

## Chapter Five

### Conclusion and Recommendation

This chapter shows a summary of the study. This chapter is divided into two parts that are conclusion and recommendation. The first part presents the conclusion of the study including background of the study, aims of the study, methodology, and the result of the study. The second part is about proposing suggestion from the researcher after conducting this study.

#### Conclusion

Teachers need to maintenance their quality of teaching. One of the ways to keep it is by doing peer observation. Peer observation is important for teacher professional development. In addition, peer observation become a good tool for teachers to advance teachers' quality, increase cooperation among peers, and provide constructive feedback to other teachers. This research investigated the teachers' perception on the implementation of peer observation at an English language education department. The researcher chose the teachers' perception on the implementation of peer observation as the topic was that because there was this department carried out peer observation for the first time. Then, the researcher employed qualitative approach as a research design. Moreover, this research used interview as a technique to gather the data. Then, in this research there were three participants with different length of teaching experience.

The finding of this study showed that all of the participants agreed that the implementation of peer observation gave them advantages. The finding includes: first, peer observation 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.

Therefore, the implementation of peer observation was beneficial to provide some advantages to the teachers to improve their teaching quality. This study also found fourth findings dealing with the teachers' perception on the disadvantages of implementation of peer observation. First, peer observation making teacher feel bored. Second, it making teacher feel anxious. Third, it making teacher feel awkward. Fourth, it making teacher feel intimidated. Moreover, the implementation of peer observation has some disadvantages that make the teachers feel bored, anxious, awkward, and intimidated.

In conclusion, the implementation of peer observation has a nice role for a teacher who wants to improve his/her teaching quality. For some teacher peer observation is useful for them. However, not all of the teacher agreed that they only get advantages. There is some teacher who stated that he/she get disadvantages from peer observation. As the time goes by, the development of technology will help and give a chance for the teacher to improve their quality of teaching. The teacher can unite peer observation with the current technology.

### **Recommendation**

Referring the findings of this study, there are some recommendations from the researcher for some parties that are related to this study such, teacher, institution and other researchers.

**For the teachers.** Based on the result of this study, both of the teachers get advantages from doing peer observation. Therefore, they can work together in

order to develop professional development of teachers. Moreover, the researcher recommends that the teacher can do self-reflection on their teaching and those practices can lead to improve and maintain the quality of their teaching. In addition, the teachers must prepare every time that they would like to teach in the class whether it is observed or not.

**For pre-service teachers.** From this study, there are a lot of benefits from peer observation that can improve professional development. Therefore, pre-service teachers are recommended to carrying out peer observation in order to improve professional development. Moreover, pre-service teachers can increase their quality of teaching through constructive feedback from peer observation.

**For the institution.** From this study, the researcher recommends the institution to makes peer observation regularly to be better. Therefore, the institution must provide mediator in providing constructive feedback to the teachers. Moreover, the researcher recommends to the institution to conduct some programs such as training or seminar to monitoring the teachers' quality.

**For other researchers.** The other researcher is expected to conduct another research related to this topic and use the result of this study as a reference. Moreover, this research involves four teachers as participants and only gather the data from one institution. Hence, the researcher recommends the other researchers to conduct same research, involve more than four participants, and gather the data from other institutions.