

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter provides the theoretical and empirical literature from the field of relevant analysis of mentor teacher feedback, which is divided into two main parts that present a discussion of the theoretical framework that supports definition of mentor teacher, mentor teacher feedback, teaching scenario, EFL pre-service teachers and the second part discusses previous research studies.

#### **2.1 Theoretical Framework**

##### **2.1.1 Mentor Teacher**

Mentors are expected to help mentees develop professional knowledge in the areas of content, learner, pedagogy, curriculum, pedagogical content knowledge development, context, and classroom management (Yendol-Hoppey & Dana, 2007). Graham (2006) points out that there are two components, critical to the success of the teaching practice experience, namely: the mentor teachers who guide and support pre-service teachers and the sites where the experiences occur. The role of mentor teacher is crucial in the pre-service teacher's growth and development. Mentor teachers as practicing professionals are aware of current issues in education, and they are uniquely positioned to help pre-service teachers navigate the demands of the practicum, particularly in matters of curriculum and classroom management.

Mentor characteristics cited as important by mentor and beginners were the mentor's position-specific responsibilities, personality characteristics, and

emotional stability. Mentors often had numerous other responsibilities that time and attention from the mentoring relationship. Because mentoring involves highly personal interactions, conducted under different circumstances in different schools, the roles of mentoring cannot be rigidly specified. Therefore, it is a mistake to develop any external definition or conception of mentoring and impose it by means of political pressure or high powered staff development activity. Mentoring, like good teaching, should be defined by those who will carry it out.

Mentors are paramount for guiding mentees' teaching practices. Through observation, mentors can provide quality feedback on positive aspects of their mentees' development and areas that require further improvement. Indeed, a mentor teacher draws conclusions about a mentee's teaching towards providing feedback predominantly through observations of practice, particularly observing a mentee teach in the classroom.

Kelly and Tannehill (2012), argue that a mentor teacher is a teacher whose classes the student teachers teach during their teaching practice and a professional teacher who provides guidance and assists the student teachers to improve the quality of their teaching skills. Thus, mentor teachers take an important role to influence development of student teachers as a teaching professional. Maphalala (2013) stated that for the mentor teachers to effectively assist the student teachers during their teaching practice.

The combination of the mentor role and teacher role might be especially challenging. Mentor teachers, as mentors, must support student teachers in practicing and acquiring the knowledge, beliefs, and skills that will enable them to

teach in ways that are fundamentally different from class, whereas in primary education the student teacher and mentor teacher generally are both in the same class: in primary education the student teacher performs activities, while the mentor teacher is also present as the teacher of that class. (Goodfellow, 2000).

Mentor teachers have become key players in launching pre-service teachers into the teaching profession. Mentor teachers are recognized for their practical knowledge of the teaching profession, which complements the theoretical knowledge that the pre-service teacher has acquired from the university. An educative mentor helps pre-service teachers learn to teach and develop the skills and dispositions to continue learning in and from their practice (Feiman-Nemser, 1998). Educative mentors help pre-service teachers use inquiry as a means to learn from their own practice, collect evidence of novice enactment while observing instruction, examine student work alongside the novice to consider student learning needs, and provide focused feedback for novice growth (Feiman-Nemser, 2001b, Kemmis, Heikkinen, Fransson, Aspors, & Edwards-Groves, 2014, Stanulis & Floden, 2009). Therefore, mentor teacher is essential for the pre-service teacher to guide teaching in the classroom. In this study, mentor teacher refers to student teacher. It means that mentor teacher will be giving feedback about the lesson plan of EFL pre-service teachers.

Additionally, educative mentors observe the novice in practice by selecting a focused purpose, collecting data aligned with the focus, and then debriefing with the novice using the data (Pylman et al., 2017; Stanulis & Bell, 2017). In engaging the novice in discussion through questioning, the mentor notes positive aspects of

the instruction, and ends with a discussion of goal setting, providing novices with specific feedback for improving their teaching practice (Pylman et al., 2017).

Effective mentoring has the potential to provide such assistance. Yet, another essential but often neglected aspect of organizational support is feedback to teachers on the results of their effort (Guskey, 2014). Feedback during mentoring could fill this gap in both practice and the literature about teacher growth. This study explored the ways that feedback from various types of mentors affected teachers as they experienced shifts inherent in implementing student-centered instruction.

### **2.1.2 Mentor Teacher Feedback**

In this study, mentor teacher refers to student teacher of English pre-service teachers. Mentor teacher is a qualified mentor who has a skill for teaching in the classroom. Mentor teacher also demonstrates their attributes in terms of competence, self-confidence, self-control, and professionalism (Johnson, 2008). They usually have the following characteristics: they are positive professional role models, respected teaching leaders, experienced in the school, aware of new teacher needs and concerns, committed to their own professional growth and that of their colleagues, and capable of facilitating professional development for colleagues.

Early-career teachers (pre-service teachers and beginning teachers) are new or relatively new to the profession and their self-awareness and development of a self-identity as teachers will be in formative stages. The feedback provided by

effective mentors can allow the early-career teacher to reflect on practices for professional growth, thus contributing to a professional self-identity. Mentor feedback frameworks or models tend to be around success criteria provided by universities, which usually involves checking boxes and/or writing comments. These processes are valuable for determining a mentee's level of achievement. Nevertheless, mentors report that their feedback to mentees is variable (Hudson, 2010). Hence, mentors also need to consider how they observe teaching practices and how they can provide feedback to their mentees.

A mentor's feedback can present professional insights to allow a mentee to reflect and develop practice. The feedback from mentors can allow mentees to synthesize and evaluate them towards developing a professional identity. For instance, one study (Harrison, Lawson, & Wortley, 2005) explain how the mentor's questioning of a mentee enhance reflective thinking for developing pedagogical practices. Importantly, feedback needs to be aimed at advancing practices and, particularly for early-career teachers, lead towards developing a teacher identity consistent with system expectations.

Al Sohmani (2012) identified school-based practicum feedback, offered in teacher education programs, as a highly important, influential and central component in helping student teachers learn to teach. Moreover, the type and the process of feedback provided to the student teacher during and/or after the practicum is viewed as an attempt to diminish barriers to effective practical teaching experiences for students (White, 2007). Consequently, research and publications in this field have significantly covered the determinant role that

feedback and reflection play, specifically with regard to viewing feedback as a way that upsurges student teacher awareness and results in fostering positive change in teaching behavior (Bailey, 2006).

Providing high quality and constructive feedback is one of the main components of the teaching practice program offered by Bahrain Teachers College (BTC). However, it has been observed by the researchers of this study that sometimes there is dissatisfaction on the part of student teachers with the type of feedback they receive and the way it is provided by their supervisors. This indicates a need to investigate the various perceptions of feedback that exist among student teachers; in addition to the quality of feedback given and whether or not it meets the criteria of high quality feedback.

Teacher has been the main source of feedback both an oral or written language in many classes (Lewis, 2002:15). This situation also occurs in the writing class in which teacher read and mark students' paper, offer revision, suggestion, and feedback on language errors. In many classes, teachers are the sources of feedback. Indeed, teachers are very helpful in facing some difficulties in their writing. Teacher helps them by giving some outlines of how to write well and check the content and the written mistakes. According to Berzsenyi (2001) teacher can give feedback in the form of question to ask for clarification or suggest expansion. Besides, teacher may give remarks which reveal understanding towards students' composition, identify mechanical problem in a specific sentence and/or give praise when students are working well in their writing. Those can be done to ensure the students that their written works are in line with the message



they want to convey. After receiving feedback, the students could directly recheck and correct what mistakes they have done based on the teacher's correction. Commonly, the teacher corrects the students' writing one by one and then discusses it with the students face to face. It is called conferencing feedback.

Researchers have indicated that feedback is essential for learning in the field in educational settings (Hattie & Timperley, 2007, Voerman et al., 2012). Complex tasks are more easily learned with frequent feedback (Bransford, Derry, Berliner, Hammerness, & Beckett, 2005) and learning to teach is certainly complex (Grossman et al., 2009, Shulman, 1986). Feedback on teaching allows teachers to reflect on their instructional practice (Davis & Fantozzi, 2016, Kennedy & Lees, 2016, Schön, 1987), assess their growth (Anast-May, Penick, Schroyer, & Howell, 2011, Feeney, 2007), and set instructional goals for the future (Anast-May et al., 2011, Feeney, 2007). These growth-improving possibilities make feedback an important aspect of learning to teach.

According to Dominguez's (2017) review of mentor and mentee competencies, 'The only general agreement across the literature is the need for both mentor and mentees to be able to offer and receive feedback, along with listening and communication skills' (p.77). This literature includes support for prioritizing the feedback experience for both the mentor and the mentee. In a review of characteristics of effective mentors, Sanyal (2017) included, Feedback a mentor should give feedback in a way that the mentor accepts it, understands it and is able to use it (p.144).

Hudson (2007) also included feedback in his five component model for mentoring. In defining ethical principles for mentors, Johnson (2017) incorporated a section on fidelity that stated: “Mentors are 2 L. S. Keiler et al. honest in their feedback to mentees” (p.115). In their study of the impact of mentors’ feedback on mentees’ desire to remain in the profession, Lejonberg and Tiplic (2016) discovered that mentees “who reported receiving mentoring characterized by mentors” clear advice and feedback and mentors’ communication of their judgments of mentees’ performance were more likely to report higher levels of self-efficacy towards both their ability to communicate the content of their subject and their ability to maintain discipline in the classroom (p.297).

Researchers have also explored the importance of the mentees’ ability to receive and act to upon feedback, connecting this to the mentors’ willingness to invest in the mentoring process (Sanyal, 2017). Some analyses of mentees’ experiences have focused on specific characteristics and needs of mentees. For example, in their analysis of mentoring for Millennials and GenXers, Irby, Boswell, et al. (2017) suggested that “instant feedback may be required of the mentor” to support this technology-savvy group of mentees (p.127). Koczka (2017) predicted that mentors and mentees might need support to practice skills such as “giving and receiving feedback” (p.254). Thus, the quality of the feedback provided by the mentor and the ability of the mentee to receive and act upon the feedback has been demonstrated to be essential for a successful mentoring experience.



In this review, Hattie and Tiperley (2007) defined feedback “as information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one’s performance or understanding” (p. 81). Related to teaching practicum, feedback is one of the important components in teaching practicum. Ali an Al-Adawi’s (2013) study revealed that mentors’ feedback is considered as an important component in helping student teachers learn how to teach. In short, feedback could help the student teachers to know their strengths and weaknesses. Thus, the aim of feedback is to contribute improvement to student teachers’ learning and achievement. In other words, feedback is a tool that involves information of student teachers’ performance which aims to improve student teachers’ teaching skill.

Although the importance of feedback to improve the student teachers’ teaching cannot be denied, there is still a dispute about the kind of feedback which is considered to be effective for student teachers and the ones which are not. Some argued that sometimes feedback is unclear or unhelpful (Spiller, 2019). However, Ali and Al-Adawi (2013) found that “practicum feedback should allow dialogue between students and their mentors and promote their thinking and reflection skills and consolidate their pedagogical skills”. In fact, having a dialogue between student teachers and their mentor teacher after student teachers’ teaching is important. The student teachers and their mentor teacher could discuss and evaluate the student teachers’ teaching performance. Thus, by being given a clear feedback, student teachers could self-reflect their teaching performance and could understand their strengths and weaknesses. Cohen (1909, as cited in Pratiwi,

2013) proposed two forms of feedback, namely oral feedback, and written feedback.

The first is oral feedback. Oral feedback is known as “personal consultation” between teacher and student. For doing oral feedback, a mentor teacher and a student should sit together and have an evaluation of the student teacher’s teaching performance. The mentor teacher and the student teacher would have a dialogue about the student teachers’ teaching practice. That is why it is called a “personal consultation” because not only the mentor teacher that should give comments but the student teachers also could give their opinion toward their feedback. The problem of doing oral feedback is that sometimes the mentor teacher did not give the feedback directly. The student teachers would get difficulty to reflect their teaching performance, if the mentor teachers did not give the feedback directly.

Oral (verbal) feedback was indicated by mentor teachers as a way to provide positive and constructive comments expediently. It was outlined that oral feedback could be presented formally and informally. That is, oral feedback can be articulated formally before and after designated lessons, particularly in reviewing a mentee’s teaching plans. While informal feedback can occur more spontaneously and at pivotal moments, whereas written feedback would require more time. Importantly, these mentors highlighted that using personal attributes (e.g. being supportive, listening, instilling confidence) was essential for facilitating oral feedback.

The second is written feedback. It commonly involves written comments, corrections, or marks in students' written work draft. Differently with oral feedback, written feedback could not support any discussion between the student teachers and mentor teacher. It is also only from mentor teachers' comment, thus the student teachers could not show their opinion toward their feedback. However, written feedback could be checked anytime when student teachers forget the feedback. If the mentor teachers only provide written feedback, the feedback should contain specific comments which involve the weaknesses and the strength of the student teachers, and suggestion how to improve their performance.

It was clear that written feedback formalized the process, similar to a contractual agreement between two parties. Mentor teachers suggested that written feedback formally recognizes the mentees' pedagogical achievements while guiding the mentee towards reflecting and improving practices. Mentors claimed that written feedback can occur around the mentee's planning, teaching, assessment and reflection with links to pedagogical knowledge practices (e.g. classroom management, teaching strategies, questioning). Written feedback can formalize the standard achieved by the mentee with a further focus on expectations for improving practices. It was expected that the mentor's written feedback would be translated into action with the mentee implementing the mentor's advice in subsequent lessons. It was also suggested that the mentor should write about the mentee's written reflections to affirm or dispute diplomatically the mentee's claims.

White (2007) states, “Both oral and written feedback need to be given, and that each should cover positives and negatives” because by telling positives and negatives during their teaching performance, it will help student teachers to keep the positive things that they have done in class and could avoid the negatives. Then, positives mean the strength of the student teachers while negatives mean the weaknesses or students’ mistakes while performing their teaching practice. Additionally, having discussion after student teachers’ teaching performance could create a good relationship between student teachers and their mentor teacher. Furthermore, Dargusch and Davis (2015) who argued that “the relationship between lecturers and the students strongly influences students’ perceptions of the feedback they receive”. By having good relationship with mentor teachers, the student teachers also will have positive perception toward the feedback that they receive.

### **2.1.3 Teaching Scenario**

Scenario is discussed in terms of their various uses in emergency planning and management. The function of scenario in teaching program is assessed with respect to various sorts of curricula for training emergency personnel. The format of scenario is discussed and the potential for using the methodology creatively is explored. A brief example of an emergency training scenario is presented and evaluated in terms of its teaching potential. Otherwise, teaching scenario in this study refers to EFL pre-service teachers’ lesson plan. Lesson plan is an initial step before the learning process runs out. According to Neisari and Heidari (2014) stated that a lesson plan describes clearly about learning process that consists of

the material which will be taught, method, appropriate media, time, place as well as students evaluation.

Lesson plan is the systematic process of deciding what and how students should learn. Lesson planning is a key responsibility of teachers. According to Borich (2007), teachers decide about the form and content of their instruction, such as how much presenting, questioning, and discussing to do how, how much material to cover during the allotted time, and depth in the subject to make instructions. As stated by Richards and Bohlke (2011), “planning a lesson before teaching is considered as a prerequisite process to stay your ground to teach less effective.” In addition, planning allows the students to learn effectively in the classroom teaching so that they can gain specific competencies in the classroom teaching.

In addition, Rhalmi (2010), insights the planning as a concrete direction for a teacher to move forward and can save and manage his/her time efficiently. Gross (2009) stated that through the lesson planning a teacher can manage her time to organize teaching, effort and resources efficiently. Recently, Malick (2015) exemplifies planning to the same extent as other researchers, that lesson planning prevents time to waste because it helps the teacher to be systematic and orderly. Hibanaz (2010), considers that lesson planning provides step by step directions. It checks to understand before proceeding. Thornbury (2012) epitomizes the planning process and the detailed pre-lesson decision making as a quality of an effective teacher. In this case, Mahon (2011) exposed about the lesson plan as, an organized outline for signal instructional periods. It tells the

instructor which teaching method is to be used for the lesson, what is to be taught, and in what sequence to present information.

Moreover, the teachers have realized that lesson plan is essential tool that need to be mastery in teaching and learning process, they still faced challenges in making it. There are some research in EFL context showed that EFL teachers experienced some difficulties in designing lesson plan in terms of formulating learning outcome, indicators, selecting materials, determining learning activities, learning resources, time allocation, and developing assessment procedure (Permana, 2010; Farid, 2014; Saputri, 2017), choosing learning method and media (Marliani, 2017).

Hence, collaborative efforts develop a detailed plan for the research lesson is a critical aspect of the lesson study cycle (Fuji, 2016). Lee and Takahashi (2011) strongly argue that lesson plans are not faulty renderings of what happened, but they are important because they represent a body of coherent ideas, reasoned objectives and systematic processes. They further argued that within lesson study, lesson plans become reflective resources for teachers to identify, problematize and act on what happens (Lee & Takahashi, 2011).

According to Mosvold and Bjuland (2016), for lesson planning in practicum without lesson study, the planning phase entails: agreeing a time schedule, making decisions about content, planning the organisation of the lesson/ pupils, adjusting the lesson plan to curricula, and adapting textbook tasks. When planning a research lesson in a lesson study cycle, crucial components for the student-teachers include: formulating a research question, predicting pupils' learning,



making a lesson plan, planning the observation of pupils' learning, and reading the research literature (Mosvold & Bjuland, 2016).

Another research found that time availability the difficulty in constructing assessment and the lack of contextual training are the causes of the difficulty of designing a lesson plan (Jasmi, 2014). From those findings, it can be seen that designing a lesson plan is challenging for EFL teachers. But, although it is difficult and challenging, teachers still need to take notice of steps in preparing a lesson plan in order to make an ideal lesson plan.

In preparation step, teachers should concern several steps in compiling a lesson plan. Ali Bin-Hady and Abdulsafi (2018) mentioned that before planning any daily lesson the teacher should; 1) read material that is relevant to what will be taught, 2) think about the objectives and procedures that will be used, 3) think about the difficulties that will be faced by students so that the teacher can adjust to the material to be given, 4) pay attention to the time needed for each stage of learning that the teacher will carry out, 5) ensure the teacher gives sufficient time for interaction between teacher and student, 6) each teacher tries to add various activities in learning.

In Indonesia, 2013 curriculum has been implemented, the Minister of National Education Regulation Number 103 Year 2013 mentioned several components guiding teachers in designing a 2013 curriculum lesson plan, they are: main competence (KI), basic competence, indicator, objective, material, teaching activity, assessment and resources. In order to develop the lesson plan, teachers should notice these stages: analyzing syllabus, identifying learning

material, deciding learning aims, developing learning activity, formulating assessment, deciding time allocation, and deciding learning sources (attachment of the Minister of National Education Regulation Number 81a Year 2013, Kerangka Dasar dan Struktur Kurikulum).

In addition, teachers also need to consider students' abilities, interests and number, teachers' learning management, teaching methods, and habits, learning material, and facilities and time available (Wardani in Zandrato, 2016). So, it can be concluded that in order to make an ideal lesson plan, there are several steps that teachers must do. A good preparation may minimize the difficulties in designing a lesson plan. After teachers plan the teaching process, they certainly will implement the plan during the process. But, based on the initial study conducted in one of junior high schools in Majalengka, the lesson plan designed by teachers was not implemented perfectly during the learning process. Build upon the teachers' difficulties in designing lesson plans, the questions arise about teachers' readiness and preparation in designing a lesson plan. This recent study tries to explore the teachers' preparation of designing a lesson plan in teaching English. The things that teachers do in designing a lesson plan will be discussed. Beside that, this study also wants to investigate whether the lesson plan designed by the teachers is in accordance with its implementation in the learning process.

Many researchers indicate that lesson plans are of great importance in providing an effective learning environment. Teachers are required to set up a learning environment in which students can learn effectively, and this involves planning materials, strategies and timing. A lesson plan is a document that shows

what will happen in a particular timeframe. Vdovina and Gaibisso (2013) indicated that a lesson plan helps teachers to have a framework for carrying their students to certain “learning destinations”. It involves goals, knowledge, and sequencing, as well as activity procedure, implementation, and assessment.

Thus, preparing a lesson plan helps pre-service teachers to organize their activities, construct their goals, and get feedback from their supervisors. Accordingly, planning is one of the crucial skills that pre-service teachers should gain during their training. During their education, pre-service teachers are trained to plan their lessons. Experienced teachers internalized the lesson planning process and that, therefore, pre-service teachers' plans are different than the experienced teachers' plans. However, the details of a lesson plan depend on local and personal circumstances. For example, whether pre-service teachers focus on learning from a textbook as in a traditional context or develop the materials themselves influences the way they write their plans.

Teacher training programs help them to understand the importance of planning, as well as to plan their lessons effectively. Therefore, understanding preservice teachers' views about planning will help us to understand the way they plan their lessons and give us insights into the ways in which teacher educators prepare them to teach effectively. Lesson plans help pre-service teachers to close the gap between theory and practice. For example, Dunn, Craig, Favre, Markus, Pedota, Sookdeo, Stock and Terry (2010) indicated that although educators express the importance of multiple intelligences, when it comes to students'

learning styles in the teaching-learning process, many of the teachers continue to teach conventionally.

Besides, teachers claimed that lesson plans also help them to schedule required curriculum content. The internal reasons for teachers involve feeling confident, learning the subject matter better, and enabling lessons to run more smoothly, as well as predicting problems before they happen. The external reasons include fulfilling the requirements of the school principal and guiding a substitute teacher if the class needs one. These benefits enable pre-service teachers to be more comfortable during the teaching-learning process.

Choy, Wong, Lim and Chong (2013) stated that lesson plans reflect teachers' interpretations of subject matter, as well as the way they adopt instructional materials, as influenced by the extent to which the teacher is informed about learners' prior knowledge and the topic to be presented. In lesson plans, we can see how preservice teachers transform learning theory into practice. Furthermore, planning enables pre-service teachers to think through what they teach, how they teach, and how to evaluate their teaching (Ruys, Keer & Aelterman; 2012).

However, student teachers lack experience in planning and organizing teaching activities. Therefore, understanding pre-service teachers' perceptions of the way lesson plans guide them to teach will help researchers to understand how they think and decide about their teaching. This will enable researchers and teacher educators to help pre-service teachers plan their lessons and teach effectively.

#### **2.1.4 EFL Pre-Service Teachers' Perceptions toward Mentor Teacher Feedback**

The term “EFL pre-service teacher” refers to those who are in one sphere such as training or education before taking any particular field of job. Likewise in terms of requirements, EFL pre-service teachers have many duties to fulfill as prospective teachers. One of them is they should have enough pedagogy skills such as in designing and implementing curriculum, applying technologies, and mastering the target language with its culture (Barzaq, 2007). To become a proficient teacher, EFL pre-service teachers need to improve the ability in terms of choosing content as teaching materials, knowing how to deliver materials and have a good teaching and managerial strategies (Sheridan, 2011).

Accordingly, there are some points need by EFL pre-service teachers beside pedagogy that they are must be well qualified in language skills, culture and literature, language and linguistics and psychology (Barzaq, 2007). In addition, in the area where English become foreign language it gives special issue and important element for TEFL program. It required EFL pre-service teacher such as those who have good language proficiency and can communicate effectively (Barzaq, 2017). Despite of those conditions, in the real situation EFL pre-service teacher found some challenges and weaknesses when associated with teaching practicum.

Farrel (2012) classifies several challenges that are often faced by EFL pre-service teachers are lesson planning, lesson delivery, classroom management, and

identity development. It happens based on the different situations and class conditions they find in the real life. Hence, this can be overcome in two ways: first, by preparing everything needed by a teacher or teacher candidates at the preparation stage such as at the Second Language Teacher SLT stage by including reflection activities and assignments to certain subjects (Farrel, 2012). Second, as stated by Farrel (2009) in Farrel (2012) by holding trainings aimed at teachers in the first year in order to prepare themselves in minimizing the challenges to be faced.

Altman (1985, p. 85) describes perception as the way stimuli are selected and grouped, so they can be meaningfully interpreted. It is a person's view of reality. Kreitner & Kinicki (1992, p. 126) stated that perception as a mental and cognitive process that enables people to interpret and understand the surroundings. In addition, Moskowitz and Orgel (1969, p. 126) argue that perception is a global response to a stimulus or a set of stimuli. From those definitions perception is viewed as the response to stimulus or to surroundings. Then, these responses will be interpreted as meaningful information about stimuli.

Pratiwi (2013) found that teacher's mostly gave feedback in direct way. The students prefer written feedback than oral feedback, teacher's written feedback was objective, teacher's written feedback was clear, teacher's written feedback assisted the students, teacher's written feedback was encouraging, and the students never had negative effect of the teacher's written feedback teacher's written feedback did not disturb the process of writing, and the teacher often gives feedback to the students.



Warga (1983, p. 207) and Mahmud (1990, p. 41) state that perceptions are based on past experience and supporting this idea defines perception as the act of interpreting information which has been kept in human brain. The researchers use teacher's written feedback as the past experience, in which the stimulus will be brought to the receptors. Then, the receptors will bring the stimulus to the brain to be processed.

Cook (1994, p. 90) remarks that perception is the selection, organization and interpretation of sensory data. Further, Kreitner (1989, p. 126) adds that perception will lead to the change of attitude, motivation and behavior. In conclusion, perception may create this outcome within individuals. According to Pickens (2005), perception is related to attitude. Perception can be defined when someone interprets "the stimuli into something meaningful to him or her based on prior experiences" (Pickens, 2005). In short, perception is how human react toward their previous experience.

However, every individual has different reaction toward their experience. For example, if after receiving the feedback the student teachers get benefits from the feedback, their perception toward feedback will be positive. On the contrary, if the student teachers did not get any benefits after receiving the feedback, the student teachers would think that the feedback is not helpful. From this example, it can be concluded that the student teachers' experiences toward their mentor teachers' feedback will influence their perception toward their feedback.

There are some factors that influence students' perception such as their motivation, expectation, and previous experience. In short, positive or negative perception will influence the students' attitude, motivation and behavior. Depdikbud (1987 as cited in Pratiwi, 2013) divides factors that affect someone's perception into two. They are internal factors, and external factors. Internal factors that come from the students themselves, such as thought, feeling, willingness, needs, and motivation. Meanwhile, External factors that come from outside of students, such as educational background, experience, environment, culture, and belief.

When students' perception is positive, the mentor teacher's feedback that they receive will be effective for their performance but when the students' perception is negative, it will disturb the students' acceptance of feedback. In this case, the students (EFL pre-service teachers) did not get the feedback as well. It means that students' perception influences the successful of mentor teachers' feedback (Pratiwi, 2013).

On the other way around, if mentor teachers can give effective feedback, the students' reaction will be positive. Thus, their perception will also be positive, but if the feedback is not effective enough or not as what the students expect, the students' reaction will be negative. Thus, many student teachers who do not receive effective feedback will think that feedback is not important. Therefore, concerns student teachers' perception toward their mentor teacher's feedback. The codebook of EFL pre-service teachers' perceptions showed positive feedback and negative feedback based on the table below:

**Table 2.1 Codebook of Pre-service Teachers' Perceptions**

Category	Code	Example
<b>Positive Feedback</b>	PF	Mentor teacher gave motivational feedback
<b>Negative Feedback</b>	NF	Mentor teacher gave inconvenient feedback

## 2.2 Previous Study

This section provides some relevant studies. Regarding to Hala & Shaban (2019) found that feedback from mentor investigated the perceptions of pre-service teachers studying at Bahrain Teachers College about the quality of feedback they receive by their practicum supervisors. The findings revealed that the participants demonstrated good level of awareness of the concept of feedback. They reported that the feedback received from their supervisors was clear, straightforward and helpful in improving their teaching performance. They also showed clear understanding of the role feedback plays in professional development.

Another study from Vasquez & Rosas (2017) found that the students-teachers felt the need for their mentor's development in providing mentoring practices with a focus on system requirement (e.g. aims, curriculum, and policies). Hudson (2010, p.35) stated that "... an education's system requirement must be made more explicit for pre-service teachers at all levels of engagement" and "... final-year pre-service teachers ... need to know about the practicalities of an education's system requirements".

In addition, there is also a study from Wexler (2019) that illustrates ways in which three novice teachers drew on feedback they received from their student teaching mentors as FYTs. Feedback that generated learning and growth, or

educative feedback, included the following features: it was focused, frequent, and growth/goal oriented. This study adds to current literature on feedback and mentoring by taking a longitudinal look at the possible influences of mentoring during student teaching and supporting the benefits of focused, frequent feedback to novice teachers.

Through Leslie, Raffaella, Kara & Julia (2020), they revealed a need to prioritize time and structure for feedback as a critical component of mentoring if it is going to have any impact on developing teachers confirming Hudson's (2007) notions that the mentor's involvement in facilitating the mentee's learning for more effective teaching cannot be indiscriminate or handled haphazardly: instead, it must be predetermined and sequentially organized so the mentor's objectives are specific, clear, and obtainable.

The previous study focused on the perceptions of pre-service teachers about the quality of feedback that they receive from their practicum supervisor conducted by Wexler (2019). Another study illustrated ways in which three novice teachers applied the feedback that they received from their student teaching mentors, the study found that student teaching mentors play an important role as novices learn to teach, helping novices both be open to critical feedback and be able to utilize it to improve their instruction, and though induction experiences varied, each participant valued the social aspect of learning, they wanted to talk about and through their teaching with another teacher and advocated for their own growth by seeking feedback from others.

Meanwhile, the study conducted by Wexler (2019) examined how mentoring experiences during student teaching further supports teachers as they continue learning to teach. It focused on the experiences of three novice teachers about receiving, responding, and reflecting on feedback.

Lastly, the study from Putri (2021) found that the students perceived teacher feedback as positive and negative. Upon receiving teacher feedback, the students developed their self-regulated learning, such as setting goals, monitoring, self-motivating, seeking-help, adopting, and self-evaluating in English learning.

While this present study focused on the perceptions of pre-service English teachers about the feedback that mentor teacher has given during field teaching practice about how they design their lesson plan.

