LEARNING SPEAKING USING GOOGLE SITES-BASED EPORTFOLIO: INDONESIAN STUDENT'S EXPERIENCE

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ABSTRACT

Google Sites-based eportfolio has begun to be used in English language learning in Indonesian universities. Student's experiences in developing and utilizing eportfolios in learning need to be examined so that we know what interesting experiences they encounter.The purpose of this study is to offer insights into Indonesian students' experiences with using Google Sites-based ePortfolios to learn public speaking, particularly concerning setting objectives, selecting platforms, selecting content, and uploading their ePortfolio. This qualitative research data was gathered from twenty-two students who joined public speaking lesson at an English Language Education Study Program of a university in Yogyakarta, Indonesia, through interviews, observations, and documentation. In-depth interviews were conducted with six selected students of the class and a lecturer who supervised the course. Data analysis is carried out through the process data preparation, reduction and categorization, representation, and conclusion. The study's findings are as follows: first, while creating an ePortfolio, students desire to have a personal website that serves as a repository for all of their resources, assignments, and completed projects that are structured thoroughly, neatly, and conveniently online. Second, students use Google-Sites, as per the guidelines provided in class, to choose the platform. Students first faced several challenges. Students successfully developed their ePortfolio after learning from friends and instructions from various social media platforms.. Third, students get experience producing and publishing a variety of artifacts, including text, photos, audio, and video, while selecting content.. Four, students gain practice presenting their ePortfolio to instructors and fellow students and engaging in discussion about it when they publish one.

Keywords: *eportfolio, speaking, google-sites, students, experience*

INTRODUCTION

Electronic portfolios are increasingly being used in learning in various universities in the world (Haggerty & Thompson, 2017). According to Ciesielkwicz (Ciesielkiewicz, 2019), electronic portfolio or also called eportfolio have been well received at the international level in member countries of The Council of Europe, including in 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 by Strohmeier (Strohmeier, 2010) 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 (Ali et al., 2024)

Portfolios were originally used in the field of fine art, as a way for people to showcase examples of their work. However, currently porotfolio is used as a pedagogical and evaluation tool in various disciplines and levels of the education system (Scully et al., 2018). In the 21st century, global society is changing rapidly and the development of information and communication technology makes the world more integrated to accelerate the communication process (Syzdykova et al., 2021)

Before the digital revolution triggered a transformation in education, educators used physical portfolios to collect students' work to assess or document their abilities (Farrell, 2020). In a number of disciplines, such as design, fine art and photography, portfolios are used to document individual development and showcase student work. The very prolific development in the field of digital technology is replacing the physical portfolio with a digital portfolio and has increased the capability, function, and portability of collections (collections of student works).

Electronic portfolios are being utilized in more creative ways and have the potential to revolutionize teaching, learning, and assessment, especially in higher education (Donaldson, 2018); (Elliott & Adachi, 2020)(Rowley, 2016);(Walland & Shaw, 2022). Students can gather examples of the course materials, student's assignments and works as well as their job experiences and remark on those examples and what they mean by using ePortfolios (Olstad, 2020). ePortfolios may contain text, photos, audio, and video information. The reflections that go along with the artifacts serve as proof of accomplishment and show off the knowledge, abilities, and skills that have been gained via formal education, training, or work experience (Olstad, 2020). Additionally, the chance to display this data in digital form makes the hitherto invisible visible to employers and students alike. EPortfolios facilitate a deeper level of reflection and integration of learning experiences They enable students to reconsider their education, evaluate their development, and meaningfully incorporate their experiences (Galeucia, 2023).

Critical thinking and introspection are fostered by this process, both of which are necessary for the development of public speaking abilities.

The systems for electronic portfolios that are utilized by colleges, universities, and schools are numerous. FolioSpaces, Blackboard ePortfolio, Digication ePortfolios, Mahara, and Elgg are a few of the more widely used ones. These are systems that are integrated with open-source software, live inside institutional learning management systems, or are hosted for free (Song, 2021). Research conducted by Jose (Gil-Izquierdo & Cordero, 2018) revealed a number of platforms that are widely used by students in Canada such as MyPortfolio (Mahara), Google Sites, WordPress, Blogger, LiveBinders, Weebly, PebblePad, and Canvas. The Google Sites platform's mobile eportfolios greatly increased student interest and learning results (Anh & Truong, 2023).

Google Sites is an open-source online system designed by Google Inc. to encourage the usage of eportfolios and provide users with a software-learning environment (Jose, 2017). Google Sites allows students to add a wide range of formats as artifacts that do not count against the storage limit, and it has good integrations with both Google Docs and YouTube. For WordPress, FolioSpace, and MyPortfolio, this option is absent. Google Sites is superior in terms of ownership and lifetime access. It also gives some benefits including its versatility, ease of use, and connectivity with other Google products like Google Classroom and Drive(Anh & Truong, 2023). Because the student owns the ePortfolio permanently, it promotes reflective practice and lifelong learning. Moreover, Google Sites is simpler to use and understand than WordPress. Both Foliospace and MyPortfolio. the system's functionality and Google Sites' acceptance are both positively impacted by ease of use (Olstad, 2020).

With the usage of ePortfolios, speaking improved in terms of vocabulary, grammar, and pronunciation; anxiety was decreased, and self-confidence rose. Through self-evaluation and the ability to select pertinent subjects for assignments, the speaking ePortfolio also promoted student autonomy(Mathur & Mahapatra, 2022). A study by Solano (Cabrera-Solano, 2020) found that the use of portfolios helped students improve their fluency and pronunciation. Additionally, it was

confirmed that using free storage services to create digital portfolios can motivate students to practice speaking the target language aloud.

In the class of Public Speaking, students are encouraged through ePortfolios to think about the audience and the situation in which they will use their public speaking abilities. ePortfolios are more useful, audience-appropriate, and targeted thanks to this audience analysis focus, which goes beyond the conventions of typical inward-facing portfolios. It aids in the development of a thorough skill set and professional narrative in pupils that will be appealing to audiences in the future. With the help of ePortfolios, students may take charge of their education and choose how to approach the project as well as its goals and objectives. This independence is essential for the development of public speaking abilities since it enables students to customize their education to fit their requirements and interests. The focus on student voice highlights how crucial it is to customize the educational experience to improve public speaking abilities.

There is a dearth of research on students' experiences using eportfolios to learn public speaking, particularly in Indonesia. For this reason, it is critical to have a study about what students feel and go through when setting goals, selecting a platform, gathering and selecting content for their eportfolio, and publishing their work, particularly to their lecturers and fellow students. These results regarding student experiences will be helpful to instructors in creating lessons and methods to support students in realizing their full potential and in offering substitute methods for resolving issues that arise when they participate in ePortfolio-based public speaking instruction.

MATERIALS AND METHOD

This research focused on obtaining data through open communication and conversation and involves non-numeric data to understand students' experiences in learning public speaking utilizing Google Sites-based eportfolio. Qualitative research aims to gain an in-depth understanding of ideas, experiences, and perceptions using non-numeric data.

Research Setting and Respondents

This research was conducted from January to March 2023 in a class of Public Speaking Course at an English Language Education Department at a university in Yogyakarta, Indonesia that applied Google Sites-based electronic portfolio in the teaching and learning process. The respondents wee twenty-two students consisting of eighteen female students and four male students of semester five.

Data Collecting Technique

To collect the data, the researchers applied interview, observation, and documentation methods. The researchers applied semi-structured one with open-ended questions to make the process of the interviews more flexible and allow them to explore the issues raised by the interviewees (Di Silvestro & Nadir, 2020). The researcher interviews the students to find out their experiences in developing an eportfolio in learning speaking. The researchers listened carefully to the answers from the students based on the first question asked by the researcher. Then the researchers continued by asking other questions related to the previous student's answers. The researchers used a voice recorder so that information or data from students are not missed. After all the data was collected, the researcher then transcribed the student recordings containing the student's answers to the questions asked by the researcher during the interview, that was by listening to the recording repeatedly and writing it down based on the place, time, and events experienced by public speaking students. Interviews were conducted offline or online according to the conditions between researchers and public speaking students.

Observations were made by the way researchers come and look directly into the classroom to find out how students understand and develop their respective electronic portfolios in public speaking courses. Observation was also intended to know, feel and understand more deeply about the atmosphere that occurs in the classroom and what students do in learning public speaking using an electronic portfolio. The observation procedure carried out to collect data is non-participant observation where researchers collect primary data on relevant aspects without interacting directly with participants.

The other way to collect data at the research site was through documentation, which involves taking photos. Photographs of the eportfolio from the public speaking class were taken for this study. Writings, images, or a person's major creations could be considered documents.

Data Trustworthiness

The researcher employed methodological triangulation to assess the data's reliability. Observation, interviews, and documentation were used to gather research data. By contrasting interview findings with the notes from observations made during the public speaking lesson, methodological triangulation can be applied. The researchers also focused on the essence of the experience of the participants (Shufutinsky, 2020). Because the findings from the interviews and observation notes match up in this comparison, information about the experiences students had creating eportfolios to learn speaking can be considered valid.

Data Analyzing Technique

The researchers did semantic extraction and relational extraction of the data (Lemon & Hayes, 2020) so that it could be comprehended, and conclusions were made after gathering study data through observations, interviews, and documentation. Data analysis involves first gathering and organizing research data, then using coding and code compression to limit the data to themes, and lastly presenting the data. Due to the size of the data collected, researchers must filter out information that is unrelated to the subjects of the study to organize the data. The next step is coding, which is to help academics manage massive volumes of data by organizing it into key topics. This is carried out to help researchers get more information.

The following stage involves analyzing and evaluating all of the research data to respond to research questions in the form of student narratives about their experiences developing their English-speaking abilities. Making conclusions is the final step. The researcher concludes by combining all the concepts and findings. Provisional findings and conclusions are the two categories of conclusions. At the start of the study, researchers draw some speculative conclusions. The preliminary conclusion may yet be modified in the event that there is insufficient evidence to

support it. To arrive at final conclusions that are backed by adequate field data and member checks, researchers will regularly analyze and validate research findings.

Limitation of the Study

This study analyzed the experiences of twenty-three students in learning Public Speaking in an English language education study program at a university in Yogyakarta, Indonesia. The number of respondents was limited to twenty-three students and a lecturer who supervised the class. In-depth interviews were conducted with six selected students. Research data collection is carried out in one semester during the learning process.

RESULTS AND DISCUSSION

A. Result

The researchers provide the study's findings based on the outcomes of the observation and interview with the study's subject. Data were also obtained from official records.

Researchers provided the following explanation of the findings of their study on students' experiences creating an electronic portfolio based on observations, interviews, and documentation including student's experiences in: (a) determining the purpose of developing eportfolio, (b) selecting eportfolio platform, (c) selecting contents of eportfolio, and (d) publishing eportfolio.

a. Experiences in determining the purpose of developing eportfolio.

Some students indicated that creating an eportfolio was to create a summary and gather all of their assignments in one place. According to what student R said:

> *"To be quite honest, I've never used an eportfolio before, and this one was made just for me. What is it? Perhaps it's similar to a synopsis and collection of each public speaking meeting's material, with assignments such as finding YouTube videos on speech or MCs and then mimicking the aural and visual content."*.

In addition to student R, one of other public speaking students, student F, also expressed the following:

> *"My goal in creating Google Sites is to condense the content; the issue stems from the fact that I occasionally forget the material from previous courses.*

Even though the meeting was over that day due to the eportfolio, that day was also spent summarizing the information that had been provided. Consequently, it facilitates reading the summarized content again.".

By using Google Sites-based eportfolio, students in the Public Speaking class can create summaries as the experiences of students R and student F. This allows them to revisit or refresh the lessons that they have learned in class. Student F responded to a question by answering it straight away, without hesitation or thought.

A student named K who enrolled in the public speaking course stated that there are more reasons why students create eportfolios: *" Mastering the eportfolio format is the aim in order to create one on your own. That showed me how to make our own website."*

According to student K's remark, the goal of the students' eportfolio is to improve their technological proficiency by learning how to use and construct digital portfolio using Google Sites. Students can also benefit from technology improvements to stay up to date with the times by creating eportfolio. As said by him/her:

"I wish to benefit from recent technology advancements. When it comes to preserving private data, or when I create something of my own—for instance, a written piece—I can post it on Google Sites in a similar manner.."

According to the findings of the student interviews, in addition to the two goals previously described, some students genuinely created eportfolios just in order to complete assignments for the Public Speaking course. They didn't create eportfolios with any particular goals in mind. As student E stated:

"Well, in my opinion, the creation of eportfolio was confined to a request made by a lecturer. I'm utilizing it for the first time for other purposes. Therefore, just because the lecturer told me doesn't mean that I won't be able to use Google Sites in the future. But for present, it serves only as a material storage space. I only followed the professor's directions as a result of the demands made by him."

b. Experiences in selecting eportfolio platform

Students choose their learning platform based on the one used in class, which is Google Sites. as mentioned below by the PA (the lecturer).

" I have read many literature from journals, etc. and I conducted some research. Thus, Google Sites has been supplied. therefore, not only from me. I read, that a lot of people utilize Google Sites. I initially attempted it and tried to determine the degree of difficulty by making it myself at the time. It wasn't as hard as it seemed. I have seen YouTube videos, and it doesn't seem like that much work. And while I think the outcomes are more dynamic than any WordPress site I've ever used, I also think they're a little less diversified and dynamic overall. That's how I've also utilized Blogspot. I have therefore attempted to compare with others. And I believe that this is the best option for my students."

The purpose of eportfolio development is to make learning more dynamic and engaging for students. During the epidemic, when learning activities were still done online, PA started using this strategy. as said by PA in his role as a lecturer.

"Although understanding websites serves a function, the primary goal was to break up the monotony of online instruction. Since I'll be using Google Sites, students will inevitably learn IT as a result, right? How they use Google Sites to create an eportfolio, including uploading, adding photographs, adding links, and more. Thus, there are a lot of benefits that I see from using electronic portfolios in the classroom, benefits that, in my opinion, transcend well beyond the classroom and include the numerous benefits that students receive."

According to student interviews, those taking the PA's public speaking course were not familiar enough with Google Sites. When the lecturer requested the students to construct eportfolio on Google Sites, they were unsure of how to proceed it. M, a student of public speaking, stated the following.

"Never previously. I have never used Google Sites to create an electronic portfolio before. Indeed, the first time around, there were a lot of symbols and similar features, and we weren't quite sure how to design it."

Students looked for strategies to comprehend how to develop eportfolio through Google Sites They looked for information from a variety of sources, including the electronic media and discussions with friends. According to student K, *"Mr. PA posted on his YouTube channel, then after that we learn how to create it."*

As also mentioned by student K,

"I therefore approached a buddy of mine who enrolled in his class during the previous semester. Mr. PA is releasing links to the eportfolios from the previous semester, which we can use as a model or reference for our eportfolio. Thus, it was only handed to us in the same manner as a buddy."

Observation shows that the lecturer (PA) distributed the links (URL) of eportfolios created by students during the previous semester via WhatsApp groups. Following the public speaking course, the students create their own eportfolios by using the upperclassmen's eportfolios as references.

Based on the results of interviews with students, it was revealed that Google Sites provides many conveniences, such as easy to access, use and paste links or URLs of other websites. In addition, students also feel other conveniences such as creating their own web sites, collecting lecture materials, assignments and exams that can be neatly arranged. Such things make it easier for them in the learning process, as stated by the following student W:

"About the benefit of Google Sites…. It's simple to obtain, it makes the editing simple as well. It is user-friendly and more engaging. For instance, learning is made easier and more engaging by using Google Sites to compile relevant content. especially if the design is captivating, don't you think? So wealthy and pleased to own such Google Sites. I feel as though I'm merely content because I've never created a website for myself where I can add content related to educational pursuits. That's why it's good that you were able to

make it. My friend combined two Google Sites courses into one. You can therefore create two courses with just one account."

Students used Google Sites to create their eportfolios and to upload files containing materials, assignments, and test results. They then used their creativity to construct the eportfolio, adding images, creating backdrops, and other elements. Students then shared their electronic portfolios with the public. After they were published, the students experienced several benefits, such as enhancing their educational experience, allowing them to act as proof or a keepsake of their attendance at a public speaking class, improving their technological proficiency, and making it simpler for students to store learning resources. Student R disclosed that,

"Perhaps it enhances my experience. particularly the initial Google Sites experience. Additionally, it can serve as a keepsake of the times that my friends and I entered that class, completed those assignments together, and made them."

Additionally, Student K mentioned that he or she can easily make their own websites with Google Sites. Additionally, the learning materials, videos, and notes feel easier to save and are neater, more structured, and not like those found in a book or Microsoft Word.

Google Drive must be accessed before any files intended for Google Sites development can be submitted to Google Sites. Documents, audio files, and videos must be uploaded using Google Drive initially, though not all media need to be. Students have to work twice because of this, and student M noted that Google Drive memory quickly fills up.

Google Sites gives the benefit of being immediately accessible to other students, allowing them to visit one another. But as noted by students K and student F, one disadvantage of Google Sites' accessibility for students is also a disadvantage: it's simple for peers to duplicate content, making Google Sites appear identical to one another. Student K went on to say that one advantage of creating eportfolio is to hone creativity and he/ she can add the eportfolio outcomes to their Curriculum Vitae (CV) for potential future employment opportunities.

c. Experiences in selecting the contents of eportfolio

In general, the Public Speaking class's electronic portfolio is composed of multiple sections, including cover page, meeting pages 1 through 14, mid-semester exam page, and end-of-semester exam page. Students are required to include the course identity, lecturer name, study program name, university logo, and student data on the cover page. Each meeting's website includes lecture materials, any assignments, Google Docs discussion, and reflections. Pages with questions and answers are included on the midterm and final exam (assignments).

The data on the cover page is filled in by students with no trouble at all. Similarly, generally speaking, students have little trouble using Google Docs to upload lecture notes, complete assignments, and hold discussion as stated by student F, "Everything has been complete, such as cover page, meeting 1 to meeting 14, assignments, midterm exam and final exam. I also do it per meeting, so it doesn't pile up".

It is not difficult for students to fill out the cover page with the course information, institution data, and student details. The same is true with learning material of each meeting. This is in accordance with the following statement of student M. Student M said below:

"Filling out the course material for every meeting is the easiest thing for me. Every meeting's contents are identical in my eportfolio, so all you need to do is just to copy and paste the content to reflect the current day's topics. Furthermore, if adding a picture or background is so simple."

However, some other students find it challenging because they only sometimes post their course materials and weekly assignments. Typically, they post the files right before final or midterm exams. It is similar to the statement made below by student W.

"Don't be like me….. I filled in the content after the midterm exam since I was feeling a little sluggish. It's piled up, then. As a result, by the time you edit it, it gets piled up because you're being lazy. Therefore, it's not effective, in my opinion. For instance, if you really have a slow time, it's best to add stuff one at a time rather than piling it high."

The lecturer in the public speaking class assigns tasks in the form of audio, video, and speech drafts for emceeing. Speech and emceeing drafts or texts are in MS Word format. Students were required to practice their drafts, record their voices (audio), create an audio-visual production (video), and post the finished product to their YouTube channels for their audio and video assignments.

The following is E's description as a student of public speaking,

"The assignment required us to look through YouTube for three excellent speeches (public speaking) on various subjects. We then record our voices, imitate the three speech samples verbatim, and upload the audio file to the eportfolio. We next select one of the three speeches, copy it exactly as it is done in the example, record it as a video, submit it to our own YouTube channels, and put the URL in the eportfolio."

Because they don't need as much planning or practice, students enjoy the chore of mimicking and recording sounds from the public speaker models they have selected. All they have to do is mimic the models' voices, record the audio, and add it to their eportfolio. However, because they have to prepare and practice a lot, students find that the process of imitating and recording in video format is not particularly enjoyable. The outcome won't be favorable if this isn't the case. This is as stated by student K , "I prefer audio over video because we don't need much preparation because in making audio task, we can read the scrip ," and student W: "We have to put in a lot of preparation when creating video assignments; first, we have to recall the material, then we have to practice a few times to get good outcomes." Students pursue autonomous learning using YouTube tutorials or other resources to learn how to publish materials and documents to Google Sites. Students M and F are being acknowledged with this.

d. Experiences in publishing eportfolio

Students review their eportfolio for writing, design, and alignment with the lecturer's assignments before making it public. The files that have been made public include lecture notes, homework, discussion topics, and reflections. The files may be in the following formats: text, image, photo, audio, or video. Additionally, they use their creativity to create their eportfolio so that it appears more organized,

appealing, and creative. Student discussions take place in Google Docs that the instructor provides because Google Sites lacks a comment menu.

Students gain a great deal of experience by publishing eportfolios, including enhancing learning opportunities, advancing IT literacy, fostering creativity, demonstrating that they are attending lectures, and creating a location to keep various materials, assignments, and works from lectures as stated by student R,

> *"This improves my experience overall and with Google Sites in particular. The eportfolio serves as a record of my attendance at the course, our discussions about it, and the assignments that the lecturers assigned."*

Additionally, students W and K stated that through sharing their eportfolios, they have gained experience in creating their own, which makes their lecture notes and homework more accessible, and structured, and serves as a keepsake.

Compared to Google Forms which is previously used for giving comments and advice to other student's eportfolio, Google Docs is thought to be a more engaging platform for discussion, comments, feedback, and suggestions. Though occasionally buffering is needed when numerous students view Google Docs simultaneously, it is often more accessible. As noted by student E, several students believe that the Google Docs discussion is ineffective, *"It lags occasionally. It's not very effective, sis, because we have to go to our friends' Google Sites and leave comments, which takes time."*

B. Discussion

The purpose of developing eportfolio has been stated by several researcher. Lewis (Lewis, 2017) stated that eportfolios can be used as the storage of learning artefacts. This statement is in line with Mohamad's said that apart from being a workspace and showcase, ePortfolio can also function as storage(Mohamad et al., 2016). This study emphasized the core components of an eportfolio, which include its workspace, storage, and display functions. Campbell long ago (Campbell, 1996) claimed that eportfolios, which at the time still relied on CD-ROM drives, were known for their large storage capacity. The results of this study are consistent with the idea or conclusions of earlier research regarding the reason for students' or teachers'/lecturers' creation of an electronic portfolio—that is, to digitally preserve materials, assignments, and lecture works. The survey participants also mentioned

that their secondary objective was to conduct a more thorough analysis of Google Sites, particularly as an electronic portfolio utilized for educational purposes.

Researchers found that Google Sites offers some advantages compared to other options (Olstad, 2020). Google Sites offers far greater storage for free. With its robust interaction with Google Docs and YouTube, Google Sites enables students to add a wide range of formats as artifacts that don't count against their storage allotment. FolioSpace, WordPress, and MyPortfolio do not have this option. In terms of ownership and perpetual accessibility, Google Sites emerges victorious. The student retains perpetual ownership of the ePortfolio, which promotes reflective practice and lifelong learning. In addition, Google Sites is simpler to use and learn than WordPress.

Another researcher attempts to draw comparisons between Mahara and Google Sites. Each system has the bare minimum of required technological features (Jose, 2017). However, due to limitations in the IT settings where the eportfolios were deployed, students reported many and significant difficulties interacting with the eportfolios. These issues are not specific to eportfolios; rather, they are serious systemic issues that must be resolved prior to the use of eportfolios for evaluation.

Furthermore, the Google Sites platform is mostly click-and-drop and requires no coding. It only takes a few minutes to create a visually appealing website and minimal work to manage content. The best part is that it's free and the user has the option to share or make the URL public. This implies that both the employer and the teacher, both inside and outside of the classroom, have easy access to the student's assignments, résumé, and other information (Wilson, 2018).

In selecting the content of eportfolio, the students should be the primary focus (Cordier et al., 2016) and the content contains proof that the learning objectives have been met which consist of work, self-evaluation, and evidence showing that the students achieved the objectives (Chantanarungpak, 2015)

Based on a research by Chantanarungpak (Chantanarungpak, 2015), publishing eportfolio is the last step of stages in using eportfolio, including social media, as a tool in teaching and learning process. In this step, the students give opportunities to others to access, review, evaluate, and appreciate their works. They

can share their comments, ideas, or advice to the eportfolio's owners through a discussion forum on Google Docs provided by the class.

CONCLUSION

The purpose of this study is to get answers about student experiences in learning public speaking using ePortfolio, including goal setting, platform selection, content selection, and ePortfolio publishing. First, in determining the goals of eportfolio development, students have the intention to collect their materials, lecture subjects, assignments and works. Others hope they can understand more about eportfolio and the wider use of Google Sites.

Next. In determining the platform to be used in ePortfolio development, students prefer to follow the choices that have been determined in class, namely Google Sites. Because it was the first time interacting with Google Sites, initially students felt objections and difficulties in developing eportfolios. By learning through various sources on the internet, they can slowly overcome the various obstacles faced. They found that Google Sites provides a lot of convenience in storing various documents including videos, lecture materials and various other notes.

Third, students have a wide range of experiences when it comes to creating cover pages, meeting pages (which include sixteen meetings), and mid- and end-of-semester exam tasks when it comes to selecting content for their ePortfolios. Students can successfully upload the contents in the form of text, picture, audio, and video. finish the material if they upload their homework on a weekly basis. On the other hand, due of the tight deadline, students who post their assignments before the midterm and final exams face significant challenges.

Fourth, when submitting their student eportfolios, students make sure that all of the assignments are appropriate and complete, adhering to the guidelines provided by the instructors. In a similar vein, they feel compelled to ensure that the design of their ePortfolio is appealing to others. Because they can now readily access their lectures and construct their own academic websites, they feel a lot of benefits.

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