

# CHAPTER I

## INTRODUCTION

This study is intended to examine the EFL Pre-service teachers' perceptions of mentor teacher feedback on designing teaching scenario. This chapter consists of the background of the study, the scope of the study, the research question, the objective of the study and the significant of the study.

### 1.1 Background of Study

In English Language Education Program (ELEP), teaching practicum is one of important subjects because it gives a chance for the student teachers to experience teaching in real classroom situation. According to Farell (2007 as cited in Agudo, 2016), "teaching practicum is essential for the student teachers' professional preparation". In other words, student teachers could prepare themselves as a professional teacher through teaching practicum. A research conducted by Ali and Al-Adawi (2013) revealed that there are five main factors that influenced the student teachers to improve their skill and competency in teaching practicum, and one of those important factors is mentor teacher's feedback.

Ali and Al-Adawi's (2013) study also revealed that mentor teacher's feedback might influence student teachers' teaching performance, but unfortunately some student teachers felt dissatisfied toward their mentor's feedback. The findings of their study showed that mentor teacher's feedback

could be a crucial problem when student teachers did not get the effectiveness or the benefits of mentor's feedback. In fact, many student teachers may feel that sometimes their mentor teachers' feedback was not clear and confusing. Park, Takashi, and White (2014) supported this fact by stating that "feedback tends to be infrequent, uncoordinated, vague, or not actionable". In previous study of Ali and Al-Adawi found that almost all student teachers depend on mentor teachers' feedback to improve their teaching skills. However, many student teachers feel dissatisfied with the feedback that they received.

There are many aspects of a mentee's teaching practices that a mentor could observe. For example, observations around pedagogical knowledge practices (Hudson, 2013) may allow for informative feedback. Mentors could observe how the pre-service teacher engages and motivates students into learning about a topic (Broek & Kendeou, 2008). All facets of a pre-service teacher's practice may come under scrutiny, such as enthusiasm for teaching (Tauber & Mester, 2006), positive attitude for teaching (Ediger, 2002) or establishing clear and coherent goals that can orientate students' inquiry (Seidel & Prenzel, 2004). Whatever, pre-service teachers do in the classroom can be within the mentors' observational scope.

Feedback has a crucial position to accelerate students' learning progress. Feedback is information that could enable students to increase their deeper understanding of learning development (Adie et al., 2018, Hattie & Gan, 2017). Previous studies on teacher feedback (Al-Bashir et al., 2016, Brown 2000, Grawemeyer et al., 2015) have demonstrated that feedback can improve students'

cognitive, affective, psychomotor domains in the process of teaching and learning. Furthermore, Black and Wiliam (2018) asserted that feedback could help students identify and interpret the evidence about their ability, and it could improve their ability for the next performance. This implies that feedback is necessary to maintain students' learning progress.

Many sources of feedback could be sought by students, for instance, from teacher, peer, book, parents, or experiences based on their performance (Hattie & Timperley, 2017). However, among the sources, teacher feedback is the most vital source for students to make them aware of their capability in a certain skill. When a teacher provides students with feedback, it will increase students' awareness of their skills (Black & William, 2018, Vattoy & Smith, 2019). Therefore, teacher feedback could be seen as an aspect that influences students' level comprehension.

Teachers are demanded to provide appropriate feedback as the strategies for improving students' learning outcomes. Teachers need to know that their feedback is suitable for students' needs because appropriate feedback will help students' learning progress. Students are expected to understand the teacher feedback to support their learning as the way students interpret the feedback will influence their decision whether they accept the feedback or not (Gamlem & Smith, 2013), and their attitude also influences how they interpret the feedback (Fitriana, 2017). Besides, students understanding the meaning of teacher feedback could increase the teacher-student relationship. For this reason, feedback is a

crucial element for teacher and student interaction for achieving the purpose of learning (Gamlem & Smith, 2013).

The provision of feedback by teachers during teaching-learning process enhances students' motivation. As Burner's (2015) study revealed, teacher feedback could motivate students to learn since it opened up for dialogue with the student to clarify the meaning of feedback to improve their performance quality. Moreover, a study by Carnell (2000) showed that students tended to be motivated when they had opportunities to discuss their work with their partners, and they could support each other when they felt stuck. In the discussion process, possible feedback will appear so that students need someone to support their learning ability. They could help each other when getting difficulties in learning. Since teacher feedback provides debasement, suggestions, or guidance of students' performance, which can improve their next performance, it encourages them to know their own weakness and strength in learning.

Meanwhile, students perceived teacher feedback in different ways. They have different perceptions upon receiving teacher feedback because they have a different understanding. According to Gamlem & Smith (2013), students' perceptions of in-classroom feedback could emerge in three themes. Those are feedback valence, relations and honest feedback, and feedback types. Feedback valence covered positive and negative feedback perceived by students. Relations and honest feedback themes emerge when the students perceive feedback as difficult because of lack trust or potential harm, such as negative comments.

Meanwhile, feedback types consist of four types: grade giving, controlling, reporting, and dialogic feedback. Feedback valence is the theme that should be highlighted since it is useful for teachers, among other things, to know students' perceptions about their feedback in a positive and negative way.

Students perceived feedback as positive feedback valence when it provides some approval of performance. After students receive feedback, they will be motivated to learn. Positive feedback influences the quality of students' next performance, and the effort of students could be seen as an improvement (Gamlem & Smith, 2013). Furthermore, positive feedback perceived by students encourages them to be engaged in learning. Meanwhile, students could perceive teacher feedback as negative feedback when it makes them more unmotivated. As Gamlem & Smith (2013) demonstrated in their study, students viewed teacher feedback as negative feedback when the teachers asked them to write more and gave students a detailed description of students' weaknesses. In other words, students will be more stressed when the teacher gives negative feedback as a "thorn" (Gamlem & Smith, 2013) because it forces students to do things that they have not mastered yet.

In English language learning, teacher feedback as a powerful formative assessment has pivotal roles in supporting students' self-regulated learning. It is proved by Xiao and Yang's (2019) results of their study. Their study involved two teachers who had been studied how they implemented formative assessment, namely feedback, as an effort to develop students' self-regulation in learning the

English language. The results of the study revealed that teacher feedback as formative assessment fostered students' self-regulation in learning English language, such as producing product, setting learning goals, adopting new strategies, and managing resources. In other words, teacher feedback is believed to improve students' self-regulated learning (Lam, 2015, Oxford, 2016, Xiao & Yang, 2019). For this reason, English language teachers should provide many activities in the classroom which could support the characteristic of self-regulated learners. For instance, after a teacher gives feedback to students' tasks, they are expected to minimize their errors in using the target language. In responding to the teacher feedback, they could monitor their learning, increase their motivation, and ask for help (Ounis, 2017).

Teacher's appropriate feedback brings an impact on students' self-regulation. The results of a study by Vattoy and Smith (2019) showed that feedback influenced EFL students' self-regulation. Likewise, Chaudron (1988) stated that feedback could develop students' skill in the target language. It means that when EFL learners receive teacher feedback, their self-regulation will be influenced, whether it will be high or low depends on the effectiveness of the feedback. The more the students got the advantages of feedback, the more their self-regulation will be raised. This implies that feedback supports the improvement of students' self-regulated learning.

Good teacher training with feedback given to trainee teachers is crucial in developing successful teachers and improving the standards and success in



teaching English. The cooperating teacher's feedback in teacher education is widely acknowledged for its importance (Baniabdelrahman 2004, Pelletier 2000, Wilkins-Canter 1997) as a major source of knowledge about teaching for the student teachers (Russell 1979) and guidance for their professional development.

However, giving feedback is a challenging professional speech activity (Vásquez 2004) that requires from the cooperating teacher a complex interplay of communication, analytical and interpersonal skills (Fletcher 2000; Gibson 2006). Also, the power imbalance between the cooperating teacher and the student teacher (Shantz and Ward 1990) can make their interaction in the feedback conference undesirable because the cooperating teacher, who generally has more institutional authority and expertise than the intern, may exercise his/her authority by giving the student teacher more directives than encouragement (Anderson 2007) while the student teacher tries not to show their disagreement (e.g. Beck and Kosnik 2002). Also, the cooperating teacher's feedback may threaten the public self-image of the student teacher (Vásquez 2004) because it may involve some evaluation of the student teacher's teaching performance which often needs.

In other study confirmed a number of strategies considered to be effective in giving intern-friendly or constructive feedback in teacher education contexts, such as the use of questions, the delivery of compliments before criticisms or specific suggestions, the production of mild advice and suggestions (Vásquez 2004) and the assistance for the interns to pinpoint their own problems (Feiman-Nemser 2001), in addition to the provision of a comfortable atmosphere for the feedback

conferences and a balance of both positive and negative comments in feedback delivery.

In Indonesian context, the study conducted by Sunaryo et al. (2020) they argue that the success of students in teaching practice is affected by many factors, one of which is the role of teacher-mentor and supervisor. Teacher-mentors are responsible for advising students during their studies in the teacher professional education program when they are conducting teaching practice. The process of guiding, directing, and teaching others about how to achieve a certain career direction or goal by teacher-mentor is known as mentoring (Petrovska et al., 2018). The mentoring relationship between teacher-mentors and student teacher is one of the most critical facets of the practicum experience. The mentoring relationship in teaching practice is very beneficial for both pre-service and in-service teachers as their evaluation and their reflection and referenced for them to make a better performance in the future and it can be helpful for their individual development.

Hence, the study of pre-service English teachers' perceptions of mentor teacher feedback on designing teaching scenario is still less whether in international, even in Indonesian context in terms of knowing the perceptions of pre-service English teachers about the feedback who has given by mentor teacher. Therefore, to fill all the gaps this present study attempts to examine the perceptions of EFL pre-service teachers in university in terms of receiving feedback from mentor teacher on designing teaching scenario during field teaching practice.



## 1.2 The Scope of this Study

This study focused on the perceptions of EFL Pre-service Teachers about Mentor Teacher Feedback on designing teaching scenario. This study emphasizes the perceptions of EFL Pre-service Teachers of IAIN Kendari about the feedback from mentor teacher. Should we know that field teaching practice program occurs 4 times teaching in the class in 40 days. Regarding their field teaching practice, the EFL Pre-service teachers' mentor teacher gave feedback about designing lesson plan. In that case, mentor teacher refers to EFL Pre-service teachers' student teacher. It means the student teacher gave feedback to their students about their lesson plan.

## 1.3 The Research Question

Based on the background above, the researcher formulates a research question as follows: *“What are EFL Pre-service Teachers' perceptions of Mentor Teacher Feedback on Designing Teaching Scenario?”*

## 1.4 The Objective of this Study

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. It will be providing information to the universities to take a note the advantages of mentor teacher feedback in terms of how to provide lesson plan as well.

## 1.5 Significance of the Study

The finding of this study can be utilized as a reference for those who intend to conduct research in analyzing EFL Pre-service teachers' perceptions of mentor teacher feedback on designing teaching scenario. There are some contributions of this study.

Firstly, this study will be very useful for the others' EFL Pre-service teachers that will be teaching in the class. Secondly, this study also will be useful for the lecturers or mentor teacher to understand about EFL Pre-service teachers' perceptions about the feedback given for them. The last, it will be a reference for universities so that they can apply it as the most important reference in the development of teaching performance of Pre-service teachers.

## 1.6 Definition of Key Terms

*EFL Pre-service Teachers' Perceptions* in this research refers to how the EFL Pre-service Teachers perceived the feedback received from mentor teacher about their lesson plan. *Scenario* is useful as a means of testing students' abilities to respond effectively to practical problems and hence can be both to screen applicants for courses and to examine them at the end of their training. *Teaching scenario* is similar with *lesson plan*. *Lesson plan* in this study refers to how the EFL Pre-service teachers applied the teaching strategy in the class, such as how they open the class, providing teaching media, evaluating the students, and close the class.

The identification of the EFL Pre-service teachers' perceptions can be perceived usefulness, and EFL Pre-service teachers' satisfactions of getting feedback from mentor teacher. In this study *mentor teacher* refers to student teacher of EFL Pre-service teachers during field teaching practice. Mentoring as professional development can “effectively integrate new teachers into a program”. Mentor teacher is very essential for mentees to evaluate their teaching performance. Mentor teachers will be crucial for the students if they provide an objective feedback.

*Feedback* is information that could enable students to increase their deeper understanding of learning development. It has a crucial position to accelerate students' learning program. There are two kinds of feedback commonly such as oral feedback and written feedback. In this research, oral feedback was used to give the detail information about the EFL pre-service teachers.

*Mentor teacher feedback* is an important thing for the mentees. In this study, mentor teacher gave feedback to EFL pre-service teachers about their lesson plan during field teaching practice. It means mentor teacher feedback can present professional insights to allow the EFL pre-service teachers to reflect and develop their teaching practice. Moreover, the quality of mentor teacher feedback is also important to provide an appropriate feedback to the EFL pre-service teachers.

Mentor teacher could observe the mentees by doing observations around pedagogical knowledge practices who may allow for informative feedback.

Therefore, mentor teacher feedback can allow the mentees to synthesise and evaluate themselves toward developing a professional identity. In this case, mentor teacher also has to know the mentees' characteristic, because every student has the variety of characters.

