

## **Students Challenges in Learning Speaking Using E-Portfolio**

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### **ABSTRACT**

*E-portfolio is one of the learning tools that has been applied for learning speaking at higher education. Although researchers and educators agree that e-portfolio has great potential and many advantages as assessment and learning tools, its implementation in the teaching and learning process is not as easy as expected. The evaluation of its implementation is urgently needed. This study aims to investigate university students' challenges in learning speaking using e-portfolio. This research applies a descriptive qualitative method. The subjects of this research are the fifth semester students of the class of Public Speaking in the Academic Year of 2022/2023. Data was collected through observation, interview, and documentation. The data analysis technique is based on the theory of Matthew B Miles which includes: data reduction, data display, and conclusion drawing/verification. The result shows that students who participated in the class of Public Speaking which applies e-portfolio experienced several challenges, such as they: 1) are sometimes reluctant and lack of motivation, 2) are required to have a stable internet connection, 3) need some adaptations to develop e-portfolio as new learning tool, 4) are required to have some ideas and creativities*

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## **I. INTRODUCTION**

Electronic portfolios are increasingly being used in learning in various universities in the world (Haggerty & Thompson, 2017) even long before the Covid 19 pandemic. According to Ciesielkiewicz (Ciesielkiewicz, 2019) and Ali (Ali et al., 2021), electronic portfolios or also called eportfolios or digital portfolios have been well received at the international level in member countries of The Council of Europe, including Canada, the United States, Australia and New Zealand. In these developed countries, there are many projects / programs offered related to this electronic portfolio topic. Observations show the increasing implementation of electronic portfolios at various levels of education and backgrounds, from elementary school to college. More than half of college students in the United States have used some type of electronic portfolio (Dahlstrom, Eden; Walker, D.J.; Dziuban, 2013).

The lecturer in the speaking class is encouraging of the use of e-portfolios (Ahmadi, 2018). But even so, there are some students who face some challenges in implementing e-portfolios in the classroom, for example they are frustrated with the complexity of the e-portfolio procedure.

So, some students view positively the use of e-portfolios, and some have difficulty managing e-portfolios. Technology has always played a significant role in the educational process. It facilitates students' learning. Teachers can embed technology into teaching to support the learning process (Eady, Michelle J. and Lockyer, 2013). According to Ahmadi (2018), utilizing technology also allows students to learn according to their interests and satisfies their senses—visual and audio. Thus, incorporating e-portfolio into learning speaking will provide opportunities for students to optimize their learning experience. As Khamkhien (2010) states: "speaking is considered to be the most important in a second language". In addition, English is also needed to find a job. Therefore, English needs to be learnt by people.

Speaking is verbal communication. Widdowson (1994) states that speaking is an active production skill. It uses oral production and one's ability to communicate orally with others. However, millennials are lacking in speaking English even though they can write good sentences on their social media. They are incapable and still have discomfort in speaking English. Tatham and Morton (2006) say that many people can understand a language, but they cannot speak it. This means that students can understand what others say but they cannot answer and say what in their mind is.

In learning English, there are many tools to support the learning of speaking. At Universitas Ahmad Dahlan, Indonesia, lecturers use various tools to support English learning, one of which is the e-Portfolio. It is a collection of electronic evidence that users have gathered and kept up to date, usually online. Such electronic evidence includes input text, electronic files, images, videos, blog posts, and hyperlinks. The students use Google Sites as the platform to build their e-portfolios. The use of Google sites as a place to collect learning materials and as a reference for lecturers assess abilities and understanding of students.

Many students of the Department of English Education at Ahmad Dahlan University still have difficulty in speaking English. It is similar with what Basri et al (2020) discover that some students have moderate anxiety in speaking English. Some students are confident in speaking and some are not (Basri et al., 2020). Referring to this, teachers must design better learning materials and learning activities for students (Wahyuningsih & Afandi, 2020). With technology, teachers can use video, sound, images, and text media in the learning process. Technology in the classroom not only makes learning more engaging, but it can also be utilized to display the products and processes that students have learned (Matra, 2018). Thus, one of the technological devices that can reflect the process and progress of student learning is the e-portfolio.

Since e-portfolio is a new learning media (Baris & Tosun, 2011) that is applied in learning speaking, students may have different experiences, both positive and negative ones. Many researchers have analysed e-portfolio on its effectiveness, student's challenges and strategies in the process of development e-portfolio, the benefits of using e-portfolio, self-assessment using e-portfolio, etc. Therefore, this study aims to determine student's experience in learning speaking using e-portfolio at Universitas Ahmad Dahlan.

#### **a. Electronic Portfolio**

An electronic portfolio is a user-assembled and controlled collection of electronic data that is usually preserved online. It is also known as an e-portfolio, digital portfolio, or e-portfolio. Examples of this kind of digital evidence include input text, electronic files, images, videos, blog entries, and hyperlinks. According to Lorenzo and Ittelson (2005), e-portfolio is a digital collection of artifacts that represent individuals, groups, communities, organizations or institutions.

Portfolio is etymologically a combination of the words "port are" (to carry), "folium" (paper or page), and in English "portfolio" (Schuller, 2008). Portfolios are known as "personal development folder", "student progress file", and "student output folder",

According to Buzzetto-More (2010), e-portfolio is a structured collection of a person's information to show or prove their achievements and progress. It is stored and managed

electronically using the appropriate software and developed using the multimedia created on the website. However, some teachers differ in defining e-portfolios, some teachers view e-portfolios as electronic filing cabinets, as authentic assessment tools, as digital multimedia resumes, as course management tools or learning platforms, and as spaces for creating virtual identities (Gottlieb, 2013), (Lokollo & Kundre, 2021). While portfolios are available online, on CD-ROM, DVD, or Zip drive, teachers can also use them in electronic format to evaluate their pupils. E-portfolios are an alternative to paper-based portfolios since they let teachers/ lecturers interact with, assess, and give feedback to students in an asynchronous manner. Additionally, students have the opportunity to reflect on their work, which enhances their portfolio development experience (Wieseaman, 2011).

Yastibas (2015) and Rhodes (2011) mentioned that perhaps the most innovative use of technology on campus are e-portfolios. Beyond anything else we've seen thus far, electronic portfolios have the potential to fundamentally change higher education. This highlights the value of using e-portfolios in the classroom because, as Rhodes (2011) points out, they may force students to work digitally and in a form that is organized, searchable, and portable. Definitions of e-portfolios highlight how digital, structured, searchable, and portable they are. An e-portfolio is described as “a digitized collection of artifacts including demonstrations, resources, and accomplishments that represent an individual, group, or institution” by Lorenzo and Ittelson (2005). They also add that e-portfolios are “personalized, web-based collections of work, responses to work, and reflections that are used to demonstrate key skills and accomplishment for a variety of contexts and periods”. In another definition, an e-portfolio is defined as “the product, created by the learner, a collection of digital artifacts articulating experiences, achievements and learning” and as “a purposeful aggregation of digital items – ideas, evidence, reflections, feedback, etc., which presents a selected audience with evidence of a person’s learning and/or ability” (Gray, 2008, pp. 6-7). As a result, according to the definitions, student artifacts that facilitate understanding and observation of the learning process are included in e-portfolios.

#### **b. The Advantages of e-portfolio**

An e-portfolio offers its users several advantages as a learning tool. A writer and those who read and engage with the e-portfolio can share ideas and feedback, for example. In addition to being a tool for managing and organizing work created with other apps and controls, e-portfolio can also be utilized as an administrative tool made available to all users. In addition, e-portfolios create a meaningful learning experience because there is a personal reflection of the author inside the work (Shalini Srika Balaa, 2012).

According to Nilgun (2021), e-portfolios have the following benefits for the learning process: (a) they reinforce active learning. When students assume personal responsibility for their education and manage their own learning, learner-centered education and active learning take place. Additionally, e-portfolios assist students in setting and routinely reviewing learning objectives and accepting personal accountability, (b) motivates the student. Students design their studies more carefully and thoughtfully now that they know how to convey their research to an audience. By accessing the earlier research, people can simultaneously take proactive measures to assess themselves more thoroughly, (c) can function as Feedback and evaluation tool. Learning objectives' efficacy creates a feedback loop that makes learning methodologies and informational explanations more comprehensible and efficient. In addition to children, instructors, schools, parents, and other individuals who facilitate information sharing between them also receive this input. Evaluation becomes part of learning e-portfolios form a very effective method that reveals student work and the learning process can be assessed from beginning to end in a determined way according to the target behavior. (d) enables student's work to be shared. Internet pages provide electronic media-sharing features that enable study students to share their work with others in a meaningful way. Thus, this is a useful method for self-

evaluation, self-expression, change monitoring, and updating. (e) strengthens the idea behind lifelong learning. Students can evaluate and update whatever material and skills they have acquired over a lifetime with e-portfolios. (f) might serve as discussion starters for student behavior. E-portfolios are tangible instruments that demonstrate communication between teachers and students as well as between parents and students (g) enables students to recognize technology. E-portfolios teach students how to use technology and improve skills using technology. (h) can store various kinds of data. (i) easily accessible. Parents, instructors, and students can always readily access them because of the manner they are stored. Moreover, everyone may share them online and access them from anywhere in the world. (j) has a smaller footprint and is portable. Student items are readily carried and kept in memory that, thanks to modern technology, are both incredibly compact in size and have a great capacity.

### **c. The disadvantages of e-portfolio**

According to Nilgun (2021), additionally, there are significant drawbacks to e-portfolios. Following is how they can be cited:

1. The level of student motivation and maturity affect the self-study approach in the e-portfolio. Therefore, not all forms of education align with this.
2. Students may get timid if they feel that their teachers are not providing them with adequate guidance or encouragement regarding reflection. This is because they cannot predict how many reflections they will produce.
3. Development files include both the product and the process. If required, little time is spent on the development file process, which will lead to a subpar final output. Development files are time-consuming in this way.
4. It might be expensive for an individual to acquire the required hardware, software, and devices on their own, even if they are readily available for the creation of electronic development files.
5. Technical expertise and experience are needed to create electronic development files.
6. The process of creating electronic development files can occasionally be vexing and infuriating. -It takes time to create electronic development files.

### **d. The Experiences and Challenges of Learning Speaking Using E-Portfolio**

Speaking is a sophisticated talent that is best mastered in groups and ought to be taught everywhere. Speaking falls into two primary categories as a production skill: fluency and accuracy. The use of vocabulary, grammar, and pronunciation through various activities is accuracy, whereas "the ability to keep going when speaking spontaneously" is what fluency means (Derakhshan, 2016).

Most people agree that one of the most crucial language skills to master in school is speaking. Speaking fluently in the target language is actually necessary to establish effective communication in the global era, especially as it allows one to converse in a foreign language in a variety of social and cultural contexts. In this sense, speech facilitates the verbal expression of ideas and thoughts. Nevertheless, despite its significance, speaking in English is typically seen as difficult for learners since it normally takes a lot of work to use the language successfully in everyday situations (Cabrera-Solano, 2020).

One of the ways people relate to and communicate with one another is through speaking, which also involves sharing stories, expressing emotions, and exchanging feelings. Speaking facilitates the exchange of ideas, thoughts, and feelings as well as the sharing of personal experiences (Pinem, 2020).

In addition, speaking is one of the four language acquisition skills—along with reading, writing, and listening—in foreign languages. The pupils find it difficult to communicate in

English. When communicating in English, they need to think more often. Without a doubt, for children to communicate, they need to interact with others—teachers, peers, parents, etc. Speaking, this interaction skill entails the capacity to fulfill requests through words. It involves the aspect of human connection in conversation and is connected to the internal conditions of communication (Sheila Nirmala Rahmadhanian, 2022).

E-portfolios have been called the show-and-tell platform of the new millennium, the new "got to have it" tool. These digital tools are recognized for their capacity to foster student and faculty collaboration, integrate learning across disciplines, and engage students. In fact, Love, McKean, and Gathercoal (2004) think that since the advent of formal education, e-portfolios may have had the most impact on education. With e-portfolios, students can consciously gather and organize their own work on a range of disciplines and themes, personalize it to suit their needs, and share it with different audiences (Siemens, 2004). Webfolios, also known as digital portfolios, are perfect for compiling artifacts like audio recordings, films, and digital presentations that are difficult to evaluate using standardized examinations or to gather into a paper-based dossier. The benefits of portfolios are equally applicable to English language learners and native speakers as instruments for introspection and reflection, goal-setting, and tracking learning over time (Cummins & Davesne, 2009). Additionally, we recommend that E-Portfolios give language learners a place to work together, share their work, and ultimately increase the scope of their education (Ellen Dougherty, 2017). The affordances of portfolios are equally relevant for both language learners as instruments for goal-setting, contemplation and reflection, and tracking learning over time (Ellen Dougherty, 2017).

There are many challenges in speaking (Abrar, Amirul, 2018) emphasizes that there are several challenges faced by EFL students:

1. Language hurdles include difficulties speaking due to fluency, vocabulary, pronunciation, grammar, and other language-related issues.
2. Psychological factors include fear, attitude, and lack of motivation.
3. Directly related learning environments such as faculty, peers, and speaking module themes.
4. Language instruction, which involves practicing on one's own, receiving tutoring or peer assistance, utilizing media and technology, and staying motivated

The implementation of e-portfolios has challenges for institutions that are just about to implement or update their e-portfolio systems. One of the challenges is to ensure whether the e-portfolio infrastructure is adequate and can offer a good environment for students to conduct productive reflections in improving the quality of learning (Cheng, 2010). Students face several challenges while utilizing e-portfolios, according to Barot (2022), including technological proficiency, institutional financing, user privacy, and infrastructure requirements. One difficulty with implementing e-portfolios is overcoming internet restrictions, claims Wirawati Ngui V. P. (2022). Poor internet connectivity can be caused by several things such as router failure due to broken connections, faulty hardware, radio interference, or weak signals. Poor internet connection can also occur in the university environment. Therefore, instructors need to check the security of the internet network in the campus environment before implementing e-portfolios. Internet barriers can extend to dormitories or student residences in the campus area. This posed a challenge for the students as they generally relied on the internet provided by the University. Despite a greater focus on the e-portfolio approach, relevant facilities have not been fully provided in many higher education institutions.

Numerous studies have looked at the advantages of using e-portfolios. They are perfect for gathering student work that is difficult to evaluate on paper, including audio files or digital presentations (Dougherty & Coelho, 2017). In addition to being an efficient and effective way to evaluate students' work and provide personalized feedback on oral performance, such as pronunciation corrections, e-portfolios can be used as an assessment tool (Barrett, 2007; Huang & Hung, 2010; Pourdana & Tavassoli, 2022; Stiggins, 2005). E-portfolios provide evidence of progress and achievement over a given period of time (Song, 2021). As per Kwak and Yin's

(2018) findings, students perceived e-portfolios as a beneficial educational instrument. They were able to pinpoint the areas that required development thanks to the teacher's input, which enhanced their learning. Students' e-portfolios encourage them to become active participants in their education and self-directed learners (Chau & Cheng, 2010; Gebric et al., 2011; Ivanovna, 2017; Stefani et al., 2007). In a qualitative investigation of the use of e-portfolios as a tool to support independent learning, Chau and Cheng (2010) discovered that e-portfolios gave students autonomy over their learning objectives and individual planning. In a similar spirit, Ivanovna (2017) contended that E-Portfolios can empower students by shifting the burden of language acquisition from the teacher to the learner by aiding in the planning and assessment of their progress (Elias Bensalem, 2023).

In a comparable way, Yastibas (2015) reported that while instructors expressed support for the use of e-portfolios in speaking classes, students identified certain implementation issues, such as the intricacy of the processes, which frustrated some of them. Hapsari (2022) states that public speaking is an approach to convey messages or ideas to others to build their understanding of information or change the audience's point of view or opinion. In addition, Beebe (2009) revealed that public speaking is the process of speaking to a group of people with different points of view. In other words, the main task of a public speaker is to maintain the interest and attention of the audience on a certain topic for a certain period (Eke, 2021).

#### **e. Scope and Aims of the Study**

This study focuses on the difficulties faced by students in Universitas Ahmad Dahlan's English Language Education Study Program, particularly those enrolled in the Public Speaking course during Semester 5 of the 2021–2022 academic year. The purpose of this study is to look into the difficulties that students have when learning to speak utilizing an electronic portfolio.

## **II. METHODS**

### **a. Research Method**

Qualitative research methodologies are employed in this study. Eriksson et al (2018) stated that the goal of qualitative research methodology is to comprehend the participant's world by placing the researcher—with all of their values and presumptions—into that environment. Denzin and Lincoln (2005:2), referenced in Aspers & Corte (2019), define qualitative research as research employing an interpretive and naturalistic (multi-method) approach in order to attempt to comprehend or interpret phenomena of research participants. Furthermore, among the empirical resources that qualitative researchers use and gather are case studies, individual experiences, reflection, life stories, interviews, observational, historical, interactive, and visual texts that can depict particular events, everyday activities, and issues in a person's life.

The purpose of descriptive research is to give a clearer, more accurate, and more in-depth explanation of the condition that will be observed in the field. The purpose of this study is to describe the situation or occurrence in order to collect descriptive information for the case studies at Ahmad Dahlan University. In this way, researchers can find out what related to the Student Experience in learning speaking using an e-portfolio at Universitas Ahmad Dahlan. This point discusses the research design, research procedure, and technique of data analysis in completing the research paper. To ensure that the explanation is accepted by science, the research course description needs to be backed up by references.

### **b. Research Setting, Subject, and Instrument to Collect Data**

This research was conducted in the academic year 2022/2023. This research is held in the speaking class majoring in English education, Universitas Ahmad Dahlan. The research subjects are ten of twenty-three students who take the Speaking class in the 2022/2023 academic year at Universitas Ahmad Dahlan taken purposively. Four students are those who show high, three

students with middle, and three others with low academic performance. This research uses interview guides, field notes, and documentation as instruments in collecting the data.

### **c. Data Analyzing Technique**

We define analysis as consisting of three concurrent flows of activity: data reduction, data display, and conclusion drawing/verification (Matthew B Milles, 1994).

#### **1. Data Reduction**

Data reduction is the process of selecting, focusing, condensing, abstracting, and modifying the data that appear in field notes or transcriptions that have been recorded. We believe that any project with a qualitative focus involves ongoing data reduction. When a researcher selects a conceptual framework, instances, research objectives, and data collection techniques to employ—often without fully understanding it—anticipatory data reduction occurs even before the data are collected (see sec. Figure). As data collection progresses, more episodes of data reduction (forming partitions, categorizing, summarizing, finding themes, clustering, and drafting memos) occur. The process of data reduction and transformation is carried out thereafter, up until the creation of the final report (Matthew B Milles, 1994).

#### **2. Data Display**

The second primary wave of analysis activity is data visualization. A display is typically a streamlined, orderly collection of information that facilitates action and conclusion drawing. Displays in daily life can include newspapers, computer screens, gasoline gauges, and factor analysis results. We can make sense of what is happening by watching displays, and we can act on that understanding or carry out further study to take appropriate action. Milles, Matthew B. (1994).

#### **3. Conclusions Drawing and Verification**

The process of drawing and verifying conclusions is the last stage of qualitative data analysis. The analysis also serves to validate the conclusions. After gathering the data, the researcher came to certain conclusions. To draw conclusions, a succinct and representative summary of the data discussed and given is written at the end. Prior to fine-tuning the study's findings, the researcher conducted additional interviews with some of the speaking class students to confirm the data's dependability and obtain the necessary information. So, it can be said that the conclusions were analysed and verified to get a perfect conclusion about students' experience in learning speaking using e-portfolio in speaking class in English Education Study Program, Universitas Ahmad Dahlan.

### **d. Limitation of the Study**

The limitation of this research is that data collection was constrained because the interviews were conducted during the semester holidays. Participants were still in their area so it was not possible to conduct direct or face-to-face interviews. Then, participants found it difficult to determine the interview schedule, so the researcher took quite a long time to get the data. In addition, due to the distance and unstable signal, the interviews could not use face-to-face online applications but online face-to-face applications through some applications such as Zoom, google meet, and video call, etc. However, this study remains robust as the interviews were conducted using a guided and in-depth approach. Previously, the researcher offered the interviewees any platforms that would be used for the interviews. All interviewees preferred WhatsApp Call because it was more flexible and easier for them to express their opinions. The researcher continued to interview the respondents until the data obtained was saturated.

## **III. RESULT AND DISCUSSION**

Based on interviews about student's challenges in learning speaking using Google Sites-based e-portfolios in Public Speaking classes, the researcher finds some challenges faced by the students. The challenges faced by them are certainly varied, even though the platform used is the same during the learning process. The researchers found some statements that were divided into several themes as follows:

*a. Students are sometimes reluctant and lack motivation*

Students' reluctance or laziness refers to human nature; getting bored, lacking motivation, or laziness always occurs in learning activities. Boring because the platform is too complicated to understand. This characteristic cannot be blamed entirely on students, but this issue needs to be resolved urgently. Laziness and lack of motivation are the biggest challenges for students who want to develop an electronic portfolio in public speaking courses. Laziness and lack of motivation make their work pile up. As a result, there will be more and more tasks and they will become lazy to do it. Like a comment shown by Student B below:

*"The challenge is fighting reluctance to keep updating the e-portfolio after class meetings, and this e-portfolio cannot be edited via mobile phone, you must use a laptop, and that adds to my reluctance. Hehe...."*

Laziness leads to a build-up of work. Students need motivation to do assignments and upload those assignments to the e-portfolio. As said by Student F below:

*"There are not any significant obstacles. It is only the obstacle in fighting laziness that causes the task of public speaking class to pile up. This requires a lot of motivation to get rid of the laziness so that it does not make the task pile up"*.

A similar statement also comes from Students C, G, and H:

*"Still related to ideas and creativity, feeling lazy in developing e-portfolios for the public speaking class is an obstacle that I often experience because developing e-portfolios requires more enthusiasm and effort".* (Student C).

*"Maybe it's the laziness to work on the e-portfolio again. Because developing an e-portfolio for public speaking is very complex. we need enthusiasm, effort, ideas, creativity, and understanding of the material that we will include in the e-portfolio. That's because this is a new thing that I need to adapt in my learning".* (Student G).

*"I feel too lazy to do the e-portfolio. Other than those two, I haven't experienced any other challenges".* (Student H)

The students' statements show that they experienced reluctance or laziness in developing their e-portfolios in public speaking class. Abrar & Mukminin (2018) also emphasized that there are several challenges faced by students in speaking, one of which is psychological factors. Three psychological components—fear, attitude, and lack of drive—have an impact. In a similar vein, Yastibas (2015) discovered that while instructors expressed support for the use of e-portfolios in speaking classes, students identified certain implementation issues, such as the intricacy of the processes, which frustrated some of them.

Furthermore, from the interview data, it was found that students' laziness and lack of motivation to develop e-portfolios in public speaking courses are due to several factors such as confusion when using e-portfolio for the first time, the features are used. too complicated, uninteresting, and time-consuming to develop an electronic portfolio and do write and video exercises. Furthermore, the accumulation of tasks is also one of the causes of laziness in students.



*b. Students are required to have a stable internet connection*

E-portfolios require an internet connection to be accessed. If the internet connection is interrupted, it will affect the progress of the student's e-portfolio. Internet connection is a very important thing very important for students in developing e-portfolios. They cannot access the e-portfolio without an internet connection. This unstable internet connection occurs outside of student control and cannot be predicted. Some students experience this problem. They could not work on the e-portfolio if the internet connection was connection is unstable or disrupted. As said by Student I:

*“Apart from that, developing an E-Portfolio also requires a stable internet connection. Because, if the internet is unstable and the results of our editing have not been saved, then the results will automatically be lost”.*

Same with Student I, Student D also said: *“Maybe there are obstacles such as needing a stable internet connection”*. The similar expression comes from Student A :

*“Maybe it's the laziness to work on the e-portfolio again. Because developing an e-portfolio is very complex, we need enthusiasm, effort, ideas, creativity, and understanding of the material that we will include in the E-portfolio. That's because this is a new thing that I need to adapt in my learning”.*

This is the second challenge the students face in learning speaking using e-portfolio. According to Wirawati (2022), internet barriers are one of the challenges in e-portfolio implementation. Poor internet connectivity can be caused by several things such as router failure due to broken connections, faulty hardware, radio interference, or weak signals. Poor internet connection can also occur in the university environment. Therefore, instructors need to check the security of the internet network in the campus environment before implementing e-portfolios. Internet barriers can extend to dormitories or student residences in the campus area. This posed a challenge for the students as they generally relied on the internet provided by the University. Despite a greater focus on the e-portfolio approach, relevant facilities have not been fully provided in many higher education institutions.

According to Barot (2022), Students have a number of obstacles while using e-portfolios, including infrastructural needs, user privacy, institutional funding, and technical proficiency. Some respondents said that in fact, e-portfolio do not require a strong internet connection as long as the laptop is connected to the internet. However, if the internet is disconnected, the e-portfolio site can not convert from the old format to the new format, and videos cannot be downloaded if the Internet is disconnected. Therefore, the development process of E-portfolio is hindered.

*c. Student need adaptation to develop e-portfolio as a new learning tool*

This is one of the challenges for students in developing portfolios in public speaking classes. From the interview with one of the students, they were surprised when they learnt that they were going to develop e-portfolios as a learning tool. They will develop e-portfolios in public speaking class as a learning tool. Because some of them have never used e-portfolio as a learning tool in public speaking class. Therefore, e-portfolios can be said as a new thing for them, and they need to adapt. As said by Student E:

*“Because learning using an e-portfolio is my first experience, I need to adapt to learning in the Public Speaking class. I also need to change my daily way of learning a little with the Public Speaking class that uses the E-Portfolio”.*

The identical words come from Student J: *“Apart from that, this was my first experience learning to use an E-portfolio, so I needed more adaptation to be able to face the obstacles I experienced”*. Student B and Student H said the comparable statements:

*“Maybe it’s the laziness to work on the e-portfolio again. Because developing an e-portfolio is very complex, we need enthusiasm, effort, ideas, creativity, and understanding of the material that we will include in the E-portfolio. That’s because this is a new thing that I need to adapt in my learning”*. (Student B)

*“Maybe because it was the first time using an e-portfolio, so the difficulty faced was when uploading the content. Because some content material must be stored on the drive first and then the drive link is copied and pasted into the e-portfolio”*. (Student H)

During interviews, some students were surprised when they knew that the public speaking class would use electronic portfolios as a learning tool because they had never used or developed electronic portfolios. in oral expression classes. They assumed that a public speaking course would focus more on practicing speaking in front of an audience than on writing.

The implementation of e-portfolios has challenges for institutions that are just about to implement or update their e-portfolio systems. One of the challenges is to ensure whether the e-portfolio infrastructure is adequate and can offer a good environment for students to conduct productive reflections in improving the quality of learning (Cheng, 2010). As stated by Yastibas (2015) while instructors were generally supportive of the use of e-portfolios in speaking classes, students did note certain difficulties with implementation, such as the intricacy of the processes, which frustrated some of them.

*d. Students need lots of ideas and creativity.*

Ideas and creativity relate to how students think to solve problems problem or create something Creativity begins with reflection and discovery of ideas. This idea can be a simple yet effective one to create anything else. Some students believe that developing an e-portfolio is demanding ideas and creativity. This is what makes them even more encouraged to do it. As Student C said:

*“Because learning using an E-Portfolio slightly changes my daily learning method, this is because developing an E-Portfolio requires ideas and creativity. With this, I need more time to look for ideas and creativity”*.

And Student B, C and G also said:

*“E-portfolio development requires more ideas and creativity so that the E-Portfolio can look good and attractive. The problem is that when you see a friend’s E-Portfolio that is good and interesting, you often feel insecure”*. (Student B)

*“The obstacle that I experienced when making an e-portfolio is that making an e-portfolio requires a lot of ideas and creativity, so that the e-portfolio can look attractive and pleasing to the eye”*(Student C)

*“Maybe it’s the laziness to work on the e-portfolio again. Because developing an e-portfolio is very complex, we need enthusiasm, effort, ideas, creativity, and understanding of the material that we will include in the E-portfolio”*. (Student G)

As stated by Hapsari (2022), public speaking is a strategy for communicating thoughts or messages to others in order to increase their comprehension of the material or alter the audience's perspective. In addition, Xu (2018) revealed that public speaking is the process of speaking to a group of people with different points of view. In other words, the main task of a public speaker is to maintain the interest and attention of the audience on a certain topic for a certain period (Eke, 2021).

#### IV. SUGGESTION AND CONCLUSION

E-portfolios are increasingly being used by students both in college and in schools. Its use shows an increase in various countries in America, Europe, Australia and other countries. In practice, some students can use e-portfolios well and without obstacles. However, some others still experience both technical and non-technical obstacles.

According to the study's findings, the students enrolled in the Public Speaking course that uses an e-portfolio had several difficulties, including: 1) Students are sometimes lazy/reluctant and lack motivation, 2) Students are required to have a stable internet connection, 3) Student need adaptation to develop e-portfolio as a new learning tool, 4) Students need lots of ideas and creativity.

The suggestion that can be conveyed is that because e-portfolio-based learning provides many benefits, this learning model needs to be learned and developed either in schools or in universities. Obstacles that may arise need to be solved so as not to hinder the learning process and in the end, it is expected that students together with teachers can make optimal use of e-portfolios.

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