

**Teachers' Perception on the Implementation of Peer Observation
at an English Language Education Department**

A Skripsi

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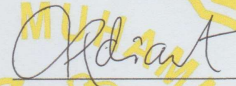
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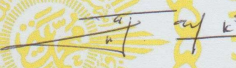
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at an English Language Education Department**

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Abstract

Abstract

Teacher professional development can be referred as a way for a teacher to develop an individual's skills, knowledge, attitude, performance, expertise and competence. One of the ways to achieve it by doing peer observation. Peer observation is an activity to preserve and to advance teachers' quality. This research aims to explore the advantages of the implementation of peer observation according to the teachers' perception and investigate the disadvantages of the implementation of peer observation according to the teachers' perception. This research used qualitative research approach and employed descriptive qualitative design. This research was conducted at an English department in a private university in Yogyakarta. There were involved three English teachers as the participants. The researcher interviewed participants to get the data. The researcher also used interview guideline as the instrument of the research. The findings of this study showed that there were some advantages and disadvantages

of peer observation according to the teachers' perception. The advantages were that peer observation improved the quality of teachers, it made the teachers more aware, it made the teachers more prepared in teaching, it increased the teachers' knowledge about teaching, it increased their teaching techniques and it made teacher feel happy and enjoy. The disadvantages were that peer observation made teacher feel bored, it made teacher feel anxious, it made teacher feel awkward, it made teacher feel intimidated.

Keywords: Peer observation, professional development, teachers' quality, teachers' perception.

Background of the Study

Science and technology have been developing very rapidly. It requires the environment around to take part in the current development of the era. Concerning to that matter, all of the professions including teacher need to catch up and to adapt by improving their knowledge, beliefs, attitude, performance and competence. There are some ways to develop teacher's quality in teaching namely, workshops, seminars, formal observation and peer observation. Since peer observation is considered as one of the ways to enhance teacher's professional development programs, many educational institutions have implemented it as a tool to improve and measure teacher's performance. It is in line with Santos and Miguel (2016) who stated that peer observation becomes a great tool for continuous professional development in order to improve teacher's teaching performance. Similarly, Torqu, Akey, Mustafa, and Adu (2017) who stated that the main purpose of peer observation is the professional development of teachers. It can be concluded that peer observation becomes a tool for a teacher who want to improve professional development.

At an English department in a private university in Yogyakarta, all of the teachers are expected to be able to help students in assisting and guiding them to get their own goals in learning. Consequently, this department wants to improve teachers' performance in order to succeed the learning outcomes. Hence, this department carried out a peer observation. This was based on the researcher's casual interview with few lecturers in this department. All of the teachers in this

department were involved in the peer observation. This department applied peer observation to improve the performance of teaching by learning toward teacher who observe each other. The implementation of peer observation in this department was held for one time in the middle of odd semester in November 2017.

Even though this department carried out a peer observation for one time, there is a possibility of different perception from the teachers' point of view who were involved in this program. In addition, according to the researcher's casual interview, the teacher believes that by doing peer observation it gives them advantages. However, there is a possibility of teacher who feels that peer observation gives teachers' disadvantages.

Furthermore, from the reason mentioned above, it can be assumed that teachers have different perception on the implementation of peer observation. Although the practice of peer observation at an English department of a private university in Yogyakarta is still a new practice, it still requires an evaluation of the program through teachers' perceptions. In summary, the researcher is interested in finding the teachers' perception on the implementation of peer observation. However, the perception of the teachers is important to be investigated because through perception that the teachers believe, the teachers personally show their background knowledge on the implementation of peer observation.

Literature Review

Peer observation is defined as an observation and monitoring in the lesson to understand some aspects such as teaching, learning, or interaction in class

(Richards & Farrell, 2005). According to Hendry and Oliver (2012), peer perception is the procedure of colleagues watching others in their instructing, with the general point of enhancing educating practice. Furthermore, Bell (2005) stated that the main goal of peer observation is to help peers develop their quality of teaching. This process is often done as a reciprocal exercise by observing each other. Blackmore (2005) stated that the main purpose of peer observation is to bring about changes in teaching practice.

Gosling (2002) developed a model of peer observation and categorized it into three different models based on the purpose of observation. The first model is evaluation model which aims to observe teaching under-performance. The second model is developmental model which aims to reveal competency. The third model is peer-review model which aims at the teachers to observe each other. In addition, according to Martin & Double (1998) peer observation has three phases. The first is pre-observation phase which information is collected. The second is an observation phase where peer observation is carried out. The last is feedback meeting where the observer gives short brief information about the observation.

There are some of the benefits of peer observation on between peers. Peer observations is already considered as a process that helps promote academic reflections and reflective practice (Cairns, Bissell, & Bovill, 2013). Peer observation can give benefit about personal learning or new understanding with contribute to professional learning. It can be used as a tool of self-development and learning experience for observers and observed; it gives new knowledge to their teaching (Carroll & O'Loughlin, 2014). Todd (2017) find out that peer observation develops a professional relationship. In addition, In Dos Santos

(2017) findings the participant felt happy and enjoy because enjoyed the process of evaluating their peers and being observed themselves. But peer observation also has some disadvantages. Motallebzadeh, Hosseinnia, and Domskey (2017) who mentioned in their finding that one of the main disadvantages of peer observation is the sense of anxiety and lack of confidence which may be observe your observation with critical view. Hammersley-Fletcher, and Orsmond (2005) explored participants experienced in peer observation. Their finding revealed that both the observer and observee felt awkward about providing critical feedback for their peers.

Research Methodology

This study employed a qualitative approach. Creswell (2012) described qualitative approach as a means for investigating and comprehending the individual perception, experiences or characteristic of a group to a phenomenon and human problems. Furthermore, this research used descriptive qualitative design. It was because the result of this research was a description of the phenomenon. This research was conducted at an English department in a private university in Yogyakarta. This research started from March 2019. March 2019 was chosen because the new semester has already been started in February 2019. Thus, it facilitated the researcher to meet the participants.

The participants of this research were teachers of the English department in a private university in Yogyakarta who were involved in the peer observation. Three teachers were selected in this study. The participants were chosen because the participants were involved in peer observation. In addition, all of the participants in this research have two roles. The first role was becoming observer.

The second role was being observed. Then, the researcher used interview as technique to collect the data. Cohen, Manion, and Morrison (2011) mentioned that the purpose of interview is to collect rich data from the participants consisting of their perspectives, beliefs, and experiences. The researcher interview participants based on the interview guideline and followed up question. Additionally, the researcher used some tools such as mobile phone, pen, and paper when doing interview in order to help gathering the data.

In data collection procedure, the researcher carried out several steps in collecting the data. First, the researcher and the participants made an agreement to arrange an appointment for the interview. Next, the researcher contacted the participants via WhatsApp application. Then, the researcher asked the participants about their free time. Then, the interview was conducted when the interviewees set the date. To ease the communication, the researcher used Indonesian language in the interview. The reason of using Indonesian language was because Indonesian language is the native language of researcher and participants. Furthermore, the researcher chose Indonesian language in the interview is to make interviewees comfortable and interviewees can express all their thought.

In data analysis, the researcher analyzed the data that was already collected before in order to answer the research questions. In this research there were some steps that were employed to analyze the result of this interview. The steps were transcribing the data, member checking, and coding.

Findings and Discussion

There are two findings and discussions reported in this chapter. First are the advantages of implementation of peer observation based on the teachers'

perception. Second is the disadvantages of implementation of peer observation based on the teachers' perception.

The advantages of implementation of peer observation.

It improving the quality of teachers. All of the participants stated that the implementation of peer observation improves their quality of teaching. The statement could be seen below.

Ratu argued that “When I was being observed, the quality of my teaching was controlled even though there was an uncomfortable feeling”. In addition, Raja stated that “I think, the implementation of peer observation makes my teaching quality become better”. It similar to Putri's statement, who mentioned that “when other teacher observed me, I felt happy because I can improve my teaching based on the given feedback by the teacher and I also ask the observer to give me specific feedback about jigsaw presentation”. Moreover, all of the participants had roles as being observed. Ratu, Raja and Putri's statements are in line with Cairns, Bissell, and Bovill (2013) who stated that peer observation is a nice way for teachers to develop teaching quality through observation and discussion. Therefore, the quality of teachers will be improved when the teacher participates in all phase of peer observation.

It making the teachers more aware. From the result of interview, all of the participants stated that peer observation makes the teachers more aware. But, have different aspects of awareness of teaching

All of the participants agreed that peer observation makes the teachers more aware but in different aspects of awareness of teaching. Putri stated that “the benefit that I got when I observed was that I became more aware of my teaching”.

Then, the next statement was stated by Raja. He said, “Peer observation made me more aware with the lesson plan and the need of students in the class”. The last statement was stated by Ratu. When she has a role as an observer, she stated, “Peer observation is like monitoring points that we can takes. For example, what are the weaknesses so it makes us more aware”. This finding was also found by Peel (2005) who stated that peer observation helps teachers to develop their teaching skills with a critical reflection on learning and make them aware of their teaching practice. Then, Motallebzadeh, Hosseinnia, and Domskey’s (2017) also found that the participant became more aware of their weaknesses through the discussion phase. Furthermore, peer observation helps teachers to develop their teaching quality by making them more aware of their teaching.

It making the teachers more prepared in teaching. The third findings of the teachers’ perception on the advantages of implementation of peer observation was the implementation of peer observation made teachers’ more prepared in teaching. It was stated by two of the participants of this study. The statement could be seen below.

Raja stated that “peer observation made me become a teacher who was better prepared to teach in class”. Then, when Putri was being observed, she said that “When the other teacher observed me, I got new perspective about my teaching so that I can organize my teaching”. In addition, those finding are similar to Donnelly (2007) research. His finding showed that peer observation makes the teachers more prepared in teaching. Moreover, peer observation makes teacher to be more structured in preparing their teaching. When the teacher has good preparation in teaching, he will succeed in the learning outcomes.

It increasing the teachers' knowledge about teaching. The next finding of the teachers' perception on the advantages of implementation of peer observation was the implementation of peer observation increased the teachers' knowledge about teaching. All of the participants agreed with this statement. The statements could be seen as follows.

Ratu argued that “when I observed I became more knowledgeable about teaching”. Then, when stating the statement Ratu has a role as observer. It is similar to Raja's statement, who mentioned that “with peer observation, it makes me more resourceful about the field of teaching”. The last statement was from Putri who stated that “from peer observation I can share about my teaching and the teaching of other teachers”. She stated the sentence when she was being observed. Those finding supported by Motallebzadeh, Hosseinnia, and Domskey's (2017) who stated that observer and observee can improve their knowledge of teaching through comparing and sharing with peers. Thus, when teachers have a time for discussing and comparing their teaching, they can get a new knowledge in the field of education.

It helping the teachers increase their teaching techniques. The fifth finding of the teachers' perception on the advantages of implementation of peer observation was that the implementation of peer observation increased the teachers' teaching techniques. The statement could be seen below.

Putri argued that “I felt happy when observing because it can add to my insight and it can be a learning tool for me to learn other teacher teaching techniques”. Raja stated that “peer observation made me more creative in teaching

because I knew that I will be observed, so I had to prepared all of the activities in the classroom as creatively as possible”.

Both of the participants gave the similar opinion that the implementation of peer observation increased the teachers’ teaching techniques. Putri stated the statement when he acted as an observer. Then, when Raja has a role of being observed he argued that peer observation made him to be more resourceful. Furthermore, both of the statement was supported by Motallebzadeh, Hosseinnia, and Domskey (2017) who stated that peer observation become a good way to learning and enriching the teaching practice. Therefore, teachers can improve their teaching practice through peer observation.

It creating teachers feel enjoy and happy. The sixth finding of the teachers’ perception on the advantages of implementation of peer observation was that the implementation of peer observation made the teachers felt happy and enjoy. One of the participants of this research stated that she felt happy when she being observed and observed other teachers. Putri explained her feeling as follow.

“I feel happy when observing because I enjoy the material that was presented and I can learn new teaching techniques”. She also stated that “When other teacher observed me, I felt happy because I can improve my teaching based on the feedback given by the teacher and I also ask the observer to give me specific feedback about jigsaw presentation”. In addition, Putri revealed that she felt happy because when has a role as an observer. Then, two participants stated that they felt enjoy when implementing peer observation. Putri said that “I felt comfortable when being observed because someone who observed me has the same age”. Raja stated that “I feel enjoy when observing because I can see how

other teachers teach. For example, how the teacher starts the class, how the teacher delivers the material, and how the teacher uses available media”.

Both of the participants had the same feeling when they participated in peer observation. When Putri argued the statement, she has a role of being observed. Then, Raja also stated that he felt enjoy when he has a role as an observer. This statement is similar to Dos Santos (2017) research. It found that the participants felt happy and enjoy in the process of peer observation even though it was the first time. Moreover, these participants were excited to try something new in their life.

The disadvantages of implementation of peer observation.

It making teacher feel bored. From the result of interview, one of the participants said that she felt bored. Moreover, when Putri has a role as an observer, she said that “I felt bored when observing because I have to stay one hundred and eighty minutes in a class” and “I felt bored when observing and it made me less focused because I have to stay one hundred and eighty minutes”. She stated that she felt bored when observing because the observation is too long

It making teacher feel anxious. The next finding of the teachers’ perception on the disadvantages of implementation of peer observation was peer observation made teachers feel anxious. It was stated by all of the participants of this research. The statement could be seen below.

All of the participants revealed that they felt anxious. Raja said that he felt nervous because he was being observed by teacher who has different experience and knowledge in teaching. In addition, when Raja pointed out the statement, he has a role of being observed. Moreover, Ratu also has the same feeling as Raja. She argued that one day before observation I felt anxious. In addition, Putri also

has similar feeling, she stated that she felt nervous because there is a feeling of worried. Furthermore, all of the statement was supported by Todd (2017) stated that in the peer observation, when someone is monitoring us and checking our performance with a critical view, we will feel uncomfortable and anxious. Thus, the feeling of anxious is appeared when other teachers give critical review in their teaching.

It making teachers feel awkward. The fourth finding of the teachers' perception on the disadvantages of implementation of peer observation was that it made teacher feel awkward. One of the participants of this research stated that he felt awkward. The statement could be seen below.

Raja stated that "I felt awkward because I have to give feedback to someone who is more experienced in terms of education than me". Raja told that he felt awkward when he has a role as an observer. This finding is similar to Hammersley-Fletcher, and Orsmond (2005) who revealed that both the observer and observee felt awkward about providing critical feedback for their peers because lack of experience and knowledge.

It making teachers feel intimidated. The last finding of the teachers' perception on the disadvantages of implementation of peer observation was that peer observation made teacher feel intimidated. There was a contradictory finding of this research. Some of the teachers stated that they felt intimidated when being observed. It was stated by two of participants of this study.

Ratu told that when someone watching her, she felt scared when she was being observed. Then, Raja had similar feeling as Ratu. He stated that he felt intimidated because the observer is more knowledgeable than him. Furthermore, both of

statements was supported by Motallebzadeh, Hosseinnia, and Domskey (2017) found that peer observation makes some teachers feel uncomfortable and feel intimidated when being observed. Accordingly, not all of teachers are being comfortable and enjoy while being observed. However, there was a participant may also feel happy because she learnt something new about teaching and got specific feedback about her teaching. Her statement was supported by Dos Santos (2017) findings who found that the participant felt happy because he/she was able to learn new techniques about teaching.

Conclusion and Recommendation

Teachers need to maintenance their quality of teaching. One of the ways to keep it is by doing peer observation. Peer observation is important for teacher professional development. In addition, peer observation become a good tool for teachers to advance teachers' quality, increase cooperation among peers, and provide constructive feedback to other teachers. This research investigated the teachers' perception on the implementation of peer observation at an English language education department. The researcher chose the teachers' perception on the implementation of peer observation as the topic was that because there was this department carried out peer observation for the first time. Then, the researcher employed qualitative approach as a research design. Moreover, this research used interview as a technique to gather the data. Then, in this research there were three participants with different length of teaching experience.

The finding of this study showed that all of the participants agreed that the implementation of peer observation gave them advantages. The finding includes: first, peer observation improving the quality of teachers; second, it making the

teachers more aware to their teaching; third, it making the teachers more prepared in teaching; fourth, it increasing the teachers' knowledge about teaching; the fifth, it helping the teachers to increase their teaching techniques. The sixth, it creating teachers feel enjoy and happy with the implementation of peer observation.

Therefore, the implementation of peer observation was beneficial to provide some advantages to the teachers to improve their teaching quality. This study also found fourth findings dealing with the teachers' perception on the disadvantages of implementation of peer observation. First, peer observation making teacher feel bored. Second, it making teacher feel anxious. Third, it making teacher feel awkward. Fourth, it making teacher feel intimidated. Moreover, the implementation of peer observation has some disadvantages that make the teachers feel bored, anxious, awkward, and intimidated.

In conclusion, the implementation of peer observation has a nice role for a teacher who wants to improve his/her teaching quality. For some teacher peer observation is useful for them. However, not all of the teacher agreed that they only get advantages. There is some teacher who stated that he/she get disadvantages from peer observation. As the time goes by, the development of technology will help and give a chance for the teacher to improve their quality of teaching. The teacher can unite peer observation with the current technology.

Recommendation

Referring the findings of this study, there are some recommendations from the researcher for some parties that are related to this study such, teacher, institution and other researchers.

For the teachers. Based on the result of this study, both of the teachers get advantages from doing peer observation. Therefore, they can work together in order to develop professional development of teachers. Moreover, the researcher recommends that the teacher can do self-reflection on their teaching and those practices can lead to improve and maintain the quality of their teaching. In addition, the teachers must prepare every time that they would like to teach in the class whether it is observed or not.

For pre-service teachers. From this study, there are a lot of benefits from peer observation that can improve professional development. Therefore, pre-service teachers are recommended to carrying out peer observation in order to improve professional development. Moreover, pre-service teachers can increase their quality of teaching through constructive feedback from peer observation.

For the institution. From this study, the researcher recommends the institution to makes peer observation regularly to be better. Therefore, the institution must provide mediator in providing constructive feedback to the teachers. Moreover, the researcher recommends to the institution to conduct some programs such as training or seminar to monitoring the teachers' quality.

For other researchers. The other researcher is expected to conduct another research related to this topic and use the result of this study as a reference. Moreover, this research involves four teachers as participants and only gather the data from one institution. Hence, the researcher recommends the other researchers to conduct same research, involve more than four participants, and gather the data from other institutions.

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