

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusions of the study and suggestions for related parties and future research in the related topic. The conclusions of the research are made based on the findings and the discussion in the previous chapter.

5.1. Conclusions

Based on the discussions in the previous chapters, there were several conclusions that can be drawn. First, it is related to the way teacher applied portfolio method in teaching writing. The research found out that the teacher implemented the documentation portfolio which consists of eight phases. The phases were explanation by the teacher, class discussion, pre-writing, drafting, peer reviewing, revising, teacher reviewing, editing and submitting the final draft. The teacher actually had made a careful planning on the portfolio method but she did not provide the students with clear guidelines to help students make their portfolio.

Second, it is related to the problems faced by the students in making portfolio. The problems faced mainly in personal problems, which come from the students themselves. These problems could be coming from students' fallacies and negative attitudes toward portfolio method. Besides, the students were poor in grammar and lack of vocabulary. In term of extrinsic factor, the problems also

come from the teacher in which they did not give clear guidelines and insufficient feedback to the students.

Third, it is related to the strategies that the students used in handling the problems in making portfolio. The students propose strategies to handle the problems. Although the strategies have not been widely, implemented, these considered as the right strategies.

5.2. Suggestions

Based on the findings of the research, some suggestions for teaching and learning activity particularly in teaching writing are offered.

For the English teachers, it suggested to make careful planning on implementing portfolio method into teaching writing. Since portfolio is a new method for most of Indonesian students, therefore teachers are suggested to introduce the concepts of portfolio method to the students, provide detailed guidelines to help students develop their portfolio, and provide samples to help students understand what makes a good portfolio. Moreover, the teachers are also suggested to give adequate guidance for students in every phases of portfolio method. The teachers are also recommended to emphasize self-reflection as an important element of portfolios.

For further researchs who are interested in portfolio method in teaching English, research in the related topic is needed to be conducted. Since present research was carried out in senior high school, future researcher can do the same research in other level.