

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This section provides an overview of the investigation leading to the conclusion, offers some suggestions, and recommendation for English teaching and learning especially in assessment.

#### **5.1 Conclusions**

Having gone through the data analysis and deep investigation on the research, the researcher tries to highlight the conclusion of the main issue presented in previous chapter. The conclusion is summarized as follows:

1. The teacher follows the certain steps of conducting portfolios in classroom use, promotes interaction and involvement of the students on assessment, provides chances for student to exercise their mind to achieve metacognitive skills to gain critical thinking skills, and facilitates interaction with parents. In short, the teacher brings a theory into practice in her classroom.
2. The implementation portfolio in classroom provides opportunity for the students to work collaboratively with peers and teachers, to negotiate in establishing the criteria which they want to attain, to keep records of their progress over period of time in particular place.
3. Portfolio assessment empowers students socially, cognitively, and psychologically since it promotes: students' involvement in assessment, responsibility for self assessment, interaction with teachers, parents, and

student about learning, student ownership of and responsibility for their own learning, excitement about learning, students' ability to think critically about school work, collaborative and sharing classroom.

## **5.2 Suggestions and Recommendations**

Having deep understanding on the implementation of portfolio assessment in classroom, several suggestions and recommendations are raised as follows:

1. Teachers should provide wide range of opportunities and possibility of learning by facilitating interaction among parties that involved in the assessment. Parents', school principal's, students' and others' involvement, who are interested in portfolio, should be given available access (i.e. web on internet) to see and evaluate the students' progress and improvement.
2. Teacher should keep informed about new assessment and alternatives of doing it in order to update the way of implementing the assessment.
3. To develop empowerment, students should actively ask for input from peers and parents regularly, which can be done whether inside or outside classroom.
4. Parents, by their initiatives, should often come to the school to participate, involve, and get informed the growth of their children's learning.
5. School principal takes the initiatives to facilitate the process with good facilities and available budget

For further research, since this research has no initial research to explore the previous condition before portfolio assessment was implemented, it would be better for other researchers who are interested in the same field of work

investigate further about it. Hopefully, the weaknesses of the study can be minimized and the findings will be reached more optimally.

