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## Portfolio: A tool in enhancing student's performance in English

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### Abstract

This action research made use of portfolio activities which is believed that might have an effect in enhancing student's performance in English. Specifically the topics were on the different parts of speech. The participants of the study were the 40 high school students of Passi National High School enrolled for the school year 2014-2015. Participants were assigned to both control and experimental group through matched-pairing according to their grades in English in their previous year. The choice to ascertain whether a certain group would be subjected to control and experimental group was done through toss-coin method. The study utilized a 30 item researcher made achievement test duly validated to measure the student performance in English in their pre-test and post-test. The results revealed that the control group pre-test scores had "low", while the post-test score had an "average" result. In the experimental group, the pre-test scores had a "low" result while the post test had "average" results. Further, the result of post test showed that both the control and experimental group increased from "low" to "average", however, the group of students exposed to portfolio activities had a higher mean scores compared to the former group after the treatment.

**Keywords:** Portfolio –Activities-Student-Performance-English

### 1. Introduction

Teachers instructing students in learning English as another language are often faced with a variety of common student-specific problems. Instructing students in the English language involves building a student's reading and speaking vocabulary and understanding of written and spoken English language. To facilitate a positive learning atmosphere for students; to encourage them to practice and to continue to learn the language, teachers should find ways to correct these common problems and reinforce the core information in order for students to communicate effectively in English.

Students will not likely learn if it's always the usual teacher centered strategies which are being implemented by the teacher. Lesson must be reinforced by different enrichment activities that will engage students to learn further and must have a worthwhile output. This will now be a challenge for teachers teaching in English, to find a worthwhile activity that will reinforce teaching and learning process in the classroom.

As per observation of the researcher, and through studying different learning theories, learning can be easily achieved by a learner if it is meaningful and worthwhile to the learner. One of the goals for providing enrichment activities is to balance the emphasis of professional abilities along with good character traits that uplift moral standards of influence and responsibility. Like the work of John Dewey (an American philosopher, psychologist, and educational reformer) which was centered on the educational experience, the long-term results of learning, and positive youth development. Instead of addressing the inadequacies of students, it's often effective to promote positive psychology.

A common goal for both education and recreation is to enhance the lives of the people of all ages. Through recreation, individuals can find the motivation to lead a productive life. Enrichment activities can help students generate patterns for creative proficiency, build good character, initiate and engaged mode for learning, and find their purpose in life Enrichment activities expand student's learning in ways that differ from the methods used during the school day. The problem in teaching English is that there are little or limited applicable enrichment activities that a teacher could use to further enhance student's learning.

Portfolio. This action research made use of portfolio activities which is believed by the researcher that might have an effect in enhancing students' performance in English. Specifically the topics were on the different parts of speech.

Portfolio is a collection of written accounts of events or activities experienced by an individual, kept in the form of a journal. The portfolio in the point of view of researcher is

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used not only as a document of evidence but also an effective tool in learning. In this research the portfolio was used as an intervention is enhancing the performance of students in English subjects.

**Statement of Specific Target or Problem**

This study investigated the effectiveness of portfolio activities as a tool in increasing the performance of students in English. The researcher with the use of intervention determined to increase the performance of the students in English.

**Participants.** The participants of the study were the 40 Grade 8 students of Passi National High School enrolled for the school year 2014-2015. Participants were assigned to both control and experimental group through matched-pairing according to their grades in English in their previous year. The choice to ascertain whether a certain group would be subjected to control and experimental group was done through toss-coin method.

**The Instrument.** This study utilized a 30 item researcher made achievement test (validated) to measure the student performance in English in their pre-test and post-test.

**Expt'l Group**    Y1    X    Y2  
 (Portfolio Activities)

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**Control Group**    Y1    X    Y2

Where:    Y1 = Pre-Test  
             X = Traditional Instruction  
             Y2 = Post-Test

**Data Analysis Procedure.** For the descriptive data, the mean test scores of the achievement test were converted using an interval scale as follows:

Scale	Description
24.51 – 30.00	Very High
18.51 – 24.50	High
12.51 – 18.50	Average
6.51 – 12.50	Low
1.00 – 6.50	Very Low

**Fig: 1** Experimental / Monitoring Design

**Results**

The result of the pre-test and post-test of the control and experimental group is shown in Table 1. For the control group, the result of the pre-test scores had “Low”, (M = 7.00), (S.D. = 2.97) while the post-test scores had an “Average”, (M = 12.65, S.D. = 2.70) result.

In the experimental group, the pre-test scores of the respondents had a “Low” (M = 7.35, S.D. = 2.64) result while the post-test result had an “Average” (M = 16.5, S.D. = 3.27) result.

**Table: 1** Pre-test and Post-test Mean Scores of the Control and Experimental Group

Category	Mean	Description	SD
a.) Control Group Pre-test	7.00	Low	2.97
Post-test	12.65	Average	2.70
b.) Experimental Group Pre-test	7.35	Low	2.64
Post-test	16.5	Average	3.27

Scale	Description
24.51 – 30.00	Very High
18.51 – 24.50	High
12.51 – 18.50	Average
6.51 – 12.50	Low
1.00 – 6.50	Very Low

**Conclusions**

The study revealed that the pre-test scores of students in the control and experimental group were comparable, showing the same “Low” scores in terms of their pre-knowledge in English topics. The result of the post test showed that both the control and experimental group increased from “low” to “average” however the group of students exposed to portfolio activities had a higher mean compare to the former group after the treatment. This implies that the use of portfolio activities could be used as an effective way of enhancing students’ performance in English.

With the result, the researcher concluded that the use of portfolio activities were not only for assessment purposes but it could also be used as a way of enhancing students’ performance in English. The result of this study agrees with the theoretical frame aforementioned of which the study is anchored, that students learn while doing. Therefore, teachers should be open to consider the use of portfolio activities in improving their students’ performance in English.

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