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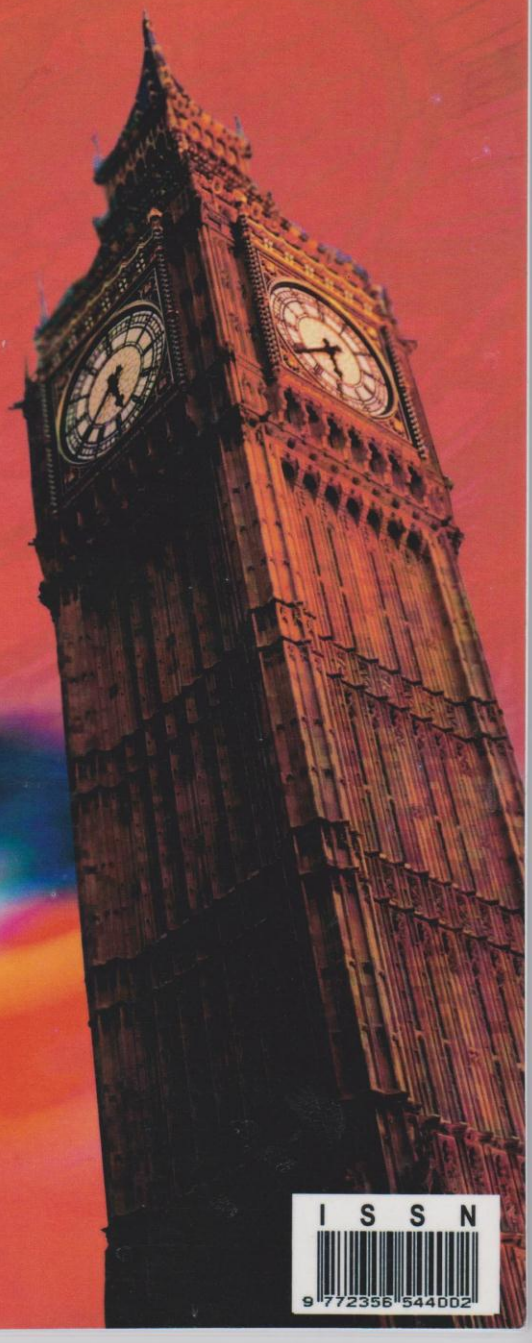

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THE EFFECTIVENESS OF USING "PORTO FOLIO" IN TEACHING AND LEARNING PROCESS

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Abstract: Penelitian ini fokus pada penggunaan portofolio sebagai strategi dalam proses belajar mengajar. Peneliti memberi batasan terhadap salah satu tipe portofolio yang digunakan, yaitu ringkasan. Dalam proses belajar mengajar di STKIP PGRI Jombang, aktifitas pembelajaran kebanyakan menggunakan presentasi kelompok. Hal ini juga dilakukan peneliti pada mata kuliah *Belajar Pembelajaran*. Peneliti ingin menerapkan penggunaan portofolio dalam presentasi kelompok. Untuk mengetahui keefektifan strategi yang digunakan, peneliti menggunakan desain penelitian quasi-eksperimental yang terdapat 2 kelompok, kelompok eksperimental dan kelompok kontrol. Subyek penelitian ini adalah mahasiswa program studi pendidikan Bahasa Inggris angkatan 2014 A sebanyak 37 mahasiswa sebagai kelompok eksperimental dan 2014 B sebanyak 31 mahasiswa sebagai kelompok kontrol. Dalam pengumpulan data, peneliti memberikan posttest pada kedua kelompok tersebut. Kelompok eksperimental mendapat treatment berupa penggunaan portofolio dalam proses belajar mengajar. Setelah memperoleh data, peneliti menganalisa data tersebut dengan menggunakan ANCOVA. Hasil dari analisa menunjukkan bahwa nilai signifikan lebih besar dari level signifikan (0,429 > 0,05). Hasil tersebut berarti bahwa tidak ada perbedaan yang signifikan pada penggunaan portofolio dalam proses belajar pembelajaran..
Kata Kunci: *Porto Folio, Belajar Pembelajaran*

Abstract: This research focused on the use of portofolio as the strategy of the teaching and learning process. The resercher limited on one typical of portofolio used in this research, namely summarizing. However, it was found that most of the learning process in STKIP PGRI Jombang used group presentation. It was also done by the researcher in *Belajar Pembelajaran* subject. The researcher would like to apply the use of portofolio in group presentation. To investigate the effectiveness of the strategy used , the writer conducted a quasi-experimental research design which there were two groups, experimental group and control group. The subject of the research was 37 students of 2014 A as the experimental group and 31 students of 2014 B as the control group. In collecting the data, the researcher gave post test to both groups. In which the experimental group used portofolio in the treatment. After having the data, then the researcher analyzed it by using ANCOVA. And the result shows that the significant value is higher than significant level (0.05%). It means that the use of portofolio does not have significant effect applied in teaching and learning process.
Key Words: *Porto Folio, Teaching and Learning Process*

A. BACKGROUND

In Indonesia there are some kinds of higher education, such as: university, institute, academy and higher school. One of higher school in Jombang is STKIP PGRI Jombang. There are six departements include in this school, one of them is English Departement in which the researcher focused on this research. There are many subjects taken by the students of English Departement, one of them is *Belajar Pembelajaran.* It aims in order that the students are able to understand the meaning of learning, analysis of some theories in learning and its basic philosophy, analysis of learning theory and able to plan and develop other alternative application of learning model that matched with its basic theories. *Belajar Pembelajaran* is one of the subject that used Indonesian as the tool in communication, it will be easy for the students to understand the concept. Therefore, the lecture used group presentation in teaching and learning process. In this research the form of group presentation has different thing. That is the use of portofolio in the teaching and learning process.

A portfolio is a collection of documents and writing that you assemble in order to demonstrate that you have the appropriate prior and experiential learning to earn university level credit. A portfolio is a compilation of materials that exemplifies your beliefs, skills, qualifications, education, training, and experiences. It provides insight into your personality and work ethic. All in all, it is a representation of your professionalism. (Williams and Hall, 2011).

Williams and Hall (2011:57) also stated that the forms that typically included in a career portfolio are: statement of originality, work philosophy, career goals, summary, and skill areas. The researcher only focused on one of typically namely summary. All students have to make a summary of each topic in every meeting before having presentation. The students are devided into some groups and each of group was given a topic to be presented. So, every meeting there will be explanation from each group and the audiences could give comment and questions after presentation. The purpose of making a summary in every meeting is in order that all students have prior knowledge before having presentation, so they can be active in the class.

Based on the background of the study above, the researcher focused this research on the use of portofolio as the alternative strategy in teaching and learning process that applied for group presentation as the main activity in learning process.

B. THEORITICAL REVIEW

1. Portfolio

A portfolio is a collection of a student's work, experiences, exhibitions, self-ratings (i.e., data), whereas portfolio assessment is the procedure used to plan, collect, and analyze the multiple sources of data maintained in the portfolio (Moya, 2009:1). Furthermore, Jongsma in (Moya, 2009: 2) stated that portfolio is related to the descriptions of students' reading and writing experiences. It considers that portfolio shows report during students involved in teaching and learning process.

Portfolio is used to help students in reflecting their products in teaching learning process, thus the teacher can investigate their achievement. By closely investigating the learning progress using portfolio, both of teachers and students can determine learning weakness, accomplishments and also solve the problems during the processes.

2. Typical of Portfolio

According to Williams and Hall (2001:57) in composing a portfolio, it needs to focus on the typical included in portfolio namely:

a. Statement of Originality

Statement of originality is related to the confidential of work composed in portfolio. It is very important to have a tendency in originality which does not allow the portfolio copied. It is relevant with William's statement, "If you have signed a confidentiality agreement with a company, you should not include their work in your portfolio".

b. Work Philosophy

Work philosophy refers to a brief description of your beliefs about

yourself and the industry. This portofolio type tends to the short explanation composed clearly and accurately.

c. Career Goals

Career goals are professional objectives need to be reached through planning it well. It is very useful to decrease the failure of a work.

d. Summarizing

Buckley (2004), in her popular writing text *Fit to Print*, defines summarizing as reducing text to one-third or one-quarter its original size, clearly articulating the author's meaning, and retaining main ideas. It means that summarizing tends to a process when the reader try to re-write what the author said through concerning on the important point called main idea.

Besides, there are some steps need to be concerned in summarizing namely: (1) Read the whole article (2) Determine the main idea of the article. (3) Express the main idea in one sentence, including the author's name and the title of the writing. (4) Edit the article by separating into major parts which each separation might contain more than one paragraph. (5) Using one or two sentences for each part, describe what the author is trying to say. (6) Make your writing move smoothly by applying appropriate connectors.

e. Skill Areas

Skill areas refer to the stage in identifying three up to five of the major skill set areas that will be important for someone in career field. In this case, someone needs to select work samples taken from some sources as like , materials generated on the job or during an internship/co-op experience, materials from community service, volunteer work, campus clubs and organizations, and professional memberships.

Based on the theory above, the researcher focused on the use of one type of portofolio, tha is summarizing to be practiced in her teaching and learning process. The researcher used this strategy only focused on the students understanding, it was hoped by having summarizing every topics can be more ready to have presentation because they had prepared before. So, the audiences also can give additional information about the topic which was discussing.

C. RESEARCH METHOD

This research conducted quasy experimental research design because the researcher wanted to know how far the effectiveness of using portofolio as the strategy toward the subject of this research. Quasi-experimental design is design that is not possible to the researcher selects the sample randomly different treatment to two different classes (Latif: 2011:95).

The subject of the research was the students of English departement of STKIP PGRI Jombang, they are the students of 2014-A and 2014-B. A number of the students of 2014-A was 37 students and it would be the experimental group. A number of students of 2014-B was 31 students and it would be the control group. There were two groups in this research, they are experimental group and control group. The experimental group was the group received the treatment, using portofolio in learning process. The control group was the group which did not use portofolio.

In this research, the researcher used test as a research instrument. Test is a set of questions or tasks that is admistered to an individual/a group to measure a sample of behavior. According to Ary et al (2008: 201), test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned. The scores or result of the test present the information about the students' achievement of the esssence being tested. There were two kinds of test, they are pretest and posttest. The test was in the form of essay. There were five questions of each test. Three questions were related to the theory and two questions were related to case study. After the tests were ready, the researcher continued to try out the test.

Correlations

		Q1	Q2	Q3	Q4	Q5	Y
Q1	Pearson Correlation	1	.656**	.708**	.676**	.749**	.839**
	Sig. (2-tailed)		.001	.000	.000	.000	.000
	Sum of Squares and Cross-products	53.217	38.261	49.478	62.000	62.957	265.913
	Covariance	2.419	1.739	2.249	2.818	2.862	12.087
	N	23	23	23	23	23	23
Q2	Pearson Correlation	.656**	1	.904**	.498*	.818**	.854**
	Sig. (2-tailed)	.001		.000	.016	.000	.000
	Sum of Squares and Cross-products	38.261	63.913	69.174	50.000	75.348	296.696
	Covariance	1.739	2.905	3.144	2.273	3.425	13.486
	N	23	23	23	23	23	23
Q3	Pearson Correlation	.708**	.904**	1	.648**	.892**	.929**
	Sig. (2-tailed)	.000	.000		.001	.000	.000
	Sum of Squares and Cross-products	49.478	69.174	91.652	78.000	98.304	386.609
	Covariance	2.249	3.144	4.166	3.545	4.468	17.573
	N	23	23	23	23	23	23
Q4	Pearson Correlation	.676**	.498*	.648**	1	.767**	.840**
	Sig. (2-tailed)	.000	.016	.001		.000	.000
	Sum of Squares and Cross-products	62.000	50.000	78.000	158.000	111.000	459.000
	Covariance	2.818	2.273	3.545	7.182	5.045	20.864
	N	23	23	23	23	23	23
Q5	Pearson Correlation	.749**	.818**	.892**	.767**	1	.960**
	Sig. (2-tailed)	.000	.000	.000	.000		.000
	Sum of Squares and Cross-products	62.957	75.348	98.304	111.000	132.609	480.217
	Covariance	2.862	3.425	4.468	5.045	6.028	21.828
	N	23	23	23	23	23	23
Y	Pearson Correlation	.839**	.854**	.929**	.840**	.960**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	Sum of Squares and Cross-products	265.913	296.696	386.609	459.000	480.217	1.888E3
	Covariance	12.087	13.486	17.573	20.864	21.828	85.838
	N	23	23	23	23	23	23

**. Correlation is significant at the 0.01 level (2-tailed)

*. Correlation is significant at the 0.05 level (2-tailed).

The researcher did the try out for the students of 2014 C that consist of 23 students. The researcher did the try out to test the validity and reliability of the test. Validity can be defined as a measurement which shows the validity levels of research instrument. (Arikunto, 2002: 144). It means that validity would determine the test is valid based on what should it measures. In this research, the researcher used construct validity to know the validity of the test. According to Arikunto (2002:154), reliability is a method which shows instrument is authentic and credible to be used as collecting data instrument. It is important to know the credibility of instrument which will construct same result even for many times.

After trying out the test, the researcher asked for the peer to correct them based on the scoring rubric. After getting the data, then analyzed them by using SPSS for Windows 17. After r_{xy} found r table, it was be consulted to a significance level of 5%. If the value of r_{xy} equal to or greater than the value of r table, it indicates that item is valid. In validiting the data, the research used calculating Person's r to know whether the questions used was significance or not. Dealing with statements above, the validity has some criteria which are used to determine the instrument is valid or not. The validity criteria can be specified as follow:

Table 1. The Criteria of Validity Coefficient

0,80 - 1,00	Very high
0,60 - 0,80	High
0,40 - 0,60	Enough
0,20 - 0,40	Low
0,00 - 0,20	Very low

(Arikunto, 2010:319)

Here the result of validity of pre test done by the researcher:

Table 2. The Validity of Pre-test

According to the table above, it can be shown that the first question which is symbolized by Q1 has very high validity. It was proven from the correlation value that was 0.839. Then, the second question (Q2) has very high validity also that was 0.854. Besides, the third question (Q3) has very high validity with the correlation value 0.929. Afterward, the fourth (Q4) has very

high validity which can be proven from the significance value 0.840. The last question (Q5) has very high validity that was 0.960. So, it can be concluded that the instrument tried out was valid.

Furthermore, the validity of post-test can be shown through this following table:

Table 3. The Validity of Post-test

Correlations

		Q1	Q2	Q3	Q4	Q5	Y
Q1	Pearson Correlation	1	.911**	.828**	.782**	.830**	.926**
	Sig. (2-tailed)		.000	.000	.000	.000	.000
	Sum of Squares and Cross-products	61.217	49.130	55.000	23.652	50.261	232.478
	Covariance	2.783	2.233	2.500	1.075	2.285	10.567
	N	23	23	23	23	23	23
Q2	Pearson Correlation	.911**	1	.872**	.878**	.862**	.964**
	Sig. (2-tailed)	.000		.000	.000	.000	.000
	Sum of Squares and Cross-products	49.130	47.478	51.000	23.391	45.957	213.087
	Covariance	2.233	2.158	2.318	1.063	2.089	9.686
	N	23	23	23	23	23	23
Q3	Pearson Correlation	.828**	.872**	1	.884**	.822**	.944**
	Sig. (2-tailed)	.000	.000		.000	.000	.000
	Sum of Squares and Cross-products	55.000	51.000	72.000	29.000	54.000	257.000
	Covariance	2.500	2.318	3.273	1.318	2.455	11.682
	N	23	23	23	23	23	23
Q4	Pearson Correlation	.782**	.878**	.884**	1	.828**	.930**
	Sig. (2-tailed)	.000	.000	.000		.000	.000
	Sum of Squares and Cross-products	23.652	23.391	29.000	14.957	24.783	115.435
	Covariance	1.075	1.063	1.318	.680	1.126	5.247
	N	23	23	23	23	23	23
Q5	Pearson Correlation	.830**	.862**	.822**	.828**	1	.919**
	Sig. (2-tailed)	.000	.000	.000	.000		.000
	Sum of Squares and Cross-products	50.261	45.957	54.000	24.783	59.913	228.174
	Covariance	2.285	2.089	2.455	1.126	2.723	10.372
	N	23	23	23	23	23	23
Y	Pearson Correlation	.926**	.964**	.944**	.930**	.919**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	Sum of Squares and Cross-products	232.478	213.087	257.000	115.435	228.174	1.030E3
	Covariance	10.567	9.686	11.682	5.247	10.372	46.802
	N	23	23	23	23	23	23

**. Correlation is significant at the 0.01 level (2-tailed).

According to the to the table above, it can be analyzed that the first question (Q1) has very high validity which can be seen from the correlation value 0.926. After that, the second question (Q2) has very high validity also, that was 0.964. The third question (Q3) had correlation value 0.944, it means that the the third question has very high validity. And then, the following question (Q4) showed correlation value 0.930 which indicated that had high validity. The last question which has very high validity; it can be seen from the correlation value 0.919. Dealing with those statements, it can be concluded that the instrument tried out was valid.

Then, to know the reliability of the test, the result was analyzed through calculating the Cronbach's Alpha. Moreover, it has been said by Ary (2010:246) "Researchers use Cronbach alpha when measures have items that are not scored simply as right or wrong, such as attitude scales or essay tests. Thus, the researcher computed Cronbach's Coefficient Alpha statistic for the test reliability.

Dealing with statements above, the reliability instrument can be determined through analyzing the reliability value, and then it should be interpreted with this following table:

Table 4. The Criteria of Reliability Coefficient

0,80 - 1,00	Very high
0,60 - 0,80	High
0,40 - 0,60	Enough
0,20 - 0,40	Low

0,00 - 0,20	Very low

(Arikunto, 2010:319)

The result of reliability calculation is presented in the following table:

Table 5. The Reliability of Pre-test

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.821	.956	6

According to the table above, it can be shown the reliability value of try-out for pre-test was 0.821. The researcher analyzed it based on the table of reliability criteria. It proven that the try-out for pre-test had very high criteria. So, it can be decided that the item was reliable.

Table 6. The Reliability of Post-test

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.832	.977	6

According to the table above, it can be shown the reliability value of try-out for pre-test was 0.832. The researcher analyzed it based on the table of reliability criteria. It proven that the try-out for pre-test had very high criteria. So, it can be decided that the item was reliable.

After knowing the result, the researcher used the test which had been valid and reliable to be used in experimental and control group. Pretest was given in the first meeting before the treatment, after that the researcher did the treatment four times. The treatment given to experimental group was the use of porto folio, namely the students made a summary in every meetings before having presentation. It was needed to have prior kowledge about the material which would be presented by the presenters. By having prior knowledge, the researcher hoped all students could be active in doing presentation by giving questions, opinion, and additional information related to the materials. In the other hand the teaching and learning process in control group used group presentation only, without asking the students to make a summary before having presentation.After that the researcher gave the posttest to both experimental and control group. The results of posttest were analyzed by using Analysis of Covariance by using SPSS 16.0. There are four steps used in analyzing the result of posttest, the following steps are:

Analyzing the ANOVA (Analysis of Variance)

From the menu at the top of the screen→Click on Analyze→ Select Compare Means→One-way ANOVA→Click on your dependent (continuous) variable→Click your independent variable→Click OK

Analyzing the Correlation

From the menu at the top of the screen, click on Analyze→select Correlate→Bivariate. After that, move the variables of interest into the Variables box. Select the first group of variables, followed by the second group→Click on Paste.

Adjusting the result of the first and the second steps

From the menu at the top of the screen, click on Analyze→select General Linear Model, then Univariate. In the Dependent Variables box, put your dependent variable. In the Fixed Factor box, put your independent or grouping variable. In the Covariate box, put your covariate. Click on the Model button→Click on Full Factorial in the Specify Model section→Click on Continue→Click on the Options button. In the top section labelled Estimated Marginal Means, click on your independent variable (group).Click on the arrow to move it into the box labelled Display Means for. This will provide you with the mean score on your dependent variable for each group, adjusted for the influence of the covariate. In the bottom section of the Options dialogue box, choose Descriptive statistics, Estimates of effect size and Homogeneity tests. Finally, Click on Continue and then OK. (Jullie Pallant, 2010: 307)

Test the hypothesis

Find the significant level of the research

Compare the significant level with the result of significant value.

D. RESULT

The aim of this research found out the result of using porto folio in teaching and learning process. We can know the score of significance from output of *test of betweensubject effects* is 0.429. It means that there was not significance different in the result of posttest between experimental class and control class because the significance value is higher than level significance of the research, that is 0.05. We can show the output of SPSS, below:

Table 7. Tests of Between-Subjects Effects

Table 7. Tests of Between-Subjects Effects

Dependent Variable:Post_test

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power[b]
Corrected Model	582.502[a]	2	291.251	8.911	.000	.215	17.822	.967
Intercept	2142.982	1	2142.982	65.566	.000	.502	65.566	1.000
Pre_test	470.092	1	470.092	14.383	.000	.181	14.383	.962
Teaching_method	20.672	1	20.672	**.632**	**.429**	.010	.632	.123
Error	2124.484	65	32.684					
Total	395323.000	68						
Corrected Total	2706.985	67						

a. R Squared = .215 (Adjusted R Squared = .191)

b. Computed using alpha = .05

In this research the researcher used level of significance testing using two-sided tests with significance level a = 5%. The level of significance in this case means that we take any risks in taking the decision to reject the hypothesis that right as much as 5%. The result of data analysis in the table above shows that the significant value is higher than significant level (0.429 > 0.05). It means there is not significant different in the result of posttest using portofolio in teaching and learning process. Indeed, there is not any effect of using portofolio in teaching and learning process.

The result above does not mean that the strategy used is not appropriate to apply in teaching and learning process. But it is still needed to be studied to find out the benefit of the strategy deeply that able to applicate in other research. The right steps and the use of the assessment also need to think more. Therefore, the researcher hoped for other reseachers to enlarge this studying in another subject.

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