



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

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Abstract

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.

INTRODUCTION

The pandemic of COVID-19 that spread almost around the world forced the educational institutions to transform the process of learning from offline to online learning. Teachers and lecturers have to adapt the learning process by using several learning applications and virtual meeting.

However, there are still many problems found out during the implementation of online learning. Teachers and lecturers faced the problems such as weak mastery of IT and limited access to supervision towards students. Moreover, lecturers as instructors struggle with increased workload in online classroom.

Professional development for instructors is one of several strategies that can be implemented to overcome the learning problems faced by teachers and lecturers. Peer observation is one of professional development activities used to support the sharing of practice and build self-awareness about the impact of one's teaching practice in order to affect change. Moreover, the capability of lecturers in conducting online learning would help students to overcome the challenges such as the difficulty of reading habit, the lack quality of reading habit, and students' less motivation in reading English.

From the viewpoint above, the researcher thinks that this study is necessary to be conducted because of some reasons that can be stated as follows: First, as mentioned before that professional development for lecturers can be implemented to overcome the learning problems faced by lecturers. However, the capability of lecturers will optimize students' motivation in following reading lectures. Second, the researcher wants to figure out the perception of observed lecturers towards the practice of online peer observation in intermediate reading class.

RESEARCH METHOD

The type of this study was descriptive research with a qualitative approach. Descriptive research is a survey research which involves collecting data in order to test hypothesis or to answer questions concerning the current status of the subject of the study (Gay et al., 2012).

The researcher used qualitative research in order to gain perceptions of the observed lecturers who participated in the study towards the practice of online peer observation.

The reason of choosing the lecturers of intermediate reading class was because the lecturers had different teaching experience and working hours in conducting this course. Based on that situation, the lecturers of intermediate reading class were the appropriate one to be chosen as the subject of the study. The course of intermediate reading was chosen as purposive sampling as representative of a given population (Gay et al., 2012).

RESULT AND DISCUSSION

Research Finding

1. The Practice of Online Peer Observation

a. The Result of Pre-Observation Meeting

In this study, pre-observation was conducted in structured questions. It was held on Monday, 14th March 2022. The researcher provided 10 written questions to the observed lecturers to gain information about teaching preparation and lesson plan. The observed lecturers, who were O1 and O2, started being observed in different week, where O2 was observed on week 5 and 6 while O1 was on week 7, 9, and 10.

Table 1 Pre-Observation Result 1

1) List the stated objectives(s) of this lesson (what do you want the students to learn and why)	
O1: To recognize and analyse the generic structure, grammatical features, and social function of recount text also to comprehend the recount text.	O2: <ul style="list-style-type: none"> • To predict the outcomes of the text they read by using the information from the text and their personal experience • To preview various types of text by analysing the title, first sentences, first paragraphs/last paragraphs, and pictures/graphs

Table 2 Pre-Observation Result 2

2) How will you connect this lesson with the students' prior knowledge and lessons that may follow?	
O1: By providing a question that relates to the topic. Since the topic is about recount text, I ask them about their past experiences, or about the students' last vacation.	O2: By giving questions to students about their understanding to the topic. For example, the topic of predicting relates to the way they predict things around them. The topic of previewing relates to the way they preview text or book they previously read.

Table 3 Pre-Observation Result 3

3) What closure activity are you planning that will allow students to demonstrate they are meeting the objectives(s)?	
O1: By concluding the topic they have been discussed at the meeting. The students sometimes are asked once again about several things related to the topic that they need to be considered.	O2: By instructing students to take a note about the material or topic being discussed and concluding it at the end of the class.

Table 4 Pre-Observation Result 4

4) Are there any common difficulties and/or misconceptions that you anticipate in teaching the lesson? If so, how will you address them?	
O1: By giving more explanation including an example. If the students might still difficult to differentiate between recount and narrative text, I will show the students their differences from the	O2: By comparing the context of material being discussed between two presentation groups and provide the different examples from both resources.

generic structure that each text type has by discussing them both directly.	
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Table 5 Pre-Observation Result 5

5) What resources are you going to use in this lesson?	
O1: My own powerpoint and any kinds of internet sources talking about Recount Text.	O2: Books that contain learning materials, powerpoint, and another resources about previewing and predicting.

Table 6 Pre-Observation Result 6

6) What platform or media will you use to support online teaching?	
O1: E-learning and Zoom Meeting	O2: E-learning and Zoom Meeting

b. The Result of Observation

In this stage, there are four meetings that has been conducted to the observed lecturers. The researcher analysed each lecturer’s way of teaching by referring to seven aspects of teaching in online classroom situation.

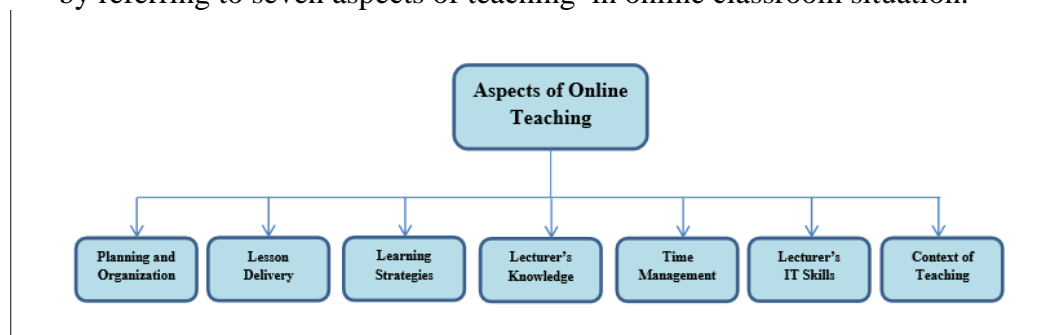


Figure 1 Aspects of Online Teaching

The result of teaching observation was described in form of comparison between O1 and O2 and written in table as follows:

Table 7 The Result of Planning and Organization

Planning and Organization	
O1: <ul style="list-style-type: none"> • Lecturer used Zoom Meeting (synchronous) and E-learning (asynchronous) • Lecturer delivered the objectives of the lesson based on syllabus • Lecturer provided directions for active learning tasks • Lecturer ends the class in a 	O2 <ul style="list-style-type: none"> • Lecturer used Zoom Meeting (synchronous) and E-learning (asynchronous) • Lecturer delivered the objectives of the lesson based on syllabus • Lecturer provided directions for active learning tasks • Lecturer compared two groups-

planned way <ul style="list-style-type: none"> • The lecturer made a connection to the next step or lesson 	in-charge to evaluate the active learning <ul style="list-style-type: none"> • Lecturer related the class to course goals and societal concerns
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According to the table of result above, the observed lecturers both applied most of criteria in aspect of planning and organization. However, each lecturer had certain criteria that did not implemented and needed to be improved. O1 did not specify the evaluation of active learning tasks nor she connected class to course goals or societal concerns. On the other hand, O2 did not state the relation between the current class to the previous one. He also did not end the class in a planned way nor he connected the next step or lesson. Both also did not re-mention the objectives at the end of the class.

Table 8 The Result of Lesson Delivery

Lesson Delivery	
O1: <ul style="list-style-type: none"> • Lecturer could be seen and hear through Zoom • Lecturer provided discussion and group presentation • Lecturer made explicit statement to draw students' attention to certain ideas • Lecturer paused periodically to allow students to ask questions • Lecturer provided question and answer session in the end of the lesson 	O2: <ul style="list-style-type: none"> • Lecturer could be seen and hear through Zoom • Lecturer provided discussion and group presentation • Lecturer made explicit statement to draw students' attention to certain ideas • Lecturer paused periodically to allow students to ask questions • Lecturer provided question and answer session in the end of the lesson

The result in the table above showed the criteria that had been implemented by the observed lecturers during online teaching. However, O2 was not enthusiastic about the subject matter. He tended to focus on students' presentation performance rather than subject matter. Additionally, both did not relate the lesson being discussed with the implementation in the real world.

Table 9 The Result of Learning Strategies

Learning Strategies	
O1: <ul style="list-style-type: none"> • Lecturer used appropriate technique to achieve the objectives • Lecturer applied student-centered learning • Lecturer kept discussion on track by instructing several groups to present the lesson 	O2: <ul style="list-style-type: none"> • Lecturer used appropriate technique to achieve the objectives • Lecturer applied student-centered learning • Lecturer kept discussion on track by instructing several groups to present the lesson

<ul style="list-style-type: none"> • Lecturer called students' name or group number to encourage them • Lecturer helped students to develop critical thinking and problem solving ability 	<ul style="list-style-type: none"> • Lecturer called students' name or group number to encourage them • Lecturer helped students to develop critical thinking and problem solving ability
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According to the result above, both observed lecturers used appropriate learning strategies to conduct online teaching. Although, the criteria that was missed by the observed lecturers were that they did not pay attention to students' boredom and confusion. It was caused due to Zoom display so that they were not able to see all students' face especially when the lecturer or student shared the screen.

Table 10 The Result of Lecturer's Knowledge

Lecturer's Knowledge	
<p>O1:</p> <ul style="list-style-type: none"> • Lecturer used appropriate language to the teaching context • Lecturer elaborated complex information by explaining more the lesson material • Lecturer used examples of current issues to give reinforcement 	<p>O2:</p> <ul style="list-style-type: none"> • Lecturer used appropriate language to the teaching context • Lecturer elaborated complex information by explaining more the lesson material • Lecturer used examples of current issues to give reinforcement

The observation of lecturer's knowledge showed that both lecturers applied their knowledge to the process of online teaching and learning based on the criteria above. Contrary, they missed to incorporate current research in the field, nor they did identify sources, perspective, and authorities in the field.

Table 11 The Result of Time Management

Time Management	
<p>O1:</p> <ul style="list-style-type: none"> • Lecturer started and end the class on time (waiting for 15 minutes to wait students joined the zoom) • Lecturer allocated time for each classroom activity (pre-, whilst, post-teaching) 	<p>O2:</p> <ul style="list-style-type: none"> • Lecturer started and end the class on time (start the class even the student were not joined yet) • Lecturer allocated time for each classroom activity (pre-, whilst, post-teaching)

The observed lecturers managed the time of teaching based on the criteria of time management. The difference was that O1 decided to wait for students to join the Zoom about 15 minutes while O2 started the class even not all students already joined.

Table 12 The Result of Lecturer's IT Skills

Lecturer's IT Skill	
<p>O1:</p> <ul style="list-style-type: none"> • Lecturer used Zoom to create classroom condition • Lecturer mastered the technological use • Lecturer used E-learning to support the learning outcomes • The lecturer was able to control webcam and audio features in operating Zoom • Lecturer was present, proactive, and engaged in the process of teaching and learning 	<p>O2:</p> <ul style="list-style-type: none"> • Lecturer used Zoom to create classroom condition • Lecturer mastered the technological use • Lecturer used E-learning to support the learning outcomes • The lecturer was able to control webcam and audio features in operating Zoom • Lecturer was present, proactive, and engaged in the process of teaching and learning

According to the result above, the observed lecturers knew about the use of IT in conducting online teaching. They were able to create classroom condition in online meeting. Yet, both lecturers did not create opportunities for students' interaction in a synchronous way, such as breakout rooms in Zoom. Instead, they instructed students to create WhatsApp Group for discussion in an asynchronous way.

Table 13 The Result of Teaching Intermediate Reading Context

Context of Teaching Intermediate Reading	
<p>O1:</p> <ul style="list-style-type: none"> • Lecturer taught the topic based on the syllabus • Lecturer followed the indicators of teaching based on the topic • Lecturer used appropriate method for teaching • The lesson material was relevant with the topic being taught 	<p>O2:</p> <ul style="list-style-type: none"> • Lecturer taught the topic based on the syllabus • Lecturer followed the indicators of teaching based on the topic • Lecturer used appropriate method for teaching • The lesson material was relevant with the topic being taught

Based on the result above, the observed lecturers applied appropriate contexts of online teaching based on the provided criteria in the syllabus of intermediate reading, such as the lesson topic, the indicators, the methods, and lesson material.

c. The Result of Post-Observation

1) Joint-Discussion

During the discussion, the observer stated the aspects that had been observed during the observation. It was proved by her statement in the discussion:

“So from these observations, we have observed eight major. The first is planning and organization, then lesson delivery, then your learning strategies, then it's teacher knowledge, then it's time management and IT related to IT, after that there is an intermediate reading context because at that time, we saw you teach intermediate reading.” (Observer)

In another discussion, the observer also explained that the objectives of this study was to see the difference between online observation and offline observation. She explained it as follows:

“So, the purpose of our research is to see, what is the difference, later we will find out the criteria, what is the difference between online and offline, the usual ones, the face-to-face when observing teachers, yes, or lecturers, if we are in the context of lecturers, because in their culture or in their professional development, peer observation is indeed something that is done routinely. We were really looking yesterday for what kind of online it was.” (Observer)

2) The Successful of Online Teaching

During the observation, the criteria of success were analysed based on how many aspects of online teaching were implemented. In overall, the teaching observations that were being observed were succeed. The aspects of online teaching were dominantly success to be implemented. It was supported by the observer's statement from the discussion:

“In overall, so the post observations that we observed were the first successes, now from here the successes are in general more figurative, I mean, I mean more success, that's it. So here, it is clearly illustrated that the successes are actually more, meaning Alhamdulillah, as long as there is no peer observation that can be seen, everything is running well, right, everything is running well.” (Observer)

3) The Difference between Teaching Process and The Previous Plan

When the observer asked the way the lesson evolved differently than planned, or whether there was something not implemented according to her statement, O1 stated that the teaching process seemed to be the same as planned generally. Although there was no written plan of her way of teaching, she taught it in traced way. It was proved by following statement:

“What didn't happen..., in general, it seems to be the same.” (O1)

4) Aspects that Needs to be Improved

a) Planning and Organization

In aspect of planning and organization, the observer stated that the lecturer did not re-mention the objectives at the end of the class. Instead of that, the lecturer immediately said the upcoming topic for next meeting without re-mention the objectives of current lesson. To clarify it, the lecturer, who was

O1, assumed that if the conclusion is brief maybe she thought that the objectives had already been mentioned. It was proved by her statement in discussion:

“If the conclusion is brief maybe my thoughts have already been mentioned. - mention from the start. So, in my conclusion, the student already understands about the text and the objectives, which he reads, what he studied earlier. It should ideally be repeated again, yes, 're-mention about the objectives'.”
(O1)

b) Learning Strategies

In aspect of learning and strategies, the observer stated that the observed lecturers did not pay attention to students' boredom and confusion. The observer assumed that it was caused due to Zoom display so that the lecturer could not see whether the students were really paying attention to them or not.

The observed lecturer, who was O1, perceived that she prevented it by asking the questions so that students were still engaging to the learning process. It was proved by the statement as follows:

“Sometimes, not sometimes, actually I tend to ask the truth, meaning that my habit is usually to ask questions, like asking what else is interesting. This confusion, so as not to be confused also ask.” (O1)

On the other hand, O2 felt that there were certain actions of learning strategies that could not be applied in conducting online learning. For example, the personal approach. When the observer asked the constraint found in online teaching, O2 explained in the interview as follows:

“At least we go back to the old lesson, the previous one, which gave an affirmation, right? Then give advice. Yes, what is called learning is a habit, authority. If it is to grow the authority of the lecturer, it must be. First, if we are local, we can show ourselves, right, authority, compassion, concern, with a pat on the shoulder. It's growing the authority of the lecturer. But if Zoom can't, we just sit down. How do we display it? Let's just sit down. We can't have touching, teaching but not touching. If you pat a boy on the shoulder, "how did you learn". Well, that's actually growing authority. In Zoom, there is no such thing as authority. The only thing that can be done is action...”
(O2)

c) Time Management

In aspect of time management, O1 already started the class on time through Zoom Meeting. However, there were several students that had not joined the meeting yet due to certain problems. Consequently, she decided to wait all students joined for 15 minutes. It was caused by the grouping system

that was applied random group, so it was important for her to wait all students joined before starting the group presentation.

In contrary, O2 perceived that the constraint of online teaching and learning caused time-wasting such as connection problem and software. It was supported as follows:

“Well, we can check the question, “repeat again”, then he stood up. Well, how perfect we can educate children. How can you do in zoom, right? “Sir, sir, it's a signal, you can't”, always a signal, sir. “There is no signal here, sir...” That's what we're tired of. Every meeting there must be someone who asks for permission, there is an excuse because of the signal, every meeting. And then lecturers, sometimes we forget the steps, for example we have to explain what we learned today, but when we come in, it's already boring, we've waited five minutes and they're not complete, right.” (O2)

d) Lecturer's IT Skill

The observer revealed that in applying IT skill, the lecturers did not create opportunities for students' interaction in a synchronous way, such as breakout rooms in Zoom. Instead, they instructed students to create WhatsApp Group for discussion in an asynchronous way.

Regarding to that, O1 clarified the reason of not providing breakout rooms in Zoom as she stated in the following:

“If it's inside, yes, I, if I am for it, it's only per group, right, I mean that each child has their own group on WhatsApp, and that is indeed their discussion, the preparation for making presentations is monitored that way. But if from the student side, individual students ask questions to certain groups, that doesn't seem to be the case, or discussing the new text with a different example does not use a breakout room.” (O1)

Regarding to those aspects that needed to be improved, the observer asked the lecturer about what would she do next time, if she got another class like the previous one. The lecturer, who was O1, stated in the discussion as follows:

“Regarding to the current research, If I get the reading class again, yes, so I will prepare that one, I think it's important for them to help them later in writing thesis, right? It will be like this later. For mentioning the objectives, that's ideally yes, but maybe because, yes, it's already been clarified because it was already in my mind that they already knew. So, it should be repeated, locked again.” (O1)

2. The Data of Observed Lecturers' Perception

a. Observed Lecturers' Perception towards The Practice of Online Peer Observation

During the interview, the observed lecturers were asked if they had previously been observed while teaching. The answers from both lecturers showed different result regarding their experience in peer observation. O1,

who was considered as a young lecturer, stated that she have not been previously observed while teaching. Apart from the online peer observation that is conducted recently, she was being observed when it was conducted as a selection test for lecturer, not as a professional development program. It was contrast to the statement stated by O2. He stated that he had been previously observed while teaching. It was proved by his statement from interview;

“Of course I have. In the observation, not only teachers or lecturers can be observers, but students or participants that we teach can also be observers when teaching. For example, when we teach as instructors and the participants don’t understand, we can also become models or examples in the activity of how we actually teach. So, we are observed and studied by the peers, especially the peers at that time were from LPMP. The implementation model at that time was offline, where peer observers entered into the learning classroom.” (O2)

When the observed lecturers were asked about their feelings when they were observed, they stated the different things of their feelings. O2 said that there must be something more and something better that we have to do when we are observed. It was supported by his explanation in interview;

“When we are observed, there must be something more that we do. such as the preparation, and lesson plans which of course follow the actual structure. If it is not observed, sometimes we start learning without a preamble, it is different when we are observed that we start learning in an official format. Therefore, there are often traces or sequences of activities that are missed or changed if they are not observed. We will see changes in our behavior and character as a lecturer when observed.” (O2)

In contrast, O1 stated that she was aware and felt of the observer team only at the first meeting of observation. After that, there is nothing different for her when she was observed, including the preparation of teaching and the way she teaches. It is proved by the statement from interview;

“At the first meeting, of course I was aware and felt the presence of the observer team who were observing. For the next meetings, I did not pay attention anymore, neither someone was observing nor was I worried about something. I acted as usual, like I used to teach. The teaching preparation is the same, like how I prepare the material and others, because of how I teach in the course, that’s how I prepare as it should be.” (O1)

When the observed lecturers were asked about their perception on the practice of online peer observation, both had similar perception towards the online peer observation. They agreed that online peer observation is a must for lecturers. It was proved by statement from interview;

“Of course yes, yes. There are several points about that I missed, right? Then, it should be given, it needs to be given, like the current research, right, then breakout room, giving discussion. So I thought, oh yes, this should also be given which can make students practice a lot about text. If I, it's beneficial like that.” (O1)

During the interview, the observed lecturers were asked about the benefits they gained from the practice of online peer observation. Both observed lecturers stated that there are benefits they gained when they were observed. It was supported by statement from interview;

“There will be a significant effect when being observed. So, when we are given input, we should not be angry. That means how we can be more open in the future towards input and suggestions from colleagues. In principle, we are not everything. There are still better than us. Because basically, we cannot see our own shortcomings. The practice of online peer observation has benefits, but the intensity is different from offline peer observation.” (O2)

b. Feedback and Suggestion for Next Practice of Online Peer Observation

Feedback and suggestion were captured from the lecturers who is being observed and also the subject of this study. It aimed to figure out the aspects of online peer observation that need to be improved so that it can be conducted in the future as well as possible.

When the observed lecturers were asked the feedback or suggestions they would like to give regarding to the practice of online peer observation, they said that there were several things of online peer observation that needs to be improved. It was proved by statement from interview;

“Many aspects are missing from online observation. When we are observed in person, the psychological pressure will be different from being observed online, including the preparations made. The way we act and move when teaching offline can be judged by people and become criticism for observers. If we are online, we only teach while sitting and looking at Zoom. The classroom management also disappeared. In a sense, the technology used in learning must be developed again. The illustration is how the existing technology supports to conduct learning simulations in the classroom applied in online learning.” (O2)

In addition, O1 also stated her feedback for the next practice of online peer observation in interview;

“In my opinion, the online peer observation is good to do, of course with the proper procedure. The sequence is like how the lecturer who becomes the peer states that she will make observations, the description regarding to this peer observation is given first, then after that we who are observed get the results so that in the observations, we are able to see if there are any changes in the next meeting.” (O1)

Discussion

This study examined the viewpoint of the observer towards the way of conducting online teaching and learning done by observed lecturers while being observed. Furthermore, this study was conducted to figure out the perception of observed lecturers towards the practice of online peer observation. According to the

finding that have been described above, there are several things that can be noted down. It will be arranged based on the findings of each research problems.

The first research question concerned the observer's point of view on the observed lecturers' way of conducting online teaching and learning while being observed. The finding showed that the practice of peer observation in online learning can be conducted in a synchronous way through Zoom Meeting. Overall, the lecturers being observed had implemented aspects of online teaching in accordance to the criteria that had been provided by the observer. The way they taught in Zoom Meeting also referred to certain components contained in pre-observation sheet. However, there are several criteria that needed to be improved. By providing joint-discussion as post-observation, the observed lecturers gained feedback and review of their teaching process, including the difference between the lesson being taught and the lesson that was planned, aspects that needed improvement, lecturers' plan for next teaching, and lecturers' viewpoint towards the practice of peer observation. With feedback, the observed lecturers knew their shortcomings of teaching and things they should improve so that they were able to self-evaluate and teach way better in the future. The result was foreshadowed with Agustina et al. (2020) revealing that teacher can learn from each other because they were able to share as well in post-observation meeting.

The condition gained from the observation showed that the practice of online peer observation increased the awareness of observed lecturers. The finding resonated with Agustina et al. (2020) revealing that the impact of the awareness to do professional learning will influence the quality of the teaching itself and self-confidence. Moreover, the condition above was supported by Sullivan et al. (2012) demonstrating that peer observation of teaching can be used in a constructive way to improve course content and delivery, and to reinforce good teaching.

The second research questions asked about the perception of observed lecturers of intermediate reading class towards the practice of online peer observation. The finding revealed that the observed lecturers' had a view that peer observation was necessary to be conducted in English Language Education of UNP. It can be an alternative program to change the lecturer assistance program that had not implemented anymore there. Additionally, the suggestion or feedback gained through peer observation could be useful for lecturers to do self-evaluation so that their way of teaching were improved. However, there were many aspects of peer observation that were missed when it transformed into online peer observation. The criteria of teaching and learning features used in online learning were very different with the face-to-face.

The finding above is in line with the result of the study by Tosriadi et al. (2018) indicating that teachers had positive perceptions on peer observation as professional development tool. In addition, the study conducted by Miguel & Santos (2016) revealed that teachers think that if the peer observation approach is well developed, it can be potentially interesting or generate excitement among teachers.

CONCLUSION

The researcher concludes the result of the study from research findings and discussion that have been explained in the previous chapter. The practice of online peer observation can be implemented through a synchronous platform. The lecturers being observed had dominantly implemented the aspects of online teaching based on provided criteria. By providing feedback, the observed lecturers knew their shortcomings of teaching and things they should improve so that they were able to self-evaluate and teach way better in the future. It can be concluded that the practice of peer observation in online learning can be conducted as a teaching developmental activities.

The observed lecturers revealed that peer observation was necessary to be conducted in English Language Education of UNP. It can be an alternative program to change the lecturer assistance program that had not implemented anymore there. The observed lecturers supported the online peer observation to be. This showed a positive result that there is a need for lecturers to apply online peer observation as a teaching developmental activity. However, there were many aspects of peer observation that were missed when it transformed into online peer observation.

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