

TEACHER PORTFOLIO AS A TOOL OF EVALUATION
TO BECOME A REFLECTIVE TEACHER

A THESIS

By :

TINNY MAYLIASARI SUSILO

NIM : 8212701022



No. Studi	0418/06
Tgl. Pengantar	18-01-2006
Tgl. Pengantar	BI
Tgl. Pengantar	BI
Tgl. Pengantar	Sus
Tgl. Pengantar	t-1
Tgl. Pengantar	1(satu)

UNIVERSITAS KATOLIK WIDYA MANDALA SURABAYA
PROGRAM PASCASARJANA
PROGRAM STUDI MAGISTER PENDIDIKAN BAHASA INGGRIS
JULY, 2005

**TEACHER PORTFOLIO AS A TOOL OF EVALUATION
TO BECOME A REFLECTIVE TEACHER**

A THESIS

**Submitted to Widya Mandala Surabaya Catholic University
Master's Program in Teaching English as a Foreign Language
in partial fulfillment of the requirements for the degree of Master of Arts**

By

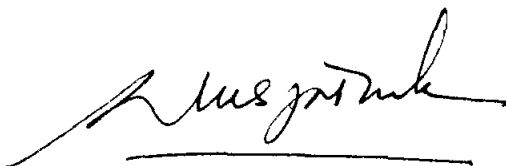
TINNY MAYLIASARI SUSILO

8212701022

**UNIVERSITAS KATOLIK WIDYA MANDALA SURABAYA
PROGRAM PASCASARJANA
PROGRAM STUDI MAGISTER PENDIDIKAN BAHASA INGGRIS
JULY 2005**

APPROVAL SHEET (1)

This thesis entitled *Teacher Portfolio as a Tool of Evaluation to Become a Reflective Teacher* prepared and submitted by Tinny Mayliasari Susilo (8212701022) has been approved to be examined for acquiring the Master's degree in Teaching English as a Foreign Language by the following advisor:

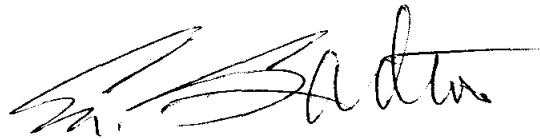


DR. WURI SOEDJATMIKO

Thesis Advisor

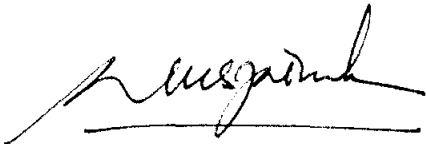
APPROVAL SHEET (2)

This thesis entitled *Teacher Portfolio as a Tool of Evaluation to Become a Reflective Teacher* prepared and submitted by Tinny Mayliasari Susilo (8212701022) was examined by the following board of examiners on oral examination on July 12, 2005:



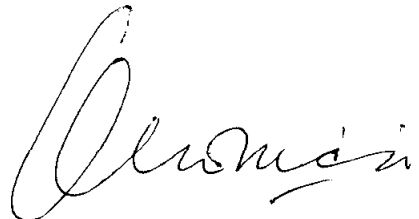
Prof. E. Sadtono, Ph.D.

Chairman



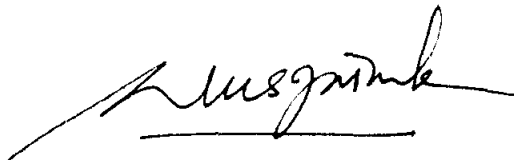
Dr. Wuri Soedjatmiko

Member



Prof. Dr. Veronica L. Diptoadi

Member



Dr. Wuri Soedjatmiko

Director of the Master's Degree Program

ACKNOWLEDGMENTS

First of all, I gratefully praise and thank the Lord for His blessings and guidance during my study at Widya Mandala Surabaya Catholic University especially throughout the process of writing my thesis. It is only God's grace, which gives me strength and good health, until I am able to finish this thesis. I would also like to express my deepest gratitude and appreciation to those who had given their valuable guidance and time that make the completion of my study possible. The great appreciation are especially given to:

1. Dr. Wuri Soedjatmiko, my thesis advisor, for her patience, support, guidance, advice and encouragement in the process of writing my thesis.
2. Prof. E. Sadtono, Ph.D., the Head of the MPBI Department, who had spent his valuable time in giving comments on my thesis.
3. Prof. Dr. Veronica L. Diptoadi, who had spent her valuable time in giving comments on my thesis.
4. All lecturers of Widya Mandala Surabaya Catholic University for their valuable teaching during my study and staff at MPBI for their support.
5. The principal, all teachers and staff in Sekolah Dasar Kristen Masa Depan Cerah Surabaya for their support.
6. My beloved parents and relatives for their support and prayers to finish this thesis.
7. My beloved husband and son who always encourage and pray for me until I can finish my thesis.

Finally, I also want to give my special thanks to those whose names have not been mentioned, for giving supports and service in the accomplishment of this thesis.

To them this thesis is humbly dedicated.

ABSTRACT

Susilo, Tinny Mayliasari. 2005. **Teacher Portfolio as a Tool of Evaluation to Become a Reflective Teacher**. Thesis. Master's Program in Teaching English as a Foreign Language. English Education Department. Graduate School Widya Mandala Surabaya Catholic University. Advisor: Dr. Wuri Soedjatmiko.

Keywords: Teacher portfolio, Tool of evaluation, Reflective teacher.

This study is conducted to describe how teacher portfolio can be used as a tool of evaluation to become a reflective teacher. This study wants to find out that as a tool of evaluation, teacher portfolio is not only able to demonstrate teacher's progress and growth but it can also be used as a tool of a teacher's reflection to know a teacher's strengths and weaknesses in the teaching process.

The underlying theories related to the objectives of the study are reflective teaching and reflective teacher. Through understanding what reflective teaching and reflective teacher are, teachers are able to evaluate their stage of professional growth and what aspects of their teaching they need to change. Besides, it includes the nature of evaluation, the nature of the portfolio and the nature of the teacher portfolio. These three theories are supposed to be the main pillars in making this study.

This study was a qualitative classroom action research. The data of this study were taken from the researcher's teacher portfolio. The research instrument in this study was the researcher herself and the teacher portfolio. She collected the data, analyzed and interpreted them, and then drew an inference from the analysis.

In using classroom action research, the researcher collected and analyzed data at the same time. In analyzing the data, the researcher used some procedures. The researcher used investigator triangulation to avoid bias and to maintain the validity of the study. In its investigator triangulation, she used more than one observer and respondent of the same object of study. They were peers as observers and grade two students of Sekolah Dasar Kristen Masa Depan Cerah Surabaya as respondents.

The findings found out that teacher portfolio was able to demonstrate teacher's progress and growth in the teaching process and it could be used as a tool of a teacher's reflection to know a teacher's strengths and weaknesses in the teaching process. From the discussion on the triangulation there was no difference. It means that teacher self-evaluation toward her teaching performance in the teacher portfolio was valid.

As a conclusion, the researcher hopes that this research could inspire readers and teachers concerning the use of teacher portfolio as a tool for evaluating them in the process of teaching. She expects that teacher portfolio will not be done temporally but regularly. It is an important part for the teachers' journey as a teacher that leads them to become a reflective and professional teacher.

TABLE OF CONTENTS

Title (1)	i
Title (2).....	ii
Approval Sheet (1).....	iii
Approval Sheet (2).....	iv
Acknowledgment	v
Abstract	vii
Table of Contents	viii
List of Figures	xi
List of Tables	xii
List of Chart	xiii
List of Appendices	xiv

CHAPTER I: INTRODUCTION.....	1
1.1 Background of the Study.....	1
1.2 Statements of the Problem.....	5
1.3 Purpose of the Study.....	6
1.4 Significance of the Study.....	6
1.5 Scope and Limitation of the Study.....	7
1.6 Theoretical Framework.....	8
1.7 Definitions of Key Terms.....	9
1.8 Organization of the Study.....	10

CHAPTER II: REVIEW OF RELATED LITERATURE.....	11
2.1 Review of Related Theories.....	11
2.1.1 Reflective teaching.....	11
2.1.2 Reflective teacher.....	14
2.1.2.1 Process of reflection to become a reflective teacher	14

2.1.2.2 Benefits of being a reflective teacher	15
2.1.3 The nature of evaluation.....	18
2.1.4 The nature of portfolio.....	20
2.1.5 The nature of teacher portfolio.....	21
2.2 Previous study.....	29
CHAPTER III: RESEARCH METHODOLOGY.....	30
3.1 The Research Design.....	30
3.2 The Data of the Study	36
3.3 The Research Instrument.....	37
3.4 The Procedures of Data Collection.....	38
3.5 Triangulation.....	38
3.6 The Procedures of Data Analysis.....	40
CHAPTER IV: FINDINGS AND DISCUSSIONS.....	42
4.1 Findings and Discussions of the Three Cycles.....	42
4.1.1 The first cycle.....	43
4.1.2 The second cycle.....	48
4.1.3 The third cycle.....	50
4.2 Findings and Discussions of the Triangulation.....	55
4.2.1 Peers as observers-cum-triangulators.....	56
4.2.2 Grade two students as respondents-cum-triangulators.....	58

CHAPTER V: CONCLUSIONS AND SUGGESTIONS	61
5.1 Conclusions.....	61
5.2 Suggestions.....	63
BIBLIOGRAPHY	64
APPENDICES	68
BIOGRAPHY OF THE WRITER	179

LIST OF FIGURES

Figure 3.1.1 Framework and types of action research	33
Figure 3.1.2 Kemmis's conception of the action research process	34
Figure 3.1.3 The diagram of research design	35
Figure 3.1.4 The classroom action research design	36

LIST OF TABLES

Table 4.1.3.1 Self-evaluation results (at the beginning of the three cycles)	55
Table 4.1.3.2 Self-evaluation results (at the end of the three cycles)	55
Table 4.2.1.1 Observation results (at the beginning of the three cycles)	56
Table 4.2.1.2 Observation results (at the end of the three cycles)	56
Table 4.2.2.1 Student questionnaire results	58

LIST OF CHART

Chart 4.2.1.1 Teacher's growth	57
--------------------------------------	----

LIST OF APPENDICES

Appendix 1 Unit plans	68
Appendix 2 Lesson plans	71
Appendix 3 Lesson reports	90
Appendix 4 Lesson report form for a grammar lesson of the three cycles.....	99
Appendix 5 Journals	108
Appendix 6 Guidelines for journal writing	125
Appendix 7 Guidelines for lesson report	127
Appendix 8 Lesson report form for a grammar lesson	128
Appendix 9 Teaching materials from the textbook	129
Appendix 10 Teaching materials from the workbook	147
Appendix 11 Teaching materials from other sources	165
Appendix 12 An example of students' work	168
Appendix 13 Teacher observation form: using for self-evaluation	172
Appendix 14 Teacher observation form: observing other teachers	174
Appendix 15 Student questionnaire	176
Appendix 16 The sample of lesson plan format	178