

## **CHAPTER V**

### **DISCUSSION**

This chapter the researcher discusses the finding of the study about teacher perception and their practices using portfolio assessment covering teaching style and classroom technique to the students at MTs Assyafi'iyah Gondang Tulungagung.

#### **A. Teachers' Perception and Their Practices Using Portfolio Assessment In Teaching English.**

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) resources and organizing portfolio documents for each student can be quite a lot, so it needs structuring so that the documents are stored ad

neatly organized so that they are not easily damaged. 10) 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.

The discussion related to Teachers' Perception and their practices using Portfolio Assessment In Teaching English based on questionnaire and interview. Here the researcher conducting interviews to the teacher most of teacher think that this assessment can improve their ability as well as the student master in learning English during that teach English in the class. The teacher think that portfolio assessment give influence in students' cognitive in the learning English. Here also make the students skill especially in all skill are 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. That method always makes students interesting in learning English. Method that uses is doesn't make the students bored. Based on the interview English teacher using media in teaching English using portfolio assessment. Media that is used are, pictures, colors papers, pen or pencil colors, doll laptop and sound music. 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. Student felt in the classroom technique that is use portfolio assessment can influence to the student in learning English. It makes the student easy to understand content of material and interesting to learning English. And the researcher also found that the taught the teacher before was make the student bored in the class, because just used book to teach the student in the teaching learning. In

another statement of the teacher stated that is practicing portfolio assessment in the teaching English in the class based the student to the teacher English teacher more

kindliness before it, because the student in the class almost all understood about the ask of the matery and make the class conducive, so from it often the English teacher gives appropriate as like as reward to the best student in the class. In practices that is portfolio assessment has been predominantly used in educational settings to document the progress and achievements of individual children and adolescents, it has the potential to be a valuable tool for program assessment as well. Many programs do keep such albums, or scrapbooks, and use them informally as means of conveying their pride in the program, but most do not consider using the a systematic way as part of their formal program evaluation. However, the concept and philosophy behind portfolios can apply to community evaluation. Where portfolios can provide windows into community practices, procedures, and outcomes, perhaps better than more traditional measures. Portfolio assessment has become widely used in educational settings as a way to examine and measure progress, by documenting the process of learning or change as it occurs. Portfolios extend beyond test scores to include substantive descriptions or examples of what the student is doing and experiencing. But actually in the theory and the real practice the teacher also found the some troble to practices it. Fundamental to "authentic assessment" or "performance assessment" in educational theory is Applebee and Langer (1992:29) believe that portfolio of students' work offer one of the best vehicle for assessment for two reason: 1) they make easy to separate evaluation from the process of instruction, 2) they typically contain a variety of different samples of

students work. Portfolio assessment has been defined by Kemp & Toperoff (1998) as a form of assessment consisting purposeful collection of student's work that exhibits the students' efforts, progress and achievements in one or more areas.

Documenting progress toward higher order goals such as application of skills and synthesis of experience requires obtaining information beyond what can be provided by standardized or norm-based tests. Process and product portfolios represent the two major types of portfolios as stated by teacher version. Come process portfolio documents the stages of learning and provides a progressive record of student growth whereas product portfolio demonstrates mastery of a learning task or a set of learning objectives and contains only the best work. Teachers use process portfolios to help students identify learning goals, document progress over time, and demonstrate learning mastery. By taking part in the development of their portfolios, analyzing the criteria for what constitutes good work, and learning to evaluate their own work through guided reflective practices, students grow and develop in their knowledge and understandings.