

CHAPTER V
CONCLUSION AND SUGGESTION

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter is divided into two parts: conclusions of what had been discussed in the previous chapters and suggestions.

5.1 Conclusions

After analyzing and interpreting the data taken from the teacher portfolio, some points arose. The points mentioned below refer to the teacher's progress, efforts and accomplishments as well as the teacher awareness of the difficulties in the process of teaching that were based on the teacher's reflections. First, in every lesson, the teacher was faced with many decisions to make at the same time. Without valid information from her reflections on what happened in the previous classes, she might have made wrong decisions. Reflective teaching need to be seen as an alternative to problem solving and can aid every teacher who wants to improve. Second, based on the statements of the problem she had in chapter one, she found that teacher portfolio can be used to show both the teacher's weaknesses and strengths and it also stimulated the teacher's growth and improvement. Third, teacher portfolio could be used as a tool of teacher evaluation not only in one time but also for a long term. Teachers were able to monitor their performance all the time and got benefits from their reflection.

From this research it is known that teaching is not as easy as it looks. Teachers should evaluate their own teaching all the time. Teachers cannot always depend to

others for evaluating their performance. Besides, teaching is a lifelong process. Teachers cannot measure their teaching abilities only in very limited time. Several years of experiences in teaching is not a guarantee that teachers are able to improve themselves if they never make reflection.

This research found that teacher portfolios could be used as a tool of evaluation. Teacher portfolios provide a much more effective presentation of teachers capabilities than traditional paper-based evaluation forms. Every part in teacher portfolios is able to show weaknesses, strengths, progress, and improvements that teachers have made. Through the process of collecting, selecting, and reflecting upon material chosen for a portfolio, teachers learn a lot about their teaching.

Teacher portfolios help teachers to become more aware of what they are doing in the classroom; what it is working, where special strategies are needed to deal with special students. In short, teacher portfolios help teachers to be self-reflective about their own works. Moreover, teacher portfolios help teachers have an opportunity to manage and monitor their teaching, document their progress and achievements over time, articulate their achievement levels, and more importantly, experience success.

Furthermore, not only teachers who get benefits from the teacher portfolios but also the students. Teachers who know themselves well will understand how to deal with the students. They will use effective teaching methods for those who are learning easily, as well as those who have special needs.

5.2 Suggestions

From what has been discussed in this thesis, the writer hopes that this research could inspire readers especially teachers to use teacher portfolio as a tool for evaluating them in the process of teaching. She expects that teacher portfolio will not be done temporarily but regularly. It is an important part for their journey as a teacher that leads them to become a reflective and professional teacher.

After having finished writing this research, the writer realizes that there is still room to do research in this field for the purposes of improving teaching and the learning environment. Furthermore, the writer hopes that this study will inspire education practitioners to consider using classroom action research to further research the next time they encounter a challenge in their classroom.

BIBLIOGRAPHY

BIBLIOGRAPHY

- Anson, C. M. 1994. Portfolios for Teachers: Writing Our Way to Reflective Practice. K. Black, D.A. Daiker, J. Sommers, & G. Stygall (Eds.). New Directions in Portfolio Assessment: Reflective Practice, Critical Theory, and Large-Scale Scoring. Portsmouth, NH: Boynton/Cook Heinemann.
- Arends, Richard I. 1998. Learning to Teach (4 ed). Singapore: McGraw-Hill International Companies, Inc.
- Bartlett, L. 1990. Teacher Development Through Reflective Teaching. In Second Language Teacher Edition. Eds. J. Richards and D. Nunan. New York: Cambridge University Press.
- Bastidas A. Jesus A. 1996. The Teaching Portfolio. English Teaching Forum. July/October 1996. pp. 24-28.
- Beck, Shirley. Teacher Portfolios: Not just a "Box Full of Junk". ASCD, Education Update, Volume 38, Number 3, May 1996.
- Berg, Bruce. L. 2004. Qualitative Research Methods for the Social Sciences. California: Pearson Education, Inc.
- Bozzone, M. A. 1994. The Professional Portfolio: Why You Start One Now?. Instructor, 103. 9. pp. 48-50.
- Brown, J.D., & Wolfe-Quintero, Kate. 1997. Teacher Portfolios for Evaluation: A Great Idea? or A Waste of Time? The Language Teacher, 21 (1), 28-30.
- Brown, J.D., & Wolfe-Quintero, Kate. 1997. Teacher Portfolios. Tesol Journal, vol. 7 no 6 Winter 1998, 24-27.
- Carr, W. and S. Kemmis. 1996. Becoming Critical: Education, Knowledge and Action Research. London: Falmer Press.
- Cochran-Smith, M., and Lytle, S.L. 1993. Inside Outside: Teacher Research and Knowledge. New York: Teacher College Press.
- Dewey, J. 1933. How We Think. In Mental Discipline In Modern Education. Ed. W. Kolesnick. Madison, WI: University of Wisconsin Press.
- Doolittle, Peter. 1994. Teacher Portfolio Assessment. ERIC/AE Digest, ED 385608. <http://www.darwin.cps.k12.il.us/Teacher's%20Portfolio.htm>

- Farrell, T. 1995. Second Language Teaching: Where Are We and Where Are We Going? An Interview With Jack Richards. Language Teaching: The Korea TESOL Journal, 3, 3, pp. 94-5.
- Farrell, T. 1996. A Qualitative Study of the Reflections of Four Experienced EFL Teachers in Korea as They Reflect on Their Work. Unpublished doctoral dissertation. PA: Indian University on Pennsylvania.
- Farrell, Thomas. Reflective Teaching: The Principles and Practices. English Teaching Forum. Oct – Dec 1998, p. 10-17.
- Gebhard, J., and R. Oprandy. 1999. Language Teaching Awareness: A guide to Exploring Beliefs and Practices. New York: Cambridge University Press.
- Hamm, M. and D. Adams. 1992. Portfolios: A Valuable Tool for Reflection and Assessment. Journal of Experiential Education, 15, 1, pp. 18-50.
- Kemmis, S., and McTaggart, R. 1981. The Action Research Planner. Victoria, Australia: Deakin University Press.
- Kemmis, S. 1986. Critical Reflection. Unpublished manuscript. Geelong Australia: Deakon University.
- Lange, D. 1990. A Blueprint for a Teacher Development Program. Second Language Teacher Education. Eds. J. Richards, and D. Nunan. New York: Cambridge University Press.
- McKay, Sandra Lee. 2003. The Reflective Teacher: A Guide to Classroom Research. RELC Portfolio Series.
- Murray, J. P. 1994. Why Teaching Portfolio? Community College
- Nunan, D. 1989. Understanding Language Classrooms: A Guide for Teacher-Initiated Action. Englewood Cliffs, NJ: Prentice Hall.
- Paulson, F.BA. P. R. Paulson and C. A. Neyer. 1991. What Makes a Portfolio a Portfolio? Educational Leadership, 18, pp. 60-63.
- Pennington, M. 1992. Reflecting on Teaching and Learning: A Development Focus for the Second Language Classroom. Perspectives on Second Language Classroom Teacher Education. Eds. J. Flowerdew, M. Brock, and S. Hsia. Kowloon: City Polythenic of Hong Kong.
- Pennington, M. 1995. The Teacher Change Cycle. TESOL Quarterly, 29, 4, pp. 705-731.

- Richards, J. 1990. Beyond Training: Approaches to Teacher Education in Language Teaching. Language Teacher, 14, 2, pp. 3-8.
- Richards, J. C., & Lockhart, C. 1994. Reflective Teaching in Second Language Classrooms. Cambridge: Cambridge University Press.
- Schon, D. 1983. The Reflective Practitioner. Boston: Basic Books, Inc.
- Schon, D. 1987. Educating the Reflective Practitioner. San Francisco: Jossey-Bass Publishers.
- Seeger, D. F. 1992. Portfolio Definitions: Toward a Channel Notion. Portfolio ed. D. Graves and B. Sunstein. Portsmouth, NH: Heinemann.
- Seldin, Peter. 1991. The Teaching Portfolio: A Practical Guide to Improved Performance and Promotion / Tenure Decisions. Boston, MA: Anker Publishing Company, Inc.
- Seldin, Peter and Associates. 1993. Successful Use of Teaching Portfolios. Bolton, MA: Anker Publishing.
- Tierney, R. C., M. A. Carter and B. E. Desai. 1991. Portfolio in the Reading Writing Classroom. Norwood, MA: Christopher Gordon.
- Urbach, F. 1992. Developing a teaching portfolio. College Teaching, 40, 2, pp. 71-74.
- Wallace, M. J. 1991. Training Foreign Language Teachers. Cambridge: Cambridge University Press.
- Watts, Heidi. 2001. Classroom Action Research. Madison Metropolitan School District. <http://www.madison.k12.wi.us/sod/car/carhomepage.html>
- Wolf, K. 1991. The School Teacher's Portfolio: Issues in Design, Implementation, and Evaluation. Phi Delta Kappan, pp. 129-136.
- World Book Dictionary. Ed. Clarence L. Barnhart and Robert K. Barnhart. Ed. 2 vols. World Book, Inc., 1986.
- Zither, K. and O. Liston. 1987. Teaching Student Teachers to Reflect. HER, 57, 1, pp. 22-48.
- Zither, K. M., & Liston, D. P. 1996. Reflective Teaching: An Introduction. Mahwah, New Jersey: Lawrence Erlbaum Associates.

Zubizarreta, J. 1991. Teaching Portfolios and the Beginning Teacher. Phi Delta Kappan vol. 174, 4. pp. 323-326.