple platforms, both formal and informal, and ultimately, contribute to a broader dialog.

As a teacher, observing students as they revise in EFL writing lessons is a very powerful method. Seeing this process first-hand allows us to understand how students deal with errors, whether they apply grammar rules independently, and how they choose more appropriate vocabulary or construct more cohesive sentences (Annury, 2023). This observation

also allows us to see how their metalinguistic awareness improves their ability to identify and explain errors. In addition, we can measure how well students integrate previous feedback into the improvement of their writing. All of this provides concrete evidence of progress in grammatical accuracy, vocabulary richness, and cohesiveness of students' writing.

3. *E-portfolio*

The concept of a portfolio has evolved over time from its original use as a case for holding loose papers in fields like finance, government, and education. In the art world, portfolios were used to display an artist's best works, carefully chosen for a specific audience. The following section of this article explores how portfolios transitioned from the realm of art to the field of education (Farrell, 2020).

It should be noted that portfolio assessment is a purposeful and multidimensional process of collecting evidence that illustrates a student's achievements, efforts, and progress, using a variety of authentic evidence over time. In fact, portfolios are so purposeful that everything defines the portfolio system, such as: What is collected; Who collects it; How it is collected; Who assesses it; How they assess; and What is done with what they see are all determined in advance by the purpose of the portfolio (Aziz, 2018).

Electronic portfolios also known as e-portfolios, e-portfolios, digital portfolios, or web folios are contemporary portfolios of internet technology that are gaining much attention in terms of learning and assessment. Previously, Norton and Wiburg defined portfolios as “a systematic and selective collection of student work that has been assembled to demonstrate student motivation, academic growth, and achievement levels”. With electronic portfolios, students can save a large amount of media assets that can be used as references for their work, which sets them apart from paper-based portfolios.

E-portfolio, also known as an electronic portfolio, is a digital compilation teaching and learning resources that highlights student progress and learning from one day to the next. E-portfolios can include a variety of materials, such as written assignments, multimedia projects, reflective essays, and other course materials. E-portfolio is frequently used in educational settings, such as schools and universities, to help students reflect on their learning experiences, identify areas for improvement, and highlight their accomplishments. E-portfolios can be created using a variety of tools, such as online platforms, mobile applications, and digital portfolios. One of the benefits of using an e-portfolio is that it allows students to have more flexible and personalized feedback

during their learning assignments. E-portfolio enables students to demonstrate their learning in a way that aligns with their learning style, interests, and capabilities. E-portfolio also gives teachers more comprehensive insight into student learning because it allows them to see students' progress across several subject areas and time periods. Another benefit of an e-portfolio is that it can be easily organized and accessed, making it useful for improving resumes and work ethics. (Wu, 2023)

E-portfolios can be used as a formative assessment tool for students, where students can store reflections on their learning in class, quizzes given by the teacher and can also get feedback from the teacher and other friends. Online portfolio assessment was effective in improving the writing skills of secondary school students in Iran. There was a significant improvement in students' writing performance over time, as well as other benefits such as the development of autonomy, a sense of belonging, organized learning, and a student-centered classroom environment. The integration of online portfolio assessment in language teaching is considered essential for improving students' writing skills. (Rahimi, 2021)

a. Types of e-portfolio

There are several types of e-portfolios Alex (2010), define e-portfolios in general with different features and purposes in general:

1. **Developmental e-portfolios:** These e-portfolios are designed to track student progress over time in a specific area, such as writing or math. It usually includes a variety of artifacts that show student growth and student development.
2. **Assessment e-portfolios:** This type of e-portfolio is used to assess student learning outcomes. It typically includes artifacts that demonstrate students' mastery of specific learning objectives or competencies.
3. **Exhibited e-portfolios:** This type of e-portfolio usually contains students' best work and can be used for college or job applications, hence it is designed as a means of showcasing students' achievements and accomplishments.
4. **Reflective e-portfolio:** This type of e-portfolio is designed for reflection on the learning experience. It typically includes artifacts that demonstrate the student's thinking and learning process as well as reflective essays or journal entries.

5. **Career e-portfolios:** This type of e-portfolio usually includes artifacts that demonstrate students' work experience, projects, and achievements and can be used for job applications or professional development.
6. **Electronic portfolio for education:** This e-portfolio documents the students' learning experiences, including assignments, research, and projects. This generally serves as a guide to highlight students' learning disabilities in the classroom and can be applied to either academic or personal goals.

b. Google sites is one type of e-portfolio

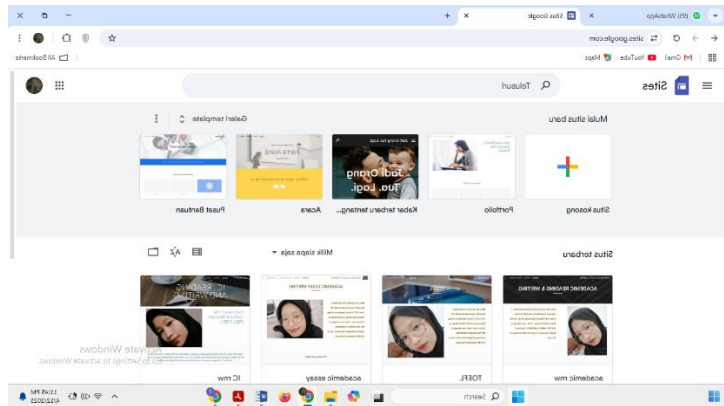
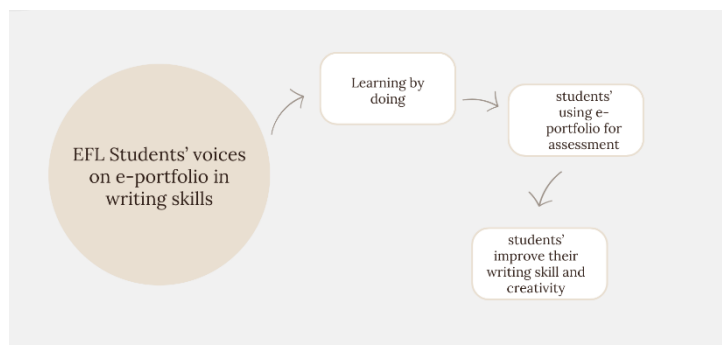


Figure 4.1. E-portfolio homepage

Referring to Kompen et al. (2019), Google sites is a product from Google that functions to create a personal web.

Google sites can be used to support classroom activities, such as learning and assessment. For example, students can submit their assignments and create their own web pages. Then the lecturer can see the assignments that have been sent by their students through the shared link. In addition, google sites also presents various features that can be used such as text, photos, videos, or links in the same place (Lange & Costley, 2020).

C. Conceptual Framework



This study is based on the concept of “learning by doing” by Guo et al., (2020) an approach to learning that emphasizes that the most effective learning process occurs when students are actively involved in hands-on experiences and practice. This means that rather than just listening or reading, actually doing something will significantly strengthen understanding and retention of information. Within this framework, learning becomes an active process where students do not merely consume

information but construct their own knowledge through exploration, experimentation, and direct application of the concepts being studied. This approach enables students to develop critical thinking, problem-solving, and creativity skills in real-world contexts, bridging the gap between theory and practice, and better preparing them to tackle real-world challenges. In other words, the essence of “learning by doing” is that direct experience and reflection on that experience serve as the primary catalysts for deep and sustained learning.

CHAPTER III

METHODOLOGY OF RESEARCH

This chapter discusses the research method applied in this research. There are research designs, research settings, and techniques for data Collection.

A. Research Design

This research used a qualitative method and a descriptive research design that describes the case study or research question to be studied. According to Creswell (2012, p. 274) explained the purpose of descriptive method is to find a detailed explanation and description about the object of the research systematically. This research explained English student perceptions, related to the use of e-portfolio as an writing assessment in English language learning.

B. Data Source

The source of data in this study is in-depth interviews with students of UIN Walisongo majoring in English. The supporting data is the distribution of interview questions to participants regarding implementation of e-portfolio. And the last is the documentation of data collected by researchers when conducting research.

C. Setting, Participant, and Time of Research

1. Location and Time

The research location was conducted at UIN Walisongo Semarang, and the time was be in the 2024/2025 academic year.

2. Participant

In this study, the researcher took participants from UIN Walisongo Semarang. Because this study discusses “Student's Voices about E-portfolio in Writing Skills”, the researcher chose ten 5th semester students because in that semester they had gone through an essay writing class and had used the Google Sites e-portfolio so that they were included in the criteria of this study.

D. Technique of Data Collection

1. Interview

The participants that provide comparable responses were be grouped together after observations are made, and in order to collect more organized data, they were interviewed. In order to get information on students' opinions regarding e-portfolio assessments in English Language Learning, this study used interview instruments. The goal of interviews is to elicit ideas and opinions from participants through a series of open-ended, unstructured questions (Creswell, 2016). Interviews were used as the primary method of data collection

because they provide valuable insights into the thoughts and emotions of informants, which is crucial information for qualitative research. The data collected in this study underwent qualitative analysis using Microsoft Word, employing a thematic analysis approach. Thematic analysis is a valuable method for exploring the perspectives of various research participants (Braun & Clarke, 2022).

2. Observation

This research specifically emphasized direct observation of Google Sites web pages. Through this observation, the researcher was able to identify and record every available feature, from text editing tools to media insertion options and collaboration settings. Moreover, observation allowed the researcher to gain an in-depth understanding of how these features were used in practice, observe user workflows, and assess the usability and user experience aspects of the platform. By interacting directly, the researcher was able to see how Google Sites is visually and functionally designed, which is crucial to understanding its potential and challenges for users, especially in the context of academic writing. This observation also served as a foundation to validate and enrich the qualitative data obtained from the interview method.

E. Technique of Data Analysis

According to Miles & Huberman (Miles, 1994) analysis consists of three activities that occur simultaneously: data reduction, data display, conclusions drawing/ verification. Regarding the three lines were discussed further as follows:

1. Data Reduction

According to Miles & Huberman after data obtained from various sources, such as surveys, interviews, observations, documentation, and others have been collected. The next stage is data reduction. Data reduction aims to simplify and organize the data that has been collected to make it easier to understand and analyze. Techniques that are often used in this stage are data coding, selecting relevant data, grouping data, and data abstraction. Data reduction is part of the analysis. With data reduction researchers can get rid of unnecessary parts and organize data to get the final conclusions that can be drawn and verified.

2. Data Display

A data display is a condensed, well-organized collection of data that enables inference and action. (Huberman & Miles, 1994, p. 11.) They contend that improved data visualization—which includes different kinds of matrices, images, networks, and charts—is the main tool for legitimate qualitative analysis. It is all intended to bring

together data that has been organized in a logical and user-friendly manner. As a result, researcher can see what is taking place and decide whether to make the right deductions or carry out the analysis further. Based on the presentation's recommendations as something that could be helpful.

3. Conclusion Drawing/ Verification

According to Miles & Huberman (1994), a conclusion is only one part of a "Gemini configuration," implying it needs a counterpart for completeness. Conclusions are not just drawn at the end of data collection; they are also provisionally formed and then continuously checked and verified as the researcher gathers and analyzes data. Initial conclusions made during data collection are considered preliminary and must be revisited and compared against the data to ensure their validity. Therefore, the final conclusions are not a singular event at the end but a verified outcome of an ongoing process of analysis and cross-referencing with the data, making them more reliable and accountable.

CHAPTER IV

FINDING AND DISCUSSION

This chapter contains the findings and discussions that have been conducted by researcher in the field. The following are the results obtained by researcher while conducting research, and the results of interviews that have been conducted.

A. Finding

The results of this study are the answers to the problems that have been determined and presented previously. Based on the results of research conducted on English language education students who have used google sites type e-portfolio, as follows:

1. Implementation of the use of e-portfolio in English assessment

E-portfolio is an electronic portfolio that has many types and functions in various fields, one of which is the field of education. Within the scope of the English language education department, the e-portfolio that is quite often used by lecturer and students is the google sites type e-portfolio. Google Sites is often used because of its ease of access, flexibility in content management, and various features that support the documentation of learning and teaching outcomes. Students can utilize Google Sites to upload assignments, reflect on learning, compile academic journals, and work on

language-based projects, such as essays, presentations, or recordings of teaching practice.

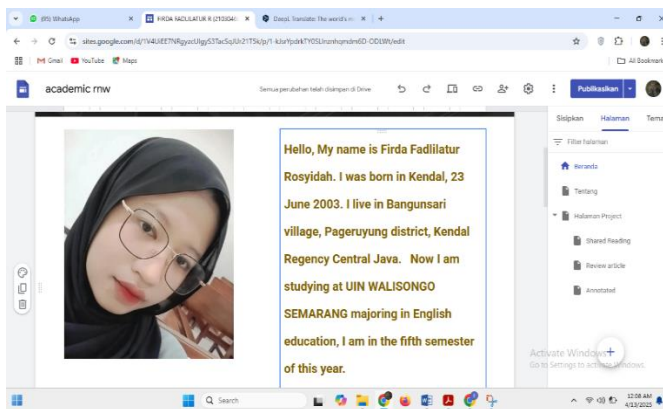


Figure 4.1 E-portfolio profile

In the initial view, apart from editing the header with the course name, students can add a photo and also a short bio as their identity.

Furthermore, on the left side there are three features. The first feature is insert, in this feature students can add photos, text formats, videos, documents or links. However, to add documents, pdfs, and also videos must go through Google Drive first.

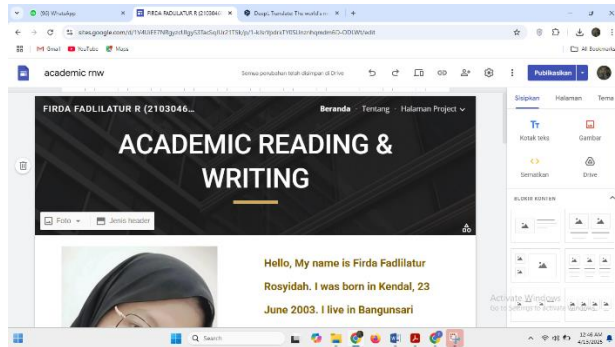


Figure 4.2 Features

The next feature is pages, in this feature students can add custom pages to separate their assignments according to themes, dates, or others.

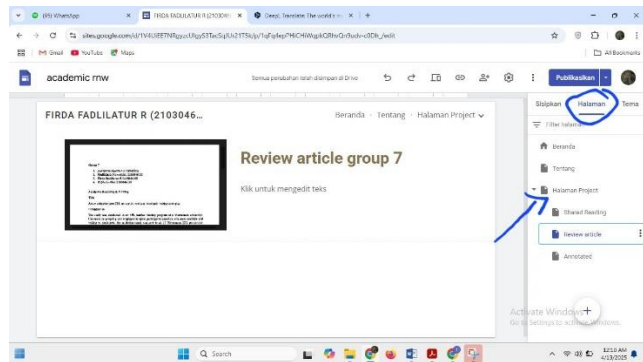


Figure 4.3 Page Features

The last is the theme (this feature is used to pour student creativity) in this theme feature students can choose which theme they will use, they can create starting from the font style, background, and also the colour combination.

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which theme they will use, they can create starting from the font style, background, and also the colour combination.

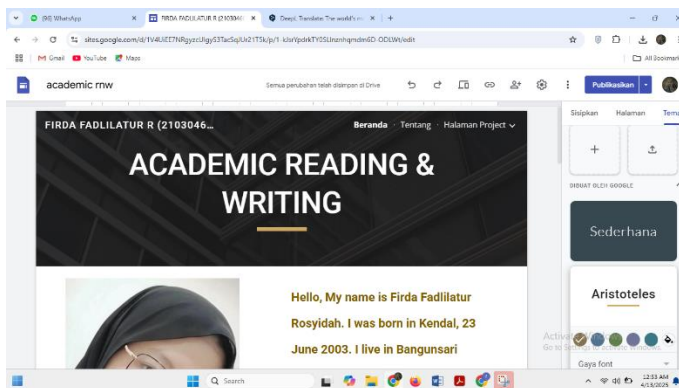


Figure 4.4 Theme

Lecturer also utilize this e-portfolio as an assessment tool to monitor student progress on an ongoing basis. With an integrated digital system, both lecturers and students can easily access, update and share their portfolios in one structured platform. The use of this e-portfolio not only helps students to see their academic achievements, but also familiarizes them with relevant technology in the modern world of education. English Language Education lecturer who use google sites-based e-portfolios as a medium for collecting student assignments. By using Google Sites students can easily access their assignments in one platform. In addition, students can also be creative with the appearance of their own e-portfolio. The ease of accessing this e-portfolio is also felt

by lecturer because they can directly provide assessment or feedback to their students on the platform.

2. Students' voices of using e-portfolio assessment in English learning.

The use of e-portfolios in English Language Learning assessment provides an opportunity for students to express their views in a more personalized way. Through Google Sites as an e-portfolio, students are not only able to submit assignments, but also reflect on their language development through its features. Many students feel that e-portfolios help them organize their assignments, increase their sense of creativity and enthusiasm in completing their assignments, and can also provide and receive more meaningful feedback. However, there are also some challenges they face, such as technical difficulties and time management. This research discusses students' first-hand experience in using Google Sites as an E-portfolio for assignment submission in English assessment, as well as its impact on motivation and effectiveness of English learning.

a. Opinions and experiences in using google sites as an e-portfolio

E-portfolios are one of the effective learning media in improving English language skills because they allow students to monitor their learning progress through

documentation of the tasks they submit, improve students' digital literacy, and provide a place for self-reflection and can also provide feedback to friends and receive direct feedback from lecturers. According to NA in the interview answered

“As far as I know the google sites e-portfolio is good, we can create a website and create the contents according to our taste. Besides that we can also link to learning materials from various sources.”

From this statement the researcher concluded that the e-portfolio played a role in their activeness in learning, facilitating access to materials and collecting assignments.

Besides that the e-portfolio can also strengthen the interaction between lecturers and students through a feedback mechanism that can be done directly on one platform page. As IN expressed in the interview

“In my opinion is very great, because when using e-portfolio we can immediately get feedback from lecturers because it can be accessed by both parties, besides that e-portfolio is easy to access.”

From these answers students find it easy to access google sites e-portfolio anywhere and anytime, students can also edit their assignments while linking

material from various learning resources through the features provided. This makes google sites a flexible and innovative e-portfolio.

Although some students find it difficult to use google sites as e-portfolios to collect assignments and learning media. As expressed by IS as one of the respondents

“I am not familiar with these google sites so it takes some time to understand and use them ”

From these answers the researcher concluded that this happened because they did not understand how to use the available features, and there was also no previous socialization or direction from the lecturer. But over time they feel accustomed to the features available. As MB expressed in the interview

“At first I did have a little trouble because I was not familiar with this, but over time and after I explored the features I didn't find it difficult anymore.”

From these answers students feel that e-portfolios become easier to operate after they use them many times and explore the available features, including multimedia that allows students to not only present written text but also add images, videos, audio that can be directly linked from various platforms, as well as various other

document formats. Google Sites as E-portfolios not only increase effectiveness in learning, but also enhance students' creativity and digital skills.

Overall, students largely view Google Sites e-portfolios as a highly effective and beneficial tool for English language learning. They appreciate how these e-portfolios enhance their activeness in learning, provide easy access to diverse materials, and streamline assignment collection. The platform also significantly strengthens lecturer-student interaction through immediate feedback mechanisms and offers remarkable flexibility and accessibility from anywhere, at any time. Ultimately, Google Sites e-portfolios are seen as instrumental not only in boosting learning effectiveness but also in fostering creativity and digital skills through their rich multimedia capabilities.

b. Positive and Negative Experience

The positive impact of using e-portfolios felt by students, among others, is the ease of accessing google sites type e-portfolios. Because this google sites site can be accessed not only with a laptop but also by using a mobile phone, as FE revealed in the interview

“The positive side of the e-portfolio in my opinion is the ease of accessing it.”

In addition, they can monitor their learning progress in a structured way, they feel that their collection of tasks or ideas is more organized with this e-portfolio. This ease of access is also felt when they can access other friends' sites through the available links, so they can see other people's work as a reference. Then the encouragement of their creativity in compiling tasks in the e-portfolio, NA answered in the interview

“On the positive side, in my opinion, the e-portfolio is able to train creativity, not only learning material we can design the appearance in the e-portfolio so that we can make websites and English learning media more interesting and fun.”

From these answers, the researcher concluded that with this google sites platform, students not only learn material but also hone their creativity by designing the appearance of their website with images or elements as interesting as possible. So that their enthusiasm in collecting assignments is more encouraged. Furthermore, some of them also feel that they know new things from using e-portfolios for alternative task collection.

On the other hand, the negative impact they feel is not far from the problem of technology and also the internet network. AN in the interview answered

"The negative side that I feel is that it requires an internet network and it takes time to manage it."

From these answers, the researcher concluded that students felt unfamiliar with e-portfolios at first, this caused the E-portfolio management process to take longer because they had to learn the features first. So they feel difficult and also need guidance or training. In addition, when opening the google site using a smartphone, some features are difficult to operate, as IN revealed in the interview

"The negative side in my opinion is that when accessed using a smartphone some features are less supportive, so if I am traveling and have to upload assignments at that time, I feel difficult."

Based on these answers, the researcher concluded that the negative side of the e-portfolio according to this student is that it is less effective if used on a smartphone. So students find it difficult if they don't bring a laptop and if they have to edit the e-portfolio at that time.

Another challenge that students have to face is the limited capacity that requires them to compress files that

are quite large before uploading on the Google site. As one of the FE respondents revealed in the interview

“I have difficulty uploading large files, I have to compress the file size first.”

In addition, the internet network also plays a very important role, when the internet network does not support it, it will prevent them from uploading files on this google site. one of the KL respondents answered in an interview

“The negative impact that I feel is the problem of the internet network, if the internet network is slow then the files I upload will not be saved and the site refreshed.”

From these answers the researcher concluded that the speed of the internet network is very important in the use of e-portfolio. Because a slow internet network will greatly interfere with student learning activities.

With some of the above challenges in addition to trying to get a fast and good internet network, it is very necessary to support training or guidance from lecturers, clear guidelines, and some solutions that will be very useful if students experience difficulties or technical obstacles in using this Google Sites-based E-portfolio. This is of course expected to help them adapt more

quickly and utilize e-portfolios with their various features optimally without experiencing significant difficulties.

Students report a mix of positive and negative experiences with Google Sites e-portfolios. On the positive side, ease of access from various devices (laptops and mobile phones) and the ability to monitor learning progress in a structured and organized manner are highly valued. E-portfolios also significantly boost creativity as students can personalize their site's appearance, making learning more engaging. However, challenges exist, primarily related to technological and internet connectivity issues. Students initially struggle with unfamiliarity with the platform, leading to longer management times and a need for guidance. Additionally, smartphone compatibility limitations for certain features, file size restrictions requiring compression, and the critical need for a stable internet connection are notable drawbacks. Overcoming these negatives requires improved student training, clear guidelines, and technical support.

c. E-portfolio in learning motivation progress

E-portfolios do increase creativity and students' enthusiasm for learning, but in the context of learning English this platform is less helpful, because they use this

platform only to upload materials or assignments. Besides, in the context of improving English language skills, according to them it is quite influential. With the freedom to customize the appearance of the E-portfolio, students are more encouraged to present their assignments in a more attractive and professional way. They write captions or descriptions on each chapter they upload, making them interested and motivated to produce better and creative writing in English. They not only focus on the content of the material they upload, but also consider how to organize the text, layout, or insert images to make it easier for readers and lecturers to understand.

Google Sites as E-portfolios used can also be customized according to the wishes of students, this makes students feel more fun to edit their assignments. KL revealed in the interview

“It's quite motivating, because the site can be customized according to our taste so when I use it I feel more fun.”

One of the respondents, AN revealed *“E-portfolios significantly improved my progress and motivation by helping me track progress, set goals, and stay organized in learning English.”*

From these answers the researcher concluded that the systematic documentation of assignments in the e-portfolio allowed them to easily see their progress overtime, evaluate the weaknesses and strengths of their writing skills, and compare their new work with the old.

This can help increase their awareness of the development of their English language skills. In addition, the deadline for submitting assignments also makes them more motivated to complete their assignments as soon as possible, which of course also affects the quality of student learning. As MM as one of the respondents said

"It is quite influential in my opinion, because with the e-portfolio there is also a deadline for submitting assignments. So I am motivated like I have to finish this before the deadline."

This proves that e-portfolios are quite significant in increasing their learning motivation.

E-portfolios, particularly when using Google Sites, significantly boost students' learning motivation and progress in English. While primarily used for uploading materials and assignments, the platform's customizability sparks creativity and enthusiasm. Students are motivated to present assignments professionally, focusing on not just content but also layout and visual appeal. The

systematic documentation in e-portfolios allows students to track their progress, evaluate their strengths and weaknesses, and compare past and present work, increasing their awareness of skill development. Furthermore, the presence of assignment deadlines acts as a strong motivator, encouraging timely completion and ultimately impacting the quality of their learning.

d. E-portfolio compared to traditional and other assessment methods.

Students' level of satisfaction with e-portfolios compared to traditional paper-based or other assignment collection methods tends to be at the same level. They feel that by using e-portfolio, their work becomes more flexible, innovative, efficient, and also simple. This is because e-portfolios can be accessed anytime and anywhere, not fixed to one time like paper-based assignment collection which tends to be fixed to one time only. With e-portfolios they have more time to think and revise their assignments seriously before submitting them. On the other hand, when using paper, according to them, it is less flexible because they have to write manually, proofread with tip-x when there are mistakes where it can make the paper look dirty. In addition, they are required to submit their assignments to the lecturer's

room or office. With a file-based e-portfolio, they only need to edit the file if there is an error, and they also only need to upload it anywhere, not having to collect it from the lecturer's office.

In terms of efficiency, e-portfolios are superior, one of which is because they minimize the use of paper and are more environmentally friendly. In addition, using a digital e-portfolio also saves time and money.

Students generally find e-portfolios to be on par with, if not superior to, traditional paper-based assessment methods in terms of satisfaction. They highlight e-portfolios' key advantages as flexibility, innovation, efficiency, and simplicity. The ability to access and revise assignments anytime, anywhere, and simply upload them from any location, is a stark contrast to the rigid, time-consuming, and often messy process of submitting physical papers. This digital approach not only saves time and money but also promotes environmental friendliness by reducing paper consumption.

e. Technology challenges faced

The main challenge for students when using an e-portfolio is none other than their limited knowledge of the e-portfolio itself. Most of them are not familiar with

e-portfolio and its various features. They often experience difficulties when using the features available in the E-portfolio, such as inserting media either photos or videos, arranging the layout of the page to make it more attractive and neat. In addition, the lack of guidance at the beginning on how to operate google site as an e-portfolio is also an obstacle for them.

The next challenge comes from the use of devices, in this all-digital era, of course everything is more easily accessed using a smartphone, so the e-portfolio is very easy to access via mobile phones. However, e-portfolios are more flexible when accessed using a laptop or the like. Because when they access google sites using mobile phones, some of the features are difficult to use or limited. In addition, sometimes the display becomes messy when operating google sites via mobile phones. The solution to this problem can actually be the implementation of the desktop display feature on the smartphone web used, but again not all webs have the required desktop display features. Even when the smartphone is in desktop display mode the writing will turn out to be very small which will then be troublesome for students as well.

The next challenge that is no less important is the internet network. Where this type of E-portfolio google sites must use a strong internet network to optimize its operation. This is often complained by students, where there are times when their internet network is limited and they have difficulty operating the e-portfolio.

In addition, the limited internet network certainly has an impact on the timeliness of students in uploading or updating their assignments in the e-portfolio. Students who are in areas with limited or unstable internet access certainly often face difficulties in accessing google sites smoothly without obstacles. This, resulting in not maximizing their use of available features to display the results of their performance in the form of an optimal and professional e-portfolio.

This challenge will be even more complex when the e-portfolio is used as the main assessment medium or requirement in certain assignments. Students lose their opportunity to show their work in a timely and optimal manner, because they are late in uploading or have difficulty in accessing the e-portfolio. Furthermore, network instability can affect students' motivation in using the e-portfolio as a self-reflection tool. Those who experience technical difficulties such as device

limitations and internet network interruptions will eventually feel frustrated and reluctant to continue updating their portfolios. Therefore, a solution is needed to this problem to overcome internet network constraints, such as feature development by providing offline access.

The main challenges in using e-portfolios include students' lack of prior knowledge about the platform and its features, as well as the lack of guidance from lecturers at the beginning of use. In addition, the limited functionality and display when accessed via smartphones is an obstacle. Most crucially, the need for a strong and stable internet network is often an issue, as poor connections can hinder uploading of assignments, slow down updates, and demotivate students overall.

f. Advantages and Disadvantages Google Sites Type E-portfolio

The advantages of the Google site lie in its flexibility, the students mentioned that the Google site is flexible because it can be accessed anytime and anywhere using a smartphone or laptop and the like. As ZS revealed in the interview

“E-portfolio is very flexible because it can be accessed anywhere and anytime.”

In addition, according to them, the use of e-portfolios is more efficient, time-saving, and also simple, unlike the traditional way of using paper. E-portfolios are also considered to encourage their creativity with features that they can create in using media such as text fonts, photos, or videos. In addition, e-portfolios are structured, where we can fully monitor our work. Not only that, by using google sites, lecturers can directly give feedback or grades directly, so it feels more efficient.

In addition, google sites also support collaborative learning where it is necessary to share links with friends, lecturers, or even the public without the need to print or download documents. This is very helpful, where students can see and take inspiration from their friends' work, and receive feedback more efficiently. As MB stated,

“In the e-portfolio I can see my friends' files for my reference.”

Another advantage is that google sites offer integration or collaboration with other google products, such as google drive, google docs, google forms, and google slides. Students can input their documents or files directly without having to download or re-upload their files, making the assignment process more efficient.

Students can input their documents or files directly without having to download or re-upload their files, making the assignment process more practical and safely stored in their account.

Although many felt the advantages of Google Sites, of course they felt the disadvantages. They complained about e-portfolios that were difficult to open or load when their internet network was weak, GA one respondent answered

“The disadvantage of e-portfolios in my opinion is that it depends on technology and the internet, so if there are technical problems, the process can be hampered.”

From these answers, the researcher concluded that when the internet network is weak, sometimes they have to upload their files many times where this slows down the process of uploading assignment files, not only that when uploading assignments also sometimes do not automatically enter into the folder that they have created on the google site. Next is time, although using google sites is considered more time efficient compared to traditional paper-based methods, some of them consider the use of Google Sites to be no more efficient than traditional paper-based assessments, because with this e-portfolio method they can have many reasons to be late in

submitting assignments, unlike paper assessments that must be completed on the spot and must be collected at that time. On the other hand, to be able to upload files on the google site, they cannot directly enter files from their device storage, they must upload the file to google drive first, this is considered complicated because it is the same as having to upload the file twice.

Device limitations are also a drawback for those who may have less supportive devices to access all available features. For those who may not have a laptop or the like find it difficult to edit or add their assignments on Google Sites via a smartphone, because Google sites are less supportive if they have to be edited using a smartphone. In addition, the drawback of google sites lies in the limitations in design and customization, because although various templates are available, they do not have enough flexibility to add the elements they want for a more attractive appearance. In terms of access rights, this type of google sites e-portfolio is considered not too secure. Because by sharing the link with friends or the public, it can cause a lot of unwanted access, and our work can be stolen or copied by others.

Google Sites e-portfolios offer many benefits, including flexibility and efficiency, fostering creativity

with multimedia, enabling structured learning monitoring, and facilitating direct feedback and collaboration. Their integration with other Google products also simplifies file management. However, they come with drawbacks like strong dependence on a stable internet connection, a somewhat cumbersome two-step upload process, limited functionality on smartphones, restricted design customization, and security concerns due to easy link sharing.

g. Students voices for E-portfolio Google Sites.

Their suggestions are not far from the features on the Google site. ZS revealed in the interview

“Maybe e-portfolio needs to improve its features to make it easier to access on any device.”

The author concluded that according to students, the features on Google Sites must be further improved so that they can be accessed by students on any device, and they have no difficulty uploading, viewing, and organizing their assignments. Furthermore, students hope that in the future google sites as an e-portfolio can present a more user-friendly system or features, in addition to facilitating user understanding of the platform, with a user-friendly system it can also facilitate performance such as for example when they want to

upload files, they can directly retrieve them from their device storage, and do not need to go through google drive first. Another suggestion is offline access. With offline access, students are not only dependent on the internet network to upload and edit their assignments. This also relieves those who may not have enough internet data, of course this is a good suggestion to make it easier for all students.

In addition to suggestions related to e-portfolios, the students also gave advice to teachers to try using this type of google sites e-portfolio as an assignment collection method. According to them, when using google sites as an assignment collection tool, it will be very easy for teachers to correct and provide feedback regarding their students' assignments. In addition, the students also suggested not to give sudden assignments and appropriate deadlines when giving assignments that must be uploaded on google sites, because not all of them can easily open and operate google sites. Some of them may need more time because they have problems in devices, networks, or their skills in operating these google sites.

Students using Google Sites e-portfolios have several key suggestions for improvement. Primarily, they desire

enhanced, more user-friendly features that allow for easier access and functionality across all devices, including direct file uploads without needing Google Drive. They also strongly advocate for offline access to reduce reliance on internet connectivity and data. Beyond platform improvements, students advise educators to integrate e-portfolios as an assignment collection method, highlighting its ease for grading and feedback. Crucially, they stress the importance of providing adequate deadlines and avoiding sudden assignments to accommodate varying levels of technical proficiency, device limitations, and network issues among students.

B. Discussion

This discussion compares the findings of this study with previous research and relevant theories. At this stage, the researcher focuses on the research problem or question (i.e. the implementation of e-portfolio in English assessment, and students' voices of using e-portfolio assessment in English learning). The discussion is classified in several aspects as follows:

1. Implementation of the use of e-portfolio in English assessment

The findings of this study indicate that the integration of e-portfolios has improved English language assessment,

especially when conducted through Google Sites and similar systems. The research highlights that e-portfolios, beyond being tools for assignment collection, enhance students' engagement with learning content, fostering critical thinking and self-reflection. This aligns with the principles of constructivism, which emphasizes "learning by doing" and learner-centered activities (Guo et al., 2020). As it includes a variety of assignments and reflections on students' learning journeys, this approach allows for a more thorough assessment of students' development and abilities. According to the study, e-portfolios help students to engage with learning content more deeply and encourage critical thinking and self-reflection. Aside from being an assignment collection mechanism, this google sites-based e-portfolio also encourages their learning motivation as they can custom-edit the website according to their interests. This finding is in line with research (Hanifa, 2024) which mentioned that Google Sites can effectively increase their engagement and motivation by allowing them to customize their e-portfolios and showcase their work in a creative and interactive way.

2. Students' voices of using e-portfolio assessment in English learning.

This research is in line with (Laksana, 2020) that the use of e-portfolios increases creativity and motivation as it allows

them to personalize submissions and think about language development. The ability to receive and provide meaningful feedback was also seen as an important advantage of this assessment method, however, issues such as technical difficulties and time management issues were also mentioned. This suggests that e-portfolios have advantages, but require areas that need to be supported and improved. Overall, this study provides valuable insights into how e-portfolios are changing English language evaluation and learning, and emphasizes the importance of feedback from students to improve this teaching instrument.

This research is also in line with (Muin, 2021) e-portfolios can monitor students' learning progress and practice students' skills. In addition, using e-portfolios also encourages students to increase students' learning activities and also increase their creative spirit, in this study it was revealed that students felt more creative when they were using e-portfolios as an assignment collection tool, this is because this google sites-based e-portfolio can be created at will.

This study is in line with (Ganasan, 2022) who showed that e-portfolio is an innovative learning tool among EFL learners. By using e-portfolios, students have the connection and critical thinking to explore their learning through collaborative tasks. This means that e-portfolios are not only a

repository of work, but also facilitate students to connect ideas, analyze information, and reflect on their learning process more deeply. The collaborative environment supported by e-portfolios also encourages interaction and exchange of ideas between students, which in turn can significantly improve their English comprehension and skills.

This research is in line with (Meletiadiou, 2021) which shows that by using e-portfolios students are able to develop their writing skills and their involvement or activeness in the learning forum. In addition, students can also discuss and share ideas to increase understanding of writing efficacy. However, there are differences in providing feedback, if in the previous study it was done by students, in this study the feedback was given by lecturers.

This research is also in line with (Tham, 2021) which shows that e-portfolios are considered interesting and useful for students. The ease of saving assignments and adding creative elements makes e-portfolios popular with students. In addition, the challenges that students need to face are also similar, namely IT support and internet connection. This confirms that although e-portfolios offer many advantages in terms of creativity and task management, technological infrastructure and the availability of technical support remain

crucial factors that determine the effectiveness of its implementation in the academic environment.

CHAPTER V

CONCLUSION AND SUGGESTION

In this section, the researcher provides conclusion and suggestion based on the discussions in the previous chapter.

A. Conclusion

Based on the findings of the researcher related to student perceptions of the use of e-portfolio based on google sites in the assessment and learning of English writing in the EFL context at UIN Walisongo Semarang in accordance with the research focus that has been stated, the following conclusions can be drawn:

The implementation of Google Sites e-portfolios in learning is usually used as a platform for collecting assignments, including article analyses, homework, or practice questions assigned by lecturers. This Google Sites e-portfolio is typically used for collecting mid-semester or final semester assignments, but some lecturers also require students to submit all course assignments through this e-portfolio. Using this type of e-portfolio is very straightforward; students simply access Google Sites, which automatically connects them to the platform, where several pre-designed templates are already available for use. Students must include their personal information and the course name on the first page. To attach assignments, there is a feature that allows each page to be named according to the assignment being submitted, making it easier for lecturers to grade student work.

Additionally, students can customize their e-portfolio pages to make them more visually appealing, as there are theme features available for colours, fonts, and backgrounds.

Students' opinions about this type of e-portfolio vary widely. They feel motivated to be more active and creative in their learning, partly because the features it offers are very appealing. Additionally, the ease of access is a key factor for some students, as it is considered more effective than paper-based assessments. This e-portfolio is not only a platform for submitting assignments but also a tool for enhancing digital literacy and can be used as a means of interaction between instructors and students. However, there are some challenges students face when using Google Sites, such as a lack of understanding of its features, the need for in-depth training from lectures, and technical limitations like inadequate internet connections and devices.

B. Suggestion

Based on the researcher's findings as a contribution of thought as a form of better evaluation for all EFL learners regarding EFL (English as a Foreign Language) students' perspectives in the context of e-portfolio implementation as a learning and assessment tool, the following suggestions are presented which are expected to be useful for various related parties. These suggestions are formulated by considering pedagogical implications and further research that can enrich the

understanding of the dynamics of learning English as a foreign language.

1. For Researchers

Researchers are advised to expand the research by not only exploring students' perspectives but also considering lecturers' perspectives regarding the implementation of this e-portfolio. In addition, it is also recommended to use research methods that combine quantitative and qualitative approaches so that the data obtained is more complete and in-depth.

2. For EFL Learners

EFL learners should be aware of what challenges they face in using google sites e-portfolio so that learners can find solutions to face and learn from those challenges.

3. For EFL Teachers

EFL teachers should conduct socialization on how to use google sites as e-portfolio in the context of learning and assessment, so that the learners understand about google sites before using them.

1. For Future Researchers

Future Researchers are advised to examine how the development of creativity and self-confidence of students in learning English before and after using Google Sites e-portfolio in learning. Researchers are also expected to design

new theories related to the use of e-portfolios in foreign language learning.

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APPENDIXES

Appendix 1

INTERVIEW GUIDELINE

1. How do you feel about using e-portfolios in English Language Learning?
2. What are the positive and negative experiences that you have when using e-portfolios?
3. To what extent do the e-portfolio affect your progress and motivation in learning English?
4. What is your level of satisfaction with e-portfolios compared to traditional assessment methods?
5. What technological challenges did you face in using e-portfolios?
6. What are your suggestions for improving the effectiveness of e-portfolios in English Language assessment?
7. How does the e-portfolio compare to other assessment methods in terms of efficiency and effectiveness?
8. What are the advantages and disadvantages of e-portfolios compared to paper-based assessments or traditional exams?

INTERVIEW RESULT

1. How do you feel about using e-portfolios in English Language Learning?

Answer:

- **IN(P1):** “It's very great in my opinion. Because when using e-portfolio, we can get direct feedback from lecturers or teachers and can be directly edited by both parties.”
- **NA(P2):** “As far as I know e-porto is good, it is like making a website, we can create the content of English learning through the e-porto, and also we can link materials from other sources there.”
- **FE(P3):** “I think e-portfolio is very easy to use.”
- **IS(P4):** “I think e-portfolios are very useful in learning because they help track learning progress, receive feedback, and encourage creativity.”
- **MM(P5):** “I think the use of e-portfolio in learning is quite fun.”
- **MB(P6):** “The use of e-portfolios is very easy and efficient, although at first I was still confused about the features.”
- **ZS(P7):** “In my opinion, the use of e-portfolios is very useful, especially for us students, because it

makes all students actively involved in learning, and it is also easy to use and can be used anytime”

- **AN(P8):** “I believe e-portfolios are highly effective in English language learning as they allow students to showcase their progress, their learning, and improve digital literacy. They improve they're creativity and provide teachers with a comprehensive view of students' development.”
- **GA(P9):** “In my opinion, e-portfolios are quite helpful because they provide a space to document learning progress in a more organized and easily accessible way anytime and anywhere. In addition, e-portfolios also make learning feel more modern and relevant to today's technology.”
- **KL(P10):** “As an alternative to submitting assignments, I think it's interesting. Besides we text like a regular word file, using an e-portfolio is interesting because we can edit the page.”

2. What are the positive and negative experiences that you have when using e-portfolios?

Answer:

- **IN:** “The positive experience is that we can create images or background images according to our

wishes and can be customized according to what we want. But the negative thing is, sometimes it consumes quota. Secondly, when using a cellphone, the device does not support it.”

- **NA:** “The positive experience, being able to train creativity, not only learning material we can design the display in e-portfolio so that we can make websites and English learning media more interesting and fun. the negative, so far there has been no negative impressionAs far as I know e-porto is good, it is like making a website, we can create the content of English learning through the e-porto, and also we can link materials from other sources there.”
- **FE:** “The positive experience is that the e-portfolio is easy to edit and access anywhere, while the negative is that I have trouble uploading files.”
- **IS:** “The positive experience can encourage creativity in compiling assignments so in the portfolio we can display the work in a unique way with an attractive design we can change it according to our taste. For the negative because it is not familiar with this technology so it requires several training times to use this e portfolio.

- **MM:** “The positives are that we, especially me, can learn more about new things like oh there is an e-portfolio, so e-portfolio can be an alternative to submitting assignments, that's the positive. If the negatives are probably not there yet, because I haven't felt it either, so far is fine.
- **MB:** “There are many positive experiences, one of which is the collection of assignments, the collection of our ideas is more organized, and we can, for example, see our friends' assignments, like to make references. Then, the negative thing is, we are sometimes still confused about the features, like how come this can be, how come this is how to make it like this. So, that's the negative.”
- **ZS:** “If it's a positive experience, it's good to use it, and if it's an e-portfolio, it makes it easier for all students to see the results of other students. Well, that also includes positive experiences. As for the negative experience, I don't think there is any.”
- **AN:** “The positive experience in my opinion Easy tracking of learning progress, better creativity, and better self-reflection. While the negatives Require internet access and can be time-consuming to manage.”

- **GA:** “The positive experience is that I can see my learning progress clearly and measurably, and feel more motivated to improve my results. Then, the negative experience is sometimes related to technical issues, such as slow internet connection or a platform that is not user-friendly.”
- **KL:** “On the positive side, I think it's more flexible, we can enter our assignments, we can just take it from G-Drive, It's easy. But for example, the negative is, sometimes I don't save it. Not saved, but refreshed.”

3. To what extent do the e-portfolio affect your progress and motivation in learning English?

Answer:

- **IN:** “The motivation as far as, if I rate it from 1-10, I rate it 8. Because sometimes it affects it, sometimes it doesn't affect it. It affects that we are also more varied in our learning.”
- **NA:** “If in learning English, this platform is less helpful, because I only use this platform to create materials and upload assignments only, in improving English skills maybe in terms of writing captions or

descriptions it is quite good and makes me interested.”

- **FE:** “Highly motivating to do assignments on time.”
- **IS:** “It's quite motivating because the attractive appearance makes me excited.”
- **MM:** “Influencing progress is quite influential, because with the e-portfolio there are also deadlines, like the deadline for submitting assignments. So we motivate like I have to produce this, before the deadline.”
- **MB:** “The progress is like I just found out that there is a platform for collecting assignments, collecting anything in the form of an effort portfolio. It's like something new and makes us more creative and innovative.”
- **ZS:** “It is quite motivating, because the e-portfolio can be a place for us to express our thoughts, so it can also increase creativity.”
- **AN:** “E-portfolios significantly boost my progress and motivation by helping me track improvements, set goals, and stay organized in learning English.”
- **GA:** “The e-portfolio is quite influential because it makes me more aware of what I need to improve.

Seeing my documented work also motivates me to keep learning and trying to do better.”

- **KL:** “It's not bad, because I like the look of the e-portfolio, it makes us feel happier when we do our assignments.”

4. What is your level of satisfaction with e-portfolios compared to traditional assessment methods?

Answer:

- **IN:** “It's very great in my opinion. Because when using e-portfolio, we can get direct feedback from lecturers or teachers and can be directly edited by both parties.”
- **NA:** “Quite satisfied, because with the e-portfolio assessment, the task becomes quite fun and not boring.”
- **FE:** “Quite satisfying, it saves time and is more effective.”
- **IS:** “Very satisfied because we get a different feel so we feel more confident if we use e portfolios.
- **MM:** “My satisfaction level from 1 to 10 is 7, compared to traditional assessment methods.”
- **MB:** “Is quite satisfying, because it's more efficient than submitting paper assignments. It's like another alternative to Google Drive, so it saves time too.”
- **ZS:** “I like the e-portfolio better, because it's easy to use and fast. Traditional assessments are long and complicated, so e-portfolios are better.”

- **AN:** “I feel more satisfied with e-portfolios as they are flexible, engaging, and showcase progress better than traditional assessments.”
- **GA:** “I am more satisfied with e-portfolios because of their flexibility. In contrast to traditional assessments that tend to be focused at one point in time, e-portfolios provide opportunities for revision and more continuous development.”
- **KL:** “As an alternative to submitting assignments, I think it's interesting. Besides we text like a regular word file, using an e-portfolio is interesting because we can edit the page.”

5. What technological challenges did you face in using e-portfolios?

Answer:

- **IN:** “It's very great in my opinion. Because when using e-portfolio, we can get direct feedback from lecturers or teachers and can be directly edited by both parties.”
- **NA:** “May be our uncontrolled use of technology, sometimes making us addicted, but it all depends on us in using.”
- **FE:** “If I want to upload a file, you have to upload it via google drive first, so you have to do it twice.”

- **IS:** “Device limitations, for example, we usually open e-portfolios using laptops, so if we have to open e-portfolios using smartphones, it is quite complicated, not because we are not used to it, but there are some settings that must be changed so it is a bit complicated.
- **MM:** “Maybe I don't know all the features yet, like what is this for, that's one of the challenges.”
- **MB:** “The challenge is that sometimes the features are loading, then from the facilities, for example my laptop is sometimes not cooperating with the features, so it is difficult to use, takes time to open.”
- **ZS:** “For technological challenges, maybe it's the signal, sometimes if our package is inadequate, the signal is bad, it will not be able to reach the e-portfolio.”
- **AN:** “Sometimes the limited internet access, technical issues, and unfamiliarity with e-portfolio platforms were the main challenges.”
- **GA]** “The main challenge is the lack of usage training for new users.”
- **KL:** “Sometimes if I haven't opened the e-portfolio for a long time, I forget what the parts are, and sometimes if the internet is slow, it becomes an obstacle too.”

6. What are your suggestions for improving the effectiveness of e-portfolios in English Language assessment?

Answer:

- **IN:** “My advice is more to lecturers if giving e-portfolio assignments not suddenly because it is less effective for students who are constrained by devices.”
- **NA:** “Maybe when the teacher uses the platform, the assessment is in the form of a project that includes all skills in English, so that it can be utilized to the maximum.”
- **FE:** “Hopefully in the future it can directly up files without having to send to google drive, because it makes google drive full.”
- **IS:** “Perhaps e portfolios should make it easy to upload, view, and organize assignments without requiring special technical skills. And also make sure that e portfolios can also be accessed through various devices, such as laptops, tablets, or smartphones, making it more flexible to use.”
- **MM:** “My advice is more to lecturers, many lecturers have not used this e-portfolio platform which might be an alternative, it can be used in learning. And the features should be improved.”

- **MB:** “The suggestion is more features, more like the instructions are easier to understand by the user. I think that's all.”
- **ZS:** “I think e-portfolio might just improve its features.”
- **AN:** “Provide clear guidelines, user-friendly platforms, regular feedback, and training for both students and teachers to enhance e-portfolio effectiveness.”
- **GA:** “E-portfolios can be more effective if there are clear guidelines on how to use them, a more user-friendly system, and offline access to overcome connectivity issues.”
- **KL:** “Maybe lecturers can start using e-portfolios instead of sending soft files via WA or hard files, because it saves storage.”

7. How does the e-portfolio compare to other assessment methods in terms of efficiency and effectiveness?

- **IN :** “I think e-portfolios are more effective because they can upload files directly and can be given feedback directly by the lecturer.”
- **NA:** “Assessment using e-portfolios makes me not bored, and it's quite exciting so it's not monotonous so I think it's more effective.”

- **FE:** “So far I prefer to use e-portfolios because they are more effective.”
- **IS:** “E-portfolios are more efficient than other assessment methods because they allow for digital collection and assessment of assignments, saving time and money. In terms of effectiveness, e-portfolios provide a more thorough assessment.”
- **MM:** “It's quite efficient, as I said earlier, the traditional method is usually someone has to collect paper. In this case, we just send it on this e-portfolio web and we can also edit it, like we want to delete it and then we want to send it again, it's easy.”
- **MB:** “I think it's superior to traditional assessments, but there is one that is more effective, which is google classroom.”
- **ZS:** “I think more effective and efficiency using e-portfolio”
- **AN:** “Assessment using e-portfolios is more effective and keeps me from getting bored, and it's quite exciting so it's not monotonous.”
- **GA:** “In terms of efficiency, e-portfolios are superior as they minimize the use of paper and are more environmentally friendly. In terms of effectiveness, e-portfolios are more flexible as they allow for a

continuous assessment process, although they are less suitable for assessing direct skills such as real-time speaking.”

- **KL:** “Obviously, e-portfolio is more efficient, because we just enter it in e-portfolio, we edit it, then we just send the link to our lecturer, then our lecturer can just click, scroll, and see.”

8. What are the advantages and disadvantages of e-portfolios compared to paper-based assessments or traditional exams?

Answer:

- **IN:** “The advantage is that teachers can directly give feedback and grades at once directly there without wasting paper. Or for example, if there is an error in the assessment from a lecturer or teacher, we don't need to tip x, we just edit it. The drawback is the device and the network.”
- **NA:** “Advantages, can list from other platforms, disadvantages, we have to take a lot of time to make the website, especially with students who are not very fond of designing, it will be very difficult.”
- **FE:** “The advantages of using e-portfolios are that we can increase digital literacy. The disadvantages must always use the internet network.”

- **IS:** “The advantages can be accessed anytime and anywhere, encouraging creativity as we can use various media such as text, photos, or videos in the e-portfolio. While the disadvantages are internet connection and may take more time than traditional exams if the traditional exam is that once we finish it is immediately collected but if you use an e-portfolio there must be someone who is late collecting it for various reason.”
- **MM:** “The advantages may be time-efficient, if the disadvantages may be delayed in the signal. We have to be online, if the signal is not good, it is a bit difficult to access.”
- **MB:** “The advantage of e-portfolio assessment is that it is more efficient, faster, and more practical. Whereas the traditional one, you have to use paper, use a ballpoint pen, then for example, if there is a typo, you have to delete it and rewrite it, so it's more complicated, so I prefer to use the e-portfolio. The downside is that sometimes, if our signal or connection is poor, the portfolio cannot be opened, so you really have to use a strong and good signal.”
- **ZS:** “The advantages are, first of all, it's easy to use, then it can be reached by all students, right? Then, it's also easy to make an assessment. If the shortcomings are

sometimes constrained by devices and internal networks.”

- **AN:** “The advantages in my opinion are that it tracks learning progress, motivates student creativity, and is environmentally friendly. While the disadvantages require internet, technical problems, time consuming.”
- **GA:** “The Advantages of e-portfolio is can Tracks progress, creative, eco-friendly. The Disadvantages is Needs internet, technical issues, and time-consuming.”
- **KL:** “The advantages might be that it's efficient, and it's simpler. The downside is probably the display, which sometimes when accessed on a cellphone is difficult to edit.”

Appendix 2

Documentation of the Interview with EFL Students UIN

Walisongo Semarang







CURRICULUM VITAE

A. Personal Identity

Name : Firda Fadlilatur Rosyidah
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B. Academic Background

a. Formal Education

1. TK Sedyo Rukun Bangunsari
2. SDN 02 Bangunsari
3. MTs 10 Penawaja Pucakwangi
4. SMAN 1 Sukorejo
5. English Language Education Departmen of Education
and Teacher Training Faculty State Islamic University
(UIN) Walisongo Semarang

b. Informal Education

1. MDA Nahdlatul Wathon 2 Bangunsari
2. Pondok Pesantren Al-Hidayah Pucakwangi
3. Pondok Pesantren Daarun Najaah Jerakah