

CHAPTER IV

RESEARCH DISCUSSION AND FINDING

This chapter the researcher presents the findings which have been collected during research and discussion about the data of the research, the research finding that derived from statement of research problems. This chapter presented. This research has two kinds of research problem. Those three research problems were included teacher's perception in using portfolio assessment and teacher's implement in using portfolio in the class.

A. Data Presentation on Teacher's Perception on the use portfolio assessment

Data presentation was the way to present the data that collected by the research. The data has presented in form of narration. In this research, the main data was transcript of interview with an English teacher. The interview was conducted on Friday,

May 30th, 2019 at 8.35 am in Mts Assyafi'iyah Gondang. Actually this research was aimed to know how the English teacher second years perceive in using portfolio assessment and their implementation in using portfolio assessment in learning English. This chapter present the data dealing with the true purpose research question, as the state before that the data taken from conducting interview, practically before conducting interview to identify the scope of data, the researcher distribute questionnaire to be respond given of the subject, so based the questionnaire the researcher given follow up to get the data by doing interview. The interview guide were teacher perception about the main points of interviewed question were: Teacher's approval on the situation of student work place in the future that might faced by them related to portfolio assessment, teacher's perception on understanding in using portfolio assessment to implement the target situation, teacher's opinion about the effectiveness of portfolio

reason in the learning, teacher's perception on understanding of the student in using portfolio assessment to English learning based on the target situation in the class, teacher's perception in using portfolio assessment based the result of the student work, teacher's perception on portfolio assessment was easy to take the value of student with subject and object, the form of portfolio that usually used in the evaluating, the media that usually used in the teaching and learning process.

Dealing with weather the teacher or the subject agree or not about the interview in general the teachers' ways to the English proficiency on student of second years in using portfolio all of the teachers agreed determine of portfolio objectives the most important thing in portfolio assessment is the existence of goals that can facilitate and provide clear direction in achieving the objectives of implementing portfolio assessment. In this case the educator must determine the purpose of the portfolio, whether to monitor the learning process (process oriented) or evaluate the final result (product oriented) or both. Then researcher analyzed and reflected about the interviews from the three teachers. The finding were based on the teacher. Teachers said they loves teach using portfolio assessment, meanwhile they say that almost that the teachers use in the classroom activities almost good, but the teachers loves with this assessment , teacher also study and know how to practice it in the student learning directly in the classroom. As like as the statement of the teacher that gotten from the interview below:

“ in my opinion, I agree this assessment, preview from the result by in using portfolio itself from the student work and the respond by students gave in the English learning.”. (*Mrs. Anik – 22/12/19*)

Process of documenting, usually in measurable terms, knowledge, skills, attitudes, and beliefs. Assessment can focus on the individual learner, the learning community, the institution, or the educational system as a whole (also known as granularity). The final purposes and assessment practices in education depends on the theoretical framework of the practitioners and researchers, their assumptions and beliefs about the nature of human mind, the origin of knowledge and the process of learning. Assessment is generally, carried out throughout a course or project. So from here the teachers said that they can know who the students understand based on the portfolio assessment and give the objective assessing.

Related about the teacher understand this portfolio assessment most the of the teachers felt enjoy and understand by the teacher practicing in the class. Teacher take the student's paper score or work score all the teachers said. The two teachers said Assessment is often objective or subjective, and the other one is more to subjective also, but almost the teachers agreed. They agreed that the meaning both of them that is Objective assessment is a form of questioning which has a single correct answer and Subjective assessment is a form of questioning which may have more than one correct answer (or more than one way of expressing the correct answer).

3. Whether teacher's opinion about the effectiveness of portfolio reason in the learning, it was effective to t whether the use of the portfolio for the learning process or as a tool for assessment. Based on the result the teachers said assessment seriously takes into consideration the extent to which students are learning and developing. Significant student learning occurs when there is a change in knowledge, skills, and dispositions. All the teacher said that assessment is the process of gathering information using

various methods to systematically gauge the effectiveness of the institution and academic programs to document student learning, knowledge, behaviors, and skills as a result of their collegiate experiences.

Related question item number four about teacher's perception on understanding of the student in using portfolio assessment to English learning based on the target situation in the class data of questionnaire show that from the teachers said that teaching technique of teacher practicing English in teaching English is essay to their understand. All the teachers agreed that it can be get and know from practically, the result of this study will be useful for teacher to gain more information about portfolio assessment. This study gives information of good portfolio assessment that fulfills the principles of assessing students' learning outcomes. This study also shows how portfolio should be implemented in the classroom and what the steps are to implement the portfolio assessment. From the result students work it significant to develop student skills.

For item number five, teachers agreed almost separate the students get good score after the teacher practicing in their English teaching and get score by portfolio assessment. All teachers agreed he benefits of portfolio assessment are numerous. To begin with, they are a more individualized way of assessing students and have the advantage of demonstrating a wide range of work. Here, researcher found another information that is support statement above. As long as the researcher doing interview, the researcher found same information, but from one of the teacher given more specific information about the students focus in fluency students score. The teacher think that portfolio assessment give influence in students' cognitive in the learning English. Here also make the students skill especially in writing skill is better that before. It can be seen when the student write the sentence are about variation of word and use the simple

grammar in there sentence. This statement support data of interview before. As like as the statement of teacher interview :

“ That’s true, we hope that from the output of the learning itself, because that portfolio assessment used to cover the student skills, from four skill, reading, listening, writing, speaking, but we were more focused to writing skills, because for the first and second level was from the writing skills on the paper work. The students knowledge almost just say some word when the teacher ask them in the class, and also write some words on their paper work, it make well the before. It is about vocab in learning English all those can speak well and write well”

(Mrs. Nina – 23/12/19)

Related question item number six, the teachers said that this portfolio assessment make the teacher essay to get and take the student score by their work assessment. There are various types of objective and subjective questions. Objective question types include true/false answers, multiple choice, multiple-response and matching questions. Subjective questions include extended-response questions and essays. Objective assessment was well suited to the increasingly popular computerized format. Test results can be compared against an established criterion, or against the performance of other students, or against previous performance. All the teacher there use an informal assessment usually occurs in a more casual manner and may include observation, inventories, checklists, rating scales, rubrics, , participation, self-evaluation, and discussion, and they know based the result performance and portfolio assessments.

Talk about item number seven teachers agreed portfolio assessment be made a reference in taking student grades that the teachers said there are many instruments available to assess student learning. Some assessors utilize direct and indirect measures. Direct assessments are techniques that require students to demonstrate knowledge and skills in a particular area. Indirect assessment techniques ask students to reflect on their institution and academic program, and indicate if they believe they have learned and changed as a result. Assessment seriously takes into consideration the extent to which students are learning and developing. Significant student learning occurs when there was a change in knowledge, skills, and dispositions. To determine whether our students are learning or not and where improvement is needed, we engage in a variety of institutional assessments. Assessment was the process of gathering information using various methods to systematically gauge the effectiveness of the institution and academic programs to document student learning, knowledge, behaviors, and skills as a result of their collegiate experiences. The assessor's mission is fulfilled when these findings are used to inform program development, instruction, and subsequently enhance student learning. From portfolio assessment the teacher almost get all of the item skills in a particular area purpose or goal of the portfolio is clear, decisions are made about what will be considered success (criteria or standards), and what strategies are necessary to meet the goals. Items are then selected to include in the portfolio because they provide evidence of meeting criteria, or making progress toward goals. This statement support data of interview before. As like as the statement of teacher interview :

“ Actually there is no be made a good reference in taking student grades in using technique or metod in the class, because all of the teaching learning in the class will be back the result of student learning

and the how the student's condition in the class, how the on the teaching learning can build up based on the class. But I agree to use it because as long as can improve and the good impact to the student. Here , when I taught the student by portfolio assessment , I felt That can teach them how to improve English in the class . Here English is language that is used to communication in daily life, the when I ask the student about the grammatically a few from of them can have good answer. (*Mrs. Anik – 22/12/19*)

Based on question number eight teachers the form of portfolio that usually used in the evaluating agreed portfolio assessment criteria the determination of criteria in portfolio assessment has significance as a concrete manifestation that that the content and objectives have been systematically arranged. In addition the assessment criteria can also play a role in guaranteeing the quality of education because with the criteria arranged neatly the implementation of the assessment become and clear be accounted for, that it will bring benefits for the improvement and of the quality of education.

Based on the question number ten, all of the teachers said that using media in the teaching to makes students interesting in learning English. Method that uses is doesn't make the students bored. English teacher using media in teaching English using portfolio assessment. It make students enjoyed and easy to understand the material in teaching and learning activities , so it is support the material in teaching learning process. One of the teacher giving additional that the t teacher must be innovative and

able to create the most important thing is in the uses of media a means of learning in the classroom. As like as the statement of teacher interview :

“ Here teacher must be innovative and able to create the most important thing is in the uses of media a means of learning in the classroom very influential because in the practically not always based the konsep before, such as the condition, so the teacher must be can , really think to strive if the media does not support the learning, the teacher will must as possible bring the media from makeshift goods and try to understand and explain the function and purpose of the use , example : of the material about comparison, ,, it can manipulated by things such as book and pencil, so conditional in the use of media then the learning process will continue to run and the result of the student output will be as expected.”

(Mrs. Septi1 – 22/12/19)

For the last item number ten all teachers agreed observation and portfolio assessment in portfolio assessment is the activity of observing and evaluating the evidence that students produce. That is the evidence include in the portfolio must be observed by the teacher and assessed. Assessment, but students are also involved. As the teacher we have to set overarching of goals, organized content, and develop a course plan with ideas for how to give students the practice that will make it possible for them to achieve the course goals. Here, teacher will make choices about what she/he will have students do in order to learn the course content and practice

it reach the goals teaching and learning process, the teacher have to consider about approach, methods, and techniques in the classroom activities.

B. Data Presentation on Teacher's Implementation on the use portfolio assessment

Dealing with weather the teacher or the subject how about the implementation in general the teachers' ways to the English proficiency on student of second years in using portfolio all of the teachers agreed determine of portfolio objectives the most important thing in portfolio assessment is the existence of goals that can facilitate and provide clear direction in achieving the objectives of implementing portfolio assessment. In this case the educator must determine the purpose of the portfolio, whether to monitor the learning process (process oriented) or evaluate the final result (product oriented) or both. Teachers agreed almost separate the students get good score after the teacher practicing in their English teaching and get score by portfolio assessment. All teachers agreed he benefits of portfolio assessment are numerous. To begin with, they are a more individualized way of assessing students and have the advantage of demonstrating a wide range of work. Here, researcher found another information that is support statement above. As long as the researcher doing interview, the researcher found same information, but from one of the teacher given more specific information about the students focus in fluency students score. The teacher think that portfolio assessment give influence in students' cognitive in the learning English. Here also make the students skill especially in writing skill is better that before. It can be seen when the student write the sentence are about variation of word and use the simple grammar in there sentence. This statement support data of interview before. As like as the statement of teacher interview :

“ That’s true, we hope that from the output of the learning itself, because that portfolio assessment used to cover the student skills, from four skill, reading, listening, writing, speaking, but we were more focused to writing skills, because for the first and second level was from the writing skills on the paper work. The students knowledge almost just say some word when the teacher ask them in the class, and also write some words on their paper work, it make well the before. It is about vocab in learning English all those can speak well and write well”

Assessment was the process of gathering information using various methods to systematically gauge the effectiveness of the institution and academic programs to document student learning, knowledge, behaviors, and skills as a result of their collegiate experiences. The assessor’s mission is fulfilled when these findings are used to inform program development, instruction, and subsequently enhance student learning. From portfolio assessment the teacher almost get all of the item skills in a particular area purpose or goal of the portfolio is clear, decisions are made about what will be considered success (criteria or standards), and what strategies are necessary to meet the goals. Items are then selected to include in the portfolio because they provide evidence of meeting criteria, or making progress toward goals. Actually there is no be made a good reference in taking student grades in using technique or metod in the class, based on the teachers said, because all of the teaching learning in the class will be back the result of student learning and the how the student’s condition in the class, how the on the teaching learning can build up based on the class. But they agree to use it because as long as can improve and the good impact to the student. Here, when they taught the student by portfolio

assessment, they felt That can teach them how to improve English in the class . Here English is language that is used to communication in daily life, the when I ask the student about the grammatically a few from of them can have good answer.

In the practically all of the teachers said that the teaching learning practice in the class should be made the teacher more interaction innovative and also creative , for example, based the teacher explained before, using media in the teaching to makes students interesting in learning English. Method that uses is doesn't make the students bored. English teacher using media in teaching English using portfolio assessment. It make students enjoyed and easy to understand the material in teaching and learning activities , so it is support the material in teaching learning process. One of the teacher giving additional that the t teacher must be innovative and able to create the most important thing is in the uses of media a means of learning in the classroom. Here teacher must be innovative and able to create the most important thing is in the uses of media a means of learning in the classroom very influential because in the practically not always based the consep before, such as the condition, so the teacher must be can , really think to strive if the media does not support the learning, the teacher will must as possible bring the media from makeshift goods and try to understand and explain the function and purpose of the use , example : of the material about comparison, ,, it can manipulated by things such as book and pencil, so conditional in the use of media then the learning process will continue to run and the result of the student output will be as expected.

C. FINDING

The aim of the research was to obtain whether there was a significant portfolio assessment in the teacher practices in English. Researcher used questionnaire and interview to identify the Teachers' Perception and Their Practices Using Portfolio Assessment in teaching English. The subject are teachers from of Second Year at Mts Assyafi'iyah Gondang Tulungagung. They are 3 teachers in the class before the recording conducting the interview the researcher prepared the structure questions. After the questions distributed the researcher ask each the teacher to answer the questions. The data from interview were analyzed to know the accurate result. After the data sorted in according with overall the result were available, verified, and then give explanation and conclusion. From the interview to the teacher the researcher tried to answer the research question 'How Teachers' Perception And Their Practices Using Portfolio Assessment Of Second Year in teaching English.

Then based on the result on data presentation above, the researcher concluded that teachers' perception in their practicing style by portfolio assessment in teaching English covered method, teaching technique were: 1) All of the teachers agreed determine of portfolio objectives the most important thing in portfolio assessment is the existence of goals that can facilitate and provide clear direction in achieving the objectives of implementing portfolio assessment. 2) teacher understand this portfolio assessment most the of the teachers get good score and they felt enjoy in the class by the teacher practicing in the class. 3) teacher take the student's paper score or work score technique is more effectively. 4) student said that teaching technique of teacher practicing English in teaching English is essay to their understand. 5) students get good score after the teacher practicing in their English teaching and get score by portfolio assessment. 6)

that this technique portfolio assessment make the teacher essay to get and take the student score by their work by this objective assessment. 7) portfolio assessment be made a reference in taking student grades. 8) criteria in portfolio assessment has significance as a concrete manifestation that that the content and objectives have been systematically arranged. 9) teacher said that using media in the teaching. 11) is the activity of observing and evaluating the evidence that students produce. That is the evidence include in the portfolio must be observed by the teacher and assessed.

Based on result data interviews researcher concluded that most of the teachers said that their reason why they refers to classroom technique that is used simple and easy to the students understand content materials. Then student make the classroom more conducive, with assessment can be as objective as possible by not assessing students from the learning outcomes alone but includes the learning process so that the result of the assessment reflect the students' efforts and actual abilities. The assesment can be a quality control and feedback for the teacher showed that portfolio made them realize their strengths and weaknesses in learning English and made their skill specifically in writing and speaking increased evidence of students' progress or group progress, the achievement evidence, the skills, and students' behavior. Portfolio can show the previous work and the current work of students that the data of student's work illustrate students' progress in learning.

However researcher can conclude to students who choose technique portfolio assessment in teaching learning activities. Here make the conclusion that the reason are the teacher explanation their perception clearly about portfolio assessment it makes students interesting to learning and teaching English process.

Based on the data presentation above, it was found the finding are presented in the

following table :

SUBJECT	PERCEPTION	PRACTICE
1. Mrs. Anik SP.d	<p>- Based on Mrs. Anik opinion, that she agree this assessment, preview from the result by in using portfolio itself from the student work and the respond by students gave in the English learning.</p> <p>- Actually there is no be made a good reference in taking student grades in using technique or metod in the class, because all of the teaching learning in the class will be back the result of student learning and the how the student's condition in the class, how the on the teaching learning can build up based on the class. But I agree to</p>	<p>Classroom practicing used portfolio assessment more conducive, the student more interested about it, and make me kindly and calm when I teach in the class, because the student faster know what I want take and they also study when they doing them English paper work without trouble in the class.</p>

<p>2. Mrs. Nina SP.d</p>	<p>- Mrs. Nina said that agree in using portfolio. That's true, we hope that from the output of the learning itself, because that portfolio assessment used to cover the student skills, from four skill, reading, listening, writing, speaking, but we were more focused to writing skills, because for the first and second level was from the writing skills on the</p>	<p>- that is Objective assessment is a form of questioning which has a single correct answer and Subjective assessment is a form of questioning which may have more than one correct answer (or more than one way of</p>

	<p>paper work. The students knowledge almost just say some word when the teacher ask them in the class, and also write some words on their paper work, it make well the before. It is about vocab in learning English all those can speak well and write well". the implementation of portfolio due to his knowledge of portfolio has not been adequate. Therefore, teacher should read some sources related with portfolio and when government hold a training teacher doesn't come with an empty head.</p>	<p>- expressing the correct answer). because for the first and second level was from the writing skills on the paper work. The students knowledge almost just say some word when the teacher ask them in the class, and also write some words on their paper work, it make well the before. It is about vocab in learning English all those can speak well and write well.</p>
<p>3. Mrs. Septi SP.d I</p>	<p>- Based on Mrs. Septi teacher must be innovative and able to create the most important thing is in the uses of media a means of learning in the classroom very influential.</p>	<p>- because in the practically not always based the concept before, such as the condition, so the teacher must be can , really think to strive if the media does not support the learning, the teacher will must as possible bring the media from makeshift goods and try to understand and explain the function and purpose of the use , example : of the material about comparison, ,, it can manipulated by things such as book and pencil, so conditional in the use of media then the learning process will continue to run and the result of the student output will be as expected".</p>

