

## CHAPTER V

### CONCLUSION

#### 5.1 Conclusion

The purpose of this study is to find out how EFL pre-service teachers' perceptions of mentoring support during field teaching practice. This study showed that most respondents felt they had received support or guidance from school mentors during their teaching practicum. Seven pre-service teachers practicum are very satisfied with the guidance they have received to get to the core of learning how to become a good teacher in and out of the classroom. Aside from those who received full support from their school mentors, three pre-service teachers received little assistance. Although the primary goal of the teaching practicum is to introduce students to school education and provide them with adequate experience and knowledge as prospective teachers, not all of them received what they required. This is due to a need for more support and guidance while in school.

The first theme was the psychological and emotional support. In particular, gained psychological and emotional support such as the mentor offering recommendations and criticism. The result show that the mentor provides help by offering comments to the pre-service teacher after she has taught in class. Furthermore, mentors encourage potential instructors not only by providing criticism, but also by offering recommendations and solutions to various challenges encountered when educating pupils. Other findings indicates that mentor support provides emotional support by always sharing with pre-service

teachers, taking the time to share with pre-service teachers about teaching in class, mentors provide motivation, and provide various types of solutions to various problems faced by prospective teachers.

The second theme was the goal setting and career path guidance are favourably perceived by pre-service teachers. The mentor gives assistance by paying attention to the content utilized by the pre-service teacher in the classroom; the tutor always inquires about the topic being taught and offers recommendations and examples of appropriate, correct, and entertaining learning material. This was done to ensure the success of classroom instruction. Furthermore, mentors may help with goal formulation and professional growth in a number of ways.

The third theme was the academic topic knowledge support. According to data collected from pre-service instructors, several types of assistance indicate support for academic topic knowledge aid. The mentor assists by paying attention to the pre-service teacher's lesson plan and provides advice when things go wrong when drafting the lesson plan. Furthermore, the mentor provides examples of giving information to students in class, which is clearly highly helpful for pre-service teachers in preparation for classroom teaching. Furthermore, mentors are constantly concerned with the college's obligations and always give feedback and inspiration.

The last theme was the role model. Mentors act as role models by showing up on time, sharing their experiences, and displaying good teaching techniques. Data from participants reveal that, in general, mentors fulfill their roles as role models for pre-service teachers during teaching practicum at school. The participants noted that the mentor set a wonderful example for us by always

arriving on time in the morning, being courteous and greeting one another. Furthermore, the mentor demonstrated the importance of constantly smiling at pupils both inside and outside of the classroom

According to preliminary findings, the majority of EFL pre-service teachers see mentor support during field teaching practice positively. However, the second conclusion contradicts the first, demonstrating that some participants had a negative perception of mentors during field teaching practice. They believe that they do not receive help during field teaching practice since mentors only visit the school on a regular basis and so do not connect actively.

Finally, based on the data analyzed, it can be concluded that school mentors' support of pre-service teachers during teaching practicum is critical. According to the pre-service teachers, mentors should guide and support the EFL pre-service teachers as much as possible. Because the more support pre-service teachers require from their mentors during teaching practicum, the more experience they will gain. As a result, students' perceptions indicate that school mentors should recognize their responsibility as mentors to provide what pre-service teachers' practicum needs during the teaching practicum.

## **5.2 Limitation**

This study only examines how EFL pre-service teachers perceive mentoring support during field teaching practice. Even though the responses from all participants are sufficient, the perceptions that emerge from the participant data are also limited. The participants' reflections only focused on the pre-service teachers' perceptions of the mentor; there was no perception of the tutor towards

the pre-service teachers. This study also only includes ten participants who are EFL pre-service teachers who have completed field teaching practice. Suggestions from researchers, further researchers can add more participants so that the data can be more accurate and varied.

### **5.3 Pedagogical Implication**

This study had more stringent rules that must be followed, particularly by mentors and universities. Based on this research, some recommendations for EFL pre-service teachers' perceptions of mentoring support are presented. The following are some research recommendations. This research should raise mentors' awareness of the importance of mentoring activities for interns in terms of emotional, academic, and role models. As a place for student teachers to become teachers, universities must prepare interns well before going to school so that teaching activities can run smoothly.

### **5.4 Recommendation for Further Studies**

This research can be used as a solution and assists students in their practicum to determine what kind of support they need from their school mentors. It is suggested that students increase communication with their school mentors to avoid problems or lack of guidance. Respondents suggested that, based on the findings of this study, school mentors should provide adequate support and guidance to pre-service teachers during their teaching practicum. Furthermore, the school mentor should be aware of and understand the responsibility and function of school mentors in guiding pre-service teachers in and out of the classroom.

Finally, based on the data reviewed, it is possible to infer that pre-service teachers require the help of school mentors throughout their teaching practicum. Mentors, according to pre-service teachers, should guide and help EFL pre-service teachers as much as possible. Because the more help pre-service teachers need from mentors throughout their teaching practicum, the more experience they will earn. As a result, students' perspectives suggest that school mentors should realize their responsibilities as mentors to meet the practical requirements of pre-service teachers during the teaching practicum.

Based on the research findings and the significance of the research, the researcher developed recommendations for pre-service teachers, school teachers, supervisors and institutions, and the next researcher. The following are the recommendations. The researcher advises future pre-service teachers to better understand the teaching practice and the material provided during coaching with the supervisor. Based on the findings, pre-service teachers must be aware of the challenges encountered during teaching practice and the appropriate strategies for dealing with those challenges.

According to the findings, school teachers should pay more attention to pre-service teachers. School teachers should provide feedback to pre-service teachers so that pre-service teachers can be evaluated during teaching practice. Furthermore, school teachers must improve their ability to organize teaching schedules for pre-service teachers so that pre-service teachers have better preparation for the material they will teach.

Institutions should provide pre-service teachers with detailed information about teaching practices. Institutions should also have a good relationship with the

pre-service teacher so that they can easily ask about the difficulties they face during teaching practice. This study is also recommended for future researchers researching teaching practices. The researcher hopes that additional research will delve deeper into this topic. Furthermore, the researcher hopes that future research will enrich the data to investigate perceptions, challenges, and strategies during teaching practice.

