NAVIGATING EFL STUDENTS' OPINION ON MOBILE E-PORTFOLIO: GOOGLE SITES USAGE

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Abstrak: Integrasi teknologi menjadi semakin penting dalam bidang pengajaran bahasa Inggris sebagai bahasa asing (EFL). Alat teknologi yang populer akhir-akhir ini adalah portofolio e-learning mobile, terutama dalam hal Google Sites. Situs Google memungkinkan siswa untuk membuat situs web. Oleh karena itu, mereka dapat membuat fitur pembuat situs untuk merancang makalah atau tugas penelitian mereka. Tujuan dari penelitian ini adalah untuk memverifikasi bagaimana pendapat siswa EFL tentang penerapan e-portofolio mobile, dengan perhatian khusus pada pengalaman mereka menggunakan Google Sites. Penelitian ini akan menggunakan metode non-eksperimental termasuk penelitian survei. Kuesioner akan digunakan untuk mengumpulkan data yang komprehensif mengenai pendapat mahasiswa EFL mengenai mobile e-portfolio menggunakan Google Sites. Oleh karena itu, kuesioner dibagikan kepada mahasiswa semester enam. Temuan ini menunjukkan bahwa investigasi pendapat siswa EFL tentang e-portofolio mobile, khususnya menggunakan situs Google, sangat penting untuk memajukan pengalaman belajar bahasa. Oleh karena itu, implikasi praktis dari penelitian ini menggarisbawahi aksesibilitas dan fleksibilitas. Situs-situs Google memungkinkan siswa untuk mengakses dan memperbarui e-portofolio mereka di mana saja, kapan saja, sehingga menjadikannya alat yang serbaguna untuk belajar. Singkatnya, penelitian ini menunjukkan pendapat positif dari pengalaman siswa dan menginformasikan manfaat potensial dari mengintegrasikan e-portofolio seluler di situs google ke dalam praktik pendidikan.

Kata Kunci: Siswa EFL, Google Sites, Elektronik Portofolio

Abstract: Technology integration is becoming increasingly essential in the field of teaching English as a foreign language (EFL). A popular technological tool these days is mobile e-learning portfolio, especially when it comes to Google Sites.

Google sites allow the students to create a website. Therefore, they can create site-builder features to design their research paper or task. The purpose of this research is to verify how EFL students' opinion about applying mobile e-portfolio, with a special concern on their experience using Google Sites. This research would engage non-experimental including survey research. Questionnaire would be used to gather comprehensive data on EFL students' opinions concerning mobile e-portfolio using Google Sites. Therefore, the questionnaire was shared to sixth semester students. The finding showed that the investigation of EFL students' opinion on mobile e-portfolios, particularly using Google sites, is significant for advancing language learning experiences. Therefore, the practical implication of the research underscores accessibility and flexibility. The google sites allow the students to access and update their e-portfolio anywhere, anytime, making it a versatile tool for learning. In sum up, this research shows the positive opinion of the students' experience and informs the potential benefits of integrating mobile e-portfolio on google sites into educational practices.

Keywords: EFL Students', Google Sites, Mobile e-Portfolio

Introduction

Utilizing technology has grown into a crucial component of education both inside and outside of the classroom. The majority of language classes involve the use of technology. Language learning has gained benefit from and been enhanced by the use of technology. Teachers can modify activities in the classroom through technology, which improves language acquisition. Technology is becoming an increasingly important tool for teachers to assist their students learn languages.[1] In short, technology can be used to assist every single language teaching activity in classroom. Teacher can implement appropriate technologies in English language learning.

For both teachers and students, technology-enhanced language learning provides plenty of advantages and potential. It offers users access to a variety of real-world language materials, interactive exercises, and multimedia tools that help enhance language learning and strengthen students' motivation and engagement.

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[1] Ahmadi, Dr. M. R. (2018). The Use of Technology in English Language Learning: A Literature Review. International Journal of Research in English Education, 3(2), 115–125. https://doi.org/10.29252/IJREE.3.2.115

Additionally, technology allows for flexible learning at any time and place, allowing students to interact with language-learning resources at their own convenience and speed. Since technology is used in classrooms progressively, it is essential to assess how it affects language learning objectives in order to guide teaching strategies and advance useful pedagogical techniques.[2] In brief, the teacher should design the activities and integrate the technology effectively.

Therefore, the various platforms available for enhanced technology in language learning are e-portfolios. e-Portfolio is an archive of students' pieces. In various ways, it facilitates idea sharing and discussion among students by providing storage and increased accessibility[3] In addition, an electronic portfolio is a kind of digital storage that keeps text, photos, videos, and audio in addition to other visual and auditory materials. Since electronic portfolios are made to serve a range of educational procedures and evaluation goals in addition to organizing content, they may also be considered software tools.[4] To sum up, an e-portfolio is digital storage that is capable of storing students' pieces. The students can organize their task in the form of text, photos, and videos.

In spite of the fact that e-portfolios have been established to be successful in increasing student learning and engagement, their implementation can be difficult and time-consuming, particularly in mobile learning contexts. The increased accessibility of mobile devices, including tablets and smartphones, has created new opportunities for the use of e-portfolios in education in recent years.[5] It is also clearly suggested that mobile e-portfolios are designed to synchronize users' personal webpages with their portfolios whenever Wi-Fi or cellular networks are accessible. Mobile phones, PDAs, and Wi-Fi networks were chosen and developed to provide an electronic

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[2] Nurmala, I., Irianto, S., Franchisca, S., Amsa, H., & Susanti, R. (2023). Technology-Enhanced Language Learning: A Meta-Analysis Study On English Language Teaching Tools. Journal on Education, 6(1), 2188–2195. https://doi.org/10.31004/JOE.V6I1.3221

[3] Puspita, N., Alfaruq, U., & Hasyim, A. (2022). E-Portfolio for Online Assessment: Padlet Implementation. Jurnal Al-Qiyam, 3(2), 109–115. https://doi.org/10.33648/ALQIYAM.V3I2.242

[4] Abrami, P., Abrami, P., Barrett, H., & Barrett, H. (2005). Directions for Research and Development on Electronic Portfolios. Canadian Journal of Learning and Technology / La Revue Canadienne de l..., 31(3).

[5] Thi, T., & Anh, N. (2023). Mobile E-Portfolios on Google Sites: A Tool for Enhancing Project-Based Learning. Article in International Journal of Interactive Mobile Technologies. https://doi.org/10.3991/ijim.v17i11.39673

platform for the clinical e-portfolio.[6] In conclusion, mobile portfolios are easy to access in classroom activities or wherever students are learning by using an internet connection.

In today's era, Google Sites is an e-portfolio example. A user-friendly, free website builder that does not require a lot of coding or web design knowledge is Google Sites, which enables users to create and manage websites.[7] Additionally, Google sites is a website creator for generating and handling websites without encrypting information In line with the description above,[8] says that Google Sites is a flexible platform that offers educators a range of features, including as customized templates, multimedia integration, and collaboration options. It means the user can easily create their own e-portfolio on Google sites. The user can customize the options provided in Google Sites. For instance, they can use the templates and layout there. Finally, students can store and link their tasks in Google Sites.

Numerous researches about the use of google sites have been carried out. For instance,[9] focuses on the implementation of google sites as e-learning platform for teaching EFL during covid-19 pandemic. This research showed that this media is effectively attract the students' attention in learning. Therefore, the students interested in joining online teaching learning process. Next research discusses about utilizing a teacher-made google site in teaching English for Academic and Professional Purposes (EAPP) among selected Grade 11 students[10] These results suggest that during this period of distant

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[6] Mosalanejad, L., Rezaee, R., & Rezaie, R. (2018). Mobile e-portfolio as a Personal Digital Assistant in Nursing Education. Article in Pakistan Journal of Medical & Health Sciences, 12(2). https://www.researchgate.net/publication/328315648

[7] Stephen Swanson, Trey Carmichael - Google Buku. (n.d.). Retrieved August 3, 2024, from https://books.google.co.id/books/about/Google_for_Business.html?id=5wLizwE ACAAJ&redir_esc=y

[8] Skulmowski, A., & Xu, K. M. (2021). Understanding Cognitive Load in Digital and Online Learning: a New Perspective on Extraneous Cognitive Load. Educational Psychology Review 2021 34:1, 34(1), 171–196. https://doi.org/10.1007/S10648-021-09624-7

[9] Jusriati, J., Nasriandi, N., Kurniadi, W., & Ratna, R. (2021). THE IMPLEMENTATION OF GOOGLE SITE AS E-LEARNING PLATFORM FOR TEACHING EFL DURING COVID-19 PANDEMIC. English Review: Journal of English Education, 10(1), 129–138. https://doi.org/10.25134/ERJEE.V10I1.5363

[10] Data, N. H. (2022). Maximum Utilization of Google Sites (MUGS) in Teaching English for Academic and Professional Purposes. AJARCDE (Asian Journal of

learning, using google sites as a learning platform was beneficial. It is advised that schools embrace and expand the use of this platform, as it has been shown to increase students' engagement, support autonomous learning, provide time for students to fully comprehend the lesson, and facilitate quick access to educational resources.

Moreover,[11] shows that teachers obtain several advantages of using google sites for collaborative writing. In addition, the students enable read and comment on each other's work more extensively compared to traditional paper writing. At last, students were more motivated and accomplished their tasks more quickly when they could easily edit, search for information, and keep an eye on their peer's work on google site. According to[12] google site allows students to learn from websites and creates their own, helps them to enjoy the learning process that resulted in their writing performance. The students can work collaboratively from beginning of the lesson with a process approach in writing. However, none of these researches particularly students' experience using Google sites as mobile e-portfolio in creating their own research to store the task.

Therefore, this research would focus on verifying the students experience using Google sites as mobile e-portfolios in creating their own websites to store the task. Hopefully, this research can provide valuable insight into the teaching and learning process by using a mobile e-portfolio. At last, the researcher expect that the finding of this research would give the contribution for teacher and students in choosing appropriate mobile e-portfolio in their classroom activities.

Method

The collection of data from a group of individuals through their responses to questions is how survey research is defined[13] Moreover, survey research is a valuable and trustworthy approach to

Applied Research for Community Development and Empowerment), 6(3), 68–72. https://doi.org/10.29165/AJARCDE.V6I3.109

[11] Tavares, N., & Chu, S. (2012). EXPERIMENTING WITH ENGLISH COLLABORATIVE WRITING ON GOOGLE SITES. CSEDU 2012 - Proceedings of the 4th International Conference on Computer Supported Education, 2, 217–222. https://doi.org/10.5220/0003924502170222

[12] Wati, L. K., & Trisusana, A. (2024). 07 EMPOWERING JUNIOR HIGH SCHOOL STUDENTS' NARRATIVE WRITING SKILLS THROUGH GOOGLE SITES. PANYONARA: Journal of English Education, 6(1). https://doi.org/10.19105/panyonara.v6i1.12470

[13] Check, J., & Schutt, R. K. (2012). Research Methods in Education. Research Methods in Education. https://doi.org/10.4135/9781544307725

research that has apparent advantages for assisting to describe and explore variables and constructs of interest. Like all study, survey research is susceptible to a number of (Joseph Check, Russell K. Schutt, n.d.) errors from various sources, but there are a number of ways to lessen this risk. Expert practitioners who are knowledgeable about the possible causes of inaccuracy and methods to enhance survey research are better equipped to assess whether or not the findings of a survey research study have practical applications.[14]

In addition, there are six basic steps involved in survey research. For instance, planning, defining the population, sampling, constructing the instrument, conducting the survey, and processing the data. Here is the explanation:

1. The first step is planning, the research begins with a question that the researcher believes can be answered most appropriately by means of the survey method. In this case, the research focus on students' opinion toward the use of mobile e-portfolio that is Google Sites.

2. The second step is defining the population, it means that the research distributes to gather the information about their attitudes about the use of Google Sites. The population of this research is sixth semester students that is joining Language Teaching Materials and Media course in English education study program, Uin Raden Intan Lampung.

3. The thirds step is sampling. In deciding the sampling technique, the research used probability sampling technique. This technique permits the researcher to estimate how far sample results are likely to deviate from the population values. The estimation can be the EFL students' opinion that they agree in using Google Sites as mobile e-portfolio.

4. The next step is constructing the instrument, in this step the researcher gathers some question that is used as questionnaires guidelines. The researcher arranged some question related to the use of Google Sites in as mobile e-portfolio.

5. At last, the researcher did a processing data. This step includes coding the data, statistical analysis, interpreting the result, and reporting the findings[15]

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[14] Ponto, J. A., Ellington, L., Mellon, S., & Beck, S. L. (2010). Predictors of Adjustment and Growth in Women With Recurrent Ovarian Cancer. Number 3 / May 2010, 37(3), 357–364. https://doi.org/10.1188/10.ONF.357-364

[15] Ary, Donald., Jacobs, L. Cheser., Sorensen, C. Knupp., & Walker, D. A. . (2019b). Introduction to research in education. 588.

Survey research may use a diversity of data collection methods with the most common being questionnaires and interviews. Questionnaires may be self-administered or administered by a professional, may be administered individually or in a group, and typically include a series of items reflecting the research aims. Questionnaires may include demographic questions in addition to valid and reliable research instruments[16] This research was focusing on using questionnaire in data collection. The questionnaire was designed in an internet survey which is Google Form.

At last, in analysing data, the researcher used statistical analysis in surveys. Data analysis might merely contain of defining the frequencies of replies for the questions[17] In this research, there are 24 participants that have replied the question sent by google forms. It was taken from population on sixth semester students of language teaching materials and media class.

Findings & Discussion

The following is the results of hypothetical frequency data of students' opinion on using Google sites as mobile e-portfolio.

Table 1 Percentage of Questionnaire Result

No.	Items	Answer				
		SA	*A*	*UD*	*D*	*SD*
1.	I have used Google Sites to arrange my mobile e-portfolio before.	45.2%	54.2%	-	-	-
2.	I am familiar with Google Sites.	62.5%	33.3%	4.2%	-	-
3.	I have noticed that Google Sites are easy to navigate and edit on my mobile e-portfolio.	37.5%	58.3%	4,2%	-	-
4.	I did not encounter any challenges while using Google Sites for my mobile e-portfolio.	12.5%	54.2%	4.2%	4.2%	-
5.	I have found that Google Sites are suitable for creating and maintaining my mobile e-portfolio.	37.5%	62.5%	-	-	-
6.	I used the most Google Sites features to create a mobile e-	37.5%	58.3%	4.2%	-	-

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[16] APA PsycNet Buy Page. (n.d.). Retrieved August 3, 2024, from https://psycnet.apa.org/buy/2012-01752-001

[17] Ary, Donald., Jacobs, L. Cheser., Sorensen, C. Knupp., & Walker, D. A. . (2019b). Introduction to research in education. 588.

	portfolio.				
7.	I want to keep using Google Sites for creating my upcoming mobile e-portfolio.	29.2%	58.3%	12.5%	-	-
8.	I believe that Google Sites is simple and friendly use for creating mobile e-portfolio.	29.2%	66.7%	4,2%	-	-
9.	I can easily update my mobile e-portfolio anytime and anywhere.	33.3%	58.3%	8,3%	-	-
10.	I will recommend that my schoolmates use Google Sites to create mobile e-portfolio.	37.5%	62.5%	-	-	-

Table 1 showed that the percentage of students' opinion was favorable. This indicated that students are more likely to strongly agree and agree of using google sites to store their task.

The overarching goal of this research is to verify students' opinion towards the use of google sites as e-portfolio to store their task. The result of hypothetical frequency data demonstrates that the students have favorable opinion toward the use of google sites to store the task. This result based upon the perspectives of[18] indicates that students are provided range of features to customize the template of e-portfolio. Therefore, the students are easy to design and store their task. At last, Google sites present a capable resolution for integrating mobile e-portfolio into EFL education. It is accessibility, teamwork features, and incorporation with other Google utensils offer valuable benefits[19] This includes their satisfaction levels, ease of use, benefits observed, challenge encounter, and suggestions for enhancing the platform. It is also provided by the result of percentages that on the range of strongly agree and agree.

Students' satisfaction level includes the use of Google Sites features in creating mobile e-portfolio and their desire to always use Google Sites as mobile e-portfolio. Google sites is familiar for its user pleasantness an accessibility, making it popular choice for generating websites and e-portfolio It means that Google Sites provides a range

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[18] Skulmowski, A., & Xu, K. M. (2021). Understanding Cognitive Load in Digital and Online Learning: a New Perspective on Extraneous Cognitive Load. Educational Psychology Review 2021 34:1, 34(1), 171–196. https://doi.org/10.1007/S10648-021-09624-7

[19] Reasons for Using Google Sites | LinkedIn. (n.d.). Retrieved August 3, 2024, from https://www.linkedin.com/pulse/reasons-using-google-sites-ania-sikora/

of features that are generated to be intuitive and user-friendly. For instance, the drag-and-drop interface, templates, and familiar Google Suite look. Therefore, in this research, the students can design text, boxes, images, and layouts based on their desires. The templates also offer various types so that they can choose their own e-portfolio project. At last, the students felt satisfied with their layouts produced on Google Sites.

Google Sites as mobile e-portfolio provides numerous features that underwrite to its ease of use. It has been proved by the result of questionnaire that the students are easy to access, navigate, and edit the feature in Google Sites. Furthermore, it is simple and friendly use for creating mobile e-portfolio. The students also easily to update the content. In addition, by using Google Sites as mobile e-portfolio, the students are easy to drag and drop text, images, videos, and other multimedia elements in their sites. The lecturer and students can do real-time collaboration in giving feedback towards students' task in Google Sites. It also allows the students to do teamwork in the same time.

The result of the questionnaire does not show that the use of Google Sites as a mobile e-portfolio is challenging. In fact, the students did not face obstacles in accessing Google Sites. Since, Google Sites emphases on straightforwardness, meaning it might be difficult to create highly interactive or complex websites.[20] It means that the user does not need to use specific coding to create a website. They just need to use the template provided. Google sites also offer less customization compared to platforms designed specifically for building websites[21] In this research, the students just directly go to the website then they can start to design their e-portfolio based on their needs.

The potential benefit addressed by Google Sites is offering website projects. For instance, it is used for portfolios, project summaries, and group websites. The result of the research showed that more than half of the participants agreed that they would recommend the use of Google Sites to others. The focus of the research is using mobile e-portfolios on Google Sites. In addition, a

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[20] WordPress vs Google Sites (2024) — Comparing The Differences. (n.d.). Retrieved August 3, 2024, from https://www.elegantthemes.com/blog/wordpress/wordpress-vs-google-sites-which-platform-best-meets-your-needs

[21] Pros and Cons to Creating a Google Site | Vendasta. (n.d.). Retrieved August 3, 2024, from https://www.vendasta.com/blog/creating-google-site/

portfolio is used to showcase writing, visual projects, and reflections on progress. It also allows the students to do collaborative research. In this research, the students create individual websites to store their tasks. In brief, the use of Google sites as mobile e-portfolios is really recommended. It generates systematized plans with links and resources easily reachable by any additional. Thus, the lecturer can easily click the link and then check the task that has been stored in Google Sites.

Conclusion

The major highlight of this research contributes to knowledge field of opinion about the use of google site as e-portfolio is that students have favorable opinion toward the use of google sites. In that sense, they have positive acceptance toward the use and existence of this platform. In addition, it is significantly advancing students' language learning experiences. The result of this research can provide valuable perception for educators looking to integrate mobile e-portfolio in EFL classroom. The features of Google Sites let students customize their mobile e-portfolio were valued by the students, who found simple to record lecturer reflection. Google Sites gave students an organized, visually tempting way to current their task, which assisted them become better correspondents and presenters. However, the research still has limitation that cannot perform the influence of this platform as mobile e-portfolio.

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