

## **CHAPTER V**

# **CONCLUSION AND SUGGESTIONS**



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#### A. CONCLUSION

Realizing the fact that Indonesian students tend to be more passive in expressing their opinion, either orally or in written, a way out is suggested in this thesis entitled as Portfolio Assessment as *A Means of Evaluation System in Writing Class.*

Portfolio is defined as a purposeful and systematic collections of students' work that demonstrate students' progress, effort and accomplishment in one or more subject areas (Bastidas, 1996). Based on the above definition, this study aims to proof, mostly :

1. whether portfolio assessment is *effective* enough to be used in writing class ?

*effective* here means :

- a. whether portfolio assessment is able to demonstrate the students' progress, effort and accomplishment ?
- b. whether portfolio assessment is able to make students more aware of the difficulties in the process of writing ?

This study, in order to provide evidence of the above mentioned aims, is applied in group A registered in 1997 in the Catholic university of Widya Mandala -

Surabaya at its English Department. There were eight students taken as samples for this study. Those students made five writing assignments and three reflections during the first half semester. This study, in fact, was only done during the first half semester. The analysis and interpretation of the students' writing assignments provide the fact that there are five students who through this portfolio assessment are able to make progress and accomplishment. While the other two were decreasing and the other one remained the same. This is best shown by the scoring graphics for each students which based on the students' writing assignments. The reflections, on the other hand, provide graphics that show the students' effort, awareness of the difficulties and even the progress felt by the students during the process of writing. The reflections were twenty four in total number. However, there were sixteen reflections that were able to show the students' effort, progress and awareness of the difficulties in the process of writing. The other six only showed the effort and the awareness of the difficulties in the writing process. There was only one student showing only the progress felt in the process of writing. While the other one did not submit the reflection.

Based on those findings, it can be concluded that :

1. portfolio assessment is effective enough to be used in writing class
2. portfolio assessment is able to demonstrate students' progress, effort and accomplishment
3. portfolio assessment is able to make students more aware of the difficulties in the

process of writing

## **B. SUGGESTIONS**

Some suggestions are provided below :

1. for the students. In order to make the writing of this study more easier and efficient, the students should write the date as well as the correct assignments' number. Moreover, it will also be nice if the students give more effort in writing the assignments and also in expressing the opinions
2. for the teachers. The teachers using portfolio assessment should keep up the good work and enlarge the knowledge of portfolio assessment and its application
3. for the faculty. The faculty may also use portfolio assessment as a means of evaluation system besides the mid-term and final term examinations
4. for further research. In order to show the effectiveness of portfolio more clearly, it is suggested to observe more than only one class



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