CHAPTER V

CONCLUSION AND SUGGESTION
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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 temporally 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.
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