

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter provides conclusions and suggestions of the research. The conclusion is drawn by presenting the main things based on discussion of the result of the research. Meanwhile, suggestion is delivered to English teachers and English language learners who will use portfolio during teaching and learning process and to another researcher who want to do the research that focus on the use of portfolio.

5.1 Conclusion

The main focus of this study is the use of portfolio in improving students' vocabulary mastery in writing skill. The use of portfolio was applied to the students of tenth grade of one of public senior high schools in Bandung. The aims of conducting this research are to investigate whether the use of portfolio improves students' vocabulary mastery in writing skill and how the use of portfolio is perceived by students. The result of the research could be seen from the result of the test and the responses given by the students.

Although it is found that there is no significant difference but the use of portfolio might contribute to the improvement of students' motivation and experiences in learning English vocabulary in writing skill. There might be some factors that affect the success of using portfolio in writing class. First, it might be because of the teacher and students' understanding toward the implementation of

portfolio. Teacher and students might not have the same view when portfolio is implemented in class. Thus, because of that condition, the goals set could not be achieved.

The second factor might be because of the appropriate materials included in portfolio. Thus, it affects the result of students work during class session. The third is the use of teaching media that did not facilitate teaching and learning process. It might not help students in understanding the materials given because students have their preferences on media used in class. The fourth is the condition of students and class. Students might have their problems that affect their conditions when learning in class.

Fifth, learning activities that did not motivate the students to catch and understand the material. Students might not have interest in some materials delivered in class. Thus, they tend to be passive and ignore the class session. Sixth, the implementation of portfolio needs longer time. Thus, it will affect the result of the research. Seventh, the implementation of portfolio might not achieve maximum goal. It happened because of the limitation of students in making and arranging portfolio. Eighth, the result of the test did not show the improvement, but the process did. Thus, the different teaching method is larger than the way how to assess it.

5.2 Suggestions

Some suggestions are addressed to English teacher, English language learners and future researchers. To be successful in implementing portfolio in

class, the involvement of observers who know the research well and know how to implement portfolio appropriately need to be considered. Thus, the involvement of observers might help in giving suggestion.

In addition, English teacher should understand well about how to implement portfolio appropriately in class. It can help the teacher to make students understand and get involved in the implementation of portfolio in class. Thus, both teacher and students could work together in designing portfolio, deciding criteria, and evaluating the process and the content.

Moreover, teacher should emphasize what to be focused in order to make students realize what should be achieved. In this case, because portfolio is focused on the improvement of vocabulary mastery in writing skill, teacher should emphasize the use of portfolio which can help the students in improving their vocabulary mastery in writing skill. Thus, students will realize that they should work hard to improve their vocabulary mastery by teacher's guidance and their commitment in achieving it.

Furthermore, students should have the same view about implementing portfolio in class with the teacher. It is aimed in order to prevent misunderstanding. Thus, students will make portfolio and do what should be done appropriately.

Moreover, future researchers are suggested to do the research about portfolio in different focus or in different level. In addition, working with portfolio needs plenty of time. Therefore, time management needs to be considered. It will affect the time to do reflection and the result of the research.