

CHAPTER IV

FINDING AND DISCUSSION

This chapter conveys the findings and discussion of the study. The finding is related to the research question on EFL pre-service teachers' perceptions of mentor teacher feedback on designing teaching scenario. Also, the results of this study are further explored in the discussion section and are related to relevant previous research findings.

4.1 Findings

The findings discuss the result of the analysis of data collection through written reflection. The aim of that is to reveal what had been discovered in the field of feedback related to EFL pre-service teachers' perceptions of mentor teacher feedback on designing teaching scenario. Two main themes identification emerged to reveal the research findings based on the results of data analysis from participant reflections, namely positive perceptions toward mentor teacher feedback and negative perception. In terms of positive perceptions, mentor teacher has been consider as motivational provider, feedback provider, and helping the EFL pre-service teachers to know the strength and weakness. However, regardless the positivity of the EFL pre-service teachers' perceptions, EFL pre-service teachers also had negative perception. The negative perception appears because EFL pre-service teacher feels unmotivated. The details will be presented as follows:

4.1.1 Positive Perceptions toward Mentor Teacher Feedback

Based on the data has been collected by the researcher through written reflection deeper analysis using thematic approach by identifying patterns and themes, researcher discovered three sub-themes of Positive Feedback namely: (1) becoming motivational provider, (2) becoming feedback provider, and (3) helping the PsT to know the strengths and weaknesses. The following was a description of the sub-themes that have been found.

4.1.1.1 Becoming Motivational Provider for PsT

This section describes research findings showing perceptions of participants that the mentor teacher feedback increased their motivation. It means the EFL pre-service teachers perceived the role of mentor teacher is becoming motivational provider. The participants expressed their views by providing various reasons to support their claims.

Below are some direct quote statements that participant mentioned in their reflection on the EFL pre-service teachers' perceptions of mentor teacher feedback. This is in line with P1 which stated that feedback given from mentor teacher is Motivational Feedback.

*“My mentor teacher always gave me **a positive feedback to build my professionalism** as well as an English teacher. Therefore, the feedback given from mentor teacher is always **be my motivation to be better**” (P1)*

*“It makes me more excited to teach because mentor teacher gave **good motivations for my performance in teaching.**” (P4)*

In light of the responses above, it is perceptible that feedback that has been given from mentor teacher could be able to develop EFL pre-service teachers' professionalism as a good teacher. Every time they received feedback from mentor teacher, they always are motivated to do their best in teaching. It also built their enthusiasm to teach in the classroom. These things make them feel excited and enthusiastic to make a good lesson plan and apply it in teaching practice.

4.1.1.2 Becoming Feedback Provider for PsT

This section described the research findings showed perceptions of participants that the feedback from mentor teacher is helpful for the EFL Pre-service teachers. Mentor teacher becomes feedback provider for EFL pre-service teachers. The participants expressed their viewpoint by presenting various reasons to back their claims.

The following were several statements in direct quotations mentioned by the participants in their reflection on the feedback they received from mentor teacher about pre-service teachers' lesson plan. This is in line with the opinion of P1, P3, P4, and P5 which state the feedback that they received from mentor teacher is needed by PsT to know how to design a good lesson plan, such as chose an appropriate teaching media, and a correct teaching method.

*“Feedback given from mentor teacher is **my reference to determine the correct method** that I do in teaching process. Such as to open the class I need to greet the students correctly, then gave them an apperception or invite the students to guest the material that will be learned. And with the feedback from mentor teacher, I can be able to learn how to teach effectively is to teach well-organized that suitable with the lesson plan that have been making.” (P1)*

“I can do lesson plan as with that I will be teaching in the classroom. Like, how to open the class, providing games in accordance with the teaching material, then how to evaluate the students whether they understood with the material or not, and then how to close the class as well.” (P3)

*“Lesson plan that I have made previously I thought it was already right, but after I applied it by teaching in the classroom, evidently less effective. So, after receiving feedback from mentor teacher, I just realized that **the method or teaching strategy in the classroom needs to accordance with our students**, it means that the teaching media that will be using in the class has to be suitable with the students’ need. As the result, I can be able to design lesson plan by providing an appropriate teaching method for the students.” (P4)*

*“My mentor teacher objectively gave a feedback related to my lesson plan. **Mentor teacher corrects about the teaching media that I use in teaching in the classroom**, so that by choosing teaching media, I need to suitable whether the students and the teaching media that I will use. All the feedback of mentor teacher will be an evaluation so my next lesson plan will be better.” (P5)*

In light of responses above, it is clear that mentor teacher feedback is needed to EFL pre-service teachers in evaluating their teaching performance, whether providing material or teaching scenario. EFL pre-service teachers stated that mentor teacher corrected their teaching media, teaching method, and teaching model. Mentor teacher emphasized to choose an appropriate media to teach the students effectively. Frequently, EFL pre-service teachers choose media which was incompatible students’ needs.

Mentor teacher feedback is helping the EFL pre-service teachers to determine an appropriate teaching method so that they will be able to provide an effective lesson plan in order to teach the students in the classroom. Mentor teacher also suggested the EFL pre-service teachers to determine teaching method

that suitable with the students' need such as pair work for the students which felt shy to speak in front of the class. It is good for the students to build their confidence to speak even though they are shy to speak in front of the class, they can be able to talk with their friend in a pair.

4.1.1.3 Helping the PsT to know the strengths and weaknesses

This section described the research findings showed perceptions of the participants about the quality of feedback they received from mentor teacher become essential for EFL pre-service teachers to help them to know the strengths and weaknesses of their lesson plan. Mentor teacher provides a positive feedback to increase their enthusiasm to teach the students in the classroom. The participants expressed their viewpoint by presenting various reasons to back their claims.

The following were several statements in direct quotations mentioned by the participants in their reflection on the quality of feedback they received from mentor teacher about pre-service teachers' lesson plan. This is in line with the opinion of P3 and P4 which state the feedback that they received from mentor teacher is vital for designing a good lesson plan.

*“I think mentor teacher feedback is **very important**, because I can be able to know the strength and weakness in designing lesson plan so that I will be able to teach the students effectively in the classroom. Therefore, I really need the mentor teacher feedback.” (P3)*

*“My opinion about mentor teacher feedback is **very essential** because I can find out my mistakes in preparing a lesson plan, so when I teach the students in the classroom I can make sure the students understood the material as well.” (P4)*

In light of responses above, it is perceptible that mentor teacher feedback is very vital for the EFL pre-service teachers to help them to know their mistakes by providing lesson plan, so they can be able to design an appropriate lesson plan, such as how to open the class, provide material, how to choose an appropriate media for the students, choosing a correct teaching method and how to evaluate the students' knowledge. As the result, EFL pre-service teachers can be able to organize teaching practicum as well as the lesson plan they made and make sure the students can enjoy the lesson effectively.

This is in line with the opinion of P3 which stated that mentor teacher adviced to choose an appropriate teaching method in lesson plan.

*“Yes, my lesson plan corrected by mentor teacher in teaching method part. **Mentor teacher suggests me to provide a suitable teaching method to the students’ learning is pair work, because almost all the students are lazy to speak in learning situation.**” (P3)*

The response of P3 above, it is clear that teaching method is also important in teaching for the EFL pre-service teacher to consider the students' need whether using PPP (Presentation, Practice, and Production) method, group work, and pair work. In this case, mentor teacher advices the students to use pair work as a teaching method because it is effective for building the students' confident to speak with their partner so that they can be able to extend their needs. This teaching method can be anticipating students' inertness to speak. Therefore, the students will be able to be more active to speak with their partner and enhancing their ideas without hesitations.

4.1.2 Negative Perception towards Mentor Teacher Feedback

This part shows the negative perception of EFL pre service teacher towards mentor teacher feedback. There is one EFL pre service teacher who perceived that the feedback from mentor teacher is contradictory with his mind.

4.1.2.1 Reducing PsT's Teaching Motivation

This section describes research findings showing perceptions of participants that the feedback from mentor teacher reduced the EFL pre-service teacher's motivation. One of the participant in this study perceived that mentor teacher feedback decreased his enthusiasm to design a lesson plan even to teach, because mentor teacher gave unconstructive feedback which refers to negative feedback. The participant expressed his views by providing various reasons to support his claims.

Below is a direct quote statement that participant mentioned in the reflection on the EFL pre-service teacher's perceptions of mentor teacher feedback. This is in line with P2 which stated that feedback given from mentor teacher is not convenient feedback.

*“Actually, the feedback from mentor teacher is very objective because she **corrected me in accordance with my mistakes**. Nonetheless, I felt uncomfortable when she gave me correction with **irreverent words** I thought. For example, **she judged me** with the words “you can't be able to teach the students and can't be a teacher yet”.” (P2)*

The data from P2 revealed that mentor teacher gave an objective feedback but the delivery of mentor teacher is decreased teaching spirit. P2 acknowledged that the suggestion of mentor teacher did not show the good words in establishing

the teacher professional teaching in the class. The way mentor teacher gave feedback is not true to create a good English teacher. As the result, EFL pre-service teachers are lazy to learn to be a good English teacher. It means the EFL pre-service teachers are lack of motivation. The examples of students' statements are shown as follows:

*“In my opinion, the feedback given from mentor teacher **decreased my spirit to make a lesson plan even to teach**. Because the feedback that I received from mentor teacher was not good in order to increase my motivation to teach. In this case, mentor teacher was **dropping me off to be an English teacher**.” (P2)*

In response above, it is clear that P2 felt uncomfortable when the mentor teacher gave any corrections related to his lesson plan even his teaching performance. Feedback from mentor teacher is unconstructive feedback, as the result the EFL pre-service teacher was uneasy. Thus, mentor teacher should provide polite words to give corrections because P2 felt uncomfortable with the words. As the results, it could be decreased the enthusiasm of EFL pre-service teacher to design a lesson plan even to teach the students in the classroom.

4.2 Discussions

In this part, the researcher presented a discussion dealer with the research findings about EFL pre-service teachers' perceptions of mentor teacher feedback on designing teacher scenario. The research findings revealed that mostly the participants of this present study perceived that mentor teacher feedback was positive, although there is one participant perceived that mentor teacher gave a negative feedback. The data were obtained through EFL pre-service teachers'

reflection and two main themes emerged namely positive perceptions toward mentor teacher feedback and negative perception towards mentor teacher feedback.

4.2.1 Positive Perceptions toward Mentor Teacher Feedback

From the findings, it can be seen that mentor teacher gave some kinds of feedback to EFL pre-service teachers' lesson plan, whether in form of positive and negative feedback. Almost all the participants of this study perceived that they received positive feedback from their mentor teacher. They acknowledged that mentor teacher feedback become motivation. They realized that mentor teacher gave positive feedback which has been good for them to build their motivation and feel enthusiastic to design lesson plan even to teach. This is in line with research results that were conducted by Gamlen and Smith (2013) said that it could promote student learning when the teacher provides positive feedback. It means students can learn effectively when the teacher gave positive feedback. Additionally, Hill and West's (2020) and Ounis's (2017) study are in line with these present results that feedback could maintain the students' motivation for better in teaching. It means the feedback that has been given from mentor teacher is a motivation for the students to be better in teaching so the EFL pre-service teachers feel enthusiasm to teach the students in the classroom and enjoy the teaching as well.

Moreover, this study also found that EFL pre-service teachers assumed that mentor teacher as a feedback provider. Mentor teacher corrected the EFL pre-service teachers' lesson plan i.e mentor teacher corrected the teaching media,

teaching method that have been chosen by EFL pre-service teachers. As the result, mostly participants of this study assumed that mentor teacher feedback was vital to create a good lesson plan. As noted in the participants' reflection, they acknowledged that feedback from mentor teacher is essential for them to know the things that they need to do, such as how to consider an appropriate teaching method, teaching media, and how to know the students' needs. This is in line with the study that conducted by Vattoy and Smith (2019) stated that the EFL pre-service teachers who were aware of learning goals perceived the mentor teacher feedback is important. They declared that feedback is a crucial thing and needed to become an evaluation so that they would be able to design a good lesson plan. Therefore, without any feedback for the mentor teacher, EFL pre-service teachers cannot be able to know their mistakes in designing teaching scenario even to teach in the classroom situation.

Most of the EFL pre-service teachers who perceived feedback as positive feedback acknowledged that mentor teacher feedback helped them to know strengths and weaknesses of their lesson plan such as choosing an appropriate teaching media and teaching method. This is in line with the study that conducted by (Sadler, 2013; Xiao & Yang, 2019) which stated that mentor teacher feedback helps students identify what things they have to fix. It is supported by the study that conducted by Vattoy & Smith (2019) stated that mentor teacher feedback enhances students' current performance. It means feedback from mentor teacher become helpful for EFL pre-service teachers to know the quality of their lesson plan whether the lesson plan is perfectly good or the lesson plan needs to be fixed.

4.2.2 Negative Perception towards Mentor Teacher Feedback

However, almost all the participants on this present study perceived that mentor teacher feedback is positive, but there is one of the participants which assumed that he received negative feedback from his mentor teacher. The participant realized feedback delivery by mentor teacher was reducing his motivation to design lesson plan and even to teach. The comment from mentor teacher defined as inconvenient feedback that claims mentor teacher did not establish polite words for delivering. This is in line with the study that conducted by Putri et al (2021) found that students were forced to study hard so that they felt unmotivated to learn English.

The other study from Gamlen and Smith (2013) supported that teacher's negative feedback could decrease the students' motivation, and students tend to be stressed in learning English. In this case, EFL pre-service teacher acknowledged that feedback from mentor teacher was reduced his teaching enthusiasm. As the result, the EFL pre-service teacher felt unmotivated to teach the students in the classroom. Although, the feedback from mentor teacher was an objective feedback, but the delivery of words disrespect. So, the EFL pre-service teacher regarded that it was negative feedback. Nevertheless, it is incompatible with a study from Hill and West (2020) stated that feedback could be able to preserve the EFL pre-service teachers' motivation for better in teaching in classroom.

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.

Furthermore, this study explores the perceptions of EFL pre-service teachers about mentor teacher feedback in designing teaching scenario. This study did not mention the development of pre-service teachers' English skills. Therefore, future research may inform the pre-service teachers' English competence so that the future finding also inform the extent to which teacher feedback influences students' English competence.