

# **STUDENTS' PROBLEMS IN MICROTEACHING CLASS**

## **THESIS**

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## THESIS

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**SURAT PERNYATAAN KEASLIAN**  
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**STUDENTS' PROBLEMS IN MICROTEACHING CLASS**

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 08 Desember 2023

Saya yang membuat surat

aan,

Nailul Fitria





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Banda Aceh, 13 November 2023

The writer,

Nailul Fitria



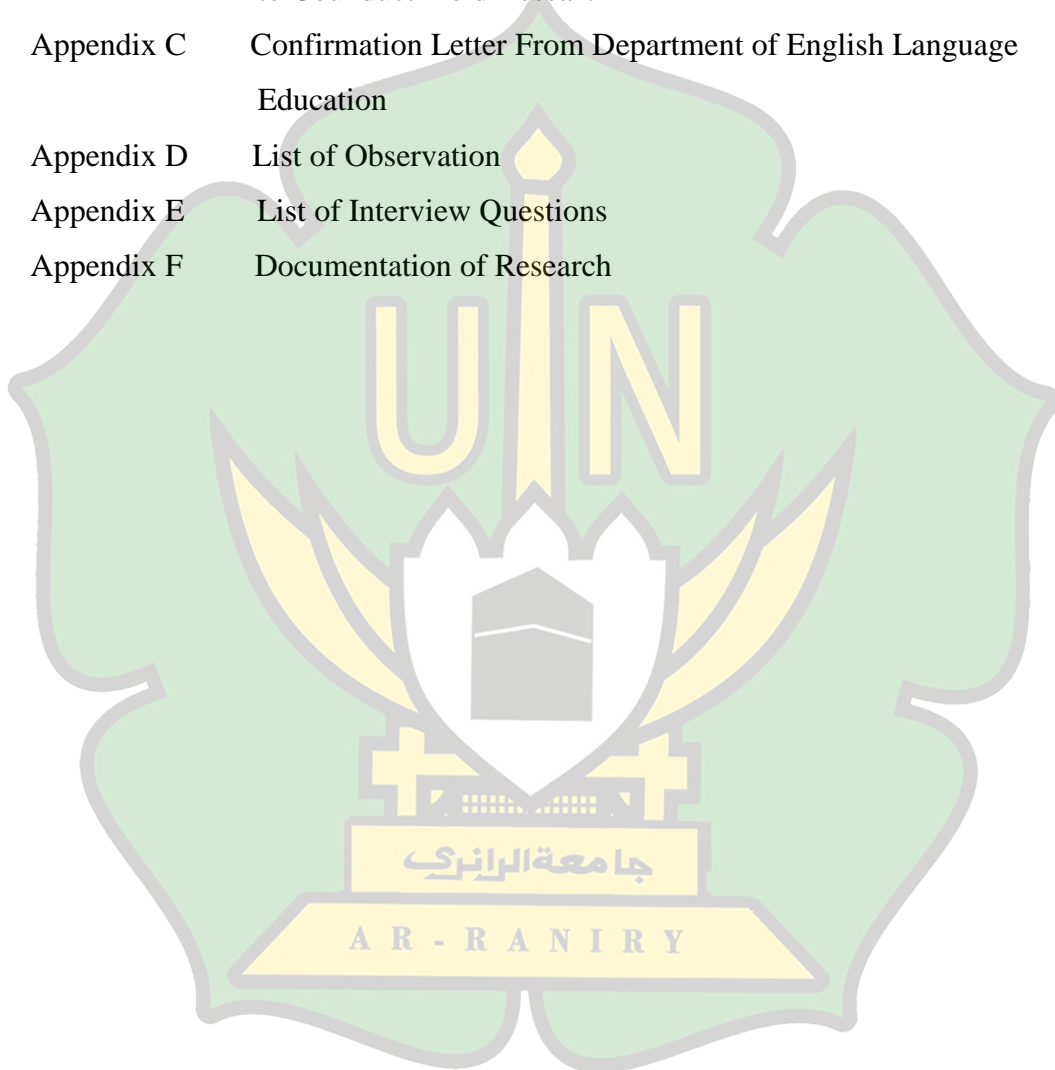
## ABSTRACT

Name : Nailul Fitria  
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This research was conducted to find out students' problems in microteaching classes. This research use qualitative method. The study conducted at English Department students of UIN Ar-Raniry Banda Aceh. The participants were five English Department students Batch 2020/2021. The researcher use random sampling technique in choose the participant. In collecting the data the researcher used two instruments. There are observations and semi-structured interviews this research found that students' problems in microteaching classes were emotional, time management, and problems in designing lesson plans. This research also reveals strategies for solving students' problems in microteaching classes, such as making through preparations before teaching practice in microteaching classes. Then, effective time management is required during microteaching sessions to ensure students complete all planned activities within the allocated time and listening feedback from lecturer or senior for input other parties.

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## **CHAPTER I INTRODUCTION**

This introductory chapter describes the reasons for conducting the research. It discusses the backgrounds of the study, research questions, the aim of the study, the significance of the study, and terminologies. The information needed is elaborated on in the following section.

### **A. Background of the Study**

Microteaching emerges to prepare students to be teachers. Teaching is experience to be learned during the students' teaching period. Ghafoor et al. (2012) added that microteaching aims to provide student teachers with the opportunity to practise teaching skills. They also stated that microteaching helps students improve and develop both methods and skills in teaching, such as effectively introducing and closing the lesson and using teaching aids to make the teaching and learning process engaging. Furthermore, Abbasi (2009) explained that microteaching helps develop confidence and provides guidance and support to the student.

In the seventh semester of English Language Education at Uin Ar-rainy, microteaching is a subject. In microteaching, students learn to teach in front of the class like a teacher in a school. Students are asked to prepare a lesson plan and media and learn how to control the class condition during the learning process.

Microteaching is a subject that must be taught to students before they enter school. The goal is to have students practice a fraction of what they want to do with their students to give them confidence, support, and feedback. Microteaching is a great way to build skills, learn about various teaching/support styles, and practice giving constructive feedback. Microteaching allows students to see themselves under the "microscope" of a small group of listeners and observe and comment on the performance of other students.

Mahmud and Rawshon (2013) define microteaching as a teaching tool that allows students to put their knowledge of pedagogical methods and strategies into practice in organized and structured conditions. Thus, microteaching can be defined as a teaching scenario conducted with a limited number of students in a controlled teaching environment at a specific, predetermined time, where the trainer or lecturer only explains the principles of the teaching skill (Hamalik, 2009).

Microteaching is an essential requirement for aspiring educators to gain experience and distinguish themselves as education providers. However, several problems often arise when learning microteaching, such as students needing to be better able to speak in front of the class, which is an obstacle in explaining the subject matter, and students lacking creativity and innovation to make learning more interesting and enjoyable.

Regarding the explanation above about problem in microteaching, there are several problems experienced by students. Research conducted by Sahardin, Heriansyah, & Yuniarti, (2020) an title "The obstacles faced by EFL students in



the microteaching course," stated that the problems faced by students during micro teaching are seen from 4 problem areas namely problems in designing lesson plans, problems in managing classes, lack of confidence, and feeling nervous when teaching, and students not understanding the topics being taught.

Research conducted by Mawaddah (2022) entitle "Student Problems in Carrying Out Micro Teaching in Islamic Religious Education Study Program, Faculty of Tarbiyah and Teacher Training IAIN Palangkaraya" states that the problems faced by students during micro teaching are seen in terms of planning and implementation. In terms of planning, the problem that is often faced is the lack of guidance to students in making lesson plans due to time constraints, students are still not able to make lesson plans according to the standards in the guidebook, and students commit plagiarism in making lesson plans, such as imitating friends' lesson plans or downloading existing lesson plans. even ask for lesson plans from previous batch students. Furthermore, in terms of implementation, the problems students face are that some students have not been able to carry out all teaching skills in stages, the duration of the performance is inconsistent, supervisors do not monitor students during teaching practice, and students lack confidence in teaching practice.

Based on the previous description, the researcher only focused on Uin Ar-Raniry English Language Education in this research. There are two reasons for choosing this department. First, based on the researcher's experience, many students still need to understand what students need in an educational program, not just teaching to fulfill their duties but also about their skills before teaching

practice. Second, there are still problems in implementing the categories teachers need in educational programs.

Therefore, the researcher are interested in conducting this research to learn more about the problems faced by student during microteaching classes. This research to find out students' problems about problems from themselves, preparation problems, classroom management problems, emotional problems, time management problem and to get more knowledge about it.

### **B. Research Questions**

Based on the previous explanation, this research focuses on two research questions:

1. What are students' problems in micro teaching class?
2. What are students' strategies in solving their problems in microteaching class?

### **C. The Aims of the study**

1. To find out the students' problems during their teaching practices in microteaching class
2. To investigate the students' strategies in solving their problem in microteaching class

## **D. Significance of Study**

After Conducting the research, I expect this study will be useful for:

### **1. Students**

This study is expected to add more insights to the students in English Language Education department in finding the students problems in the micro teaching class , thus the solution can be offered to solve the problems.

### **2. English Department**

This study is expected to add more insight to the English Language Education Department in finding the students' problems in microteaching class. Thus the solution can be offered to solved the problems.

## **E. Terminology**

To clarify the key terms used in the study, definitions of terminologies related to this study are provided below.

### **1. Microteaching**

According to Kucuk Ahmet (2004), microteaching is a method that aims to instill the personality of teacher candidates as well as to develop their skills. Microteaching is a teacher training strategy for teaching and learning abilities Bello (2015), and it is regarded as an effective teaching method for developing the professional competence of pre-service and in-service teachers .With the existence of microteaching classes, students have the opportunity to understand teaching procedures better, make learning plans, and organize classes before teachers receive much feedback on their performance. Microteaching in this study means that courses must be taken in the seventh semester of English Language Education

at Uin Ar-raniry. In microteaching courses, students learn to teach like a teacher in front of the class. Students are asked to prepare lesson plans and media and learn how to control classroom conditions during the learning process.





## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter describes the theory used in the research. It covers a brief discussion of Microteaching and Students Problem

#### **A. Microteaching**

##### **1. Definition of Microteaching**

According to Singh (2004), "Microteaching is a training technique, which requires pupil teachers to teach a single concept, using specified teaching skills to a small number of pupils in a short time." According to Aarsal (2014), microteaching is an excellent technique to enable pre-service teachers to gain the confidence to provide reinforcement and feedback by allowing them to do what they plan to teach with a small group of students in a short time, as Abdullah (2016).

Venkateswarlu (2007), as cited in Singh (2004), argued that microteaching is a plan of action in teacher education/ teaching which aims at modifying teachers behavior by facilitating the complexities of the traditional regular training process.

Microteaching is an organized teaching practice that focuses on specific teaching skills under controlled conditions Reddy (2019). Initiated by Allen (1967) as a diagnostic tool for teacher intern programs, microteaching has evolved a into an inseparable part of nowadays teacher education.

Furthermore, Microteaching is a significant guideline for pre-service teachers that mediates between theory and practice (Benton- Kupper, 2001). From the definition above, microteaching is a teaching practice with limited duration, students, and classroom situations.

Microteaching as a learning approach is intended for more than just preparing future teachers (pre-service training). However, it can also be used by those who previously held professional teaching positions (in-service training). Microteaching is a training concept that can be applied at various pre-service and in-service stages in the professional development of teachers .

Microteaching is a method of practicing teaching, "The practice carried out in the teaching and learning process." It is based on performance, the methodology of which is to shape and improve teaching skills by negotiating the components of the teaching and learning process that are "Micro" sized.

Based on some of the definitions above, it can be concluded that microteaching is: "One of the learning models that is carried out in a limited scope (Micro) to develop teaching skills which are carried out in simplified/small situations.

## **2. Benefit of Micro Teaching**

Sukirman Dadang (2012) argued that, the benefits of micro teaching will primarily be felt by parties as follows:

### **1. Benefits for prospective teacher students (pre-service education)**

- Every student-teacher candidate can practice part by part of each teaching skill that must master in a more controlled and controlled manner.

- Every student-teacher candidate can know the strengths and weaknesses of each teaching skill that they must master.
- Each student teacher candidate can receive complete, objective, and accurate information from the training process carried out through the observer.

## **2. Benefits for teachers (in-service education)**

- Teachers, either independently or together, can practice to improve their teaching skills further.
- Knowing their strengths and weaknesses related to the teaching skills they must master.
- It Can be used as a trial process for new things, such as applying methods, media, new materials, or other teaching skills before being applied in the actual learning process.

## **3. Benefits for supervisors**

- Can obtain objective and comprehensive data on the level of ability of prospective teachers and teachers in terms of teaching abilities that the demands of their profession must master.
- Can provide input, suggestions, and solutions and is accurate because it is based on complete data or information according to observations from coaching through microteaching that has been done.
- As input material for making policies in the coaching process for efforts to improve the quality of teacher performance.

### 3. Characteristics of Micro Teaching

Helmiati (2013) says that microteaching takes place in its basic form and is held in micro (small) form, with the following characteristics:

- The number of students ranges from 5 – 10 people
- Teaching time is limited to about 10 – 15 minutes
- Training focuses on basic teaching skills
- Displays only 1 or 2 basic teaching skills, which are part of complex teaching skills
- Limiting the focus or scope of the subject matter according to time availability.
- In terms of practice, prospective teachers/educators will learn how to do learning, while friends who become students will be able to observe how their friends' teaching styles are and can assess whether or not the basic skills of learning are carried out, such as the use of learning methods and strategies, the use of media learning, assessment.
- Microteaching is learning. Practitioners must make lesson plans, carry out learning according to the lesson plans that have been made, manage classes, and prepare other learning tools that can support the learning process.
- Microteaching is not a simulation. Because of this, colleagues are not treated as students but are still real friends with their status as students. This is to avoid contrived peer behavior, which results in the unconditioned learning process between colleagues



- Learning is expected to be recorded so that the results of these recordings can be used as material for discussion between teachers/prospective teachers to be corrected and given feedback to improve practicum deficiencies.

In the explanation above, the characteristic of this microteaching learning is fundamental teaching microscopy, which includes the number of students, time allocation, skill focus, essential competencies, learning outcomes, and little learning of the subject matter.

### **3. The Purpose of Microteaching**

Microteaching is a subject that is inseparable from the curriculum structure of the teacher education program, as explained that microteaching is an effort to facilitate student-teacher candidates to master and have the expected competencies, namely:

- Prepare and improve the quality of teachers so that they can meet pedagogical competency standards.
- Prepare, foster, and improve the quality of teachers so they can meet personality competency standards.
- Prepare, improve, and improve the quality of teachers so they can meet professional competency standards.

So, microteaching aims to facilitate, train, and foster candidates and teachers in terms of basic teaching skills (teaching skills) training and coaching candidates and teachers so that they have the competencies expected by statutory provisions and government regulations.

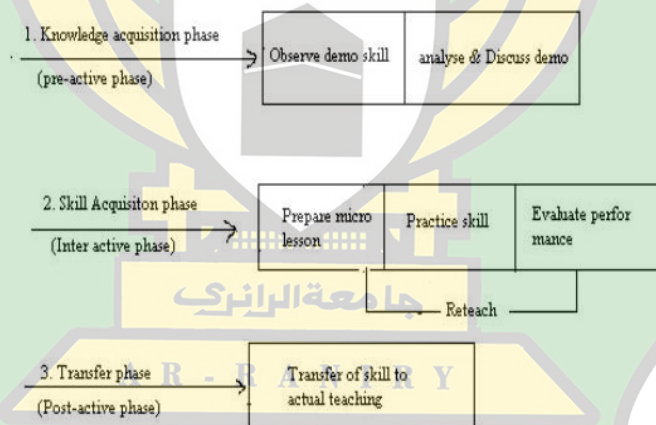
#### 4. Phases of Microteaching

According to J.C.Clift et al., the Microteaching procedure comprises three phases:

**Knowledge acquisition phase:** Here, student-teacher gains through literature survey, observing demonstration lesson – mode of skill presentation. The main component here is modeling.

**Skill acquisition phase:** Here, the student teacher plans and prepares a micro lesson and practices the skill. The two components in this phase are microteaching setting and feedback.

**Transfer phase:** Here, the student teacher integrates different skills practiced and teaches in a real classroom setting.



#### 5. Steps of Microteaching

There are four distinct steps involved in microteaching, which are explained below:

**Step 1: Briefing** - If a teacher trainee has never participated in a microteaching session before, a supervisor or senior teacher will explain the concept and purpose

of the session. The supervisor will provide a set of objectives for the trainee, such as developing a particular skill like asking questions or explaining. The senior teacher may also demonstrate a skill or discuss topics related to the best practices in teaching. This will enable the teacher trainee to prepare for the microteaching session.

**Step 2: Preparation** - The teacher trainee will create a brief lesson plan lasting 5 to 10 minutes, depending on the length specified by the supervisors. The lesson plan must be designed to meet the supervisor's objectives or to improve a particular ability.

**Step 3: Teaching** - Under the supervision of a team of senior teachers or educational experts, The teacher trainee will deliver the lesson plan to a small group of students or fellow trainees. This supervisory team may occasionally, As students, actively engage with the teacher trainee by asking questions. the lesson. While the class During the evaluation process, the supervisory team will assess the trainee's performance using standardized evaluation forms. Additionally, a video camera may be used. Run in the background to record the During the teaching session, observation of the micro lesson provides a learning experience.

**Step 4: involves receiving feedback** - The supervisory team convened to discuss their appraisal of the teacher trainee and whether the microteaching session objectives were reached. During the meeting, the trainee may be allowed to watch the video of their presentation. After the supervisory team meeting, they will meet with the trainee to provide comments. Please review the performance of the teacher trainee and identify their best practices or achievements. Please provide

feedback on what they did well—application of a specific ability and areas that need to be addressed. Concrete examples of the teacher trainee's good and bad practices should be provided; they can revisit the film together to re-watch specific areas that show the trainee's strengths and weaknesses. The team will then recommend enhancing teaching skills or handling various classroom circumstances. The trainee should also use this time to clarify any points raised by the supervisory team or to ask any pertinent questions.

## **B. Problem in Microteaching**

### **1. Definition problem in Microteaching**

Bartell (2004) analyzed the difficulties encountered by students in the microteaching class and classified them into seven groups. These are procedural, managerial, psychological, educational, professional, cultural, and political categories. In addition to those categories, Bartel provided an example of an issue in the table below.

**Table 2.1** *New teachers need to be addressed in the Education Program (Bartell, 2004)*

<b>Categories</b>	<b>Example</b>
<b><i>Procedural</i></b>	Familiarity with school and district procedures and expectations for personnel.
<b><i>Managerial</i></b>	Classroom management strategies; time management; setting up the classroom; getting materials and supplies; scheduling; taking attendance; grading practices; keeping records
<b><i>Psychological</i></b>	Managing stress, gaining self-confidence; handling challenges and disappointments; transitioning from student to teacher role; attending to physical and

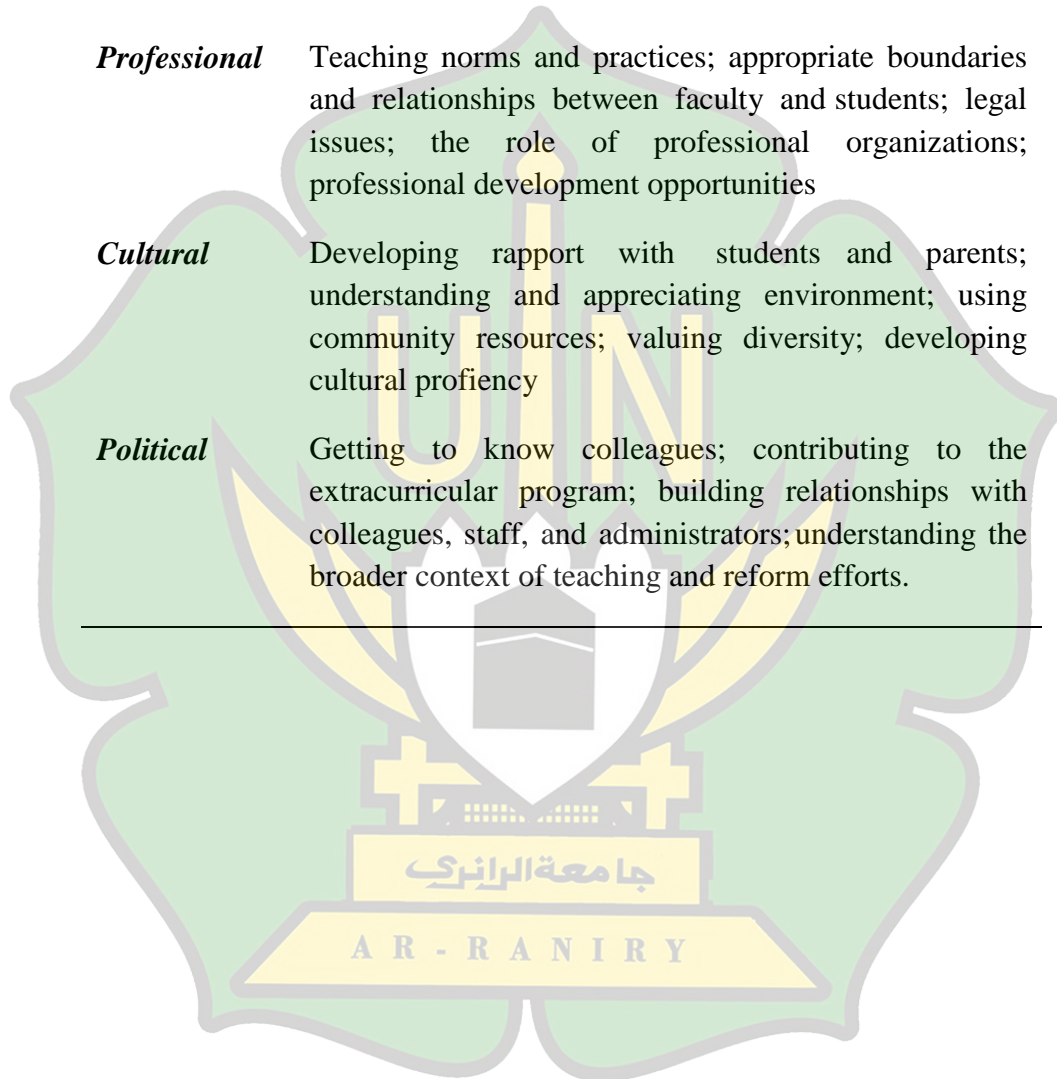
emotional well-being

***Instructional*** Grade-level curriculum standards and expectations; lesson planning; instructional resources; assessing student progress and using results to shape instruction; using a variety of instructional practices; adapting instruction to meet individual student needs.

***Professional*** Teaching norms and practices; appropriate boundaries and relationships between faculty and students; legal issues; the role of professional organizations; professional development opportunities

***Cultural*** Developing rapport with students and parents; understanding and appreciating environment; using community resources; valuing diversity; developing cultural proficiency

***Political*** Getting to know colleagues; contributing to the extracurricular program; building relationships with colleagues, staff, and administrators; understanding the broader context of teaching and reform efforts.



Furthermore, Kabilan and Izzaham (2008) investigate the difficulties faced by Malaysian English teachers as well as ways to overcome these difficulties. Okobia et al. (2013) also identified fifteen major issues that student instructors encountered while teaching at the University of Benin. These issues include challenges managing students with varying abilities, assigning time for brief instructional practices, and lacking need of teaching materials and resources.

Additionally, Chung (2002) investigates how effective supervisor input might help prospective instructors overcome the obstacles to effective teaching. Talking with supervisors can help aspiring teachers discover and assess issues, establish goals for their growth, and assess their skills that can be applied to enhance lesson ideas. Instructing. In summary, Anupama (2009) states that abilities in classroom management that give aspiring teachers a sense of success are a benefit of teaching practice. They become more self-assured and enhanced.

One common definition of a problem is "a difficult obstacle or goal," according to Vangundy (2005). Put differently, everything that is challenging to solve is a problem. He implies that all difficulties are problems and that solving problems is a means of achieving objectives Mulyadi (2010). Hellen (2002) states that although a student can fully understand a material, several contributing factors prevent pupils from mastering it in the allotted amount of time. Issues that the microteaching class was dealing with:



a. Problems from themselves

Being a teacher or prospective teacher is fun, proud, and stressful at the same time. The factor that most influences student problems is self-determination, with a significant category for students to master. This factor can be interpreted from the lack of self-confidence of students when they become teachers. This self-development is an ability that is included in personality competencies that need to be owned and mastered by a prospective teacher. If a teacher's personality is cheerful, it will automatically have a positive impact on students and vice versa. In this case, teacher self-determination is very influential because it will be a role model for students.

b. Problem in designing lesson

Lesson planning begins with creating objectives; it is empirical that they should master the requirement of objectives, which stands for the acronym "SMART," and should be appropriate to the subject matter, which also demands the type of materials to be utilized in the plan's implementation. Nwike & Catherine (2013) discovered that students who were taught using instructional materials outperformed those who were not taught using instructional materials. According to Effiong & Igiri (2015), exposing students to instructional materials will result in a good outcome that will improve the effectiveness of the teaching-learning process. According to Notar (2004), a taxonomy of objectives should be developed to assist and remind pre-service and full-time teachers to only depend on a single level, such as bare recollection of factual knowledge.

Students must always be taught how to organize the teaching and learning processes logically while pursuing a degree in education. Success requires work and dedication, especially in lesson planning and classroom management. Lesson planning is a crucial ability that all teachers must develop.

However, many students need help with issues in developing learning plans. Lesson plan is a teacher's teaching guide; Lesson plan makes learning more focused and systematic. However, many students still need assistance creating proper lesson plans in microteaching practice. However, in reality, students still have difficulty in preparing them. Many students still need to follow the guidelines by existing provisions because many still copy on social media and copy them for assignment purposes in preparing lesson plans. As a result, the learning objectives' outcomes are impacted.

#### c. Preparation Problem

The teacher can teach more effectively if they make preparations and well-developed plans for the lessons delivered. So, preparation and lesson plans are basic components of teaching. It is important to have a structured approach toward teacher training and continuous professional development to improve teachers' ability to prepare behavior effectively and ensure effective teaching. Many teachers who have not learned classroom preparation skills have left the profession Baker (2005). Therefore, improving teacher preparation and professional development in classroom management is important.

The preparation problem that students often experience in microteaching classes in preparation for mastering the material. Mastery of material is one of teachers' pedagogical and professional competence abilities. Preparation for mastering material is the highest factor in problems in micro-teaching activities with fundamental categories that students must master. This can be seen from the number of students still struggling to choose material to be taught in micro. In this case, students seem less than optimal in explaining the material. This problem has an impact on student understanding. Learning objectives still need to be achieved, and there are difficulties in evaluation during practice. This statement also agrees with Mansyur in his journal, who explains that mastering and explaining the material to students are very important skills for teachers to master because not all students can gain knowledge from books or other sources.

#### d. Emotional Problems

Students in microteaching classes often feel uncertain emotional states such as nervousness. Based on the Psychology Dictionary (2006), nervousness is experiencing or showing worry, anxiety, and fear of what might happen. For example, anxious people may face a racing heart, headaches, rapid breathing, and sweating. Bartell (2004) categorizes nervousness as a psychological problem in microteaching classes. According to Kiggundu and Nayimuli (2009), feelings of nervousness can contribute to making or discouraging a student teacher in mini-teaching. Lack of confidence. Low self-confidence is a problem that students often experience. The attitude of self-confidence is very influential on the success of

teaching practice. Students who are not confident tend to make more mistakes, such as the volume becoming unstable/unclear, forgetting the teaching steps, and being nervous.

According to Randall and Thornton (2001), if anxiety is controlled effectively, it can be a positive force for teachers. They also admit that many teachers are nervous about starting a new class, so they plan and design successful courses for their new class while paying close attention to what is happening in the classroom. In contrast, the group of inexperienced teachers frequently suffers tension, a source of anxiety, in the classroom, which is typically caused by teaching load and career concerns Alasheev & Bykov (2002).

This problem often occurs when students experience anxiety, making students forget what they want to say to students and students not being able to understand what the teacher wants them to do next. In other words, student anxiety results in communication not being smooth and communication breaking down.

#### e. Classroom Management Problem

Classroom management is "how the teacher organizes and controls student behavior, movement, and interaction during a lesson to allow teaching to take place most effectively". Richards (2001). It covers a variety of topics. They can contain, for example, rules and processes for controlling student work, learning groups, and problem conduct.

Savignon (2001) cites various issues in teaching English as a foreign language, such as how form and function should be combined and the appropriate

norms for learners. Teachers should consider numerous factors, including pupils' age, interest, motivation, and background. However, experienced or new teachers frequently find it challenging to construct their lessons to accommodate such variability in the field. One of the challenges is organizing their classes.

Class management with orderly and disciplined students is the dream of a teacher in managing a class. The key to effective student learning is effective classroom management as well. Through classroom management, a fun learning environment will also be realized. It can develop abilities, attitudes, and appreciation according to the emotional, intellectual, and social environment of students in the class. However, this is not easy to implement because many students still need help managing the class. Most students focus more on achieving the delivery of material, so class management needs to be addressed more often. Thus, classroom management is a factor with an important category that influences the problems they experience in micro teaching activities.

f. Time Management Problem

Time management means making the best use of one's time to maximize production and achievement. It is concerned with managing work schedules through advanced planning, organizing, and implementation to fulfill their and the organizations' goals and objectives. Time is the most significant asset available to people and businesses. Time management is crucial to grasp the process of time management and one's contribution to success in both personal and professional life. However, like any other asset, it can be wasted or used wisely. Squandered if it is not



valued. Time management is concerned with the discovery and execution of the most efficient techniques for completing assignments of any length on time and with quality while wasting no time. It is human nature to spend time based on their interests and convenience to avoid labor and duty in any business.

On the other hand, some people have good time management abilities, and using them to develop good habits can be instrumental in achieving success. On the other hand, others have established bad time-management practices that need to be declared or acknowledged as flaws. It demonstrates the perception of time, its importance, and management in organizational contexts, which results in employees experiencing time pressure Major (2002).

In this case, students have a problem: they need more time to practice teaching in microteaching classes. Students chose this factor because they were only given 10-15 minutes of teaching time. In this case, factors due to time constraints are included in the critical category of microteaching. This problem is also inseparable from micro-teaching, defined simply as a learning situation within a certain time and amount, around 10-15 minutes. With this time, students are required to be able to complete learning with several basic teaching skills with limited subject matter. In this case, students mentioned that teaching practice was like being pressed for time. Therefore, they need to remember several teaching skills, including closing the lesson by concluding the material taught.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

According to Windiridge, Hancock, and Okleford, in (2007), qualitative research involves explaining the feelings, opinions, and experiences of individuals who produce data. This study utilized a descriptive style of research. Through this research, the researcher were able to gain a deeper understanding of phenomenology within a social context study.

#### **B. Population and Sample**

As conducting the research requires data collection, the researcher needs to select individuals or groups who are represented to conclude effectively. The population in the study is the area that the researcher wants to examine. Sugiyono (2011) states, "population is a generalization area consisting of objects/subjects that have certain qualities and characteristics set by researcher to study and then draw conclusions." In this study, the researcher chose English Department students, the academic year 2020/2021, at UIN Ar-Raniry as the population. There were 5 microteaching classes.

According to Sugiyono (2017), the sample is a portion of the population that is a data source in research, where the population is part of several characteristics processed by that population. Sugiyono (2017) stated that the sampling technique

determines the sample used. In this research, the sampling technique is based on the population, using a random sampling method. Random sampling provides the same opportunity for each element or member of the population to be selected as a sample.

To determine the sample randomly, researcher used the lucky wheel application to select participants. The researcher typed the microteaching class unit number on the lottery board in the lucky wheel application, then the researcher spin the lottery board. Then, the application will select the name of the unit randomly, and when the name one of the microteaching class units is randomly selected it will become a sample of participation in this research and represents a small portion of the microteaching class from the total number of classes.

### **C. Data Collection**

As stated above, data is collected from Observation and Interview. Each data collection is briefly described below:

#### **a. Observation**

I used non-participation and structured observation. I do not take part in microteaching classes. I did not either become the student or the teacher of it. My role in class is only as an observer. I will prepare before making observations. I came to observe with a list of items and tools needed, such as a recorder and camera. So, I just focused on what was listed. Sulistyo (2006) said that any event that is not listed will be ignored.

There were 2 meetings observed in this study. Before conducting this research, I met with the lecturer in my microteaching class to explain my research and what to observe. Then, I looked at the teaching practices that would be observed for this research.

At the first meeting, out of 10 students, only 5 did teaching practice. They have been given the material and class level they must teach when practicing teaching. After that, the time given is only 30 minutes. Then, practical teaching activities began. At the second meeting, I came to the microteaching class to observe the activities they did in the microteaching class. I record the activities in the microteaching class. I also devised a list of questions or a checklist because this observation is structured.

#### b. Interview

In addition, I also conducted semi-structured interviews. According to Sulisty (2006), interviews are a process of collecting data orally. Sulisty (2006) further explained that researchers can obtain complete and complex information through interviews. Interviews feel personal, so they produce better responses. As a researcher, I included questions that participants had to answer in semi-structured interviews. In this research, I interviewed five students to discover problems in microteaching classes.

#### **D. Data Analysis**

In analyzing the data, there were several steps the researcher did. This section presents the data analysis procedures that are performed on the collected data in order to answer the research questions. Technique of data analysis did by processing the result of observation and transcript interview. To analyze the data, I refer to Lacey and Luff (2009) who state 5 stages in analyzing data. The first stage is transcription. This is the process of transferring data into writing. The collected data must be transcribed in its entirety. Researchers cannot simply copy data that is considered important or interesting. Because to get to this process, researchers must go through the transcription stage first.

The next stage is organizing the data. For data obtained from interviews, researchers can disguise the names of the sources here. Meanwhile, data obtained from observations can be numbered per paragraph. After that, researchers must go through a data socialization process. Here the researcher will read, observe and listen repeatedly to the data that has been taken to facilitate the next stage and ensure that nothing is missed.

Next is the coding stage. Here the researcher assigns a code to each event found, both from interview and observation data. The transcript is given codes that the researcher understands. The final stage is the theme. Transcripts that have passed the coding stage are then sorted again by the researcher to focus on events that are closely related to the research.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This Chapter contains an analysis of the research data that consists of two sections. Those are research and discussions. Research findings section tells everything that was found during the research that answered the two research questions proposed in this study.

#### **A. Research Findings**

To answer two research questions proposed of this study, I used observation and interview to collect the data. Observation was conducted in advance of the interview. After analyzing the data, I figured out some findings related to this study.

Two central problems were obtained from the data collected based on observation and interview data, which can be explained entirely. These problems are emotional problem and time management. Other problems relate to the curriculum, and each of these problems is presented and discussed below:

##### **1. The Student's Problems in Microteaching Class**

According to the data, I found student's problem in Microteaching Class in Department of English Language Education .

a. Emotional Problems

Based on the data analyzed , the Student's Problems in microteaching Class is Emotional Problems.

Student 1: *"The feeling I felt was nervous and awkward, then because I felt nervous, I forgot what I wanted to say."*

From the statement above, the students forgot several sentences they wanted to say during teaching practice because they were nervous. It cannot be denied that when someone is nervous and has to speak in front of a crowd, they usually forget what they want to say.

Student 2: *"Feeling nervous when teaching for the first time, so in the main activities, I forget to pay attention to students because feel nervous."*

Student 2 also felt the same when he was nervous and forgot to pay attention during the teaching practice process in the microteaching class.

Student 3: *"I am very nervous speaking in front of everyone. I had prepared everything, my material, my speech, but I forgot everything in front of the class."*

Student 3 added that he needed to remember several details in the teaching practice because he was nervous. From the previous statement , Students 1 and 2 mentioned that nervousness can cause them to forget everything they have prepared, what they want to convey, and the details of their teaching.



Student 4: *“The feeling that was felt the first time teaching was nervous because there were concerns such as feelings of guilt or not showing good performance.”*

From the statement, it can be concluded that student 4 needs to gain teaching experience, making them feel less confident, unprepared, and doubtful of their abilities.

Student 5: *“I am very nervous even in front of my classmates because I am shy, so standing in public is difficult. I often feel nervous, especially if I am not well prepared on the day of teaching. I immediately feel anxious .”*

These statements show how nervous can cause students to become confused and forget certain words they want to say out loud while teaching. Undoubtedly, people tend to forget what they want to say when they get scared and have to speak in front of many people. When I made observations, students were typing anxiously, their voices trembling and shrinking because they were nervous while teaching. This anxiety starts in the mind and then penetrates every aspect of the body, both psychologically and physically. As a result, the first sign of anxiety is usually a lack of “thinking,” which causes a person to stumble over words and solutions when conversing.

### b. Time Management Problems

From the data that has been analyzed, it is known that the second biggest problem experienced by students in microteaching classes is time management problems.

Student 1: *"I am not good at managing my time. I found there were so many activities to do."*

The statement above shows that students have so many activities to do that they must consider time allocation. This problem also occurs with other students.

Student 2: *"Still having problems maintaining time to be efficient in teaching so that trigger questions cannot be implemented."*

From the statement above, it is clear that time problems in microteaching classes can hinder several activities in teaching practice.

Student 3: *"Needs improvement in time management because I often run out of time in teaching because I get too caught up in the atmosphere of the teaching process, so I can't manage my time enough."*

Student 4: *"It's difficult in terms of time management because it's too short, so when you start teaching, you have to prepare according to the teaching structure, prepare power points and spend time giving students presentations."*

In the statement above, they stated that when preparing for microteaching, they chose activities based on numerous aspects of the activity's success. Based on the data

results, I saw that too many tasks were being carried out, such as excessive multitasking. They don't focus on one task or complete it well before moving on to the next task. This triggers ineffective use of time, especially since the time given is only 30 minutes for teaching practice.

c. Problem in designing lesson plan

From the data that has been analyzed, it is known that the problem experienced by students in microteaching classes is problem in designing lesson plan. Due to time constraints, students are still unable to make lesson plans according to the standards in the guidebook, and students commit plagiarism in creating lesson plans, such as copying their friends' lesson plans or downloading lesson plans from Google and others. Even asking lesson plans from the previous generations of students.

Student 3 : *" I didn't have time to create my module for the microteaching class, so I took one off the internet. The problem was that it was difficult to match my material with the material on the internet. The challenge was creating a lesson plan corresponding to the material and ideas offered."*

From the statement above, students' problems in designing lesson plans are that students still take lesson plans on the internet because of their inability to create and then include material that does not match the student's level of understanding or interest.

Student 4 : *“I still don't have the direction to use the lesson plan according to the procedure, to make it feel easy, and then I often forget what is taught according to the lesson plan that has been made”.*

The statement above describes what students face when developing lesson plans, particularly needing more time. Students frequently require more time, especially if they have many classes or extra homework. These problems can limit students' capacity to prepare detailed lesson plans. Then, Creativity's Limitations Some students may need help incorporating creative elements into their class plans, especially if they feel constrained by specific norms or laws.

## **2. Students' strategies in solving their problems in microteaching**

This next section contains findings related to the strategies they apply to deal with problems in the microteaching class that students face during teaching practice in the classroom.

### **a. Well Preparation**

Based on interviews conducted, the strategy used by 2 out of 5 students in dealing with anxiety problems in the microteaching class was not panicking and making thorough preparations before practicing teaching in the microteaching class.

Student 4: *“Continue to practice being a good teacher by preparing before the teaching simulation occurs.”*

Based on the quote above, thorough preparation in teaching is the key to providing a practical and satisfying learning experience.

Student 1 : *“Then, to avoid that I practiced my material for my second micro teaching and I suppose to practice it more specifically for highlighting my pronunciation.*

From the quote above, the students realized that they needed to prepare thoroughly, which made teaching practices in the microteaching class worse than expected.

b. Using effective time in teaching

Time management is the most common problem that often occurs in microteaching classes. The same thing also happens to students. 2 out of 5 students interviewed said that their strategy in dealing with this problem was to listen to lecturers or classmates' feedback and reflect on their mistakes.

Student 3 : *“Providing feedback to one another, so I can reflect on mistakes made in microteaching class, and discuss with friends in class.”*

Listening to feedback from mistakes is essential for teaching development to become more professional.

Student 2 : *“I will provide feedback to one another so that I can reflect on mistakes made in microteaching class and discuss them with friends in class.”*

Effective time management is necessary during microteaching sessions to ensure students complete all planned activities within the specified time.



c. Listening feedback

The lesson plan is an essential document in the teaching process. Several obstacles may arise in making a lesson plan, and according to one student, the way to overcome this problem is to ask the lecturer or senior for input from other parties, which can help improve and increase the quality of the lesson plan.

Student 2 : *“Ask upper-level students and PPG students who understand microteaching.”*

I provide several suggestions. In dealing with these problems, students could ask for peer help, participate in further training such as lesson plan seminars, and continue to develop their learning planning abilities. Listening to student feedback and responding to their requirements is also important for enhancing the quality of lesson ideas.

**B. Discussion**

This section is a discussion of the findings described above. There are two research questions proposed for this study. These two research questions were answered by data obtained from observations and interviews. The research results revealed that students experienced three problems in microteaching classes. Three are emotional problems, time management problems, and problems designing lesson plans.



This finding aligns with Bartell (2004), who reviewed the challenges students face in microteaching classes and categorized these challenges into seven categories. These categories are procedural, managerial, psychological, instructional, professional, cultural, and political. The first findings revealed that most students felt nervous when teaching in Microteaching classes. This nervousness affects student performance in microteaching classes. The impact of nervousness discussed is that students forget things they have prepared, and when they are nervous, they often forget what they want to convey.

The second finding is that five out of ten students face time management problems when they practice in microteaching classes. Students face time management problems because they have a lot of activities and need to be made aware of time allocation.

Bartell (2004) categorizes time management as a managerial problem. Therefore, Kusnul and As'ad define time management as planning, organizing, tightening, and controlling time productivity (2013).

Charumata, Anusha, and Josephine (2013) regard time management to be strongly related to structuring tasks by taking into account a person's characteristics while maximizing time utilization. Effective time management is required during microteaching sessions to ensure that students complete all planned activities within the time span allotted.

The third finding is the problem in designing lesson plans, where the lesson plan must be created to carry out microteaching. The aim of making lesson plans is to

simplify and make the learning delivered more focused and organized. Lesson planning is an intentional procedure designed to improve students' topic knowledge, self-learning, and social learning. Understanding the 3S (subject matter, self-learning, and social learning) is crucial in lesson planning Henderson (2007). According to Henderson and Gornik (2007), when constructing a lesson plan, the instructor should consider the relativeness of the course design, course planning, and unit/lesson preparation.

As a problem, students need to be more understanding in creating lesson plans, especially seen from their need for knowledge in making lesson plans and still taking them from the internet.

Thus, the results of this research have answered the second research question presented in the first chapter, the results of interviews with students showed data that students reviewed their mistakes in various ways, from highlighting their mistakes to learning from their seniors.

Then, understand the learning of making lesson plans and the activities that will be implemented based on the strategy or method chosen. Additional information is needed regarding how to make a good and correct lesson plan, either via the Internet, books, or discussions with friends.

## **CHAPTER V**

### **CONCLUSION AND RECOMMENDATION**

This chapter consists of two sections. It begins with conclusions and ends by recommendations. The data that has been analyzed along with the discussion of the research findings is concluded in the conclusions section. In addition, there are recommended suggestions related to this research.

#### **A. Conclusion**

The researcher has analyzed the questions from the research questions in chapter I, which are the biggest problems faced by students in the seventh semester of Uin Ar-Raniry English Language Education and what students do to meet these problems in microteaching classes. Researchers used qualitative descriptive methods using observation and interviews to analyze the data. However, several conclusions can be drawn based on the results of this research:

Looking at the results of student problems in the microteaching class, it can be seen that Uin Ar-Raniry English Language Education students mostly face difficulties in the Psychological category. This research can be seen in all student responses to interviews. This research shows that students at Uin Ar-Raniry, especially those in English language education, face problems in teaching, namely difficulty in controlling nervousness, which affects student performance in microteaching classes.

The results of student interviews show that more than half of prospective teachers experience difficulties in the managerial category. Not a few of them also experience problems in controlling time management. Then, have problems in the curriculum category is also one of the problems faced by students when practicing teaching in microteaching classes.

Most students review their mistakes when carrying out microteaching practice and correct them in various ways, from highlighting their mistakes to asking seniors. These results have answered the second question in the research presented in the first chapter.

#### **B. Recommendation**

Based on the findings of this research, I would like to provide some recommendations to students who are having problems with Microteaching classes. The advice is to prepare well before the microteaching session. practice in front of a mirror or with friends to increase self-confidence. Understand that microteaching is an opportunity to learn and grow. Plan and prepare teaching materials carefully. Use a structured lesson plan and understand the material in depth beforehand. Accept feedback with an open attitude, and don't be too defensive. Use feedback as an opportunity to learn and improve teaching abilities.

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## Appendix A Appointment Letter of Supervisor

  
**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**  
Nomor : B-7649/UN.08/FTK/KP.07.6/07/2023

**TENTANG**  
**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN**  
**UIN AR-RANIRY**

**DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;

b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;

2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;

3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;

4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;

5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;

6. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;

7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;

8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;

9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;

10. Keputusan Menteri Keuangan Nomor 293/KM.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;

11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal **13 Juni 2023**.

**MEMUTUSKAN**

Menetapkan :  
**PERTAMA** Menunjuk Saudara:

1. Prof. Dr. T. Zulfikar, M.Ed. Sebagai Pembimbing Pertama

2. Fithriyah, S.Ag., M.Pd. Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama : **Nailul Fitria**

NIM : **190203056**

Program Studi : **Pendidikan Bahasa Inggris**

Judul Skripsi : **Students' Problems in Microteaching Class**

**KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA. 025.04.2.423925/2023, tanggal 30 November 2022.

**KETIGA** : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun 2023

**KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh  
Pada Tanggal: 21 Juli 2023  
Dekan,

  
Saiful Huluk

**Tembusan**

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dilakukani dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.

Appendix B Recommendation Letter from *Fakultas Tarbiyah dan Keguruan* to  
Conduct Field Research



**KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
FAKULTAS TARBIYAH DAN KEGURUAN**

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Nomor : B-11095/Un.08/FTK.1/TL.00/10/2023

Lamp : -

Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,

Ketua program studi pendidikan bahasa inggris fakultas tarbiyah dan keguruan UIN Ar-Raniry  
Banda Aceh

Assalamu'alaikum Wr.Wb.

Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **NAILUL FITRIA / 190203056**

Semester/Jurusan : IX / Pendidikan Bahasa Inggris

Alamat sekarang : Kajhu, Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***Students' Problems in Microteaching Class***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 09 Oktober 2023

an. Dekan

Wakil Dekan Bidang Akademik dan  
Kelembagaan,

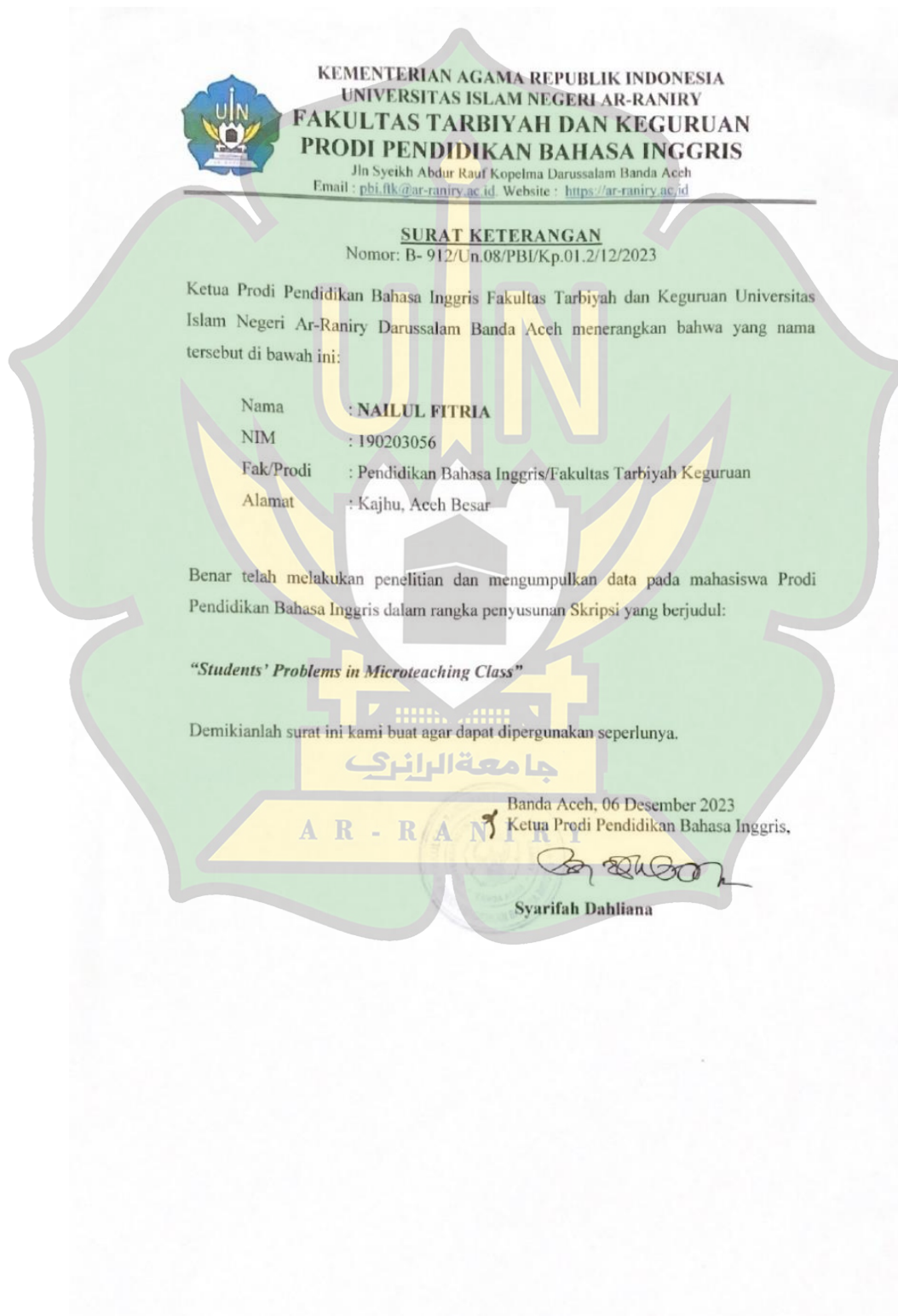


*Berlaku sampai : 29 November  
2023*

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.



Appendix C Confirmation Letter from the Department



## Appendix D List Observation

### OBSERVATION SHEET

Name :

Gender :

Age :

Education :

Observed aspects	Indicator	Description
Format Rancangan Pembelajaran	- Mencantumkan identitas sekolah, mata pelajaran, kelas dan semester, materi pokok, alokasi waktu, Kompetensi Inti (KI) dan Kompetensi Dasar (KD), indikator pencapaian kompetensi, tujuan pembelajaran, materi pelajaran, pendekatan/metode/model, media/alat peraga, sumber belajar, langkah pembelajaran, penilaian dan lampiran.	
Perumusan Indikator Pencapaian Kompetensi	- Dirumuskan sebagai kemampuan minimal yang diamati sebagai pemenuhan KD serta dirumuskan dengan kata kerja operasional yang dapat diukur atau dilakukan penilaian sesuai dengan karakteristik mata pelajaran.	
Perumusan Tujuan Pembelajaran	- Dirumuskan dalam bentuk deskripsi, memuat gambaran proses pembelajaran, KD yang hendak dicapai menggunakan kata kerja operasional yang dapat	



	diamati dan diukur yang mencakup sikap, pengetahuan, dan keterampilan.	
Merumuskan Materi Ajar	<ul style="list-style-type: none"> <li>- Materi yang disajikan memuat fakta, konsep, prinsip, atau prosedur yang relevan serta sesuai dengan alokasi waktu yang ditetapkan dan sesuai dengan karakteristik siswa.</li> </ul>	
Keterampilan Membuka Pelajaran	<ul style="list-style-type: none"> <li>- Penyampaian manfaat dalam mempelajari yang akan dipelajari. Mengajukan pertanyaan awal yang dapat memancing siswa mengungkapkan pengetahuan awal yang dimiliki (melatih berpikir secara kritis, problem solving, dan literasi).</li> </ul>	
Keterampilan Menjelaskan Materi	<ul style="list-style-type: none"> <li>- Menyampaikan garis besar materi yang akan dipelajari. Penyampaian yang sistematis (dari mudah ke sulit, dari konkret ke abstrak, dari yang dekat dengan lingkungan sampai ke yang jauh). Menjelaskan disertai contoh yang riil/mengaitkan informasi terkini</li> </ul>	
Keterampilan Menggunakan Media dan Sumber Belajar	<ul style="list-style-type: none"> <li>- Media dan sumber belajar digunakan secara efektif dan efisien (dilakukan secara tepat dan aman, serta terampil menggunakan media/alat/bahan). Mengajak siswa untuk berpartisipasi dengan menggunakan media dan sumber belajar. Menarik perhatian siswa.</li> </ul>	

Keterampilan Bertanya	<ul style="list-style-type: none"> <li>- Menyampaikan pertanyaan dengan jelas, dimulai dari yang mudah ke arah yang lebih sulit.</li> <li>- Memberikan kesempatan kepada siswa untuk berpikir dalam menjawab pertanyaan yang diberikan.</li> <li>- Pertanyaan yang diberikan dapat memunculkan keterampilan berpikir kritis, problem solving, dan melatih literasi siswa.</li> <li>- Pertanyaan yang diberikan dapat meningkatkan keterlibatan siswa dalam menjawab pertanyaan tersebut.</li> </ul>	
Keterampilan Mengelola Pembelajaran	<ul style="list-style-type: none"> <li>- Melaksanakan langkah-langkah pembelajaran aktif learning (mendorong untuk melakukan kegiatan mengalami langsung).</li> <li>- Proses pembelajaran dapat menumbuhkan keterampilan berpikir kritis, kreatif, kolaboratif, problem solving, dan literasi.</li> <li>- Membiasakan pembentukan karakter siswa, seperti jujur, disiplin, tanggung jawab, percaya diri, toleransi, dan mandiri.</li> <li>- Membimbing siswa secara klasikal, kelompok, atau individual.</li> </ul>	
Keterampilan Memberikan Penguatan	<ul style="list-style-type: none"> <li>- Membimbing siswa dalam keterbukaan (membenarkan dan/atau mengakui kekurangan dalam proses pembelajaran) dengan bahasa yang sopan, santun, dan tidak mendiskriminasi siswa</li> <li>- Memberikan penghargaan kepada siswa yang dapat memotivasi dalam pembelajaran.</li> </ul>	

Keterampilan Melakukan Penilaian	<ul style="list-style-type: none"> <li>- Memantau kemajuan belajar siswa dengan memberikan pertanyaan untuk memantau capaian siswa.</li> <li>- Melaksanakan penilaian hasil belajar sesuai dengan perencanaan.</li> <li>- Menindaklanjuti hasil penilaian selama pembelajaran berlangsung.</li> </ul>	
Keterampilan Menutup Pelajaran	<ul style="list-style-type: none"> <li>- Melibatkan siswa dalam membuat rangkuman dan umpan balik.</li> <li>- Melakukan refleksi dan tindak lanjut yang meliputi keterampilan dalam membimbing siswa melakukan evaluasi diri menemukan manfaat.</li> <li>- Memberikan umpan balik terhadap proses pembelajaran.</li> </ul>	



## Appendix E List of Interview Questions

Location :  
Date and Time :  
Informant :  
Phone Number :

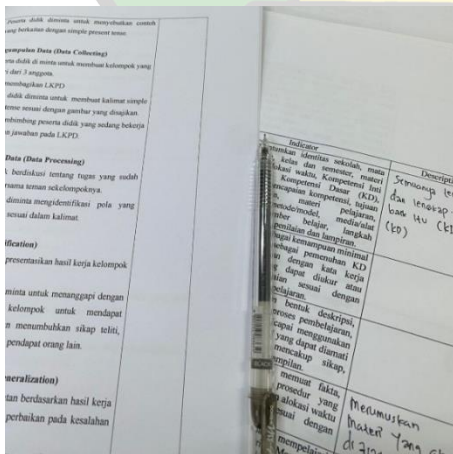
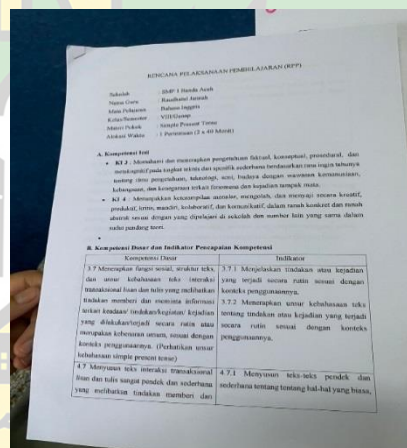
### **Interview Form Students Problems in Microteaching Class :**

The following is a sheet of interview questions which became material for the research carried out. This question is used to measure students' problems in microteaching classes.

1. What are your perceptions on the class procedures and expectations for the microteaching class?
2. In your opinion , what do you think about time management strategies?
3. What do you feel during teaching practice in microteaching class?
4. From your point of view, what your opinions on curriculum standars and expectation in microteaching class?
5. What do you think about the teaching practices in microteaching class?
6. What is your difficulty in the microteaching practice?
7. What do you think that you can do to overcome the problems in microteaching practice?

A R - R A N I R Y

## Appendix F Documentation of Research





## AUTOBIOGRAPHY

1. Name : Nailul Fitria
2. Place/ Date of Birth : Langsa / 14 Desember 2001
3. Nationality/ Ethnic : Indonesia
4. Religion : Islam
5. Sex : Female
6. Marital Status : Single
7. Occupation : Student
8. Address : Jln. Pase , Seuriget, Langsa Barat
9. Email : NailulFitria16@gmail.com
10. Parents' name
  - a. Father : Adnan Umar S.Ag
  - b. Mother : Walidah
11. Address : Jln. Pase , Seuriget, Langsa Barat
12. Educational Background
  - a. SD Negeri 1 Kota Langsa : Graduated in 2013
  - b. SMP Negeri 3 Kota Langsa : Graduated in 2016
  - c. SMA Unggul Cut Nyak Dhien Langsa : Graduated in 2019
  - d. English Department of UIN Ar-Raniry : Graduated in 2023