## References

- Adshead, L., White, P. T., & Stephenson, A. (2006). Introducing peer observation of teaching to gp teachers: A questionnaire study. *Medical Teacher*, 28(2), e68-e73.
- Bell, M. (2005). *Peer Observation Partnerships in Higher Education*. Milperra, N.S.W: Hersda Inc.
- Blackmore, J. A. (2005). A Critical Evaluation of Peer Review via Teaching

  Observation within Higher Education. *International Journal of*Educational Management, 19(3), 218-232.
- Cairns, A. M., Bissell, V., & Bovill, C. (2013). Evaluation of A Pilot Peer Observation of Teaching Scheme for Chair-side Tutors at Glasgow University Dental School. *British Dental Journal*, 214(11), 573.
- Carroll, C., & O'Loughlin, D. (2014). Peer Observation of Teaching: Enhancing Academic Engagement for New Participants. *Innovations in Education and Teaching International*, 51(4), 446-456.
- Clark, C. A. (2017). Professional Growth: Informal Peer Observation. All Theses

  And Dissertations, 116. Retrieved from https://dune.une.edu/theses/116/
- Cohen, L., Manion, L., & Morrison, K. (2011). *Research methods in education*. London: Routledge.
- Crabtree, J. L., Scott, P. J., & Kuo, F. (2016). Peer Observation and Evaluation

  Tool (POET): a formative peer review supporting scholarly teaching. *The*Open Journal of Occupational Therapy, 4(3), 9.

- Crandall, J., & Miller, S. F. (2014). Effective Professional Development for Language Teachers. *Teaching English as A Second or Foreign Language*, 630-648.
- Creswell, J. W. (2009). Research Designs: Qualitative, Quantitative, and Mixed Methods Approaches. California: SAGE Publication Inc.
- Creswell, J. W. (2012). Educational Research. Planning, Conducting, and Evaluating Quantitative and Qualitative Research. Boston: Pearson.
- Donnelly, R. (2007). Perceived Impact of Peer Observation of Teaching in Higher Education. *International Journal of Teaching and Learning in Higher Education*, 19(2), 117-129.
- Dos Santos, L. M. (2016). Foreign language teachers' professional development through peer observation programme. *English Language Teaching*, 9(10), 39-46.
- Dos Santos, L. M. (2017). How do teachers make sense of peer observation professional development in an urban school. *International Education Studies*, 10(1), 255-265.
- Emaliana, I. (2017). Teacher-centered or student-centered learning lpproach to promote. *Journal Sosial Humaniora*, 10(2), 59-70.
- Fatemipour, H. R. (2009). The Effectiveness of Reflective Teaching Tools in English Language Teaching. The Journal of Modern Thoughts in Education, 4(4), 73-90.
- Fletcher, J. A. (2018). Peer Observation of Teaching: A Practical Tool in Higher Education. *The Journal of Faculty Development*, 32(1), 51-64.

- Gosling, D. (2002). Models of peer observation of teaching. *Generic Centre:*Learning and Teaching Support Network, 8(10), 08.
- Guion, L. A., Diehl, D. C., & McDonal, D. (2001). *Conducting An in-depth Interview*. University of Florida Cooperative Extension Service: Institute of Food and Agricultural Sciences, EDIS.
- Hammersley-Fletcher, L., & Orsmond, P. (2005). Reflecting on reflective practices within peer observation. *Studies in Higher Education*, 30(2), 213-224.
- Hansen, L. B., McCollum, M., Paulsen, S. M., Cyr, T., Jarvis, C. L., Tate, G., &
  Altiere, R. J. (2007). Evaluation of An Evidence-Based Peer Teaching
  Assessment Program. American Journal of Pharmaceutical Education,
  71(3), 45.
- Hendry, G. D., & Oliver, G. R. (2012). Seeing is Believing: The Benefits of Peer Observation. *Journal of University Teaching & Learning Practice*, 9(1), 1-10.
- Huston, T., & Weaver, C. L. (2008). Peer Coaching: Professional Development for Experienced Faculty. *Innovative Higher Education*, 33(1), 5-20.
- Indonesia, P. R. (2005). *Undang-undang republik indonesia nomor 14 tahun 2005*tentang guru dan dosen. Jakarta: Sekretariat Negara.
- Kreber, C. (2006). Developing The Scholarship of Teaching Through

  Transformative Learning. *Journal of Scholarship of Teaching and Learning*, 6(1), 88-109.

- Lambert, V. A., & Lambert, C. E. (2012). Qualitative Descriptive Research: An Acceptable Design. *Pacific Rim International Journal of Nursing Research*, 16(4), 255-256.
- Megawati, F. (2018). Peer observation of teaching: Pre-service teachers' perspectives for better performance.
- Moore, S., Walsh, G., & Rísquez, A. (2007). *Teaching at college and university:*Effective strategies and key principles. UK: McGraw-Hill Education.
- Motallebzadeh, K., Hosseinnia, M., & Domskey, G. J. (2017). Peer observation:

  A key factor to improve Iranian EFL teachers' professional development.

  Cogent Education, 4(1), 1-12.
- Peel, D. (2005). Peer observation as a transformatory tool? *Teaching in Higher Education*, 10(4), 489-504.
- Pressick-Kilborn, K., & te Riele, K. (2008). Learning from reciprocal peer observation: A collaborative self-study. *Studying Teacher Education*, 4(1), 61-75.
- Richards, J. C., & Farrell, T. S. (2005). *Professional development for language*teachers: strategies for teacher learning. New York: Cambridge

  University Press.
- Saldaña, J. (2009). *The coding manual for qualitative researchers*. London: SAGE.
- Santos, D., & Miguel, L. (2016). Foreign language teachers' professional development through peer observation programme. *English Language Teaching*, *9*(10), 39-46.

- Siddiqui, Z. S., Jonas-Dwyer, D., & Carr, S. E. (2007). Twelve tips for peer observation of teaching. *Medical Teacher*, 29(4), 297-300.
- Swinglehurst, D., Russell, J., & Greenhalgh, T. (2008). Peer observation of teaching in the online environment: An action research approach. *Journal of Computer Assisted Learning*, 24(5), 383-393.
- Todd, M. A. (2017). Peer observation as a tool for professional development.

  Culminating Projects in English(84).
- Torku, E., Akey, B. C., Mustafa, T., & Adu, E. (2017). Assessing the role of peer observation in second language acquisition: a review of cases in china, hongkong and australia. *European Journal of Contemporary Research*, 6(1).
- Vo, L. T., & Mai Nguyen, H. T. (2009). Critical friends group for EFL teacher professional development. *ELT Journal*, *II*(64), 205-213.
- Wardoyo, C. (2015). The measurement of teacher's personality competence and performance using embedded model. *Journal of Education and Practice*, 6(26), 18-23.
- Waxman, H. C. (2013). Classroom observation-purposes of classroom observation, limitations of classroom observation, new directions. *State University*, 1-37.
- Yiend, J., Weller, S., & Kinchin, I. (2014). Peer observation of teaching: The interaction between peer review and developmental models of practice.

  \*Journal of Further and Higher Education, 38(4), 465-484.
- Zühal, Ç. (2012). Teachers' evaluation of student-centered learning environments. *Education*, 133(1), 49-66.