

**EFL PRE-SERVICE TEACHERS' PERCEPTIONS OF MENTOR
TEACHER FEEDBACK ON DESIGNING TEACHING SCENARIO**



FACULTY OF EDUCATION AND TEACHER TRAINING

INSTITUT AGAMA ISLAM NEGERI KENDARI

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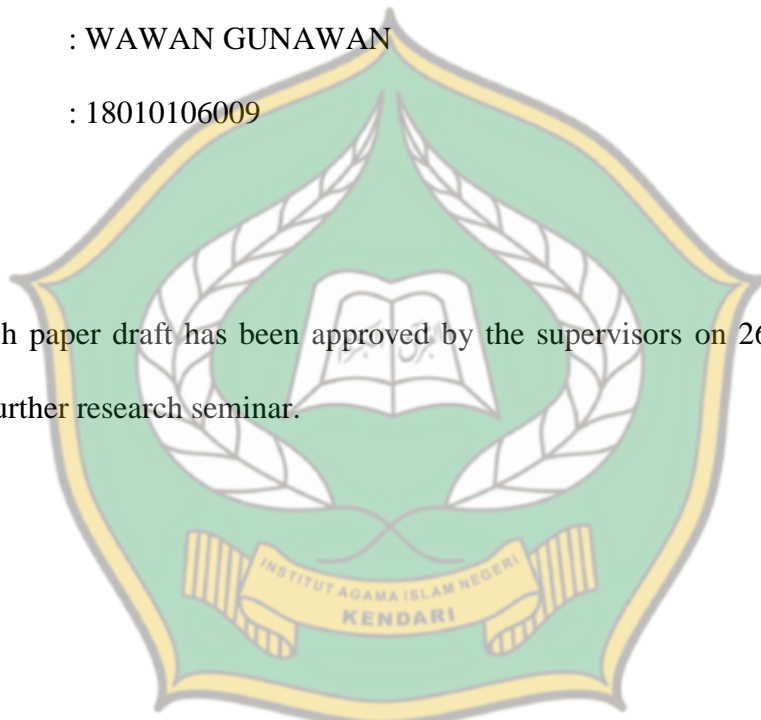
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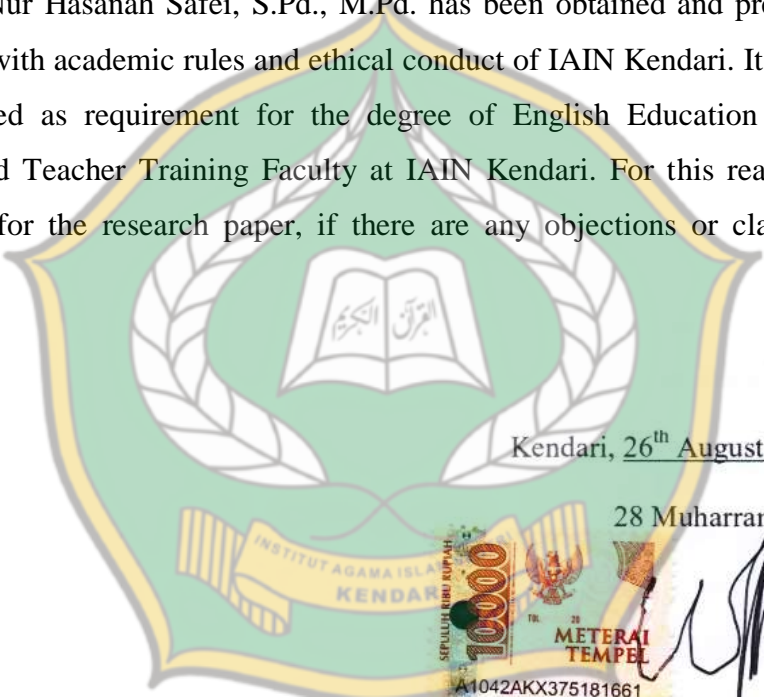
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DECLARATION OF AUTHORSHIP

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Kendari, 26th August, 2022.

The researcher,



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ABSTRACT

Wawan Gunawan SID. 18010106009. EFL Pre-service Teachers' Perceptions of Mentor Teacher Feedback on Designing Teaching Scenario. Supervised by: Suhartini Syukri, S. Pd. I., S. Pd., M. Pd. and Nur Hasanah Safei, M. Pd.

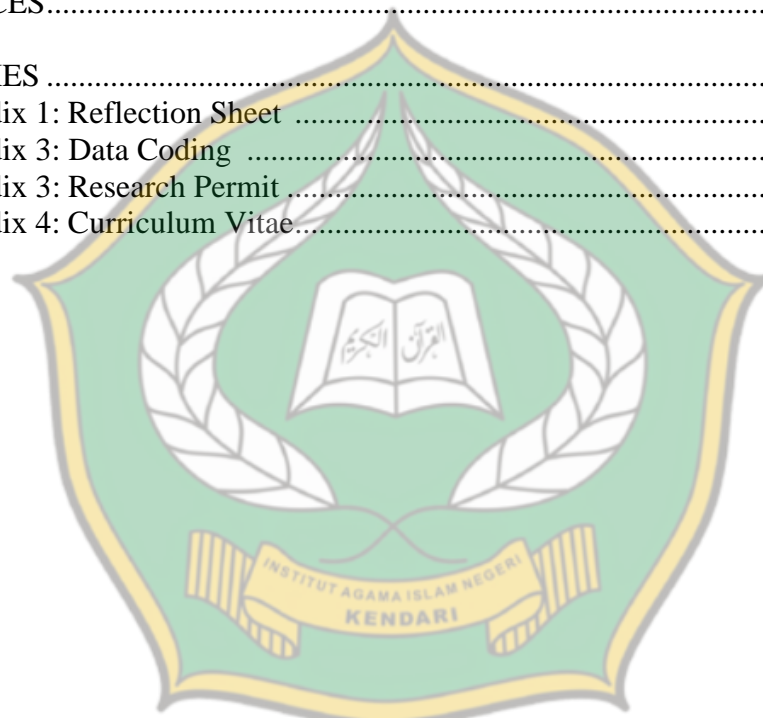
The aim of this present study is to examine the perceptions of EFL pre-service teachers about feedback received from their mentor teacher about their lesson plan that influence their teaching performance. This study applied qualitative research methods considered as an appropriate method to delineate EFL pre-service teachers' perceptions of mentor teacher feedback during field teaching practice. Data were collected by using written reflection to gain information of five EFL pre-service teachers in one of the institution in Southeast Sulawesi. Written reflection was using Google Form that has been distributed on WhatsApp Group to elicit pre-service teachers' perceptions of mentor teacher feedback on their teaching practice and used thematic analysis method. This study found two major themes emerge i.e., positive and negative perception towards mentor teacher feedback. There are four subthemes in this study namely, becoming motivational provider, becoming feedback provider, helping pre-service teachers to know the strengths and weaknesses, and reducing pre-service teachers' teaching motivation.

Keywords: EFL pre-service teacher; mentor teacher feedback; perception; teaching scenario

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LIST OF ABBREVIATION

EFL : English Foreign Language

FYT : First Year Teaching

PsT : Pre-service Teacher

P1 : Participant 1

P2 : Participant 2

P3 : Participant 3

