

## Chapter Four

### Finding and Discussion

This chapter described the findings and discussions of this study based on the data that have been analyzed by the researcher. 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 the implementation of peer observation based on the teachers' perception.**

From the result of the interview, the researcher revealed some findings dealing with the teachers' perception on the advantages of implementation of peer observation. The first, it 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.

**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 the implementation of peer observation based on the teachers' perception.**

In this study, the researcher found some findings dealing with the teachers' perception on the disadvantages of implementation of peer observation. First, peer observation making teachers feel bored. Second, it making teachers feel anxious. Third, it making teachers feel awkward. Fourth, it making teachers feel intimidated.

**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.