

CHAPTER V

CONCLUSION

As finale, this chapter presented the point of the research. It discussed some items in particular consisting of the conclusions, limitations and pedagogical implications of the study, as well as recommendation for further studies.

5.1 Conclusion

Based on the findings of this present study, the researcher concluded that EFL pre-service teachers had mixed perceptions of mentor teacher feedback, but most of them perceived that mentor teacher feedback as positive feedback. Although there is a participant which perceived that feedback from mentor teacher is negative feedback. This present study had two major themes that put an appearance in the research findings in interpreting the results of data analysis.

The first theme is positive perceptions toward mentor teacher feedback. It refers to the positive perceptions of EFL pre-service teachers about mentor teacher feedback. It was conducted (a) becoming motivational provider, (b) becoming feedback provider, and (c) helping EFL Pre-service teachers to know the strengths and weaknesses. There are 3 of 4 participants who perceived that feedback from mentor teacher is positive weather to build their motivation to teach and to help them to know their strength and weakness.

Meanwhile, the second theme is negative perception toward mentor teacher feedback. It refers to the negative perception of EFL pre-service teacher about

mentor teacher feedback. Only one participant of this research who perceived that feedback mentor teacher is negative. Because the feedback provider produced irreverent words as the result, it would be reduced EFL pre-service teacher's teaching motivation.

5.2 Limitation

This study had some limitations that need to be acknowledged. In collecting the data, the researcher experienced some challenges. Firstly, the number of participants is still less and need to be upgraded therefore the participants reflection can be able to compare whether the positivity and negativity.

Secondly, the reflection questions are very general, consequently the answer from number 1 to 4 are quite similar because they did not give the appropriate answer as well as the researcher expect it. The researcher realized that it could be better if the researcher explained how to answer the reflection first so that the participants understand how to answer the questions.

Lastly, it only focused on five EFL pre-service teachers' perceptions of mentor teacher feedback on designing teaching scenario. Hence, since the study was limited in scope, the researcher did not explore more information regarding how the EFL pre-service teachers develop their teaching performance after receiving feedback from mentor teacher. The researcher realized that this research still has many shortcomings that can be improved in the near future research.

5.3 Recommendation for Further Studies

The findings of this study showed that the perceptions of EFL pre-service teachers about mentor teacher feedback that mixed perceptions. The researcher of this present study recommends the further mentor teachers to understand the pre-service teachers' character so they can be able provide an appropriate feedback without produce irreverent words.

The researcher of this study also recommends the further researchers to be able to increase the number of participants, so they can compare and obtain stronger evidence. Furthermore, future research should investigate the quality of mentor teacher feedback particularly on designing teaching scenario.

5.4 Pedagogical Implication

The findings imply that mostly participants on this research perceived that feedback given from mentor teacher is positive to build their motivation, to help the participants to know their quality and the appropriate lesson plan. This result can be the reference for other mentor teacher to see the character of their mentees.

The result of this study also can contribute as a reference for other EFL pre-service teachers who will do field teaching practice. This study describes the positive perceptions and negative perceptions about mentor teacher feedback on designing teaching scenario. It is also beneficial for other mentor teachers to provide an appropriate feedback to their mentees.

For further researchers, this study can be an inspiration to other researchers to develop the participants' reflection. This research also can be used as a reference to support some sources that necessary for them. Moreover, the

researcher suggested the future researchers to conduct some research with a different design and approach of the study.

