



Imam Safii <imamsafii2077@uhamka.ac.id>

[JL4D] Article Review Request

2 messages

Tony Mays via eJournal of Learning for Development <noreply@jl4d.org>

Mon, Sep 30, 2024 at 12:02 PM

Reply-To: Tony Mays <jl4d@col.org>

To: Imam <imamsafii2077@uhamka.ac.id>

Imam:

Just a gentle reminder of our request for your review of the submission, "Promoting Non-EFL Students' Well-Being in Higher Education: The Effective Use of Speaking e-Portfolio," for Journal of Learning for Development . We were hoping to have your response by 2024-09-27, and this email has been automatically generated and sent with the passing of that date.

I believe that you would serve as an excellent reviewer of the manuscript. The submission's abstract is inserted below, and I hope that you will consider undertaking this important task for us.

Please log into the journal web site to indicate whether you will undertake the review or not, as well as to access the submission and to record your review and recommendation. The web site is <https://jl4d.org/index.php/ejl4d>

The review itself is due 2024-10-04.

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Submission URL: <https://jl4d.org/index.php/ejl4d/reviewer/submission?submissionId=1625>

Thank you for considering this request.

Tony Mays Journal of Learning for Development

"Promoting Non-EFL Students' Well-Being in Higher Education: The Effective Use of Speaking e-Portfolio"

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Abstract: This study aimed to investigate non-EFL students' well-being toward the use of speaking e-portfolio in learning English. A mixed-method design was conducted to 66 non-EFL university students in Central Java, Indonesia. The data was obtained from questionnaire of Students Well-Being Model (SWMB) and semi-structured interview. After statistical analysis, the Mean ($\bar{x} = 74.48$) of Students Well-Being Model indicators (Assets=76.5, Appraisals=78.8, and Action=68.15) showed in high level. Each indicator is consistent results high level of well-being. The interview result which involved nine non-EFL students was inline with questionnaire responses. The students showed positive perception on their well-being toward the use of e-portfolio in learning Speaking. They got more exposure on speaking activities, kept connecting to their gadget with class activities (inside and outside the classroom), and larger exploration of creativities. However, students argued that they still need longer time to have better speaking. Therefore, a consistent use of e-portfolio to drill speaking skills is suggested for the future teaching and learning.

Keywords: students' well-being, speaking e-portfolios, non-EFL students.

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Introduction

The concept of well-being, designated as a prominent benchmark within the framework of Sustainable Development Goal 3 (SDG 3), manifests intricate interconnections with every facet of the broader SDG agenda, with a particularly pronounced resonance with SDG 4, which pertains to the attainment of quality education (Pradhan et al., 2017). It is worth noting that well-being assumes the role of a foundational prerequisite, the fulfillment of which assumes critical significance in establishing an enabling environment for the realization of sustainable and high-quality education (Kioupi & Voulvoulis, 2019). Enhancing individual well-being contributes to improved health, longevity, citizenship, and social connections, and it's connected to achieving higher levels of success in various situations (Diener, 2006; Lyubomirsky et al., 2005). Moreover, nurturing well-being has advantageous effects on students' educational experiences (Ciarrochi et al., 2016; Fava & Ruini, 2014; Seligman et al., 2009). The subjective sense of well-being is directly linked to increase student engagement within the academic realm (Datu & King, 2018; Govorova et al., 2020). Additionally, well-being within the educational environment is positively correlated with the perception of teacher and classmate support, social acceptance, scholastic competence, and self-efficacy (Salami, 2010; Tian et al., 2015). This well-being is frequently dynamic due to the students' condition of health, motivation, school environment, facilities, and things they learn e.g., English. As a foreign language, learning English is challenging thing for most non-EFL students in university.

Students need more support from any aspects to achieve their well-being in learning English, e.g., more time allotment to drill their English, facilities due to access of technology, and variant of techniques in learning activities to add students' learning experiences. The flexibility in learning

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English and accessibility of technology to contribute the learning becomes essential issue which must be considered to promote students' well-being so they are able to achieve sufficient skill in English, especially speaking. Integrating techniques and technology during the learning process helps students to drill their English speaking intensively since it allows them to do the activities not only in the classroom, but also outside of classroom virtually. The introduction of novel technological methods in education frequently gives rise to fresh inquiries regarding their application (Kern, 2006), particularly concerning the most suitable strategies for facilitating the assimilation of these technologies. As a result, the integration of appropriate methods for facilitating online learning has emerged as a significant focal point for English educators. Moreover, these techniques are expected to be effectively applied in encouraging non-EFL students speaking skill for successful and skillful graduates because the techniques promote interactions and learning participation. In the past, educational institutions such as universities and schools made efforts to employ diverse strategies using various technological platforms. These endeavors aimed to enable students to share ideas, knowledge, and files, as well as to foster academic interaction and engagement (Akbari et al., 2016). Of all available techniques to teach non-EFL students, speaking e-portfolios becomes one of the most suitable techniques to be applied in this digitalized era. Speaking e-portfolio can be implemented in a completely online form (see Cepik & Yastibas, 2013; Huang & Hung, 2010) so learners have more space of time and place to drill themselves in speaking activities. Furthermore, they become more literate in using technology platform to support their learning.

The features of speaking e-portfolios as mentioned before are believed to be able to promote students' well-being in learning English speaking, especially non-EFL students. The well-being of students holds significant importance in their overall lives. This realization has paved the way for the emergence of positive education, a concept that imparts skills related to both well-being and

achievement. The fundamental idea behind positive education is that well-being should be integrated into the school curriculum, with the aim of mitigating feelings of depression, enhancing life satisfaction, and facilitating improvements in the learning journey (Seligman et al., 2009).

Literature Review

Students' Well-Being

There are some ideas of students' well-being framework, but the study focused on Students' Well-Being Model (SWBM) proposed by Soutter et al. (2012) which covers having, being, relating, feeling, thinking, functioning, and striving aspects. In this study, Soutter delves into research centered around educational institutions. The findings indicated that autonomy had a positive impact on students from both a functional and instrumental perspective. According to Van Ryzin et al. (2009) in Soutter et al. (2012) autonomy serves a functional purpose within the feedback loop of learning engagement, and it also contributes to the sense of ownership that students associate with their teachers. Specifically, when teachers provide support for students to be autonomous, students tend to be more able to regulate themselves, have intrinsic motivation in learning, and will tend to display better academic performance. (La Guardia, 2009; Niemiec & Ryan, 2009 in Soutter et al. (2012). Evidence suggests, that students who are willing (independently) to rely on parents or adults for guidance and help, indicate better well-being. (Ryan & Lynch, 1989; in Soutter et al., 2012). The following is Students' Well-Being Model (SWBM) proposed by Soutter et al. (2012) and some aspects of it.

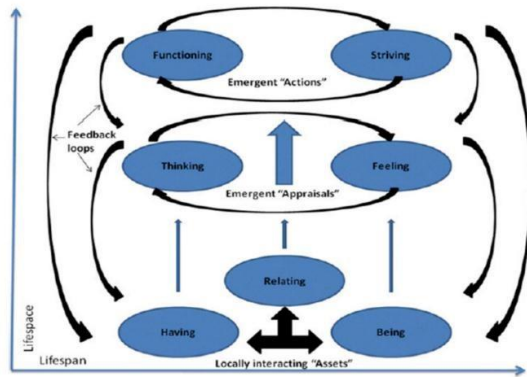


Figure 1. The Student Well-Being Model (Soutter et al., 2012)

The framework proposed by Soutter has three major aspects, which are again divided into seven major sub-aspects, namely:

1. Assets. External, intrapersonal and interpersonal variables, conditions and conditions associated with well-being. This aspect has the following sub-aspects:
 - a. Having. It is a sub-aspect of well-being related to resources, equipment, and opportunities, which are generally external to the student and can be achieved through the efforts of one party or through rewards or exchanges.
 - b. Being Interpersonal students who can be distinguished by specific attention through the path of self-development (who I am, what I am and what I will be) or the digestion of identity and self-role.
 - c. Relating. These sub-aspects represent relationships, which include interpersonal relationships experienced, felt, and desired, which affect experiences, emotions, thinking, and choices of various actions.

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2. Appraisals (evaluations of students), relating to cognitive and emotional processes, indicators and results. This aspect has the following sub-aspects:
 - a. Feeling. The focus of this sub-aspect is on happiness and depression that deals with the full picture of affects.
 - b. Thinking. This sub-aspect explores phenomena related to cognitive assessment, including matters relating to cognitive strategies, decisions, and errors.
3. Action (action carried out by students), relates to the use and effort to the assets or things that motivate and direct the involvement and attachment of a person. This aspect has the following sub-aspects:
 - a. Functioning. This sub-aspect explores the activities, behaviors, and involvements that individuals experience and where they participate in them.
 - b. Striving. These sub-aspects are represented by empirical and theoretical knowledge of the influence, process, content, and outcome of a person's future goals.

Importantly, these e-portfolios hold potential to enhance well-being, especially among non-EFL students, aligning with the principles of positive education which integrates well-being skills to enhance both emotional states and academic achievements (Seligman et al., 2009). To effectively cultivate student well-being, a comprehensive meta-framework is essential, encompassing various dimensions (Waters & Loton, 2019). The Students' Well-Being Model (SWBM) proposed by Soutter et al. (2012) takes center stage, addressing aspects like having, being, relating, feeling, thinking, functioning, and striving. Beyond traditional measures of academic achievement, this model

acknowledges the impact of emotions, social relationships, and non-academic interests on genuine well-being. Soutter's study focuses on educational institutions, revealing that autonomy profoundly benefits students' engagement and ownership (Van Ryzin et al., 2009 in Soutter et al. (2012). Supported autonomy leads to better self-regulation, intrinsic motivation, and academic performance (La Guardia, 2009; Niemiec & Ryan, 2009 in Soutter et al. (2012). The pandemic scenario has notably magnified the significance of student well-being. Institutions of higher education have made substantial investments in technology to establish virtual learning environments. It is noteworthy that each university retained the autonomy to determine the optimal approach for executing this transition (Bergdahl et al., 2020; Silamut & Petsangsri, 2020). Consequently, the trajectory towards the objectives of sustainable development, while consistently important, has assumed a paramount and intricate role within this newfound context, wherein each stakeholder bears a responsibility in shaping this landscape.

Speaking e-Portfolio

In contemporary times, the acquisition of proficiency in foreign languages, particularly English, has gained increasing significance, with a specific emphasis on nurturing comprehension and spoken communication skills. Oder and Eisen Schmidt (2018) elucidate the critical role of English proficiency in accessing new knowledge and opportunities within a global context. Chikh (2015) underscore effective communication as the primary objective of learning English as a foreign language.

Amoah and Yeboah (2021) conducted a study to explore the challenges faced by Chinese English as a Foreign Language (EFL) learners in developing their English-speaking skills and their motivations for skill enhancement. Through surveys and interviews involving 75 students, the research identified obstacles such as anxiety, motivation deficiency, confidence issues, limited vocabulary, and a dearth of ideas that hindered effective spoken communication. The study recommended employing

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oral presentations as a strategy to mitigate these challenges. Zituoni (2013) carried out an investigation on the effectiveness of integrating students' oral presentations to enhance their English-speaking proficiency. This research involved five instructors and 40 sophomores from Biskra University. The findings exposed common hurdles in speaking, encompassing anxiety, vocabulary limitations, pronunciation difficulties, and self-confidence deficits. Both instructors and students concurred that the integration of oral presentations proved advantageous in addressing these speaking impediments.

However, speaking remains widely regarded as the most demanding among language skills (Lamia, 2019). Recent research underscores the growing importance of e-portfolios in English Language Teaching (ELT), as exemplified by studies such as Cepik & Yastibas (2013), Hsu (2016), Huang & Hung (2010), Kusuma et al. (2021), and Sun & Yang (2015). These e-portfolios have evolved from conventional assessment methods (Efe, 2016; Johnson & Johnson, 2002; Kwak & Yin, 2018; O'malley & Pierce, 1996) to digital formats due to technological advancements (Georgi & Crowe, 1998). By utilizing digital tools like audio, presentations, and images, these speaking e-portfolios track learning progress (Cepik & Yastibas, 2013; Dougherty & Coelho, 2017; Whitfield, 2011), and encourage self and peer-reflections, fostering self-monitoring within a constructivist approach (Kwak & Yin, 2018; Yastibas & Yastibas, 2015). These e-portfolios facilitate diverse speaking performances through audio and video clips stored on platforms like blogs and YouTube (Cepik & Yastibas, 2013; Huang & Hung, 2010; Sun & Yang, 2015), with recent studies suggesting extending reflections beyond the classroom.

English Skills of Non-EFL Students

The English proficiency, especially speaking among non-English major students refers to the varying levels of fluency and competency in speaking the English language among students who are studying subjects other than English as a major. This can be influenced by factors such as their

linguistic background, exposure to English, motivation, and the quality of their language education.

The challenge of achieving English speaking proficiency is especially relevant in countries where English is not the primary language spoken and is seen as an important skill for future success and international communication. Febriyanti (2017) explored the English language needs of non-English study program students in ESP English Courses, uncovering diverse language learning needs. Besides, it also uncovers unique findings ranging from a focus on speaking skills to a preference for mixed learning methods and the importance of linguistic practice.

Research question

In particular, the present study aimed to investigate non-EFL students' well-being and their perception toward speaking e-portfolio use in English learning. To achieve the research goal, the following research question was formulated:

How is non-EFL students' well-being and their perception toward speaking e-portfolio use in learning English?

Methods

Research design

This study was mixed-method research, by applying explanatory sequential design. This design was used to explore further the results or a specific aspect of the findings (Merriam & Tisdell, 2016). Quantitative data collection (SWBM questionnaire) was first conducted, then followed by qualitative data collection (interviews). The quantitative data acknowledged the level of non-EFL students' well-being toward the use of speaking e-portfolio in English learning. Furthermore, the qualitative data from interview result exposed non-EFL students' thought about their well-being toward the use of speaking e-portfolio in English learning, especially in fostering their English-speaking skills.

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Participants

This study was conducted in university in Central Java, Indonesia. It involved 66 non-EFL students majoring in economic who belonged to second semester. The students have got English class twice in the first semester and second semester as one of general courses in economic department. Nine from 66 non-EFL students became the respondent in interview.

Data Collection

The data of this study were collected through questionnaire and interview. The questionnaire was adapted from the framework of Soutter (2012) who proposed first Student Well-Being Model (SWBM). The framework provides three aspects as the indicators for students' well-being during the learning process. They are Assets (Having, Being, Relating), Appraisals (Feeling, Thinking), and Action (Functioning, Striving). The questionnaire was developed by modifying and breaking down the items based on those three categories; Assets has four statements, Appraisals has seven statements, and Action has four statements. Interview as the second instrument applied semi-structured interview to get further responses about perception from nine participants as the representatives of 66 total participants regarding their well-being due to the use of speaking e-portfolio in English learning.

Data analysis

The data analysis was applied first quantitatively to get the statistical result of students' well-being level in the form of Mean from SWBM categories. Meanwhile, the qualitative data from the semi-structured interviews were analyzed based on the step proposed by Creswell (2012). The analysis was composed of: organizing the data, coding the data, coding to build descriptions and themes, reporting the findings, interpreting the findings, and validating the findings' accuracy. This

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interview result was used to know non-EFL students' perception of their well-being toward speaking e-portfolio use in English learning.

Findings

The findings revealed variations in students' levels of positivity across three dimensions of well-being: Assets, Appraisals, and Action. Among these dimensions, Appraisals exhibited the highest degree of positivity when employing a speaking e-portfolio for English language learning.

Specifically, the Appraisals dimension attained an overall score of 78.8%. This score indicates that a notable proportion of non-EFL students found enjoyment and a sense of engagement in the speaking tasks, which entailed self-exploration to generate topic ideas. Likewise, the Assets dimension garnered a positivity level of 76.5%. Within this dimension, non-EFL students demonstrated reduced hesitancy in participating in interactions with peers and instructors, facilitating idea exchange through collaborative activities. Conversely, the third dimension, Action, exhibited a positivity level of 68.15%.

The study's qualitative interviews further underscored these trends, as students widely concurred on the efficacy of speaking e-portfolios in enhancing their speaking skills and overall well-being. It is crucial to note, however, that a prevailing consensus among students reflected a positive inclination. This trend is conspicuously evident, as a substantial majority of students consistently expressed agreement and strong agreement across various categories encompassed by the conceptual model. This unmistakable pattern underscores the dominant viewpoint that a significant proportion of students share affirmative evaluations of the effectiveness of speaking e-portfolios. This collective alignment

underscores the pervasive belief that the integration of speaking e-portfolios effectively contributes to the holistic cultivation of students' well-being in the context of English language speaking acquisition.

The questionnaire result indicated that from the three aspects of students' well-being; Assets, Appraisals, and Action, students have different level of positivity in each aspect. *Appraisals* becomes the highest aspect in the positivity level during learning English by using speaking e-portfolio. This aspect covers feeling which focus of this sub-aspect is on happiness and depression that deals with the full picture of affects and thinking which explores phenomena related to cognitive assessment, including matters relating to cognitive strategies, decisions, and errors. The overall score of *Appraisals* is 78.8% of non-EFL students feel fun and enjoyable in doing the speaking activities which involve self-exploration to find the ideas for the topics to be delivered. Further details can be seen in Table 1.

Table 1. The Result of SWBM Questionnaire (Appraisals)

Item	SWBM	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
		%	F	%	F	%	F	%	F	%	F
1.	My speaking fluency is getting better after practicing speaking activities under the lecturer's guidance	0%	0	0%	0	18,2%	12	81,8%	54	0%	0
2.	I'm happy joining the English class	0%	0	0%	0	0%	0	78,8%	52	21,2%	14
3.	I can speak more sentences based on the topic discussed	0%	0	0%	0	16,7%	11	75,8%	50	7,6%	5
4.	I'm getting better in responding questions	0%	0	0%	0	9,1%	6	78,8%	52	12,1%	8

during a conversation

Total	0%	0	0%	0	11,0%	29	78,8%	208	10,2%	27
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Meanwhile, 76.5% belong to *Assets* in which non-EFL students are less hesitant in doing interaction with the teacher and friends to share the ideas due to the activities. *Assets* belongs to external one which deal with intrapersonal and interpersonal variables, conditions and conditions associated with well-being. The students no longer wait for stimulation from teacher or other peers and getting to know on how to run speaking e-portfolios through university learning management system in their mobile phone. *Assets* concerns with students' condition of the resources, equipment, and opportunities, which are generally external to the student and can be achieved through the efforts of one party or through rewards or exchanges (Having). Besides, it is also related to interpersonal students who can be distinguished by specific attention through the path of self-development (who I am, what I am and what I will be) or the digestion of identity and self-role (Being). Another sub-aspect which represents relationships, which include interpersonal relationships experienced, felt, and desired, which affect experiences, emotions, thinking, and choices of various actions is called *Relating*. Detail of the result can be seen on table below (Table 2).

Table 2. The Result of SWBM Questionnaire (Assets)

Item	SWBM	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
		%	F	%	F	%	F	%	F	%	F
1.	The English class has interesting topics & activities	0%	0	0%	0	7,6%	5	87,9%	58	4,5%	3
2.	The teaching process is	0%	0	0%	0	22,7%	15	69,7%	46	7,6%	5

interactive											
3.	I am motivated to speak English after joining the class	0%	0	0%	0	13,6%	9	65,2%	43	21,2%	14
4.	I feel more confident when doing the speaking activities	0%	0	6%	4	18,2%	12	68,2%	45	7,6%	5
5.	I get improvement in my speaking skills	0%	0	3%	2	10,6%	7	86,4%	57	0,0%	0
6.	I have less reluctant when speaking in English to others in different setting	0%	0	0%	0	12,1%	8	77,3%	51	10,6%	7
7.	The virtual feedback given by the teacher keeps myself to practice speaking out of the class	0%	0	6%	4	19,7%	13	72,7%	48	1,5%	1
Total		0%	0	2,2%	10	14,9%	69	75,3%	348	7,6%	35

The third aspect of students' well-being has 68.15% positivity. The *Action* aspect is the lowest one, however, students argue that they like to do the speaking activities because they are motivated to practice with new way in learning English speaking. Students feel much easier to learn speaking through in-classroom and out-classroom projects by involving technology to support their speaking performance. This aspect relates to the use and effort to the assets or things that motivate and direct the involvement and attachment of a person. Action also explores the activities, behaviors, and involvements that individuals experience and where they participate in them (Functioning) and represented by empirical and theoretical knowledge of the influence, process, content, and outcome of

a person's future goals (Striving). The table below will describe the result of questionnaire SWBM for aspect Action.

Table 3. The Result of SWBM Questionnaire (Action)

Item	SWBM	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
		%	F	%	F	%	F	%	F	%	F
1.	I practice speaking not only in the classroom, but also outside of classroom during the week	0%	0	1,5%	1	19,7%	13	75,8%	50	3,0%	2
2.	I speak English with my classmates and teacher during the class session	0%	0	4,5%	3	13,6%	9	65,2%	43	16,7%	11
3.	The speaking activities drilled in English class help me to get better English-speaking skills	0%	0	0%	0	6,1%	4	60,6%	40	33,3%	22
4.	The in-class activities and out-class activities keep me to speak English in daily life	0%	0	9,1%	6	16,7%	11	71,2%	47	3,0%	2
Total		0%	0	3,8%	10	14,0%	37	68,2%	180	14,0%	37

Discussion

In response to the inquiry regarding their perception of student well-being within the context of the English classroom, students often brought up factors that influenced their well-being or expressed uncertainty in answering the question initially. However, as the interviews progressed, their viewpoints on this matter became more distinct. For instance, one student recounted personal

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experiences that initially led to feelings of fatigue and performance anxiety. At first, she described student well-being as encompassing a sense of wellness, stating, *"Hmm, difficult question to answer about my feeling. I think now I feel OK"* (student 2), which she elaborated on during the interview: *For example, I was not enjoying studying at first in English class. But then because the activities new, then I start to enjoy the session and focused on practicing my speaking. . .* Students would characterize well-being as a broad term. Furthermore, well-being stood out to refer to balancing between academic and non-academic activities, social, and private life. As another student mentioned (Student 5), *"I'm afraid in the beginning, but the class is fun it is about to make balance study and personal life". Enjoying the learning in daily life.* Another student also mentioned; *"the English class was nice. I feel good, nice activities, I can practice at home, not only in the class and still connected with my mobile phone. I like it"* (Student 9).

Consequently, in response to inquiries regarding challenges encountered in both in-class and outside class, students articulated that engaging in speaking exercises through the utilization of an e-portfolio has been empirically validated as conducive to the enhancement of their oral communication proficiencies. The students explicated that the implementation of e-portfolio-supported speaking activities offers a structured platform for honing their speaking capabilities. As evidenced by Student 1, the sentiment was conveyed *"Speaking activities with the e-portfolio are actually quite helpful for me. They give me a chance to practice and improve my speaking skills. It can be a bit challenging to speak in a structured way, but I find that as I use the e-portfolio more, it becomes easier"*. In line with the statement, another student (Student 4) also mentioned that *"I find the e-portfolio speaking activities really beneficial, even though they can be a bit tough. They push me to think critically and speak clearly, and I'm noticing improvements in my communication skills."* Furthermore, Student 8 elaborated on the pedagogical utility of the e-portfolio, attesting, *"Speaking activities with the e-*

portfolio are a bit of a challenge, but I'm liking them. They make me more aware of how I'm speaking and help me organize my thoughts. It's like a learning journey that's gradually making me better."

The facilities at hand, encompassing a spectrum of multimedia resources, internet connectivity, instructional materials, and video modeling, emerge as pivotal elements in the pivotal role they assume in bolstering students' learning endeavors, particularly in the domain of enhancing their speaking aptitudes. The sentiment articulated by interviewees underscores this pivotal role. Student 2, for instance, articulates a perception of her learning environment as analogous to a personalized practice arena, augmented by the availability of online resources that extend learning beyond the classroom. She explicates, *"The e-portfolio is awesome for practicing speaking. I can watch videos and record myself too. It's like having a personal practice space. Plus, I can see resources online and improve even outside class"*. Similarly, the sentiments of Student 6 echo this notion, elaborating, *"e-portfolio is like a personal tool for improving speaking skills. I can record my practice sessions, and it's helpful to track my progress. I can review the recordings and identify areas where I can do better"*. In a similar vein, Student 7 concurred on the value of e-portfolio facilities, particularly its synergy with video resources and internet connectivity. He asserted, *"E-portfolio facilities are nice. I can watch videos to see how I should be speaking. And the internet connection lets me explore more resources to help me get better at speaking"*. Collectively, these narratives underscore the pivotal role played by the facilities associated with e-portfolios, notably the facilitation of internet access, in amplifying students' spoken language aptitude. The availability of diverse resources through the online realm emerges as a potent catalyst in fostering substantial improvements in their oral communication proficiencies.

Students 4, 5, and 8, even after engaging in English class activities both inside and outside the classroom, still find it challenging to speak English. This difficulty might stem from various factors such as limited exposure to real-life conversational situations, personal confidence levels, or the need

for more targeted practice to overcome specific speaking hurdles. Student 4 said in the interview *"Even after practicing with the e-portfolio, I still find speaking English challenging at times. While it's true that I'm making progress, I sometimes struggle to maintain a smooth conversation."* Echoing a shared sentiment, student 5 corroborates the persistence of moments wherein their linguistic expressions do not align with their intended communicative objectives. He stated, *"I share the same feeling. Despite using the e-portfolio and practicing regularly, I still face situations where I can't express myself. But I'm staying positive that every effort contributes to improvement"*. Meanwhile, Student 8 mentioned: *"I still find it a bit difficult to speak English fluently at times, even though I'm using the e-portfolio. It's like, I'm improving, but speaking spontaneously is still a challenge. I'm glad for the practice, though."* In conclusion, the shared experiences of Students 4, 5, and 8 mirror the intricate dynamics inherent in practicing speaking. Their narratives underscore the significance of diverse variables that contribute to the challenge of attaining fluent English speech, including exposure to real-life conversational contexts, self-assurance levels, and targeted practice.

When queried about the advantages derived from the implemented activities and techniques, students consistently emphasize their beneficial nature, primarily attributed to the discernible capability of these approaches to facilitate self-assessment and progressive development. By affording students the opportunity to tangibly observe their advancement over time, coupled with the prospect of identifying areas warranting further enhancement, these methodologies manifestly serve as catalysts for the amelioration of their speaking competencies. Student 1 as an example said that *"The techniques and activities in e-portfolio and the class are really beneficial for me. I can see my progress over time through the recorded speaking tasks"*. Along the line with that statement, Student 2 mentioned *"The techniques using the e-portfolio are really beneficial for me. I can see my growth, and the speaking activities are fun. It's like a game where I learn to talk better in English"*. Student 7 also stated how

the e-portfolio benefit him. As he mentioned on the interview " *e-portfolio is beneficial for me. It's like a personalized way to learn and improve. The speaking activities are more enjoyable with it, and I feel like I'm gaining practical skills.*"

Nevertheless, it is noteworthy that a predominant consensus among the students emerges with a positive disposition. Evidently, a discernible pattern becomes apparent as a significant majority of students consistently opt for responses indicating agreement and strong agreement across the various categories delineated within the model. This trend unmistakably signifies the prevailing perspective that a substantial proportion of students are aligned in their positive assessments of the efficacy of speaking e-portfolios. This overarching alignment underscores the prevailing sentiment that the utilization of speaking e-portfolios effectively contributes to the nurturing of students' overall well-being within the context of English language speaking acquisition.

Conclusion

The research findings elucidate a constructive outlook embraced by students concerning the integration of the speaking e-portfolio as a vehicle for nurturing their well-being. This affirmation is substantiated through the statistical analysis of the three aspects (Assets, Appraisals, and Action) encompassing the Student Well-Being Model (SWBM) questionnaire. The result shows that students' well-being is in high level (Mean=74.48) and it is supported by the interview result which indicates positive perception on their well-being toward the use of speaking e-portfolio. However, students assume that they need longer time to have smooth and natural conversation, to reach faster and spontaneous moment in finding ideas and starting a dialog. Therefore, this study suggests there should be consistent in the use of speaking e-portfolio to foster non-EFL students' speaking skills in the future teaching and learning process.

Commented [A10]: Also state the limitations of this research so that it can be an opportunity for you or other researchers to conduct further research.

Funding

This work was supported by the Ministry of Education, Culture, Research, and Technology of Republic of Indonesia under Grant B/5120/UN38.III.1/LK.04.00/2023.

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