Chapter One

Introduction

This chapter presents the description of this study. It consists of sub chapters namely the background of the study which explains reasons and problems why the researcher is interested in conducting this study. This chapter also gives the statement of the problem and the delimitation of the problem. Furthermore, research questions, purpose of the study, significances of the study, and outline in this study are explained in this chapter.

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.

According to the Act of the Republic of Indonesia No. 14/2005 on teachers and lecturers (2005), there are four teacher competencies namely pedagogy, personal, social, and professional. However, Wardoyo (2015) stated that the higher the competence owned by the teacher, the better the performance of the teachers and vice versa. It means that, if teachers are lack one of those competencies that mentioned previously, they need to improve their performance in the teaching.

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, Torku, Akey, Mustafa, and Adu (2017) who stated that the main purpose of peer observation is the professional development of teachers. Moreover, Fletcher (2018) defined that peer observation is an important professional responsibility for the quality of teaching. 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. Waxman (2013) mentioned that classroom observation is a way to see directly an event or behavior that should be observed in the classroom. 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. Therefore, peer observation in this department become a tool to reflect all of teachers' activities in classroom. 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. There is a possibility of teacher who accept the feedback from the peer observation result. 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.

Statement of the Problem

An English department of a private university in Yogyakarta is a department which has applied peer observation as a self-mutual reflection tool to see the quality of teaching. However, as a self-mutual reflection tool, peer observation in its implementation might not always be effective. Motallebzadeh, Hosseinnia, and

Domskey (2017) found that peer observation makes some teachers feel uncomfortable and may be very scared when observed. It means that there are some teachers who feel insecure and uncomfortable being observed. Also, by doing the peer observation process, it means that the teachers need time and more works. In line with a study conducted by Adshead, White, and Stepenhson (2006), they found that the teachers were not ready to conduct the peer observation because it takes time, works and participation of other colleagues. This also happened at this department in which according to the researcher's casual interview, teachers feel intimidated and have more burden about this.

From those reasons mentioned earlier, the researcher is interested in revealing the teachers' perceptions on the implementation of peer observation in this department. The process of implementation of peer observation in this department still required evaluation from the parties involved such as teachers. In addition, research about peer observation is lacking in this department. Therefore, it is important to conduct this research. This study focused on exploring issues on the teachers' perception on the implementation of peer observation in their teaching learning process.

Delimitation of the Problem

Particularly, this research focuses on teachers' perception on the implementation of peer observation at an English department in a private university in Yogyakarta. Furthermore, the researcher delimits this study based on the points introduced earlier. It means that the researcher only deliberates about the advantages and disadvantages on the implementation of peer observation conducted by one of English department in a private university in Yogyakarta.

Research Questions

Based on the background and problem above the researcher investigates two research questions in this study. The researcher formulates two questions as follow:

1. What are the advantages of the implementation of peer observation according to the teachers' perception?

2. What are the disadvantages of the implementation of peer observation according to the teachers' perception?

Purpose of the Study

Based on the research question there are two aims of this research, that are:

1. To explore the advantages of the implementation of peer observation according to the teachers' perception.

2. To investigate the disadvantages of the implementation of peer observation according to the teachers' perception.

Significances of the Study

The findings of this research are expected to give benefits:

For the Institution. This study can help the institution to inform and give the information to evaluate the implementation of peer observation in the English language education department. In addition, other institution know what peer observation is. Thus, it can attract other institution to carrying out peer observation.

For Teachers. Teachers could know how they perceive about peer observation. This study hopefully can be beneficial for teacher as a reference in

order to improve the quality of teaching. This study also help teacher to develop their teacher professional development to achieve the goal in educating student.

For Pre-service Teachers. Pre-service teachers need a lot of knowledge and experience when they plan to teach. Therefore, the researcher expects that this study can be helpful for pre-service teachers as a source in order to enrich their teaching. In addition, after reading this study, pre-service teachers become interested to carrying out peer observation.

For Future Researchers. This study can be used as a reference to future researchers who want to discuss the same topic. Moreover, this study could help other researcher to know the perception of implementation of peer observation. Furthermore, the findings of this study may be used by other researchers as a comparative study for them.

Outline of the Study

This study consists of five chapters. The first chapter discusses about the background of the study. Then, why the researcher interests to investigate the problems. The researcher also talks about the statement of the problem and limitation of the problems. In addition, the researcher also provides the questions of the research, the objectives of the research, the significance of the research, and the outline of the research. The second chapter explains about the literature review that is related the theories of peer observation. It also presents information that related to the study. Then, the conceptual framework explains in this chapter.

In the third chapter, the researcher discusses the methodology. Also, the researcher chooses the appropriate research design for this study. Then, where this study is conducted. In addition, it also presents research participants of the study.

The researcher also describes about data collection technique, data collection procedure and data analysis. The fourth chapter presents the finding and discussion of the research. This chapter covers two parts. First, the researcher describes the advantages implementation of peer observation based on the teachers' perception. Second, the researcher presents the disadvantages of the implementation of peer observation based on the teachers' perception. The fifth chapter presents the conclusion and recommendation of the research. The conclusion presents the result of the research. Furthermore, recommendation provides suggestion for teachers, pre-service teachers, institution, and other researchers.