

CHAPTER IV

RESULTS

This chapter represents the findings of the study. It is comprised of the analysis of the collected data. It is organized as follows: Analysis of Portfolios (Section 4.1); Relationships of Objectives and Result in Portfolios (Section 4.2); Criteria of Assessing Portfolios (Section 4.3); and Attitudes of Teacher and Learners toward Portfolios (Section 4.4);

4.1 Analysis of Portfolio Worksheets

In order to investigate the structure of portfolio, a worksheet was administered and analysis as follows:

4.1.1 Structures of Different Portfolios

4.1.1.1 Portfolios Objectives

In school A, the objectives in Ap1 and Ap3 were indicated. All learners supported those objectives by writing, sentence, and interested story and drew a picture. However, there was no objective in Ap2, Ap4 and Ap5, but the students completed the portfolios in each section. They might do their works by following from the instruction on the students' works.

In school B, the objectives in every portfolio worksheet were pointed. This could be seen when all Bp1 learners described their house; Bp2 learners introduced themselves; Bp3 learners described their father and expressed their feeling to their father; Bp4 learners described about their mother and expressed their feeling to their mother; and Bp5 learners gave information about others' clothes.

In school C, there was no objective in Cp1, Cp2, Cp3, Cp4 and Cp5, but the students completed the portfolios in each section, because the teacher wrote the instruction on the board and advised described to do worksheet.

4.1.1.2 Instructions of Portfolios

In school A, the instruction in Ap1 asked students to write a story about their family and drew a picture to suit the story. Here, 50 students understood the instruction and they worked correctly.

Ap2 asked the students to complete vocabulary about occupation, write its meaning into Thai and then pronounced it to their teacher and friends. Here, 50 students understood the instruction and they worked correctly.

Ap3 assigned the students to write few sentences or a story by using irregular verbs and drawing a picture to suit what they wrote. Here, all of students (50) understood the instruction and all of them worked correctly.

Ap5 asked the students to describe about their mother for five sentences and draw a picture to go with the story. Here, all of them (50) understood the instruction and all of them worked correctly.

Different from other portfolios of A, there was no instruction¹ for the work in Ap4. Here, all of students (50) understood the instruction and they worked correctly. Here all of them (50) could work correctly. It may depend on the teacher's oral instruction.

In school B, the instructions in Bp2 and Bp4 asked students to cut and paste their photo on the paper and then, described their appearance. Here, all of students (50) could work following the instruction correctly. Different from other portfolios of B, there was no instruction for the work in Bp1, Bp2 and Bp5. Here, students may work by the teacher's oral instruction. In school C, there was no instruction in Cp1, Cp2, Cp3, Cp4, and Cp5. Students could work following teacher's oral instruction.

It could be concluded here that although there is no instruction in some worksheets, students could gain high scores. They might understand how to work by teacher's oral instruction

4.1.1.3 Table of Scoring in portfolios

In school A, there was a table of scoring in Ap1, Ap3, Ap4 and Ap5. It was divided into two parts: total score and the scores that the students gained. Here, the majority of the students (47/50) gained scores over 70% from their teacher and three students gained scores over 50 % from their teacher, but there was no table of score in Ap2.

In school B, there was a table of scoring in Bp1, Bp2, Bp3, Bp4, and Bp5. It was divided into five levels: (1) Excellent = 5 points, (2) Good = 4 points, (3) Average = 3 points, (4) Fair = 2 points, and (5) Poor = 1 point. From the study, 48 students' worksheet gained 5 scores from their parents, their friends, and by themselves and two students' worksheet gained 4 scores from the teacher.

In school C, there was a table of scoring in Cp1 and Cp5; it was divided into four levels: (1) Excellent = 4, (2) Good = 3 points, (3) Average = 2 points and (4) Fair = 1 point. But a table of Cp2 and Cp3 and Cp4 was divided into 3 levels: (1) Excellent = 5 points, (2) Good = 4 points and (3) Fair = 3 points. From the study, all of students (50) gained 5 scores from their teacher, and they gained 4 scores from their friends and by themselves but there was no evaluation from their parents.

From the data, it could be said that many students gained those scores according to the quantity of their work, but the range of scores depend on the rater.

4.1.2 Relations of Portfolio Objectives and Work Results

According to the findings, it was found out that the students' work was related to the objectives.

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As can be seen in Ap1, the students drew the picture to the objective directly, but they did not describe the picture, so their works were not completed. There was no objective in Ap2 and Ap4, but the learner did the exercise from the teacher's instruction. In Ap3; the students wrote the sentences to the objective directly, but they did not draw the picture, so their work was not complete. In Ap5; students wrote sentences and drew the picture to the objective directly.

In school B, in Bp1, the students described the picture to the objective directly. In Bp2; the learner wrote the information about the picture to the objective directly. In Bp3 and Bp4; the students wrote and describes the picture to the objective directly. And in Bp5; the learner gives information and describes about other cloth to the objective directly. In school C, in Cp1, Cp2, Cp3, Cp4 and Cp 5; there was no objective, so the students did the exercise from the topic, the title of the unit.

4.1.3 Evaluators of portfolios

In school A, in Ap1, Ap2, Ap3, Ap4 and Ap5; only the teacher evaluated the students' work. Here, all of students (50) gained high scores. Some students' score (15) reached as the total score. All of students (50) were satisfied with those scores. According to the portfolio worksheet, in school A, in Ap1 and Ap4; there was the students' comment of their worksheet after they knew the score. In Ap2, Ap4 and Ap5; students knew their score but they did not comment their worksheet.

In school B, in Bp1, Bp2, Bp3, Bp4 and Bp5; the students' classmates and parents were those who evaluated students' worksheet. Here, all of students (50) gained high score. Their score was not different from school A. Also, they were satisfied to show their work to other people. In school B, in Bp1, Bp2, Bp3, Bp4 and Bp5; students knew their score after the teacher checking their worksheet.

In school C, Cp1, Cp2, Cp3, Cp4 and Cp5; the students' classmates and the teacher evaluated learner's worksheet. Nearly half of students (23) gained high score. Their score was not different from school A and school B.

It can be concluded that School A, School B and School C are different in the evaluators but their score is not different. In school C, in Cp1, Cp2, Cp3, Cp4 and Cp5; the students knew their score after the teacher checking their worksheet when they got back. Also, students in School A, School B and School C knew the scores after the teacher checking their worksheet.

4.1.4 Criteria of Assessing Portfolios

In Ap1, the criteria were separated into four items: (1) the ability to write few sentences according to the given picture, (2) the cleanliness and neatness of worksheet, (3) the on-time submission and (4) creativeness.

In Ap3, the criteria were separated into four items: (1) the correct sentence, (2) the ability of reading, (3) the cleanliness and (4) the on-time submission. In Ap4, the criteria were separated into four items: (1) correct word and sentence, (2) the pronunciation and correct meaning, (3) the cleanliness and neatness of worksheet, and (4) the on-time submission. In Ap5, the criteria were separated into three items: (1) the correct grammar, (2) the cleanliness and neatness of worksheet, and (3) the on-time of submission. However there was no criterion in Ap2.

In school B; in Bp1, Bp2, Bp3, Bp4 and Bp5, the criteria were separated into 4 four items: (1) the content, (2) the cleanliness, (3) the tidiness and (4) the correct spelling.

In school C; in Cp1 and Cp5; the criteria were separated into five items: (1) the correct content, (2) the new word, (3) the tidiness, (4) the cleanliness and (5) the neatness. However, there is no criterion in Cp2, Cp3 and Cp4.

4.2 Attitudes of Students and Teachers toward the Use of Portfolios

4.2.1 Attitudes of Students

According to the findings, the attitude of the students can be outlined below.

4.2.1.1 Interaction in the class

Item	Content	The scale of satisfied					\bar{X}	SD
		1	2	3	4	5		
1	Students are happy to study English by assessment of portfolio.	2	3	56	58	31	3.7	2.1

Table 1: Item 1: Interaction in the class

Table 1 shows that most of the students (3.7) were satisfactory the study of English by using portfolios.

Item	Content	The scale of satisfactory					\bar{X}	SD
		1	2	3	4	5		
2	Assessment by using portfolio can make a good atmosphere in the class.	0	10	46	64	30	3.7	2.1

Table 2: Item 2: Interaction in the class

Table 2 shows that most of the students (3.7) thought that portfolio could make a good atmosphere in the class.

Item	Content	The scale of satisfactory					\bar{X}	SD
		1	2	3	4	5		
3	Students feel worry to do their worksheet with the teacher's instruction.	36	37	42	24	11	2.6	1.2

Table 3: Item 3: Interaction in the class

Table 3 shows that more than half of the students (2.6) worried to do their work with the teacher instruction.

Item	Content	The scale of satisfactory					\bar{X}	SD
		1	2	3	4	5		
4	Students are eagerly to do their worksheet assigned by the teachers.	1	5	45	61	38	3.9	2.1

Table 4: Item 4: Interaction in the class

Table 4 shows that most of the students (3.9) were eager to do their worksheet assigned by the teachers.

Item	Content	The scale of satisfactory					\bar{X}	SD
		1	2	3	4	5		
5	Students feel that they are forced to work by the teacher's assignment.	42	43	36	21	8	2.4	1.1

Table 5: Item 5: Interaction in the class

Table 5 shows that nearly half of the students (2.4) were forced to work by the teacher's assignment.

Item	Content	The scale of satisfactory					\bar{X}	SD
		1	2	3	4	5		
6	Students are pleased to do another work such take the test instead of working by the teachers assignment.	70	13	23	30	14	2.4	1.2

Table 6: Item 6: Interaction in the class

Table 6 shows that a few of the students (2.4) were not pleased to do another work such as taking the test, but preferred to work on the assignment provided by the teacher.

Item	Content	The scale of satisfactory					\bar{X}	SD
		1	2	3	4	5		
7	Assessment by using portfolio makes a good relationship in the class between teachers and students.	2	6	29	45	68	4.1	2.3

Table 7: Item 7: Interaction in the class

Table 7 shows that most of the students (4.1) thought that the assessment by using portfolio made a good relationship between teacher and students.

Item	Content	The scale of satisfactory					\bar{X}	SD
		1	2	3	4	5		
8	Interaction in the class	153	117	277	303	200	3.3	1.5

Table 8: Item 8: Interaction in the class

Table 8 shows that many students (3.3) had an interaction in the class.

4.2.2.2 Portfolio Process

Item	Content	The scale of satisfactory					\bar{X}	SD
		1	2	3	4	5		
1	Students participate in assessment criterion.	0	6	27	51	66	4.2	2.4

Table 9: Item 1: Portfolio Process

Table 9 shows that most of the students (4.2) participated in assessment criterion.

Item	Content	The scale of satisfactory					\bar{X}	SD
		1	2	3	4	5		
2	Students are interested in admiring or giving an advice to their friends' worksheet.	2	3	23	66	56	4.1	2.4

Table 10: Item 2: Portfolio Process

Table 10 shows that more than half of students (4.1) were interested in admiring or gave an advice to their friends' worksheet.

Item	Content	The scale of satisfactory					\bar{X}	SD
		1	2	3	4	5		
3	Students are worry and serious about assessment by using portfolio.	62	29	36	17	6	2.2	1.1

Table 11: Item 3: Portfolio Process

Table 11 shows that a few of the students (2.2) were worried and serious about the assessment by using portfolio.

Item	Content	The scale of satisfactory					\bar{X}	SD
		1	2	3	4	5		
4	Students are pleased to reflect their feeling for their worksheet.	0	11	37	43	59	4.0	2.2

Table 12: Item 4: Portfolio Process

Table 12 shows that most of students (4.0) were pleased to reflect their feeling on their worksheet.

Item	Content	The scale of satisfactory					\bar{X}	SD
		1	2	3	4	5		
5	Students are pleased to present their portfolio to their friends, their teacher and their parents.	0	9	31	49	61	4.1	2.3

Table 13: Item 5: Portfolio Process

Table 13 shows that most of students (4.1) were pleased to present their portfolio to their friends, their teacher and their parents.

Item	Content	The scale of satisfactory					\bar{X}	SD
		1	2	3	4	5		
6	Assessment by using portfolio is a hard working.	60	28	34	17	11	2.3	1.1

Table 14: Item 6: Portfolio Process

Table 14 shows that a few of the students (2.3) thought it was not a hard working assessment by using portfolios.

Item	Content	The scale of satisfactory					\bar{X}	SD
		1	2	3	4	5		
7	Assessment by using portfolio is fair and clear because students participate in assigning assessment criterion, they can choose their worksheet by themselves and always know the result of assessment.	2	9	24	49	66	4.1	2.3

Table 15: Item 7: Portfolio Process

Table 15 shows that most of students (4.1) thought that the assessment by using portfolio was fair and clear because students participated in assigning assessment criteria. Therefore, they could choose their work by themselves and knew the result of assessment.

Item	Content	The scale of satisfactory					\bar{X}	SD
		1	2	3	4	5		
8	Students know the steps and detail of portfolio.	2	6	39	50	53	4.0	2.1

Table 16: Item 8: Portfolio Process

Table 16 shows that most of students (4.0) knew the steps and detail of portfolio.

Item	Content	The scale of satisfactory					\bar{X}	SD
		1	2	3	4	5		
9	Portfolio Process	128	101	251	342	378	3.6	1.7

Table 17: Item 9: Portfolio Process

Table 17 shows that most of students (3.6) knew the portfolio process.

4.2.2.3 Developing themselves

Item	Content	The scale of satisfactory					\bar{X}	SD
		1	2	3	4	5		
1	Working by the teacher's assignment make students understands text more.	2	6	27	58	57	4.1	2.3

Table 18: Item 1: Developing themselves

Table 18 shows that more than half of students (4.1) thought that working by the teacher's assignment made them understand studied texts more.

Item	Content	The scale of satisfactory					\bar{X}	SD
		1	2	3	4	5		
2	If the work is not good enough, students can do it again till it is better.	5	13	41	40	51	3.8	1.9

Table 19: Item 2: Developing themselves

Table 19 shows that majority of students (3.8) thought that if their worksheet was not good enough, they could do it again till it is better.

Item	Content	The scale of satisfactory					\bar{X}	SD
		1	2	3	4	5		
3	Working can develop their ability and their creation.	2	3	20	54	71	4.3	2.6

Table 20: Item 3: Developing themselves

Table 20 shows that most of students (4.3) thought that working can develop their ability and their creation.

Item	Content	The scale of satisfactory					\bar{X}	SD
		1	2	3	4	5		
4	Students use the time to adjust their works.	2	4	30	59	55	4.1	2.3

Table 21: Item 4: Developing themselves

Table 21 shows that most of students (4.1) had time to adjust their worksheet.

Item	Content	The scale of satisfactory					\bar{X}	SD
		1	2	3	4	5		
5	Students are responsible for their learning because they have to do their assignments.	0	3	29	57	61	4.2	2.4

Table 22: Item 5: Developing themselves

Table 22 shows that most of students (4.2) were responsible for their learning because they had to do their assignments.

Item	Content	The scale of satisfactory					\bar{X}	SD
		1	2	3	4	5		
6	Developing themselves	11	29	147	268	295	4.1	2.3

Table 23: Item 6: Developing themselves

Table 23 shows that most of students (4.1) developed themselves after they did portfolio.

4.2.2.4 The advantages of portfolio

Item	Content	The scale of satisfactory					\bar{X}	SD
		1	2	3	4	5		
1	The assessment using portfolio encourages the students to show their opinion.	1	5	24	56	64	4.2	2.4

Table 24: Item 1: The advantages of portfolio

Table 24 shows that most of students (4.2) thought that the assessment using portfolio encourages them to show their opinion.

Item	Content	The scale of satisfactory					\bar{X}	SD
		1	2	3	4	5		
2	The students can use their knowledge to do their works and in real life.	2	4	24	63	57	4.1	2.4

Table 25: Item 2: The advantages of portfolio

Table 25 shows that most of students (4.1) used their knowledge to do their worksheet and in real life.

Item	Content	The scale of satisfactory					\bar{X}	SD
		1	2	3	4	5		
3	The students know about their good point and weak point from the assessment by portfolio.	2	2	25	55	66	4.2	2.5

Table 26: Item 3: The advantages of portfolio

Table 26 shows that most of students (4.2) knew about their good point and weak point from the assessment by portfolio.

Item	Content	The scale of satisfactory					\bar{X}	SD
		1	2	3	4	5		
4	The assessment by using portfolio is more reflective of knowledge than the test.	2	5	31	37	75	4.2	2.4

Table 27: Item 4: The advantages of portfolio

Table 27 shows that most of students (4.2) thought that the assessment using portfolios is more reflective of knowledge than the test.

Item	Content	The scale of satisfactory					\bar{X}	SD
		1	2	3	4	5		
5	The assessment using portfolio is good for students, teacher, and parents.	1	6	23	50	70	4.2	2.5

Table 28: Item 5: The advantages of portfolio

Table 28 shows that most of students (4.2) thought that assessment using portfolio is good for students, teacher, and their parents

Item	Content	The scale of satisfactory					\bar{X}	SD
		1	2	3	4	5		
6	The students like the assessment by using portfolio more than the assessment by the test.	1	11	37	36	65	4.0	2.2

Table 29: Item 6: The advantages of portfolio

Table 29 shows that most of students (4.0) liked the assessment using portfolio more than the assessment by the test

Item	Content	The scale of satisfactory					\bar{X}	SD
		1	2	3	4	5		
7	The learners want to use the assessment by using portfolio for another subject such as Math, Thai, Science, etc.	1	6	24	45	74	4.2	2.5

Table 30: Item 7: The advantages of portfolio

Table 30 shows that most of students (4.2) wanted to use the assessment by using portfolio for another subject such as Math, Thai, Science, etc.

Item	Content	The scale of satisfactory					\bar{X}	SD
		1	2	3	4	5		
8	The learners know about the advantage of portfolio.	2	5	20	33	90	4.4	2.8

Table 31: Item 8: The advantages of portfolio

Table 31 shows that most of students (4.4) knew about the advantage of portfolio.

Item	Content	The scale of satisfactory					\bar{X}	SD
		1	2	3	4	5		
9	The advantages of portfolio	12	44	208	375	561	4.2	2.4

Table 32: Item 9: The advantages of portfolio

Table 32 shows that most of students (4.2) thought that assessment by using portfolio was advantage

4.2.2 Attitudes of Teachers toward Portfolios

From interviewing the teacher of three schools by using the interviews form, the results can be represented as follows:

4.2.2.1 Rating Part

(Item 1) When asked whether they pointed out the learning objectives to learners, all the three teachers said that they did. However, according to the analysis of portfolio worksheets, it shows that they did not give objectives in the worksheets. This could be explained why some students could not complete the worksheets.

(Item 2) When asked whether they mentioned the criterion. All the teachers said that they did. However, according to the analysis of portfolio worksheet, it shows that they pointed to the criterion but it was not related to the contents. This could be explained why some students could not complete the worksheets.

(Item 3) When asked whether they stated that they told how the students did worksheet. All the three teachers said that they told the students to do that work. According to the analysis of portfolio worksheets, there did not notice in worksheet. This could be that they might tell the steps by writing on the board.

(Item 4) When asked whether they pointed out to comment by themselves, all of the three teachers said that they did. However, according to the analysis of portfolio worksheets, it shows that students assessed their worksheets by themselves. This could be explained that the students might assess their worksheets.

(Item 5) When asked whether they pointed out the students' friends assessed the worksheets friends, all the three teachers said that they did. In the interviewing form, the three teachers gave some suggestions as follows: However, according to the analysis of portfolio worksheets, it shows that students, friend assessed their friend worksheets. This could be said that the students might assess their friend worksheet.

(Item 6) When asked whether they pointed out the students' parents assess the students' worksheets, all the three teachers said that they did. However, according to the analysis of portfolio worksheets, it shows that two of teachers turned students' worksheets to their parents. According to this assessment, this could be explained that students' parents participated to assess the students' worksheets, but not totally.

(Item 7) When asked whether they mentioned to comment the students' worksheets by the teachers, all the three teachers said that they did. However, according to the analysis of portfolio worksheets, it shows that they checked only the scores in the

worksheets. This could be explained that they did not comment on their students' worksheets.

(Item 8) When asked whether they pointed out the students knew the scores after checking worksheets, all the three teachers said that they did. However, according to the analysis of portfolio worksheets, it shows that the teachers turned the worksheets back to the students. This could be explained that the students knew the scores.

(Item 9) When asked whether they pointed out the students commented their own worksheets, all the three teachers said that they did. However, according to the analysis of portfolio worksheets, it shows that some student commented their worksheets. This could be explained that some students commented their worksheets.

(Item 10) When asked whether they point out the students' friends commented the worksheets, all the three teachers said that they did. However, according to the analysis of portfolio worksheets, it shows that the students' friends did not comment in the worksheets of their friends. This could be said that students' friends did not comment in the worksheets of their friends.

(Item 11) When asked whether they point out the teachers commented the worksheets, all the three teachers said that they did. However, according to the analysis of portfolio worksheets, it shows that the teachers checked only the scores in the worksheets. This could be explained that the teachers did not comment in the worksheets.

(Item 12) When asked whether they point out the students' worksheets were demonstrated at the final term, all the three teachers said that they did.

According to the data above, most of the teachers said that they did all items which they were asked. However, those items did not appear in the students' worksheets.

Therefore, the procedures should be more clear so that the students might do their worksheets better.

4.2.2.2 Personal Comments

In the interviewing form, the three teachers gave some suggestions in the part of personal comments as follows:

TA said that he had every items of portfolio for his work. He said that students operate their activity with full ability. Their parents did not evaluate students' worksheet because worksheets were English and some parents did not know English, so they only checked something such as picture, cleanness, and tidiness in worksheet.

TB said that she gave her students' worksheet by following the objective of the course. She had the criterion to evaluate each work. She also said that her students liked to do their worksheet; they wanted to show their works to their parents, classmate and teacher. She gave some advice for her students if they wanted. Her students had to give their works to his/ her classmate, parents and teacher for evaluating every time. Her students gave the opinion to his/ her work. They adjusted the work every time if they wanted. Her students are proud to do and select his/ her work.

TC said that she noticed the objective learning to her students but in each items was not clear enough, for she used to teach a primary school. She had just taught a secondary school. Everything she had to be more adjusted approved and developed. Therefore, the answer 'yes' or 'no' could not check her knowledge. Moreover, she said that assessment using portfolio helps her learners to approve them and it is not boring to learn English.

According to the finding, it can be said that assessment using portfolio is useful for students to develop their abilities. The summary and discussion will be demonstrated in the following chapter.