

Chapter V

Conclusion and Suggestion

This chapter covers some points; they are conclusions and suggestion about the impact of portfolio assessment on student reading comprehension. All of them could be presents as follow:

Conclusion

Portfolio is one of authentic assessment that is the set of collection of work and ability in the learning process. Nowadays, teacher often use this alternative assessment as assessment tool to assess their student reading comprehension.

Actually the case is portfolio assessment will bring the positive impact to learner, because in portfolio assessment give opportunity to them to manage, and monitor their own work. Hence, they become aware to their weaknesses and strength in reading comprehension.

Based on the result of this research, portfolio assessment give positive impact to student reading comprehension. It is proved by student's average value every meeting. In meeting one, they get 78,75. Then, in meeting two they reach 78,35. After that, in meeting three, they show a good progress with get score 82,2. Then, in meeting five, they get 83,95. The last meeting, they reach 87,65. Based on their average score every meeting, it can be concluded that, portfolio assessment bring positive impact on reading comprehension, because in every meeting, students showed a significant progress.

In addition, in portfolio, teacher is able to know students' difficulties in reading comprehension. Student difficulties in reading comprehension are they can not find implied main idea, they less in determining irregular verbs, and they confuse to distinguish the generic structure. Based on student weaknesses above, portfolio provided student to overcome that problem. In concept of portfolio assessment, student are involving in assessment process. It brings positive impact to student in knowing their result as well as their weaknesses in reading comprehension. Hence, they can learn from their mistakes, then they solved it, and make some progress in every meeting.

Besides samples of student work, the existing of self-assessment in portfolio brings the positive impact for teacher and student. The impact is that students become motivated to learn reading comprehension. Furthermore, students can manage and monitor their own abilities. Thus, they can locate and correct their mistakes. This makes students give progress at every meeting. Self-assessment is also bringing good impact for teachers to improve their teaching methods.

Another impact is generated by portfolio is comment which teacher give to the student. This comment makes students aware of their error location. Then, this comment provides also for their motivation and build their critical thinking in reading comprehension

Suggestion

Based on this research, the researcher gives the suggestion especially for the teacher to use the portfolio assessment as their assessment tool. It is because

portfolio assessment is benefit for teacher in assessing reading comprehension.

The benefit is teacher can improve their teaching strategy based on student portfolio.

However, the teacher should pay attention on portfolio's weaknesses. For example the low reliability of portfolio scoring, and needs more time in completing and scoring student work. The researcher suggest that to overcome this problem teacher should maintain the criteria and purpose of portfolio clearly. If the portfolio is used in summative or formative. Moreover, to reduce time in completing and scoring student portfolio, teacher should use rubric. After teacher gives the task, teacher should scoring by using rubric directly. In addition, involved student in assessment process. Hence, it will reduce time consuming in portfolio scoring.

Moreover, the suggestion are presented for student. Portfolio assessment also gives benefit to them. They will know about their strength and their weaknesses on learning process. Hence, they can revise their mistakes in every meeting in learning process. In addition, self assessment in portfolio give them reflection about their achievement in every meeting. Thus, with portfolio they can manage and monitor their own progress. It will be bring possitive impact for their comprehension in reading as well as their motivation in reading.

The following suggestions are presented for those who are willing to conduct the research about the impact of portfolio assessment on students' learning. This study was conducted to investigate the impact of portfolio assessment students'

reading comprehension ability, may be the next researchers can investigate the impact of using portfolio assessment on other language skills such as listening, writing and speaking. In addition it would be fruitful to investigate the relationship between portfolio assessment and students' motivation or anxiety.

References

- Adams, T.L. (1998). Alternative Assessment in Elementary School Mathematics. *Childhood Education*, 74 (4), 220-224.
- ASSL (2014) *Reading Comprehension Strategy*. Retrieved on April 22, 2014 from <http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslissues/toolkits/s/roleinreading/rtrfreadingcompstrategies.ppt>.
- Arends Richard. (2008). *Learning to Teach: seventh edition (indonesian translation)*. Yogyakarta: Pustaka Pelajar
- Arikunto S. (2010). *Prosedur Penelitian. Suatu Pendekatan Praktik*. Jakarta :Rineka Cipta
- Baumann. (2009). *Enhancing Teacher Read Alouds With Small-Group Vocabulary Instruction for Students With Low Vocabulary in First-Grade Classrooms*. Retrieved on, 12 may at 08 pm from <http://web.ebscohost.com/ehost/detail?sid=8cc7adeb-771c-48bc83409eddae596be3%40sessionmgr115&vid=1&hid=104&bdata=JnNpdGU9ZWZWhvc3QtbGl2ZQ%3d%3d#db=afh&AN=63153801>
- Biemiller.(2004). *Enhancing Teacher Read Alouds With Small-Group Vocabulary Instruction for Students With Low Vocabulary in First-Grade Classrooms*. Retrieved on 15 march 2014 at 07.pm from <http://web.ebscohost.com/ehost/detail?sid=8cc7adeb-771c-48bc83409eddae596be3%40sessionmgr115&vid=1&hid=104&bdata=JnNpdGU9ZWZWhvc3QtbGl2ZQ%3d%3d#db=afh&AN=63153801>
- Birgin O & Baki A. (2007). *The Use of Portfolio to Assess's Student Performance*. *Journal of TURKISH SCIENCE EDUCATION* Volume 4, Issue 2, September 2007

- Blachowicz & Ogle. (2008). *Reading Comprehension: Strategies for Independent Learners*. New York : Guilford Press
- Boud, D. (1995). *Enhancing learning through self assessment*. Kogan Page,London.
- BOUD, D.J. (1996). *Implementing Student Self-assessment*. Sydney: Higher Education Research and Development Society of Australasia).
- Brown, H, Douglas. (2004). *Language Assessment : Principles and Classroom Practice*. New York: Longman
- Brummitt J. (2008). *What Is Reading Comprehension?*Retrieved on April 10, 2015 from <http://www.k12reader.com/what-is-reading-comprehension>.
- Calfe Perfurmo, (1993). *Student portfolios: Opportunities for a revolution in assessment*. Journal of Reading; Apr 1993; 36, 7. ProQuest
- Charvade, jahandar, Khodabandehlou, (2012). *the effectiveness of portfolio assessment on reading comprehension*. The journal of english teaching Vol. 5, No. 7; July 2012.
- Crooks, T. (2001).*The validity of formative assessment*. Paper presented to the British Educational Research Association Annual Conference, University of Leeds, 13-15.
- Djiwandono. (2008). *Test Bahasa*. Jakarta:Index.
- English Encyclopedia (2013). *What is Generic Structure*. Retrieved on December 7, 2015 from <http://www.encyclo.co.uk/meaning-of-generic-structure>
- Grabe W. (2009). *Reading in a second language.Moving from Theory to Practice*.USA:Vambridge University Press.

Grimms' fairy tale. *Snow white and the seven dwarfs*. Retrieved on september 1

2015 from <http://www.dltk-teach.com/rhymes/snowwhite/story.htm>

Mckeown, G. & Kucan, L. (2010). *Bringing Reading Research to Life*. New York:

Guilford Press

Moleong, J, L. (2007). *Metodologi penelitian kualitatif: edisi revisi*. Bandung: PT

Remaja Rosdakarya.

Moya, S & O'Malley, JM. *A Portfolio Assessment Model for ESL*. The Journal of

Educational Issues of Language Minority Students, v13 p. 13-36, Spring

1994.

Nazir, Mohamad. (2005). *Metode Penelitian*. Jakarta: Ghalia Indonesia

O'Malley, JM & Valdez Pierce, Lorraine. (1996). *Authentic Assessment for*

English Language Learners: Practical approaches for teacher. White Plains,

New York: Addison-Wesley

Perfetti, Charles. (2001). *Reading Comprehension: A Conceptual Framework from*

Word Meaning to Text Meaning. Retrieved on December, 9 2015 from

<http://www.slideshare.net/dianakamaruddin/reading-comprehension-46896661>

Satori, D. & Komariah, A. (2009). *Metodologi penelitian kualitatif*. Bandung:

Alfabeta

Scharer, P. (2012). *Policy into Practice*. Journal of Ohio University. College

Education and Human Ecology

Sugiyono. (2009). *Metode Penelitian Pendidikan. Pendekatan Kuantitatif,*

Kualitatif, dan R&D. Bandung: Alfabeta

Surapranata & Hatta. (2006). *Penilaian Portofolio: Implementasi Kurikulum 2004*. Bandung: PT Remaja Rosdakarya.

The essential of language teaching. (2006). *Self assessment and peer assessment*.

Retrieved on July 5 2015

from <http://www.nclrc.org/essentials/assessing/peereval.htm>.