

CHAPTER V

SUMMARY, DISCUSSION, AND INTERPRETATION OF FINDING

In this chapter, the summary, the discussion of results, the implementation for using portfolio and the suggestion for further study are demonstrated below.

5.1 Summary of the Study

For the finding of the study, it mainly analyzes the structure of different portfolios. It is evident that there were some different points toward using portfolio as follows:

The objectives are not noticed in portfolios in school A and in school C, however, students do the exercises from worksheet which was designed by the teacher, but students in school C did their worksheets appropriately from the objectives. About the instruction in school A and school B, the students followed the instruction. However, there is no instruction in some students' worksheet in school A and B, too. And in school C, the instruction is not noticed in students' worksheet. According to the table scores in school B and C, there is clear to show students' scores. However, some of them don't have the table scores. The study points out that there is no exact form of portfolio about the objectives. It seems to depend on the teacher's decision to put objectives in the portfolio or put the instruction instead of objectives in the portfolio.

The purpose of the study is also to analyze the relationships of portfolios' objectives and result. It is evident that there were some different points toward using portfolios as follows:

The objectives of worksheet in school A did not relate to the results. In the study, there are the objectives, but the result of students' worksheet did not follow the objectives. In

school B, the students followed the objective correctly whereas in school C they did not notice the objective. Therefore, the students' worksheet did not relate to the objectives and the result. According to the evaluator in three schools, it was found that they were different. That is, in school A, the teacher evaluates the students' worksheet by himself. However, there were two more persons evaluating students' worksheet in school B: students' friends and parents. However, there were learner's friends and the teacher, who evaluate learner's worksheet in school C. This reveals that there is no certain form of the relationship between portfolio objectives and results because the student's worksheet sometimes does not have objectives, and some worksheets do not follow the objectives. Moreover, some worksheets of the three schools are not evaluated by all of evaluators such as students' teacher, friends, parents, and students themselves.

In terms of the criteria of assessing portfolios, it is evident that there were different points toward using portfolios as the follows:

The criterion depends on students' worksheet at three schools. It is separated from learning skills. If learning skills are to read the texts, the criteria were to write correct words and sentences, to pronounce and tell the meaning correctly, to create beautiful worksheet, to color the picture and to hand it in on time. However, there were different points from the three schools. That is, the criteria depends on the students' worksheet determined by the teacher.

5.2 Discussion of the Findings

5.2.1 Analysis of Type of Portfolios

According to the study, it can be said that the type of portfolios which students use is working portfolios. The reason that there is only working portfolio in the class of the three schools is that the teachers want to assess the students by using portfolios to know their ability and knowledge of English. This type of portfolios also shows the background knowledge their writing ability and showing their creative ideas in the work. Therefore,

another type of portfolios such presentation portfolio, personal portfolio, academic portfolio, or professional portfolio (see Section 2.2) are not needed to use to assess the students of the three schools.

5.2.2 Analysis of Characteristics of Portfolios

According to the learning objective in portfolios, it can be said that it is advantageous for students if it is clear and relates to worksheet result. If there are no objectives in students' worksheets, the teachers should point out the students again in the class (Edgerton et al 1991; see Section 2.4.1). For the criterion, students could do worksheet according to the objective learning. If there were criteria that related to objective learning, the students would do the task with full ability. Regarding the step of portfolios, if students know how to do their worksheet, they will do the task appropriately (Kanchalee Chuwongloes 1997; see Section 2.4). For the evaluation, if the evaluator is parents, students mostly get the total score. This shows that an evaluator could have a bias. Therefore, the evaluator should have knowledge of what the students do. This is because, if they do not, the evaluation will be probably unfair or mislead. However, parents and classmates can give points for learners' responsibility, cleanliness and tidiness. Furthermore, according to the study, teachers did not correct the structure of the sentence in students' portfolios. She/He only signed his/her name. The students probably think that their work is correct and will apply it at the higher level. Thus, teachers should correct the structure and vocabularies before returning the work to students.

5.2.3. Attitudes of the Students toward Portfolios

From the study, most of the students were satisfied in using portfolios to assess their worksheet and they could develop English learning by themselves. This confirms that assessment using portfolios is the method for teaching (Chalit Siladet 1997). It also suggests that the students develop their four skills in English after they were assessed by portfolios. Thus assessment using portfolio is the approach that focuses on student-centeredness, their interaction, learning objective, content of what they learn and

process of collection their work. Moreover, it was found that the students were appreciative and had a positive attitude to study. Here, they might be able to evaluate themselves and show their worksheets to their friends and their parents.

In the study, there are positive attitudes of using portfolios for assessment. For instance, as most of the students could draw and color the picture in the worksheet that relate to the objective learning, this shows that they can develop their learning skill in terms of comprehension. Furthermore, they could set the criterion with the teacher and evaluate their worksheet by themselves, their friends, parents and teacher. This reveals how learners can have participation in evaluation.

By using portfolio, it seems that the teacher works hard because he/she needs to prepare many teaching materials and give students the concept of portfolio collection. However, after students understand the process and objective of using it, they should be able to create their own work by themselves. The teacher will be then an advisor who helps them, not a dictator in class anymore.

Basically, students will be proud of their success on their worksheet (Baker 1991), as can be seen when most of students indicated that they were satisfied to study English with the class using portfolios. Most of all, according to the results, many students thought that the assessment by using portfolios was very advantageous for them to improve their English. This can be concluded that the use of portfolio is one kind of motivation in learning English and it may be "a child learning center" (Sarot Sophirak. 2003. P.148).

5.2.4 Attitudes of the Teacher toward Portfolios

It is evident that the three teachers from three schools are satisfied to assess by using portfolios, as related to the theory of Wendie & Katherine (1992. p. 40) and Smiley (1993). All of them said that their students were satisfied with and proud of doing and selecting the worksheet by themselves. They also said that their students had positive

attitudes with assessment using portfolios. According to this, it might be said that the teacher can encourage students to study from varied materials, and use the current text as authentic as possible. Furthermore, the three teachers were satisfied to assess by using portfolios.

5.3 The Advantages and Disadvantages of Using Portfolio

According to the study, there are many advantages of portfolios. First, portfolios can be the way of encouraging students to learn happily without feeling of being forced by the teacher in working or doing the exercise. It is the way of encouraging students to show their idea, their ability of English skill and other skills. Moreover, portfolio can be the way of supporting students to be proud by themselves because they can show their works and their ability their parents and their friends. In addition, using portfolios is the way of learning English. They can improve themselves from the former work. Portfolios also make positive attitude in learning English.

On the other hands, portfolio can be disadvantages if the teacher is not careful in assigning or checking the correctness of the work. As the result of the study, the characteristics of portfolios (See Section 4.1), there are no completed portfolios because there is no learning objective or direction. Moreover, the detailed scoring of evaluation in some works. There are also some mistakes of evaluation because the criteria of evaluation are not related to the work. Therefore, the scores that the students obtained cannot show their real ability of English skill. Teachers did not correct the right or wrong answer, so it can lead to the mistake in a higher level of learning English.