

**EXPLORING LECTURERS' UNDERSTANDING ON PORTFOLIO  
ASSESSMENT**

THESIS

Submitted by

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FAKULTAS TARBIYAH DAN KEGURUAN  
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# THESIS

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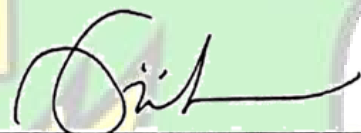
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**The Main Title of the Thesis (Exploring Lecturers' Understanding On  
Portfolio Assessment)**

Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 17 Juli 2020.



Ade Yulia Sofiani

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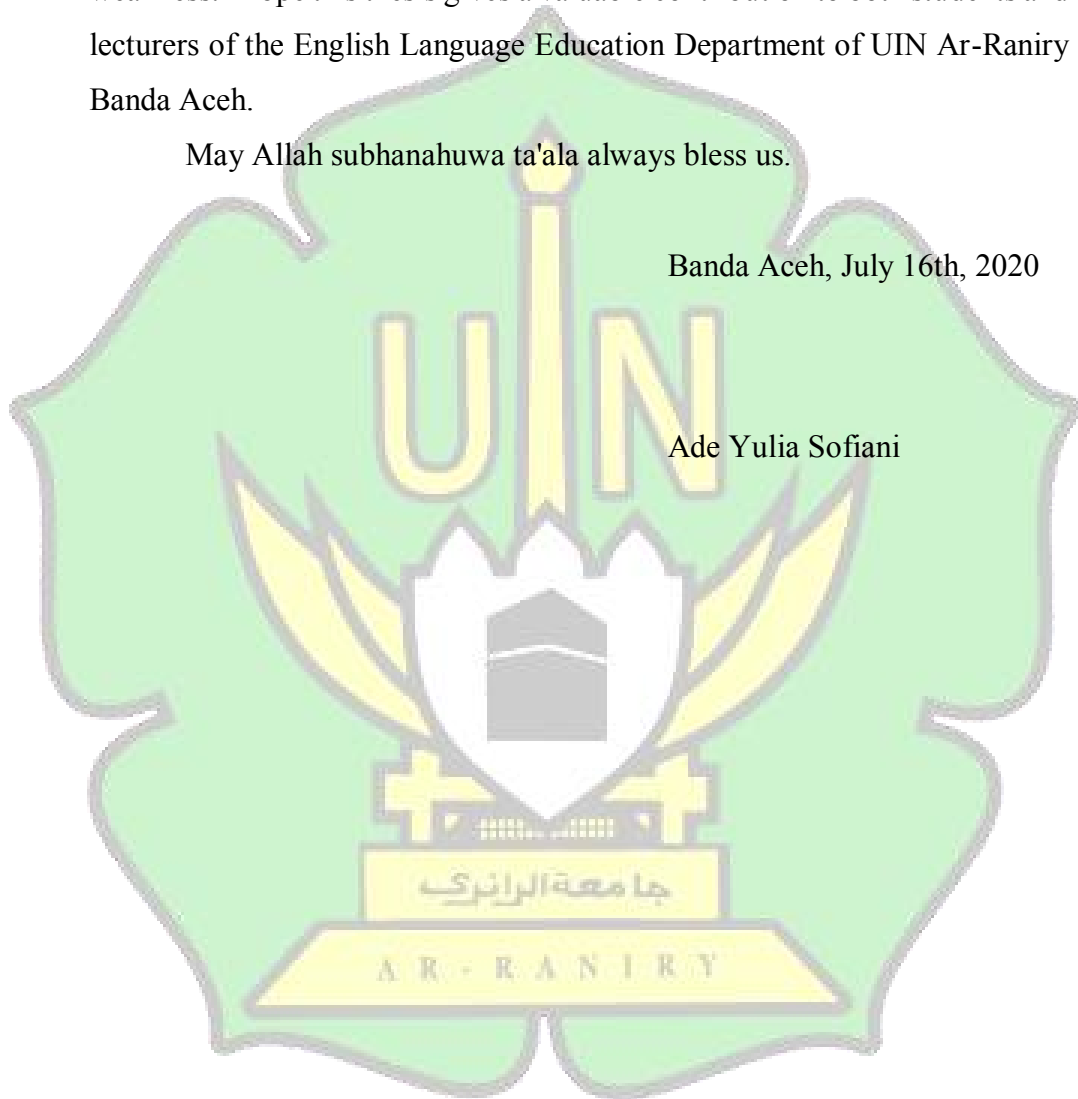
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May Allah subhanahuwa ta'ala always bless us.

Banda Aceh, July 16th, 2020

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## ABSTRACT

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This research explores lecturers' understanding of portfolio assessment to explore their perception in portfolio assessment during teaching and learning process based on their experiences. The research design used in this study was descriptive qualitative to describe the information from the lecturers about portfolio assessment. The purposive sampling technique was used to collect the data through a semi-structured interview with three lecturers of English courses of the Department of English Language Education at UIN Ar-Raniry Banda Aceh. The data were analyzed with free coding and interpreted. Research findings showed that there were indicated that the lecturer's perception of using portfolio assessment which divided into two themes; lecturers' perception about portfolio assessment and the portfolio assessment used by lecturers to assess students' achievement. From the result of interviewed, there were three lecturers' perceptions of portfolio assessment in this research; there were advantages, problems, and disadvantages of used portfolio assessment. Further, the research findings also showed that the lecturers used several types of portfolio assessments depending on each subject they teach. Therefore, the combined assessment helps the lecturer adjust the assessment based on the material, period, learning content, learning materials, and learning outcomes.

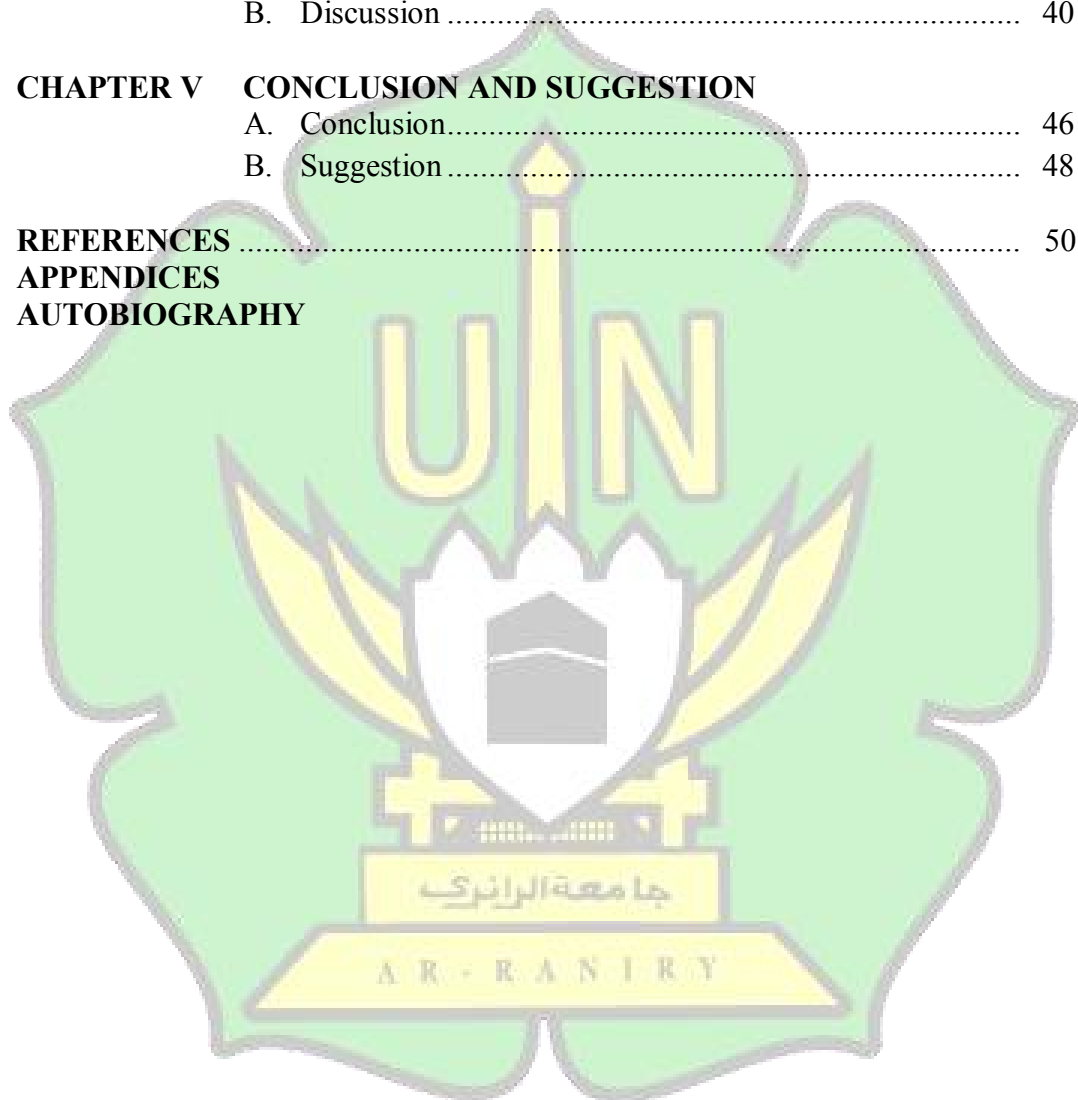
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## CHAPTER 1

### INTRODUCTION

#### **A. Background of Study**

In education, everything related to the teaching and learning process would be included in an assessment. The evidenced by the evaluation of development and also the final evaluation. An important issue in education because the learning process must produce progress to know the teaching and learning process, abilities, and responsibilities of students

Commonly, Assessment techniques used at public universities are assignments, quizzes, midterm, and final test. However, the final test had a strong influence on high-stakes in the teaching and learning process because the final test has never been a neutral process to assess the effectiveness of their understanding. Plair (2015) said that various types of assessments expected to impact student learning, which each of these forms has a specific purpose. It also becomes information for the assessor and achievement for students.

Further, Chapelle and Brindley (2010) described that assessment might appear in various forms, from multiple-choice tests and short-answer questions to classroom observation and portfolios. Appropriate in learning, a portfolio assessment is recommended for the knowledge and performance of learners to promote their critical and reflective thinking (Bahous, 2008; Konrad, 2008). As a measuring instrument, the portfolio plays a vital role in the educational system as a whole. A portfolio assessment can also examine student-selected samples of work

experience and documents related to the outcomes by assessed. The result intended to verify both a students' value and teaching value. Thus, it is to measure what students have accomplished during a certain period of a learning process to appraise their ability.

Commonly, portfolio assessment has used for large-scale assessment and accountability for students in the schools and also students in the university. A portfolio is a collection of students' efforts, progress, and achievement in various areas of the curriculum. Thus, it can address and support toward achieving academic goals, including student efficiency.

This portfolio is also defined as a regular student workgroup and is considered direct evidence of students' abilities such as efforts, achievements, and progress over a certain period. In the widest definition of the portfolio, it is regarded as the "Students group's work to demonstrate ability, efforts, progress and achievement students" (Snaveley & Wright, 2003). And also teaching tools that help develop students' language skills. The benefit of the portfolio is that students represent how well they have learned the subjects and what they have not learned and what they still need to improve in the learning process for their achievement.

According to Osman Birgin and Adnan Baki (2007), a study entitled "Using Portfolios to Assess Student Performance". Based on this study, the focus those teachers in Turkey do not have enough knowledge and experience about alternative assessment methods, especially about portfolios. It is still a question of how a teacher can apply alternative assessment methods correctly without sufficient knowledge and experience. It is essential to teach teachers about the use of portfolio

assessment tools that have great potential in the Turkish education system during their education and to introduce them to teachers with in-service assistance courses.

A survey conducted by Diane Caldwell (2007) is entitled "Teacher perceptions on student portfolio assessment and implementation. " The purpose of this present study was to investigate teachers' perceptions of one form of alternate assessments in the portfolio assessment. The results showed that most teachers (90%) indicated they were adequately prepared and qualified to develop and implement student portfolios as an alternate assessment.

Another study has also been conducted by Nurhasanah (2010), which is entitled "Using Portfolio Assessment in Evaluating Student's Progress in Reading (A Study at SMP 8 Darussalam)". The writer focuses that most students like reading text and like portfolio assessment used by the teacher in their classroom; it motivated students to do their assignment and gave them good progress in reading text. Based on the researcher's observation in the English Language Education Department of Ar-Raniry State Islamic University. The lecturers selected the materials flexibly and used a portfolio assessment that focuses on portfolios to integrate assessment, teaching, and to improve the learning process.

The differences between the previous research, the researcher wants to explore lecturers' understanding in assessing students' portfolio, that would focus on lecturers' perception in assessing students' portfolio during English subject in teaching and learning process and also will focus on lecturers' perception about portfolio to assess student achievement. Further, this research is needed to identify

the overall lecturers' perception of students' portfolio during one semester and about types of the portfolio will be used by the lecturers.

## **B. Research Question**

Based on the overview and background of the topic, the researcher has formulated the following main research question for the study: What are the lecturers' perceptions on using portfolios in evaluating their students?

## **C. Research Aim**

The main objective of this study is to explore the lecturers' perception about assessing students' portfolios.

## **D. Scope of the Study**

The scope of the research includes English Education lecturers in Universitas Islam Negeri Ar-Raniry lecturers who use portfolio assessments. Researchers have made observations to find lecturers who used portfolios. In collecting the data for this study, the researcher would limit this study to only focus on lecturer perception in assessing student's portfolios in the teaching and learning process. The lecturers' perception includes how the lecturers give materials, assignments, midterm, and final test through portfolio assessment. In this study, the lecturers' perceptions related to their experiences during used portfolio assessment.

## **E. Significance of the Study**

### ***1. For Lecturer***

Theoretically, this study is hoped to be useful for teaching and learning all courses to assess students at the English Language Education Department in UIN Ar-Raniry. It is also expected that the lecturer will



know the problem faced by English Department students in their ability of the courses. And will see the strength and weaknesses of their knowledge too. Moreover, the lecturer can find the best method to teach every English course using a portfolio to assessing students' achievement.

## ***2. For English Department Students***

This research expected to enrich the theory of making the English Department students easy to face all assignments by using portfolio assessment. This study hoped to help the English Department student find the easiest way to understanding the courses.

## **F. Terminology**

### ***1. Lecturer Understanding***

In an educational context, a lecturer is a person who gives lectures, especially as an occupation at a university or higher education college. Commonly, the lecturer is an academic rank within many universities. In this research, lecturers' understanding is limited in the teaching and learning process within lecturers' perceptions regarding their experiences during portfolio assessment were used.

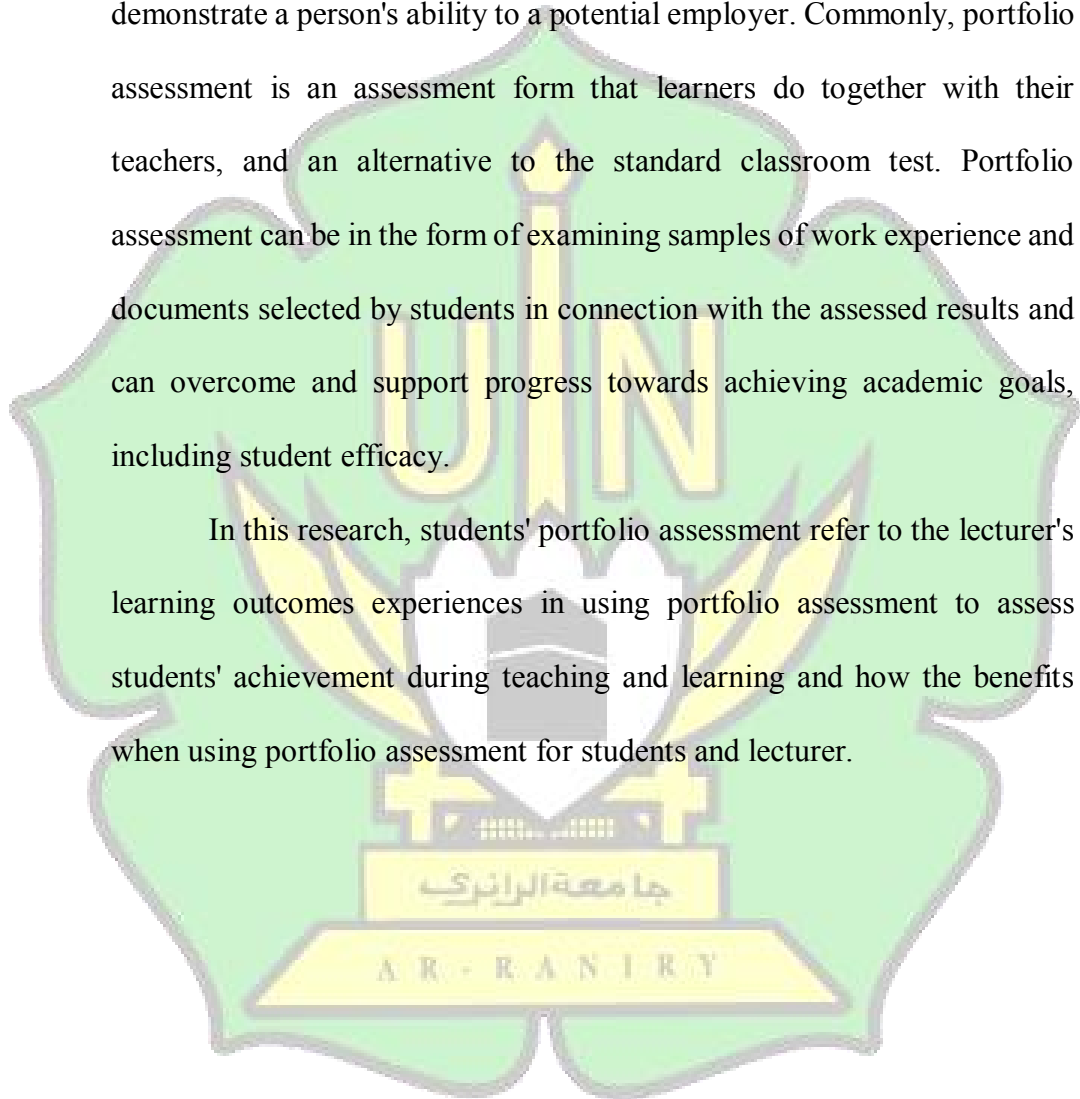
Perception can be defined as a process of making inferences. Through inferences, people can construct their vision of reality, which may be achieved by past experiences, education, cultural values, and role requirements. Therefore, by the perceptual process, we get some

information about our environment when we want to adjust, and experience influences the perception through sensing and thinking.

## ***2. Students' Portfolio Assessment***

A portfolio as a set of pieces of creative work intended to demonstrate a person's ability to a potential employer. Commonly, portfolio assessment is an assessment form that learners do together with their teachers, and an alternative to the standard classroom test. Portfolio assessment can be in the form of examining samples of work experience and documents selected by students in connection with the assessed results and can overcome and support progress towards achieving academic goals, including student efficacy.

In this research, students' portfolio assessment refer to the lecturer's learning outcomes experiences in using portfolio assessment to assess students' achievement during teaching and learning and how the benefits when using portfolio assessment for students and lecturer.



## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Lecturers' Understanding**

The lecture was one of the oldest and still the most widely used teaching methods in tertiary educational institutions. It had been a primary component in the teaching and learning programs of Universities since the very early days of university education (Bligh, 2000; McKeachie, 1986). Originally, lecturing was the principal channel through which knowledge stored in books transmitted to a large group of students.

In the Cambridge dictionary, understanding is knowledge about a subject, situation, or how something works. Based on both, the researcher concluded that the lecture understanding is about planning, implementing the learning process, and evaluating the learning process and outcomes during the lecture period.

#### **B. Definition of Portfolio**

A portfolio is a compilation of materials that exemplifies students' beliefs, skills, qualifications, education, training, and experiences. Portfolio is a purposeful collection of students' works exhibiting students' effort, progress, and achievement in one or more areas. Portfolio assessment is beneficial because it leaves students a chance to reflect upon their development, growth, and progress over time. Although portfolios are used in assessing students' performance nowadays, they used as a method by architects, painters, photographers, and artists to show their works.

However, as the portfolio had been used for different purposes, it may differ from that of artists. It is not possible to use only one definition for a portfolio. The definition of a portfolio may change according to users' purpose and way of usage. Many researchers defined a portfolio to explain its features. Some of them are as follows;

According to (Denney, Grier, and Buchanan, 2012; Ledoux & McHenry, 2006) portfolio is a collection of products that students produce during the learning process, and it creates an opportunity for learners, as well as their peers, families, and teachers, to observe and evaluate changes over time. Portfolios are also thought to be very important in providing direct evidence for quality learning media and in-class activities created by teachers. Students gather their works systematically and methodically in a folder under predetermined criteria. In this way, aside from students' improvements over time, their strengths and weaknesses can also be observed.

Simon and Forgette-Giroux (2000, p.36) defines "portfolio is a cumulative and ongoing collection of entries that are selected and commented on by the student, the teacher and/or peers, to assess the student's progress in the development of a competency". On the other hand, Birgin (2003, p.22) added that portfolio as "the assessment of some data about students' skills in one or more areas in a certain period, regular collection of his studies and performances according to predetermined criteria. When the descriptions stated above, the portfolio is not either the arbitrary collection or observation of students' works to fill haphazardly. The portfolio collections must be purposeful, systematic, determined by the

determined evaluation criteria, and take a period. Thus, this study portfolio described as a systematic and purposeful collection of the evidence that reflects the success, performance, and efforts of the students in one or more areas over time.

### **C. Important Points in Portfolio Developing Process**

It is a challenging situation for teachers to make portfolios an integral part of their instruction. Asturias (1994, p.87) and De Fina (1992, p.14) made some suggestions to solve this problem and enable the portfolio as an essential learning and assessment tool. Some of them are as follows;

- It should be consulted with teachers, students, parents, and school administrators in deciding which items would be placed in it.
- It should be created a shared, clear purpose for using portfolios. Students should clearly understand what purpose of and for whom a portfolio is consistent.
- It should reflect the actual day-to-day learning activities of students. Also, items in the portfolio should vary and be multi-dimensional.
- It should be ongoing so that they show students' efforts, progress, and achievements over some time.
- Items in a portfolio should be collected as a systematic, purposeful, and meaningful.
- It should give students opportunities to select pieces they consider most representative of themselves as learners to be placed into their portfolios and establish criteria for their selections. Also, it should make students responsible for keeping their portfolios up to date.

- It should be viewed as a part of the learning process rather than merely as record-keeping tools, as a way to enhance students' learning.
- Students can access their portfolios.
- shares the criteria that will use to grade the work on the portfolio and results.
- Teachers should give feedback to students, parents about the use of the portfolio.

In conclusion, there are several steps to using portfolio appraisal; Students' ideas should be taken, each lesson must have a purpose, the assessment of the study must be clearly explained, the process must cover a certain period of time, the portfolio must encourage students to study, and the items in the portfolio must be multi-dimensional and must address different areas of study. Besides, the studies in a portfolio must be designed to present students' performance and development periods in detail.

#### **D. Assessment of Portfolios**

In general, the portfolio assessment can be carried out with the steps as follows;

- Explain to students the purpose of using portfolios.
- Explain portfolio samples that can be applied.
- Students are required to collect and archive portfolios.
- Include the date of manufacture for each evidence.
- Determine the criteria for assessing portfolio samples.
- Conduct student self-assessment.
- Make improvements to portfolios that do not meet the following criteria



In assessment purposes, Butler and McMunn (2006) suggest that the project can assess not only learning products, such as reports but also learning processes, such as performance in project preparation (as cited in Marina, 2015, p. 31). However, it should be noted that teachers need to develop a good and good project plan rubric to assess students effectively. There is no exact way or method for portfolio assessment; several different methods can use for their purposes. If the meaning of the portfolio is to improve student learning and to diagnose their learning needs, then the work in the collection is usually determined by the teacher based on the steps above. Teachers and students give feedback on their work. This type of input is used to improve student learning. If the portfolio's purpose is to assess student progress over an extended period and provide proof of grade, then the portfolio assessment contains students selecting some standard work for everyone and the work in the portfolio.

The goal of portfolio grading is to strike a balance between product and process. In other words, a student's improvement in the learning process is just as significant as their ability to produce a well-shaped product that meets standard rubric-like criteria, so portfolio grading focuses on both the learning process and the quality of products. Consequently, portfolios are graded as a whole, and each item in a portfolio can be used to showcase a student's best works or provide evidence for a student's self-assessment of his or her learning process and growth. It is used a variety of different approaches to grading portfolios. Kuhs (1994, p.87) states that three basic approaches can be used. The first is to evaluate each work in the portfolio and average those grades to determine the portfolio grade. The second

is to use an analytic scheme where separate grades were given for different performances. For example, a teacher might review the portfolio and give one grade each for the problem-solving ability to communicate mathematical ideas, carry out procedures accurately, demonstrate insight and understanding of ideas, and apply mathematics in problem-solving situations. Unlike in the first approach, this approach is based on reviewing several works in the portfolio.

According to Vermont, 1992 was used a strategy of assessment became the first state to use portfolios as the centerpiece of a statewide evaluation of student's achievement in mathematics courses. Each piece in this mathematics portfolio was rated seven dimensions, and each aspect was scored on a different 4-point scale. There were four problem-solving dimensions and there communication dimensions (Koretz, Stecher, Klein & McCaffrey, 1994). This strategy was also used by Birgin (2003) in a computer-based portfolio for assessing seventh-grade students' mathematics performance. The third approach to scoring students' work, when a single score is determined to focus on several dimensions of performance, is termed the focused-holistic approach. This approach allows the teachers to give a single grade for all pieces contained in the portfolio; such performance attributes as the student's ability to interpreted the problem and information in the problem, select and use appropriate solutions strategies, and evaluate and connect the answer to the given problem situation.

### **E. Portfolio Types**

There is no full description and content for portfolios. The types of portfolios are varied according to their purpose and collected items in it. Melograno

(2000, p.101), who made more detailed descriptions, defines nine types of portfolios. These types of portfolios are not exhaustive and can be used separately or in combination. These classifications are given below appropriately.

- a) Personal portfolio: For other students and teachers to form a more holistic view of students and celebrate their interests, items may be included from within and outside school. The portfolio could contain pictures, awards, videos, or other memorabilia. The personal portfolio catalyzes self-reflection and sharing.
- b) Working portfolio: The ongoing, systematic collection of student work samples and exhibits can be maintained in a working portfolio. This collection of daily, weekly, monthly, or unit work product forms.
- c) Record-keeping portfolio: Teachers usually keep this type of portfolio. It contains necessary assessment samples and records that may be required (e.g., written exams, proficiency tests). It could also include observational information (e.g., anecdotal notes, frequency index scales, narrative descriptors, behavior checklists) and progress reports that supplement traditional report cards.
- d) Group portfolio: Each member of a cooperative learning group contributes to individual items and group items (e.g., samples, pictures, community projects) to demonstrate the effectiveness of the entire group.
- e) Thematic portfolio: This portfolio would relate to a study unit with a particular focus, usually lasting from 2 to 6 weeks. For example, if a portfolio is constructed related to "Rational Numbers," "Force" unit, this

portfolio could reflect cognitive and affective skills and their views about these units.

- f) Integrated portfolio: To view the whole student, works from all disciplines showing connections between or among subjects would be included. Selected items, either required or optional, could be drawn from several or all subjects. For example, this portfolio can be prepared in math and science courses.
- g) Showcase portfolio: A limited number of items are selected to exhibit growth over time and serve a particular purpose. Usually, only the student's best works are included. For instance, in Vermont and Kentucky, at the beginning of the 1990 years, this type of portfolio was implemented for mathematics and writing in grades 4 and 8. In both states, portfolios are supposed to contain five to seven examples of the students' best work during the school year, and scores are supposed to reflect optimum performance. Writing portfolios must contain work in several pre-specified genres of writing. Mathematics portfolio based on collections of open-ended students' responses to extended mathematics problems. Also, portfolios proposed to use in the new primary curriculum, which was put into practice in 2004-2005 school years by the Ministry of National Education in Turkey, can be an example for the showcase portfolio.
- h) Electronic portfolio: Technological advances have made electronic portfolios. According to Zulfikar (2016) the use of electronic portfolios in ESL classrooms supports lifelong learning and assessment and electronic

portfolios help ELLs to keep up with the development in technological advance and improve their mastery of computer use in learning. Since current technology allows for the capture and storage of information in the form of text, graphics, sound, and video, students can save writing samples, solutions to mathematics problems, samples of artwork, science projects, and multimedia presentations in one coherent document (Lankes, 1995). Electronic portfolios offer many advantages, such as collecting and store and manage the information electronically according to traditional portfolios.

- a) Multiyear portfolio: Students would collect items from a cluster of grade levels over 2-, 3-, or 4-year intervals. The multiyear portfolio would be stored at the school. For example, this portfolio can be used to follow students' progress periodically during primary and secondary school and university education.

In sum, it is clear that researchers describe different types of portfolios in terms of their purposes and contents. Besides the portfolios described above, it is possible to mention different types of portfolios. However, it is not easy to make a clear distinction between these. On the other hand, the portfolios mentioned above can be used separately, or different portfolios can be used together. So teachers should select proper ones and should apply them.

#### **F. Advantages of Using Portfolio Assessment Methods**

Portfolios used well in classrooms have several advantages. They provide a way of documenting and evaluating growth in a much more nuanced way than

selected-response tests can. Also, portfolios can be integrated easily into instruction, i.e., used for assessment for learning. Using classroom assessment to promote student motivation is an essential component of assessment for learning, which is considered in the next section. Since it provides visual and dynamic proofs about students' interests, skills, sturdy sides, successes, and development in a certain period, a portfolio that is the systematic collection of the student's studies helps assess students as a whole (Baki & Birgin, 2004).

Furthermore, the portfolio provides pre-service teachers assessing their learning and growth, becoming self-directed and reflective practitioners, and contributing to individual and professional development (Birgin, 2007; Mokhtari et al., 1996). For instance, a portfolio can answer these questions: what kind of troubles do students have? Which activities are more effective or ineffective? What subjects are understood and not understood? How efficient is the teaching process? On the other hand, portfolio assessment had many advantages comparing with standardized testing.

Portfolio assessment enables measuring high-level skills with meaningful and realistic activities for students instead of measuring low-level skills in a limited time, using multi-assessment methods instead of using only one measurement method, making assessment not sometimes but continuously determining the student's weaknesses and strengths. Besides, it also encourages students to participate in the assessment process actively and to make effective communication with his teacher and parents. As portfolio assessment places students at the center of the teaching process, it enables students to direct teaching.



The portfolio assessment method also had many benefits for teachers, parents, and students. Making use of portfolios effectively depends on using its purpose correctly. Many of theoretical and empirical studies in the literature were reported superiority of portfolio assessment to traditional assessment tools in education (Asturias, 1994; Baki & Birgin, 2004; Barton & Collins, 1997; Birgin, 2003; Birgin, 2006a; De Fina, 1992; Gilman et al., 1995; Ersoy, 2006; Klenowski, 2000; Kuhs, 1994; Mullin, 1998; Norman, 1998; Sewell et al., 2002). Some of them are presented as follows;

- Portfolio provides multiple ways of assessing students' learning over time
- It provides for a more realistic evaluation of academic content than pencil-and-paper tests.
- It allows students, parents, teachers, and staff to evaluate the students' strengths and weaknesses. It provides multiple opportunities for observation and assessment.
- It provides an opportunity for students to demonstrate his/her strengths as well as weakness.
- It encourages students to develop some abilities needed to become independent, self-directed learners
- It also helps parents see themselves as partners in the learning process.
- It allows students to express themselves comfortably and to assess their learning and growth as learners.
- It encourages students to think of creative ways to share what they are learning

- It increases support to students from their parents and enhances communication among teachers, students, and parents.
- It encourages teachers to change their instructional practice and it is a powerful way to link curriculum and instruction with assessment

In sum, portfolio assessment provides a more authentic and valid assessment of students' achievement and comprehensive views of students' performances in contexts, and encourages students to develop independent and self-directed learners, and enhances communication among teachers, students and parents. It can provide opportunities for learners to demonstrate his/her weakness and strengths and for teachers to direct their teaching. It also can encourage students to take responsibility for their learning and enhance student-teacher communication. Besides, portfolio assessment had the potential to demonstrate students' learning process and leaning product over time. As a result, the portfolio gives detailed information about students' development in the learning process to teachers, parents, and students themselves.

#### **G. Problems and Disadvantage of Portfolio Assessment Methods**

Although using portfolios has some advantages and benefits in education, it has some disadvantages and burdensome. Thus, when it is developed and used, these disadvantages and burdens should be considered. Besides the disadvantages and burdensome of portfolios, the precautions that should be taken to overcome these disadvantages and burdens of portfolios are explained below.

Scoring a portfolio may be seen as less reliable or fair than multiple-choice test scores (Cicmanec & Viecknicki, 1994). When the specific, clear, and

measurable criteria for each item are used in portfolios, their reliability can increase. If the portfolio's purpose and assessment criteria are not clear, the portfolio can be just a miscellaneous collection of works that cannot reflect students' growth or achievement accurately. Thus, the purpose and assessment criteria of portfolios should be explained in detail and clearly.

Another disadvantage of using a portfolio is that it is very time-consuming for teachers to score students' works and assess students' performance over time in the crowded classroom (Birgin, 2006). Therefore, it is suggested to use checklists, rubrics, and digital portfolio forms to reduce a time for assessing it (Birgin, 2006 b; De Fina, 1992; Lustig, 1996). Like any other form of qualitative data, data from portfolio assessments can be challenging to analyze. To use checklists and observation lists can be facilitated to analyze the process. If it is possible, designing the computer-based portfolio and electronic portfolios for students make it easier to examine the portfolios and to give feedback to students (Birgin, 2003; Chen et al., 2000; Lankes, 1995).

When comparing students' performance and schools by considering the portfolio scores, the questions "who did the study belong to?", "Did the student do this work with someone else or alone?" are sometimes discussed. This statement may cause anxiety about the validity and reliability of the portfolio assessment. In this case, students' scores in portfolios may not show their real performance. In this case, students' scores in portfolios may not show their real performance. To overcome this problem, students' performance should be followed by teachers continuously, and they should be required to present their works. Developing

portfolio assessment criteria, rubrics, and determining the works in a portfolio can be difficult for teachers at first. Moreover, organizing and assessing the portfolio and giving feedback to students can be time-consuming (Stecher, 1998). Therefore, both in-service and pre-service teachers should be informed about the portfolio assessment.

One of the problems of using a portfolio is to store, handle, and to control the portfolios in the crowded classroom. Also, asking students to bring their portfolio materials to each class can be burdensome. Electronic portfolios (e-portfolios) that are easily stored, handled, and controlled can be used (Baki et al., 2004; Chen et al., 2000). Another problem of portfolio assessment is parental or community support for such a new and unfamiliar system of assessment. Most parents are accustomed to their child receiving a letter grade on a report card at the end of a designated grading period. Such a change could be difficult for parents to accept or adjust to without considerable effort to educate them on the nature and advantages of the new system (Thomas et al., 2005). Therefore, parents should initially be made aware of what is going to transpire with the new assessment method at the beginning of the school year. Also, at least once a month, parents should be invited to discuss and view their child's portfolio with the teacher. Parents should be an essential part of this assessment process and include as equal partners and stakeholders.

Consequently, the disadvantage of portfolios is that its low reliability of scores. To solved this problem, rubrics should be used in the assessments of the students' works. Moreover, portfolio assessment place new demands on teachers

such as professional development time to learn portfolio, preparation time to create new materials and lessons, to produce and refine portfolio pieces. Teachers also need additional time for reviewing and commenting on students' work. Such kinds of requirements force teachers to develop themselves in their fields. However, researches show that some teachers see portfolios as a worthwhile burden with tangible results in instruction and student motivation (Koretz et al., 1994; Stecher, 1998). This fact is significant in terms of the application of the portfolio. To cope with the possible limitations or disadvantages of portfolios, teachers who tend to use portfolios should be educated before, assisted, and supported in the portfolio application process by experts.

#### **H. Relevant Studies**

Osman Birgin, Adnan Baki (2007) conducted the research entitled "The Use of Portfolio to Assess Student's Performance", this research aimed to introduce a portfolio assessment method commonly used in educational contexts recently. The goals of this aim were informations on portfolios such as its definition, its developing process, the types of a portfolio to be used, the selection of contexts, its advantage, and disadvantage were discussed in depth through the qualitative method. Based on this research, showed that teachers did not have enough knowledge and experience about alternative assessment methods, especially about the portfolio. It is still a question of how a teacher can apply alternative assessment methods properly without having enough knowledge and experience. Thus, the portfolio assessment method as an alternative one to traditional assessment approaches becomes quite significant.

A survey conducted by Diane Caldwell (2007) is entitled "Teacher perceptions on student portfolio assessment and implementation", this study aimed to determine teachers' perceptions regarding portfolio assessment of students with learning disabilities. The method of this research used qualitative methods through face-to-face interviews. From the data provided, the information necessary to compare teacher perceptions of portfolio assessment with their educational background, knowledge of portfolio assessments, and teaching experiences. The result showed that teachers were knowledgeable of portfolios and perceived their benefits to improve students' learning and assessment.

Another study had also been conducted by Nurhasanah (2010) is entitled "Using Portfolio Assessment in Evaluating Student's Progress in Reading (A Study at SMP 8 Darussalam)". The aims of this study, the researcher want to know the influences of portfolios for students and teachers evaluate student's progress in reading by using portfolio assessment. The researcher used qualitative research to collect the data. The writer concluded that most students like reading text and portfolio assessments used by the teacher in their classroom. It motivated students to do their assignments and gave them good progress in reading text.



## **CHAPTER III**

### **METHODOLOGY**

#### **A. Research Design**

The research was applied as qualitative research. According to Fraenkel and Wallen (2009, p. 422), qualitative research investigates and describes the quality of relationships, activities, situations, or materials in detail. Denzin and Lincoln (2005) state that qualitative research studies about things in nature, trying to understand, or interpret, phenomena in the sense of meaning that people bring to them.

Further, the research was to explore and described phenomena involving people or cases. Hancock, Ockleford, and Windiridge (2007) add that qualitative research outline people's opinions, feelings, and experiences. It is by what researchers want to find in this study, and they are descriptions of lecturers' opinions, feelings, and experiences of how lecturers' understanding in assessing student portfolios based on their experiences and the reasons behind them. This research belongs to a qualitative methodology. Merriam (2009) stated that in the qualitative method, researchers interact with people in a natural setting because they try to get deeply involved in the world of people studied. The researcher has done all these activities by using observation and interviews. Hence, by using a qualitative descriptive approach, this research aimed to discover the experiences, perspectives, thoughts, and information from lecturers who are teaching the courses in the English Department of UIN Ar-Raniry Banda Aceh.

## **B. Participants**

The researcher conducted at Universitas Islam Negeri Ar-Raniry Banda Aceh and the participants for this study were the lecturers from English Language Education Department who used a portfolio in assessing students. The researcher used purposive sampling, a technique in choosing the research participants. The researcher decided to use a purposive sampling technique to find the research participants' selection according to the research needs and the location. Furthermore, purposive sampling is a strategy to minimize the object of study and participants selected from the population (Palys, 2008).

In this study, the researcher selected three lecturers from the Department of English Education to interview those who had experience assessing student portfolios in the teaching and learning process for around one semester. Therefore, in purpose to get the variation of information, the researcher selected three lecturers in different courses and the different types of portfolios they used.

## **C. Data Collection**

The data for this research were collected through semi-structured interviews. Gill, Stewart, Treasure, and Chadwick (2008) define this approach as an interviewed that had several key questions which help not only define the areas to be explored but also allowed the researcher flexibility to pursue an idea in response in more detail, this is a medium between structured and unstructured interviews. Furthermore, the researcher chose a semi-structured interview as the instrument to be applied in collecting data. Semi-structured interviews consist of several key questions that help define the areas to be explored, allow the interviewer

or interviewee to discover or elaborate information in more detail, and get clarification for follow-up questions to get the information.

In a semi-structured interview, the researcher prepares a list of questions as guidance to cover the interview. The interviewer can probe answers, pursuing a line of discussion opened up by the interviewee. These interviews allow much more space for interviewees to answer on their terms (Edwards & Holland, 2013). The researcher has a list of the questions to be covered. The researcher asked 14 questions about the portfolio in developing materials and consideration in selecting a portfolio in assessing students and others. Besides, the participants were interviewed in English using a mobile recorder. Each interview took about 20 minutes.

#### **D. Data Analysis**

The researcher used a semi-structured interview. The interview was done by recording directly with lecturers. In analyzing the qualitative interview, the researchers followed the stages by Creswell (2012), those steps are:

##### ***1. Organizing and preparing the data***

First, the interviewee's raw data was arranged and transcribed into words, then typed up field notes. Finally, sorting and arranging the data into different types properly.

##### ***2. Reading through all data to obtain general information.***

In this stage, the data that have been typed and transcribed was read several times to familiarize themselves with the data, and then the data was provided some

general sense of information like general thoughts of what participants are stated. After all, the information was coded into particular groups.

### ***3. Coding the data into several categories.***

In this study, the researcher used free coding to analyze the data. The researcher free-coding anything meaningful or potentially meaningful to cover the research question. Free coding requires merely identifying the bits of text that the researcher believes represent a concept (Schreiber & Asner-Self, 2011).

### ***4. Looking for pattern and themes***

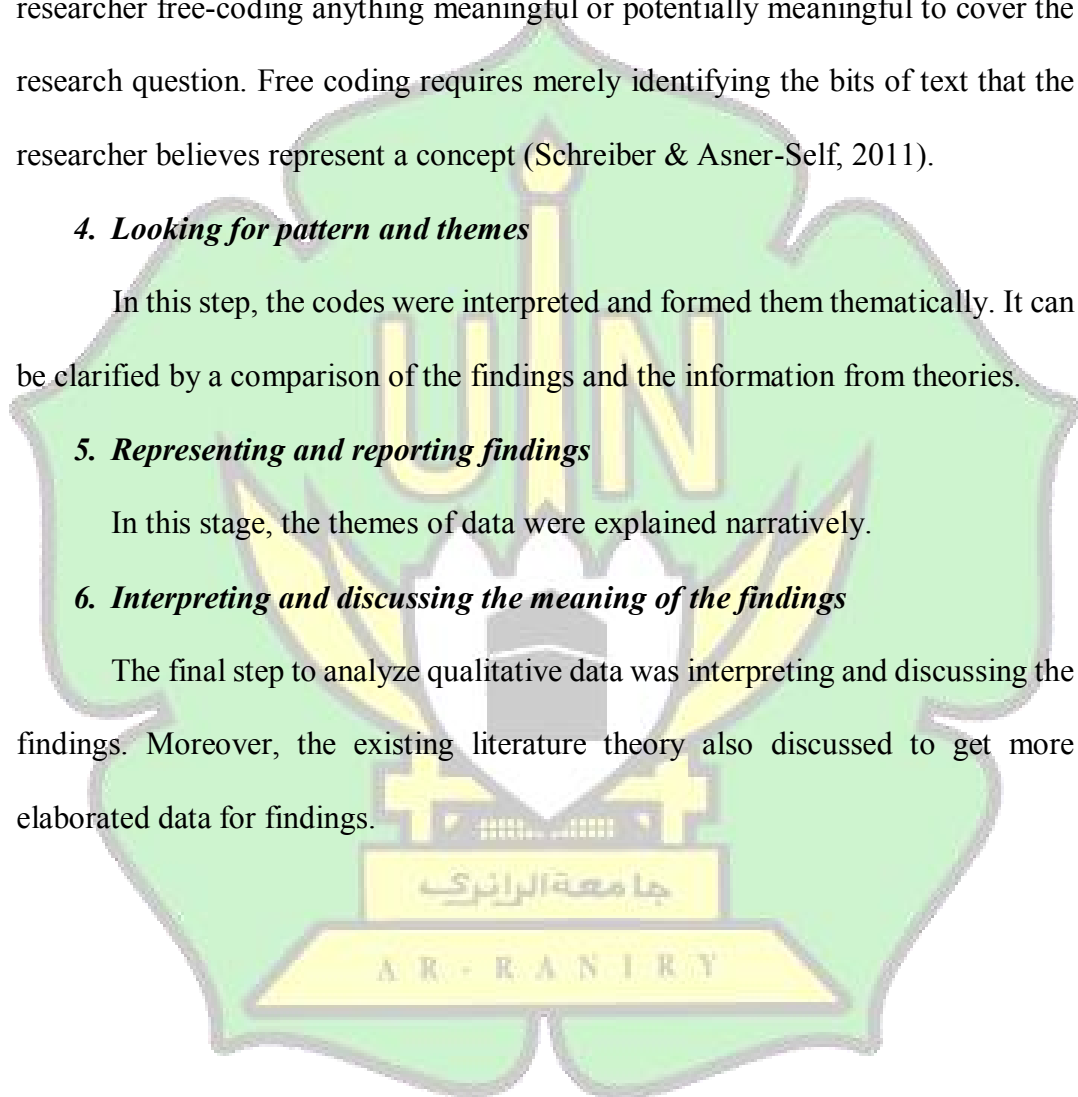
In this step, the codes were interpreted and formed them thematically. It can be clarified by a comparison of the findings and the information from theories.

### ***5. Representing and reporting findings***

In this stage, the themes of data were explained narratively.

### ***6. Interpreting and discussing the meaning of the findings***

The final step to analyze qualitative data was interpreting and discussing the findings. Moreover, the existing literature theory also discussed to get more elaborated data for findings.



## CHAPTER IV

### FINDINGS AND DISCUSSION

The purpose of this study is to explore the lecturers' understanding about assessing students' portfolios related to the lecturers' experiences in used portfolio assessment to assess students' achievement. To identify the lecturers' perception and to find the lecturers' experience, a semi-structured interview was conducted. There were three participants of this study who were lecturers in the English Education Department of UIN Ar-Raniry Banda Aceh.

The researcher analyzed the data from the interview by coding the data manually. The analysis was arranged according to the research question regard to reporting of the information about lecturers' perception in assessing students' portfolios and get such understanding from that. Fourteen questions were asked related to the topic needed. Each of them spent about 20 minutes answering the questions from the interviewer. The topic related to the research question and aim of the research. The interview was analyzed qualitatively to explore their responses.

#### **A. Findings**

In this section, the participants described their perception about assessing students' portfolio and to find out the kind of portfolio assessment used by the lecturers to assess students' achievement through semi-structured interviews. Based on the criteria, the researcher found some lecturers who use portfolios, but not all lecturers use it in special English subjects. Four lecturers want to be participants and according to the criteria, but one of the lecturers is unable to be interviewed.

The first lecturer was a male, an English teacher at SMAN 5 Banda Aceh, he taught learning administration an English course design course and had used portfolio assessments while teaching the course. The second lecturer was a female lecturer, a lecturer at the Department of the English Language Education. She completed her master's degree from Syiah Kuala University, Banda Aceh, Indonesia. Her research interest includes EFL teaching methodology, Islamic studies, and English education. Besides dedicating her times teaching at the campus, she has served as a professional trainer at UNICEF who taught grammar courses and had used portfolio assessments for a considerable amount of time for around ten years while teaching as a lecturer. The third lecturer was a female, and she has focused on teaching translation. She has taught TOEFL courses for the first time used portfolio assessments in the subjects. Each participant received the same questions that should be answered. Some additional questions were asked based on the interviewee's answer in agreement that still related to the topic.

The interview section had been done by asking three participants who were labeled below :

LC 1 : Lecturer 1

LC 2 : Lecturer 2

LC 3 : Lecturer 3

Based on the responses, open coding analysis was implemented to determine part of the themes on participants' responses to clarify. This analysis helped the researcher to confirm an appropriate pattern of the conceptual framework of the instrument. Then, the researcher got several findings in conducting

information. In detail, the data analysis was arranged into two themes and coded based on what the research question needs to explain, which themes are the first about lecturers' perceptions in using portfolio assessment of advantages, problems, and disadvantages. The second about students' achievement, based on lecturers' course, period, learning content, learning outcome, and learning materials. The result was reported under the themes as follows:

## 1. Lecturers Perceptions about Portfolio Assessment

### *a. Advantages of using portfolio*

Based on the interview result, the researcher found that some of the lecturers feel many the advantages they could get from portfolio assessment. Such as the originality of the assignment, to fulfill the assessment, more helpful for students, and student's independent task. More specifically, the participant's response is shown below:

#### **a) The Originality of Assignment**

The first parameter was the originality of the student's work. Besides that, the originality was also done to help students improve their writing.

LC 2 stated :

*“...I do not allow them to write the long summary, I don't want them to copy from someone else work, **only the originality of their work...**”*

Portfolio assessment encourages students to their original work, and it can develop their abilities. In another question response, LC 3 also added :

*“...to do an independent project that can be a tool to develop their English Proficiency.”*



Based on their response above, LC 2 mentions in detail the originality of students' assignments. However, LC 3 mentions it hiddenly with the same intention.

#### **b) To fulfill the Assessment**

Furthermore, in the teaching of the learning process, students did not get enough time for the materials that the lecture was given to the students, then the portfolio solved it. It can be proven based on the lecturers' responses, which are:

LC 1 said :

*"The first reason for the lack of time in the teaching and learning process so that portfolio assessment must be given to fulfill the assessment. Especially in English Course Design courses, less time in teaching and learning ...is very helpful when students are not with the lecturer...Time and place effective..."*

LC 1 agrees that the portfolio assessment makes time and place more effective to fulfill the assessment. In a similar question, LC 3 also added the same reason:

*"...Then in the classroom, we are lack time in the learning process so that portfolio assessment **must be given to fulfill that assessment.**"*

#### **c) More helpful for Students**

Additionally, when the lecturer provided a way to document and evaluate through the portfolio, helping them to assess the students as a whole. Also, it helps in preparing students in midtest, exam, etc. There are lecturers perceptions are shown below :

LC 1 also said :

*“...So portfolio assessment is very helpful when students are not with the lecturer...”*

LC 1 states if students not with the lecturer, the portfolio assessment can help for their work. In another question, LC 2 also admitted:

*“...This kind of task it's really **helpful for them to prepare them for midtest and the final test.** Since, when midtest also the final test... So, at the end of the class, they will be benefited from them.”*

#### **d) Student's Independent Task**

According to Asturias (1994, p. 87) and De Fina (1992, p.14), the portfolio was important learning to give opportunities for students into their portfolio, and also it should make students responsible for keeping or showing their portfolio. Based on the interview responses, the lecturers said that they give students assessments to improve their ability and focused on their tasks.

LC 1 said :

*“Student responses when given assignments individually make students more focused even though they are a bit exhausted because the nature of the task **independently and students will be more responsible for the assignments given.**”*

In another question response, LC 3 also added :

*“ My aim for the students is to improve their TOEFL score , so I decide to ask them to do an independent project that can be a tool to develop their English Proficiency.”*

Based on the responses above, it can be concluded that the advantages of using a portfolio, the student's assignment is original, to fulfill the assessment in

using portfolio assessment, then more helpful for students test and student's independent task to be more focused and responsible.

***b. Problems and disadvantages in using portfolio***

Besides advantages, some of the lecturers also found some problems in assessing students by using a portfolio. According to the result of the interview, the researcher found that several problems. Some of them admitted some disadvantages and difficulties in using portfolios. For instance, time-consuming to evaluate, students more exhausted, and difficult task. More specifically, the elaboration of the themes related to the response by lecturers which will be discussed below::

**a) Time-Consuming to Evaluate**

However, in the teaching and learning process, there were disadvantages to maximum the times is possible in the classroom even outside, too, take a lot of time. The lecturers stated:

LC 1 said :

*“...portfolio that simultaneously **makes me take the time to examine and assess student work.**”*

LC 2 also mentioned : *جامعة الرانري*

***“It takes time, for example, a week for a topic, since they have to finish discussing 1 topic a week or we have long material of the topic maybe 2 weeks.”***

LC 3 said :

***“It takes a long time, I rate the work based on the time period (they completed) & the number of reference/materials used in a portfolio.”***

They agree that using portfolio assessments requires a lot of time in the examination. It also takes a lot of time to give assignments.

#### **b) Students More Exhausted**

Furthermore, less time makes students increasingly exhausted because to complete the lecturer material gives many assignments to students.

LC 1 said :

*“Student responses when given assignments individually make students more focused even **though they are more exhausted because the nature of the task independently** and students will be more responsible for the assignments given.”*

One of the lecturers stated the students were exhausted in independent assignments through portfolio assessment, even though this way can help students in the final test.

#### **c) Difficult Task**

Additionally, another problem in using portfolios is that students find it difficult when working on assignments. This can be proven based on the lecturers' responses, namely:

LC 2 said :

*“Some students have taken my class several times, it since that no border for them since they use to have the same kind the use of portfolio in my classes. **But, I can say for the first time they join my class it since that task since to be a little bit hard for them to full fill...**”*

In another question, LC 3 also mentions :

*“Basically, students well-received the portfolio project, but as time progressed they realized it was a difficult task.”*

Both lecturers approve assignments on the portfolio, which spend almost every day or a week, making students happy a little trouble. Meanwhile, they only faced this difficulty at the beginning.

## **2. The Portfolio Assessment Used by Lecturers to Assess Students' Achievement**

Based on the result of the interview, the lecturers said that they have to provide a portfolio assessment to students based on some factors related to the course. More specifically, those factors would be elaborated into several themes below:

### ***a. Based on the Lecturers' Course***

In the response of lecturers, they need to prepare assessments based on what subjects are taught also based on related material. Therefore, the lecturer can decide what type of portfolio assessment they should provide. Based on the lecturers' responses, they differentiate portfolio assessments based on each subject they teach.

#### **a) English Course Design**

In English course design, the lecturer provides the portfolio assessment which contains a lesson.

LC 1 said :

***“...I use in English course design courses has the following characteristics there are processes, products, and performances or results of student work...”***

In addition, LC 1 added that in this subject the portfolio was used three for the course in 1 semester.

LC 1 added :

*“...In the English Course Design course... such as RPP assignments per KD and the final project overall of the process is collected at the end of the meeting by using a CD such as RPP in one semester or in a year.”*

Then, in the group, LC 1 said :

*“Assessments that I do individually and in groups. In individual assessments that will be assessed such as writing, content, authenticity, etc...”*

**b) Literature**

In the Literature class, the lecturer gives a portfolio assessment which contains analyzing the story and rewriting.

LC 1 said :

*“...In literature courses, I use portfolios in assignments to...”*

**c) Grammar**

In grammar classes, the lecturer gave portfolio assessments by giving written assignments based on what students have learned.

LC 2 mention :

*“...In grammar class, the second one, I sometimes provide a worksheet for them to discuss in the classroom, so then this worksheet, students worksheet will be stick on the book...”*

LC 2 mention :

*“...Okey sometimes in my classes i create language experience day, sometimes go away to find someone and*

*they interview the people then record and then they have to make a report for that...”*

#### **d) Reading Comprehension**

In reading comprehension, the students need to be able to read and write or summarize the reading material before they enter the class.

LC 2 mentioned that :

*“...In reading class, they have to write several pages, let's say a long summary of the topic for the day. They do this at home before they enter the class. So, no one is allowed to come to the class without reading and writing the summary...”*

#### **e) Introduction to English Proficiency Test**

In the proficiency test class, related to TOEFL or IELTS test, the lecturer gives students portfolio assessment to improve their proficiency test.

LC 3 admitted :

*“For example, in Introduction of English Proficiency test...for their fulfillment to improve their TOEFL test every day do in half-hour or 1 hour until in 1 semester must have got the target of time to 30 hours.”*

#### **b. Based on Period**

The lecturers mentioned that they have to consider the types of portfolio assessment before they give to students also included the time to submit students' assignments.

LC 1 said :

*“For portfolio assignments, **first every meeting** to submit their RPP and then send through email, the second task collected at the end **takes 1 month for a final project.**”*



LC 2 also mentioned :

*“It takes time, for example, a week for a topic, since they have to finish discussing **1 topic a week or we have long material of the topic maybe 2 weeks.**”*

LC 3 added :

*“The portfolio is assigned to be completed about **for 20-30-hour learning (individual).**”*

Based on their response, each lecturer has the same response. They gave a different period to give their students assignment in use portfolio assessment.

### **c. Based on Learning Content**

Based on learning content, the lecturer's responses were learning content to opportunities of the lecturers create for students to engage with the teaching content. Usually, a lecturer told their students task at the first meeting based on the syllabus. The lecturer's response is shown below:

LC 1 mentioned :

*“At the first meeting I focused on explaining lectures in teaching materials, syllabus, and describing assignments but I did not give assignments at the beginning of the meeting...”*

LC 2 also said :

*“Of course, At the first meeting. Actually, this is part of the first meeting. When we agree, a lot of things related to our class with students... So, the students are given a kind of mini syllabus or essay outline...For example, "what topics" all material they will be learning during the semester and then "how then" they what assess. So, it fares if students know, how they lecturer or teacher will assess them. We cannot suddenly give them, task or any project without announcing at the first meeting.”*

Then, LC 3 also added :

***"I told students all talks at the first meeting"***

Based on the response above, LC 1 did not tell students all activities at the first meeting and more focused on teaching materials. Meanwhile, LC 2 and LC 3 told their students the kind of assignment at the first meeting included the learning material.

***d. Based on Learning materials***

Based on learning materials, the lecturer needed to determine an assessment based on the materials. Here are the lecturer's responses:

LC 1 stated :

***"The first paper is assigned in a group because of its many materials so that the assignment of this paper is one appropriate assessment to cover all existing material. So the portfolio assessment of the type of paper they will be responsible for appearance"***

LC 2 also mentioned :

***"...material or materials about our that lesson..."***  
***"...the topic or the material to read of the day, and they can do the discussion in the classroom. Since all of them that expert on that topic/material."***

LC 3 also added :

***"...the documented student learning on specific materials outcomes..."***  
***"...It is the assessment tasks that bring the materials outcomes to life; only by specifying precisely what students must do and how well they must do it do these at home based on the materials in classroom or homework."***

***e. Based on Learning Outcome***

After the assignment was collected, feedback is essential to be part of the assessment process, and this helps to improve student outcomes in the learning process. Then, this helps students to develop their potential at various stages of the learning process. From the lecturers' responses in the interview, they acknowledged that feedback was necessary because of their final exams, from which they would know their strengths and weaknesses.

LC 1 mentioned :

*“There are students who **get good results in the final test because** at each meeting he does portfolio assignments well and some **have very low grades**. Even though with portfolio assessment, the final exam should also **get good grades**.”*

LC 2 said :

*“Yeah, **It is difficult to answer actually...**”  
“...**the portfolio increases their achievement, I believe I will ask them about that...**”*

Similarly, LC 3 stated :

*“**Can't really decide. The portfolio is only to access the student's learning progress, sometimes the student used materials that were not used in the final test.**”*

However, the teacher's feedback should have been implemented to their students, even the time constraint already ends. The lecturer should have another alternative way to give feedback to the students at the end of the teaching and learning process. Moreover, feedback to the teachers can help themselves to reconsider the objectives in the class.

LC 2 added :

*“But, in my experience this kind of task it really helps students for midtest and also final test. Sometimes, the English development curriculum, the midtest, I give them the kind of open book test, so they don't need to bring any book. ... So, the question is the kind of giving an opinion, so about some topic. So they can read the theory...”*

## **B. Discussion**

This section explained about the research findings that the researcher obtained from the interview. The research which was conducted in the English Department of UIN Ar-Raniry Banda Aceh had given some information about lecturers' perceptions about portfolio assessment and the portfolio assessment used by lecturers to assess students' achievement based on their experiences. Based on the interview data, the researcher elaborated on the responses in some themes to answer the research questions.

This first result of this study aims to know the lecturer's perception by using a portfolio assessment. The researcher found that the advantages of using portfolios have similar to the research terminology of this study. They are the originality of assignment, to fulfill the assessment, more helpful for students, then make the student's independent task. However, from all the advantages using portfolio assessment, the findings of this study have supported the current study, Doolittle, Peter (1994) stated portfolio included or related in a teacher portfolio depends on how the portfolio will be used. Besides, the advantages of using portfolio assessment have great benefit for lecturers and students.

The advantages of using portfolios help the originality of their assignment. It allows them to help improve writing skills, where each student has different writing on each portfolio assignment if the lecturer assigns an individual assignment. It can give advantages for students and also lecturers. Because they can better master the material and help become independent of the task or project.

In the teaching and learning process, using the portfolio to fulfill the assessment can help lecturers by lack of time in the classroom. Lecturers have their projects in determining the quality to meet the assessment. In case the project cannot be covered by class time, portfolio assessment is required. Sometimes lecturers choose their projects depending on the lesson. The use of portfolios meets the assessment and also the material so that any material can be fulfilled.

The finding above supported by Birgin (2007); Mokhtari et al., (1996) stated the portfolio provides pre-service teachers assessing their learning and growth and helps them become self-directed and reflective practitioners who contribute them the individual and professional developments. Besides, the students' task as evidence for documenting and evaluating it's more helps assess students as a whole. For instance, their task can help to midtest, final test, etc. Also, help students when students are not with the lecturer. This finding supported by Baki & Birgin (2004) who said portfolio provides visual and dynamic proofs about students' interests, their skills, sturdy sides, successes and development in a certain period, a portfolio which is the systematic collection of the student's studies helps to assess students as a whole. Based on data, Asturias (1994, p. 87) and De Fina (1992, p.14) stated portfolios are meaningful learning to provide opportunities for students into their

assignments, and must also make students responsible for maintaining or demonstrating their portfolio. Some lecturers stated that students were more focused and more independent and more responsible. They are also required to do each task to improve their ability, and the lecturer always checks for them.

Besides the advantages of using a portfolio, it has some disadvantages and problems. However, in the teaching and learning process needed much time, especially using portfolio assessment. Portfolio assessment takes much time beside it can solve the time in the classroom, but when the lecturer assesses their assignment, it has taken much time because of much variety of their assignment. Not only that, one project can take a week or a month. It takes a long time for the work of students and lecturers to verify their assignments.

This finding, supported by Stecher (1998), who said organizing and assessing the portfolio and giving feedback to students, can be time-consuming. Another problem, students are exhausted to complete their assignments. One of the lecturers added many assignments to make students more exhausted because the assignments are given regularly or for a long time. Then another difficulty faced by students was when the lecturer gave many assignments. Some students consider this portfolio assignment was challenging. Even some students who find this assignment easy, but over time they assume that this assignment was a difficult task.

The second result of this study is to know how lecturers used the portfolio assessment to assess students' achievement based on their experiences. The researcher found the lecturers consider the types of portfolio assessment depends on each subject they teach. The researcher also found the similarity of the lecturer's



response with the theoretical foundation of this study. Melograno (2000, p.101), who made more detailed descriptions, defines nine types of portfolios. These types of portfolios are not exhaustive and can be used separately or in combination.

Most of the lecturers stated that the use of portfolio assessment depends on the subjects, these types of classifications given based on a theoretical foundation. In the English course design subject, the lecturer said that for English course design subjects using a combined portfolio. The first project was a personal portfolio, and students have a task at each meeting, such as RPP and an assignment per KD this project individually. The second project was a group portfolio, and the lecturer said assessment in group work, the same as a personal portfolio. The students have a task at each meeting, for instance, RPP and an assignment per KD this project for group work. Then, the lecturer uses electronic portfolios for the final project, overall of the process RPP during one semester or a year. Students would submit the project on CD/DVD.

In the literature class, the lecturer used a showcase portfolio to assess the students. The students analyzed the stories, and then some of the best scripts they would be collected into one part. Based on the data, the working portfolio used by lecturers in grammar and reading class. The lecturers were given the material, and all material would be a stick in a notebook. The students write all material on the notebook, the paper, or everything about grammar class—this collection of daily, weekly, and monthly. In grammar, the class also used record-keeping portfolios such as recording the observational information to improve their grammar in



speaking. For instance, the students meet someone and interview, then record the interview. The result would write in the report.

In thematic portfolio types, the study has a particular focus and takes a long time from 2 until six weeks or more. The lecturer using thematic portfolio for introduction to English proficiency test, to improve their TOEFL test. The lecturer has given target 30 hours for their improve the test. In one subject, portfolio assessment can be used separately, or different portfolios can be used together. Thus, the lecturer selected proper ones and applied them based on the subjects. For instance, in English course design and grammar class, the lecturers used a combined portfolio to assess them.

Furthermore, they tend to explore all the tasks by learning content in the first meeting and the teaching material offered in the syllabus. Some lecturers do not deliver their assignments at the beginning of the meeting, but only deliver topics that will be studied during the semester. Based on learning material, this was due to the many related materials in using portfolio assessment can help students focus on each material, both individually and in groups, every material will be discussed in class. Using a portfolio assessment can cover all material needed by students. Hence, when they are in class, the material will be discussed again by the lecturer and their friends. However, lecturers must evaluate the portfolio assignments they will give to students to build their interest in each material.

Based on the result, another consideration was the period to submit their portfolio assessment. Based on related subjects, each lecturer gives a different period to each student according to the type of portfolio they used. Hence, using a

portfolio given good outcomes for their progress and final test. Also, some of them never ask their students about their feedback at the end of class. Then one lecturer only assesses students for learning progress during one semester. As a result, it could state that the portfolio assessment can help students good achievement at the end of the semester. Additionally, the lecturer added that students' feedback after using portfolio was necessary for themselves and students.



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presented conclusions and recommendations based on the findings and discussion. The conclusion dealt with the result of the lecturers' understanding in assessing students' portfolios. Further, the recommendations addressed to the English department of UIN Ar-Raniry, the lecturers, and the future researcher.

#### **A. Conclusion**

The result showed that in assessing the student's portfolio. The first result, the lecturer's perception by using portfolio assessment. The researcher found that the advantages of using portfolios have similar to the research terminology of this study. In addition, the advantages of using portfolio assessment have a great benefit for lecturers and students. Using a portfolio assessment can cover all material needed by students. Then allows them to help improve writing skills, where each student has different writing on each portfolio assignment if the lecturer assigns an individual assignment. In case the project cannot be covered by class time. Therefore, portfolio assessment is required.

In addition, the students' task as evidence for documenting and evaluating it is more helps assess students as a whole. Based on data, portfolios are essential learning to provide opportunities for students into their assignments, and must also make students responsible for maintaining or demonstrating their portfolio. Some lecturers stated that students were more focused and more independent and more

responsible. Another problem, students are exhausted to complete their assignments.

One of the lecturers added many assignments to make students more exhausted because the assignments are given regularly or for a long time. Then another difficulty faced by students was when the lecturer gave many assignments. Some students consider this portfolio assignment was difficult. Even some students who find this assignment easy, but over time they assume that this assignment was a difficult task.

The second result, the lecturer's perception of the portfolio assessment used to assess students' achievement based on their experiences. The researcher found the lecturers consider the types of portfolio assessment depends on each subject they teach. Most of the lecturers stated that the use of portfolio assessment depends on the subject. On the English course design subject, the lecturer said assessment in group work is the same as a personal portfolio.

The lecturer uses electronic portfolios for the final project, overall of the process RPP during one semester or in a year for English course design class. In the literature class, the lecturer used a showcase portfolio to assess the students. Based on the data, the working portfolio used by lecturers in grammar and reading class. The lecturer uses thematic portfolio for an introduction to English proficiency test, to improve their TOEFL test.

Based on learning content and learning material, this was due to the many related materials, so using portfolio assessment can help them focus on each material, both individually and in groups, every material would be discussed in

class. Based on related subjects, each lecturer gives every student a particular period consistent with the kind of portfolio they used. Hence, using a portfolio given good outcomes for his or her progress and final test. Additionally, the lecturer added that college kids' feedback after using portfolio was necessary for themselves and students.

### **B. Suggestion**

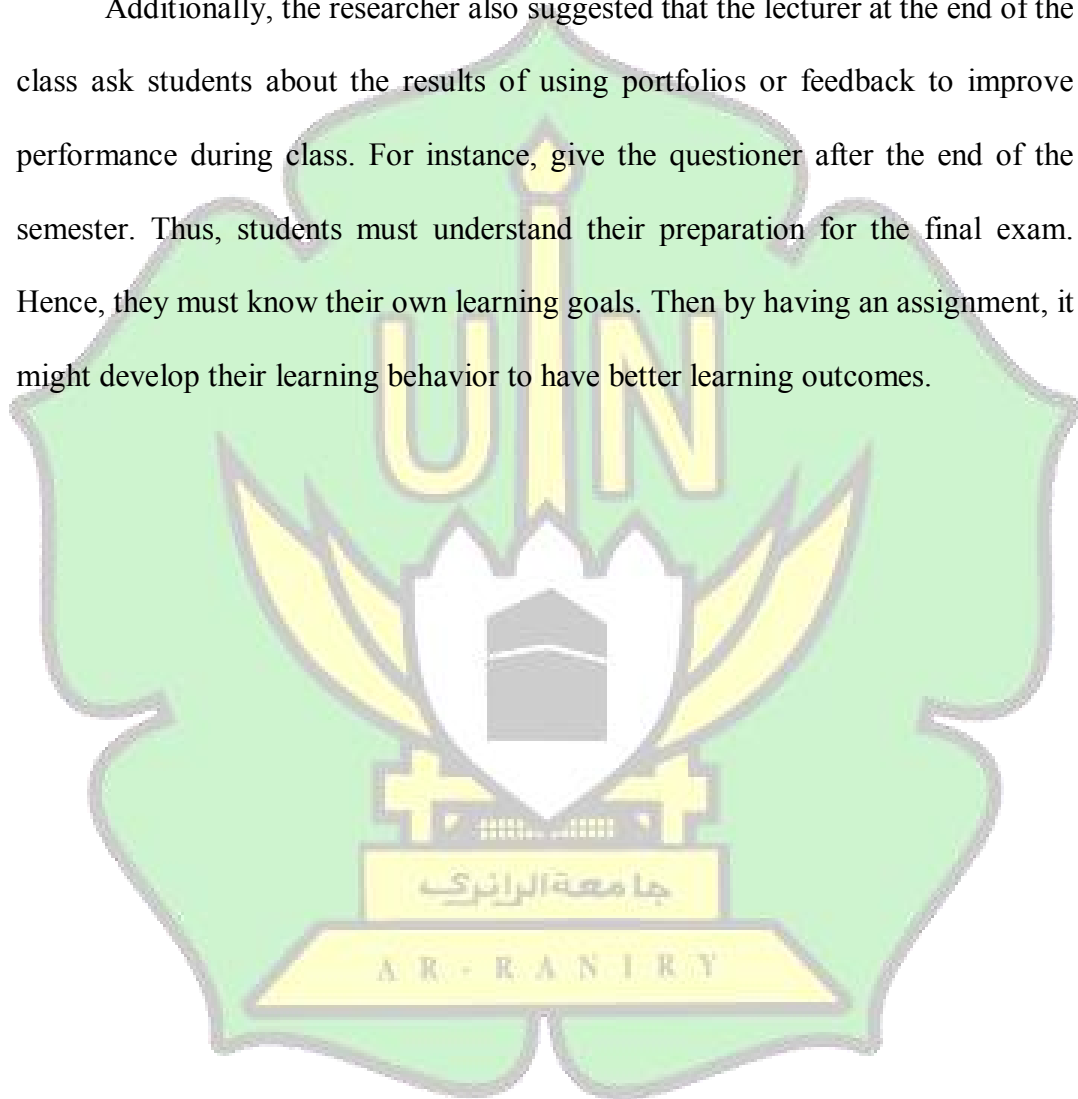
According to research findings, there are suggestions proposed by the researcher for future researchers. The discussion of portfolio assessment is a very complicated and vast area of research. Many aspects remain to be investigated. Moreover, there are several types of research in the area of portfolio assessment, and this study used qualitative descriptive. Further studies could benefit from the Research and Development (R&D) type.

Furthermore, future researchers can provide most previous studies to obtain various data and compare them with their findings. Then, they can request data to investigate. In addition, the possibility of the effects of different subjects still has different types of portfolio assessment. Future researchers can investigate more lecturers who use the portfolio assessment in English skills such as listening, speaking, writing, and reading.

Based on the study results, the researcher will also suggest that lecturers can use portfolio assessment together with other types of assessment or use a combination of assessments. Furthermore, lecturers can use a variety of teaching methods to help students develop their ability to understand the material through portfolio assessment.

In addition, the benefits of using portfolios that have benefits for lecturers and students also cannot be denied that there are also disadvantages to using portfolio assessment. Therefore, the combined assessment helps the lecturer to adjust the assessment based on the material.

Additionally, the researcher also suggested that the lecturer at the end of the class ask students about the results of using portfolios or feedback to improve performance during class. For instance, give the questioner after the end of the semester. Thus, students must understand their preparation for the final exam. Hence, they must know their own learning goals. Then by having an assignment, it might develop their learning behavior to have better learning outcomes.



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