

How Well Do E-portfolios Facilitate Students' Learning Engagement in Speaking Courses during the COVID-19 Pandemic?

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ABSTRACT

The COVID-19 pandemic has affected educational practices worldwide, including the English language teaching and learning practices like teaching speaking courses. It has also shifted face-to-face learning into distance learning modes. Implementing e-portfolios in assessing students' speaking performance seems to be an alternative as this technique could be implemented fully online. However, how well e-portfolios facilitate students' learning engagement in speaking courses, especially during online learning, has been little documented. Thus, this study aims to explore the students' learning engagement and the challenges of implementing e-portfolios in an online speaking course. Using a single case study in an English Language Department at a public education university in Indonesia, the study involved ten participants selected using a purposive sampling technique. Data were collected from various resources, such as phone interviews, videos, and reflection journals, as data/source triangulation. The data were then analyzed using a theoretical thematic analysis technique. The findings revealed that the participants had active participation and showed almost similar engagements in cognitive, affective, and behavioral domains during the online speaking course. However, the students also faced several challenges that inevitably affected their feelings. Few implications are also discussed pertaining to conduct English language teaching practices during the COVID-19 pandemic.

Keywords: E-portfolios, learning engagement, online speaking courses, online learning during a pandemic

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INTRODUCTION

The COVID-19 pandemic has created uncertainties among people in the world. It has drastically altered many fields' faces (Murphy, 2020), including teaching speaking skills in ELT practices. Most countries have closed their schools since March

2020 (Viner et al., 2020) and started to implement studying from home (henceforth, SFH) order for the safety of the students, educators, and staff during this pandemic time. Moreover, these countries stopped having face-to-face instructions and shifted the instructional mode into online learning (Daniel,

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2020). Therefore, addressing online learning during SFH order due to the COVID-19 pandemic is an important issue and an enticing discussion subject.

A new means of technology in learning often creates new questions in implementation (Kern, 2006), especially about the appropriate techniques to support the technology integration during this pandemic. Therefore, implementing the relevant techniques for conducting online learning has become a major concern for English educators. Moreover, these techniques are expected to be effectively applied in fully online forms for successful and efficient online learning, promoting interactions and learning participation. Even before COVID-19 hit the world, universities and schools attempted to use various techniques through different technology platforms to allow students to exchange ideas, knowledge, and files or interact and engage academically (Akbari et al., 2016). Of all available techniques, e-portfolios tend to be the most appropriate ones to be implemented during SFH order, especially in teaching online speaking courses. This technique can be applied in a completely online form (see Cepik & Yastibas, 2013; Huang & Hung, 2010).

E-portfolios are the latest ELT instructional and assessment technique that appeared in some recent ELT studies (see Cepik & Yastibas, 2013; Hsu, 2016; Huang & Hung, 2010; Kusuma et al., 2021; Sun & Yang, 2015). An e-portfolio is originally a portfolio which denotes an assessment technique to store students' collections of classwork (Efe, 2016; Johnson & Johnson, 2002; Kwak & Yin, 2018; O'Malley & Pierce, 1996). However, the affordances of the current technology tools have made it possible to carry the portfolio into an electronic form (Georgi & Crowe, 1998).

E-portfolios present the use of digital resources to gather student works, such as audio files, digital presentations, or images, which can be used to demonstrate students' progress in learning (Cepik & Yastibas, 2013; Dougherty & Coelho, 2017; Whitfield, 2011). However, similar to a portfolio, e-portfolios require peer and or self-reflections (Kwak & Yin, 2018) to help the students monitor their learning growth (Cepik & Yastibas, 2013). As e-portfolios facilitate feedback and self-reflection for student improvements, this assessment technique therefore presents a constructivist approach promoting student-centered learning (Yastibas & Yastibas, 2015).

Pertaining to assessing speaking skills, e-portfolios enable students to produce various forms of speaking performance. For instance, students record audio performances into audio clips and store them in a blog (Huang & Hung, 2010), or students post video clips instead of voice files on YouTube (Cepik & Yastibas, 2013; Sun & Yang, 2015). Furthermore, some recent studies have indicated that peer and or self-reflections could be conducted as

out-of-class activities (e.g., Cepik & Yastibas, 2013; Huang & Hung, 2010; Sun & Yang, 2015). E-portfolios can therefore be an alternative way to conduct speaking courses in a fully online form during this pandemic time. However, these studies focused on exploring the effect of e-portfolios on students' speaking performance but failed to discuss how they showed their learning engagement during the implementation.

The students' engagement in learning determines their learning success (Astin, 1984; Kahu, 2013), including online learning (Akbari et al., 2016; Farrell & Brunton, 2020; Liu et al., 2016). Learning participation was first introduced by Astin (1984), who called it involvement. According to Astin, participation is like efforts, referring to the energy students spend on their learning experiences, such as spending time at college, actively engaging in the student association, and communicating with friends or faculty members. Unlike effort, engagement involves students' behavioral aspects, such as how they act (Astin, 1984). Moreover, following Astin's original postulation, engagement involves behavioral, cognitive, and affective (Fredricks et al., 2004; Kahu, 2013; Kahu et al., 2020; Lee et al., 2018). Behavioral engagement denotes students' active participation in learning (Fredricks et al., 2004), affective engagement is the students' attitude and interest during learning (Lee et al., 2018), and cognitive engagement refers to students' efforts to master the materials (Huang et al., 2019). However, Kahu (2013) and Kahu et al. (2020) argued that another element missing in Astin's original postulation of engagement: the interaction between the student and institution called sociocultural context.

Recent studies have revealed that technology integration in learning improved students' learning engagement. Akbari et al. (2016) studied 40 Ph.D. students during Facebook's implementation and documented that they actively engaged during learning and statistically found that Facebook improved learning engagement. Chen et al. (2019) researched 19 students in flipped classrooms and found that students' learning engagement improved before and during face-to-face activities. Adding to the previous findings, Huang et al. (2019) researched gamification implementation combined with flipped classrooms to 48 students. They reported that the experimental group students had better learning engagement than their counterparts in the control group. Those studies, however, failed to specify how technology promoted the learning engagement of students in a behavioral, cognitive, and affective manner, as they did not address this issue. Thus, literature remains incomplete, and in-depth exploration is essential.

Regarding how well e-portfolios explored the students' learning engagement, some studies have been devoted their efforts to investigating the issue.

For instance, Cepik and Yastibas (2013) studied 17 Turkish EFL students' speaking performance through the implementation of e-portfolios by incorporating YouTube and blog, and reported that the activities appear to boost the the students' cognitive learning participation. Also, Sun and Yang (2015) incorporated YouTube and Facebook to assess 14 undergraduate Taiwanese EFL students' speaking performance. They reported that the students were engaged cognitively through researching the speaking topics, as well as writing and practicing scripts. Moreover, they reported that the students had better attitude during the activities. Similarly, Hsu (2016) implemented e-portfolios using audio blogs to assess 30 EFL Taiwanese students' speaking performance and found that they seemed to create scripts and spent time practicing, as well as showing active cognitive learning engagement. Regarding perceptions, Hung and Huang (2015) studied 51 Taiwanese EFL students during the implementation of e-portfolios using audio blogs. They reported that students had good perceptions of blogs implementation as a means of speaking assessment. Another instance, Kwak and Yin (2018) explored the students' perceptions and found that they had good attitudes toward e-portfolios and improved cognitive and affective domains. However, the studies reviewed above did not profoundly explore students' learning engagement cognitively, behaviorally, and affectively, remaining unclear information of how e-portfolios facilitate students' active involvement in learning. Moreover, very little is known about the challenges of showing learning engagement during SFH order during the COVID-19 pandemic. Thus, an in-depth exploration of how e-portfolios facilitate students' learning engagement and the challenges they face during SFH order due to the COVID-19 pandemic is necessary.

Moreover, e-portfolios have been recently implemented worldwide in teaching speaking skills, such as in Taiwan (Huang & Hung, 2010; Sun & Yang, 2015), Korea (Kwak & Yin, 2018), Turkey (Cepik & Yastibas, 2013), and in the middle east (Dougherty & Coelho, 2017) but still need more different contexts from different countries. It is inconceivable how it affects Indonesian EFL students, especially during SFH order due to the COVID-19 pandemic. Furthermore, little is known on how the students engaged behaviourally, cognitively, and affectively, as well as the challenges they face during video blogging activities. This knowledge is important to enhance e-portfolios literature in teaching speaking skills and embrace EFL teachers to adopt this assessment technique, especially for those who perform SFH order. In light of these gaps found in relevant literature, this study therefore aims to explore students' learning engagement and their challenges.

To guide the exploration, the following overarching questions are posed:

1. How did the students show their online learning engagement during the implementation of e-portfolios in their online speaking class?
2. What challenges did the students face when showing their online learning engagement during the implementation of e-portfolios in their online speaking class?

METHOD

Research design

This study employed a qualitative case study approach to explore students' in-depth, real-life experiences through detailed data collection (Creswell & Poth, 2018; Merriam & Tisdell, 2016; Stake, 1995). Particularly, this study employed a single case study approach to explore a unique case (Stake, 1995), that is the students' experience of learning engagement during the implementation of e-portfolios at a public university in Indonesia during the SFH order due to the school closure. The shifts from offline to online learning may create issues on students' learning engagement that are used to be shown in traditional classrooms. As a result, it could present problems worthy of further investigation. Thus, this present study aims to explore the students' learning engagement and their challenges in showing their engagement. A triangulation of multiple methods was applied to meet these purposes.

Context and participants

We conducted this study in the Department of English Language Education at a public university in Indonesia. This location was selected because three members of the research team are in the faculty, hence, enabling easy access to the research site, including access to the head of department, lecturer, and students. Furthermore, this study was conducted during SFH order due to the COVID-19 pandemic, where students were joining the implementation of e-portfolios technique in an online speaking class for four months, from March to June 2020. When the Indonesian government decided to dismiss all offline classes and instructed a shift into online, the lecturer in this study decided to implement e-portfolios, which could be fully conducted online in speaking classes she taught.

Both the lecturer and participants in this study agreed to undertake a series of five speaking tasks, such as Family, COVID-19, Hometown, Holiday during the pandemic, and Shopping. Also, the lecturer regularly posted materials, topics, and prompts on Schoology. Following the success of previous robust procedure of e-portfolios (e.g., Cepik & Yastibas, 2013; Hung & Huang, 2015; Sun

& Yang, 2015), the lecturer instructed the students to regularly record speaking videos of those topics and upload them on YouTube. In total, the students had to create five videos, and the students had to record five-minute videos for the first topic and added an extra two or three minutes to each next video. It means the last topic's video duration would be 19-20 minutes. The criteria of the successful videos of every task included specific timing, contents, language expressions, and good editing. Then, other students had to watch five videos and

gave their comments to help their friends notice certain weaknesses, especially on pronunciation, grammar, vocabulary, and fluency. Finally, the students had to write self-reflections journals by watching their videos and read comments (see Figure 1 and 2). In total the students had to write five journals. The implementation of e-portfolios took 15 meetings, from March to June 2020. In addition, the activities had never been implemented before and the students did not have any experiences of joining a class taught using e-portfolios.

Figure 1
Students' Videos and Peer Comments



Figure 2
A Sample of a Participant's Reflective Journal

Name : [Redacted]
 Class : [Redacted]
 NIM : [Redacted]
 Topic : Introduce Myself and My Family
 Types of performance : Monolog
 Date/week : Monday, 09 March 2020 / week 4

Topic		Introduce myself and my family
Description of performance		Monolog
1	What did you prepare for your performance (e.g., watching videos/learning some expressions/practicing, etc.)	To prepare this video, I made a script about the topic and sometimes I practiced speaking and prepared a lighting and the background because I took my video at night.
2	What did you learn from your performance? (e.g., I did great/I need improvement/I need more practices/I master the materials, etc.).	I think I need more practices to speak fluently and fix my grammar and add more vocabulary. And maybe I need to reduce my nervousness with watch some videos in YouTube and do more practicing
3	What did you learn from your friends' comments?	I think I have to fix my video in the next assignment and do my best.
4	What do you plan to improve your performance?	I will try to speak more fluently and took my video in the midday. So, I don't have a lighting problem again.

Prior to conducting this study, we proposed this study which comprised a proposal, consent letter, an interview protocol to Institutional Review Board since this study dealt with human subjects. Then, Institutional Review Board approval was obtained, and we approached the site. Firstly, the head of department was contacted via phone calls to seek permission. Subsequently, the lecturer of a class was contacted to reach the students and explain this study, including the benefits and risks. This class was selected because the lecturer of this class was the member of this research team, allowing easy access to approach the students. At the first recruitment process, out of 30 students, only 15 showed willingness to participate. The participants were then selected using some criteria including, (1) being up to 18 years old or above, (2) taking online speaking class in a full course, and (3) remember all activities and experiences while joining the implementation of e-portfolios. To protect the participants' confidential information, they were assigned pseudonyms that combined numbers and letters, such as S (student), F (female), and M (male). Thus, the 10 participants in the interviews were S1M, S2F, S3M, S4F, S5F, S6M, S7M, S8F, S9M, and S10F.

In selecting the participants, a purposive sampling technique was used. Finally, only 10 eligible students (five males and five females) showed willingness to participate and granted their consent. To easily maintain conversation with the participants, a WhatsApp group was created for the students and lecturer to join. Subsequently, all conversations about schedule were conducted via this group due to meeting and travel restrictions

Data collections and analysis

The data in this study were collected from various sources such as phone interviews, students' videos, and their reflection journals as data/source triangulation (Farmer et al., 2006; Farquhar et al., 2020) to ensure results validity (Farmer et al., 2006; Stake, 1995). Due to the travel restriction during the study, phone interviews were used to collect the participants' data. These interviews were conducted in Indonesian where in average one session took 40 minutes. Moreover, the interviews took three sessions over six weeks. The interviews were conducted by asking ten questions related to students' learning engagement and the challenges they faced when joining the online course using video blogging technique. The example questions are "What did you do to master the materials in your speaking class?", "How did you feel with your efforts that you have spent to master the materials?", and "What challenges did you face to accomplish your assignments during SFH order due to Covid-19 pandemic?" Furthermore, the participants granted consent to collect data from their five speaking

performance videos about Family, COVID-19, Hometown, Holiday during the pandemic, and Shopping on YouTube and their self-reflections journals on Google Drive. In addition, prior to conducting data analysis, the interviews were manually transcribed into Indonesian. Then, the transcriptions were translated into English.

The data were coded using the in-vivo technique and analyzed with a theoretical thematic, which involves identifying the themes based on theoretical or analytic interest in the area (Braun & Clarke, 2006). This implies that the themes had been determined prior to conducting data analysis, such as cognitive, affective, and behavioral learning engagement, as well as their associated challenges. Therefore, to confirm findings from the interviews, the participants' videos, comments, and self-reflections journals were analyzed.

FINDINGS

We summarized the overall findings regarding all ten participants to address each of the question. Our initial analysis generated five themes, fifteen categories, and eighty-nine excerpts. However, eighteen categories, thirteen sub-categories, and one hundred and five excerpts were finally documented after a thorough analysis (See Figure 3). The five themes determined during this study were cognitive learning engagement, students' affective learning engagement, behavioral learning engagement, challenges on cognitive learning engagement, and challenges on behavioral learning engagement.

Cognitive learning engagement

The study indicated that all participants did comprehensive research on speaking video topics they had to record. They would spend efforts to understand the materials to create the content of their speaking videos. The participants then checked information from different online sources and rarely used information from the offline ones. In addition, through the search on the participants' videos, they seemed to master the materials and delivered comprehensive contents. Sample excerpts to support the above descriptions are as follows:

S1M

"Before creating the videos, I usually do my own research by searching for some videos, websites, and I rarely read the offline newspaper. Just take, for example, the topic was about COVID-19, then I had to find some information about COVID-19 from online resources." (A phone interview, July 1st, 2020)

S5F

"I watched some YouTube videos because there was some information that I could use as the sources of the contents for my videos." (A phone interview, July 5th, 2020)

Figure 3
Themes, Categories, and Sub-Categories

Themes	Categories	Sub-categories
Cognitive learning engagement	Doing Research before video recording	Searching the information online
	Writing script of the videos	Writing the whole scripts Writing only some points
Students' feelings during the implementation of e-portfolios	Creating good content/videos	Practicing Speaking skills Practicing the scripts/materials
	Practicing	
	Feelings towards efforts	Positive feelings
Behavioral engagement	Feelings towards assessments	Positive Negative
	Participated in online discussion	
	Providing feedback	
	Doing self-reflection	
Challenges on cognitive learning engagement	Accomplishing assignments	
	Providing comprehensive information for readers	
	Mastering the materials	Mastering the contents Mastering the linguistics knowledge
Challenges on behavioral engagement	Accomplishing assignments	Mood booster Having other assignments to finish Challenges when recording the videos
	Internet connection	
	Do not want to give hurt feeling comments	
	Interacting lively with others	
	Showing the best efforts	
	Tasks submission	

S7M

"I tried to understand about the topics that I wanted to talk about in my videos, and I also searched some information related to the topic on Google as the references for my videos." (A phone interview, July 7th, 2020)

Interestingly, the participants employed different strategies to be successful in creating their speaking videos. Three of them would write the entire scripts and the rest just wrote some points that they had to remember in their videos. Two of the participants also created organized content to help them chronologically present information. All participants would then practice scripts before recording the videos. Two of them met their study buddies to practice their speaking skills even though there was an order to stay at home during the COVID-19 pandemic or through self-directed learning. Regarding their speaking, their speech practices centered more on pronunciation and did more practice for fluency before filming. Consequently, they could speak fluently in their YouTube videos. Document review on the students' self-reflection journals also revealed that the students were concerned about some linguistic knowledge, especially pronunciation. For instance, "I think I need more practices to speak fluently and

fix my grammar and add more vocabulary." (S2F, reflective journal). The following excerpts are best to illustrate the above descriptions.

S2F

"I wrote the information (script) because my English was not quite good. So, I needed notes when I recorded the videos, and these notes indeed helped me. I wrote the scripts in Indonesian language, but if I already knew the English expressions, then I just wrote in English." (A phone interview, July 2nd, 2020)

S3M

"I learned how to pronounce words in English, and I also learned from some videos. I mean, I watched English videos, vlogs, or movies. Sometimes, I repeated what the actors said in the movies, especially difficult words." (A phone interview, July 3rd, 2020)

S4F

"Because English is not my mother tongue, so I practiced a lot to minimize errors and mistakes before I recorded the videos. I also tried my best through the practices to be able to speak fluently." (A phone interview, July 4th, 2020)

From the analysis of the students' videos on YouTube, it was found that these students did well.

For instances, the students did not show any hesitations when doing the speaking performance, they spoke with clear pronunciations, and they delivered the contents in a chronological order.

Students' feelings during the implementation of e-portfolios

During the interviews, all participants often revealed they had spent efforts in practicing and preparing materials to create the videos, resulting in positive feelings. Moreover, the participants often stated that they felt happy with the results of their practices before recording the videos. Furthermore, they felt that they improved on speaking skills. The self-reflection journals also showed they thought their speaking skills had improved, and they felt joyful. In fact, they showed satisfaction in their efforts to create good and interesting speaking videos. Moreover, the participants also said that creating videos was not easy as expected. Sample excerpts to support the above descriptions are as follows:

S1M

"I think I am satisfied with what I have done because the tasks provided flexibility, and I could prepare the materials for my speaking videos at my convenience." (A phone interview, July 1st, 2020)

S8F

"I am very pleased with my efforts because I could master the materials, I could practice my speaking skills, and I could motivate myself to be better in this speaking class." (A phone interview, July 8th, 2020)

S6M

"I'm satisfied with my efforts because I think I had improved and achieved the next level in terms of English speaking because I could maintain my English public speaking better than what I used to do in the past." (A phone interview, July 5th, 2020)

Interestingly, the participants expressed both positive and negative feelings regarding assignments during the implementation of e-portfolios. As each video was new and challenging to the participants, they claimed they were pleased to finish and upload before deadline. The search on participants' videos confirmed the topics were relatively new. For instance, they presented what they knew about the COVID-19. Besides, they claimed to enjoy the assessments because they could pour their imagination into videos. They were also delighted that these assessments were accomplished at home during this pandemic, as they did not have to come to campus. However, four participants shared their thoughts regarding the pressures they felt, which was either caused by internal or external factors. Unfortunately, the pressures affected their moods and motivation. The above illustrations are evident in the quotes provided below:

S10F

"You know it's kind of a pleasure for me to finish this video on time. Besides, the assignments also required me to think about the topic fast because we

did not have enough time to think about the topic as we had to record and upload the videos while doing other assignments from different courses." (A phone interview, July 10th, 2020)

S3M

"I felt happy because first of all, my lecturer taught me to be familiar with YouTube, recording videos, and then be a vlogger. We know that vlogging is a recent activity, especially for teenagers, and I like this activity. I can be a vlogger, and then I can speak in English in my vlog as well as I could get new experiences by doing the assignments in this class." (A phone interview, July 3rd, 2020)

S2F

"When I did a mistake in my videos, I felt like that's that was the end of the world. So, I tried to re-record my videos again. So, sometimes a little mistake could affect my moods and also my motivation." (A phone interview, July 2nd, 2020)

Behavioral learning engagement

The interview results showed that during class discussions and recordings, participants were actively involved. Because the courses were entirely conducted online, the lecturer organized discussions on new topics for assignments. Also, the participants asked questions to discuss topics, to better understand the concept and avoid misunderstandings. Furthermore, they admitted to actively participating in the speaking class by posting videos on YouTube. The videos' information showed they uploaded the videos on time. Sample excerpts to support the above descriptions are as follows:

S10F

"I would get involved in the classroom discussion on Schoology and asked several questions if I did not know the topics of the assignments really well." (A phone interview, July 20th, 2020)

S6M

"I never missed submitting my assignments as I often uploaded them in time, one day before the deadline." (A phone interview, July 12th, 2020)

S9M

"I uploaded my videos in time, one day before the deadline. So, I had nothing to worry about, or I could still have time to reupload if later on, I found mistakes in my videos." (A phone interview, July 18th, 2020)

As demanded by the lecturer during the speaking course's e-portfolio implementation, the students had to provide feedback and do self-reflections. According to the participants, they had taken these tasks seriously to demonstrate their active participation. All students were only required to watch five videos, however, few claimed to watch more than five due to curiosity and willingness to learn something new. Then, in writing self-reflections, they would watch their videos back and forth while matching with their peers' comments. A

few of them also stated that they were curious about their friends' comments and realized it would help them for future improvements. The search on participants' videos and self-reflection journals showed they regularly conducted these activities. The following excerpts are best to support the above descriptions:

S2F

"I watched my friends' videos and gave my comments. So, they could improve their videos next time, and then they could also improve their speaking ability. Even though my lecture required me to watch only five videos, I was sometimes curious about others. So, I watched more than five videos, and I gave my comments to them." (A phone interview, July 12th, 2020)

S7M

"I did my self-reflection, and sometimes I watched my videos again from the beginning to the end to help me with self-reflections." (A phone interview, July 14th, 2020)

S10F

"... in the following day, I would read my friends' comments to my videos because I am often curious of their feedback. Then, I would do self-reflections based on those comments." (A phone interview, July 20th, 2020)

Challenges on cognitive learning engagement

As e-portfolios were implemented fully online due to the COVID-19 pandemic, the students inevitably have issues. Five participants claimed they had challenges in providing comprehensive information for their viewers. Even though they could get many resources, it was difficult to filter the information or confirm whether they are correct within a short time. Moreover, the participants did not know whether the information was useful in quality and suitable for the audience. The following excerpts are best to illustrate the above descriptions:

S1M

"One of the challenges was to provide my audience with comprehensive information because they needed this information, and then I had to collect some information to provide them to fulfill them with their curiosity. Moreover, I only a few days to do research on the topics and to search for the information." (A phone interview, July 11th, 2020)

S5F

"One of the challenges was how to filter the information from the websites because it was difficult for me to determine which one delivered the right information, and which one did not as I was not so familiar with some topics." (A phone interview, July 15th, 2020)

S10F

"So, the challenge was finding relevant information for my videos. I had to know which one was best and bad for my videos, and it was hard when I did not know the topic really well." (A phone interview, July 20th, 2020)

All participants also claimed to have challenges in mastering the contents and linguistics knowledge before filming. Furthermore, they stated how difficult it was to recall the information, especially when talking about new topics. Even though some of them wrote scripts, it was hard to remember all the lines. The participants, pertaining to speaking skills, often faced challenges with word selections, grammar, and correct pronunciation. These issues appeared because they were not native speakers and wanted to deliver a good content. The sample excerpts to support the above descriptions are provided below:

S7M

"It was difficult for me to remember the information especially in English. Because uh the information is too much, and then I'm not really proficient in English." (A phone interview, July 14th, 2020)

S4F

"The first challenge was to master the grammar because I think it was difficult, and sometimes, I could not find the correct grammar for my contents that I wanted to deliver. Sometimes, when I used Google Translate, it didn't match as well." (A phone interview, July 14th, 2020)

S8M

"The selection of words was also a challenge for me since I wanted the audience understood about my content. So, I had to pick or selectively used the words for my content and suited with my audience." (A phone interview, July 16th, 2020)

The interview results suggested that the students also faced some other challenges than those influenced by inside or outside factors. Three participants claimed they had issues with their moods and motivations during SFH order due to the COVID-19 pandemic. Also, two participants sometimes could not organize their time to complete all assignments. Interestingly, two stated they had issues with the neighbourhood when recording the videos, and two had poor internet connection. The following excerpts support the above descriptions:

S1M

"Well, sometimes I need the motivation to do this task because without having it, I could not spend my efforts, especially to accomplish the tasks. During this pandemic time, I think the schedule must be followed regularly because if we don't follow the schedule, then we could be left behind." (A phone interview, July 11th, 2020)

S2F

"My house is next to the road and I couldn't take the videos during the daylight and in the afternoon. I could take it only at night because at night because the road is not very busy. Sometimes I went to the backyard of my house to record the videos, but my parents and my siblings often called me or disturbed me when I was filming." (A phone interview, July 12th, 2020)

S4F

"The challenge in accomplishing the assignment was the disturbance. For instance, someone entered my room, or sometimes when I recorded a video, they called me to do something, and I suddenly forgot the lines that I had to speak in my video." (A phone interview, July 14th, 2020)

Challenges on behavioral learning engagement

The results showed three participants had issues, such as giving comments that might lead to in heart-feelings. They claimed that sometimes they were afraid their comments would hurt their friends. Therefore, they tended to give constructive comments and minded their language. The comments found in the participants' blog confirmed that critics were not given. Also, two participants claimed they missed live interactions with their lecturer and friends. They also missed group activities rather than individual assessments. The following excerpts are best to support the above descriptions:

S3M

"I didn't want to hurt my friends' feelings, and then I thought it was a very challenging situation because I had to mind my language. So, I gave my constructive comments instead of giving my critics. I did not want to make them down during this pandemic, and stress could reduce immunity." (A phone interview, July 13th, 2020)

S5F

"I couldn't do some interactions in English with my friends, and I had to do monolog instead of dialog." (A phone interview, July 15th, 2020)

S10F

"I missed my class and our interactions with friends and lecturer. I was afraid of contacting my lecturer during this online learning because I was afraid if she was busy teaching other classes or doing other things when I contacted her." (A phone interview, July 20th, 2020)

The participants also faced some issues, such as showing the best efforts in creating and uploading the videos on time. Four persons felt stressed because the videos were uploaded on YouTube, which means that the public could watch them. They did not want to make any mistake, which could attract negative evaluation about their performance. Furthermore, seven participants claimed they were afraid not to upload the videos on time because of the short deadlines, other assignments from different courses, and distractions. However, the search on their videos confirmed they uploaded on time. Sample excerpts to illustrate the above descriptions are as follows:

S2F

"I was afraid of making mistakes because the videos were uploaded on YouTube and public could watch my videos. This made me shy to talk in English during recording the videos." (A phone interview, July 12th, 2020)

S7M

"My friend often invited me to play mobile legend instead of doing the assignments. I really wanted to play with them, but I also had assignments to finish." (A phone interview, July 14th, 2020)

S9M

"Sometimes, I felt the deadline was too short because to create a video, I had to compile some information, practiced, recorded, and edited the videos. I also had to do other assignments from different courses this semester." (A phone interview, July 18th, 2020)

DISCUSSION

This study aims to analyze the students' learning engagement and the difficulties they face in demonstrating their involvement during the implementation of e-portfolios in the online speaking course during SFH order. We have performed comprehensive data collections for the above purposes, such as interviews and document analysis. Through conducting an in-depth analysis, this section will discuss the findings found in this study

To address the first question of students' learning participation during e-portfolio implementation, as seen in the interviews, students have apparently shown an astonishing cognitive learning engagement. Moreover, we surmised that the participants employed similar learning strategies to show their cognitive learning engagement. To participate cognitively, the participants tended to study the topics of their speaking assignments, write the scripts to organize their thoughts, and practice the scripts and pronunciations prior to recording the videos. Although the lecturer did not advise the students to perform such practices, e-portfolios apparently helped them apply the same strategies. Moreover, previous studies also reported the same strategies done by the students when implementing e-portfolios as a speaking assessment technique (Hsu, 2016; Lee, 2014; Sun & Yang, 2015). Interestingly, it appears that these strategies helped the participants to immerse in the activities cognitively. These results thus confirm and support the preliminary studies argument that e-portfolios appear to boost students' cognitive learning participation (Cepik & Yastibas, 2013; Huang & Hung, 2010; Kwak & Yin, 2018).

It is also crucial to understand that among the strategies mentioned above, it seems that practicing pronunciations were one of the participants' concerns. In their research of E-portfolios' implementation, Cepik and Yastibas (2010) showed that students regarded pronunciation as one of their intricate linguistic features. Thus, the students practiced more to be able to speak fluently with appropriate pronunciation. Like what Cepik and Yastibas noticed, few participants in this study frequently watched western vlogs and

films, often practiced their pronunciations mimicking the actors they were watching. Then, we suspected that as the videos were posted and viewed by the public, the participants had to be well-prepared to avoid unfavorable public evaluation, as shown in the interview results. Moreover, mastering English communication is regarded as an achievement in learning a language (Piechurska-Kuciel, 2015) because people often judge language learners based on their communication skills (McDonough et al., 2013). It therefore explains why few participants argued that they were not native speakers and foregrounded practicing pronunciations rather than the other linguistic features, such as grammar and vocabulary.

The findings also showed the implementation of e-portfolios demonstrated positive affective engagement. Furthermore, it was found that most participants felt great about their efforts, videos, and outcomes they obtained. According to Reeves et al. (2017), some students see activities related to uploading videos as fun, entertaining, and innovative in giving them a chance to be more expressive, while others found it uncomfortable and time-consuming. Meanwhile, it was suspected that affective engagement occurs due to peer bonding, which strengthens the motivation to regularly create videos. They realized that every content they uploaded needed to be watched and commented on by their peers. They were also very enthusiastic about watching their colleagues' videos because, like what had been found in previous studies (Hung & Huang, 2015; Lee, 2014; Sun & Yang, 2015), critical reflection did not only occur when they re-watched their videos but also when they provided feedback and made comparisons with their friends' work.

The study participants have shown behavioral learning engagement. The results in the interviews suggest that the participants were expected to engage in the implementation of e-portfolios. As described in the interviews, participants took part in online discussions, posted the videos on time, viewed their peers' videos, and performed peer and self-assessments. However, some participants seem to have shown their active participation because the activities provided them with such opportunities. For example, few participants in the online discussion forum seemed to ask a few questions because they wanted to understand the topics better and prevent misinterpretations on what they had to do about their assignments. Few participants often saw more videos because they were curious about their peers and learned something different from their videos. Therefore, these results revealed that while the participants were told to carry out these tasks, some participants did so exceptionally. Therefore, these findings support the one found in Cepik and Yastibas's (2013) and Kwak & Yin's (2018) studies that the students showed better active

participation during the implementation of e-portfolios.

In response to the second research question, the students were confronted by some difficulties in showing cognitive learning engagement when implementing e-portfolios during the SFH order due to the pandemic of COVID-19. The challenges of demonstrating cognitive learning participation included challenges in providing the audience with detailed information, mastering materials, linguistic skills, performing tasks, and internet connection. It seems that both internal and external factors have affected the existence of these problems in the sense of cognitive learning engagement. Nevertheless, this study discovered that few students felt stressed. It was then suspected that they were earnest in doing the first assignments, resulting in excellent videos that later became the standard for doing the next ones. Several studies showed most students took the speaking assignments seriously (e.g., Hsu, 2016; Hung, 2011, 2012; Lee, 2014; Sun & Yang, 2015), which consequently led to negative emotions, such as anxiety, stress, and loss of motivation (e.g., Hung, 2011, 2012; Sun & Yang, 2015). For instance, Sun and Yang (2015) found students who wanted to drop the class because they thought making a speaking video was stressful.

On the other hand, outside factors such as other assignments, family and community distractions while filming videos, and weak Internet access, also became problems for students. We therefore believed that these problems affected the emotions of the participants. The study's prediction explains why few participants felt stressed in video making and assumed that the deadlines were too short. This prediction also explains why few participants needed a mood boost to perform the tasks.

The participants also experienced difficulties when showing behavioral learning engagement. The difficulties included the fear of making negative remarks, not communicating with others in classes, and displaying the best efforts and tasks. It seems that during this pandemic period, students were hesitant to give a negative evaluation or maybe, they were not used to conducting peer-assessment. According to Meihami and Razmjoo (2016), not all cultures support peer and self-assessment as some people are not accustomed to evaluations. Moreover, it is found that not all students could do objective peer-assessment (Gurbanov, 2016; Tighe-mooney et al., 2016). Therefore, the participants in this study could encounter these conditions by not being used to peer assessment and not being as objective as possible. Therefore, it created a problem of behavioral learning engagement that they did not want to give their critique or objective evaluations to the success of their peers. This then explains why they tended to make lovely comments and minded their language to not harm their peers' feelings. The students' participation was limited

because we don't think they are used to learning online. Therefore, they claimed that they missed the interactions in the classrooms. Participants also said they were afraid of making errors in their videos, limiting the participants' active participation. Like the above, the sense of responsibility and fear of negative evaluation maybe cause this issue.

CONCLUSION, IMPLICATIONS, AND LIMITATIONS

From the above findings, it can be concluded that the students showed active participation in cognitive, affective, and behavioral domains and faced some issues in cognitive and behavioral domains during the implementation of e-portfolios during the SFH order. The activities in e-portfolios provided the students with the same opportunities to participate and resulted in similar strategies employed by the students to be successful with their speaking course. However, some internal and external things may create issues for the students during the implementation of this assessment technique. These issues inevitably affected the students' feelings and sometimes yielded negative emotions and low motivations.

The above findings have led us to draw some implications to ELT, especially during SFH order due to the COVID-19 pandemic. Firstly, e-portfolios appear to be an alternative for teaching speaking skills during a pandemic time, especially for the schools implementing online learning and limiting offline participation. The findings suggest that the students could still engage cognitively, affectively, and behaviorally even though they were doing online learning, requiring them to do individual assignments at home. Moreover, findings also support the previous ones that technology integration in learning could facilitate the students to show active participation (e.g., Akbari et al., 2016; Chen et al., 2019; Huang et al., 2019). As the research community has in the recent decade seen a soaring interest in the implementation of e-portfolios in assessing speaking performance (Cepik & Yastibas, 2013; Huang & Hung, 2010; Kwak & Yin, 2018), e-portfolios should, therefore, be embraced by the teachers who will be implementing online speaking courses, especially during this pandemic time. Secondly, the teacher should suggest the students not to be so occupied with the assignments. Even though being occupied with the assignment is sometimes a good thing. However, too much concern spent on doing the assignment could be a disadvantage for the students. As revealed in this study, the students faced some cognitive and behavioral learning engagement challenges because they were so immersed in their tasks. These issues created anxiety and affected students' feelings and motivations. If the students have more negative feelings, it is predicted that they may then

experience issues when showing their learning engagement as Kahu et al. (2020) claimed that students' feelings are one of the learning engagement affecting factors. Thus, the teachers should explain to the students that the purpose of the assignment is to help them improve their speaking skills through regular practices, video recordings, and doing peer and self-assessment. Moreover, the teacher should explain that the focus is not to create good videos with excellent content and native-like pronunciations. Thirdly, knowing the students' handicaps when doing all activities in e-portfolios is necessary. It is suggested that the teacher hold reflection meetings with all students discussing the issues they face when implementing e-portfolios. Accordingly, the teacher could think about some solutions to cope with those challenges, and the implementation of e-portfolios could be more effective.

However, we considered that this study had several limitations. Firstly, this study did not unfold how the students dealt with the challenges of showing cognitive and behavioral learning engagement. Knowing such efforts would be a great deal for the teacher to design better activities and help future students when facing similar issues. Secondly, this study only collected qualitative data and did not employ any quantitative measurement to support this study's findings. Thus, the future researchers could explore the students' strategies in dealing with the issues when showing learning engagement and employed a survey to measure the students' learning engagement in every domain. Hopefully, future research could improve the literature of e-portfolios as an assessment technique in speaking courses, especially for an alternative to conducting online speaking courses to facilitate students' learning engagement.

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