

**IMPLEMENTING A STUDENT PORTFOLIO IN A GRAMMAR CLASS USING COMMUNICATIVE APPROACH**

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**Abstract:** Model Pembelajaran berbasis Portofolio adalah model pembelajaran yang memiliki prinsip dasar yang kuat seperti prinsip belajar aktif, kelompok belajar kooperatif, pembelajaran partisipatorik dan reaktif. Disamping itu memiliki pemikiran yang kuat yaitu membelajarkan kembali (Re-edukasi) dan merefleksikan pengalaman belajar (Wayatt Looper, s 1999:31). Penelitian ini telah dilakukan untuk menentukan efektivitas model pembelajaran grammar berbasis portofolio. Desain penelitian adalah eksperimen semu dengan kelompok pretest-posttest non acak. Dalam pengumpulan data, dua set tes tata bahasa yang digunakan untuk pretest dan yang lain adalah untuk posttest, dan kuesioner. Pengujian hipotesis dengan menggunakan uji Ancova. Hasil analisa data menunjukkan bahwa 1) penerapan model pembelajaran portfolio pada mata kuliah Grammar lebih baik pencapaiannya dibanding dengan mahasiswa yang belajar grammar dengan cara konvensional, 2) Hasil keseluruhan dalam kuesioner menunjukkan bahwa tanggapan mahasiswa terhadap model pembelajaran grammar dengan penerapan portfolio sangat positif responsenya.

**Kata Kunci:** *efektivitas, pembelajaran grammar, portfolio*

**Abstract:** Model-based learning portfolio is a learning model that has a strong basic principles such as the principle of active learning, cooperative learning groups, learning partisipatorik and reactive. Besides, it has a strong thought that Re-education and reflection on the learning experience (Wayatt Looper, s1999: 31). This research has been conducted to determine the effectiveness of the learning model with grammar based student portfolio. The study design was quasi-experimental with pretest-posttest group of non-random. In collecting the data, two sets of grammar tests used for the pretest and the other is for the posttest, and questionnaires. Hypothesis testing used ANCOVA test. The results of the data analysis showed that 1) the application of the learning model portfolio get better achievement Grammar than students who learn grammar in a conventional way, 2) The results of the questionnaire showed that overall student response to the model portfolio of learning grammar with very positively.

**Keywords:** *effectiveness, learning grammar, portfolio*

## **INTRODUCTION**

The idea of assigning students to create a portfolio during the course of learning Grammar is one form of grammar incommunicative particular application in writing. Portfolio helps students to be able to see progress in the mastery of the grammar of their ability both in the grammar pattern and its application in the context of writing. Organizing them into a portfolio of material to encourage students to have a ready reference of where they can track their own progress and see the extent to which their own abilities, strength, or weaknesses consistent grammar courses. The use of

grammar portfolio allows students to begin to have a responsibility for their own learning because they know more about their own English language and on their own learning styles and strategies. Grammar is interesting if it is taught in communicative approach.

Model-based learning portfolio is a learning model that has a strong basic principles such as the principle of active learning, cooperative learning groups, and reactive. Learning process only occurs when students reflect on their experiences, new regulatory concepts based on their experience, applying the theory into the

communicative learning. Portfolios provide an ideal context which monitors direct experience in the assessment and learning process.

The portfolio is a range of evidence that describes the achievement and learning process in educational programs. According Wayatt and Lopper (1999: 2) further argued that portfolios help students see what they think, feel, do and change a period. Model portfolio-based learning is a learning innovations designed to help learners understand the material of the course deeply and widely through the development of materials that have been studied in the classroom by using a variety of reading materials or references. The development of the material can be reached by reviewing the material presented by the lecturer of various perspectives. A student portfolio can be created separate elements into incorporated where students take evidence together into a series of learning (Banfi, 2003)

Grammar courses on English language department are courses that are intended to help students communicate in English both orally and written completely in accordance with the rules of grammar in English. Role in communicating grammar because grammar can form both written and verbal meaning. Communicative approach proves that grammar can not be ignored in language learning (Larsen-Freeman, 2001: 251). In other words, communicating not only require language skills but also the ability to use language components that can be delivered to the proper meaning.

But the problem is teaching grammar often reflects the separation between declarative knowledge and procedural knowledge. Declarative knowledge makes students afford to describe the patterns of grammar and apply it to practice sentence patterns. Procedural knowledge to focus on how the student is able to use the concept of patterns with automatic grammar explicitly in communication. However, procedural knowledge can not be incorporated into a declarative knowledge. It can be seen how the native speakers can use their language clearly and correctly without being able to mention

the linguistic patterns. Declarative knowledge can not be incorporated into procedural knowledge. Students may be able to memorize grammar patterns but they are not necessarily able to apply the grammar when they speak or write. Grammar is not associated with right and wrong but how grammar can be used to convey meaning in sentences spoken and written.

To answer the dichotomy of declarative and procedural knowledge, the lecturer should implement strategies that may include both of them. However, many students who still spend their time memorizing grammar patterns either within or outside the classroom, so the grammar class into a drab classroom and many students confused with its many grammar patterns should they memorized. The step that is generally applied in teaching students grammar, namely; lecturer gives the concept of grammar patterns and then students are required to memorize the patterns, and doing some exercises; then, the lecturer gives more depth the concept of grammar patterns with some form of exercise in the form of translation sentence patterns.

The need for teaching grammar through a portfolio can improve both student learning grammar delaratif knowledge and procedures. They not only recognize the patterns of sentence structure but also implement the sentence patterns by using communicative approach. In teaching grammar with portfolio gives a picture of what students know and what they can do, gives an overview of the development of the students during the learning process, provided the impetus for self-reflection, participation and assessment. Portfolio on the students encourages them to participate actively in every aspect of learning which includes reaching the goals, selecting instructional materials and assessing the results of the students' achievement.

### **Learning Grammar**

Grammar is taught with the goal of making students how to communicate both oral and written correctly. Grammar language is sometimes defined as the rules or the way the words are arranged together to

create correct sentences Larson, (2009 :. 75) .. Hammer (2001: 12) states that grammar is a description of the ways in which words can change shape and can be combined into sentences in that language grammar which is ignored. If the rules are obstructed , then the communication may also be obstructed. Thus, good grammar is needed to make good communication . So, we can not put words carelessly anywhere to make a sentence. For example, we can not write "I will go to America." readers or listeners will be confused with this sentence because the grammar is wrong. In this case, the grammar does not only affect how units of language are combined to look right.

However, there is still controversy to put grammar in teaching and learning English. Hammer (2001: 165) says that the important thing is that the study of grammar as it is neither necessary nor sufficient to learn the language. "This statement, according to Larson (2009: 77), may be right if it means that we learn the native language someone without grammar., but it is not true because humans also need to know the grammar of their mother tongue to make good sentences and correct them. course, necessary and required to teach or learn grammar, even if taught consistently as a means to improve the mastery of language

Larson (2009: 77) asserts that the main purpose of learning grammar is an affirmation of its value as a tool for language learning.

### **Grammar Learning Strategies.**

Students of ten frustrated with insight into whether they need between knowing the rules of grammar and be able to apply the rules automatically in listening, speaking, reading, and writing. This disconnect reflects a separation between declarative knowledge and prosedur a knowledge (Larson,2009: 77).

Declarative knowledge is knowledge about something. Declarative knowledge enables students to describe grammar rules and apply the min practice exercise patterns or rules of grammar. Procedural knowledge is knowledge about how to do something. Procedural knowledge allows students to apply the rules of grammar in

communication. However procedural knowledge does not translate automatically into declarative knowledge, native speakers who can use their language clearly and correctly without being able to express grammar rules. Like wise, declarative knowledge does not translate automatically into procedural knowledge, students maybe able to declare the rules of grammar, but not consistently successful in applying the rules when speaking or writing. To overcome the declarative knowledge/procedural knowledge dichotomy, faculty and students can apply some strategies (Hammer, 2001: 165).

### **Model-Based Learning Portfolio**

According Wayatt and Looper (1999: 25) portfolio is defined as a very personal collection of objects of human handiwork of an intelligent and reflection of learning achievement, strength, and best work. Further said that portfolios help students see what they think, feel, do, and change from a period of time, Wayatt and Loooper (1999: 31). From this definition it appears that identical portfolio with a collection of student work that terbaik. Refer to this sense, then the student portfolio is a collection of information about student activities take place during the learning grammar.

In the United States since 1985 in Wayatt and Looper (1999: 25) has been recommended as one of the portfolio of authentic assessment tool for several reasons, namely; (a) enable students to reflect on their learning progress, (b) allowing students to choose their own work which became the contents of the portfolio and give reasons why the work is important, (c) the student must be able to demonstrate the ability to think and skills, (d) gives an overview on what is known and what students can do, (e) allows the teacher to know the important learning outcomes according to the student, (f) Being authentic evidence of student learning outcomes for students, parents and community.

Understanding Portfolio related to the student as proposed, as quoted Wayatt and Looper (1999: 25) says that the portfolio is a folder or a document that contains a sample

of students' work which, according to the students: (1) very meaningful, (2) the best work, (3) a favorite work, (4) very difficult to do, but it works and (5) very touching feeling, or has a value of memories. So the portfolio is a collection of student work that illustrate competence achieved in the study.

### **Interweaving Learning Grammar to Portfolio**

The concept has been known as an ability-based learning or learning by their own style. Previous research shows that effective portfolio to integrate pedagogic abilities, learning and evaluation of all of which support critical thinking and learning autonomy (Delett, et al, 2001). Researchers also have found difficulty in the manage time and study materials due to lack of experience in producing portfolio (Banfi, 2003:34). This shows that EFL students in developing skills afford to manage their learning autonomy.

In a study Yang (2003) also reported that the teacher's manual is important in helping students to develop autonomy. The portfolio is used to enhance the students to improve the application of the meta strategy cognitive.

In some cases, the exercise can be successfully completed without the student understand the meaning of the forms they learn. As a result, in writing or speaking students do not understand how they write or speak correctly so many grammar mistakes are made. Nunes, (2004:327) states that learning grammar with only drilling rules or grammar patterns more common the language learning usually involves manipulation of sentence-level structure, with little or no context.

Portfolios are applied to the grammar course helps students to adopt a communicative approach which also apply procedural knowledge and declarative knowledge. It means that a student portfolio on grammar courses, students not only learn the grammar to the patterns (pattern) but also apply knowledge of sentence grammar they are written.

## **RESEARCH METHODOLOGY**

This research uses an experimental study to measure the effectiveness of the portfolio, in communicative approach to learning grammar. To measure whether the students' portfolio can apply in grammar class more accurately is more effective than learning Grammar with English pattern drills.

### **Research Variables**

In this study, teaching grammar in by using a student portfolio in communicative approach is independent variable since it influences the teaching learning process. The result of the research in the form of the students' grammar achievement as dependent variables.

### **Treatment**

The two –selected groups were taught in different ways. The experimental group was taught grammar by using a student portfolio in communicative approach while as the control group was taught by using pattern practice drills or conventional method.

Here is the treatment or teaching techniques used in this research.

Essential Features in The Teaching Technique of Grammar in Writing Context as Task Based Approach and conventional Method.

Teaching Grammar by using a student portfolio in communicative approach (experimental group)	Teaching grammar in Pattern practice drills (control group)
Introduce the concept of grammar form, the grammar lecture explain the rule and the concept.	Introduce the concept of grammar form, the grammar lecture explain the rule and the concept.
Have the students submit the students' response on adjective clause as their assignment before having discussion.	Have the students submit the students' response on adjective clause as their assignment before having discussion.
Have the students perform the presentation, discussion, questions and response on the material, adjective clause.	Have the students perform the presentation, discussion, questions, and response on the material, adjective clause.
Get the students to do exercises such as class room test (multiple choice and fill the blanks)	<i>The lecture enables students to describe a rule of grammar and apply it</i>
<i>Have the students write a</i>	

*paragraph with the particular topic involving the material related to adjective clause (grammar in writing context as task based)*

*Get students to reword the incorrect passages to eliminate the errors. If the students look the error up again or have him ask questions involving the correct usage in grammatical situation.*

*Remind the students that if they ever have questions about grammar, consulting a grammar book can be helpful. Be certain the students understand the rules that they violated originally. Repeat this process with more than one of the students' papers or written text.*

*Give feedback and positive washback on their writing by conducting teacher-students conference*

*Assess their writing by using primary trait score which the lecturer just consider the usage and application on adjective clause.*

*Get students to correct or to edit their writing after having the score from the lecturer.*

*Get the students to collect their notes and assignments in one collection as their portfolio.*

*The last, assess the students' achievement in grammar by using multiple choices test, because it enables her to measure the effectiveness of the specific learning objective.*

### **Population and Samples**

The target population of this research could be expected to cover the fourth semester of English Department of STKIP PGRI Jombang in academic year 2013/2014. From the target population, the present study only two classes were taken as the samples. The researchers employed 2011 consisting

*in pattern practice drills.*

*Get the students to do exercises such as room test (multiple choice and fill the blanks)*

*The lecture discusses the students' answer then give feedback and positive wash back.*

*The last, give the test and the form of exercises related to adjective clause*

*The last, assess the students' achievement in grammar by using multiple choice test, because it enables her to measure the effectiveness of the specific learning objective.*

A as control group and 2011 B consisting 40 students as the sample.

### **Research Instrument**

the instrument of the study to collect the data was test. The test is constructed in the form of multiple choices. In this study the test were divided into pretest and posttest. Pretest was given before treatment. The objective of holding pretest was to know the previous grammar in adjective clause of the students before treatment. And posttest was administrated in order to know the effectiveness of teaching grammar in writing context on students' grammar achievement after conducting the treatment. In preparing for the test the researcher did the procedure such as (1) developing and constructing test, (2) trying out the planned test validating the test, (3) analyzing the result of try out, (4) validating the test

### **Data Collection**

In accordance with the research design of this research, the process of data collection generally done in this research was categorized into 3 steps or phases. Those were pre-testing, treatment process and post-testing. In this research, the reserachers used multiple choices test, because it enabled them to measure the effectiveness of the specific learning objective

### **DATA ANALYSIS**

In this research, the scores of the grammar of both experimental group and control were counted and analyzed. This research employed Analysis of Covariance was to see the difference experimental group that was taught grammar by using a student portfolio in communicative approach while the control group that was taught in pattern practice drills..

### **Research Findings**

There are some points that explained in data analysis, those are the description analysis of Pre-test score, the description of posttest score and analysis of covariance as describe below:

**The Description of pre-test score.** The descriptive statistic of learners' pretest both of experimental and control group presented in a table below:

### Descriptive Statistics of pretest

Teaching Method	N	Mean	Std. Deviation
Pretest_ Experimental class	40	57.75	7.005
Pattern practice drills	40	59.75	5.300

### The Description of Post Test Score

The descriptive statistic of students' posttest both of experimental .

### Descriptive Statistics of posttest

Teaching Method	Mean	Std. Deviation	N
A student portfolio in grammar class in communicative approach	76.25	6.578	40
Pattern practice drills	64.50	8.973	40
Total	7	9.801	80

The table of descriptive statistics of posttest shows that mean score of experimental group (in this case Grammar in writing context as task based ) is 76.25 (s.d. = 6.578). The increase of mean score from pretest mean score is 14.23 or 31% while the mean score of control group (in this case Pattern practice drills) is 64.50(s.d. = 9.801) and the increase of the mean score is 1.46 or 3.6 %. The increase of the mean score of grammar in writing context as task based is higher than the practice pattern group.

### Analysis of Covariance

In analysis of covariance, it was used pretest and posttest score. The analysis of covariance presented in this table below

### Tests of Between-Subjects Effects

Dependent Variable: posttest

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	3346.544 <sup>a</sup>	2	1673.272	30.371	.000	.441
Intercept	4497.897	1	4497.897	81.641	.000	.515
Pretest	585.294	1	585.294	10.624	.002	.121
Method	3024.342	1	3024.342	54.895	.000	.416
Error	4242.206	77	55.094			
Total	403800.000	80				
Corrected Total	7588.750	79				

a. R Squared = .441 (Adjusted R Squared = .426)

Based on the table of Tests of Between-Subjects Effects it can be seen that line the independent variable (in this case teaching method) finds an F-value of the effect of teaching method 3024.342 ( $p < .000$ ) and column labeled Sig the value is .000 where it is less than 0.01 (an alternative alpha level). It means that two groups both of experimental and control differ significantly. The variance in the dependent variable is explained by the independent variable is 12.1%. We can see in the value of Eta Squared column and multiple it by 100%.

In line pretest finds an F-value of the effect of pretest 10.624 ( $p < .000$ ) column sig, the value is 0.000 (which actually means less than 0.01). This is less than 0.01, therefore the covariate is significant. In fact it explained 41.5% of the variance in the dependent variable (eta squared of 0.121 multiplied by 100).

### Hypothesis Testing

In table test-subject teaching methods showed that the value of the F-value is 3024.342 and the significant value is 0.005. Thus, it can be concluded that both the experimental and control groups differed significantly. This means that the alternative hypothesis ( $H_a$ ) revealed that subjects Grammar through the implementation of a portfolio given to students in the fourth semester in the English Department STKIP PGRI Jombang better achievement than students who were taught using the practice of English sentence

patterns or pattern drills accepted and Ho is rejected.

## DISCUSSION

Based on the results of teaching grammar with a portfolio with a communicative approach in writing. Model based learning portfolio is a learning model that has a strong basic principles such as the principle of active learning, cooperative learning groups, and reflective. Learning only occurs when students reflect on their experiences, new regulatory concepts based on their experience, to apply the theory into the communicative learning. Portfolios provide an ideal context which monitors direct experience in the assessment and learning process.

Portfolio helps students to be able to see progress in the mastery of the grammar of their ability both in the grammar patterns and its application in the context of writing. Organizing them into a portfolio of material to encourage students to have a ready reference of where they can track their own progress. The use of grammar portfolio allows students to begin to have a responsibility for their own learning because they know more about their own English language and on their own learning styles and strategies.

## CONCLUSION

Based on the result of the data analysis and discussion in the previous chapters, it shows that there is a significant difference between the mean scores of the learners in the control and the experimental groups. Therefore the gain score in the experimental group led to the rejection of the null hypothesis and accepting alternative hypothesis which stated that that students' grammar achievement taught in communicative approach by using a student portfolio get better than those taught in pattern practice drills.

Portfolios are applied to the grammar course helps students to adopt a communicative approach which also apply procedural knowledge and declarative knowledge. It means that a student portfolio

on grammar class, students not only learn the grammar to the patterns but also apply knowledge of sentence grammar they are written.

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