

ENGLISH PRE-SERVICE TEACHERS' PERCEPTIONS ON THE ROLE OF MICROTEACHING IN THE TEACHING PRACTICE PROGRAM

¹Vella Dwi Rahayu, ^{1*}Indah Tri Purwanti^{id}, ¹Mahdum^{id}

¹Faculty of Teacher Training and Education, Universitas Riau, Indonesia

*Corresponding author email: indah.tri@lecturer.unri.ac.id

ABSTRACT

This study investigated the perceptions of English pre-service teachers at Universitas Riau regarding the role of microteaching in preparing them for the teaching practice program. Microteaching is a fundamental element of teacher education, designed to develop essential pedagogical competencies prior to real classroom teaching. An explanatory sequential mixed-method design was employed, beginning with a survey of 64 eighth-semester pre-service teachers and followed by interviews with six purposively selected participants who reflected both positive and critical perspectives. The 19-item questionnaire demonstrated high reliability (Cronbach's Alpha = 0.859). Quantitative findings indicated that pre-service teachers perceived microteaching as highly beneficial across four domains: lesson planning ($M = 3.9$), lesson preparation ($M = 3.8$), teaching skills ($M = 3.9$), and self-confidence ($M = 3.9$). These results were supported by interview data, which highlighted that microteaching facilitated systematic lesson design, encouraged interactive pedagogical techniques, and strengthened confidence in classroom delivery. At the same time, participants also reported challenges, including classroom management difficulties, limited authenticity of simulations, lack of supervision, time constraints, and anxiety in transitioning to actual classrooms. Overall, the study suggested that microteaching is an effective preparatory stage; however, its impact was constrained by the gap between simulated practice and real classroom contexts. Despite limitations related to sample size, this study contributed to teacher education discourse by underscoring the pedagogical value of microteaching and recommending curriculum refinement, mentorship, and greater integration of authentic classroom experiences.

ARTICLE INFO

Article History:

Received: 11 September 2025

1st revision: 24 October 2025

2nd revision: 2 December, 2025

Accepted: 10 December 2025

Published: 30 December 2025

Keywords:

Microteaching;

Pre-service teachers;

Teaching practice;

Perception

How to cite: Rahayu, V. D., Purwanti, I. T., & Mahdum, M. (2025). English Pre-service Teachers' Perceptions on the Role of Microteaching in the Teaching Practice Program. *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, 12(2), 449–468. <https://doi.org/10.33394/jo-elt.v12i2.17536>

Copyright© 2025, Vella Dwi Rahayu, Indah Tri Purwanti, Mahdum
This is an open access article under the [CC BY-SA](#) License.



INTRODUCTION

Learning is a dynamic process that requires active participation from both teachers and students. Teachers are not only responsible for transmitting knowledge but also for fostering innovation, adaptability, and originality in instruction (Helmiati, 2013, p. 2; Sesmiarni et al., 2022; Rasam et al., 2019, as cited in Baety, 2021). To meet these demands, pre-service teachers must develop core teaching competencies, which are often cultivated through preparatory

courses such as microteaching. Microteaching is widely regarded as a cornerstone of teacher education, as it provides training in lesson planning, classroom management, instructional media use, and professional communication (Pangaribuan et al., 2023). These competencies are foundational for the teaching practice program, where pre-service teachers apply theoretical knowledge in authentic classroom contexts (Kiggundu & Nayimuli, 2009).

A large body of research has highlighted the benefits of microteaching. Previous studies have shown improvements in lesson planning, classroom management, time management, confidence, and overall teaching performance (Mutmainnah et al., 2019; Pangaribuan et al., 2023; Mufidah, 2019; Hamidi & Kinay, 2021; Noha et al., 2023). Other studies emphasize its role in professional growth, feedback exchange, and communication skills (Ismail, 2011; Sagban et al., 2021; Koross, 2016; Saban & Coklar, 2013). More recently, international research has reaffirmed its effectiveness: Iliasova et al. (2025) found that microteaching enhances instructional competence and reflective practice through iterative "Teach–re–Teach" cycles; Jeon (2025) demonstrated its role in reducing anxiety and supporting professional growth; Özcan and Yüksel (2022) showed that collaborative, in-situ microteaching strengthens self-efficacy; and Cerruto et al. (2023) reported that embedding microteaching within lesson study frameworks boosts self-efficacy in student engagement and instructional strategies. Collectively, these findings confirm the pedagogical value of microteaching, though most studies emphasize general outcomes rather than specific institutional contexts. Furthermore, while previous research has predominantly highlighted the benefits of microteaching, the present study also aims to uncover its limitations and the challenges that pre-service teachers face when transitioning from simulated practice to real classroom teaching.

Despite its benefits, research has also documented several challenges. At the international level, Zeichner (2010) identified a persistent disconnect between campus-based coursework and field experiences, which can limit pre-service teachers' ability to transfer their learning to complex school settings. Darling-Hammond (2006) similarly argued that effective teacher preparation requires intentional integration between theory and practice. In Indonesia, studies echo these concerns, reporting challenges in classroom management (Mudra, 2018; Pakpahan, 2023), lesson plan alignment (Sebullen, 2023), and affective barriers such as anxiety and lack of confidence (Yundayani & Alghadari, 2024). These findings highlight a persistent gap between microteaching and actual teaching practice.

While the benefits of microteaching have been well documented, two important gaps remain. First, existing research tends to emphasize positive outcomes, while challenges and limitations are comparatively underexplored. Second, despite the central role of microteaching at Universitas Riau, there is a lack of empirical evidence regarding how English pre-service teachers perceive its contribution to their readiness for teaching practice. Addressing these gaps, the novelty of the present study lies in exploring microteaching within the under-researched context of Universitas Riau and presenting a balanced account that considers both benefits and challenges of microteaching in preparing pre-service teachers for actual classroom practice.

Guided by these gaps, this study aims to investigate the perceptions of English pre-service teachers regarding the role of microteaching in their teaching practice program. Specifically, it focuses on four domains of teaching readiness: lesson planning, instructional preparation, teaching skills, and self-confidence. By focusing on these dimensions, the study aims to contribute both theoretically by deepening understanding of how microteaching prepares pre-service teachers for classroom realities and practically by providing recommendations for curriculum refinement, mentorship, and the integration of more authentic classroom experiences.

RESEARCH METHOD

Research Design

This study employed an explanatory sequential mixed-methods design, which was considered the most suitable for exploring pre-service teachers' perceptions of microteaching. As Creswell and Creswell (2018) explained, this design begins with quantitative data to identify general patterns, followed by qualitative data to provide deeper insights. Specifically, the survey results informed the development of interview questions, with areas of varied responses serving as prompts for further exploration. The integration of findings occurred at the discussion stage, where qualitative themes were used to contextualize and explain quantitative patterns. This design was chosen over purely quantitative or qualitative approaches because it allowed both breadth and depth of understanding, while the sequential and complementary integration ensured richer insights. Despite the limitation of a small qualitative sample, this weakness was addressed by purposively selecting participants who represented both positive and critical perceptions, thereby providing a balanced perspective of pre-service teachers' experiences.

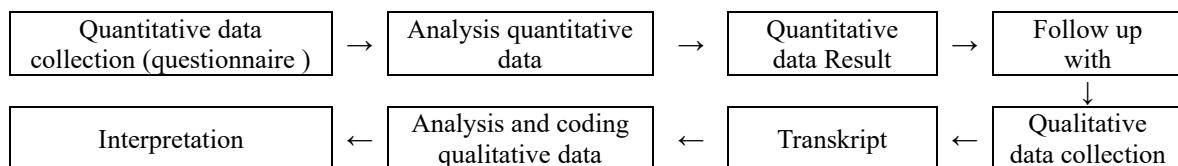


Figure 1. Explanatory sequential design flowchart

Population and Sample

The English Education students in the eighth semester at Universitas Riau were divided into three classes. The population of this study consisted of 64 students from two classes who had completed both the microteaching course and the teaching practice program. The remaining class, consisting of 34 students, was not included in the population and instead served as the tryout sample for instrument testing. The quantitative phase employed a census approach encompassing the entire population. For the qualitative phase, six students were selected purposively to represent diverse perspectives in terms of academic performance, teaching confidence, and microteaching experience. This approach ensured that the sample reflected both positive and critical views, thereby enhancing the credibility and balance of the findings, despite the limited qualitative sample size.

Instruments

This study employed a questionnaire and structured interviews, both of which were administered in English. The quantitative data were collected using a 19-item closed-ended questionnaire adapted from Pangaribuan et al. (2023) and Sagban et al. (2021). Several modifications were applied to ensure that the instrument aligned with the research objectives. Content modification was carried out to align the items with the specific focus of this study, namely, the role of microteaching in lesson planning, preparation, teaching skills, and self-confidence. Language modification involved simplifying the wording and adjusting verb tenses to make the items clearer and more accessible for pre-service teachers. The response format was also refined, changing the original 4-point scale to a 5-point Likert scale, which provided respondents with greater flexibility in expressing their perceptions.

The final questionnaire covered four domains. Lesson planning involved systematic planning, formulating student-centered objectives, selecting teaching methods, determining evaluation strategies, and managing lesson time effectively. Lesson preparation focused on developing instructional materials, media, and assessment tools. Teaching skills comprised opening and closing lessons, explaining content, questioning techniques, classroom

management, small group discussions, teaching variations, reinforcement, and leading group activities. Self-confidence encompasses building confidence, overcoming fears and anxieties, and speaking in front of others. A tryout test with 34 students confirmed item validity, and the instrument demonstrated strong reliability (Cronbach's Alpha = 0.859).

The qualitative data consisted of structured interviews with six pre-service teachers who were purposively selected. The protocol consisted of six open-ended questions covering the same four domains, along with additional items addressing challenges faced in teaching practice and the connection between microteaching and classroom practice. Each interview lasted approximately 15-20 minutes, was conducted online in English, and was recorded and transcribed with consent. Trustworthiness was enhanced through experts' review of the interview coding, themes, and interpretations, as well as the inclusion of direct quotations from participants' own words to support the themes, which also contributed to validity.

Data Analysis

Data from the questionnaires and interviews were analyzed through both quantitative and qualitative procedures. For the quantitative strand, descriptive statistic (means) was calculated using Microsoft Excel to provide an overview of pre-service teachers' perceptions. Descriptive analysis was deemed appropriate, as the study aimed to capture overall trends within the full population of participants rather than testing hypotheses or examining subgroup differences. The use of mean was particularly suitable as it summarizes participants' responses into a clear and meaningful representation, identifies general patterns, and indicates the overall tendency of perceptions. Perception levels were interpreted using mean score ranges adapted from Tekin (2000, as cited in Çelik & Oral, 2016), as shown in Table 1.

Table 1
Perception Levels of Microteaching's Role

Range	Criteria
1.00 – 1.79	Very Low
1.80 – 2.59	Low
2.60 – 3.39	Medium
3.40 – 4.19	High
4.20 – 5.00	Very High

For the qualitative strand, interview data were analyzed thematically following Braun and Clarke's (2006) six-phase process: familiarisation, coding, theme development, theme review, defining and naming themes, and reporting. Coding was conducted manually, and the resulting themes were reviewed and discussed with academic experts to enhance the trustworthiness of the findings. To ensure consistency, expert review was used to validate the coding framework and thematic interpretation. For example, a statement such as "I felt nervous teaching in front of my peers because I worried about making mistakes" was initially coded as "anxiety" and subsequently categorized under the broader theme of "confidence building".

Finally, integration occurred at the discussion stage, where qualitative themes were used to explain and contextualize the quantitative patterns. This complementary approach ensured that the mixed-methods design generated a richer and more nuanced understanding of pre-service teachers' perceptions.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

This research used a 19-item questionnaire to investigate pre-service teachers' perceptions on the role of microteaching in teaching practice programs. The findings are presented sequentially, with the quantitative results followed by the qualitative insights drawn

from participants' direct quotations to ensure authentic representation. There are four indicators, namely lesson planning, lesson preparation, teaching skills, and self-confidence, that were described in Table 2.

Table 2
Pre-service teachers' responses on lesson planning

No	Statements	Mean	Level
1	Microteaching helped me planning a systematic lesson plan in teaching practice program.	4.1	High
2	Microteaching helped me in formulate student-centered objectives that address students' needs in teaching practice program.	4.0	High
3	Microteaching did not help me in select appropriate teaching methods that align with the learning activities to be implemented in teaching practice program.	3.9	High
4	Microteaching enabled me to determine suitable evaluation methods to assess student learning effectively during the classroom in teaching practice program.	3.6	High
5	Microteaching did not support me in planning effective time management strategies for conducting classroom learning activities efficiently in teaching practice program.	3.8	High
Mean		3.9	High

Table 2 presents that pre-service teachers generally reported a high level of agreement ($M = 3.9$) regarding the role of microteaching in lesson planning. The highest mean score was found in the statement on planning systematic lesson plans ($M = 4.1$), indicating that microteaching was particularly effective in helping students structure their lessons. Conversely, the lowest score was on determining evaluation methods ($M = 3.6$), suggesting that assessment design was perceived as a weaker area of support.

These findings were also supported by the interview data collected from several students in response to the question: "How did microteaching assist you in planning lessons for your teaching practice program?". The responses to this question revealed varied perspectives, as illustrated below.

Theme 1 : Assisting in Lesson Planning

Several pre-service teachers stated that microteaching helped them in creating lesson planning. Pre-service teachers 2, 3, and 5 expressed that,

PT2: "..... microteaching is like my training ground for lesson planning. It taught me how to make structure lesson plans with clear..........microteaching really help me design a systematic plan that not just organize but also fun and useful."

PT3: "..... It assist me in planning lesson plans....."

PT5: "..... microteaching really help me plan my lessons in teaching practice program. Because it given me a clearer understanding in create well-structure lesson plans....."

However, others felt that microteaching lacked sufficient guidance in lesson planning. Pre-service teachers 1 and 6 mentioned that,

PT1: "Hmm.. honestly, microteaching didn't really help me in planning my lessons. There isn't any clear guidance or support from lecturer, so I felt lost and didn't really understand the whole process....."

PT6: "..... microteaching introduced me the basic of lesson planning,..... However, hmm... it didn't really help because I didn't receive proper supervision during the process. And yeah, it's like in microteaching class, there is no proper guidance in develop lesson plans, so I must design it on my own....."

The result highlighted how microteaching assisted pre-service teachers in lesson planning. According to PT2, PT3, and PT5, microteaching helped them create structured lesson plans with a clear understanding of the content. However, not all experiences were positive. PT1 and PT6 felt that the lack of guidance and supervision from lecturers limited the usefulness

of microteaching in this area. However, PT6 acknowledged learning the basics of lesson plans but still felt unsupported during the actual planning process.

These mixed experiences were consistent with the quantitative findings. Planning systematic lesson plans received the highest mean score ($M = 4.1$), indicating strong overall support. However, the average remained at a high level ($M = 3.9$) rather than very high, reflecting the concerns of students who lacked guidance.

Theme 2 : Formulating Learning Objectives

Several pre-service teachers stated that microteaching helped them in formulating learning objectives. Pre-service teachers 2 and 5 said that,

PT2: “..... It taught me how to make structure lesson plans with clear goals that actually match with students' need.....”

PT5: “..... And also it help me learn how to set student-center objectives.....”

However, others felt that microteaching did not really help them in formulating learning objectives. Pre-service teachers 1, 3 and 6 expressed that,

PT1: “.....Because of no guidance from lecturer, microteaching also didn't help much with setting learning goals,.....”

PT3: “..... But for learning objectives, honestly, microteaching didn't really help. I confused how to make goals that align students' needs, so I just made them based on the textbook. I don't know if they actually fit the students or not.”

PT6: “.....microteaching introduced me the basic of lesson planning, including lesson plans, objectives..... However, hmm.. it didn't really help because I didn't receive proper supervision during the process.....”

The responses revealed mixed experiences regarding the formulation of learning objectives. Some pre-service teachers (PT2, PT5) successfully learned to create student-centered objectives that addressed learners' needs, while others (PT1, PT3, PT6) struggled with this aspect. Some of them continued to struggle due to a lack of guidance and only received a basic introduction to lesson planning. In contrast, others remained confused about how to create learning objectives that aligned with students' needs.

This variation was mirrored in the quantitative results. The statement on formulating objectives received a high mean score ($M = 4.0$), indicating that many participants benefited; however, the challenges reported by others explain why the score did not reach the highest category.

Theme 3 : Selecting Teaching Methods

Several pre-service teachers stated that microteaching helped them in selecting teaching methods. Pre-service teachers 2, 3, 4 and 5 expressed that,

PT2: “..... I learn how to choose the right methods so my lessons not boring.....”

PT3: “It assist me in planning lesson plans, choose teaching methods..... Even though I still feel I didn't do it well, at least I have a starting point....”

PT4: “I learn how to set clear goals, choose the right teaching methods, and create activities that keep students engaged”

PT5: “.....And also it help me learn how to set student-center objectives, choose the right teaching methods,.....”

However, others felt that microteaching did not support them in selecting teaching methods. Pre-service teachers 1, 3, and 6 said that,

PT1: “..... Because of no guidance from lecturer, microteaching also didn't help much with setting learning goals, choosing methods,.....”

PT6: “..... microteaching introduced me the basic of lesson planning, including lesson plans, objectives, teaching methods..... However, hmm.. it didn't really help because I didn't receive proper supervision during the process.....”

Some pre-service teachers (PT2, PT4, and PT5) found that microteaching helped them choose suitable and engaging teaching methods for their lessons. They learned to select methods that focused on students. However, PT1 and PT6 felt that microteaching did not give enough support in choosing teaching methods. They mentioned that there was limited guidance and still felt unsure about applying the methods effectively in real classrooms. PT3 had a more neutral perception, stating that microteaching helped in choosing teaching methods, although they felt it was not done very well.

These perspectives aligned with the quantitative data. Selecting teaching methods was rated high ($M = 3.9$) but not as strong as lesson planning or objectives, reflecting both positive experiences and ongoing uncertainty expressed by some participants.

Theme 4 : Determine Evaluation Methods

Several pre-service teachers stated that microteaching helped them in selecting teaching methods. Pre-service teachers 2 and 5 expressed that,

PT2: “..... It also help me plan evaluation and think about how to check students' understanding, it's like through quizzes, discussions, or creative tasks.....”

PT5: “..... And also it help me learn how to set student-center objectives, choose the right teaching methods, and decide on suitable evaluation techniques”

However, others felt that microteaching did not support them in determining evaluation methods. Pre-service teachers 1 and 6 said that,

PT1: “..... Because of no guidance from lecturer, microteaching also didn't help much with setting learning goals, choosing methods, or how to do evaluation.....”

PT6: “..... microteaching introduced me the basic of lesson planning, including lesson plans, objectives, teaching methods, and evaluation. However, hmm.. it didn't really help because I didn't receive proper supervision during the process.....”

The result showed that pre-service teachers (PT 2, 5) shared that microteaching helped them plan and choose appropriate evaluation methods, such as quizzes, discussions, and creative tasks, to assess student learning effectively. They felt more prepared to assess student understanding in various ways. However, others (PT 1, 6) felt that microteaching did not provide enough guidance or support in designing evaluation methods, which made it difficult for them to apply this skill during their teaching practice.

This contrast was also evident in the quantitative results. Determining evaluation methods received the lowest mean score ($M = 3.6$), suggesting that while some participants felt supported, many others struggled to apply assessment strategies effectively.

Theme 5 : Time Management

Several pre-service teachers stated that microteaching helped them in time management. Pre-service teachers 2 and 5 mentioned that,

PT2: “..... And yeah, I also get better at time management. I learn how to break down my lessons so I didn't finish too fast or run out of time.....”

PT5: “..... Besides that, I feel microteaching very help me manage my time better, so yeah I could organize my lessons more effectively and avoid rushing through the material.”

On the other hand, others felt that microteaching did not really help them in time management. Pre-service teachers 1, 3, and 6 said that

PT1: “..... Because of no guidance from lecturer, microteaching also didn’t help much..... And yeah, I also struggle with time management because of that.”

PT3: “..... It assist me in planning lesson plans, choose teaching methods, and manage time. Even though I still feel I didn’t do it well,.....”

PT6: “..... And also microteaching didn’t provide enough support in managing lessons effectively and make it difficult for me to handle time management..... during my teaching practice program.”

Some pre-service teachers found that microteaching helped them improve their time management skills. PT2 and PT5 mentioned that it taught them how to manage lesson time more effectively. For example, PT2 learned to break lessons into manageable parts, and PT5 stated that it helped them manage their time better. However, other participants felt that microteaching did not provide enough support in time management. PT1 and PT6 expressed that they still struggled to manage time, especially during their teaching practice. PT3 gave a mixed response; while they acknowledged some help from microteaching, they still felt they had not managed time very well.

These perspectives were reflected in the quantitative results. Time management was rated high ($M = 3.8$), but it was not among the strongest aspects, indicating that while some gained confidence, others remained unsure about applying time management in practice.

Table 3
Pre-service teachers' responses on lesson preparation

No	Statements	Mean	Level
6	Microteaching assisted me in preparing instructional materials for classroom teaching in teaching practice program.	4.1	High
7	Microteaching did not support me in preparing instructional media to be used effectively during the teaching process in teaching practice program.	3.9	High
8	Microteaching assisted me in preparing appropriate assessment tools to evaluate students' understanding and progress in teaching practice program.	3.9	High
Mean		4.0	High

Table 3 indicates that pre-service teachers generally perceived microteaching as helpful in lesson preparation, with an overall high mean score ($M = 4.0$). The highest score was found in preparing instructional materials ($M = 4.1$), suggesting that microteaching was particularly effective in guiding students to design classroom materials. In contrast, the lowest scores were related to preparing instructional media and assessment tools (both $M = 3.9$), showing that while still positive, these areas were perceived as less strongly supported.

Theme 1: Preparing Instructional Material and Media

Several pre-service teachers stated that microteaching helped them prepare instructional materials and media. Pre-service teachers 2, 4, and 5 mentioned that,

PT2: “..... In microteaching, I practice made materials..... I use fun activities like memes..... and different media like videos and slide, it just to make learning more fun and relatable.....”

PT4: “..... through microteaching..... I experiment with different teaching materials, like videos and visual aids, to make learning more interesting..... So yeah during my teaching practice, I use interactive videos and images, just like what I practice in microteaching.”

PT5: "Well, microteaching very help when I preparing my lessons, especially in instructional materials and teaching media..... I feel more comfortable using intercative powerpoint and youtube to make my lesson more interactive..... "

In contrast, others felt that microteaching did not really support them in preparing instructional material and media. Pre-service teachers 1 and 6 said that,

PT1: "Okay, I think it didn't really help me with that either. I didn't get clear guidance from lecturer, so I confused when preparing teaching materials."

PT6: ".... microteaching provide some experience in preparing instructional materials, hmm.. but it's not proper when it come to selecting media...."

Some pre-service teachers (PT2, PT4, PT5, PT6) felt that microteaching helped them prepare instructional materials. Additionally, PT 2, PT4, and PT5 stated that they gained experience using tools such as videos, PowerPoint, and visual aids to make lessons more engaging. However, PT1 and PT6 felt the support was not enough. PT1 mentioned that there was a lack of clear guidance from the lecturer, and PT6 mentioned that although microteaching provided some experience in preparing material, it was still insufficient for selecting the right media.

These varied experiences aligned with the results of the questionnaire. Preparing instructional materials received the highest score ($M = 4.1$), reflecting strong support in this area. By contrast, preparing instructional media received a slightly lower mean ($M = 3.9$), which resonated with students' concerns about the lack of guidance in media selection.

Theme 2: Preparing Assessment Tools

Several pre-service teachers stated that microteaching helped them in preparing assessment tools. Pre-service teachers 2 and 5 mentioned that,

PT2: "....And then, for assessments, I didn't stick to boring tests, so I do activities like interactive quizzes, peer reviews, and reflection tasks...."

PT5: ".... Additionally I also feel microteaching very help me to design assessment tools that can measure student understanding...."

On the contrary, others felt that microteaching did not help them in preparing instructional material and media. Pre-service teachers 3 and 6 expressed that,

PT3: "....when it came to preparing for real classroom teaching, microteaching didn't help me much. I have a hard time making proper assessments that really match students' levels....."

PT6: "....hmm.. but it's not proper when it come to selecting media and designing assessments. Hmm.. since I didn't receive clear instructions on how to integrate media effectively or create assessments that match with student needs...."

Some pre-service teachers (PT2 and PT5) said that microteaching helped them design creative and effective assessment tools such as interactive quizzes, peer evaluations, and activities that measure student understanding. However, other pre-service teachers (PT3 and PT6) felt that microteaching lacked clear guidance on how to create appropriate and level-adjusted assessments, making it difficult for them to prepare effective evaluation tools during teaching practice.

These perspectives explained the quantitative data. Preparing assessment tools received a high mean score ($M = 3.9$), showing that while some pre-service teachers felt confident in creating creative and effective evaluations, others still struggled due to limited guidance.

Table 4
Pre-service teachers' responses on teaching skills

No	Statements	Mean	Level
9	Microteaching helped me develop my skills in opening and closing lesson properly in teaching practice program.	4.2	Very High
10	Microteaching did not help me improve my skills in explain learning material clearly in teaching practice program.	3.8	High
11	Microteaching helped me to ask questions that stimulate students engagement during class activity in teaching practice program.	4.0	High
12	Microteaching did not help me improve classroom management skills for creating an optimal learning atmosphere in teaching practice program.	3.7	High
13	Microteaching enhanced my teaching skills in small group discussions and individual instruction in teaching practice program.	4.0	High
14	Microteaching did not help me use teaching variations to maintain student interest, in create or utilize student worksheets and instructional materials in teaching practice program.	3.7	High
15	Microteaching helped me apply reinforcement techniques effectively to encourage positive student behavior and engagement in teaching practice program.	3.8	High
16	Microteaching did not enhance my teaching skills in leading group activities in teaching practice program.	3.7	High
Mean		3.9	High

Table 4 shows that pre-service teachers generally perceived microteaching as helpful for developing teaching skills, with an overall high mean score ($M = 3.9$). The highest rating was for opening and closing lessons properly ($M = 4.2$, very high), suggesting that microteaching strongly supported pre-service teachers in structuring lessons professionally. On the other hand, the lowest score ($M = 3.7$) appeared in classroom management, teaching variations, and leading group activities, indicating these areas were perceived as less well-supported.

Theme 1 : Explaining and Questioning Techniques

Several pre-service teachers stated that microteaching helped them develop explaining and questioning technique skills. Pre-service teachers 2, 3, 4, and 5 said that,

PT2: “..... And then... I also better in explaining materials clearly, making complex ideas easier to understand. I also learn how to ask better questions, it's not just yes or no answer, but the answer made students think more.....”

PT3: “..... But microteaching help me with skills like explaining material, doing Q&A sessions.....”

PT4: “..... And then, I practice explaining material well and connect with students and learn how to ask good questions to build students' critical thinking.....”

PT5: “..... I learn how to start and close lessons effectively, and then explain concepts clearly,.....”

However, others felt that microteaching did not really help them develop their explaining and questioning technique skills. Pre-service teachers 1 and 6 said that,

PT1: “Hmm.. I think it didn't help much. I still struggle with explaining material and asking questions properly. Preparation need for real class more complicated than what I did in microteaching.....”

PT6: “Honestly, microteaching didn't really enhance my teaching skills because yeah the structure environment different significantly with real classrooms. For example, I practice explain and question techniques in microteaching, but yeah it didn't prepare me for manage unexpected student responses.....”

All six pre-service teachers (PT 1 to 6) shared their views on how microteaching influenced their ability to explain material and use questioning techniques. PT 2, 3, 4, 5 felt that microteaching helped them improve their skills in explaining concepts clearly and asking effective questions that encouraged student thinking and participation. However, PT 1 and 6 believed that microteaching was not very effective in developing these skills, as the structured and controlled environment was quite different from the realities of actual classroom teaching.

These perspectives were consistent with the questionnaire results. Explaining material was rated high ($M = 3.8$), and asking stimulating questions was also rated high ($M = 4.0$), indicating that while many participants benefited, others still faced challenges when applying these skills in real classrooms.

Theme 2 : Classroom Management

Several pre-service teachers stated that microteaching helped them develop classroom management skills. Pre-service teachers 2, 4, and 5 expressed that,

- PT2: “..... It really help me improve a lot..... Then I also work on class management, like keeping everyone focus and dealing with distractions with postive learning atmosphere.....”
- PT4: “..... And yeah I have another key skill that I get is classroom management like how to keep students focus and handle different situation well.....”
- PT5: “..... Besides that, I also better at classroom management like keep students focus with enjoy and fun learning”

However, others felt that microteaching did not optimally help them develop their classroom management skills. Pre-service teachers 1 and 3 stated that,

- PT1: “Hmm.. I think it didn't help much..... I also didn't feel like it help with manage class, group discussions, or teaching individual.....”
- PT3: “.....And yeah, honestly, classroom management is tough. Students in real life more harder to control than during microteaching with friends. So overall, yeah, microteaching help, but not enough for the real situation for me.”

Pre-service teachers had mixed views on how microteaching supported their classroom management skills. PT 2, 4 and 5 felt that microteaching helped them improve in keeping students focused, handling disruptions, and creating a positive classroom environment. However, PT 1 and 3 believed that microteaching was not very effective in this area, noting that real classroom situations were more challenging and that microteaching did not fully prepare them for managing actual student behavior.

These mixed views explained the quantitative results. Classroom management received one of the lowest scores ($M = 3.7$), suggesting that while some participants gained skills, others felt unprepared for the complexity of managing actual student behavior.

Theme 3 : Opening and Closing Lessons

Several pre-service teachers stated that microteaching helped them develop their opening and closing lesson skills. Pre-service teachers 2 and 5 expressed that,

- PT2: “Hmm.. It really help me improve a lot. Because I can practice how to start and end lessons smoothly and make students stay interest from beginning to the end.....”
- PT5: “..... I learn how to start and close lessons effectively.....”

However, pre-service teacher 3 felt that microteaching did not optimally help them develop their opening and closing lesson skills. Pre-service teacher 3 said that,

- PT3: “.....I still struggle with how to open a lesson and get students motivation. Sometimes my closing doesn't go optimally.....”

Pre-service teachers had varying experiences with learning to open and close lessons through microteaching. PT 2 and 5 felt that microteaching helped them perform these parts of the lesson effectively, including engaging students' attention at the beginning and concluding the lesson with a clear summary. In contrast, PT3 expressed ongoing difficulty in motivating students at the start and closing lessons smoothly, indicating that more practice or support may be needed in this area.

These views corresponded with the quantitative findings. Opening and closing lessons received the highest score ($M = 4.2$, very high), demonstrating that pre-service teachers strongly valued microteaching in this area, despite a few still experiencing challenges.

Theme 4 : Teaching Variations

Several pre-service teachers stated that microteaching helped them develop their teaching variation skills. Pre-service teachers 2 and 5 expressed that,

PT2: “..... I try different teaching styles too like group work, individual instruction, using rewards, and all can help me more flexible.....”

PT5: “.....And yeah microteaching also help me try to practice leading small group discussions, using different teaching techniques, and reinforcing student participation. These skills really help me when I come into a real classroom.....”

However, pre-service teacher 3 felt that microteaching did not optimally help in developing teaching variation skill. Pre-service teacher 3 said that,

PT3: “.....So yeah, the skills I learn didn't fully transfer. I'm also not very creative with teaching variations.....”

Pre-service teachers shared different experiences regarding how microteaching supported their use of teaching variations. PT 2 and 5 felt that microteaching helped them try out various techniques, such as small-group discussions, individual instruction, and reinforcement to make lessons more engaging. Meanwhile, PT3 felt that the use of teaching variations was not very effective due to a lack of creativity during the teaching practice.

This explained why the survey results for teaching variations were among the lowest ($M = 3.7$). While some students gained confidence in experimenting with different strategies, others felt that microteaching did not sufficiently support their creativity or flexibility in classroom practice.

Table 5
Pre-service teachers' responses on self-confidence

No	Statements	Mean	Level
17	Microteaching helped me build confidence in my teaching abilities, including delivering instructional materials effectively in teaching practice program.	4.1	High
18	Microteaching did not allow me to overcome my fears and anxieties about teaching in teaching practice program.	3.4	High
19	Microteaching gave me the courage to speak in front of a group in teaching practice program.	4.1	High
Mean		3.9	High

Table 5 shows that pre-service teachers generally perceived microteaching as supportive in building their confidence, with an overall high mean score ($M = 3.9$). The highest ratings ($M = 4.1$) were given to building confidence in teaching abilities and gaining the courage to speak in front of a group. This suggested that microteaching was especially effective in enhancing confidence related to lesson delivery and public speaking. In contrast, the lowest rating ($M = 3.4$) was overcoming teaching-related fears and anxieties, indicating that some pre-service teachers still struggled with nervousness despite the training.

Theme 1: Building Confidence

Several pre-service teachers found that microteaching helped them in build their confidence in teaching. Pre-service teachers 2 and 5 expressed that,

PT2: “.....It give me confidence to deliver lessons with a smooth and handle unexpected situations without freez up.....”

PT5: “..... microteaching help me build my confidence in teaching with practice teaching in a low pressure environment before enter the real classroom....”

However, others felt that microteaching did not support them in building their confidence in teaching. Pre-service teachers 1, 3, and 6 mentioned that,

PT1: “Honestly, it didn't really help build my confidence either....”

PT3: “.... I still struggle to control my confidence, especially when it comes to delivering material in class....”

PT6: “.... but yeah it didn't really build my confidence for real classroom teaching....”

Some pre-service teachers (PT 2, 5) felt that microteaching helped boost their confidence by providing them with opportunities to practice teaching in a safe, low-pressure environment. It helped them feel more prepared to speak in front of a class and handle unexpected situations. However, other pre-service teachers (PT 1, 3, 6) stated that microteaching did not fully support their confidence-building, especially when facing real classroom challenges, such as delivering material.

These perspectives were reflected in the quantitative results. Building teaching confidence and speaking in front of others both received the highest mean scores ($M = 4.1$), indicating that many participants felt that microteaching enhanced their self-assurance. However, the concerns expressed by some students explained why the overall score remained at the “high” level ($M = 3.9$) rather than reaching “very high.”

Theme 2: Overcome Fears and Anxiety

Pre-service teacher 2 found that microteaching helped to overcome fears and anxiety about teaching. Pre-service teacher 2 said that,

PT2: “.... it also help me overcome my fears and anxieties about teaching and I learn making mistakes is part of process, and the key is stay flexible and adapt....”

However, others felt that microteaching did not fully support for building their confidence in teaching. Pre-service teachers 1, and 3 mentioned that,

PT1 I still can't to overcome my fears and anxiety, I feel still nervous and scare teaching in front of people. I think I not enough practice during lectures, so when I must teach for real, I still felt unprepared.

PT3: “....This also doesn't help me overcome my fear and anxiety about teaching and speaking in groups....”

PT2 felt that microteaching helped reduce their fears and anxiety by allowing them to practice, make mistakes, and learn to adapt. It gave them the courage to teach and speak in front of others. However, others (PT 1, 3) felt that microteaching did not effectively help them manage their fears, especially when it came to public speaking and teaching in real classroom situations.

This contrast explained the quantitative findings. Overcoming teaching-related fears and anxieties received the lowest score ($M = 3.4$), suggesting that while a few pre-service teachers felt more resilient, many continued to struggle with nervousness when transitioning to real classroom teaching.

In addition to supporting the quantitative data, this section explored the relation between microteaching and the teaching practice program, as well as the challenges pre-service teachers faced during their field experience. Through interviews, the researcher asked: "In your opinion, how was your teaching practice program related to your microteaching experience?"

Theme 1: Microteaching Support in Teaching Practice

This theme focused on exploring the connection between microteaching and the teaching practice program in preparing pre-service teachers for real classroom experiences. Pre-service teachers 2, 3, and 5 mentioned that,

- PT2: "..... It's like everything I practice in microteaching like lesson planning, teaching strategies, managing classroom, and all of them come into real classroom...."
- PT3: "Hmm.. okay, in my opinion, even though microteaching didn't optimally support my teaching practice, but, what I learn in microteaching is quite similar to what I do in teaching practice program....."
- PT5: "Okay, so.. in my opinion.. microteaching and my teaching practice program are really connected because microteaching act as a trial teaching that prepare me for real classroom situations....."

In contrast to the Pre-service Teachers 2, 3, and 5 statements, Pre-service teachers 1 and 6 feel that microteaching did not really support their teaching practice program. Pre-service teachers 1 and 6 stated that,

- PT1: "..... microteaching didn't really connect with my teaching practice program. There are too many things missing, like not enough explanations and practice. It feel incomplete and need to improve."
- PT6: "Okay, so in my opinion, hmm.. microteaching show me basic techniques, but honestly, it didn't really match what happen in my teaching practice....."

The result explores how microteaching prepared pre-service teachers for real classroom experiences during their teaching practice. Several pre-service teachers (PT2, PT3, and PT5) felt that microteaching is closely related to their teaching practice program, and microteaching acts as a foundation for teaching in actual classrooms. However, PT1 and PT6 felt that microteaching did not fully support their teaching practice because it lacked several essential elements.

These perspectives explained why, across indicators, pre-service teachers gave consistently high scores ($M = 3.8-4.1$) but not "very high." While many felt that microteaching prepared them well for teaching practice, others pointed to need for more guidance and a greater level of realism.

Next, the researcher asked: "Based on your experience, after participating in microteaching and completing your teaching practice program, what challenges did you encounter? Please explain."

Theme 1: Classroom Management Challenges

This theme focused on the challenges faced by pre-service teachers during their teaching practice program, especially in classroom management. Pre-service teachers 2, 4, and 6 mentioned that,

- PT2: ".....The biggest challenge is class management. Because in microteaching, my friends will acting as students and make it chill. But in the real class? Every students have different personalities and learning style....."
- PT4: "..... the biggest challenge is managing a classroom full of students with different personalities..."

PT6: "For me, the major challenge is adapt with real classroom management, as microteaching didn't provide enough practice in handle different student behaviors....."

The result showed that pre-service teachers faced significant classroom management challenges during their teaching practice. They struggled to handle students with diverse personalities and behaviors (PT 2, 4), and felt that microteaching did not provide sufficient preparation for managing real classroom situations (PT 6). This made adapting to the real classroom environment more difficult.

This struggle was consistent with the survey, where classroom management received one of the lowest mean scores ($M = 3.7$). The qualitative perspectives helped clarify this result, such as microteaching offered only simplified practice, leaving pre-service teachers less prepared for the complexities of managing diverse student behaviors in real classrooms.

Theme 2: Struggle with Time Management

This theme focused on seeing the challenges that are faced by pre-service teachers during their teaching practice program, especially in time management. Pre-service teachers 2, and 4 stated that,

PT2: "..... Then, time management is also hard, because sometimes discussions took too long, or there are unexpected school announcements, and I couldn't finish my lesson....."

PT4: "..... And yeah I also struggle with time management because sometimes lessons took longer than expected, and I must adjust on the spot....."

The result showed that pre-service teachers experienced difficulties managing time during their teaching practice. Both students found that lessons often took longer than expected, and unexpected events, such as school announcements, disrupted their plans. They had to adjust quickly during class, which made time management a constant challenge.

The quantitative data reflected similar concerns. Time management was rated high but not among the strongest areas ($M = 3.8$), suggesting that although microteaching offered some preparation, it did not fully equip pre-service teachers to handle unpredictable classroom conditions.

Theme 3: Students' Motivation and Focus

This theme focused on seeing the challenges that faced by pre-service teachers during their teaching practice program especially in students' motivation and focus. Pre-service teachers 2, and 4 said that,

PT4: "..... And yeah I still struggle to keep students focus, especially when the class time will ended and they already tired. So, I must think the other approach like using more interactive activities to keep their attention."

PT5: "..... Another challenge for me is keeping students motivation, especially when the topic feel boring or hard for them. And yeah all those experiences made me think more creatively and try new ways to make lessons fun and effective."

The result showed that pre-service teachers faced challenges in keeping students motivated and focused, especially during less interesting lessons or when students were tired. To address this, they had to adjust their teaching strategies, using more interactive and creative methods to maintain student engagement and make lessons more effective.

This challenge resonated with earlier results on teaching variations, which received a lower mean score ($M = 3.7$). The interviews explained this outcome: while microteaching provided opportunities to practice, it did not fully prepare participants to sustain motivation in real, diverse classrooms.

Theme 4: Adaptation Challenge

This theme focused on seeing the challenges that faced by pre-service teachers during their teaching practice program, especially in adapting with the environment. Pre-service teachers 3 stated that,

PT3: “Alright, in my opinion, the challenge during teaching practice is adapting to a new environment. Each school has their own culture and teaching methods, so I need learn quickly to adjust to the methods used by the teachers there. The adaptation process isn't always easy, and sometimes I feel awkward when interacting with students, especially when they have different characters.....”

The result showed that pre-service teachers found it challenging to adapt to new school environments, which included adjusting to different school cultures, teaching methods, and student personalities. This required them to be flexible and open, even though the process could initially feel awkward and difficult.

Although not directly represented in the questionnaire items, this challenge helped explain why some participants rated microteaching as only moderately supportive. The structured environment of microteaching did not simulate the diversity of school cultures, which limited its effectiveness in preparing pre-service teachers for adaptation.

Discussion

This study examined pre-service teachers' perceptions of microteaching as a means of preparing them for teaching practice, revealing both confirmations of prior research and context-specific insights. The findings indicated that microteaching was highly beneficial for designing systematic lesson plans, preparing instructional materials, and formulating learning objectives, aligning with Ismail (2011), Koross (2016), and Pangaribuan et al. (2023), who highlighted microteaching as an effective platform for developing planning competencies. However, some students expressed mixed perceptions, particularly regarding the lack of guidance in lesson planning and assessment.

This gap can be explained by a misalignment between the microteaching course and broader curriculum components. Students expected more direct instruction on lesson plan development, which ideally should have been introduced in teaching method courses. This highlighted the importance of managing courses related to microteaching to enhance coherence in teacher education programs. Theoretically, this suggests that microteaching alone supports procedural skills but may be insufficient for developing higher-order planning competencies without complementary curricular scaffolding.

In line with reflective practice theory (Schön, 1983), this study suggests that microteaching provides a structured space for pre-service teachers to engage in systematic reflection on their teaching practices. The results of this study support the notion that microteaching is an effective platform for refining teaching skills. However, while it supported basic competencies, it was not sufficient for developing higher-order skills such as designing authentic assessments or managing diverse classroom dynamics. This gap aligns with Kolb's (1984) experiential learning cycle, which posits that effective learning requires iterative cycles of experience, reflection, and application. Microteaching provides the experience, but the lack of real classroom context limits the reflective cycle, particularly in complex tasks like classroom management.

In line with Bandura's (1997) self-efficacy theory, which posits that mastery experiences like those provided by microteaching can enhance teachers' confidence, the findings from this study reveal that microteaching was instrumental in developing pre-service teachers' confidence in teaching abilities. Many participants reported improvements in confidence, particularly in lesson delivery and public speaking ($M = 4.1$). However, despite these gains,

some pre-service teachers expressed a disconnect between the confidence they developed through microteaching and the realities of teaching in a live classroom. This finding suggests that while microteaching fosters self-efficacy, its effects are contextual and contingent upon real classroom experiences, which can elicit anxiety and stress, as indicated by Noha et al. (2023).

While the benefits of microteaching were widely acknowledged, some students expressed challenges, particularly in classroom management. This finding aligns with Mudra (2018) and Pakpahan (2023), who identified classroom management as one of the most significant barriers for pre-service teachers during teaching practice. These challenges were particularly evident in pre-service teachers' struggles to adapt microteaching skills to the dynamic realities of the classroom, where student behaviors and external factors like time constraints and school culture played a significant role. As highlighted by Zeichner (2010), there is often a disconnect between campus-based teaching experiences and real-world classroom teaching, which was evident in this study.

The study's integration of quantitative and qualitative findings provides a nuanced understanding of how microteaching impacts pre-service teachers. While quantitative data indicated high ratings for lesson planning ($M = 3.9$) and self-confidence ($M = 4.1$), the qualitative interviews offered deeper insights into the variability of these experiences. Some pre-service teachers (e.g., PT1, PT6) expressed frustration with the lack of guidance, which limited their ability to fully engage with the lesson planning process and assessment design. These qualitative perspectives provide important context for interpreting the quantitative data, revealing the complexity of pre-service teachers' experiences with microteaching.

The findings of this study have several important recommendations for improving teacher education programs. First, the curriculum should more effectively align microteaching with broader pedagogical training, including teaching methods and assessment design courses, to provide a more integrated learning experience. Second, to address the gaps identified in this study, particularly in classroom management, time management, and assessment design, teacher education programs should provide more structured mentoring, feedback rubrics, and real classroom exposure. Integrating school-based practice with microteaching, such as through peer observation, staged teaching, and collaborative lesson study, would offer pre-service teachers more opportunities to apply their skills in authentic teaching environments.

Furthermore, reflective practice should be more explicitly embedded within the curriculum, with regular opportunities for pre-service teachers to reflect on their experiences in both microteaching and teaching practice. Such reflections could be supported by structured feedback and mentoring, which would help reinforce the connection between theory and practice and enable pre-service teachers to better navigate the complexities of real classroom teaching.

In conclusion, this study reaffirms the value of microteaching as a preparatory tool for pre-service teachers, particularly in developing essential teaching competencies such as lesson planning, material preparation, and confidence building. However, it also highlights the limitations of microteaching, particularly in its ability to fully prepare pre-service teachers for the challenges of classroom management, assessment design, and adapting to real teaching contexts. To enhance the effectiveness of microteaching, teacher education programs must better integrate it with other pedagogical courses, provide more guidance and feedback, and offer opportunities for authentic classroom experience. This holistic approach will help ensure that pre-service teachers are better prepared for the dynamic and unpredictable realities of teaching.

CONCLUSION

This study examined the perceptions of English pre-service teachers at Universitas Riau regarding the role of microteaching in their teaching practice program, with a focus on lesson planning, lesson preparation, teaching skills, and self-confidence. The findings showed that microteaching was perceived as highly beneficial for developing systematic lesson plans, preparing materials, enhancing pedagogical skills, and building teaching confidence. However, the extent of its effectiveness varied, depending largely on the quality of supervision, feedback, and integration with other courses. These results highlighted both the value and the limitations of microteaching as a preparatory stage for authentic classroom teaching.

Despite its strengths, microteaching did not fully prepare pre-service teachers for the complex realities of the classroom. Participants reported persistent challenges, particularly in classroom management, time allocation, student motivation, and adapting to diverse school environments. These findings extended prior research by showing that while microteaching provided a strong foundation, peer-based simulations could not fully replicate the dynamic and unpredictable conditions of real classrooms. This study contributed to the literature by identifying an expectation gap between the intended purpose of microteaching and pre-service teachers' perceptions, underscoring the need for stronger curricular integration and institutional support.

Based on these insights, several recommendations were proposed. Teacher education institutions should align microteaching more closely with curriculum and teaching method courses, employ structured feedback rubrics, and strengthen mentoring throughout the program. Complementary activities such as classroom observations, staged teaching practice, and workshops on classroom management and assessment design would have further enhanced preparedness. While this study was limited to a single institution with a small qualitative sample and relied on self-reported data, future research should incorporate multi-institutional or longitudinal studies to better capture the long-term impact of microteaching on teacher development.

REFERENCES

Baety, N. (2021). Indonesian teacher performance: Professional and character. *Akademik: Jurnal Mahasiswa Humanis*, 1(3), 95–103. <https://doi.org/10.37481/jmh.v1i3.459>

Bandura, A. (1997). *Self-efficacy: The exercise of control*. W. H. Freeman.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>

Çelik, G. T., & Oral, E. L. (2016). Big five and organizational commitment: The case of Turkish construction professionals. *Human Resource Management Research*, 6(1), 6–14. <https://doi.org/10.5923/j.hrmr.20160601.02>

Cerruto, J., Kayi-Aydar, H., & Sandlin, J. (2023). Microteaching lesson study: Developing graduate students' teaching self-efficacy in higher education. *Creative Education*, 14(12), 2916–2934. <https://doi.org/10.4236/ce.2023.1412189>

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.

Darling-Hammond, L. (2006). *Powerful teacher education: Lessons from exemplary programs*. Jossey-Bass.

Hamidi, N. B., & Kinay, İ. (2021). An analysis of pre-service teachers' opinions about micro teaching course. *International Journal of Progressive Education*, 17(5), 226–240. <https://doi.org/10.29329/ijpe.2021.375.15>

Helmiati. (2013). *Micro teaching: Melatih keterampilan dasar mengajar*. Aswaja Pressindo.

Iliasova, N., Popova, M., & Petrova, E. (2025). Microteaching as an effective tool for

developing teaching competencies in pre-service teachers. *Frontiers in Education*, 10, 1562975. <https://doi.org/10.3389/feduc.2025.1562975>

Ismail, S. A. A. (2011). Student teachers' microteaching experiences in a pre-service English teacher education program. *Journal of Language Teaching and Research*, 2(5), 1043–1051. <https://doi.org/10.4304/jltr.2.5.1043-1051>

Jeon, S. (2025). Microteaching for reducing anxiety and promoting growth in pre-service English teachers. *Teaching and Teacher Education*, 143, 104487. <https://doi.org/10.1016/j.tate.2025.104487>

Kiggundu, E., & Nayimuli, S. (2009). Teaching practice: A make or break phase for student teachers. *South African Journal of Education*, 29(3), 345–358. <https://doi.org/10.15700/saje.v29n3a129>

Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Prentice Hall.

Koross, R. (2016). Micro teaching: An efficient technique for learning effective teaching skills—Pre-service teachers' perspective. *IRA International Journal of Education and Multidisciplinary Studies*, 4(2), 289–299. <https://doi.org/10.21013/irajems.v4.n2.p7>

Mudra, H. (2018). Pre-service EFL teachers' experiences in teaching practicum in rural schools in Indonesia. *The Qualitative Report*, 23(2), 319–344. <https://doi.org/10.46743/2160-3715/2018.3115>

Mufidah, N. (2019). The development of pre-service teachers' teaching performance in the teaching practice program at English Department of State Islamic University of Antasari Banjarmasin. *Dinamika Ilmu*, 19(1), 97–114. <https://doi.org/10.21093/di.v19i1.1469>

Mutmainnah, A. R., Dalle, M. B., & Rum, E. P. (2019). Student perception towards microteaching subject by the English Education Study Program Makassar Muhammadiyah University. *Jurnal Keguruan dan Ilmu Pendidikan (JKIP) FKIP Unismuh Makassar*, 6(1), 50–58.

Noha, Y., Yulianawati, I., & Prawiro, I. Y. (2023). Pre-service teacher perception related to the benefits of micro-teaching course to their teaching apprenticeship program. *National Conference on Language, Education, and Technology*, 3(1), 219–225. <https://doi.org/10.32534/nacolet.v2i1>

Özcan, M., & Yüksel, İ. (2022). In-situ collaborative microteaching: Pre-service teachers' reflections on self-efficacy and teaching competencies. *English Language Teaching Educational Journal*, 5(2), 129–143. <https://doi.org/10.12928/elitej.v5i2.7379>

Pakpahan, E. M. (2023). Challenges faced by pre-service teachers during teaching practicum. *International Journal of Educational Narratives*, 1(5), 258–263. <https://doi.org/10.55849/ijen.v1i5.389>

Pangaribuan, Y. E. M., Sipayung, K. T., Manurung, L. W., & Situmorang, A. (2023). Students' perception of micro teaching course to their teaching internship at the English Department of HKBP Nommensen University. *Journal on Education*, 6(1), 2561–2575.

Sagban, A. A., Almumar, H. A., & Hashim, Z. F. (2021). The effect of microteaching technique of Iraqi EFL student teachers on their teaching performance and attitudes. *Journal of Language and Linguistic Studies*, 17(4), 1984–1997. <https://doi.org/10.52462/jlls.14426.p>

Schön, D. A. (1983). *The reflective practitioner: How professionals think in action*. Basic Books.

Sebullen, M. T. (2023). Lesson planning challenges of pre-service teachers. *Cognizance*

Journal of Multidisciplinary Studies, 3(5), 19–29.
<https://doi.org/10.47760/cognizance.2023.v03i05.003>

Sesmiarni, Z., Iswantir, I., Ikhsan, I., & Yasmansyah. (2022). Analysis of Islamic education teachers' ability in comprehending the procedure to make learning evaluation. *Al-Ishlah: Jurnal Pendidikan*, 14(4), 6113–6128. <https://doi.org/10.35445/alishlah.v14i4.2248>

Yundayani, A., & Alghadari, F. (2024). Challenges and solutions in student teachers' microteaching for English language teaching. *Pedagogia: Jurnal Pendidikan*, 13(2), 295–305. <https://doi.org/10.21070/pedagogia.v13i2.1685>

Zeichner, K. M. (2010). Rethinking the connections between campus courses and field experiences in college- and university-based teacher education. *Journal of Teacher Education*, 61(1–2), 89–99. <https://doi.org/10.1177/0022487109347671>