

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter consists of two major parts. The first discusses the conclusion of the findings. The second part is a suggestion for further researchers who are interested in taking research in portfolio field.

5.1 Conclusion of the findings

The implementation of portfolio assessment in the classroom lied on the teacher's understanding of the portfolio assessment which reflected the way they implemented this assessment in the classroom.

The findings from three times classroom observation found that were several activities when portfolio assessment was implemented in the classroom. Meanwhile, due to lack of understanding on classroom based assessment particularly portfolio assessment, teacher did not implement this assessment exactly like what have been proposed by Kemp and Toperrof (1998) and Pierce and O'Malley (1992).

They state some stages related with the good criteria of developing portfolio assessment. The criteria are: 1) Deciding a purpose or theme, 2) Introducing the idea of port of the class, 3) Specifying portfolio content, 4) Giving clear and detailed guidelines for portfolio presentation, 5) Notifying other interested party, 6) Having preparation period, 7) Developing an appropriate scoring system, 8) Sharing the scoring system with the students, 9) Assessing the portfolio and giving feedback, 10) Engaging the learner in discussion of product, 11) Having follow up.

From all those eleven stages, teacher missed or skipped some stages. The stages that were missed were notifying other interested party, and having follow up.

These stages were missed in purpose due to the differences of teaching style from one teacher to the others. Hence there was only one teacher who applied portfolio assessment in that school. According to the teacher, the lack of training or workshop from government about portfolio assessment makes some teachers feel confused with this method and that becomes the reason why teacher did not want to use portfolio.

Follow up could not be done because of the same reason. The exhibition only held in the classroom watched by the teachers and the students but no other parties such as parents or headmaster.

In specifying portfolio content, teacher gave a freedom to the students to choose the content of their portfolio. Teacher just said the content should be students' best work. Free students to choose sometimes can be a problem not only for the students but also for the teacher. Students who are their first time compiling portfolio will get confused about what is meant by best work while on the other side teacher will have difficulty in assessing students' portfolio since there were no specific criteria of the content.

Implementing portfolio was not an easy task. In doing this, teacher still faces some problems. The problem was the limitation of time for teacher to assess students' portfolio. Teacher said with a lot of tasks that should be finished as a teacher such as writing lesson plan made the time for assessing students' portfolio decrease and the result of this was teacher did not give his best effort to check and give feedback to the students. The other problem was lack of training from government specifically in portfolio assessment. Staff development and examiner training are crucial for the implementation of portfolio assessment and to achieve acceptable inter-rater reliability.

The findings from questionnaire and interview stated that students were interested in the subject because of the teacher. The teacher has successfully built the enjoyable situation during the teaching and learning process that made students did not feel boring when they came to the class. The students agreed the subject gave so many knowledge and information that will be useful for them in the future.

The data gained from the questionnaire and interview indicated most of the students felt glad with the implementation of portfolio. Portfolio was a useful assessment but not enjoyable. It was useful because students got some benefits from creating and compiling portfolio. For instance, they could improve their speaking and writing skills with presented the group's discussion in front of their friend. They learnt to be more creative, active, being more autonomous and learn to manage their time well since they had to create and to compile their portfolio by themselves although some assignments are done in group, still to finish their portfolio they did it alone. On the other hands, portfolio was not an enjoyable assignment because it was a boring job and consumed a lot of their time while at the same time they had other assignments to be finished. Portfolio also improved the relationship with their friends since the assignment mostly worked in a group. Portfolio worked in a group motivated the students to learn better than before.

In creating portfolio, students faced some problems. The students said the common problems were finding out the theories that support their topic, lacking of ideas that prevented them to write portfolio regularly. The other problems were losing the documentation of group work, doing the selection of all the tasks to put in the portfolio and organizing the content of portfolio in order to make it easy to read. Feeling lazy to finish the assignment was also one of the problems felt by students. Some students mentioned they had spent more expenses to decorate their portfolio in order to create a unique portfolio. In other words, the problems faced by the students

were generally concerned with their personal mood and technical error in creating and writing the portfolio.

5.2 Suggestion

After having the findings and discussion of the research, there are some suggestions for teachers who are interested using portfolio as their assessment based on the students' perception and the next related research as recommendation.

5.2.1 For Teachers who are Interested in Portfolio Assessment

- a. Teachers who are interested in using portfolio assessment should know the concept of portfolio before giving it as an assessment to the students.
- b. Before asking students to create portfolio, teachers should give clear information about the objectives or learning targets of the subject, therefore students know the purpose of the learning and the reason they have to create the portfolio.
- c. An effective portfolio is more than simply a file into which students worked products are placed (Linn & Gronlund, 1995:339). It means that teacher should give clear explanation about the assessment, what kinds of assignments should be included in the portfolio because not all of the assignments could be put on the portfolio, only the best work of the students that is put on it or the work that related with the objectives of the subject.
- d. Teachers should give students the explanation and suggestion for deciding which examples the students should include to help the students prepare their own portfolio.
- e. Teachers have to share their scoring rubrics with students to clarify the learning target for them and how you assess their portfolio.

- f. Teacher should ask students not only to create and to compile their portfolio but also make a self-reflection during the learning process. Self-reflection provides valuable evidence concerning the students' needs, problems, adjustments, interest, and attitudes (Linn & Gronlund, 1995:274). Self-reflection also trains students to be more diligent and doing their job every week.
- g. Teacher should apply various kinds of learning and tasks to make the learning process enjoyable so students won't feel bored and glad to come to the class. Learning not only comes from teacher presentation but also from students' group presentation, classroom discussion, watching a movie, listening a record, etc.

5.2.2 For Next Further Study

For other researchers who desire to investigate more about the implementation of portfolio, the next research can consider the following suggestions:

- a. The research investigates the comparison of implementation of portfolio in two different schools; between two public schools, private school and public school or between general school and international school.
- b. The research investigates not only students' perception but also teacher's perception of the implementation of portfolio.
- c. Due to the present study conducted in a short of period of time, it is recommended that other researchers do the research in a longer period.

