

Facebook Application As Electronic Portfolio In Speaking Assessment Of English As A Foreign Language: A Case Study Of Indonesian Junior High School Students

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ABSTRACT: *This qualitative study investigates the use of Facebook as an electronic portfolio (e-portfolio) for assessing English as a Foreign Language (EFL) speaking proficiency. It investigates whether Facebook as an e-portfolio helps students assess their speaking skills due limited time in the class. In particular, the focus is on the students' engagement in speaking tasks and their views on the e-portfolio-based evaluation. The study took place for three months in a private junior high school in Jakarta which consisted of 20 students. Classroom observations, questionnaires, and reflective journals were employed to collect the data. Using Kose's coding strategy (2006), the data was transcribed and coded. This unveiled the students' strategies for using Facebook to document speaking activities, with most relying on memorization (54%). The research also affirmed the effectiveness of Facebook as an e-portfolio instrument and found that Facebook is integrated well, giving positive results in operational descriptions, compatibility, and evaluative judgments. While some students perceived the benefits of adopting the e-portfolio via Facebook, the overall feedback tends to be favorable acceptance and appreciation of the tool. The feedback highlights the significance of teachers' digital proficiency in guiding students, given the lack of a comprehensive scoring system, so that emphasizing the necessity for a structured-speaking rubrics for consistent evaluations. This study highlights the use of Facebook as an e-portfolio tool by providing useful insights into students' strategies, motivation, and perceptions, suggesting implications for language learning through technology-mediated assessment.*

Keywords: Facebook application; portofolioelektronik; speaking assessment

ABSTRAK: *Penelitian kualitatif ini menyelidiki penggunaan Facebook sebagai elektronik portofolio (e-portofolio) untuk menilai kemahiran berbicara Bahasa Inggris sebagai Bahasa Asing (EFL). Penelitian ini bertujuan untuk membuktikan apakah aplikasi Facebook sebagai e-portofolio dapat menilai kemampuan berbicara Bahasa Inggris siswa yang bermasalah dalam keterbatasan waktu dalam kelas Secara khusus. Fokus penelitian ini adalah keterlibatan siswa dalam tugas-tugas berbicara dan pandangan mereka terhadap evaluasi berbasis*

e-portofolio. Penelitian ini berlangsung selama tiga bulan dan dilakukan di sebuah sekolah menengah pertama swasta di Jakarta yang terdiri dari 20 orang siswa. Observasi kelas, kuesioner, dan jurnal reflektif digunakan untuk mengumpulkan data. Dengan menggunakan strategi pengkodean Kose (2006), data ditranskrip dan diberi kode. Hal ini mengungkap strategi siswa dalam menggunakan Facebook untuk mendokumentasikan kegiatan berbicara, dengan sebagian besar mengandalkan hafalan (54%). Penelitian ini juga menegaskan keefektifan Facebook sebagai instrumen e-portofolio dan menemukan bahwa Facebook terintegrasi dengan baik, memberikan hasil yang positif dalam deskripsi operasional, kompatibilitas, dan penilaian evaluatif. Meskipun beberapa siswa merasakan manfaat mengadopsi e-portofolio melalui Facebook, umpan balik secara keseluruhan condong ke arah penerimaan yang baik dan apresiasi terhadap alat tersebut. Umpan balik tersebut menyoroti pentingnya kemahiran digital guru dalam membimbing siswa, mengingat kurangnya sistem penilaian yang komprehensif, sehingga menekankan perlunya rubrik penilaian yang terstruktur untuk evaluasi yang konsisten. Studi ini menyoroti penggunaan Facebook sebagai alat e-portofolio dengan memberikan wawasan yang berguna tentang strategi, motivasi, dan persepsi siswa, serta memberikan implikasi untuk pembelajaran bahasa melalui penilaian yang dimediasi oleh teknologi.

Kata Kunci: *electronic portfolio; Facebook application; speaking assessment*

INTRODUCTION

The digital era offers a vast array of opportunities to supplement traditional educational systems. It is because internet usage in Indonesia, especially in DKI Jakarta, is high. Zheng & Barrot (2022) approved that huge social media had sparked the attention of educators and scholars to discover its diverse affordances as a language learning environment. It states that 70% of them are Gen Z who access social media, especially Facebook (Muhamad, 2023). Digital platforms, such as Facebook, constitute promising prospects for pedagogical practices including language instruction. While digital tools such as Facebook may not entirely replace the necessity for in-person interactions, they can certainly serve as efficacious facilitators for the distribution and management of learning tasks (Solihati & Mulyono, 2017). For example, educators utilize platforms like Edmodo to share instructional materials and tasks, thereby supplementing conventional classroom learning experiences. The integration of web-based communication tools presents new

opportunities to amplify classroom practices, and thus extending this benefit to electronic portfolios.

The concept of electronic portfolios serves as a powerful tool that allows the tracking and encapsulation of students' educational experiences, thereby highlighting the versatility of digital learning environments (TL., 2011). This approach cultivates a setting where students are engaged in their own educational development, offering a space for them to reflect on their accomplishments and difficulties. For the purposes of this study, the platform provided by Facebook has been selected to serve as the e-portfolio, due to its ease of accessibility and user-friendly nature for showcasing students' language skills and overseeing their linguistic development. Razali et al. (2022) conducted research about E-Portfolio as An Assessment Tool in Teaching and Learning: A Survey of Teacher's Perceptions which showed Facebook is the medium-high recommendation of social media platform that could be used for e-portfolio with a mean score of 3.36 of 3.36 (average) and standard deviation score is 1.08 of 1.01 (average). Jae-Eun et al. (2020) argued e-

portfolio through Facebook students became more motivated in doing project-based learning class. There are eleven indicators that are stated in this study which represent motivation, such as autonomy, confidence, eagerness to learn, high performance, independence, enjoyment, self-efficacy, sense of achievement, sense of belonging, sense of engagement, and sympathy. Muin & Hafidah (2021) agreed with Jae et al. who stated the use of e-portfolio for learning assessment could improve students' motivation with different point of view which Muin and Hafidah saw from students' perceptions. They were stretched in increasing the motivational beliefs and self-efficacy, learning new things, achieving the English tasks effectively, giving advantageous effects for their knowledge, and improving students' capability in English. The findings considered e-portfolio could encourage students' learning passion and engagement.

Furthermore, e-portfolios offer a solution to addressing the limitations of conventional quantitative assessment methods, such as multiple-choice tests, which often fail to fully capture students' language proficiencies and learning journeys (Yatibas & Yatibas, 2015). Within the continuously evolving educational context in Indonesia, where students often face obstacles in refining their English-speaking abilities, the application of electronic portfolios (e-portfolios) is of increasing importance. The practice of improving speaking abilities and speaking assessment is often hindered by time limitations within the classrooms, leading to few opportunities for students to engage in meaningful verbal exchanges (Dardjowidjojo, 2003). Similar with Martur, Laksana et al. (2021) conduct research with result showing that the second semester vocational college participants improve their self-efficacy in speaking ability with employing e-portfolio based learning. As language proficiency comprises of cognitive, linguistic, and social elements, traditional assessment approaches often fail in providing a genuine reflection of students' speaking capabilities (Subheesh & Sethy, 2020). Thus, a gap is acknowledged, which accentuates the need

for innovative assessment tools that align with the multifaceted nature of language acquisition.

Within the context of Indonesia's junior high school classrooms, students often face a lack of practice and possess low confidence in their English-speaking abilities. This is primarily due to a scarcity of practice time in the classroom as English is taught only four times a week, with each session lasting 45 minutes (Dardjowidjojo, 2003, p. 57). Such a limited timeframe challenges teachers' efforts to adequately assess students' speaking skills. In line with Dardjowidjojo's explanation, Kusuma et al. (2021) found incorporating e-portfolio with flipped classrooms could help students' speaking performance and learning engagement. Those two combinations had significant effect on students' speaking performance with the show of increasing their score in pre and posttest.

Despite the potential benefits of using e-portfolios to bolster students' speaking proficiency, Nelson and Murphy (as cited in (Suryoputro, 2015)) opine that many EFL students prefer teacher evaluations. This is partly due to the cultural context in Asian countries, including Indonesia, that exposes students to a teacher-centric education, fostering a belief in teacher superiority. Several studies reveal that teachers' feedback can indeed enhance students' abilities. However, some teachers may fail to provide constructive feedback and solely focus on scoring or grading students without paying attention to improving their abilities. Darwanto et al. (2020) added the use of e-portfolio is effective to build both self and peer assessment in online evaluation. The difference of this study is that e-portfolio is collaborated with hold system so the students would feel relieved for they have time to rate and petition their score if it considered unfair. Additionally, the Indonesian English language curriculum implemented does not allow sufficient time for studying and using English in the classroom. This affects students' ability to demonstrate their speaking performance accurately. Moreover, teachers often resort to traditional assessments that are not student-

centric, neglecting to provide feedback after the evaluation. This study aims to explore these issues and bring fresh insights into using electronic portfolios as a means of enhancing students' English-speaking proficiency and increasing the efficacy of language teaching at the junior high school level in Indonesia.

Against this background, the problems of this research are as follow:

- 1) Is Facebook application affordable as a tool for electronic portfolio in assessing speaking?
- 2) What is the students' perception of the implementation of electronic portfolio as their speaking assessment?

The specific context of junior high school students, coupled with their familiarity with social media platforms, adds depth to this investigation. In its endeavor to adopt a novel approach within the realm of e-portfolio implementation, this study aspires to make significant contributions to the EFL pedagogy and assessment literature. The existing body of literature underscores the beneficial impact of utilizing e-portfolios within different linguistic education scenarios. Safari & Koosha (2010) documented that e-portfolios facilitate self-assessment, peer feedback, and improvement in speaking skills among Iranian EFL learners. With regard to assessing knowledge and skills, they make research on investigating the effects of speaking portfolio as an alternative assessment for assessing Iran EFL learners' speaking ability at the intermediate and advance proficiency levels and also its impact attitudes. The finding of their research is the advantages of speaking portfolio such as self-assessment, peer-feedback, and improvement of speaking. There are two limitations of this research, i.e. time and the instructors interviewed regarding speaking portfolio implementation as a result of collecting data.

Similarly, Heng-Tsung & Huang (2010) found that e-portfolios positively affect English speaking performance and learners' perspectives among Taiwanese university students. He proved there is the effects of electronic portfolios on EFL students speaking performance as well as to explore the extent

to which they possessed positive attitudes toward this alternative assessment to more traditional paper-based portfolios. Furthermore, this study has three major results, for example the students' e-portfolio demonstrate significantly better oral performance in term of language quantity; the implementation of e-portfolio has impacted the lexical richness of students' oral production in as substantial manner; and e-portfolio is met with immense acceptability and a strong preference on the part of language learners. The limitation of this study is the students' failure to uphold such effects for the syntactic complexity. Similar with Heng-Tsung, Cepik and Yatibash (2013) conducted research that focused on the use of E-portfolio to improve English speaking skill of Turkish EFL learners. The finding showed speaking e-portfolio can improve the students' speaking skills as it has done in their writing skill and it also showed positive effect on their psychology in terms of felling anxious and not self-confident while speaking.

Reinforcing these findings, Cepik, Saban, dan Yastibas (2013) observed enhanced speaking abilities and a reduction in speaking anxiety amongst Turkish EFL learners when they engage with e-portfolios related to(Loan & Tin, 2016) speaking abilities. They conducted research about the effect of speaking E-Portfolios on Learner Autonomy for Non-English Major Students at Petro Vietnam University. The intervention could neither promote students' ability to check their performance while speaking nor support students' writing and silently verbalized English to communicate inwardly with themselves during the learning process. There are some limitations from this research. First, the number of participants in this research was small. Then, the homework-prepared could lead to resort to constant memorization their performance. After that, this study did not investigate the long-term effects of Speaking E- Portfolio on promoting learner autonomy. The last, a closer look at learner autonomy manifestation is in the longer run, especially after Speaking E- Portfolio. In the same vein, Loan and Tin (2016)proved that e-portfolios

nurture learner autonomy, thereby bolstering students' speaking skills and their ability to reflect on their learning. In sum, these studies underline the potential of e-portfolios to amplify language skills and boost learner engagement.

Research on e-portfolio use conducted by Lasminiar (2022) titled *A Teacher's Experiences on the Use of E-Portfolio as Students' Portfolio Assessment in Teaching Speaking: A Narrative Inquiry* discussed English teacher's perspective about students' portfolio assessment. The finding focused on teacher's experience about the use of portfolio in the classroom activity with narrative inquiry research design. It showed the teacher realized that the classroom activity especially in assessing speaking needs to follow the era of the students which is related to electronic gen. The researcher approved that the students are more motivated and good in compiling the task for keeping their progress in improving their speaking skill. The limitations of this paper are unstable internet connection for the students and students' digitalization's skill.

A study conducted by Kusuma and Waluyo (2023) titled *Enacting E-portfolios in Online English-Speaking Courses: Speaking Performance and Self-efficacy*, resolved the problem in pandemic Covid-19 where the teachers had difficulties in assessing their students. The paper explained that the activities of e-portfolios improved teaching online courses. In this, researcher still did not conduct a more complex statistical analysis that could have produced new statistical perceptions.

Another study that explored the use of Facebook as portfolio giving effect on speaking performance is by Zheng and Barrot (2022). This study focused on the effects of social media as an e-portfolio platform for the speaking performance. The finding of this study is that the college students', who are as sample as in this study, improve their speaking skills. They found there were three factors that helped their students' speaking skill improved, such as social pressure from high visibility, sense of captive audience, and increased

level of engagement due the interactive features of the platform. Even the research is successful, there are two limitations needed to be acknowledged. First the study used few participants. Then, the imbalance gender also influenced the results.

Aburumman (2021) conducted research about *E-Assessment of Students' Activities During Covid-19 Pandemic: Challenges, Advantages, and Disadvantages* that has intention to find out how instructions and some problems using E- Assessment during pandemic Covid-19. He discovered that using social networking applications was easier and more straightforward to utilize than alternative options. It is for the applications are closed to the students. On the other hand, applying social networking applications needs internet connection which becomes a problem for students. The kind of questions also becomes a major problem in the limitation by means of the paper.

The last researcher is Baret (2007). He conducted research about *Electronic Portfolios and Learner Engagement on The Reflect Initiative*. In this research, she filled the current void in empirical data an electronic portfolio implementation at the secondary school level. It focused in the development of teaching portfolios in the classroom that investigated the teachers. It used qualitative research in which data was analyzed by observation and meta-data analysis. The finding of this research is that the teachers who understood reflection and metacognition and used Assessment for learning strategies to provide quality feedback to their students were most often in "High" group. There are some limitations in this research that come from the students. The students have to have computer and internet access in their home. The majority of preceding studies indicate that electronic portfolios can be employed by teachers to enhance collaboration in classroom activities. In doing so, teachers can evaluate their students using a technology-driven portfolio. This approach appears to bolster students' motivation, as they adapt to their environment in which electronic portfolios are increasingly used. However, these studies

typically focus on undergraduate and graduate students, while the present study is distinct in its choice of respondents: junior high school students.

METHOD

The study context and participants

This study adopts a qualitative approach and comprised of 20 selected students from a private junior high school in Jakarta. The class is selected in its entirety, with the student participants presenting varying academic levels - high, middle, and low - across the seventh grade. This selection is in alignment with prior observational data accrued from the students' learning activities at school. Initial observation is carried out during teacher-led material explanations. High-level students tend to actively engage in these sessions, often posing and responding to questions. Middle-level students show interest in the lessons, although with less classroom participation. On the other hand, lower-level students frequently display disinterest or boredom during these instructional periods. Alongside students, the English teacher responsibility for material delivery in the class is also observed to distinguish the type of assessment needed for the students. In terms of the evaluation process, the researcher operates in a self-reflective capacity, overseeing personal feedback delivery and remediation of technical issues during the implementation of the e-portfolio on Facebook. Its goals are related to certain phenomenon within real life contexts.

The phenomenon and valuable information provide a way to see the issue from the view of the subject (Levitt, 2021). This method is also considered to be appropriate because it can "make sense" to the students' perceptions about the phenomenon (Maxwell, 1996, p.17). Therefore, the research uses a case study to reveal the phenomenon of the implementation of e-portfolio recording and teacher's feedback to develop EFL students' speaking as their assessment.

Data collection and analyses

The data collection techniques employed for this study include classroom observation, questionnaire, and the use of a reflective journal. Classroom observation is conducted to gather authentic and spontaneous information through the direct observance of students as they navigate e-portfolio recording with Facebook as a tool for speaking assessment. This technique is aimed to identify the teachers' feedback prerequisites and expectations within the context of e-portfolio-based speaking evaluation. Additionally, a survey questionnaire consisting of close-ended questions structured on a five-point Likert scale is distributed to the students to evaluate their perceptions of the efficacy of the e-portfolio in their speaking assessment. The questionnaire is administered in a paper-based format, with the prototype questions and the forms being designed, collected, and subsequently analyzed in congruence with the methodological framework propagated by (Creswell, 2012). The phases of content analysis process are proposed by Harun et al. (Harun, et al., 2021). The author states that there are six steps in doing the research such aiming the review, defining inclusion and exclusion criteria, developing and documenting the search strategy, selecting studies and extracting data, and analyzing and synthesizing quality data.

The data for the present study is also collected via reflective journals utilized as structured essay questionnaires. These instruments are administered with the goal of garnering insights into the students' experiences associated with the assessment process. Subsequent to the data collection, a content analysis is conducted by adhering to the methodological steps proposed by (Kose, 2006). These steps include familiarization, coding/labelling, clustering, retrieving, organizing data, and examining the interrelationships among categories. It is important to note that the current study employ these steps to ensure a thorough analysis, particularly in terms of understanding the nuances of interrelationships between categories.

The critical assessment of Facebook as an electronic portfolio tool for evaluating speaking proficiency merits emphasis. A checklist, adapted from the framework proposed by Hubbard (2006), is employed to examine Facebook’s suitability and affordability for facilitating online speaking assessment, considering both its website and software aspects, including usage for assessment, operational issue, teacher’s fit, students’ fit, implementation schemes and appropriateness judgment.

FINDINGS AND DISCUSSION

The current study is aimed to investigate the feasibility of utilizing Facebook as an e-portfolio to augment English speaking proficiency among junior high school students. Particularly, it examines the dynamics of student engagement with speaking tasks, their perceptions of e-portfolio-based speaking assessment, and the influence of teacher feedback.

Affordability of Facebook as e-portfolio tool for EFL speaking assessment

Software evaluation is performed to examine the affordability of Facebook application as e-portfolio tool for EFL speaking assessment. To this end, twenty-six questions of checklist is developed by adapting Hubbard (2006) framework. Table 1 describes the indicators employed to evaluate Facebook as suggested by Hubbard (2006) and the perceived percentage.

Table 1 Checklist Software Evaluation

Title of software package / program:	
Criterion	
Is the level of language that the program offers clearly indicated?	Yes/No
Is it easy to start the program?	Yes/No
Is the user interface easy to understand? (For example, is the screen layout clear and easy to interpret?)	Yes/No
Is it easy to navigate through the program?	Yes/No
Are icons that are used to assist navigation (e.g. back to the homepage, exit) clear and intelligible?	Yes/No
Is it always clear to the learner which point s/he has reached in the program?	Yes/No
Does the program include scoring?	Yes/No

If a scoring system is used, does it make sense?	Yes/No
If a scoring system is used, does it encourage the learner?	Yes/No
Is the learner offered useful feedback if s/he gets something wrong?	Yes/No
If the learner gets something right purely by chance, can s/he seek an explanation in order to find out why the answer is right?	Yes/No
Can the learner seek help, e.g. on grammar, vocabulary, pronunciation, cultural content?	Yes/No
Does the program branch to remedial routines?	Yes/No
Can the learner easily quit something that is beyond his/her ability?	Yes/No
Are the grammar and vocab used in the program accurate?	Yes/No
Does the program offer cultural insights?	Yes/No
If the program includes pictures, are they (a) relevant, (b) an aid to understanding?	Yes/No

The results of the software evaluation reveal a notable proportion of assessments supporting the suitability of Facebook as an e-portfolio tool for speaking proficiency assessment. This outcome suggests that using Facebook as a platform for assessment offers considerable advantages in the application. This standpoint aligns with that of Safari & Koosha (2010), Kusuma & Waluyo (2023), Zheng & Barrot (2022), proposing that the integration of technology as a supplementary method of evaluation can yield significant benefits in domains encompassing self-assessment, peer review, and the improvement of oral language abilities. The use of Facebook, in particular, as a digital tool for assessing students’ speaking skills yields substantial benefits. This is largely attributed to the platform’s familiarity among both teachers and students, thus negating the need for technical pre-views by either party. For instance, a common practice involves students uploading recorded speech samples on Facebook as a means to supplement in-class evaluations. Factors such as operational description and student compatibility are also deemed favorable.

Table 2. Categories of Checklist Software Evaluation

No	Core component	Number of checklists	%
1	Usage for assessment	4,5,22,23	7.69
2	Operation description	2,3,21,24	15.38
3	Teacher's fit	7,8,9	3.85
4	Students' fit	6,10,11,12	15.38
5	Implementation schemes	1,13,14,15	11.18
6	Appropriateness judgment	16,17,18,19,20,25,26	22.44
Amount of the result (of 100%)			75.92

The checklist's outcomes suggest that Facebook serves as a collaborative platform for students, in that it allows them to receive feedback from their teachers in the comments section.



Picture 1 Sample of Teacher's Feedback for Student's

This is crucial because Kroll (1990) and Lasminiar (2022) contends that teachers play a pivotal role in responding to student work. A noteworthy feature that Facebook offers is the ability to comment on posts, enhancing its functionality as feedback dispensing medium. However, the teachers' suitability or 'fit' accounted for the lowest score. The results show that Facebook doesn't meet all the expectations of the teachers, particularly in terms of the platform's scoring system. This shortcoming might be overcome by adopting or adapting a speaking rubric, such as that proposed by (Harris, 1969). In conclusion, despite a few limitations such as the lack of a fully realized scoring system, Facebook can be effectively utilized as a tool for speaking proficiency assessment.



Picture 2. Sampel of Student's Score in Speaking Assessment

Students' perceived benefits from using Facebook as e-portfolio tool for speaking assessment

To explore how the use of Facebook as e-portfolio tool for speaking assessment, students' speaking activities using Facebook is observed, and the perceptions towards the activities are evaluated through questionnaire and reflective journals.

- a. *Using Facebook as e-portfolio tool shapes their speaking strategy and thus improves their speaking skill*

The study result reveals that the majority of students commonly resorted to memorization as their preferred strategy during speaking engagements. It is revealed that 54% of students employ memorization as a speaking strategy during the assessment process. Some students rely on memorizing monologue content from the material. Others compose introductory expressions while recording themselves. Two of the student participants said:

"My friend and I copied the text onto a sheet of paper, then I memorized the text (Student DR)

"I write sentences in a notebook that have been translated into English. After writing, I memorize them" (Student ER)

The analysis from students' journal entries also offers insights into students' strategies during the assessment. Some students merely read the content in front of the camera. Additional reflective journal excerpts illustrate this:

"I asked my friend to hold the book with the text, and finally, I could create a video." (Student SM)

"I recorded with the text below the camera" (Student PR)

Existing literature implies that students' verbal articulation processes prominently focus on grammatical encoding. Levelt & Roelofs (1999) model of speech production encompasses various elements of students' verbal activities, including conceptual preparation, grammatical encoding, morphological encoding, phonetic encoding, articulation, and self-perception. Evidence from this study seems to suggest that student participants are primarily engaged in the grammatical encoding phase, potentially due to the difficulties faced in constructing sentences for spoken discourse. This might explain why students chose to memorize their scripts prior to the actual enactment of speaking activities.

Furthermore, the questionnaire analysis reveals a prevalent positive perception among students regarding the use of Facebook as an e-portfolio tool for their speaking assessment. Specifically, the integration of

Facebook as an e-portfolio tool is identified as beneficial in enhancing their speaking skills, enabling efficient speaking assessments, and aiding in time management for conducting these assessments. Over 72% of the student participants concurred with the proposition that e-portfolios, implemented via Facebook, served a crucial role in streamlining the collection, organization, and submission processes associated with recording their speaking improvements and achievements. This accentuates the perceived advantages of e-portfolio using Facebook in assisting students in managing their speaking assessment processes effectively. A comparable trend is observed where more than 79% of the students reported that the accessibility of e-portfolio through Facebook provided them with the necessary tools to promptly review their speaking assessments. This access also facilitated numerous practice opportunities prior to the formal evaluation of their speaking assessments by their teachers. This finding signifies the potential of e-portfolio recording in fostering proactive self-evaluation and improvement.

The findings of the current study corroborate the results of a previous research conducted by Loan (2016) and Zheng & Barrot (2022), which found that the implementation of a speaking e-portfolio could significantly support the development of students' oral skills. This current study's results indicate that students acknowledge the value of using e-portfolio recordings as a tool for extended practice ahead of their assessments. Moreover, evidence of students seeking out alternative resources prior to assessment suggests a proactive approach to their learning, as reflected in the varied expressions utilized by individual students.

b. Using Facebook as e-portfolio tool grows students' motivation to learn English speaking

Findings of the current study unveil students' views on the application of Facebook as e-portfolio for speaking assessment, which they perceive as a motivational instrument for speaking evaluations. A majority of student participants assert that using Facebook as

speaking e-portfolio act as a more motivating alternative compared to traditional in-class presentations. This complements the findings of Heng-Tsung's (2010) and Kusuma & Waluyo (2023) research, which also found that e-portfolios garnered favorable responses when contrasted with traditional paper-based methodologies. The survey data in this study indicates the students' familiarization and acceptance of Facebook as a platform for speaking assessments. Notably, 72.7% disclaim the idea of Facebook operating as the sole assessment tool, thereby revealing their comprehension of this social media platform's characteristics. Furthermore, 59.1% endorse the use of Facebook for verbal e-portfolios, whereas 44.5% approve its usage for a plethora of oral evaluation resources.

However, even with this motivation, practical deployment of e-portfolio using Facebook encountered challenges. This incongruity echoes the viewpoint of Aburumman (2021) and (Lorenzo & Ittelson, 2005) that student commitment is a critical factor in the success of e-portfolio usage. Technical problems such as video uploading difficulties and a lack of passion for assessment tasks surfaced as obstructions. These difficulties are authenticated by the study observations, based on instances of delayed assignment submissions and student reluctance to share their video-recorded evaluations. In conclusion, despite the general appreciation of e-portfolio recording integration, obstacles regarding technical aspects and motivational factors underscore the necessity for exhaustive support and tactics to fully leverage its capabilities as an evaluative instrument.

The study identifies that a small percentage (8%) of students exhibit signs of being in the process of autonomous learning. While not significantly highlighted in the findings, this observation is corroborated by personal accounts provided by two participants, identified as CB and IP respectively. They detail their self-directed learning strategies in their reflective journals. These students are found to be involved in self-directed learning practices, exemplified by

CB's method of observing a peer's video prior to producing his own, and IP's adoption of a mobile device for translation tasks. These instances illustrate a budding level of autonomy, with students seeking learning strategies and expressions beyond the prescribed class content. This is particularly observable in their attempts to devise novel methods of self-introduction in their assessments. The transition towards autonomous learning is primarily driven by the intent to quell anxiety and ameliorate their task accomplishments. This aligns with the research of Subheesh & Sethy (2020), who explored the psychological ramifications of e-portfolio speaking tasks.

CONCLUSION AND RECOMMENDATION

Conclusion

The current study is conducted to understand students' perspectives on the adoption of Facebook application as an e-portfolio for assessing speaking proficiency. The result demonstrates the successful use of Facebook for this endeavor, which accounts for impressive results in the operation description, students' compatibility, and judgment appropriateness. The effectiveness of using Facebook as an e-portfolio tool is also validated by the study. It is significant to observe that many students adopted proactive strategies, such as translating and memorizing expressions prior to the recording of their speaking assignment.

Recommendation

Despite a handful of students manifesting uncertainty related to e-portfolio through Facebook as an alternative assessment tool, largely, the feedback is affirmatively inclined, stressing the acceptance and appreciation of the tool in question. Considering feedback, the study recommends an apparent need for digital proficiency on the part of the teacher in order to assist students, particularly in light of the missing scoring system on Facebook. This underlines the requisition of a speaking rubric to ensure consistent evaluation. To facilitate a student's learning curve, feedback must be

individualized, explicit, and encouraging.

However, limitations applicable to the present study cannot be overlooked. The limitations include the constraint of acquiring feedback from a small sample size, collected from a solitary school, and the shortage of timeframe for administering the assessment might not have provided the latitude for observing substantial enhancements in students' speaking skills.

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