

## PRE-SERVICE ENGLISH TEACHERS' PERCEPTIONS TOWARD MICROTEACHING PROGRAM: A Case Study at English Study Program of the University of PGRI PONTIANAK

Hadiana<sup>1</sup>, Abdul Arif<sup>2</sup>, Tri Kurniawati<sup>3</sup>

<sup>123</sup>English Education, Faculty of Languages, Arts and Vocational Studies,  
PGRI University Of Pontianak  
[hadiyanadian12@gmail.com](mailto:hadiyanadian12@gmail.com)

### Abstrak

Penelitian ini bertujuan untuk mengeksplorasi persepsi mahasiswa Pendidikan Bahasa Inggris terhadap program microteaching, dengan fokus pada pengaruhnya terhadap pembelajaran profesional, perannya dalam mempersiapkan praktik mengajar di lapangan, serta tantangan dan dukungan yang mereka alami. Penelitian ini menggunakan desain studi kasus kualitatif dengan melibatkan delapan mahasiswa yang mengikuti program microteaching yang secara purposif dipilih sebagai partisipan penelitian. Data dikumpulkan melalui wawancara semi-terstruktur dan jurnal reflektif, kemudian dianalisis menggunakan *thematic analysis* (Braun & Clarke, 2006). Hasil penelitian menunjukkan bahwa microteaching dipandang tidak hanya sebagai kewajiban akademik, tetapi juga sebagai simulasi praktik mengajar yang bermanfaat. Program ini secara signifikan meningkatkan keterampilan mengajar, pengetahuan pedagogis, dan perkembangan pribadi mereka, termasuk kepercayaan diri, kemampuan komunikasi, manajemen kelas, dan perencanaan pembelajaran. Selain itu, microteaching membantu partisipan membangun kesiapan profesional untuk praktik mengajar lapangan (PLP 2). Namun, beberapa tantangan seperti keterbatasan waktu dan keterbatasan sumber daya juga dilaporkan. Untuk mengatasi hal ini, para partisipan mengandalkan refleksi diri, dukungan teman sebaya, dan bimbingan dari dosen pembimbing. Penelitian ini menyoroti peran penting microteaching dalam menjembatani kesenjangan antara teori dan praktik dalam pendidikan guru serta memberikan wawasan mengenai cara meningkatkan program agar lebih mendukung calon pendidik di masa depan.

**Kata kunci:** Mahasiswa calon guru, microteaching, persepsi, pembelajaran profesional, praktik mengajar.

### Abstract

*This study aims to explore the perceptions of pre-service English teachers toward the microteaching program, focusing on its influence on their professional learning, its role in preparing them for field teaching practice, and the challenges and supports they experienced. The study employed a qualitative case study design and involved eight pre-service teachers undertaking micro-teaching program, purposively involved as the research participants. Data were collected through semi-structured interviews and reflective journals, and analyzed using thematic analysis (Braun & Clarke, 2006). The findings revealed that microteaching was initially seen not only as a basic academic requirement, but also as a valuable simulation of real teaching practice. The program significantly enhanced their teaching-related skills, pedagogical knowledge, and personal growth, including confidence, communication, classroom management, and lesson planning. Moreover, microteaching helped participants build professional readiness for their field teaching practice (PLP 2). However, some challenges, such as time constraints and limited resources, were also reported. To address these challenges, participants relied on self-reflection, peer support, and guidance from supervisors. This study highlights the critical role of microteaching in bridging the gap between theory and practice in teacher education and offers insights into how the program can be improved to better support future educators.*

**Keywords:** Pre-service teachers, microteaching, perceptions, professional learning, teaching practicum.

## **INTRODUCTION**

The quality of teacher education plays a crucial role in shaping competent and professional future educators. One essential component in teacher education programs is microteaching, a small-scale teaching simulation that allows pre-service teachers to develop their teaching skills before entering real classroom settings. Microteaching offers pre-service teachers opportunities to practice pedagogical competencies, including lesson planning, classroom communication, time management, media utilization, and learning assessment, in a controlled environment. In English teacher education, this program is considered important for preparing students to become more confident and well-equipped for teaching in the field.

The concept of microteaching aligns with Kolb's (1984) Experiential Learning Theory, which emphasizes that effective learning occurs through direct experience and reflection. In microteaching, students experience a learning cycle that includes concrete experience (teaching), reflective observation, abstract conceptualization, and active experimentation. This is also supported by Schön's (1983) theory of reflective practice, which highlights the importance of both reflection-in-action and reflection-on-action in professional development. Microteaching provides space for both types of reflection through teaching practice sessions that are observed, evaluated, and discussed.

Although microteaching has been widely implemented and recognized for improving teaching skills, a research gap exists particularly regarding how pre-service teachers themselves perceive the program. Most previous studies have focused on program outcomes or effectiveness from an institutional or quantitative perspective. However, few have explored students' personal experiences, challenges, and reflections during microteaching. Thus, research focusing on understanding perception is important. As explained by Gibson (1989), perception is a cognitive process through which individuals give meaning to their experiences, influenced by prior knowledge, expectations, and attitudes. Furthermore, Timperley (2011) emphasized that meaningful professional learning is not only about acquiring knowledge, but also about engaging in reflection, reconstructing beliefs, and resolving cognitive dissonance to improve teaching practice.

This issue becomes even more urgent when researchers consider the need to understand how microteaching contributes to professional learning, what supports and challenges students experience, and how it prepares them for field teaching practice (PLP 2). In the local context of the University of PGRI Pontianak, few studies have utilized a

qualitative approach to explore student teachers' perceptions of the microteaching program, even though such understanding is essential for improving teacher training programs.

The novelty of this study lies in its use of a qualitative case study approach that explores in depth the perceptions of pre-service English teachers through semi-structured interviews and reflective journals. Unlike previous research that relied mostly on surveys or quantitative instruments, this study aims to understand not only technical skill development but also emotional growth, reflective thinking, and personal readiness to teach.

This study offers contributions on both theoretical and practical levels. Theoretically, it enriches discussions on experiential learning, reflective teaching, and perception in teacher education. Practically, the findings of this study provide insights that can be used by lecturers, curriculum developers, and program coordinators to improve the design and implementation of microteaching programs, especially in providing effective feedback, meaningful mentoring, and relevant support based on students' needs. Therefore, this research is expected to support the development of more professionally and psychologically prepared English teachers who are ready to face the realities of teaching.

## **METHOD**

This study employed a qualitative research approach to explore the perceptions of pre-service English teachers toward the microteaching program. A qualitative approach was considered appropriate because it enables the researcher to gain an in-depth understanding of participants' experiences, thoughts, and reflections. As Creswell (2009) explained, qualitative research is designed to explore how individuals interpret and make sense of their lived experiences, particularly in social and educational contexts.

The research adopted a case study design, focusing on a specific group of pre-service English teachers at the University of PGRI Pontianak who had completed the microteaching course. This design allowed for a detailed exploration of the participants' perceptions within a bounded setting. According to Simons (2009), a case study provides a rich and contextualized analysis of real-life phenomena, making it suitable for understanding the complexities of teacher learning in a specific institutional environment.

The participants in this study were eight sixth-semester pre-service English teachers enrolled in the English Education Study Program. Purposive sampling was used to select participants who had completed the microteaching course and were willing to be interviewed

and share their experiences. This method ensured that the selected individuals could provide meaningful insights relevant to the research objectives.

To collect the data, the researcher used two main techniques: semi-structured interviews and reflective journals. The semi-structured interviews were conducted twice with each participant before and after the microteaching program to explore changes in perception, learning development, and challenges faced during the process. In addition, participants were asked to write reflective journals at both stages to express their personal thoughts, expectations, and experiences in written form. These two data sources complemented each other and allowed for a more comprehensive understanding of the participants' learning journey.

The collected data were analyzed using thematic analysis following the six-phase framework proposed by Braun and Clarke (2006). This method involved familiarizing oneself with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and finally producing the report. Thematic analysis enabled the researcher to systematically identify patterns and meanings across the dataset and to interpret how the microteaching program influenced participants' professional learning, preparedness for teaching practicum, and the factors that supported or hindered their experience.

## **RESEARCH FINDINGS AND DISCUSSION**

### **Research Findings**

The data analysis indicates that pre-service teachers' participation in microteaching helped them build the foundation of becoming professional teachers. This finding highlights the development of participants from an initial state of uncertainty to increased confidence and clarity regarding the roles of the microteaching program for their professional learning as prospective teachers.

#### ***Microteaching as Simulated Teaching Practice***

At the outset, most participants viewed the microteaching program primarily as a formal requirement within their academic curriculum, which is useful for their professional learning journey. Their initial perceptions centered on the idea of microteaching as a preparatory activity designed for the sixth-semester students. They recognized it as a form of practice and understood its role as simulated teaching experiences. In the first interview, for example, one of the participants explained that "*Microteaching is like a training program*

---

*specifically for sixth-semester students, where we will be training to become teachers. I expect that in microteaching, we'll experience what it's like to be a teacher for the first time."* (P. 4<sup>th</sup>). Another participant said, *"The first thing that comes to my mind is that microteaching for sixth-semester students is like learning to teach in a smaller control setting"* (P 6<sup>th</sup>). Meanwhile, other participants understood microteaching as a small-scale teaching practice that served as preparation before entering real classrooms. They saw it as a simple simulation that was still important for building confidence and basic teaching skills. They said,

*I think microteaching will be a way for us to prepare ourselves to teach in a smaller setting. I also believe the program will be very important for building our teaching skills."* – M 2<sup>nd</sup>

*From what I've heard, microteaching is a kind of practice teaching we do before entering real classrooms. It's like small scale teaching or teaching in small groups."* – AW 1<sup>st</sup>

However, after completing all the microteaching sessions, participants' perspectives regarding the microteaching program changed significantly. They no longer viewed it as just an academic requirement or simple practice. Instead, they came to value it as a meaningful simulation of real teaching that helped them improve key teaching skills such as lesson planning, classroom management, and material delivery. It also gave them space to reflect on their performance. They said that,

*I found that each session brought new lessons and made me reflect on what could be improved. – K 5<sup>th</sup>*

*After completing all sessions, I realized this program really helped me recognize my strengths and weaknesses. – C 7<sup>th</sup>*

Their increased self-awareness also led them to appreciate the importance of preparation, creativity, and post-lesson reflection. One participant reflected, *"I now appreciate the importance of preparation, creativity in teaching, and reflecting after a lesson."* (C, 7<sup>th</sup>). This indicates that through the teaching experience, they began to recognize that effective teaching requires not only delivering content but also thoughtful planning, innovative instructional strategies, and critical reflection on teaching practices. These findings show a clear shift in participants' understanding. Microteaching was no longer seen as a basic academic task but as a valuable experience that allowed them to simulate real teaching, assess their performance, and grow professionally. It played an important role in bridging the gap between theory and practice in teacher education.

### *Development of Teaching-related Skills*

Before participating in the microteaching program, almost all participants expressed an expectation to improve their public speaking skills. They believed that the program would help them become more confident and fluent when speaking in front of the class, which they saw as a crucial part of being an effective teacher. For example, participants said:

*I think I need to improve in public speaking and confidence when I teach in front of the class... - AW 1<sup>st</sup>*

*One of the skills I hope to develop is public speaking... – W 3<sup>rd</sup>*

*I hope to develop my speaking skills... – N 4<sup>th</sup>*

*I hope to improve my public speaking skills... – M 2<sup>nd</sup>*

In addition to public speaking, some participants also expected to improve their overall communication skills. They viewed communication as an essential part of teaching, particularly in managing interactions with students and delivering instructions effectively. This shows that even before the program began, participants were aware of the importance of being able to communicate clearly and meaningfully in the classroom. Participants stated that through the program:

*The first skill I believe will develop is communication... – P 6<sup>th</sup>*

*Communication skills, definitely – T 8<sup>th</sup>*

One participant also highlighted the importance of developing presentation skills as part of their preparation to become a teacher. They believed that learning how to present properly would support both clarity and confidence in classroom delivery. As one of the participants explained, “*I also learn presentation skills. .... For example, with presentation skills, we can’t just present carelessly. There are proper ways to present well. I believe microteaching will help us learn how to present and communicate effectively.*” – P 6<sup>th</sup>

Another participant emphasized the need to develop classroom management skills alongside communication and presentation. Participant N mentioned the needs of: “*how to manage the classroom...*” – N 4<sup>th</sup>. After completing the microteaching program, many participants reported significant improvements in their speaking abilities. Initial issues such as nervousness, lack of confidence, and limited fluency were gradually reduced through consistent teaching practice. They became more confident in delivering lessons, with better voice control, clarity, and classroom presence. As stated by the participants:

*Yes, definitely. It’s not just my public speaking that improved – AW 1<sup>st</sup>*

*For me personally, the biggest improvement was in speaking skills – K 5<sup>th</sup>*

---

*I improved my public speaking skills. – M 2<sup>nd</sup>*

*Definitely speaking skills... I feel that I improved quite a bit in terms of speaking. – N 4<sup>th</sup>*

In addition to public speaking skills, participants also showed growth in classroom management. They began to understand how to manage students with different personalities and how classroom management contributes to a more effective and focused learning environment. These areas of improvement played a crucial role in preparing them to become more confident and competent future teachers. Participants stated:

*I also developed skills in classroom management... – AW 1<sup>st</sup>*

*I also realized how important classroom management is for keeping the learning process smooth and focused... ” – C 7<sup>th</sup>*

In summary, before participating in the microteaching program, nearly all participants expressed a strong desire to improve their public speaking skills. They believed that becoming fluent, confident, and effective in speaking in front of the class was essential to being a successful teacher. Some also hoped to develop their presentation, communication and classroom management skills, recognizing these as important aspects of professional teaching practice. After completing the program, participants reported significant improvement in their speaking abilities. They felt more confident, less nervous, and better able to control their voice and expression when delivering lessons. Furthermore, their development extended beyond speaking skills. Many participants showed greater awareness and understanding of how to manage classroom behavior, interact with diverse student personalities, and create a more organized and conducive learning environment. These gains not only addressed their initial expectations but also helped prepare them to become more competent, confident, and communicative future teachers.

### ***Development of Pedagogical Knowledge***

Before joining the microteaching program, the participants hoped it would help them develop the ability to plan effective lessons. For example, one participant stated: “...*I want to learn how to create a proper lesson plan.*” – K 5<sup>th</sup>. This was also supported by the participant’s reflective journal: “*Designing modules properly...*” – K 5<sup>th</sup>. Another participant shared a similar goal: “...*like learning how to create lesson plans (RPP)* – C 7<sup>th</sup>. This was also supported by the participant’s reflective journal : “*I want to learn how to create effective lesson plans,..*” - C 7<sup>th</sup>. These statements highlight the participants’ strong desire to enhance their lesson planning skills through the microteaching.

In addition to lesson planning, the participants also expected to develop classroom management skills. They highlighted this in both the interview and reflective journal: “...manage the classroom...” – C 7<sup>th</sup>. This was also supported by the participant’s reflective journal : “...strategies for classroom management.” – C 7<sup>th</sup> “...how to handle students...” – K 5<sup>th</sup>. This was also supported by the participant’s reflective journal : “..and applying techniques for effective classroom management.” – K 5<sup>th</sup>. These interviews indicate that managing student behavior and creating a conducive learning environment were key areas the participants aimed to improve.

Furthermore, gaining a deeper understanding of teaching strategies and learning theories was one of the common expectations expressed by participants:

*I believe I will gain more knowledge about learning theories and teaching strategies..” – P 6<sup>th</sup>*

*I will expect microteaching to give me insight into teaching techniques..” – K 5<sup>th</sup>*

After completing the microteaching program, the participants reported that their initial expectations were largely met. They gained knowledge about creating lesson plans, applying teaching strategies, and managing the classroom. In addition, they experienced more benefits than they had expected. One of the participants' expectations before joining the microteaching program was to gain knowledge about how to create a lesson plan.

After completing the program, this expectation was confirmed. The participants said, “The first thing I learned was how to make a lesson plan (RPP). – P 6<sup>th</sup>, and learned how to make lesson plans (RPP) and teaching modules”. – N 4<sup>th</sup> Another participant also mentioned this development by saying: “I developed the ability to design lesson plans (RPP). – M 2<sup>nd</sup>

In addition to lesson planning, the participants also highlighted use of teaching media was also seen as an important aspect of effective lesson delivery. Participants realized that media could help create more engaging learning experiences. The participants said that during the micro teaching “I use teaching media” – C 7<sup>th</sup>. “..we should also use media to make it more engaging.” – P 6<sup>th</sup>. Participants highlighted that using media helped make the lesson more engaging. In addition, they also mentioned gaining knowledge about choose the right teaching method. As the participant stated that during the micro teaching “..I learn how to choose the right teaching method for the material.” – P 6<sup>th</sup> and “...choosing methods properly” – M 2<sup>nd</sup>. In addition to developing skills in selecting appropriate teaching methods, several participants also reported progress in understanding and applying assessment



---

strategies. For example, participants stated: *"I learned how important formative and summative evaluations are in measuring how well students understand the material."* – C 7<sup>th</sup>, *integrating assessments."* – M 2<sup>nd</sup>, and *"in giving assessments to students."* – W 3<sup>rd</sup>.

Overall, participants' experiences demonstrate that microteaching was not only a site of practice but also a space of pedagogical learning. The shift from theory to practice was evident as participants designed their own lesson plans, selected appropriate methods, integrated media, and evaluated student engagement all of which are critical components of pedagogical knowledge. Before the program, participants expected to improve in areas such as lesson planning, classroom management and teaching strategies. After completing the program, they reported gaining practical experience in those areas, including how to write lesson plans (RPP), manage classrooms effectively, choose teaching media, apply learning strategies, and conduct formative and summative assessments. This subtheme clearly illustrates how microteaching contributes significantly to building the professional capacity of pre-service English teachers.

### ***Personal Growth***

Before participating in microteaching, some participants reflected on their personal limitations and expressed a strong desire to change. For instance, one participant stated that they wanted to overcome their nervousness and lack of confidence, which often made them feel intimidated and afraid to perform. As she explained, *"I want to change are mainly my nervousness and lack of confidence. Sometimes, I feel intimidated because I get nervous, which makes me scared to perform."* – P 6<sup>th</sup>

Several participants expressed a desire to improve their self-confidence through the microteaching experience. One participant, for instance, consistently identified lack of confidence as a personal barrier, both during the interview and in their reflective journal. Participant N mentioned: *"Of course. One of the things I want to improve is my lack of self confidence."* – N 4<sup>th</sup>. This was also supported by the participant's reflective journal :*"The thing I would like to change is my lack of confidence during teaching practice."* – N 4<sup>th</sup>. These reflections highlight the participant's commitment to using the microteaching experience as a means to build greater self- confidence in their teaching abilities.

They also hoped that the program would help them become more confident during teaching practice. Another participant reaffirmed that developing self-confidence was one of their key goals. For example, participants stated:

*I hope that through microteaching, I'll become more confident.* N 4<sup>th</sup>

---

*Yes, as I mentioned earlier confidence.” – T 8<sup>th</sup>.*

In addition to wanting to improve their self-confidence, one participant also expressed a strong desire to reduce feelings of nervousness when teaching. Nervousness was frequently mentioned as a barrier that affected her performance and comfort in front of the class. For example, openly shared hope that the microteaching program would help overcome this issue, stating, *But I hope that through microteaching, I won't feel nervous anymore.” – AW 1<sup>st</sup>*. This reflects how participants not only viewed microteaching as a way to develop teaching skills, but also as a safe space to gradually confront and manage teaching-related anxiety. Overcoming nervousness was seen as essential to building a confident and composed teaching presence.

After completing the microteaching program, several participants reported noticeable improvements in their self-confidence. This increase in confidence marked a significant aspect of their personal growth as pre-service teachers. Participants stated:

*Participating in Microteaching, my self-confidence increased.” – W 3<sup>rd</sup>*

*I feel like I've started to become more confident in speaking. I'm not nervous anymore... I think I'll enjoy it more.” – P 6<sup>th</sup>*

*I became calmer, more confident...” – N 4<sup>th</sup>*

In addition to gaining more confidence, several participants also reflected on changes in their attitudes, mindset, and understanding of their roles as future teachers. Through the microteaching experience, they began to realize the importance of building connections with students and creating a positive learning environment. The experience not only developed their teaching skills but also helped them shape their professional identity as educators. This is reflected in the following statements from the participants:

*I didn't talk much before. Honestly, I was kind of indifferent. I thought I would just keep that attitude. I didn't really care if students liked me or not. I just thought, 'As long as I teach, it's enough. If they don't understand, that's their problem. But after microteaching, I realized that this mindset was wrong. I learned that I needed to connect with my students. I needed to create a good atmosphere so they could enjoy my lessons. Before, I never thought about whether students liked me or not. But now I understand that if students enjoy how I teach, they can understand the material better. – K 5<sup>th</sup>*

*Through Microteaching... I think all of these processes are very important in helping me build my identity as a teacher and in better understanding my role – C 7<sup>th</sup>*

The findings indicate that the microteaching program contributed significantly to the personal growth and professional development of pre-service English teachers. Before the

program, many participants expressed a desire to overcome their nervousness and lack of self-confidence, which they viewed as barriers to effective teaching. Through both interviews and reflective journals, participants consistently identified confidence-building as one of their main goals. After completing the program, they reported noticeable improvements in self-confidence, reduced nervousness, and greater comfort when speaking or teaching in front of a class. In addition to increased confidence, several participants also experienced changes in mindset and attitudes. They began to understand the importance of building connections with students, creating a positive classroom atmosphere, and developing a stronger sense of their professional identity as future teachers.

### **Microteaching Program Helps Prepare for Field Teaching Practice**

Microteaching helps pre-service English teachers enhance their professional learning readiness for their teaching practicum (PLP 2). The participants responses showed that microteaching played a key role in helping them feel more prepared for PLP 2. They described how the experience provided them with a strong foundation in planning, delivering lessons, and managing real classroom situations. Although their expressions varied, they shared the same idea: microteaching helped them move from imagining teaching to actually feeling ready to teach. The following quotes illustrate this shared perception.

*I think with microteaching, I already have a solid foundation. I've been helped a lot in preparing for PLP 2. Since PLP 2 means we'll actually teach in a real classroom, microteaching really helped because now I have a teaching plan, a picture of what to expect, and a better idea of how to deliver material, interact with students, and the fact that before teaching, we really need to plan the materials first. – P 6<sup>th</sup>*

This was also supported by the participant's reflective journal: "I feel more prepared because microteaching gave me an overview of real teaching situations, even though it was still a simulation. So, I won't be surprised during PLP 2, and I already have some foundation." – P 6<sup>th</sup>

The participant stated that they felt more prepared for PLP 2 because microteaching provided a foundational understanding of classroom situations, even though it was only a simulation. They said,

*So, in the end, I feel that microteaching is very important to join before we take PLP 2. – N 4<sup>th</sup>*

*I'd say it's helped me about 90%,. The rest is just about improving myself further. I've really felt the impact of the program. Everything we were taught and practiced during microteaching really prepared me.*

---

*Before, I only imagined how PLP 2 would go. But now, I already have a plan in mind like, 'In the first meeting I'll do this, in the second meeting I'll do that.' So now I feel like I'm actually ready.* – K 5<sup>th</sup>

The participants agreed that microteaching gave them a strong foundation for entering PLP 2. They highlighted how the program helped them understand what to expect in a real classroom, how to prepare teaching materials, and how to deliver lessons more confidently. Instead of only imagining how PLP 2 would be, they now felt more ready with concrete plans and teaching strategies in mind. Microteaching served as a meaningful preparation that bridged their academic knowledge with the realities of classroom teaching.

### **The Challenges and Supports for during the Microteaching Program**

#### **Psychological and Practical Challenges**

This theme presents the psychological and technical difficulties that pre-service teachers experienced during the microteaching program. The hindrances ranged from nervousness and lack of confidence to issues with teaching tools and time management. Despite knowing they were in a learning environment, the pressure of being observed by peers and lecturers often intensified their anxiety.

*The main obstacles were confidence and nervousness, Kak. I felt nervous when speaking in front of my classmates and lecturers, and I think I might feel the same in front of students later.* – T 8<sup>th</sup>

*The second obstacle was nervousness even though it was just in front of classmates, I still felt nervous, Kak.* – (W, Interview)

*One of the main challenges I often faced was feeling anxious and nervous while teaching in front of classmates and the supervisor.* – M 2<sup>nd</sup>.

This was also supported by the participant's reflective journal stating that: "Feeling nervous when speaking in front of the class..." – M 2<sup>nd</sup>.

The participant also added another challenge related to time management during the teaching practice: "Another challenge was managing time during the material delivery, as we had a limited time to present." – T 8<sup>th</sup>. This experience was not only expressed during the interview but also reflected in their reflective journal. In their Week 5 reflective journal, the participant wrote: "During the microteaching process, the challenges I experienced were nervousness when speaking in front of my peers and lecturer, as well as difficulty in managing time." – T 8<sup>th</sup>. Another participant shared, "Another challenge was the limited time we had for teaching practice. That forced me to be selective in delivering material and to create a realistic and efficient lesson plan." – M 2<sup>nd</sup>. This was also supported

---

by the participant's reflective journal : "...limited time to deliver the material, and difficulty in managing the flow of the lesson according to the plan." – M 2<sup>nd</sup>

The data revealed that pre-service teachers encountered a range of psychological and practical challenges during the microteaching program. Feelings of nervousness and low self-confidence were common, particularly when teaching in front of peers and lecturers. These emotions often disrupted their performance despite knowing they were in a supportive learning environment. In addition to psychological barriers, participants also faced practical challenges, especially in managing time effectively during teaching sessions. Limited time forced them to simplify content and adjust lesson flow to fit the allocated duration. The consistency between interview responses and reflective journal entries strengthens the credibility of these findings. Together, these challenges highlight the complex demands of microteaching and emphasize the need for ongoing support to help pre-service teachers develop both emotionally and professionally.

### **Supportive Systems undertaking Microteaching**

This theme highlights how various forms of support both social and academic played an important role in helping pre-service teachers navigate their microteaching experience successfully. The findings indicate that support came not only from peers and supervisors but also from learning resources, personal strategies, and emotional encouragement from family members. Several participants pointed out how the feedback and guidance from their lecturers helped them identify specific areas for improvement. As one participant shared, *"The lecturer also gave comments that helped me know what to improve"* – C 7<sup>th</sup>. Another participant emphasized the importance of supervisory support in helping their group stay on track and improve their teaching performance. As stated, *"My supervisor was very important. Without them, it would've been useless my group wouldn't know what we were doing wrong or how to improve"* – K 5<sup>th</sup>.

The role of the supervising lecturer was also described as highly influential in providing clear directions and useful teaching strategies. One participant said, *"Definitely my supervisor, Kak. They guided us by giving examples, clear instructions, and asking us to practice"* – T 8<sup>th</sup>. This was also confirmed in the participant's reflective journal: *"The sources of support that really helped me during the microteaching process were the guidance from my lecturer"* – T 8<sup>th</sup>.

In addition to supervisory support, several participants also emphasized the importance of encouragement from their groupmates. Peer support played a valuable role in

---

helping them reflect on their teaching. One participant said, *“My groupmates were very helpful by giving feedback”* – C 7<sup>th</sup>. Another added, *“My groupmates also supported me a lot. Sometimes I was afraid of making mistakes or being laughed at, but they were really encouraging. If I made mistakes, they didn’t make a big deal out of it.”* Another participant stated, *“So for me, they were an important source of support”* – T 8<sup>th</sup>. This view was also supported by a reflective journal, *“...and the feedback from my groupmates”* – T 8<sup>th</sup>.

Apart from academic and peer support, emotional encouragement from family members was also considered an important source of motivation. Participants stated that the presence and support of their family helped reduce their anxiety and contributed positively to their learning process. As one participant reflected, *“And of course, support from my family and close relatives helped too. All of these enriched my learning experience”* – M 2<sup>nd</sup>. This highlights the value of emotional and social support systems in shaping a more meaningful and confident learning journey.

In addition, several participants mentioned that they benefited from external resources such as course materials and online platforms to support their microteaching preparation. One participant explained, *“I was also helped by previous course materials like the microteaching handbook, references, and YouTube videos”* – M 2<sup>nd</sup>. Another participant shared, *“I also watched Microteaching videos on TikTok to see examples of good teaching and creative techniques that keep students engaged”* – C 7<sup>th</sup>. This answer was also confirmed in a reflective journal: *“I often watched microteaching videos on YouTube and TikTok to see examples of good and engaging teaching”* – C 7<sup>th</sup>.

Overall, the microteaching experience became more manageable and meaningful as participants received support from others while also relying on their own personal strategies. Encouragement and feedback from friends, peers, and lecturers helped them build confidence and improve their teaching skills. This combination of external support and internal effort played a vital role in their professional growth and readiness for future teaching practice.

## Discussion

The findings of this study indicate that the microteaching program played a significant role in supporting the professional learning of pre-service English teachers, particularly in developing teaching skills, pedagogical knowledge, and self-awareness. Microteaching helps pre-service teachers improve several teaching competencies, such as lesson planning, classroom communication, instructional strategies, and reflective thinking.

This is in line with Timperley's (2011) explanation that distinguishes professional development as activities aimed at enhancing knowledge and skills, and changes in the capacity and actual teaching practices. In this context, microteaching encouraged participants not only to receive new information but also to reflect on it and apply it to real practice. Avalos (2011) also emphasizes that professional learning focuses on how teachers acquire and apply knowledge to support student learning, which was reflected in this study as participants felt more prepared to manage classrooms effectively.

In addition, the participants' experiences reflect the three processes of professional learning described by Timperley (2007), namely recalling prior knowledge, experiencing cognitive dissonance, and reconstructing beliefs. Some participants initially lacked confidence and doubted their teaching abilities, but after receiving feedback from their lecturers and peers, they experienced a shift in perspective that improved their teaching performance. This supports Biesta and Stengel's (2016) view that a teacher's practical wisdom develops through reflection and the application of experience. Consistent with this, Russ (2016) explains three perspectives on teacher learning process-product, cognitive, and sociocultural which were all evident in the participants' responses. They did not only develop technical skills but also experienced changes in their ways of thinking about teaching and strengthened their professional identity as future teachers.

The results also showed that microteaching significantly helped participants prepare for the Teaching Practicum (PLP). The program offered a simulated environment that helped bridge the gap between theory and practice. Participants reported that they were able to apply teaching methods learned in theoretical courses and refine them through hands-on experience. Morrison (2010) explains that microteaching simplifies the complexity of teaching and learning by allowing teachers to focus on specific aspects of instruction. This aligns with how microteaching is implemented at the University of PGRI Pontianak, which emphasizes intensive practice within limited time and class size. Participants also mentioned that the practice-feedback cycle was very helpful in improving their performance, which reflects the "teach–criticize–reteach" model from Karakaş and Yükselir (2021).

The findings are consistent with the study by Sarasvati (2013), who found that microteaching contributed significantly to the development of lesson planning, communication, time management, and confidence before entering PLP. However, Sarasvati also pointed out that classroom management remained a weak area. This study partly aligns with that finding; while some participants did mention challenges in classroom control, many

also reported improvements due to feedback and practice. This supports the findings of Hamidi and Kinay (2021), who reported that microteaching helped participants gain valuable teaching experience and facilitated classroom management. Likewise, Arslan (2021) found that microteaching had a positive impact on teaching knowledge and helped shape a multidimensional understanding of teaching and students.

However, the implementation of microteaching was not without challenges. Participants reported several inhibiting factors, such as anxiety during teaching, limited preparation time, and the pressure of being observed by lecturers and peers. These findings support He and Yan's (2011) study, which stated that pre-service teachers in China perceived microteaching as artificial and less reflective of real-life classroom situations. As Lindsay and Norman (1977) explain, perception is influenced by past experiences, values, and expectations; therefore, when experiences do not match expectations, negative perceptions may arise. In this study, several participants attributed their nervousness to performance pressure and a lack of preparation, although overall, they still considered microteaching to be beneficial.

Furthermore, positive perceptions of microteaching generally emerged when participants felt supported and received constructive feedback in a collaborative learning environment. This supports Rahmat's (2003) definition of perception as a subjective experience built through the interpretation of events or objects. Robbins also emphasizes that perception is shaped by an individual's attitudes, experiences, interests, and expectations. In this context, positive perceptions emerged when participants were able to recognize the value of the microteaching experience, despite the presence of certain obstacles. On the other hand, negative perceptions were often formed when the experience did not meet the participants' expectations or personal values. Therefore, the role of supervisors and a supportive classroom environment is crucial in shaping positive perceptions of microteaching.

Overall, the findings of this study align with most previous research that highlights microteaching as an effective strategy for enhancing professional learning and teaching readiness among pre-service teachers. However, this study also provides a contextual contribution by examining how microteaching is implemented at the University of PGRI Pontianak, where structured program design, institutional guidelines, and feedback mechanisms shape participants' learning experiences. This study confirms prior findings while also emphasizing the importance of contextual support and a structured system to maximize the benefits of the microteaching program.



## **CONCLUSION**

The aim of this study was to explore how microteaching supports the professional development of pre-service English teachers, particularly in terms of pedagogical readiness, emotional growth, and practical teaching preparation for PLP 2. Based on the findings and discussion from the previous chapters, this study concludes that microteaching serves as a foundational stage in shaping their identity as teacher candidates. It provides a structured and supportive environment in which pre-service teachers can simulate real classroom practices, reflect on their performance, and develop essential teaching competencies.

The findings revealed that microteaching helped participants improve in several key areas, including lesson planning, time management, classroom management, and instructional communication. In addition to these technical skills, participants also experienced personal growth, such as increased self-confidence, reduced anxiety, and a stronger belief in their teaching capabilities. These outcomes suggest that microteaching functions not only as a platform for skill development, but also as a form of emotional and psychological preparation for real teaching environments.

Furthermore, the study identified both hindering and supportive factors that influenced participants' microteaching experiences. Emotional challenges such as nervousness and fear of being judged as well as technical difficulties such as using teaching media and maintaining a smooth instructional flow were commonly reported. However, these challenges were often addressed through peer support, constructive feedback from lecturers, and self-initiated learning strategies, such as rehearsing and reflective journal.

In conclusion, microteaching plays a vital role in equipping pre-service English teachers with the pedagogical knowledge, practical skills, and emotional resilience necessary for their teaching practicum and future professional responsibilities. It bridges the gap between theory and practice, fostering not only competence but also confidence as they transition into real classroom settings. Therefore, microteaching should be continuously developed and thoughtfully implemented as a core component of initial teacher education programs

## **REFERENCES**

- Avalos, B. (2011). Teacher professional development in *Teaching and Teacher Education* over ten years. *Teaching and Teacher Education*, 27(1), 10–20. <https://doi.org/10.1016/j.tate.2010.08.007>

- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). Thousand Oaks, CA: Sage Publications.
- Gibson, J. L. (1989). *Organizational behavior: Structure, processes, and outcomes*. Boston: Irwin.
- Hamidi, M., & Kinay, H. (2021). Effects of microteaching on pre-service teachers' teaching skills and self-confidence. *Journal of Teacher Education and Lifelong Learning*, 3(1), 15–25.
- Karakaş, A., & Yükselir, C. (2021). The teach–critique–reteach model in microteaching: A reflective practice tool. *Reflective Practice*, 22(2), 139–151.
- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice Hall.
- Morrison, K. (2010). Integrating microteaching into the curriculum: Lessons from practice. *Journal of Education for Teaching*, 36(2), 145–159.
- Rahmat, J. (2003). *Psikologi komunikasi*. Bandung: Remaja Rosdakarya.
- Russ, R. S. (2016). Epistemic considerations in teacher professional learning. *Science Education*, 100(2), 349–375.
- Sarasvati, L. (2013). The effectiveness of microteaching program for English department students. *Journal of Language and Education Research*, 5(1), 45–56.
- Schön, D. A. (1983). *The reflective practitioner: How professionals think in action*. New York: Basic Books.
- Simons, H. (2009). *Case study research in practice*. London: SAGE Publications.
- Timperley, H. (2007). *Teacher professional learning and development*. Brussels: International Academy of Education.
- Timperley, H. (2011). *Realizing the power of professional learning*. Maidenhead: Open University Press.