

**THE PRACTICE OF ONLINE PEER OBSERVATION IN INTERMEDIATE  
READING CLASS: A STUDY AT ENGLISH LANGUAGE EDUCATION  
PROGRAM OF UNP**

**Thesis**

*Submitted as Partial Fulfillment of the Replacement to Obtain Bachelor of Education*

*(B.Ed.) in English Language Education*



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**FACULTY OF LANGUAGES AND ARTS**

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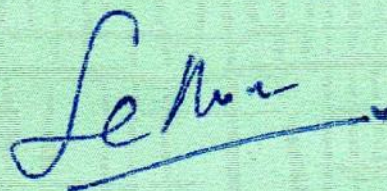
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### **The Practice of Online Peer Observation in Intermediate Reading Class: *A Study at English Language Education Program of UNP***

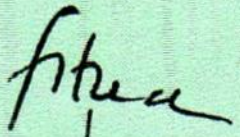
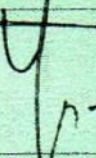
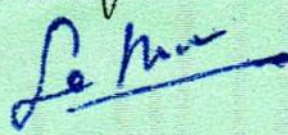
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## ABSTRACT

**Ashariyadi, Dimas. (2022). *The Practice of Online Peer Observation in Intermediate Reading Class: A Study At English Language Education Program Of UNP*. Thesis. Padang: English Language and Literature Department. Faculty of Languages and Arts. Universitas Negeri Padang.**

The pandemic of COVID-19 spread around the world forced the educational institution to transform the process of learning from offline learning to online learning. The implementation of online learning becomes a challenge for educational instructors such as teachers and lecturers. Professional development for lecturers is a program done in order to maintain lecturers' teaching quality and overcome the problems that exist in conducting online learning. The practice of online peer observation aims to support the sharing of practice and builds self-awareness about the impact of one's teaching practice in order to affect change. The aim of this research is to apply the practice of peer observation in online learning towards the lecturers of intermediate reading class. This research used descriptive study with a qualitative approach. Through purposive sampling, the lecturers who were currently conducting intermediate reading class were selected. Data were collected through 3 stages of teaching observation using observation sheets and interview session. The results showed that the practice of online peer observation could be implemented in a synchronous way through virtual meeting platform. Through teaching observation, the peer was able to observe the lecturer's teaching process by referring to appropriate aspects of online teaching. Other results are the perceptions of observed lecturers towards the practice of online peer observation in intermediate reading class. The practice of online peer observation was able to be conducted in English Language and Literature Department as a teaching developmental activities. However, there are some aspects of teaching that were missed when conducting peer observation in online, so that there are needed different criteria of observation between the online teaching and the offline one.

**Key Words:** *online learning, peer observation, intermediate reading.*

## ABSTRAK

**Ashariyadi, Dimas. (2022). *The Practice of Online Peer Observation in Intermediate Reading Class: A Study At English Language Education Program Of UNP*. Skripsi. Padang: Departemen Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.**

Pandemi COVID-19 yang menyebar di seluruh dunia memaksa institusi pendidikan untuk mengubah proses pembelajaran dari pembelajaran offline menjadi pembelajaran online. Pelaksanaan pembelajaran online menjadi tantangan tersendiri bagi para instruktur pendidikan seperti guru dan dosen. Pengembangan profesi dosen merupakan program yang dilakukan dalam rangka menjaga kualitas pengajaran dosen dan mengatasi permasalahan yang ada dalam menyelenggarakan pembelajaran online. Praktik observasi rekan online bertujuan untuk mendukung berbagi praktik dan membangun kesadaran diri tentang dampak praktik mengajar seseorang untuk memengaruhi perubahan. Tujuan dari penelitian ini adalah untuk menerapkan praktik peer observasi dalam pembelajaran online terhadap dosen kelas membaca menengah. Penelitian ini menggunakan studi deskriptif dengan pendekatan kualitatif. Melalui purposive sampling, dipilih dosen yang sedang melaksanakan kelas membaca menengah. Pengumpulan data dilakukan melalui 3 tahap observasi pengajaran menggunakan lembar observasi dan sesi wawancara. Hasil penelitian menunjukkan bahwa praktik observasi sejawat online dapat diimplementasikan secara sinkron melalui platform pertemuan virtual. Melalui observasi mengajar, rekan sejawat dapat mengamati proses pengajaran dosen dengan mengacu pada aspek-aspek pengajaran online yang sesuai. Hasil lainnya adalah persepsi dosen yang diamati terhadap praktik observasi rekan online di kelas membaca menengah. Praktik observasi sejawat secara online dapat dilakukan di Jurusan Bahasa dan Sastra Inggris sebagai kegiatan pengembangan pengajaran. Namun, ada beberapa aspek pengajaran yang terlewatkan saat melakukan observasi sejawat secara online, sehingga diperlukan kriteria observasi yang berbeda antara pengajaran online dan offline.

**Kata Kunci:** *pembelajaran online, observasi teman sebaya, membaca menengah.*

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Padang, November 2022

Writer

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# **CHAPTER 1**

## **INTRODUCTION**

### **1.1. Background of the Problem**

The pandemic of COVID-19 that spread in almost all countries has brought many effects to any aspects of life. On March 2020, the government of Indonesia decided to close almost all public places and switch the operation from offline to online. Regarding to the educational institution, schools and universities suddenly also have to switch the teaching and learning activity from offline to online. Teachers and students have to adapt the learning process by using several learning applications and virtual meeting. So far, it has been more than a year that the learning process is held virtually.

However, there are still many problems found out during the implementation of online learning. The study conducted by Efriana (2021) found out that there are different problems faced by teachers, students, and parents. The problems faced by teachers and lecturers include weak mastery of IT and limited access to supervision towards students. Moreover, the study conducted by Hafeez et al. (2022) also reveals that most of the teachers and the students were not satisfied with the online learning and teaching due to several problems. Online learning can be very time consuming and costly. There is also a need to develop an efficient and effective education system to provide education through online mode.

In the level of universities, Na & Jung (2021) in their research found out the challenges faced by university instructors' during the COVID-19 pandemic. The

result showed that lecturers as instructors struggle with increased workload in online classroom. Moreover, it was difficult for them to adapt the new pedagogy and also unfamiliar with the usage of technology. Although, those challenges can be overcome by using several strategies such as providing proper support and appropriate tools for online teaching. Teachers and lecturers as instructors have crucial role in conducting teaching and learning activity. Therefore, it is necessary to do reflection and development of teaching quality and competency for instructors.

Professional development for instructors is one of several strategies that can be implemented to overcome those learning problems, not only for teachers but also lecturers. Generally, development refers to general growth, which is not focused on a specific job (Richards & Farrell, 2005). It has a longer-term purpose of assisting instructors in developing their knowledge of teaching and of themselves as lecturers. It is typically characterized as “bottom-up” since it entails assessing many aspects of teachers’ work as a basis for reflective evaluation.

There are several activities that can be implemented for teaching development. According to Richards & Farrell (2005), these activities are categorized into four methods, which are individual, one-to-one, group-based, and institutional. One-to-one method is the common method used to implement the teaching development. Peer observation is one of those one-to-one activities.

Peer observation is an activity that involves teachers observing each other’s practice and learning from one another (Victoria, 2018). This activity is focusing



on teachers' individual needs and the opportunity to both learn from others' practice and offer constructive feedback to peers. Moreover, it aims to support the sharing of practice and builds self-awareness about the impact of one's teaching practice in order to affect change.

Regarding to the teaching development activity, peer observation shows the positive result. A case study conducted by Motallebzadeh et al. (2017) showed that peer observation helps development of teachers and improvement of learning by providing reflection and collaboration and learning new skills and teaching strategies. Moreover, the study conducted by Tosriadi et al. (2018) revealed teachers' positive perception concerning peer observation in language teaching and learning. Another research conducted by Agustina et al. (2020) found out that peer observation is used to evaluate and monitor the quality of teachers' professional performance. Based on those studies, the implementation of peer observation as a teaching developmental activity can be useful for teachers and lecturers as instructors.

In order to overcome the challenges faced by students, lecturers have to analyse the students' needs so that they can apply the proper learning method and strategy. In the field of English studies, the students got problems in several subjects. Reading subject is one of several subjects that the English students struggle with. A study conducted by Satriani (2018) revealed three reading comprehension problems faced by English students. First, students got difficult in reading habit. Then, their reading habit is poor because they read with aim to do the task and pass the exam. Last, students show less motivation to read especially

English text. Those problems proved that the reading subject for university students needs proper learning method and approach designed by the lecturers, especially in conducting online learning.

In English Language and Literature Department of UNP, intermediate reading is the second-level subject of reading which aims at providing theoretical knowledge and skills of understanding various types of paragraphs in English. This subject is provided to first-year English students on the second semester. During the pandemic, this subject is conducted by using E-learning and virtual meeting. Although, there are still many shortcomings in carrying out online lectures. Therefore, the researcher thinks that this is a good circumstance to explore the university instructors' perception on peer observation by conducting a study about "Observed Lecturers' Perception on The Practice of Online Peer Observation in Intermediate Reading Class". Exploring the lecturers' perception is an action done in order to know the perception of lecturers towards peer observation as a teaching development activity.

## **1.2. Focus of the Problem**

According to the background of the problem, then the focus of this study is as follows:

1. The practice of online peer observation in Intermediate Reading class.
2. The observed lecturers' perception towards the practice of online peer observation in Intermediate Reading class.

### **1.3. Formulation of the Problem**

According to the focus of the problem that the researcher has stated, the problem of the research can be formulated into: “How is the practice of online peer observation implemented in intermediate reading class?”

### **1.4. Research Questions**

The questions proposed for this study are as follows:

1. How do the observed lecturers conduct the online teaching and learning process from the observer’s point of view in intermediate reading class?
2. What are observed intermediate reading lecturers’ perceptions regarding the practice of online peer observation at English Language and Literature Department of UNP?

### **1.5. Objectives of the Research**

Regarding to the research questions above, this study aims to apply the practice of peer observation in online learning towards the lecturers of intermediate reading class of UNP as well as to figure out the perceptions of observed lecturers towards the practice of online peer observation.

### **1.6. Significances of the Research**

The results of this study are expected to provide several benefits for both theoretically and practically. Theoretically, the research findings are expected to give significant description about lecturers’ perception after doing peer observation as a way of learning by doing, particularly in online intermediate reading class at Universitas Negeri Padang. Practically, this research is expected

to be a consideration for university lecturers in conducting peer observation as a teaching development activity. With this, the lecturers would be motivated to assess the teaching quality and competency by seeing and discussing with their peers. Finally, the researcher expects that this study will give information and a perspective for future research on the perception of observed lecturers regarding to the practice of online peer observation.

## **1.7. Definition of the Key Term**

### **1.7.1. Online Learning**

According to Bach et al. (2007), online learning is a significant and important development that slowly but surely pushing the evolution of higher education towards a different future. It is a learning system based on formalised teaching but with the help of electronic resources.

### **1.7.2. Peer Observation**

Peer observation is a professional development activity where lecturers observing each others' practice and learning from one another. It has a purpose to support the sharing of best practice and build awareness about the impact of the lecturers' teaching.

### **1.7.3. Intermediate Reading**

Intermediate Reading is the second-level subject of reading which aims at providing theoretical knowledge and skills of understanding various types of paragraphs in English. This subject is provided to first-year English students on

the second semester. In this subject, the students are expected to master various types of paragraphs and reading basic technique such as skimming and scanning.