

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

A THESIS

By :

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PROGRAM PASCASARJANA
PROGRAM STUDI MAGISTER PENDIDIKAN BAHASA INGGRIS
JULY, 2005

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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

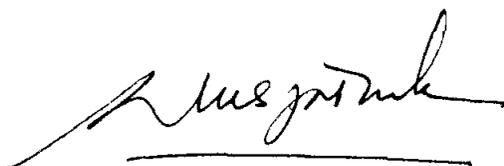
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APPROVAL SHEET (1)

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:



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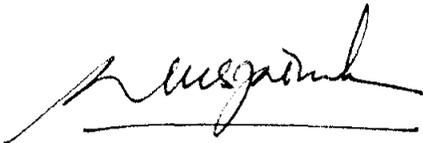
APPROVAL SHEET (2)

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:



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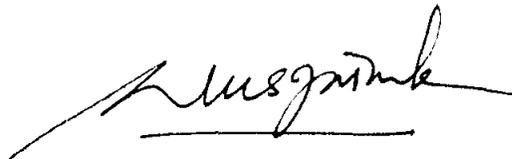
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ABSTRACT

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.

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