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Electronic-Portfolio-Based Digital Resource Book for ELT Speaking Course: A Development

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A B S T R A C T

Technological advancement has created opportunities to integrate speaking development with portfolio assessment. However, as portfolio assessment is predominantly used in writing, its application to speaking remains underexplored. This study aimed to develop an e-portfolio assessment-based digital book to support students' speaking development using a Research and Development with the ADDIE model: analysis, design, development, implementation, and evaluation. Data were collected through needs-analysis questionnaires and interviews, product evaluation sheets, speaking assessment criteria, and learning-attitude questionnaires. Quantitative data were analyzed using descriptive statistics and score comparisons, while interview data were analyzed thematically to identify learners' needs. The findings showed that English major students at a State University of Malang achieved an average two-point increase in speaking micro-skills and responded positively to the digital book and portfolio assessment. The study contributes to the integration of digital learning materials and e-portfolio assessment for continuous, reflective, and learner-centered speaking development.

Keywords: *ADDIE Model, Digital Book, Electronic Portfolio Assessment, Speaking Skill Development.*

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INTRODUCTION

Developing speaking skills of English as Foreign Language (EFL) students have encountered some challenges. Some aspects which are considered as the barriers to develop students' speaking performance are students' fears and anxiety to practice spoken English, insufficient practicing space, and disengaging classroom activities (Devrim & Kasimi, 2022; Laila et al., 2023). In addition, other complex aspects of speaking rely on its micro skills, namely vocabulary, pronunciation, grammar, and intonation (Laila et al., 2023). To deal with the problems, Scrivener (2011) suggests that as a means of encouraging learners to practice spoken English and internalizing the accuracy of speaking, learners need to be frequently exposed to speaking practices and provided with assertive feedback through motivating communicative learning strategies.

Some research has been conducted to solve students' problems in speaking. The research modified the teaching and learning aspects, such as the approach, media, techniques, or assessment. For example, Yusnimar (2019) implemented an autonomous learning approach supported with teacher guidance to improve students' speaking skill. Halimah (2016) employed a community language approach to develop students' involvement in speaking class. These two studies claimed to have developed the students' speaking skills significantly. In order to improve students' speaking abilities and eagerness to talk, Pranoto & Suprayogi (2020) included memes from the social media platform 9GAG. Lastly, a number of studies used cooperative strategies like Think-Pair-Share Syafii (2018) and guessing game strategies Madya & Meningsih (2021) to increase the students' speaking abilities, and employed Round Robbin (Sahardin et al., 2019).

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Some other researchers also investigated the use of ICT in relation with students' speaking skills. For instance, Ratnaningsih (2019) and Retnomurti et al. (2019) found that students' perceived ICT to have provided them with simplicity in practicesa more supportive learning environment and greater confidence in using the language. Furthermore, the use of ICT in language classrooms has taken different forms across instructional contexts. In speaking instruction, for example, technology has been used to create opportunities for communicative practice (Fatimah et al., 2019; Lestari & Nirmala, 2020). Other studies have focused more specifically on improving particular components of speaking ability through technology (Angraeni et al., 2019; Janfeshan, 2022; Mulyani & Sartika, 2019). ICT has also served as a means of delivering instructional content, allowing speaking materials to be presented in a more interactive manner (Elmiana, 2019; Kusuma, 2017; Parmawati & Inayah, 2019; Syafii et al., 2019). These different applications illustrate that ICT does not serve a single instructional function in language teaching.

These cited studies show that ICT has opened the chance to develop learners' English skills more effectively, particularly on productive skill, speaking. Despite the growing use of technology in language learning, its potential to address practical challenges in speaking instruction remains underexplored. ICT could offer learners more equal and flexible opportunities to use the target language beyond limited classroom time. However, its use for speaking development, particularly in Indonesia, remains less extensive than in writing, with previous studies focusing mainly on speaking micro-skills and learners' perceptions of ICT-based speaking activities.

A suggested solution to deal with complexity of having the students to practice their speaking is to employ portfolio assessment. Despite the scintilla of research on speaking development using portfolio, evidence suggests that portfolios can offer learners greater preparation time, opportunities for reflection and idea refinement, while also supporting the development of self-regulated learning (Karami et al., 2019; Mak & Wong, 2017). Furthermore, its benefit might be doubled when it is ICT-integrated. Nourdad & Banagozar (2022) stated that electronic portfolio may facilitate long-life learning, perseverance on technological advancement, and learning autonomy. In response to that, e-portfolio which is mediated with teachers' feedback, facilitated by Google Drive, is expected to support learners' speaking development (Anil, 2016; Ha, 2023; Mahara & Hartono, 2024), can facilitate learners to develop their speaking skill.

The implementation of portfolios has at least three alternatives; showcase, collection, and assessment portfolios (Syafei, 2012). The first alternative is used to present the best work of students. The weakness of this alternative is that it does not include or measure the students' progress of language learning. Unlike the first alternative, the second and the third alternative focus its value on students' progress including speaking rough-draft, work-in-progress, and final products. The fundamental difference between the two is that the last alternative is aimed to measure the success of reaching learning goals and may include student self-assessment and teacher assessment (Syafei, 2012). The present study is considered appropriate with the last type of portfolio since the present study will make learners to collect their recorded spoken passages in Google Drive and will be assessed to elicit their speaking skill improvement.

In EFL context, employing portfolio to facilitate learners' speaking development has been proven effective. Even though some research claims that portfolio assessment for speaking skill is complex to implement, it is compensated for by the learners' speaking skill development and metacognitive strategies (Mawardah & Efendi, 2025). In Indonesia, several studies have explored the use of blogs for speaking practice, an approach that shares some features with electronic collection portfolios by documenting learners' progress over time. The findings indicate improvements in learners' fluency, pronunciation, vocabulary, grammar and comprehension, and learning motivation (Anil, 2016; Ha, 2023; Mahara & Hartono, 2024).

Concerning the limited time allocation that previous studies depended mostly on classroom interaction and project-based learning, a supplementary speaking material to have students more frequently exposed to English speaking practices should be produced. Accordingly, this study integrated teacher feedback and a Google Drive-based e-portfolio into

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speaking materials to support college students' speaking development and provide an alternative approach for English practitioners.

Several learning materials have been developed to improve English speaking skills. One example is *Open Forum: Academic Listening and Speaking* by Blackwell & Naber (2006), Oxford University Press. From this book, learners are facilitated with audios for listening practice and for language input supporting the development of their speaking skills. Two other materials focusing on students' speaking skills are *Skillful Listening and Speaking* by Baker & Gershon (2012); Macmillan, and *Unlock: Listening and Speaking Skill* by White (2014), published by Cambridge University Press.

Based on the coursebook evaluation framework of Tomlinson & Masuhara (2013), the three books generally satisfy the criteria for appropriate ELT coursebooks. They provide extensive exposure to English in use, activities that engage learners and stimulate their cognitive skills, reasonable challenges, opportunities of learning personalization, a representation of how common English is employed, meaningful communication in the target language, and support for developing cultural awareness. Nevertheless, two criteria remain insufficiently addressed: encouraging learners to utilize English available in their environment outside the classroom and encouraging their long-life learning even after passing the course.

The three books examined as references for developing the electronic material in the present study were among the six ELT coursebooks evaluated by Tomlinson & Masuhara (2013). Tomlinson & Masuhara (2013) confirmed that none of the six books attempted to help learners to make use of their English neither outside classrooms nor after the course. To bridge this issue, especially in speaking skill development, the present research attempted to develop a supplementary electronic material into which electronic portfolio assessment was embedded. Through this approach, the materials are expected to encourage college students to practice English beyond classroom hours by maintaining a spoken language portfolio. This may also address one of the major challenges in speaking development, namely the lack of frequent opportunities to practice speaking.

Another issue concerns teachers' use of English when communicating with students in the classroom. A preliminary study at Universitas Negeri Malang, involving a mini-survey of alumni from the English Language Teaching program, indicated that some tended to use students' mother tongue when teaching English. A similar practice was reported by Jusoh et al. (2020), who found that translation was still commonly used when delivering instructions in ESL classrooms. However, it is further elaborated that it should not be in practice as they believed that it could result in negative shift in learners' preferences for language use. Thus, the product of this research also tried to accommodate this problem by providing some units that introduce college students to ESL classroom communication.

Based on the background of the study, two research questions were formulated to navigate the development and evaluation, and potential of the digital book for speaking skill development integrated with electronic portfolio assessment: (1) What are the learners' needs on the learning resources to develop their speaking skill? (2) To what extent does the digital speaking book integrated with electronic portfolio assessment support learners' speaking skill development? (3) How do the learners perceive the presence and the implementation of the digital book with electronic portfolio assessment?

Assessing leaners' language skill means identifying whether or not learning takes a place. There are several alternatives to assessing learners' language skill, one of which is by using portfolio assessment. This type of assessment focuses its measurement on learners' progress in developing their abilities. As defined by O'Malley & Pierce (1996), a portfolio is a collection of students' work which is intended to show progress over time. In other words, Lam (2018) emphasizes that a portfolio of students' work has the possibility of informing teaching, learning and assessment in a specific language curriculum to what extend the students' ability had been developed.

The trend of employing portfolio assessment is mostly to develop learners' writing skill. It can be seen from the fact that plenty of researchers implemented portfolio assessment for writing skill development especially in Indonesian context, such as Syafei (2012).

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Administering portfolio assessment for learners' speaking development, however, has not met its potential. It is assumed that this phenomenon is caused by the perception that language skill development which is possible to keep a record on is writing; learners perform their writing skill on a piece of paper and keep the paper with them which eventually becomes their portfolio. In EFL context, along with the advancement of technology, portfolio assessment for speaking skill has just recently gained more attention.

Unlike writing skill portfolio-related studies, spoken language portfolio-based assessment has been recently studied in terms of leaners' perception. For example, Ali et al. (2024) identified that learners positively perceived the use of electronic portfolio in developing their speaking skill. Several interesting findings revealed through his study. First of all, electronic portfolio is believed by the learners to open the possibility of identifying the weaker areas in their speaking skill. This, as expressed by the learners, happens when they listen to their recorded speaking and noticed that, for example, they tend to pronounce words inaccurately or repeat words as they are limited in lexical resource.

Another convenience that the leaners experienced was the additional opportunities for oral practices offered by electronic portfolio. From the study of Ali et al. (2024) and Contreras-Soto et al. (2019), the leaners verbalized a preference to electronic portfolios because they can sharpen their speaking skill outside school hours. One of the participants from his study even claimed that electronic portfolio may easily facilitate the speaking practice when an idea crossed her mind and she felt like practicing and recording her speaking. In short, the study by Ali et al. (2024) and Contreras-Soto et al. (2019) revealed that based on the leaners' perception, facilitating the development of speaking skill with electronic portfolio can draw learners' to their weak points, offer additional opportunities for practices, and allay speaking anxiety.

Just like a paper-based portfolio, practitioners should consider several aspects when implementing electronic portfolio. First of all, as proposed by O'Malley & Pierce (1996), portfolio assessment is divided into three types; showcase, collection, and assessment portfolio. A showcase portfolio primarily presents a collection of learners' best work to parents and school administrators. Hence, the entry to this type of portfolio is carefully selected by the learners or the teachers. A collection portfolio, however, literally collects all students' work that includes drafts, sketches, work-in-progress, and a final product. This is also called a 'working folder'. This type of portfolio is considered less suitable for assessment because it is not specifically designed and organized around a particular focus. In contrast to the previous two types, an assessment portfolio is developed with reference to specific learning goals and systematically documents students' work, self-assessment, and assessment provided by the teacher. The present research employed the last type of portfolio since the product of the present research asked students to keep a spoken record on electronic portfolio and was assessed by the learners and by the teachers from which revision and learning progress was visible.

METHOD

Research and Development (RnD) was employed in the study. It relied on the ADDIE model proposed by Branch (2009). This model included five stages, namely: (1) analysing the needs, (2) designing prototype, (3) developing the product, (4) implementing the product, and (5) evaluating. The instruments used in this study included questionnaires, interview guides, speaking scoring criteria, and questionnaires of attitudes. The procedures for data collection and analysis are described in detail in accordance with each stage of the ADDIE model.

Analysing the Needs

The research started with analysing the needs or problems in speaking skill development. In acquiring the data, questionnaires adapted from Paputungan et al. (2018) were distributed to three parties of respondents at State University of Malang, including 34 students enrolled in Speaking for General Purposes course, the lecturer of the course, and 39 alumni who had benefited from the course currently working as English instructors. The

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questionnaire covered several focuses, namely (1) the respondents' current English proficiency level (excluding the lecturer), (2) the respondents' opinion about the existing course, (3) preferred topics and activities in speaking class, and (4) familiarity with portfolio assessment for speaking performance. Questionnaire responses were analysed by calculating the mean score for each item. Then, an interpretation was derived to determine what application was suitable to the findings of the need analysis questionnaire to the digital book being developed.

Designing Prototype and Developing the Product

The next stages were designing the prototype and developing the digital book. In this stage, the learning materials were collected. Determination on what language use to focus, the context and the complexity of the language input, the route of activities in each unit, and the lay-out of the digital book was taken into account. Apart from that, conducting formative assessment on the product was conducted in this stage. A professor of applied linguistics in State University of Malang was involved in assessing the developed product. For this purpose, the expert completed an evaluation sheet adapted from Tomlinson & Masuhara (2013). The instrument consisted of seven criteria of a good coursebook, namely: (1) making English use as an extensive exposure, (2) encouraging learners' affective and cognitive engagement,(3) providing measurable challenges, (5) personalizing the learning, (6) providing space to practice English communication, and (7) encouraging language use independently at home. The results obtained from the evaluation sheet were descriptively analysed and served as the basis for refining the digital book prior to its implementation.

Implementing the Product

To ensure objectivity in measuring the quality of the digital book, the implementation stage was carried-out. The digital book was implemented in the Speaking for General Purposes course for eight meetings, covering two topics; news report and speech, four meetings each. Before its implementation, the students and the lecturer of Speaking for General Purposes course were introduced to how the digital book should be used. This was taken initially due to the fact that the book contained some links to access videos or audios as language inputs and speaking electronic portfolio assignment with which the participants, in general, were not familiar.

Evaluating

In the last stage, the digital book was evaluated. To know its quality, the students' speaking performance stored in the electronic portfolio was evaluated. Since the meetings covered two topics, two sets of scoring criteria were developed. The first scoring criteria focused on the students' performance in news report. It contained four aspects, namely: (1) knowledge and understanding, (2) thinking and inquiry, (3) communication, and (4) application. Each aspect was ranged from level 1 to level 4 relevant to the descriptors. With the same format, the scoring criteria for speech performance contained four aspects to assess, namely: (1) introduction and conclusion (2) content and language, (3) fluency and delivery, and (4) overall appearance. The students' achievement of speaking was considered significant to see how the digital book could contribute to the students' speaking performance.

In the evaluating stage, another set of data was the participants' opinion about the digital book, its implementation, and the portfolio assessment. This was administered by distributing questionnaires to the lecturer and the students involved in the implementation stage. The questionnaire was based on Linkert-scale format containing ten items. In short, the data of this questionnaire was used to interpret how the digital book contributed to the shift of learning and teaching environment of speaking class.

FINDINGS AND DISCUSSIONS

The findings of this study were classified into three major sections based on the research questions, namely: (1) the learners' needs on the learning resources to develop their speaking skill, (2) the extent of the digital speaking book integrated with electronic portfolio assessment

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supports learners' speaking skill development, and (3) how the learners perceive the presence and the implementation of the digital book with electronic portfolio assessment.

What are the Learners' Needs on the Learning Resources to Develop Their Speaking Skill?

Content Knowledge

The first section was about the respondents' opinion on the content knowledge of the existing course. Overall, the respondents expressed satisfaction with the course content, particularly its lexical resources, opportunities for practice, guidance on generating and organizing ideas, and provision of authentic input.

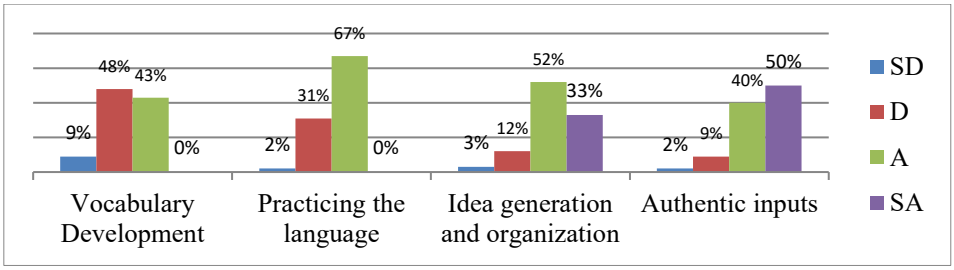


Figure 1. Perception on Content Knowledge

Despite the major satisfaction, there were some respondents that showed negative reviews on the existing course. To lexical resource, for example, 9% of the respondents showed dissatisfaction. Two other aspects that perceived negatively were generating and organizing ideas, and the availability of authentic input. These, respectively, were expressed by as many as 12% and 9% of the respondents. Accordingly, these aspects were incorporated into the development of the digital book through additional lexical resources, practice sections, techniques for ideas generation and organization, and authentic input.

Learning and Teaching Environment

The next aspect of the questionnaire was about the learning and teaching environment which covered five items. As shown in Figure 2, the respondents, in general, claimed that they were satisfied with the teaching and learning environment of the speaking course. It was indicated by the fact that higher percentage was attributed to positive opinion through the items in this section.

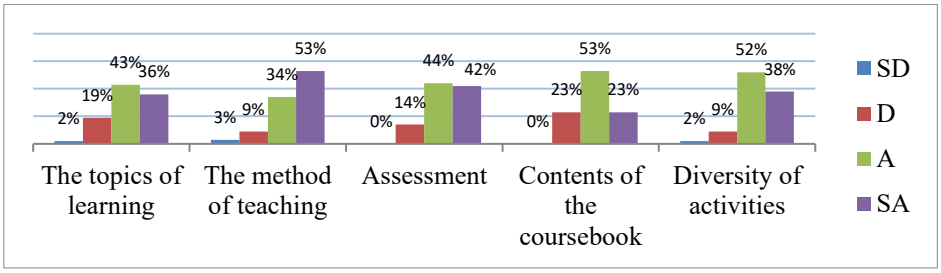


Figure 2. Perception on Teaching and Learning Environment

Despite the positive attitude, there was considerable percentage of respondents who claimed that some aspects needed revision and could be improved better. These included coursebook content, the variation of topics of teaching and learning, evaluation of speaking performance, teaching method, and variation of activities. Thus, the digital book developed in this study take the issues into account by determining what topics should be included, how the teaching should be routed, how the speaking performance should be evaluated, and what activities should be encouraged through the units.

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Performance

Another aspect explored was speaking performance development. The respondents showed a high satisfaction on the three items covered in this aspect, which were the provision of equal chance to practice, of feedback towards their speaking performance, and of assignment encouraging the practice outside the class.

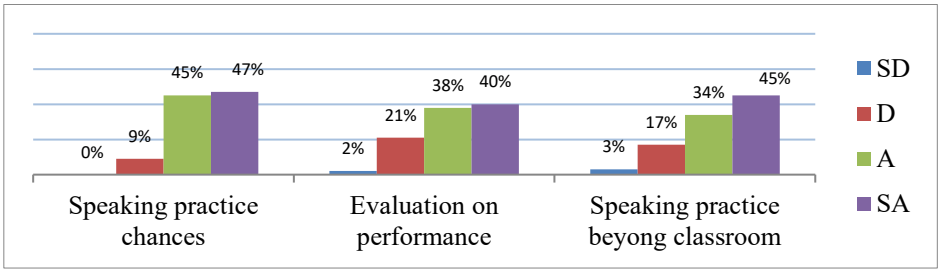


Figure 3. Perception on Teaching and Learning Environment

The negative reviews, however, contributed to the determination on how the digital book could encourage equal chance to practice speaking skill. Apart from that, the type of feedback was also considered significant to decide since it was the most negatively perceived aspects. Finally, the digital book also tried to deal with the issue of the absence of assignment of practicing speaking outside school since there was as many as 17% of the respondents showing negative reviews and 3% showing an extremely negative reviews.

Preferred Topics or Activities

To help determine the topics or activities of the digital book, the respondents were provided with nine alternatives of topics or activities to each of which they could express preference. As presented in Table 1, the three most favored topics were related to preparing the college students to communicate with students as future teachers, such as encouraging their future engagement in classroom activities, giving instructions, and presenting materials. This was found unique to know that the respondents were concerned with their ability to communicate in English when teaching English in their future careers.

Table 1. The Respondents' Preferred Learning Topics and Activities

Items	SD	D	A	SA
Be a teacher: getting your students engaged in learning	0%	2%	24%	74%
Be a teacher: formulating effective classroom instruction	0%	3%	28%	69%
Be a teacher: how materials should be presented	0%	3%	36%	60%
Discussing issues in education	0%	5%	36%	59%
Discussing ELT subjects with friends in college	0%	7%	34%	59%
Presenting materials in college classes	0%	10%	31%	59%
Communicating to colleagues in educational fields	0%	12%	34%	53%
Doing an interview	2%	16%	40%	43%
Communicating to colleges outside educational fields	3%	17%	43%	36%

The next favored activities or topics were, respectively, discussing educational issues, exchanging ideas about ELT-related subjects with college peers, delivering presentations in class, interacting with colleagues in educational settings, participating in interviews, and communicating with colleagues from non-educational fields. The implication of this finding was that the digital book was designed to prepare the students for future career as English teachers and to develop their ability in speaking as college students.

Familiarity With Electronic Portfolio for Speaking

The last aspect of the questionnaire was the respondents' familiarity with portfolio assessment for speaking. This was considered significant to uncover considering the fact that the digital book unique attribution was to introduce portfolio assessment for speaking performance. As presented in Figure 4, high percentage showed that the respondents had not

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dealt with keeping portfolio of their speaking performance. Fortunately, as the electronic portfolio in the digital book relied mostly on Google Drive, higher percentage of respondents showed that the respondents were familiar with this type of online storage.

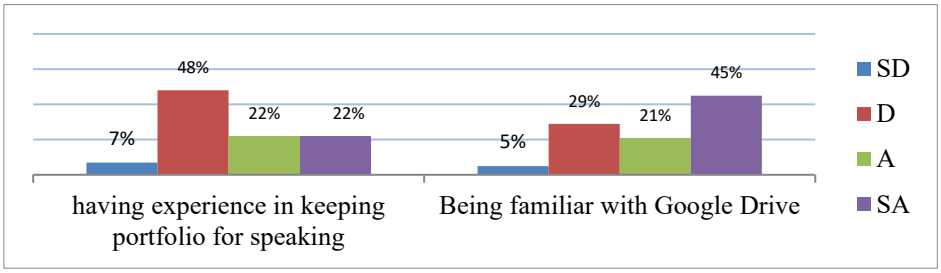


Figure 4. Familiarity with Portfolio Assessment

The implication of this finding was that the digital book should provide some insights on how to keep a portfolio for the speaking performance, particularly the procedure how to operate Google Drive to facilitate the electronic portfolio.

The Result of Interview

An interview was also conducted during the analysis stage to obtain more detailed information about the needs of the class. The instructor of the Speaking for General Purposes course was involved as the interviewee. The findings showed that classroom instruction followed a communicative approach. Lessons typically started with brainstorming through question-and-answer activities. Students were then exposed to language input through activities such as reading or watching movies before participating in group discussions. According to the instructor, the use of group work and whole-class discussions provided students with equal opportunities to speak.

Regarding feedback, the instructor generally responded to students' speaking performance indirectly rather than identifying individual students' errors. Common problems observed during classroom speaking activities were addressed by providing appropriate corrections or solutions without mentioning the students who made the errors. This approach was intended to maintain students' confidence in speaking. The instructor also reported providing several alternatives that students could use to review their pronunciation. By doing so, the students were expected to be able to improve their pronunciation more autonomously.

The Digital Book Design and Development

The digital book was built on a combined approach of topical and functional syllabus, with 7 sections offering diverse teaching and learning foci. The syllabus encompassed the following topics: (1) educational issues, (2) becoming a good presenter, (3) assisting students, (4) classroom teaching, (5) research-like interview, (6) a news anchor, and (7) an extemporaneous speech. Every unit has a similar learning framework. It began with brainstorming exercises of full class discussion facilitated by the lecturer using question and answer techniques. Then, the digital book presented videos or audios that had been carefully chosen to correspond to the topic being discussed. For the students, this activity provided students with language input, while group discussion helped them develop a better understanding of the material. Formulating high-order-thinking-skill questions that were strongly relevant to the supplied linguistic input were the basis to stimulate the class discussion.

In addition, each unit included a language focus part aimed at improving students' speaking micro skills. The language focus addressed several speaking micro-skills, including grammar, pronunciation, vocabulary, language expressions, and generic text structure. It also provided exercises that allowed learners to apply these skills in context. In several units, learners were further required to assess a particular speaking performance by drawing on what they had learned from the initial presentation and the language focus section.

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This part was included to help students build critical thinking skills by assessing and discussing. Each unit concludes with the *My Speaking Portfolio* section, where students are required to demonstrate their speaking skills based on the given topic. Speaking prompts are provided to help them generate and organize their ideas. Students then record their performance in audio or video format and store the recording in their designated speaking portfolio.

Expert Evaluation

Before the digital book was implemented, a formative assessment was conducted to know the extent of the digital book quality. An expert was invited to fill out a coursebook evaluation scheme adapted from Tomlinson & Masuhara (2013). As presented in Table 2, the results indicated that the digital book had fulfilled the proposed seven criteria. Each criterion was achieved by providing unique implementation in each unit. Despite the positive reviews, it was judged that there were some units that could not cover several criteria, but they were still relevant to some other criteria.

Table 2. The Results of Expert Evaluation

Aspects	**Implementation**	**Unit coverage**
Immense exposure to spoken English.	Utilizing carefully examined videos and audios relevant to the objectives of each unit.	All units
Students' affective engagement	Encouraging students' feedback and suggestions on language performances.	Unit 4, 5, 6, 7
Students' cognitive engagement	Encouraging the students to analyze language use by identifying the similarities and differences.	Unit 4, 5, 6, 7
challenging activities	Answering questions in group after observation	All units
personalizing the students' learning	Student-leveled questions that open each unit potentially recall the students' related background knowledge or experience.	All units
Chances to communicate in English	The section titled "my speaking portfolio" justifies the requirements of speaking performance, including topic covering, language use, audience, and context.	All units
assisting students in using English outside of the classroom	Assigning the students to undertake speaking practice outside of school hours in the 'my speaking portfolio' section.	All units

Students' affective and cognitive engagements, for example, were not encouraged in all units of the digital book, but there were four units viewed relevant to these criteria. It indicated that the digital book encouraged the students to comment and provide suggestion to a certain language performance limited to Unit 4, Unit 5, Unit 6, and Unit 7.

To What Extent Does The Digital Speaking Book Integrated With Electronic Portfolio Assessment Support Learners' Speaking Skill Development?

News Report

To know the effectiveness of the digital book, the students' speaking performance of news report was evaluated. As presented in Figure 5, the students' overall performance was developed from their first draft to their second draft.

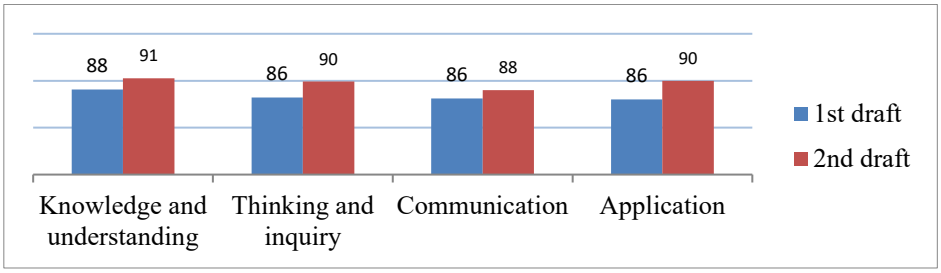


Figure 5. The Students' Speaking Achievement in News Report

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The improvement on each aspect of news report was implied that, first of all, the students could demonstrate a better understanding of news report structure and the material their read. Also, the students showed a better competence in developing ideas, selecting, organizing, and explaining information. The improvement was also visible in the students' clarity in delivering the news and awareness of the audience and purposes. Finally, in terms of application, the students' second draft of news report demonstrated a better language convention with relatively high degree of accuracy and effectiveness.

Delivering a Speech

Another topic presented during the implementation of the digital book was about delivering a speech. The students' speech performance from the first to the second draft was compared to know the development. As indicated in Figure 6, the students' performance in delivering a speech experienced a development from the first draft to the second draft.

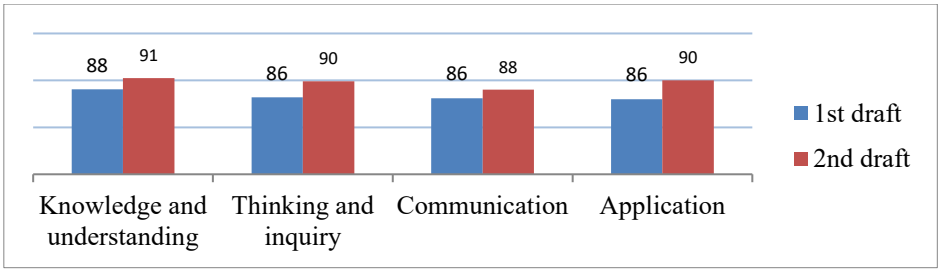


Figure 6. The Students' Speaking Achievement in Speech Delivery

First of all, compared to the first draft, the students' second draft of speech contained more solid introduction and conclusion with a creative attention gather and final remark, clear topic statement, and relevant credibility's. Also, in the second aspect, the students' second draft indicated that they presented excellent exclusion of resources, citation when necessary, and clear and vivid language. In the last aspect, the students showed improvement in terms of fluency which seemed that they had rehearsed the speech for considerably enough times. They also showed a positive feeling towards the topics and the audience.

How Do the Learners Perceive the Presence and the Implementation of the Digital Book with Electronic Portfolio Assessment?

The last measurement to know how the digital book had contributed to the teaching and learning of speaking, the students' and lecturer's attitudes were elicited. A questionnaire of attitudes containing ten items was administered to gain the data. The result showed that, as presented in Figure 7, both parties; the students and the lecturer showed positive remarks towards the digital book and its implementation.

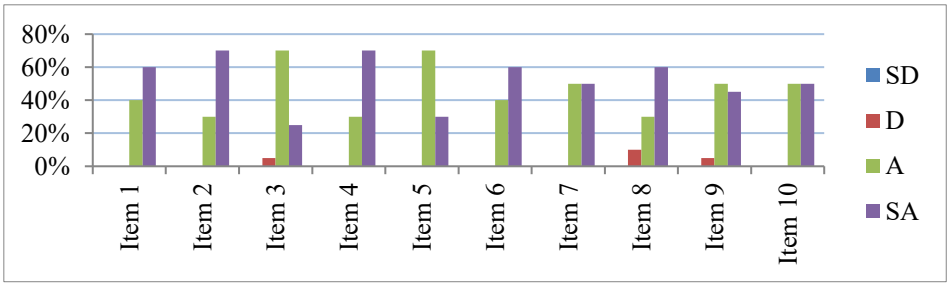


Figure 7. The Attitudes Towards the Digital Book

The remarks of the digital book gained from this data covered several aspects. First of all, the digital book was viewed to have helped leaners develop their speaking skill in an organized manner. Secondly, the topics presented in the digital book could encourage the students to practice their speaking. Also, the language inputs, such as videos and audios, were claimed to have been presenting a picture of contextual use of spoken English. Despite the

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positive reviews, variations of topics could be developed further considering the fact that there was a small percentage of the respondents who negatively reviewed this notion.

The last five items of the questionnaire were focused on eliciting the participants' attitudes on the implementation of portfolio assessment for speaking skill. To this aspect, in general, the respondents' showed positive remarks. For example, they claimed to fancy the idea of keeping portfolio for speaking which was, based on the needs analysis result presented earlier, new to them. Interestingly, for the eighth and ninth items, despite some negative remarks, they respondents agreed that through electronic portfolio of speaking, the could learn better by trying to not repeat some drawbacks of speaking performance they found in the first speaking draft. Finally, the respondents were found to be interested in keeping portfolio for their future learning.

Discussions

Each unit of the digital resource book for speaking skill began with a picture followed by simple questions relating to the picture and the students' experiences. This section of each unit was for speaking class brainstorming. Brainstorming can improve speaking. Zuwanda & Umara (2022) found that students who started class with brainstorming activities had better speaking performance. Several other studies confirmed that brainstorming helped learners build background knowledge (Srihandayani & Marlina, 2019), develop creative problem solving skills (Praminingsih et al., 2023), and collect relevant ideas (Octariana et al., 2021).

Theoretically, brainstorming contributes to the first cognitive stage of speaking, conceptual preparation. Goh & Burns (2012) explained that producing a speech involves four cognitive stages: conceptual preparation, formulation, articulation, and speech production. In the first stage, conceptual preparation, language users reviewed their long-term memory-stored knowledge about the topic. In this stage, language users also try to identify the interaction context. Brainstorming can help with the first cognitive stage of developing speaking skills.

After brainstorming, the digital book presented video and audio language inputs. Using videos or audios as language input can help develop speaking skills, according to studies. Syafiq et al. (2021) reported improvements in several aspects of students' speaking performance after the use of YouTube videos, particularly fluency, vocabulary, pronunciation, grammar, and content. Similar findings were reported by Anggraini (2021), who showed that watching YouTube videos contributed to the development of students' speaking skills. Video can help learners improve their overall speaking performance, not just their micro skills (Binarkaheni et al., 2022; Jati et al., 2019). Language input is key to language development. Goh & Burns (2012) said language input models second-language acquisition. Inappropriate language input may hinder language acquisition. Expert speakers who can provide comprehensible inputs with fluency and accuracy are considered significant language input. So, language learners can notice appropriate utterances and produce more accurate language.

Comprehensible input alone doesn't improve students' speaking. Swain (1985) with his output hypothesis, explains that producing the target language orally is must language learners to adapt with unfamiliar forms. It was further elaborated that language learners should use the target language when their speech is unclear or grammatical. To produce comprehensible output, learners must repeat, rephrase, or correct what they said. To test this theory, the present research's digital book included comprehension questions that needed group discussion. The questions were meant to stimulate language production and improve speaking skills.

The outcomes of the current study indicated various advances on students speaking performance in the two different topics being taught based on draft to draft speaking performance comparison. Apart from the carefully chosen material and activities, the e-portfolio of speaking is believed to have important influence to the students' speaking skill advancement. Even though there have not been many research works that looked into efficacy of assessing speaking through portfolio, some studies demonstrated that portfolio assessment for speaking might contribute favorably towards the students' speaking success. For example,

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Kwak & Yin (2018) indicated that the students' speaking success was greatly enhanced after one semester preserving electronic speaking portfolio.

Apart from speaking skill achievement, Kwak & Yin (2018) elicited additional favorable attribution towards the application of portfolio evaluation. They observed that, based on the students' viewpoint, portfolios were viewed as valuable tools for both learning and assessment because they provide diagnostic information about learners' current performance and help guide their further improvement. Portfolios also support Assessment as Learning (AaL), in which assessment is integrated into the learning process rather than conducted only at the end of a term. Through this process, learners can develop greater awareness of their own competence while evaluating their performance. Such a function is closely related to the nature of portfolio assessment, which should incorporate both peer- and self-assessment (O'Malley & Pierce, 1996).

During the introduction of the digital book with electronic portfolio evaluation, the students were encouraged to self- or pee-assess their performance using a preset score criteria. As suggested by Swain (1985, as cited in Goh & Burns, 2012), this process may enable students to notice language features in their own speech that could interfere with listeners' understanding, including problems related to pronunciation and grammar. Such awareness may encourage them to modify their speech and improve its accuracy. The improvement in students' speaking performance may also be associated with the inclusion of self- and peer-assessment in portfolio assessment. This finding is consistent with previous research highlighting the contribution of self-assessment to speaking development. Marzuki et al. (2020), for instance, found that engaging students in assessing their own speaking performance contributed to the development of their speaking skills. Some participants relied on the previously scored speaking task in their portfolio to know how well they had reached the learning objectives of the speaking course. Biased self-assessment of their speaking performance, however, might exist due to which a significant assistance and training of employing electronic portfolio as self-assessment are highly encouraged.

The participants had mostly good things to say about the digital book. It is then implied because the contents of the digital book were chosen and mapped based on a plan proposed by Tomlinson & Masuhara (2013). Some of the criteria that were used to develop the product were that learners could: (1) be exposed to English in use a lot, (2) be engaged emotionally, (3) be engaged cognitively, (4) meet challenges, (5) personalize their learning, (6) communicate in the target language, and (7) use English outside of the classroom. The digital book is thought to have met these seven criteria, which led to a lot of interest in the digital book and activities while it was being used.

Even though most of the people who answered the survey said that the digital book was the first time they had ever done a speaking portfolio assessment, almost no one had anything negative to say about it. Several studies that looked at how people felt about portfolio assessment confirmed this (Dougherty & Coelho, 2017). For example, it has been said that portfolios give students more time to plan, space to think, chances to rearrange their ideas, and a big boost to their ability to learn on their own (Mak & Wong, 2017; Sanjaya et al., 2022). Kusuma et al. (2021), who talked to the participants about keeping their speaking portfolios in the form of videos, found that the participants were happy with the results of their practices before they made the videos. They thought that their speaking skills got better. The journals also showed that they thought their speaking skills had gotten better and that they were happy. Even though the participants said making videos wasn't as easy as they thought it would be, they were happy with the work they did to make good and interesting speaking videos.

CONCLUSIONS

This study developed a digital book integrated with electronic portfolio assessment to support students' speaking development in a Speaking for General Purposes course. Using the Research and Development design and ADDIE model, the study produced a PDF-based

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digital speaking resource that enabled students to document, assess, and monitor their speaking performances. The needs analysis confirmed students' need for resources supporting speaking development. The implementation resulted in an average two-point improvement in students' speaking micro-skills, while students expressed positive perceptions toward both the digital book and e-portfolio assessment. These findings indicate that integrating e-portfolio assessment into digital speaking materials can provide a practical mechanism for documenting and monitoring speaking development. The study contributes to ELT practice by offering an approach that integrates learning materials and assessment within a single digital resource. Future research should involve larger samples, diverse educational contexts, longer implementation periods, and comparative designs to examine the effectiveness of e-portfolio-based speaking instruction against conventional instruction or other assessment approaches.

DECLARATION

Author Contributions: All six authors contributed to different stages of the research and manuscript preparation. Moh. Taufik was responsible for conceptualization, research methodology, investigation, data analysis, and preparation of the initial manuscript. Fitri Yuliana contributed to research design, methodological development, supervision, and manuscript review. Lailiy Kurnia Ilahi participated in data collection, investigation, and research implementation. Achmad Faqih contributed to data processing, formal analysis, and interpretation of the findings. Awati Fane was involved in research implementation, data collection, and validation. Syafira Alfiani contributed to manuscript revision, language editing, and final manuscript preparation. All authors reviewed and approved the final manuscript.

Conflict of Interest: The authors declare that they have no competing interests or personal relationships that could have influenced the research or the publication of this article.

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Ethical Approval: The research was conducted in accordance with applicable ethical principles for research involving human participants. Ethical approval was obtained from Universitas KH. Bahaudin Mudhary Madura where applicable.

Informed Consent: Informed consent was obtained from all participants involved in this study before data collection. The participants were informed about the purpose and procedures of the research and their voluntary participation.

Use of Generative AI: Generative AI tools were used exclusively to assist with English language refinement, including grammar checking, vocabulary selection, and sentence structure improvement. These tools were not used to generate research data, analyze findings, or determine research conclusions. The authors reviewed the language suggestions and remain fully responsible for the accuracy and integrity of the manuscript.

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