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The Implementation of Technology-Based Learning Evaluation to Increase English Students' Learning Motivation: Case Study of E-Portfolio Use

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Abstract

This research aims to explore in depth the use of learning evaluation using technology, namely Google Site, which seeks to develop and increase student motivation and creativity in carrying out requested evaluations. This study is an intrinsic case study which was theoretically rooted in a unique case. The case raised in this research was the potential use of e-portfolios as an alternative option in evaluating technology-based learning. This study involved one lecturer and three students as research participants who were selected based on certain criteria or by purposive sampling technique. Lecturers were selected based on their experience in implementing e-portfolios to evaluate learning, and the students were participants in the learning. Research data were collected through semi-structured interviews with open questions and Focus Group Discussion (FGD) through Zoom online application. The results of this study confirmed the students gave similar opinions stating that e-portfolios could increase their extrinsic and intrinsic motivation. This research only focused on students' opinions regarding the implementation of e-portfolios in increasing their learning motivation. It is hoped that future research can further explore teachers' opinions for more comprehensive results.

Keywords: E-Portfolio, Technology-Based Learning Evaluation, Google Site

Introduction

Evaluation is part of the learning tool. It functions to find out or as a measuring tool for a teacher and educator to see the results of learning achievements that have been received by students (Bernard, 2010; Al Farhan, 2023; Aflahah & Nadia, 2022). The Learning and Assessment Guide for Primary and Secondary Education states that evaluation is the process of collecting and processing information to determine students' learning needs, development and achievement of learning outcomes, and the assessment can be formative or summative. Along with COVID-19 which has hit Indonesia in particular and the world in general, forms or tools for learning evaluation have also experienced developments. Summative and formative tests, which were initially conventional in the form of "pen and paper", have changed to become technology-based. This is marked by the growth and development of various competent applications to assist teachers and students in terms of evaluation.

Increasing student motivation to learn foreign languages can be done in various ways, one of which is by using web-based activities or applications (Dörnyei, 2014; Febi, Farhan, Sutopo, & Mukhlisin, 2023). However, not many teachers give freedom to students to process according to what the students want, and many applications already provide the templates to be used by the students. With various kinds of deficiencies found in the media, it is feared that there will be a decrease in student motivation to learn (Gardner, 2010). Increasing student motivation in learning foreign languages and increasing student creativity in carrying out and completing evaluations are two things very rarely done. The effectiveness of learning evaluation is a challenge for teachers and teaching staff, that is processing something conventional that is commonplace in evaluation into a digital form that is attractive to students and gives students the freedom to be creative with the assignments given. According to Fandiño Parra (2012), there is an increase in students' motivation to learn foreign languages in technology-based learning if the technology used is interesting and there is feedback and exposure to authentic learning sources (Engin, 2009; Rafidiyah, Nadia, Hermina, Azizah, & Adhitama, 2022; Nadia, Yansyah, Kailani, & Rafidiyah, 2021).

E-portfolios have a positive impact on English language learning in various universities. Apart from that, the use of e-portfolios in learning has its own advantages and challenges. The biggest challenge is internet access and the process of adapting students to e-portfolio itself, while the strengths are the ease with which students store lecture materials in the form of digital artifacts, gain writing experience and feedback and increase student motivation in carrying out the assignments given. The application of e-portfolios for evaluating English learning has been extensively researched by previous researchers but focuses on students' perceptions, independence, and the challenges of using e-portfolios (Hung, 2012; Kimball, 2005; Lam, 2023). Apart from that, the application of e-portfolios also still focuses a lot on evaluating student writing not for all English language skills (Mukti & Anggraeni, 2020; Muin, Hafidah, & Daraini, 2021; Nupa, Mulawarman, & Haruna, 2023; Nurhidayah, 2020).

Based on the explanation above, there is not much research that explores the application of e-portfolio to increase student motivation and is used for various

English language skills. In this way, this research aims to explore in depth the use of learning evaluation using technology, namely Google Site, which seeks to develop and increase student motivation and creativity in carrying out requested evaluations. This research involved lecturers and students in the Higher Education environment in Banjarmasin. The research problem of this study is how to use digital-based evaluation to increase students' motivation in learning by using e-portfolios.

Literature Reviews

E-portfolio Assessment

E-portfolio known as an electronic portfolio is generally a digital summary or report of students' work (Yancey, 2023). Lam (2023) stated that e-portfolios serve connectivity, synchronization, multimodality, and multimodality. E-portfolio is space-saving friendly, easily retrievable, and abiding. However, e-portfolios highly require Wi-Fi access, moderate technology literacy, and Wi-Fi connection. Muin and Hafidah (2021) also state the benefits of e-portfolio assessment; (1) serving interesting learning situations by audiovisual, (2) facilitating students and teachers to develop various work formats, (3) practical and low price since it is accessible anywhere and anytime, (4) suitable for current student learning styles, and (5) serve free access to more viewers.

In terms of language assessment, e-portfolio assessment provides positive good language assessment, namely practicality, reliability, validity, and washback. The validity of e-portfolio assessment can be seen if students are not seen as content creators (Kimball, 2005). The reliability of the e-portfolio assessment is reflected by the validated rubric used by the language teacher (Lam, 2023). E-portfolio assessment generates positive washback on language assessment, including building a community of practice, facilitating peer learning, enhancing the learning of content knowledge, promoting professional development, and encouraging critical thinking. However, e-portfolio assessments also bring some negative washback effects, such as learning anxiety resulting from larger audiences, and resistance to technology (Hung, 2012).

One of the e-portfolio assessments used is Google Site. Google Site is a page served by Google for developing classroom, school and other pages. Google Site consists of several contents such as text, videos, images and others (Mukti et al., 2020). According to Nupa et al. (2023), the advantages of using Google Sites include (1) free of charge, (2) easy to develop, (3) there is a collaboration feature between its users, (4) there is 100 MB of online storage available for free for personal account use and without limitation for learning accounts, and (5) accessible.

Student Motivation in Language Learning

Learning a new language needs a lot of motivation from the students. Motivation is needed to determine how ready and eager students are to grasp more knowledge in writing, listening, and speaking of a new language (Engin, 2009). There are two types of motivation models, Gardner and Dörnyei models. Gardner (2010) defines motivation as referring to a desire to achieve a goal and positive attitude toward the goal. On the other hand, Dörnyei (2005) defines motivation

into several stages of integration – namely; generating initial motivation to attain students' excitement about the learning process, maintaining and preserving motivation and self-reflection.

There are several types of motivation; instrumental and integrative model and intrinsic and extrinsic model. Instrumental motivation refers to motivation to learn the language as a tool to an end such as passing exams, getting a reward, or job promotion. The integrative model of motivation is determined when language learners are interested in the values and cultural issues of the target language.

Furthermore, intrinsic motivation is divided into three parts; excitement of knowing new knowledge, excitement when completing the task or achieving a goal, and the pleasure of feeling in doing the task (Bernard, 2010). Extrinsic motivation is defined as rewards from the social environment for language learning such as getting a good career or recognition from someone else (Nurhidayah, 2020).

Research Methods

This study aims to explore the implementation of technology-based learning evaluation, namely the Google Site in an effort to increase student motivation and creativity when working on formative and summative tests. This research is an intrinsic case study which was theoretically rooted in unique cases according to the perspective of researchers that need to be studied in depth because of the potential benefits to be explored. The case raised in this research was the potential use of e-portfolios as an alternative option in evaluating technology-based learning. E-portfolio is one of the many learning technologies that educators have started to use after the COVID-19 pandemic because of the demand to adapt to the use of technology as a solution to the limitations presented by the pandemic. Based on this explanation, the uniqueness of this case is the basis for choosing an intrinsic case study as a research method.

This study involved one lecturer and three students as research participants who were selected based on certain criteria or by purposive sampling technique. Lecturers were selected based on the criteria of having implemented e-portfolios to evaluate learning, and the students were selected based on the criteria of being participants in the learning conducted by the lecturer. Research data were collected through semi-structured interviews with open questions and Focus Group Discussion (FGD). The whole data collection process was carried out for two months from May to June 2023 through Zoom online application. After data collection, analysis was carried out through three stages as proposed by Miles, Huberman and Saldaña (2014), namely 1) data condensation, 2) data display, and 3) conclusion drawing and verifying. Data condensation was conducted simultaneously with data collection and after the research in the form of transcription, data display was conducted by highlighting parts of research data relevant to the research objectives by displaying the transcription in the manuscript, and conclusion drawing and verifying were conducted by interpreting the presented data and correlating them with the theoretical framework to answer the research questions.

Findings

Application of E-Portfolio as Learning Evaluation

The use of E-portfolio was applied to the English for Tourism class as a final project. E-portfolio used was Google Site. Students chose to work on an English for Tourism class project by uploading tourist attractions that are still not widely exposed with the aim of promoting these tourist destinations. Students in groups were asked to create tourism promotional content consisting of history, descriptions and addresses of tourist attractions as well as videos of the atmosphere of tourist attractions. All content created by students must also be uploaded in English. Students were required to visit these tourist attractions.

> "At first, Miss, we were told to choose between wanting to study at class or doing the project by learning. Then, one class **chose to work on the project**, so the place can't be the same, right." (Student A)

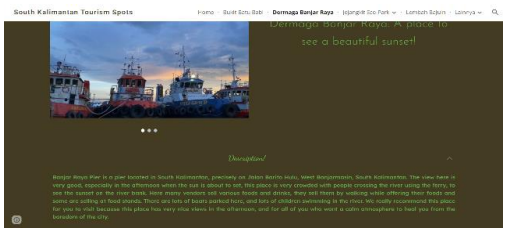
> "In the beginning, we were told **to list the places we would visit** so that they would not be the same. So, if the lecturer said it had to be a hidden game like that, people never know that, right, so **we are the ones who introduce it to outsiders** if 'this place turns out to be worth it to visit' like that." (Student B)

> "To find the place, we have to explore the Tiktok. **In the website, there is a history, then a description of the place, and an address. Then, the video posted on YouTube is about 'what the atmosphere is like there**'." (Student A)



Figure 1. Homepage of E-portfolio





Figures 2 and 3. Contents of Promotion of Tourism Places in E-Portfolio

Based on Figure 1, students displayed various kinds of hidden tourist attractions in South Kalimantan. Students chose places such as Bukit Batu Babi, Dermaga Bandar Raya, Jejangkit Eco-Park, Lembah Bajuin, Kampung Biih and Air Terjun Janda Beranak Tiga. In Figures 2 and 3, students completed information on tourist attractions with descriptions, history, addresses of tourist attractions and videos of the atmosphere that described these tourist attractions.

Before approaching the assessment by the lecturer, students were given the opportunity to discuss with other groups to get feedback so that Google Site development can run optimally.

> "We have several times been made a forum by the lecturer, so the other teams assess our website **in which parts there are deficiencies**. So it's like a forum **to judge other teams**, that's it, and the assessment is objective. **Before the final assessment we know what is lacking on our websites and get input from other teams**." (Student C)

Challenges of Implementing E-portfolio as Learning Evaluation

Students shared their opinions about the challenges they had to face when developing a Google Site. The challenge consists of how to make the Google Site more attractive by creating interesting dialogue, aspects of the assessment that require videos uploaded by students to have lots of comments and likes, designing the appearance of the Google Site so that there are lots of visitors. On the other hand, students did not experience problems with the content or narrative on the Google Site.

> "There definitely is, like **creating dialogue for the conversation in the video**. Then, we continue to polish the website to make it more attractive, so that the wider community is interested in visiting our website and visiting the tourist attractions that we are promoting. It is also difficult to promote our videos because **the ratings are based on likes and comments**, so we have to share our videos with many people so that many people watch our videos." (Student C)

> "For me, what makes it difficult is when creating the website, **polishing the website**, like that. **The video editing part too**, because it takes a long time. Then, what **ideas should you have to make it look interesting** and make people interested in coming there, that's how it is." (Student B)

Increasing Student Motivation by Implementing E-portfolio as a Learning Evaluation

In terms of increasing student motivation by implementing the E-portfolio as a learning evaluation, students argue that the development of the Google Site as a form of learning evaluation project increases student motivation. The cause of this increase in students is that there was no written mid-term and end-of-semester assessments, but the creation of a Google Site development project. Students also got new experience on how to make vlogs.

> "Because there were no final or mid-term tests. (Student A)

> "**Interesting, sir**, because we make new things that have never been tried before, **know the tourist attractions in Banjarmasin**. We were looking for tourism first, right? and had to change it a few times, too. From there, we finally learned that in fact South Kalimantan has a lot of tourism that we can visit with our families, that's it. Not just the same thing, I see." (Student B)

However, there were differences of opinion when applying e-portfolios to other courses due to the content of the lecture material. According to students, the content of the course determines whether implementing E-portfolios can increase student motivation. One of the reasons for students is the high difficulty in editing videos that must be uploaded to the Google Site. While other courses only require students to create learning media or presentations.

> "**I don't think it's interesting.** Because as Student A said earlier, the courses next semester contain a lot of material. I'm afraid that students will quickly get bored when they have to read the material presented." (Student B)

> "**Writing is a bit difficult** because writing is like we have to **focus more on writing than on using a website**. **I think it's (speaking) still interesting**, anyway, if we use a website. The accessibility when using the website is still interesting." (Student C)

Discussion

Based on the presentation of the results above, it can be concluded that the application of E-portfolio in language learning can provide benefits to students. As explained by Muin and Hafidah (2012), E-portfolios facilitate students in providing freedom to complete assignments and provide audio-visual learning situations. In terms of learning evaluation, e-portfolios prove to be able to provide positive washbacks to students by encouraging them to think critically in developing the contents of e-portfolios that must be displayed (Hung, 2012).

Based on the results of interviews, students experienced increased motivation to learn foreign languages by implementing E-portfolios as learning evaluations for the English for Tourism course. By eliminating written mid and final semester exams and gaining new experiences by visiting hidden tourist attractions, students were motivated to develop their E-portfolio as a learning evaluation. The motivation which occures due to certain award falls into the category of extrinsic motivation, where the motivation arises from sources outside the student. In addition, students were exposed to interesting forms of technology, get feedback in efforts to develop websites to authentic learning resources, this is in line with Fandiño Parra's opinion. Apart from the content of the website that must be processed, students face several technical challenges such as video editing which takes a long time and the design of the Google Site which must be attractive.

Conclusion

Increasing student motivation in learning foreign languages can be implemented with technology-based learning and evaluation. This study aims to explore student perceptions in implementing e-portfolios to increase students' motivation to learn English. The results confirmed the students gave similar opinions stating that e-portfolios could increase their extrinsic and intrinsic motivation. This research only focused on students' opinions regarding the implementation of e-portfolios in increasing their learning motivation. It is hoped that future research can further explore teachers' opinions for more comprehensive results.

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