

# STUDENTS' PERCEPTION TOWARD MICROTEACHING CLASS IN RELATION WITH INTERNSHIP PROGRAM

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## Abstract

Microteaching is one of the core courses required by English Language Education students before undertaking an internship program. To be a professional teacher, a teacher must have 4 competencies those are pedagogical competence, personality competence, social competence, and professional competence. Thus, microteaching is needed for students-teachers to help them improve their teaching skills. The purpose of this study is to highlight the students' perception of microteaching courses on specific topics such as students' experiences in improving their teaching skills through feedback given by their lecturer and friends, the importance of microteaching for students, and students' need during the process of the microteaching class. The research subjects were 35 undergraduate English Language Education students (2018 cohort) who have taken microteaching courses and internship programs. This research used a qualitative descriptive method using explorative case study. The instruments for the data collection were questionnaires and interviews. The result showed positive attitudes towards the microteaching course. This research discovers the usefulness of microteaching classes in 3 aspects which are enriching students' knowledge before they teach in a real situation in an internship program, improving teaching skills to be implemented in their internship program, and helping students get the basic knowledge from the lecturer for developing lesson plans and learning media. Moreover, it builds student-teachers' self-confidence and increases teaching skills in peer-teaching.

## 1. Introduction

In the education field, a teacher plays a crucial role as an educator. The teachers' responsibilities include providing students with guidance, assessment, and evaluation. Aside from that, teachers must have a positive personality as a role model for their students. Hence, prospective teachers must prepare anything to be a professional teacher.

Teacher professionalism is defined by professional qualifications such as "being smart and creative," "achieving the highest standards," and "accomplishing goals" (Umar, 2004). For example, Baggini (2005) as cited by Demirkasimoğlu (2010) claims that professionalism is defined for today's teachers' level of how well the teachers handle difficulties and how well they extend their experience and skills in their profession. On the basic level, a "professional teacher" is someone who is paid to teach; on the higher level, it can refer to teachers who are the best in the profession and set the highest standards (Tichenor and Tichenor, 2005). Phelps believes that when teachers use their expertise as a critical criterion for evaluating their attitudes and actions, their professionalism improves. Phelp (2006) stated that there are three indicators of professionalism: responsibility, respect, and risk taking. In other words, professionalism is defined by the highest and best standards. According to the Minister of National Education

Decree 16/2007, all teachers should have pedagogical competence, personality competence, social competence, and professional competence.

Those competencies mentioned in the Minister of National Education Decree manifest themselves in the teacher's ability to manage learning activity, understand students well (level of intelligence, creativity, physical disability, and cognitive development), design learning (the formulation of basic competencies, and preparation of learning programs), carry out educational and dialogical learning, use learning technology, evaluate the learning activity, and develop learners' potential. It is common knowledge that teachers must have a positive personality as role models for their students. Teachers' personal competence was revealed through their compliance with regulations, their religious values' application, the manner in which they treat their students, the sincerity and model they exemplified, their maturity, discretion, and self-assurance, their work etiquette, their confidence in carrying out their responsibilities, and their pride in their profession (Wicaksono & Mirizon, 2021)

Social competence is the ability to manage social relations, which necessitates a wide range of skills, abilities, and capacities in order to solve problems that arise in interpersonal relationships (Bharwani & Jauhari, 2017). Communication skills with students and parents of students, being sympathetic, being able to work together with school committees, being good at socializing with educational partners, and understanding the surrounding environment are all social competencies that a teacher must possess (Darling-Hammond & Cook-Harvey, 2018). Professional competence is the ability or skill required for teachers to complete their assignments accurately (Brundiers & Wiek, 2017). Brundiers and Wiek also stated that professional competence includes mastery of teaching materials and concepts, management of teaching and learning programs, management of media and learning resources, mastery of educational foundations, ability to assess teaching and learning achievement, understanding the principles of managing educational institutions, and also have broad insight into educational innovation.

In this case, English teachers also have to teach the students and enable them to communicate in English while also "teaching for the test" in order for their students to pass the National Exams (Anugerahwati & Saukah, 2010). In fact, it is difficult to communicate effectively with students. A teacher must pay attention to several things, such as conveying information clearly and completely, but in a way that students can understand (Khan et al., 2017). It means a teacher must be able to communicate assertively and be skilled in verbal/written communication to convey sensitive/complicated/complex information. Those skills become qualifications that cannot be obtained in a short time and instantaneously. With those qualifications to be professional teacher, the writer believe that prospective teachers must be guided and given special training in order to work in real-life learning situations in the future.

To achieve professional qualifications, students in English Language Teaching programs need to know how to teach properly, create lesson plans, design a conducive learning environment and so on. This statement is supported by Zein (2017) who explains that a teacher must understand about classroom instruction for teaching children, developing lessons, and classroom management in ways that meet the contextual challenges such as the large number of students and non-conducive seating arrangement. Zein (2017) also explained that these understanding can be obtained through professional development. So, it can be concluded that to reach all of the qualifications, the students need to learn in microteaching subjects before their internship program as professional development. Microteaching is one of the most effective methods for giving practice about teaching skills and avoiding missteps in the classroom.

Microteaching is a technique aiming to prepare teacher candidates to the real classroom setting (Brent & Thomson, 1996). Thus, microteaching allows student-teachers to improve their teaching skills by practicing assorted simple tasks known as teaching skills. Reddy (2019) stated that microteaching reduces the complexities of normal classroom teaching dealing with its time and number of students. In other words, micro teaching is a strategy used in teacher development to help students learn how to teach well and also provide controllable circumstances that relieve anxiety in terms of location, classroom management, and students. It uses real-life teaching situations to develop student-teachers' skills and gain a deeper understanding of the teaching process. As written in Richard's research (2021) that microteaching uses experiential learning theory which emphasizes an adaptive and holistic process of learning and is based on learning by experience through active participation in real-life activities. Microteaching can be done with a simple lesson or a standard concept and a small group of students. Learning is performed within the small groups scope with peers acting as students (Izzatin & Widyawati, 2021).

Based on regulations in one of the educational universities in Indonesia, English Language Education students had to take microteaching classes before their internship program. The internship program has been described as one of the most significant, fascinating, and challenging experiences that prospective teachers will have during their entire training program. It is essential to understand the challenges and issues that student-teachers face during the learning process in order to prepare for their internship program. It is important that an educator be able to discuss classroom management strategies and techniques, assisting in the formation of synergistic relationships with teachers in the schools and their lecturers who simply set the course essential for the development of prospective teachers in internship programs (Fletcher & Bailey, 2011). The new teacher can face numerous challenges, particularly in their first year of teaching. Without adequate induction support, new teachers can only develop their own abilities (Tak, 2005). As a result, several countries, including Thailand, Australia, and the United States, have implemented internship programs to improve the quality of the new teachers (Añar et al., 2017; Diem et al., 2020; Ledger & Vidovich, 2018; Nguyen, 2018). Universities in Indonesia have also taken steps to implement teaching internship programs for new teachers or pre-service teachers. That way, new teachers in Indonesia can learn more about the classroom and its management through various teaching practice and microteaching activities carried out during the programs.

The teaching internship program is a collaborative teaching effort carried out by preservice students in collaboration with their tutors (Qing-li et al., 2019). Qing-li et al in their study also mentions that preservice students in the teaching internship program will be guided by tutor teachers to prepare all necessary materials, such as learning tools and media, and materials to be delivered. Students who participate in teaching practice must have theoretical and applicable values, as well as scientific insights into education and learning within the context of Indonesian culture, in order to fulfill their roles as critical, innovative, adaptive, and communicative educators in accordance with the character and culture of students in the global era (Zein et al., 2020). The activities that must be followed include describing the general characteristics of students who will later become responsibilities in educational practice, describing the organizational structure and school rules, identifying routine activities (refraction practices and positive habits in schools), reviewing the curriculum and learning tools that teachers used, investigating the learning strategies and evaluation systems used by teachers, create teaching media (lesson plans, learning media, teaching materials, and evaluation tools), investigating the use of information and communication technology in learning, practice teaching under the supervision of tutors and supervisors, carry out several tasks (mentoring students and extracurricular

activities), and carry out the tasks of the teacher's administrative work (Strom & Martin, 2017; Ismaeel & Al Mulhim, 2022; Darling-Hammond & Cook-Harvey, 2018; Çam Aktaş, 2018). Based on the experience that has been lived by the writer, the supervisor's assessment takes the form of observing how prospective teachers teach in the classroom, whereby the supervisor will provide some feedback and suggestions for developing skills in teaching, compiling materials, and communicating with students.

There had been several previous studies discussing about the importance of microteaching and students' perception towards microteaching. In relevant study about the perceptions of student- teachers towards microteaching, Ismail (2011) states that microteaching experiences may not be as effective without offering student-teachers opportunity to reflect on their performance. For that statement, microteaching would be effective if there is any peer-teaching activity that allows student- teachers give and receive feedback in microteaching class. The study from Şen, A. I. (2010) examines the effect of peer teaching and microteaching on preservice physics teachers' teaching skills. He found that peer teaching gave the positive attitude towards microteaching. More recent research is from Setyorini et al (2021) which supports the previous study. Setyorini et al found that students agree that microteaching is effective for building up their teaching competences and abilities. Then, the latest research from Apriani et al. (2022) found that microteaching courses were effective in the educational competencies of KLP students which of course supports the previous finding.

Paul & Nandi (2015) analyzes the effectiveness of microteaching. The study was taken from different areas of Burdwan district in West Bengal with 100 students of Higher Secondary school students and 100 pre-service as well as 100 in-service trainee teachers. The study describes the effect of microteaching to improve the quality of teaching skills. Taking into consideration aspects such as capacity building, upholding the principle of individual differences, feedback, and monitoring, the result of the study has shown a considerable positive influence on the teaching abilities of the studied teachers.

However, Universitas Negeri Malang currently implementing the MBKM program which has resulted in the conversion of microteaching courses. The conversion mentioned is a system in which students convert grades and the number of credits of courses they have taken/obtained from the old curriculum to the new curriculum. The conversion system does not require students to take existing courses as long as their conversion application is approved by the faculty. The conversion of microteaching courses may have an impact on students' ability to develop their teaching skills before carrying out the internship program. Thus, even though the MBKM program is still running, the microteaching course must still be a core course that should not be converted because it has a strong connection with the internship program. Therefore, this research was made to find out how important and relevant the microteaching course for students.

Moreover, based on the explanation described above, the purpose of this study is to discover students' perceptions related to their microteaching class and their internship program both in the preparations and the experience as well as the obstacle being faced. It is important to understand their perception because perception allows us to detect any weaknesses in peer teaching, improving teaching skills and also leads us to increase our teaching knowledge. The benefits of this research are to become a reference material for the readers as well as an evaluation material that can immediately find solutions to minimize the problems faced by students while attending microteaching class and also doing their internship program. The

findings will contribute to the further development of assessments of the effectiveness of microteaching subject implementation.

## **2. Method**

This research used a qualitative descriptive method using explorative case study to describe students' perception microteaching in the relation with internship program. According to Wiratha (2006:155), the descriptive qualitative analysis method is used to analyze, describe, and summarize various conditions and situations based on data collected through interviews or observations about the problems studied in the field. This study took place in English Department of Universitas Negeri Malang.

### **2.1. Research Subjects**

The subjects in this study were the English Language Education students of cohort 2018. Moreover, because one of the microteaching lecturers was affected by Covid-19, not all of 2018 cohort students were taken as research subjects because these students did not get the maximum experience in the microteaching class. The criteria for selecting participants in this current study were as follows. Firstly, only students from the cohort of 2018 were considered eligible. Secondly, it was necessary for them to have participated in the microteaching class. Finally, they had to have also taken part in the internship program. These three criteria were used to ensure that the participants had a certain level of experience and knowledge, making them suitable for the study. By using these criteria, we were able to ensure that our study had participants who were well-equipped to provide insightful feedback.

### **2.2. Instruments**

The data included in this study were students' perceptions of microteaching courses and the benefits to their teaching internship program by preservice English teachers. Data were collected by researchers and then analyzed. Data collection techniques used in this study were interview and questionnaires. The primary instrument used in this study was the interview. The type of interview used was a qualitative in-depth interview, which allowed for a detailed exploration of the participants' experiences and perspectives. The use of an interview as the primary instrument was deemed appropriate as it provided an opportunity for the researcher to gain rich, detailed, and nuanced information on the participants' experiences and perceptions of the microteaching course. The interview questions were carefully crafted to address the research objectives and covered topics such as the students' experiences during the microteaching class, the feedback they received, the impact of the microteaching class on their teaching skills, and their overall perception of the importance of microteaching in their professional development. The questions were designed to encourage the participants to reflect on their experiences and provide detailed and insightful responses. The interview questions were open-ended and allowed the participants to elaborate on their responses, providing a rich and detailed understanding of their experiences and perceptions. The use of the interview allowed for the researcher to gain a deeper understanding of the participants' experiences and provided a comprehensive picture of their perceptions of the microteaching course.

The second instrument used in this study was a questionnaire consisting of three items. The use of a questionnaire was deemed appropriate as it provided a standardized and quantifiable method for collecting data from a large number of participants. The questionnaire was designed to supplement the in-depth interviews and provide additional information on the participants' experiences and perceptions of the microteaching course. The questionnaire included a series of closed-ended questions with a choice of Likert scale options, with five choices available. These

choices included "strongly disagree," "disagree," "neutral," "agree," and "strongly agree." The main points covered by the questionnaire included the participants' experiences with the feedback they received during the microteaching class, their perception of the usefulness of the microteaching class in improving their teaching skills, their satisfaction with the course and its impact on their professional development, and their overall perception of the importance of microteaching in their professional development as future teachers. The questionnaire was designed to provide additional information and insights into the participants' experiences and perceptions of the microteaching course, complementing the in-depth interview data. Additionally, the questionnaire was designed to be brief and easy to complete, allowing for a high response rate and a broad representation of the participants' experiences and perspectives.

### **2.3. Data Collection**

The data collection for this study was conducted in the first semester of the academic year 2022/2023. The data was collected through both in-depth interviews and a questionnaire. The in-depth interviews were conducted face-to-face with the participants and lasted approximately 30-45 minutes. The interviewer used a structured interview guide to ensure that all participants were asked the same questions, and to ensure consistency in the data collected. The interviews were recorded and transcribed for analysis. The questionnaire was administered through the use of a Google Form. The participants were sent a link to the questionnaire and were asked to complete it online. The questionnaire was designed to be brief and easy to complete, and participants were given adequate time to complete it. The use of a Google Form allowed for a quick and efficient method of collecting data from a large number of participants and ensured that the data was easily accessible for analysis.

### **2.4. Data Analysis**

The data analysis that used in this research was a concept taken from Miles, Huberman & Saldaña (2014). The steps that would be used in this research included data collection, data reduction, data presentation, and drawing conclusions. Those are would be described below. During data collection, data reduction process was also carried out (summarizing, searching for themes, creating clusters, partitioning, and writing memos). Data reduction was a step or process of selecting and focusing on summarizing and transforming data from randomly written notes from interviews in the field. In this data reduction, the researcher would analyze the data to sharpen, focus and organize the data to draw conclusions. This data reduction/process-transformation continued until a complete final report was compiled. The next step was to display the data after it has been reduced. The presentation of data aims as a set of structured information that gives the possibility of drawing conclusions and taking action. Usually, data presentation was used to increase the understanding of the case and as a reference for taking action based on the analysis of data presentation. Because this research used qualitative methods, the presentation of the data that would be displayed was in the form of narrative text. This narrative text aims to describe previously classified information about students' perceptions of microteaching course related to their internship program. The last step was drawing conclusions and verification. Drawing conclusion was the result of research that answers the research focus based on the results of data analysis. The initial conclusion cannot be used as a reference for the "final" conclusion because it can change at any time if supporting data was found that strengthens the previous data. However, the initial conclusions that have been drawn up can become "final" conclusions if the data presented were supported by valid and consistent evidence.

The data collected from the questionnaire was analyzed using qualitative data analysis techniques. The data was first transcribed and then reviewed to identify patterns and themes in the participants' responses. In this study, the researchers conducted a qualitative analysis of the data collected from participants in a microteaching course. The analysis was performed using a four-step process, as outlined below.

First, the researchers engaged in coding of the data. Coding involved reviewing each participant's responses and categorizing the information based on common themes or topics that emerged from the data (Patton, 2015). This step helped to identify patterns in the data and to organize the responses in a meaningful way. Second, the coded data was then reduced and summarized to identify the most common themes and patterns in the participants' responses. This involved grouping similar responses together and identifying the most frequently occurring themes. This step helped to provide a more comprehensive understanding of the participants' experiences and perceptions. Third, the results of the data reduction were then displayed in a visual format, such as a table or a matrix, to help make sense of the data and highlight patterns and trends (Miles, Huberman, & Saldaña, 2014). This step provided a clear and concise overview of the data, which was helpful in drawing conclusions. Finally, the results of the data analysis were used to draw conclusions about the participants' experiences and perceptions of the microteaching course. The conclusions were verified by reviewing the data and comparing it to the research questions (Creswell, 2014). This step helped to ensure that the conclusions were grounded in the data and that they accurately reflected the participants' experiences.

The results of the data analysis were then used to address the research questions and to draw conclusions about the participants' experiences and perceptions of the microteaching course. The results were also compared to the literature to provide context and to identify areas for further research.

### 3. Finding and Discussion

Given that the purpose of this research is to discover students' perceptions related to their microteaching class and their internship program, both in the preparation and the experience as well as the obstacle being faced. The findings of this study were presented into three themes – 1) Students' Perception on the importance of Microteaching for Their Internship Program Preparation 2) Students' Perception on the Microteaching Experience for Their Internship Program 3) The Obstacles Faced by Students in The Microteaching Classes.

#### 3.1. Students' Perception on the Importance of Microteaching Class for Internship Program Preparation

The data regarding student perceptions were obtained through distributing questionnaires with the following results.

**Table 1. The result of the importance of microteaching class for internship program preparation**

Statement	SA	%	A	%	D	%	SD	%
Microteaching class is important for student-teacher before taking education internship program	28	80%	7	20%	0	0%	0	0%

\*SA: Strongly Agree; A: Agree; D: Disagree; SD: Strongly Disagree

Based on the Table 1, 80% of students strongly agree, and 20% agree with the statement "Microteaching class is important for student-teacher before taking education internship

program." Furthermore, this part of questionnaire is intended to discover why microteaching class was important for students before their internship program.

S1: Microteaching helps us to grasp the basic of teaching in order to prepare the internship program. (Student 1/Adam D.F)

S2: Microteaching helps us to at least recognize how the real class would be happened. Microteaching also provide relevant knowledge to be applied in our teaching activity. (Student 2/Atikah W.I)

S3: In micro teaching class, we, students, are not just taught all materials related, but also are given a picture of how a class where we are going to teach will be. We are given possible teaching situations we may encounter later which helps us being prepared to solve possible problems and make considerate solutions. (Student 3/Berlianza D.S)

Supported by the statement above, students gave positive attitudes towards the importance of microteaching class. It can be concluded that microteaching is important because it provides the basic knowledge of how student-teacher would teach in their internship program. The activities that involved in the microteaching program could give the student-teachers an overview of the situation they will face in internship program. Furthermore, the knowledge gained in microteaching classes can also help students-teacher find or prepare any solution when they face any problem that can be occurred in the internship program. This current finding supports the notion that microteaching is an effective tool for preparing teacher candidates for the real classroom setting. The results indicated that the microteaching course helped student-teachers to improve their teaching skills through the practice of simple teaching tasks. This reduction in complexity, as noted by Reddy (2019), allowed the student-teachers to focus on developing and refining their teaching skills in a controlled and supportive environment. The feedback received from the lecturer and peers was seen as essential in the improvement of their teaching skills. Additionally, the students reported that the microteaching course was valuable in preparing them for their internship programs, as it provided them with the basic knowledge and skills necessary to develop lesson plans and learning media. The results of the study thus reinforce the importance of microteaching as a tool for preparing future teachers.

Moreover, the researcher also conducted an interview with one of microteaching lecturers in Universitas Negeri Malang. She stated that microteaching is a real teaching situation of a small scale in terms of the number of students and teaching time. After the teaching process, they give feedback on the performance of student-teachers. The feedback from the students as well as the lecturer is to help the teacher develop his/her teaching performance. In addition, teaching in a microteaching class allows students to focus on the acquisition of teaching skills through the selection of only one standard of competence. To illustrate, if the student-teacher should fail in teaching, there will be no serious effect. In other words, it offers a low risks situation for both the students and the practice teacher. Furthermore, a student-teacher will be allowed to choose the subject of a lesson that she/he can teach with his/her most proficient capability and confidence. For this reason, there will be a more conducive classroom, preventing the student teacher from anxiety that they may face in the real classroom.

### **3.2. Students' Perceptions on the Importance of Microteaching Experience Implementation for Their Internship Program**

Students' perceptions on the importance of microteaching experience for their internship program are taken from the students' experience regarding to the role of microteaching activities that being implemented in their internship program. Students observed to how microteaching activity was carried out during the learning process to determine if it is

accordance with the goals and indicators that have been developed. Therefore, these four aspects could support the students- teacher improve their teaching skills.

### **3.2.1. Learning Resources Provided by The Lecturer**

The theories that are used as basic knowledge before creating lesson plan and learning media cannot be separated from the microteaching class. The microteaching lecturer used those learning resources to guide students through each activity in the microteaching class. In this part, it will be explained about students' perception towards learning resources provided by the lecturer. Also, this part aims to determine how sufficient the learning resources provided by lecturer to support students' knowledge before taking education internship program.

S1: I think the learning resources provided by the lecture were sufficient enough. (Student 1/Haidir A.G.F)

S2: In my opinion, the learning resources provided are not sufficient. That's because I still need to find my own sources or materials in making lesson plans from the internet. (Student 2/Atikah W.I)

S3: The learning resources that I get are very sufficient because the materials cover learning methods, how to present the material well, and provide a lot of strategies to start learning. (Student 3/Clarista E.P.S)

S4: In my opinion, the material offered is fairly helpful, however it does not fully assist the entire learning activity. I still need to evaluate a lot of documents that are freely available on the internet. Aside from that, I use the internet to get additional materials for creating lesson plans as well as learning media. (Student 4/Ittaqi F.M)

According to the statement above, there are variations in students' perceptions of learning resources. Some students consider the learning resources provided to be quite helpful. However, other students consider the learning resources are not sufficiently supportive and they still have to seek additional materials from other sources. The findings of this current study indicating variations in students' perceptions of learning resources support the importance of the experiential learning approach used in microteaching. As stated in Richard's research (2021), microteaching is based on the experiential learning theory, which prioritizes hands-on learning through real-life activities. This approach to learning aims to provide students with an adaptive and holistic learning experience that is based on practical experience.

However, the results of the research suggest that there are still variations in students' perceptions of the learning resources provided, with some students finding them helpful and others feeling that they were not sufficiently supportive. This supports the importance of the experiential learning approach in microteaching, as it allows students to actively engage with the material and gain practical experience, while also highlighting the need to continually evaluate and improve learning resources to support the learning process.

Based on those statement, the researcher concluded that students' perception towards learning sources provides by the lecturer were quite positive. The students are already actively involved in the microteaching learning process. The realization that they must seek out more learning resources to find the best strategies to improve their teaching skills can greatly help student-teachers to prepare any aspects before their internship program.

### **3.2.2. The Activity of Developing Lesson Plan and Learning Media**

Before student-teachers did their teaching practice, they have to organized the lesson plan and the learning media. As a result, each student-teacher was prepared to create an effective lesson plan and learning media in microteaching class. Due to the importance of lesson plan and

learning media, it is important to understand how student-teachers interpreted the function of microteaching in strengthening their lesson planning skills.

S1: I think one of the hardest parts of microteaching is making the lesson plan. Because at first, I didn't know about it at all. It's hard to make a lesson plan because I didn't know how to match it with my teaching media and also to match it with the curriculum. (Student 1/Bramantara H.)

S2: Yes, I did. I feel confused in determining learning objectives in making lesson plans. Then, how to set the time that will be used as a teaching reference. Also, in compiling lesson plans with appropriate learning media. (Student 2/M. Fadhil H.)

S3: Yes, I did. At the beginning of the microteaching class period, I was confused about what things should be included in the learning activities and also the learning media. (Student 3/Azzahra A.)

From the statement above, the researcher found that at the first time of microteaching class, developing lesson plan and learning media was not easy. The students experienced confusion when compiling lesson plan and learning media. However, the researcher also found that microteaching class could help them in developing lesson plan and learning media as stated in students' perceptions below. This finding supports the idea that microteaching can serve as a beneficial tool for teacher preparation. As noted, at first the students had difficulty developing lesson plans and learning media, but with the help of microteaching class, they were able to overcome these challenges. This is in line with the statement made by Reddy (2019) that microteaching simplifies the complexities of traditional classroom teaching, allowing for a more controlled environment for practicing teaching skills. By using real-life teaching scenarios, microteaching allows student-teachers to hone their skills and gain a deeper understanding of the teaching process, as emphasized by the experiential learning theory.

S1: Of course, I struggled for the first time since I was unfamiliar with microteaching, but after a while, I realized that creating lesson plans and learning material was not too confused. The lecturer provides us with an example of the curriculum, so that we can change and build lesson plans based on the curriculum standards. (Student 1/Nabilla I.E.I)

S2: To faced that confusion, I consulted to my lecturer. I actually have sent to my lecturer my copy of my lesson plan and she gave me several feedbacks to improve my lesson plan. Like, which part of my lesson plan is wrong and which part of my lesson plan that should be improved. (Student 2/Bramantara H.)

S3: Yes, I did. That's because at the first time, I'm not used to making everything that must be included in the lesson plan. But after that, I got a lot of feedback from my lecturer and my friends so that I can improve a lot. (Student 3/Clarista E.P.S)

Based on the statement above, it can be identified that in the microteaching class, lecturer role was really important. It can be seen from those statement that the lecturer provided an example of the curriculum as a reference in making lesson plan. Also, the students got a lot of feedback not only from the lecturer, but also from their friends. It can be concluded that developing lesson plan and learning media was not easy for the students, but the feedback and supporting resources provided could help overcome students' problem. Based on the statement, it is clear that the role of the lecturer in the microteaching class was crucial. The lecturer provided a model curriculum as a reference for creating a lesson plan, and students received ample feedback not only from the lecturer but also from their peers. This indicates that while creating a lesson plan and learning materials was a challenge for students, the feedback and support they received helped them overcome these difficulties. This conclusion aligns with previous research on microteaching. For example, Reddy (2019) emphasized that microteaching

provides controlled circumstances, including feedback and support, to assist student-teachers in developing their teaching skills and gaining a deeper understanding of the teaching process.

### 3.2.3. Peer-teaching Activity

In microteaching class, peer-teaching was carried out after the lecturer gives assignments in making lesson plans and learning media. Peer-teaching is done in groups that have been arranged by the lecturer. In this section, researcher found the effectiveness of peer-teaching activities in improving students' teaching skill.

S1: I think that peer-teaching is effective in building my knowledge and confidence in teaching English. (Student 1/Nadya F.)

S2: Peer-teaching exercises or group tasks, in my opinion, are quite useful in assisting us in developing teaching skills. This can be seen from the role of students who are divided into teachers and students. In peer-teaching activities, we conduct teaching simulations by assuming our friends as real students. (Student 2/Nabilla I.E.I)

S3: Yes, peer-teaching activities were effective because from the feedback given by my peers, it helps me a lot to correct my mistakes and eliminate the errors in my teaching method. Also, from the feedback I can really develop my strategies in teaching. (Student 3/Hermin Y.)

In the statement above, peer-teaching activities generated several benefits for students. First, in the aspect of teaching practice. Peer-teaching can provide students with an overview of the situations they will face in the internship program. From the description of the situation or simulation carried out in peer-teaching, students could develop the best strategy for teaching practice. The statement supports the findings of previous studies that have shown the benefits of peer-teaching activities for students. Şen, A. I. (2010) found that peer teaching had a positive impact on preservice physics teachers' teaching skills and that students had a positive attitude towards microteaching. This is further supported by the recent study by Setyorini et al (2021) who found that students agreed that microteaching was effective in building their teaching competences and abilities. These findings indicate that peer-teaching activities can play an important role in preparing students for the teaching profession and improving their teaching skills.

Second, peer-teaching activities could help students get a lot of feedbacks from the group-work. Not only that, students could have discussions about what needs to be improved in teaching practice. Peer-teaching activity was useful for students to improve students' confidence and also helps increase student motivation to be better at teaching practice. However, the researcher also found the different perspective from the students.

S1: I don't think that it's extremely effective because it's just an artificial class which everything inside was set before. Peer-teaching was limited by the time, and because of that, me and my friends have to make an appointment before. So, when I was in internship program, I faced the contradictory condition with my peer teaching, I feel that the peer-teaching and the real situation in the class was totally different. (Student 1/Nadya F.)

S2: Because peer teaching is only for the final project, for me it is not effective enough. However, in the process, my friends also played a great role in helping me study independently. (Student 2/Ittaqi F.M)

From the statement above, the researcher found contradicted opinion from the students. For some students, peer-teaching was not effective enough. The time management for conducted the peer-teaching was not enough for some students. Furthermore, the peer-teaching was

conducted in an artificial situation which as the statement before, they also stated that teaching practice in the peer-teaching was not in the real teaching situation. It was just teaching simulation conducted by the groupwork.

The finding from the statement above contradicts the conclusion reached by Setyorini et al (2021), who found that students agreed that microteaching is effective for building up their teaching competences and abilities. The researcher found a contradictory opinion from students regarding the effectiveness of peer-teaching. Some students felt that the time management was not adequate and the teaching practice was not in a real teaching situation but rather just a simulation conducted in a group setting. This is not in line with the findings of Setyorini et al.

#### **3.2.4. Feedback Given in Microteaching Class**

The microteaching class is inseparable from the activity of giving and receiving feedback on the teaching simulations that the student-teachers have done. Researcher found positive results in the effectiveness of the feedback provided to improve students-teachers' teaching skill. As explained above, students have often mentioned that feedback in microteaching classes can help overcome the obstacle, and can also help improve teaching skills. To strengthen those statements, in this section, the effectiveness of feedback in microteaching classes for students will be explained. The positive results from the researcher's findings show that the feedback received in microteaching classes helps overcome obstacles and improves teaching skills. This aligns with the ideas presented by Reddy (2019) who highlight that microteaching provides controlled circumstances, including feedback and support, to aid in the development of student-teachers' teaching skills and deepen their understanding of the teaching process.

To strengthen those statements, in this section, the effectiveness of feedback in micro-teaching classes for students will be explained.

S1: I think the feedback given is very helpful. During the microteaching class, I received all the feedback without any rejection. Usually, the aspects that are given feedback are about lesson plans, learning media and teaching practices. (Student 1/Atikah W.I)

S2: I always receive feedback that I get from friends and lecturers. However, I sometimes reject some feedbacks from my friends. Especially if the criticism and suggestions are from technical problems. It is because technical problems are beyond my reach. Besides that, if the feedback given is still related to the learning method, I always accept it gracefully because it is a new lesson or a new perspective to improve my teaching skills. (Student 2/Nabilla I.E.I)

From the statement above, the researcher concluded that the feedbacks given were very helpful for the student-teachers. The feedback provided is not only useful as a reference for correcting various aspects that are wrong or still insufficient to be carried out in teaching simulation activities. Before doing the simulation, the student-teachers made learning plans and learning media only based on the sources provided by the lecturer. The researcher found that the feedback provided during microteaching classes was beneficial for student-teachers. The feedback helped to identify areas that needed improvement in the teaching simulations. Before conducting the simulations, the student-teachers had only based their learning plans and media on the resources provided by the lecturer. This finding is supported by Reddy (2019) who emphasized the importance of feedback and support in microteaching, as it provides controlled circumstances for student-teachers to develop their teaching skills and gain a deeper understanding of the teaching process. However, when the simulation was done, they got a lot of feedback such as what they should and shouldn't say during teaching practice, what methods should be implemented so that students could easily understand the explanation from student-

teachers, what progress is needed in the teaching simulation. Also, the feedback given could increase students' self-confidence. Moreover, it is not only feedback that is received by the students, but the lecturers also observe every task given to their students as stated below.

S1: Yes, she does. My lecturer often observes the progress of students in the class. My lecturer who taught microteaching course correct each student's work carefully and in detail, so that we, as students are greatly helped by her. (Student 1/M. Fadhil H.)

S2: I think my lecturer was very active in observed each student. She is also very good at directed everything related to our teaching skills so that we get a lot of feedback to improve all of abilities in teaching practice. (Student 2/Agung M.Z)

S3: Microteaching lecturer certainly supervised and also observed the progress of each student. This can be seen from the activities of the lecturers at each meeting who provide feedback to the students for the tasks that have been given. In addition, before joining the internship program, we are guided by lecturer who always pay attention to the smallest details about how to form a good learning process. (Student 3/Nabilla I.E.I)

From the statement above, the researcher can conclude that microteaching lecturers are truly responsible for each of their students. It can be seen from the student's statement above which says that the lecturer who taught the microteaching course observes the students' work actively. The lecturer also provides detailed feedback so students can be greatly helped by it. As indicated by the students' statements, the lecturer in the microteaching course actively monitored their work and provided thorough feedback to support their growth as future teachers. This conclusion is further supported by the findings of Reddy (2019), who emphasized that microteaching provides a controlled and supportive environment where student-teachers can focus on developing and refining their teaching skills. The feedback received from the lecturer and peers was considered a key factor in improving their teaching abilities.

### **3.3. The Obstacles Faced by Students in The Microteaching Class.**

Some people believe that prospective teachers must have comprehensive knowledge as well as the ability to comprehend all of the theories that will be presented to students. This assumption is still inappropriate since mastery of the theory is inadequate. Therefore, micro-teaching classes were needed for student-teachers. However, student-teachers were often faced a lot of obstacles.

#### **3.3.1. Students' internal obstacles**

In this part, the researcher will present some of the students' perspectives regarding the obstacles they encounter in the microteaching class. The obstacles experienced by students will be divided into two, internal and external obstacles. The following statement will present the internal obstacles faced by students.

S1: I actually not good in public speaking. It's hard to me to make it balance between my voice and my teaching and remembering the material to teach. So that's make the microteaching a bit hard at first. However, as time goes by, I manage to improve myself because of my peers and my lecturer feedback. (Student 1/Bramantara H.)

S2: Yes, there were some obstacles. But the most obstacle that I faced was in the peer teaching exercises, it's hard to make good time management because there are a lot of things to do in a limited time. (Student 2/Alif N.A)

S3: Based on my experience in taking microteaching classes, the problem I experienced was, the lecturer who were affected by covid-19. The lecturer that supposed to teach from beginning to the end, cannot teach microteaching courses

optimally. Whereas, I believe that being led by a lecturer is critical for developing my teaching skills. (Student 3/Ittaqi F.M)

S4: Of course, there were any obstacles that I have faced. I think some of these obstacles arise because of the effects of online learning activity. Teaching practice, in my opinion, should be done offline in front of friends and under the direct observation of lecturer. The challenges I face in online learning are creating learning videos and regulating the time between friends when conducting microteaching group activities. (Student 4/Nabilla I.E.I)

From the statement above, the researcher found a lot of internal obstacles. One of the obstacles that students often faced was lack of self-confidence in public speaking. Even though in the microteaching class students were not faced the real students, this lack of self-confidence often arises. However, they stated that these obstacles can be overcome with the feedback given by their peers and lecturer. The statement above supports Richard's research (2021) which highlights the use of experiential learning theory in microteaching. This theory emphasizes a holistic and adaptive process of learning through active participation in real-life activities. The findings in the statement align with the idea that new teachers, especially in their first year, can face numerous challenges without adequate induction support. Microteaching, with its emphasis on feedback and active participation, can provide the necessary support to help new teachers develop their abilities, as demonstrated by the students' ability to overcome their lack of self-confidence in public speaking. The research by Tak (2005) also supports this, emphasizing the importance of induction support in helping new teachers to improve their abilities.

The second obstacle encountered in the microteaching class was the time management. Microteaching class was held in online class. Furthermore, a microteaching lecturer of Universitas Negeri Malang, as one of this research participants, stated that she also faced an obstacle because it was difficult for the student-teachers to create a dynamic online classroom. The students admitted that there were many things that needed to be prepared before conducting a teaching simulation. However, the time allotted by the lecturers to complete those preparation was very limited. Moreover, some of the students admitted that the microteaching class which should have been held once a week, was changed to twice a week. This causes students to feel overwhelmed.

The third obstacle is the lack of guidance from lecturer due to unavoidable conditions. Lack of explanation or direction from lecturer regarding the purpose of having a microteaching class, how to develop learning designs and learning media, as well as supervision of peer teaching activities can be very disserved to students. This is because microteaching has many activities that involve teaching practice. Where in each of those practices, direct guidance is needed from the microteaching lecturer. Even though students are required to be independent in learning, the observation from lecturer is still important.

### **3.3.2. Students' external obstacles**

In addition to the internal obstacle that have been described above, the researchers also found internal obstacle.

S1: Most of the obstacle is the technical obstacles. It was because we learned microteaching in the online class, and sometimes the internet connection is the most obstacle for us. (Student 1/Adam D.F)

S2: The problem I have faced was the internet connection because the microteaching class was conducted online. We also did the teaching simulations

in online platform. That's why, for my opinion, the biggest obstacle during microteaching classes is the unstable signal. (Student 2/Ahmad R.M)

From the statement above, the researcher concludes the external obstacle that students faced was only about an unstable internet connection. This unstable connection causes the teaching simulation to be hampered. If internal obstacles can be overcome with feedback given by friends and lecturer, external obstacles were not easy to overcome. Therefore, before carrying out a teaching simulation, students must first check whether the connected connection is stable or not. This finding aligns with the previous research done by Maier and Prensky (2003) who found that the effective use of technology in education is highly dependent on reliable and stable internet connectivity. Without a stable internet connection, technology usage in education becomes problematic and can negatively impact the learning experience.

Based on the finding and discussion, it can be concluded that microteaching course is one of the important courses before the student-teachers engaging the internship program. This study found that the students had a positive attitude towards the microteaching class. They perceive the usefulness of microteaching class in 3 aspects. First, regarding to the importance of microteaching in enriching students' knowledge before they teach in a real situation in an internship program. Second, the use of microteaching class as the tool to improve teaching skills to be implemented in their internship program. In addition, microteaching could help students got the basic knowledge from the lecturer, developed lesson plans and learning media. Moreover, to build student-teachers' self- confidence and increasing teaching skills in peer teaching. Furthermore, the effectiveness of feedback given by the lecturer and peer-assessment. Even though some students did not take all of the feedback from their friends, at some point, those feedbacks still useful for them. Third, discover students' internal and external obstacles and also the way they overcome those obstacles.

This research has several implications for the field of education. Firstly, the research highlights the importance of microteaching in preparing students for their internship programs. By providing a simulated teaching environment, students are able to develop their teaching skills, overcome internal obstacles such as lack of confidence, and better understand the teaching process. Secondly, the research highlights the benefits of feedback in microteaching classes. Feedback from peers and lecturers can help students to improve their teaching skills and overcome internal obstacles. As such, it is important for lecturers to provide feedback to their students during microteaching sessions. Thirdly, the research highlights the importance of a stable internet connection in the implementation of microteaching. Without a stable internet connection, the teaching simulation can be hindered, negatively impacting the learning experience. In conclusion, the research has important implications for both educators and students. By providing an overview of the benefits of microteaching and the obstacles students face during the internship program, educators can better understand the importance of providing a supportive and effective learning environment for their students. Students can also benefit from these findings by having a better understanding of the benefits of microteaching and how to overcome the obstacles they may face during the internship program. Furthermore, this finding is able to fill the gap to find out how important and relevant the microteaching course for students. Therefore, it is crucial for microteaching class to remain as a fundamental course and not be replaced, as it has a strong correlation with the internship program. This course cannot be replicated by the conversion to the MBKM program. Therefore, in the future the microteaching class is made a mandatory class that must be taken by students as prospective teachers which the credits cannot be converted from other courses. This research contributes

directly to the world of language education, especially in relation to the implementation of microteaching classes so that can be carried out on an evidence-based basis.

#### 4. Conclusion

Nonetheless, there were some limitations in this study. First, this study only focused on the students' perception towards microteaching class in relation with internship program. Meanwhile, researcher hope that there will be further research regarding to the effectiveness of microteaching classes in real learning situations. Furthermore, the findings and discussions in this study may differ from other studies due to the different policies and regulations in each department and university. This research was also limited to the 2018 cohort students of Universitas Negeri Malang. It is recommended for future researchers to utilize a survey design instead of a case study to reach a larger population. Additionally, it is important to identify any unexplored aspects in this study and suggest future researchers to investigate these areas in their future studies. Such as the impact of converting microteaching courses for students-teacher from the MBKM program.

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