



Investigating Students' Attitudes Toward Writing Assignments Through Social Media E-Portfolio

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ABSTRAK

As technology progresses rapidly, e-portfolio have been utilized by teachers to hone their students' language skills. Social media is a viable option as a platform for e-portfolio since it has been a part of people's daily life and learning. It allows students to compile and share their work publicly and they are accustomed to it. It is a great place to learn writing as well. This research focuses on revealing the utilization of weblog-based social media e-portfolio and investigate Instagram users' attitudes toward e-portfolio on social media (Instagram), along with finding out the circumstances behind their attitudes. The participants of this study were the students of XI IPA 1 class of SMA Istiqamah Bandung academic year 2022/2023. They were assigned to a personal letter-writing task and interviewed. This qualitative case study aims to discover the students' attitudes toward writing assignment portfolios in social media since attitude in language learning yields a deciding factor of whether students are going to get engaged in the process or not. The data were collected through an interview, teacher's field notes, and the collection of the students' writings. The data is then analyzed through the organization of data, data exploration and coding, data description, findings report, findings interpretation, and validation. The results indicated that students held positive attitudes toward it although not in every category of each attitude aspect. Students expected improvement and managed to be positively engaged in the learning process.

INTRODUCTION

There are several challenges for Indonesian learners in terms of their EFL writing skill development as a result of both internal and external factors. Learners' motivation, linguistic competence, the interference of their native language, and also challenges that their teachers got on their own (e.g., the availability of time for large classes) are likely to have impacts (Hidayanti, 2018). According to Ivanič (1998), as cited in *Learner Identity and Learner Beliefs in EFL Writing* (Majchrzak, 2018:73), Writing is a form of self-representation. People may find writing a difficult task when they do not feel comfortable with themselves and who are being portrayed in their writing.

Therefore, it is implied that aside from being important, writing is also a difficult task for people. Such belief, Liasari, Dewi, & Prastyo (2016) also cited that due to its nature as a productive skill, writing was considered one of the most difficult ones to master. Extra efforts are required to produce a well-structured sentence (Feez, 2002:7,103). Within the same conference paper, they highlighted the urge for teachers to utilize attractive media for students to help them practice writing in their target contexts and be able to participate effectively in the world outside the classroom afterward.

Rapid advances in Information Communication Technologies over the past two decades have made an impact on the utilization of technology in education such as e-portfolio (San Jose, 2017). It has brought creative ways for educators to think, rethink, and reconstitute their pedagogical designs



to enhance learning for students. In line with those arguments, an e-portfolio can help students hone their critical thinking and develop their writing, multimedia communication, as well as their technology literacy skills (Wuetherick and Dickinson, 2015). Moreover, a well-developed portfolio integrates self-assessment and peer-assessment, has the flexibility for content students can include, also acts as a means to demonstrate learning over a while and a platform to present self-promotion and future employment (Wade, Abrami, & Sclater as cited in Wuetherick and Dickinson, 2015). The portfolio is a purposeful collection of students' work that demonstrates their efforts, progress, and achievements in a given area (Genesee & Upshur, 1996 in Brown & Abeywickrama, 2010), while an e-portfolio was defined as a digitized collection of artifacts such as demonstrations, resources, and accomplishments that represent an individual, group, community, organization, or institution archived on electronic media (Lorenzo and Ittelson, 2005).

An e-portfolio system is a web-based software system with digital storage capabilities, and accessible through World Wide Web (San Jose, 2017). It is designed for learners to collect, document, and reflect on their progress, self-development, coursework, and assessment results (Abrami & Barret, 2005; Barrett 2011; Beck, Livne, & Bear, 2005; Jafari, 2004 in San Jose, 2017). Google Applications, Mahara Systems, WordPress, Blogger, LiveBinders, Weebly, PeeblePad, and Canvas are some of the examples of conventional e-portfolio mentioned in the article. Social media has become very influential in daily life and learning, it can also be utilized as a platform for e-portfolio (Chantanarungpak, 2015) despite it being infamous for being a huge distraction for students during their studies.

Based on the observation and interview conducted in SMA Istiqamah Bandung, however, it was found that both the students and the teacher were still finding some difficulties both in learning writing and in utilizing social media e-portfolio based on Instagram. Rather than being helpful, many students were quite troubled that they have to manage another Instagram account that is used solely for learning purposes. Also, over 50% of the students who participated in this research clearly stated that they did not like to write in English. Regardless of the problems, their attitude towards the whole situation of them utilizing social media e-portfolio was yet to be revealed.

Attitude in language learning can be referred to as a student's tendencies toward their efforts in learning languages that could be either positive or negative. Students can be happily engaged in learning if they have positive learning attitudes while those with negative learning attitudes can end up getting anxious along the way. (Zulfikar et al., 2019). Most findings of several types of research in EFL learning suggest that a positive learning attitude produces a positive result and it also applies the other way around (Wang, 2010). To investigate students' attitudes is considered important in educational research in general, particularly in technology education research (Svenningsson, J. et al., 2022). This study attempts to investigate how the students are going to perform in their EFL writing assignment and whether they are holding a positive or negative attitude toward the utilization of social media e-portfolio.

RESEARCH METHODS

The subjects of this study were the students of XI IPA 1 SMA Istiqamah Bandung in the academic year 2022/2023 a total of 29 students. The research was conducted at the school starting from the beginning of February 2023 until April 2023. The researcher set the time according to the school's approval and the time was pretty limited as the students were about to face an exam. The design of this qualitative research is a case study.

A case study is an in-depth exploration of a bounded system such as an activity, event, process, or individuals based on extensive data collection. Defined the case as the object of research that comprises just one individual, classroom, school, or program. Data were collected through observation, interviews, and documents Fraenkel et al. (2012). In analyzing data was again implemented. There were six steps of data analysis in this study: organization of data, data exploration and coding, data description, findings report, findings interpretation, and validation of Creswell's model (2012).

RESULTS AND DISCUSSION

Teacher's Reflective Fieldnotes

The teacher's field notes were documented during three classes (six study hours in total) in three consecutive weeks, starting from February 6th, 2023 until Jun 29th, 2023. Based on the result, most of the students' attitudes were seemingly positive. The first fieldnote indicates that the school had already introduced a proper e-portfolio system on Instagram. Thus, the researcher found it relatively easier to have the students cooperate with every direction given. There was also the fact that the teacher in charge of the class had already introduced them to how to write a proper personal letter, which helped a lot in the task assigning and completion. However, there is also a part of the notes that gives an unclear image of the students' attitude that could be seen as either positive or negative: when students silently nodded to every direction given while few others dared to ask questions. Nodding is generally a form of a positive and affirmative response, but the truth is in the head (Morreti S., Greco A., 2018). To make it clearer, the students' work needed to be evaluated.

The students were able to finish and submitted their assignments in the next meeting. According to the second field note, creativities can be seen through their works. The researcher found that some personal letters written by students were done with creativity. Not only beautifying the layout, but some students can also even simulate imaginative situations. Some other students, however, stuck to the ordinary template and played it safe.

Again, most students were seemingly showing positive attitudes by putting in some extra effort such as creativity to their works. However, their actual motives were still in question since plagiarism could be an issue in such matters. Therefore, the last and the main data collection was very crucial: the questionnaire interview.

Based on the third and last field notes, plagiarism was an issue. The cause may vary, but mostly some of those who ended up having similar answers to others were seen to be too afraid to make mistakes despite their actual ability to express their thoughts.

Students' Personal Letter Assignment

Students were assigned to write personal letters and they were expected to upload them to their Instagram account that the school had them to create especially for assignments. Even though most students worked well and everyone in the class was able to complete the given task, there were some concerns found both within the time when the works were submitted and times after the students had them scored. It should be emphasized that grammatical issue was not the concern of this study despite the great importance of it learning writing. The three concerns found through this instrument: (1) Single account with multiple users (2) Students were uploading to another platform (3) Account/post were removed.



FIGURE 1 Single Account with Multiple Users

The figure above shows that the featured account was used by different users. While this concern didn't affect their performance score, it can be inferred that some students are having trouble utilizing their own Instagram accounts. This may seem to be a minor problem but in reality, it defies the purpose of an e-portfolio as an organized collection from an individual (McAlpine, 2005).

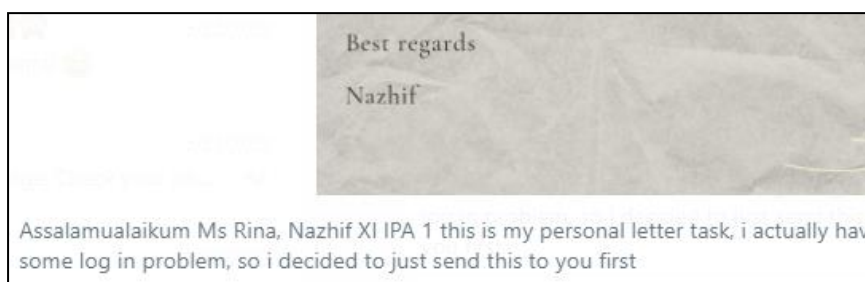


FIGURE 2 A Student Submitted His Work through WhatsApp Due to a Login Problem

From Figure 2, we can see that problems like login issues could occur and some students took the initiative to submit their works through another platform (messenger or social media). This also shows a different approach to tackling problems that students find in completing the assignment. Two students among the three shown in Figures 3, 4, and 5 decided to use the account of their friend instead of sending it through another platform. This case may be seen as a handicap in utilizing a certain platform for e-portfolio. However, it can also be seen as an initial effort by students to at least submit the work on time.



Figure 3 Inaccessible Link

A portfolio is a compilation of academic works and with an e-portfolio, both students and teachers should be having the ease of access. However, if those who compile their works don't have any intention of giving access, then it is all done for nothing.

Questionnaire-based Interview

The students' questionnaire responses revealed important information about their attitudes toward e-portfolio utilization. The learning attitudes were divided into three main categories: cognitive, affective, and behavioral aspect.

1. Cognitive Aspect

- a. Students' English competency level

Overall, most students were still struggling to answer all questions in the questionnaire sheet so they ended up being allowed to ask questions and discuss things they do not understand. However, 10 out of 29 students were able to convey some clear and well-structured responses. They were varied and managed to show strong statements.

TABLE 1

Responses from Students with Adequate Competency

STUDENT	QUESTION	ANSWER
S1	Do you think that Instagram is a good Media for English Writing Portfolio? Why?	No, because it is a social media if it is just for a writing assignment I prefer to use WhatsApp as it allows me to message the teacher directly and is very easy to use.
S2		Not for me, but I do agree to do it digitally for where we submit it, I'd rather submit it on WhatsApp or google classroom.
S3		I think it's a good Media for some people and depending on how much we need it. But, it's kinda difficult to get internet for people who live in (Indonesia).

S4		I think it's a profitable medium in several ways, for those who don't have internet, I find it uncomfortable
S5	If there is any, can you please describe what kind of difficulty you have encountered during the assignment?	I'm not very good at translating Indonesian to English, and often when I translate sentences from English to Indonesian it's kind of a bit complicated.
S6		My problem is sometimes I don't know how to describe things in English and I got a little bit problem with grammar
S7		Not real at wording the problem in a simple and clear sentence, but the answer at no. 4 should already give you a good idea of what I have trouble with.
S8		Maybe sometimes the deadline is too short and there are so many assignments that have not been explained.
S9		There is a lot of vocabulary that I don't know. So sometimes I get confused about how to write the sentence.
S10	Do you prefer to work on the assignment by yourself or work together with your friends?	Prefer to work alone, because if the group work not all members work.

Based on the findings presented in the table above, it can be seen that students with adequate English competency can deliver their thought through a proper way of making sentence(s). Some minor mistakes can still be found but readers would have no trouble at all in getting the whole idea. The results also showed that there is variation between one response to another. S1 and S2 did not think that Instagram is suitable as an e-portfolio for writing but they have their rea. S3 and S4 even managed to give a reasonable contradictory argument after stating an agreement. Being asked about the possible difficulty in the assigned writing task, five students also gave unique responses. The response from S5 indicates trouble in translation. S6 claims that grammar could be problematic. S7 have trouble with word choice and even tried to highlight a point stated previously in the second sentence. S8 talked about the narrow time for submission, and S9 expressed how vocabulary could be a problem. S10 response was related to work preference. Even though the sentence isn't well-structured, the message is still comprehensible.

b. Students' perception of utilizing Instagram e-portfolio

Most students (22 out of 29) thought that Instagram was a good platform for e-portfolio mainly because they were familiar with it. Some others did not agree due to reasonable things such as preference. This shows that students were pretty keen on it and willing to compile further assignments on Instagram. Some common reasons why they think that Instagram is good for e-portfolio are familiarity with the features, ease of access, and public visibility. Meanwhile, some reasons why some of the students didn't think it is good to use Instagram as an e-portfolio platform are the limitations of internet access, privacy issue, and there are better options available.

2. Affective Aspect

a. Skill Preference

According to the questionnaire responses, writing was not a preferred skill. Even though they are keen on compiling their assignments on Instagram, more students said they did not

really into writing in English. 17 students clearly stated that they did not like it, 10 students were the opposite, and the remaining two were neutral.

b. Difficulties Found during The Assignment

26 students found certain difficulties during their time working on the assignments. Below is a table consisting of the list of difficulties the students had in mind.

TABLE 2
Students' Difficulties in Doing Assignments

<i>STUDENTS</i>	<i>DIFFICULTIES</i>
S1	Not fluent in English
S2	Word choice and translation problems
S3	Memorizing vocabulary
S4	Mandatory social media assignment
S5	Too many assignments
S6	Trouble undunderstandingsignments
S7	Difficulties in translating
S8	Vocabulary limitation
S9	Listening and grammar
S10	Word choice and grammar
S11	Grammar and speaking
S12	Incomplete learning material (at times)
S13	Translating
S14	Describing things and grammar
S15	Grammar and lack of motivation
S16	Deadlines and unclear directions
S17	Vocabulary and sentences
S18	Word meanings and translation
S19	Difficult words and selected topics
S20	Grammar and selected topics
S21	Conversation
S22	
S23	
S24	Translation
S25	
S26	

Based on the data presented in the table, we can acknowledge some difficulties that the students were having. There are some common difficulties that the students talked about. Translation become the most common difficulty as S2, S7, S13, S18, S22, S23, S24, S25, and S26 mentioned about it. S3, S8, and S17 said that it was vocabulary. Six students had trouble with grammar (S9, S10, S11, S14, S15, and S20). The rest had different responses, such as fluency, frequency of assignments and other assignment-related problems, listening, speaking, learning material, lack of motivation, and also conversation. Of all students, only three stated that they did not have any trouble at all.

c. Independence

Students were also asked about how would they prefer to work; either doing it alone or together with their friends. A total of 16 students responded that they were comfortable or preferred to work with friends, 10 students preferred to do it alone, and three were fine to do it either way.

d. Learning expectations

The last item in the interview revealed what the students expected for further practice or learning, particularly in writing. Three students boldly responded that they expected nothing but the rest came up with some expectations.

TABLE 3
Students' learning expectations

<i>STUDENT</i>	<i>DIFFICULTIES</i>
S1	I hope it will be a group assignment
S2	Keep it digital but not through social media
S3	I hope that I can write with a gd grammar
S4	Maybe write a rhyme or some kind of poem
S5	Writing in digital media, but don't need to share them on social media like Instagram/TikTok
S6	I hope I can be better than before
S7	Not sure, but I do hope that I can write better
S8	Better yet (Be better)
S9	I hope it becomes more interesting
S10	I hope next will write a story
S11	I hope that early learning should be opened with English literacy books
S12	Better and more thorough
S13	Not too much work
S14	I hope is easy
S15	I hope I understand the lesson
S16	I hope to be more understanding in English lessons
S17	I hope next time I can understand English
S18	I hope I can understand English better than before
S19	I hope I can understand English better
S20	I hope I can translate Bahasa to English better than before
S21	I hope I can do better
S22	Add more vocabulary
S23	Better than ever when learning English
S24	Better grammar, better to find the topic
S25	
S26	

According to the data presented in the table, it can be seen that students displayed eagerness toward further learning by stating their expectations or goals. Some students expected self-improvement (S3, S6, S7, S15, S16, S17, S18, S19, S20, S21, S22, S23, S25), while the rest expected a change in lesson and activity (S1, S2, S4, S5, S8, S9, S10, S11, S12, S13, S14, S12, and S26).

3. Behavioral Aspect (Authenticity)

In exploring students' responses to all the questions given, most students managed to stay true to themselves and came up with authentic answers that are distinct. However, some of them chose to pick a very similar or even the same answer as what their friends had. A total of eight students have uncanny similarities in answering two particular questions.

TABLE 4
Uncanny Similarities Between Answers

<i>STUDENT</i>	<i>QUESTION</i>	<i>ANSWER</i>
S1	Do you think that Instagram is a good Medium for an English writing portfolio? Why?	Yes, because everyone can see my English writing
S2		Yes, because everybody can see what I write

S3		Yes, because everybody can see what I write
S4		Sometimes, it is difficult to translate the assignment from Bahasa to English
S5		Sometimes it is difficult to translate the word from Indonesia to English
S6	Do you find any difficulty during your writing assignment(s)?	Sometimes it difficult to translate the assignment from Bahasa to English
S7		Sometimes, it's difficult to translate the assignments from Bahasa to English or from English to Bahasa
S8		Sometimes, it is difficult to translate the assignment from Bahasa to English

The response from S1 is very similar to what S2 and S3 displayed. However, what S2 and S3 had written were a duplicate; every single word is the same. In the case of S4, S5, and S7, there were minor changes to make it less obvious. As for S6 and S8, the only difference is a single letter. Based on those findings, it is safe to assume that two students came up with the original answers.

Discussion

Attitudes and language learning are inseparable (Yoshinta, 2020). Attitude is a learned behavior that may be changed from a negative to a positive by the students themselves, through:

1. Students' Performance in Personal Letter Writing Assignment

There were indeed some obstacles for students to be able to perform their tasks accordingly. The students mostly had only minor concerns on writing but there was one that teachers should be aware of: plagiarism. It may not be considered a major issue in school assignments but for the student's future learning in higher education, which could be a seed for a bigger issue as it can be considered a rule violation and academic dishonesty (Ison, D. C., 2012 in Muluk et al., 2021). However, the students' eagerness to complete the assigned writing task led them to hold a positive attitude toward writing and language learning in general.

2. Students' Attitude Toward the Utilization of Social Media E-portfolio (Instagram)

Regardless of all the problems that were found, the research findings suggest that the students who had participated in this research carry positive attitudes toward e-portfolio utilization in particular and English learning in general. Such a positive attitude will shape their passion for learning a language (Zulfikar et al., 2019). This kind of positive attitude can also be seen optimistic as a positive attitude toward a teaching approach can reflect the high levels of students' motivation (Akbarov, A., Gönen, K., & Aydoğan, H., 2018). This is in line with the result of the study by Handayani (2017). The findings showed that students were very positive about utilizing Instagram. Indeed, a proper teaching approach is required. She emphasized that contextually appropriate content and fun learning experience help students in getting engaged.

The coded categories from all three aspects of attitude were emerging through the research. The cognitive aspects of students' attitudes were their English competency and their perception of the utilization of social media e-portfolio in writing assignments. Students' competency level takes a huge part in this matter. Students with adequate language skills tend to perform better than those who are at lower levels. Just by seeing the work results, the teacher can see how much struggle is required for one to finish a certain assignment. Students' perception of the given task also gives a big influence on how they are going to cooperate with every direction given. The student who believes that the assignment portfolio is designed for their benefit would avoid any unnecessary obstacle to be able to perform well.

By the study by Zulfikar et al. (2019), the affective aspect of students' attitudes revolves around confidence and anxiety in learning. Many students stated that they didn't prefer to learn writing skills due to their preferences. But it can also be inferred that with most students still struggling in performing writing assignments, it leads to them having low confidence levels.

Basic difficulties were still commonly found by students and it made them anxious about getting things accordingly. Most students then preferred to work in groups just to make sure they can avoid making mistakes. However, for some students, such a case was getting them closer to a misleading behavior called plagiarism. Sometimes imitation sure is a part of the learning process, but in an academic environment, that could be a huge threat.

Even though the students were seemingly in a bad circumstance, they were showing great motivation to keep learning by expressing their expectations for further learning, especially in writing. Some students argued that social media e-portfolio were not the best option available, but they were still able to perform well enough.

The findings are also in line with the result of the study by Azarfam et al. (2016) where it was found that students would require gradual adaptation in using e-portfolio and to incorporate it into learning writing. Students were aware of the importance of writing and thought that e-portfolio could aid them to perform better. Students expect improvements, both in terms of self-improvement and in terms of a better learning environment.

CONCLUSION

The findings revealed that the participating students believe that social media e-portfolio, specifically on Instagram, are a proper tool for school assignments, especially in writing. Most of the students who participated in the research stated that it is accessible and the features are pretty familiar so there would be less trouble to utilize it. Many students expressed how they did not like to write in English but were keen on completing and compiling their assignments on social media. This proves that they hold a positive attitude toward writing and compiling their works on social media and it is going to positively affect their performance in further learning. Therefore, considering its impacts on every aspect of attitude, social media like Instagram aid teachers and students to achieve a conducive process of EFL writing learning. This also suggests that the results are in line with the previous research.

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