

Chapter Two

Literature Review

In this chapter, the researcher provides the theories that is related to the recent study. This chapter describes theoretical description and conceptual framework for finding related theories. The first discussion is talking about peer observation. Then, it discusses about previous study. The last is the conceptual framework.

Peer Observation

This part explains the review of related theories to peer observation. In addition, many researchers have studied about peer observation in their views. The first part is about definition of peer observation. The second part is about the aim of peer observation. The next point is about model of peer observation. Then the process of peer observation. The advantages and disadvantages of peer observation is also explained in this study.

Definition of Peer Observation. 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). It is similar to the other expert who stated that peer observation is a process in the formal form, whose activities identify, disseminate and develop teachers (Donnelly, 2007). 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. Moreover, Swinglehurst, Russell, and Greenhalgh, (2008) defined peer observation as the process when an educator observes his coworkers with the aim of providing feedback to improve the teaching process.

Similar to Siddiqui, Jonas-Dwyer and Carr (2007) defined that peer observation is a process by which observers view and provide descriptive input to their co-workers. Therefore, from those definitions above, it means that peer observation is collegial process in which two faculty members work together by monitoring all of the activities that peer do in a class in order to improve or expand their skills, approaches to teaching, increase collaboration among faculty members, and provide positive feedback to his/her peer in order to improve their teaching skill.

Aim of Peer Observation. 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. Peer observation has the primary goal of providing positive feedback on teaching practices that have been observed previously (Blackmore, 2005). From aforementioned statement, peer observation has an aim to enhance teaching practice by providing constructive feedback and becomes as a mutual training to teachers through observing each other.

Model of Peer Observation. 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.

An evaluation model. An evaluation model has aims to identify under-performance, confirm probation, appraisal, promotion, quality assurance,

assessment. In this model, the senior of faculty member usually observes others. The outcome of this model is report or judgement. The judgement in the form of pass or fail, score, quality assessment, worthy or unworthy. Only the selected staff can participate in this model. This model observed about teaching performance and give benefit to the institution. The risks of this model are alienation, lack of cooperation, opposition (Gosling, 2002).

A developmental model. A developmental model has aims to demonstrate competency, improve teaching competencies, and professional development. In this model, an educational developer, teaching practitioner or expert teachers become the observer. The result of this model is report/action plan and pass/fail. Teaching performance and class learning material are observed in this model. But only the observed who get benefit from this model. Moreover, no shared ownership and lack of impact become a risk of this model (Gosling, 2002).

Peer review model. Peer review model has aims to engagement in discussion about teaching; self and mutual reflection on good practice amongst academic itself. In this model, teachers observe each other. The outcome of this model are analysis, discussion and wider experience of teaching methods. The inclusion of this model is all of the elements, staff and teachers. In this model, the observe give judgement by providing constructive feedback and non-judgmental. Peer review model observed about teaching performance, class, learning materials. It gives benefit to between peers. The risks of this model are complacency, conservatism and unfocused (Gosling, 2002).

Peer observation can belong to either formative and summative (Gosling, 2002). Peer observation can be called as formative when it used as quality

enhancement. Peer review is typically as a formative observation. Yiend, Weller, and Kinchin, (2014) mentioned that formative peer observation is deliberated by numerous individuals as a good tool for giving feedback to each teacher, teaching good discipline and encouraging direct local evaluative culture.

The evaluation model and developmental model are summative observation and use for quality assessment (Clark, 2017). Moreover, summative observation has aims to quality measures or making decision. In addition, summative observation has a result in the form of pass or fail. Therefore, peer observation, for both formative or summative, is an important element of the peer review teaching.

Process of Peer Observation. 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.

Pre-observation. In the pre-observation, the observer asks about the class that will be observed. The observed and observer can have a short meeting to discuss a teaching that will be implemented in class and talk about the objective. Moreover, they can provide the background of the students and the context of the lesson. But before that, they can make an agreement about the time and date and how long the observation will be done. In here the observer can list the points of information from his/her answer based on the questions. Therefore, in this phase both of them can prepare all of their needs in order to make the observation phase successful.

Observation phase. In observation phase, the observer must list the behaviors of the observed. How the act of the teacher when she/he teach, how the atmosphere of the class and what she/he doing in the class during lesson. The observer can focus on certain behaviors while the teacher is teaching and notice how is the act of the teacher when he/she being observed. In this phase the observer needs to keep quiet, not interrupt during she/he observing the teacher and not interfere with the teaching process during the class. It can be concluded that in this phase, as much as possible the observer must provide observations in the form of an objective view of the teaching process, review, and reflect on that experience by telling future thinking.

Feedback meeting. In the feedback meeting, the teachers share the result of observed each other's. In giving feedback, the teachers must classify the results to be delivered and focus on what was seen on the observation like suggestion and feedback. The observer also can give compliment to the teacher on strength in his/her teaching. This phase usually called as debriefing. It means the observer give complete short information about the observation.

The Advantages of Peer Observation. There are some of the benefits of peer observation on between peers. For example, enhancing reflection on the academic and learning, self-confident and efficacy and collegiality.

Enhancing Reflection and Learning. Peer observations is already considered as a process that helps promote academic reflections and reflective practice (Cairns, Bissell, & Bovill, 2013). This only can be achieved by passing the phase in peer observation that is pre-observation meeting, observing, and post-observation meeting (Pressick-Kilborn & te Riele, 2008). It means that when the

teacher does not pass the complete phase in peer observation, the teacher will get nothing. In addition, peer observation can provide information about the dimensions of teaching that teachers do not recognize and in the reactions and involvement of students (Moore, Walsh, & Rísquez, 2007). This statement is in line with another expert 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 (Peel, 2005). Motallebzadeh, Hosseinnia, and Domskey (2017) argued that reflective teaching has been deliberated as a powerful method to improve and engage teachers. In the reflection of teaching, teachers see what they have taught in class, why the teacher taught it in the classroom and how the teaching outcome at the time, whether it works or not. In doing reflection of teaching, teachers can use the tools and ways. In peer observation, the teacher will get results from an observation that is performed by another teacher. It aims to improve the quality of teachers in classroom learning. Peer observation becomes one of the most effective ways of doing a reflection of teaching (Fatemipour, 2009). Additionally, peer observation is one of the methods of reflective teaching (Motallebzadeh, Hosseinnia, & Domskey, 2017). Thus, it can be assumed that by peer observation, teachers can reflect more about their teaching in the class, whether they have achieved their goals or not. It can enrich the techniques of teaching practice. It can slightly revise previous learning procedures.

Enhancing Confidence and Self-Efficacy. 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). There are a lot of benefits doing peer observation. Motallebzadeh, Hosseinnia, and Domskey (2017) mentioned that peer observation has many advantages. It is efficient method, in other words, it does not need long time for teachers to get the feedback. It encourages teachers to advance themselves quickly. It makes teachers to be more motivated in preparing and developing their classes. Because the teachers know that their classes will be observed, they attempt to set themselves more (Motallebzadeh, Hosseinnia, & Domskey, 2017). Therefore, it encourages them to enhance step by step. Additionally, peer observation is one of the methods of reflective teaching. It provides teachers feedback, valuable reflection, and critical thinking. From peer observation teachers be able to learn and adapt new skills of teaching. Peer observation also provides teachers to be more selective in choosing the materials (Motallebzadeh, Hosseinnia, & Domskey, 2017). Furthermore, from aforementioned statement, peer observation has advantages for making a teacher more motivated to prepare and manage their teaching. In addition, because the teacher know that he/she will be observed, the teacher will be more selective in selecting and presenting material to their students.

Enhancing Collegiality. Todd (2017) find out that peer observation develops a professional relationship. In addition, peer observation advances teamwork because they need to talks about their teaching practices and other issues or concerns before and after the class. It in line with other expert who stated that peer observation increases collegiality because teachers spend time together to develop working relationships between teachers, the nature of mutual understanding, and a sense of belonging in the community (Hammersley-Fletcher

& Orsmond, 2005). Therefore, peer observation will develop the cooperativeness between both of the teacher. Moreover, peer observation makes both of them will be more understand each other in educational field.

Creating Teacher Feels Happy and Enjoy. Dos Santos (2017) revealed that peer observation makes teacher feels happy and enjoy. 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. In Dos Santos (2017) findings the participant felt happy and enjoy because enjoyed the process of evaluating their peers and being observed themselves.

The Disadvantages of Peer Observation. In its implementation, peer observation does not only give benefits but also gives some disadvantages to the parties involved. For example, peer observation making teacher anxious and making teacher feel awkward.

Making Teacher Anxious. One of the examples of disadvantages of peer observation is when someone is watching us and checking our performance with a critical view, we will feel uncomfortable and anxious (Todd, 2017). Similar to 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. Another disadvantage is that teachers may show themselves better than their real performance only in an observation session (Motallebzadeh, Hosseinnia, & Domskey, 2017). A study conducted by Dos Santos (2016) found that a half of participants of this study lack of practical knowledge and experience in peer

observation. Therefore, they were not sure if they doing it in the right way or not so that they felt anxious. So, from the aforementioned statement, peer observation makes teachers felt anxious when he/she is being observed by his/her peer. In addition, there is a teacher who are very sensitive to be criticized so that causes feeling of discomfort to him/her.

Making Teacher Feel Awkward. 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. In addition, they felt awkward in giving constructive feedback because their lack of experience and knowledge in peer observation. In addition, Dos Santos (2017) also found that some of the participants have difficulty in giving feedback because they lack of experience in peer observation. Therefore, it made the participant felt awkward when giving feedback.

Previous Study

This part explains the review of related studies which the title teacher perception on the implementation of peer observation at an English department in a private university in Yogyakarta. In this part the researcher provides two previous study. In addition, many researchers have studied about peer observation in other views.

Megawati (2018) in research entitled “peer observation of teaching: pre-service teachers’ perspectives for better performance”. The aim of this research is to find out the students’ perception and experience towards the non-threatening and meaningful situation in peer observation of teaching particularly peer review model during microteaching performance. The participants were five persons of

sixth grade pre-service teachers from English Education study program. The writer used qualitative research as methodology and collect the data via observations, peer-evaluation papers and self-analysis reports. All transcripts and written samples were analyzed inductively. The findings show how well preservice teachers undergo the learning process in improving the quality of teaching skills according to the good and bad situations they encountered during teaching simulations as teachers, observers, and students. Thus, this study implies that the role of colleagues in this practice is very significant in terms of building confidence and a supportive and respectful environment to achieve better performance in teaching.

Motallebzadeh, Hosseinnia, and Domskey (2017) in research entitled “peer observation: a key factor to improve Iranian EFL teachers’ professional development”. This study examines the perspectives of a group of EFL Iran teachers on peer observation effects. The purpose of this study is investigating if peer observation as a reflective tool could significantly affect EFL teachers’ professional development. This study used mix method research and collect the data via questionnaire, and interview. Twenty EFL teachers as the heads of English departments in Iranian became participants in the study. They had rich and valuable experiences in the program of peer observation. Moreover, all of the participants majored TEFL with the degrees of MA and PHD. The findings show that peer observation as a reflective tool could significantly affect on EFL teachers’ professional development. In addition, most of the EFL teachers strongly agreed with the benefits of peer observation as a reflective tool

Those two related studies examined about the perception of peer observation. It is same as the study attempted. There are several studies that addressed in this issue, such as a research that only involve pre-teachers as research participants because there is a tendency that peer observation is only suitable for pre-service teachers, who lack experience in teaching. In addition, there are also some studies that only involve teachers who are valuable experienced in this field. What makes this study different from both studies is the participants. Participants in this study are English teachers who have different teaching period. Interestingly, there are only a few studies examining this field in the context of Indonesian EFL teaching. Furthermore, the two studies became comparisons and considerations for conducting this study and made the researchers believe that this study can be carried out because this study has not been done by other researchers.

Conceptual Framework

Peer observation is a monitoring activity in the lesson to understand all aspects of classroom activities. Richard and Farrell (2005) stated that peer observation is defined as observation and monitoring in the lesson to understand some aspects such as teaching, learning, or interaction in the classroom. The main purpose of peer observation is to improve the quality of teaching by providing constructive feedback to the teacher.

When the quality of teaching becomes better, the students will potentially get more from their learning. To create a good quality of teaching, teachers should pay attention to the quality of their teaching through reflection on their own teaching and reflection through their peers. Moreover, peer observation also has

some of advantages. For example, peer observation makes some teachers to be more motivated and confident in teaching. In addition, peer observation makes teachers be able to learn new technique of teaching and makes their teaching more interesting. Then, it makes teachers be able to understand each other. The implementation of peer observation is not always producing benefits. Sometimes it resulting disadvantages to the parties that involved in peer observation. Motallebzadeh, Hosseinnia, and Domskey (2017) mentioned that one of the disadvantages of peer observation is anxiety and lack of confidence that may be created when someone is watching you and checking your performance with critical views. Therefore, the perception of peer observation will be presented in the framework of the study below:

Figure 1.1. *Conceptual Framework*

