

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

Thesis

*Submitted as Partial Fulfillment of the Requirement to Obtain Bachelor of
Education (B.Ed.) in English Language Education*



Written by:

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FACULTY OF LANGUAGES AND ARTS

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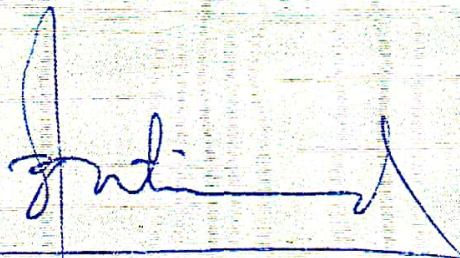
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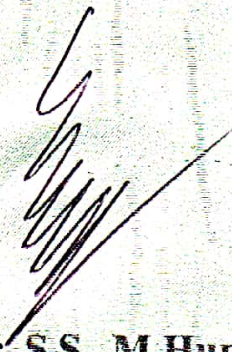


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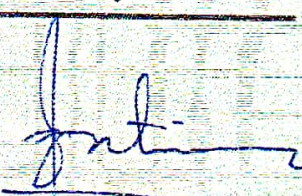
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ABSTRACT

Hasna, Fadilah H. (2022). *The Practice of Online Peer Observation in Paragraph Writing Class: A Study at English Language Education Program of UNP*. Thesis. Padang: English Language and Literature Departement. Faculty of Language and Art. Universitas Negeri Padang.

Online learning has become the solution for lecturers in conducting the teaching process since Covid-19 occurred two years ago. Subsequently, lecturers are required to adapt and improve the online teaching practice. Peer observation is one of professional developmental activities which can be applied as the mean of learning process and improving teaching practice for lecturers. This research employed qualitative method to analyze how the observed lecturers conducted the online learning and teaching in *Paragraph Writing Class* and to explore the observed lecturers' perception on the practice of online peer observation practice. Two lecturers teaching in *Paragraph Writing class* participated in this study. There are two conclusions gained by researcher. Firstly, lecturers still need to improve the teaching practice especially in learning strategy and IT skill aspects. Secondly, lecturers defined peer observation as a useful collaborative learning activity in improving teaching practice; getting feedback, learning new skills and mutual collaboration between lecturers.

Keywords : online learning, peer observation, lecturers professional development

ABSTRAK

Hasna, Fadilah H. (2022). *The Practice of Online Peer Observation in Paragraph Writing Class: A Study at English Language Education Program of UNP*. Skripsi. Padang: Departemen Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Pembelajaran *online* merupakan sebuah solusi bagi dosen dalam melaksanakan proses mengajar sejak Covid-19 muncul dua tahun lalu. Oleh sebab itu, dosen-dosen diharuskan untuk beradaptasi dan meningkatkan cara mengajar. *Peer observation* merupakan salah satu kegiatan pengembangan profesional tenaga pendidik yang dapat diterapkan dalam rangka meningkatkan cara mengajar. Penelitian ini menggunakan metode kualitatif untuk menganalisis bagaimana pandangan pengamat terhadap cara mengajar dosen dan untuk mengetahui pandangan dosen yang diobservasi terhadap pelaksanaan *online peer observation*. Dua dosen yang mengajar di kelas *Paragraph Writing* ikut berpartisipasi dalam penelitian ini. Terdapat dua kesimpulan yang dapat diperoleh oleh peneliti. Pertama, dosen-dosen masih perlu meningkatkan cara mengajar secara online khususnya dalam aspek strategi pembelajaran dan kemampuan IT. Kedua, dosen-dosen yang diobservasi merasakan dampak positif dari pelaksanaan *peer observation* secara *online* yaitu; mendapatkan masukan, belajar kemampuan baru, dan kolaborasi yang saling menguntungkan antar dosen.

Kata Kunci: pembelajaran online, *peer observation*, pengembangan profesional pengajar

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Padang, November 2022

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CHAPTER 1

INTRODUCTION

1.1. Background of the Problem

Due to the COVID-19 pandemic, Nadiem Makarim, the minister of education has demanded the schools and universities to shift offline learning to online learning as the purpose of preventing the spread of corona virus. On March 2020, Minister of Education, Nadiem Makarim decided to change the teaching and learning from offline to online. It means that lecturers have been teaching by utilizing technology, such as *Zoom Cloud Meeting*, *Google Classroom*, *WhatsApp* and other applications to support the process of online teaching and learning for two years.

Changing the teaching from offline to online causes lecturers to adapt with the new technology in conducting the online teaching and learning practice. During online teaching and learning, lecturers are not able to interact directly with the students. Therefore, it is more challenging for lecturers to conduct the online teaching than offline teaching. It is in line with the study conducted by Cholifah et al., (2020) and a study conducted by Eko, Atmojo, & Nugroho (2020) that teachers faced challenges during online teaching: difficulties in creating easy materials to learn, problem in giving personal feedback to the students, lack of preparation and readiness in carrying out the online teaching and learning. One of the subjects in university that must be taken by the students is writing.

Writing is the process of combining words and sentences from the ideas of a writer into a communication of thought in a readable form. Writing is one of the skills in English that produces something in the form of sentences talking about an idea from the writer as the result. Writing becomes one of important skills that should be required and mastered by the students. In addition, writing can be described as an essential communicative language skill which needs a mental effort to plan the sentences and the ways of joining them to be meaningful and communicative (Alsmari, 2019). Writing is defined as an important study skills for students, therefore lecturers should implement appropriate methods, provide resources for students, and encourage students in teaching writing (Rashid & Hui, 2022). It means that lecturers play a very important part in the success of students' writing.

Furthermore, lecturers are required to encourage students, to implement appropriate teaching method, and to evaluate the teaching process itself in order to improve students' writing skills. Teaching writing in foreign language has a purpose in making learners to be able to acquire the abilities and skills in producing different kinds of written text on their own language (Ur, 1991). Consequently, lecturers found challenges in teaching included the class condition, aids available for teaching writing and availability of time (Hidayati, 2018). Further more, it will be more difficult for the lecturers to teach writing online because they cannot interact and check the students' writing directly. Nasihah & Senta (2022) revealed that the challenges faced by lecturers in teaching writing

online were students' problem in internet connection and the difficulty in maintaining the students' writing process.

Lecturers should not stop learning because lecturers have a crucial part in education. That is why seeking more relevant approaches for lecturers to develop is necessary to help them in reaching their potential as professionals. Professional development is an important part of ongoing lecturers' education. Development is general growth focusing on a specific job which provides long-term goal and facilitates growth of teacher's understanding of teaching and themselves as lecturers (Richards & Farrell, 2005). Professional development plays a crucial part as lecturers need to know about new development in technology and knowledge which will be used for teaching. Those three aspects may develop and being updated in the upcoming years. Therefore, lecturers still need to do collaboration to develop specialized knowledge and skills about many aspects of teaching, to expand their knowledge base about research, theory and issues in teaching, and to take on new roles and responsibilities. In addition, evaluation and reflection play an important role in professional development to help teachers improve their teaching skills.

There are several activities of professional development that can be conducted by lecturers to assist them in evaluating and reflecting their teaching practice. One of them is peer observation. Peer observation is one of professional activities which allows lecturers to observe the class of their colleagues regarding possibilities to enhance their teaching practice. This approach is effective because it is more like a sharing session without assessment that generally triggers

nervousness of teachers. Mostly, teachers are afraid to be observed because they may think observing means assessing. Peer observation becomes a tool of professional development for lecturers to learn, to describe and to evaluate their teaching practice. Based on the research conducted by CTSI in University of Toronto (2017), “peer observation in higher education has been used and evaluated for several decades which helps teacher to evaluate their teaching without feeling afraid of assessment”.

Peer observation has been conducted in a regular period for lecturers to maximize the outcomes for lecturers and students. In Singapore, the Victorian government schools arrangement requires peer observation as the subject of consultation and a core part of educational institution-based professional learning. Peer observation is believed as a flexible approach supporting personalized and reflective professional learning which is based on trust and openness to learning. Peer observation has also been becoming a routine activity conducted at Yale-NUS college since 2018. Yale-NUS College promoted three advantages of peer observation; develop best practice in teaching for lecturers, provide collaboration and learning environment for colleagues, ensure if good teaching is recognized in collegiate culture. In addition, peer observation becomes the key element of academic development that teaching staff at Aston University. It is expected to undertake continually in developing lecturers’ practice. Lecturers are able to improve teaching practice, transform educational perspectives and develop collegiality.

There have been some studies investigating lecturers' perceptions on the practice of peer observation. The first is a study conducted by Motallebzadeh, Hosseinnia, & Domskey (2017) showed that peer observation has many advantages for lecturers in learning new skills, techniques and strategies for colleague's classroom. Ahmed et al. (2018) concluded that peer observation could have a useful impact for individual teachers visiting each other classes. It is obvious that peer observation benefitted for EFL teachers to develop teachers' skill and learn new skills. Cholifah, Asib, & Suparno (2020) indicated that teachers found peer observation useful: helped teacher to solve problems occurred during teaching and gave opportunity for teacher to learn by observing from other teachers. It is obvious that peer observation benefitted for EFL teachers to develop teachers' skill and learn new skills.

However, online peer observation is still not common for lecturers in Indonesia due to the lack of researches related to the practice of online peer observation. By starting to conduct online peer observation, the researcher expects that it can be implemented annually for lecturers as the mean of developing teaching practice and a collaborative activity in order to improve lecturer's teaching skill. Finally, because of the conditions and facts discussed above, researchers intend to conduct a research to analyze how the observed lecturers conducted the online teaching and learning from observer's view and to explore the perspective of lecturers on the practice of online peer observation in *Paragraph Writing* class of UNP.

1.2. Focus of the Research

This study is limited to focus on how the observed lecturers conducted the online teaching and learning process from observer's view and the observed lecturers' perception on the practice of online peer observation in *Paragraph Writing* class: a study at English Language Education Program of UNP.

1.3. Formulation of the Problem

The problem of the research can be formulated into; "How is the practice of online peer observation in *Paragraph Writing* class: A study at English Education Program of UNP?"

1.4. Research Questions

The problems of this study are formulated in the following questions:

1. How do the observed lecturers conduct the online teaching and learning process in *Paragraph Writing* Class from the view of the observer at English Language Education of UNP?
2. What are observed *Paragraph Writing* lecturers' perceptions regarding the practice of online peer observation at English Language Education of UNP?

1.5 Purpose of the Research

The purpose of this research is to analyze how the observed lecturers conducted the online teaching and learning process in *Paragraph Writing* class from the observer's view and to discover the perceptions of the observed lecturers

toward the practice of online peer observation in *Paragraph Writing* class at English Language Education Program of UNP.

1.6 Significance of the Research

This study would be important to be conducted as it will contribute both theoretically and practically. Theoretically, the results of the research are expected to give information of the perceptions of observed lecturers after doing peer observation in online learning of paragraph writing class at Universitas Negeri Padang. Practically, peer observation can be conducted as a learning tool for lecturers in enhancing teaching practice. It will also encourage lecturers to evaluate the learning methods by observing and sharing with peers. Finally, lecturers will be able to adapt and develop by doing peer observation which will affect students' learning outcomes as well. Lastly, the researcher hopes that this study may provide knowledge and horizon about perceptions' of observed lecturers on the practice of online peer observation in paragraph writing class for the next researches.

1.7 Definition of the Key Term

1.7.1 Lecturer's Professional Development

Lecturer's professional development leads to the improvement of lecturer quality in teaching. It is essential mechanism for enhancing teachers' content knowledge and developing their teaching practices as the aim to teach in high standards.

1.7.2 Peer Observation

Peer observation is one of reflective teaching method for lecturers in evaluating and improving their teaching skills. Another lecturer becomes the observer of the observed lecturers. It consists of three steps conducting peer observation; pre-observation, observation and post-observation

1.7.3 Teaching Writing

Teaching writing for students at university is essential since writing has important roles in college and in life. Therefore, it requires lecturers to direct students to produce their expressions in written form. Students must be able to write with appropriate words, proper sentences and correct spelling which are different from speaking.

1.7.4 Paragraph Writing

Paragraph writing is one of the subjects in English Language Education curriculum which must be taken by the first year students. Paragraph writing class is the basic step for the students to learn writing in university.