

**THE PERCEIVE IMPACT OF MICRO TEACHING CLASS ON  
STUDENTS' TEACHING CONFIDENCE**

**THESIS**

Submitted by:  
**AIDA FITRIA**  
**NIM. 210203031**

**Student of *Fakultas Tarbiyah dan Keguruan*  
Department of English Language Education**



**FAKULTAS TARBIYAH DAN KEGURUAN  
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**THE PERCEIVE IMPACT OF MICRO TEACHING CLASS ON STUDENT'S  
TEACHING CONFIDENCE**

**THESIS**

Has Been Approved and Submitted to the Thesis *Munaqasyah* Defense as One the  
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Education

By

**AIDA FITRIA**

NIM. 210203031

Student of English Language Education Faculty of Tarbiyah and Teacher Training  
Ar-Raniry State Islamic University Banda Aceh

Approved by:

Supervisor

Head of Department



Azizah, S.Ag., M.Pd.

Syarifah Dahliana, S.Ag., M.Ed., Ph.D.

NIP. 197601092007012021

NIP. 197504162000032001

It has been defended in *Sidang Munaqasyah* in front of the board of the Examination for the working paper and has been accepted in partial fulfillment of the requirements for the Bachelor Degree of Education in English Language Teaching

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Board of Examiners,

Chairperson

Azizah, S.Ag., M.Pd.

Secretary

Rita Hernida, M.Pd.

Examiner 1

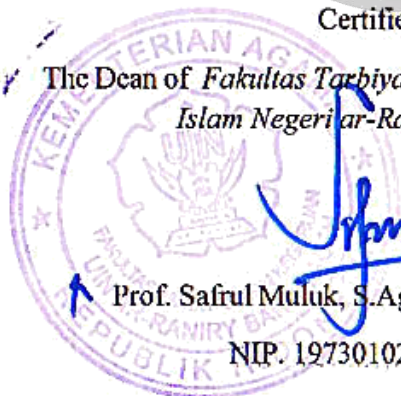
Chamisah, M. Ed.

Examiner 2

Syamsul Bahri, S.Ag., M.A., TESOL

Certified by:

The Dean of *Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri ar-Raniry Banda Aceh*



  
Prof. Safrul Muluk, S.Ag., M.A., M.Ed., Ph.D.

NIP. 197301021997031003

## SURAT PERNYATAAN KEASLIAN

*(Declaration of Originality)*

Saya yang bertanda tangan dibawah ini:

Nama : Aida Fitria  
NIM : 210203031  
Tempat/Tanggal Lahir : Bandar Dua, 8 Agustus 2003  
Alamat : Panteriek, Kec. Lueng Bata, Kota Banda Aceh.

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

**“The Perceive Impact of Micro Teaching Class on Student’s Teaching Confidence”**

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

Banda Acch, 2 Oktober 2025

Saya Yang Membuat Surat Pernyataan,



Aida Fitria

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Banda Aceh, 2 Oktober 2025  
The Researcher

جامعة الرانري

A R - R A N R I Aida Fitria

## ABSTRACT

Name : Aida Fitria  
Students' ID : 210203031  
Faculty : *Fakultas Tarbiyah dan Keguruan*  
Major : Department of English Language Education  
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Supervisor : Azizah S.Ag, M.Pd  
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This study aimed to explore the perceived impact of Micro Teaching classes on students' teaching confidence and to identify the specific aspects of the course that contribute to its development. This research employed a qualitative content analysis approach, gathering data through document analysis and semi-structured interviews. Six participants—comprising three students with high teaching confidence and three with low teaching confidence from the 2022 academic cohort—were selected using purposive sampling. The findings revealed that students experienced a significant shift from initial low confidence to progressively higher levels of self-assurance through continuous teaching practice and positive learning experiences. Furthermore, four primary aspects were identified as key contributors to this increased confidence: (1) intensive teaching practice that enabled the application and refinement of instructional skills; (2) peer feedback and encouragement that provided both emotional and academic support; (3) the utilization of teaching aids or media that enhanced lesson delivery and reduced anxiety; and (4) the classroom environment, including peer comparison, which fostered a supportive atmosphere and motivated self-improvement. Based on these findings, it is suggested that lecturers maintain and strengthen key elements of Micro Teaching, such as structured practice, peer feedback, and the use of instructional media. Additionally, future researchers are encouraged to expand the scope of this study by exploring varied methods, settings, or larger populations to deepen the understanding of how Micro Teaching builds students' teaching confidence.

## LIST OF APPENDICES

- Appendix A Appointment Letter of Supervisor  
Appendix B Recommendation letter from *Fakultas Tarbiyah dan Keguruan* to Conduct Field Research  
  
Appendix C Confirmation Letter from of Conducted Research from English language Department  
  
Appendix D Interview Protocol  
Appendix E Interview Transcript



## TABLE OF CONTENTS

<b>APPROVAL LETTER .....</b>	<b>ii</b>
<b>DECLARATION OF ORIGINALITY .....</b>	<b>iii</b>
<b>ACKNOWLEDGMENT .....</b>	<b>iv</b>
<b>ABSTRACT .....</b>	<b>vi</b>
<b>LIST OF APPENDICES .....</b>	<b>vii</b>
<b>TABLE OF CONTENTS.....</b>	<b>viii</b>
<b>LIST OF FIGURES .....</b>	<b>x</b>
<b>CHAPTER I: INTRODUCTION</b>	
A. Background of Study.....	1
B. Research Questions .....	5
C. Aims of Research .....	5
D. The Scope of Study .....	5
E. Significance of Study.....	5
F. Key Terms.....	6
<b>CHAPTER II: LITERATURE REVIEW</b>	
A. Micro Teaching .....	8
1. Definition of Micro Teaching.....	8
2. The Aims of Micro Teaching .....	10
3. Characteristics of Micro Teaching .....	11
4. Phases of Micro Teaching .....	13
B. Teaching Skills .....	15
1. Definition of Teaching .....	15
2. Categories of Teaching Skills.....	16
C. Confidence.....	18
1. Definition of Confidence.....	18
2. Confidence in Teaching.....	19
3. Aspects of Confidence in Teaching.....	20
<b>CHAPTER III: RESEARCH METHODOLOGY</b>	
A. Research Design.....	23
B. Research Participants.....	24
1. Population.....	24
2. Sample .....	24
C. Method of Data Collection .....	25
D. Method of Data Analysis.....	26
<b>CHAPTER IV: RESEARCH FINDING AND DISCUSSION</b>	
A. Research Findings .....	28
B. Discussion .....	41
<b>CHAPTER V: CONCLUSION AND SUGGESTIONS</b>	
A. Conclusions .....	45
B. Suggestions.....	46
<b>REFERENCES.....</b>	<b>47</b>
<b>APPENDICES .....</b>	<b>53</b>

## LIST OF FIGURES

Figure 1. The Three Phases of Micro Teaching..... 14



## CHAPTER I

### INTRODUCTION

This chapter consists of background of study, research question, aim of study, scope of study, significance of study, and terminology. Each of them needs to be explained to gain the deeper understanding about this research.

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

Education plays an important role in helping people grow and improving society. It is known as a key factor in personal development, social progress, and the growth of a country. Education is not just about reading and writing, but also about learning how to think critically, act responsibly, and keep learning throughout life (Elder and Paul, 2020). In today's connected world, good education helps build strong human resources, better government, and more innovation. That is why investing in quality education is very important for the development of many areas, such as the economy, technology, health, and culture.

Within the educational system, the teaching and learning process serves as the heart of educational activities. The effectiveness of education depends heavily on how well this process is implemented. According to Tsai et al., (2020), teachers, as central figures in this process, are expected to not only deliver academic content but also foster motivation, creativity, and engagement among students. Teaching is no longer seen as a one-way transmission of knowledge; instead, it is viewed as an interactive and dynamic process that requires careful planning, creativity, and adaptability (Liu et al., 2020). A successful learning process demands that teachers

be confident, competent, and capable of managing classrooms effectively. This makes teacher preparation programs a critical component in ensuring that future educators are ready to meet the demands of modern education. Without well-prepared teachers, even the best curriculum and educational policies may fail to achieve their intended outcomes.

One of the most important components in teacher education programs is micro teaching. According to Ojo (2021), micro teaching is a scaled-down version of real teaching that allows student-teachers to practice specific teaching skills in a controlled environment. It provides opportunities for pre-service teachers to gain practical experience before entering actual classrooms. In micro teaching, students typically teach short lessons to a small group of peers while being observed by instructors or supervisors (Richard, 2021). The students receive constructive feedback that helps them reflect on their strengths and areas for improvement. This cycle of teaching, observing, and evaluating fosters the development of pedagogical skills, communication techniques, and classroom management abilities.

Microteaching was first developed in the 1960s by Dwight W. Allen at the Stanford Teacher Education Program, Stanford University, as a way to help prepare students for teaching practice (Cruickshank et al., 1996). This course offers pre-service teachers a simulated environment where they can apply theoretical knowledge, strengthen their teaching abilities, and build confidence (Bell, 2007). The main goal is to give them extra hands-on experience by delivering short practice lessons to their peers before beginning actual classroom teaching.

One of the significant challenges faced by student-teachers is the lack of confidence or courage when delivering lessons in front of others (Chen et al., 2022). Student-teachers often experience anxiety, nervousness, or self-doubt, particularly during the initial stages of teaching practice. Courage in teaching holds great importance, as it influences how teachers communicate, interact with students, manage classroom dynamics, and respond to unexpected situations. Micro teaching classes serve an essential function in helping student-teachers overcome these challenges by providing a supportive environment where confidence can be gradually developed (Apriani et al., 2025). Micro teaching, supported by peer collaboration and mentor guidance, helps student-teachers build confidence and reduce anxiety by providing a structured and supportive environment.

In the seventh semester of the English Language Education Department at UIN Ar-Raniry, students are required to take a course called Micro teaching. In this course, they practice teaching in a classroom setting that mirrors real school environments. The students take on the role of a teacher, delivering lessons in front of their peers, just as they would in an actual school. This experience helps them apply teaching theories in practice, improve their classroom management skills, and develop greater confidence before entering real teaching situations during their teaching practicum.

Based on the previous observation and interview with some students who have taken the Micro Teaching course, it was revealed that many students still feel nervous and hesitant when standing in front of the class, despite having undergone several teaching practices. Some students admitted that they lacked confidence

when delivering material, especially in using English as the medium of instruction. Others expressed that while Micro Teaching helped them understand teaching techniques, it did not completely eliminate their fear of being judged or making mistakes during teaching. These responses indicate that there is a gap between the technical skills gained in Micro Teaching and the psychological readiness needed to teach with full confidence. This phenomenon shows the importance of exploring more deeply how Micro Teaching influences students' confident and self-assurance in facing real teaching environments.

Several previous studies support this phenomenon. A study by Afriannisa et al. (2025) found that Microteaching as a teaching training method for students is highly effective. Microteaching is deemed suitable for use in teaching as it provides real-world practice experience and enhances the fundamental teaching skills of future teachers. Study by Lena et al. (2023) found that Microteaching improves students' competence, particularly in pedagogical and personal aspects. Another study by Zahra (2022) identified several challenges faced by student-teachers, including lack of confidence, difficulty in determining appropriate strategies or methods, challenges in conveying learning objectives, explaining the material clearly, and designing effective lesson plans.

Based on the background and phenomena above, this study aims to investigate how Micro Teaching classes influence students' confident in teaching, particularly in the context of English language instruction. Therefore, the researcher formulate this study with the title **“The Perceive Impact of Micro Teaching Class On Student’s Teaching Confidence.”**

## **B. Research Questions**

Based on the background presented above, the following research questions can be formulated:

- 1) How do students perceive the impact of Micro Teaching classes on their confident in teaching?
- 2) What aspects of the Micro Teaching course contribute to the development of students' teaching confidence?

## **C. Aims of Research**

Based on the research questions, this research aims to:

- 1) Explore how students perceive the impact of Micro Teaching classes on their confident in teaching.
- 2) Identify the aspects of the Micro Teaching course contribute to the development of students' teaching confidence.

## **D. The Scope of Study**

The scope of this study focuses on investigating how students perceive the impact of Micro Teaching classes on their confident in teaching. It will also examine the aspects of the Micro Teaching course that contribute to the development of students' teaching confidence. This research will involve EFL students from the 2022 cohort of the English Language Education program at UIN Ar-Raniry, who have participated in the Micro Teaching class.

## **E. Significance of Study**

This study is expected to bring several benefits for students, lecturers, and future researchers.

a. Students

For students, this study will offer a deeper understanding of how Micro Teaching classes influence their teaching confidence. By examining the factors that contribute to or hinder the development of confidence in teaching, students will be able to identify strategies to address challenges and enhance their self-assurance, thereby improving their future teaching performance.

b. Lecturers

For lecturers, this research will offer significant information about the effectiveness of the Micro Teaching course in building students' teaching confidence. The findings of this study will help the lecturers improve the design of Microteaching classes to better support students' confidence development in teaching.

c. Future Researchers

This study will contribute to the body of knowledge in language education, particularly in the context of teacher preparation and confidence-building. Future researchers can use the results of this study as a foundation to explore further the role of Micro Teaching in fostering teaching competence, as well as investigate other factors that may impact students' teaching confidence and their overall performance in the classroom.

**F. Key Terms**

a. Perceive Impact

According to the Cambridge Dictionary (2023), perceive means “to come to an opinion about something, or have a belief about something.” Impact

refers to “a powerful effect that something, especially something new, has on a situation or person.” In the context of this study, perceive impact refers to the way in which students interpret or understand the effect that Micro Teaching classes have on their confidence in teaching. This encompasses students’ personal evaluations and beliefs regarding how participation in Micro Teaching has influenced their self-assurance and ability to teach effectively.

b. Micro Teaching

According to Ojo (2021), Micro Teaching is a scaled-down teaching encounter where the teacher practices teaching a small group of students in a short period of time, often focusing on a specific teaching skill. In the context of this study, Micro Teaching refers to the course where students in the English Language Education program practice their teaching skills in front of peers to build their teaching confidence and courage.

c. Confidence

According to McCloskey (2014), confidence refers to the quality of being certain of your abilities or of having trust in people, plans, or the future. In the context of this study, confidence refers to students’ belief in their own ability to effectively plan, manage, and deliver English language lessons, as developed through their participation in Micro Teaching classes.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter provides a review of relevant literature, focusing on key theories and previous findings to build a comprehensive understanding based on the needs of this research.

#### **A. Micro Teaching**

##### **1. Definition of Micro Teaching**

Micro teaching is widely recognized as an effective teacher training method designed to develop specific teaching skills. According to Kucukahmet (2004, as cited in Kadir, 2015), micro teaching not only enhances instructional abilities but also contributes to the formation of a teacher's professional personality. Allen and Eve (1968, as cited in Saban and Çoklar, 2013) describe micro teaching as a controlled teaching practice system that allows prospective teachers to focus on specific teaching behaviors in a structured setting. This setup helps simplify the complexity of classroom interactions for more effective skill development.

In line with the definitions above, Akalin (2006, as cited in Punia et al., 2016) emphasizes that micro teaching sessions provide hands-on experiences, helping student teachers to become more effective and reflective in their professional roles. Moreover, Aida and Antoni (2017) highlight that micro teaching allows future educators to engage students actively, ask questions strategically, manage class time efficiently, and conclude lessons effectively.

It offers a platform for student-teachers to refine their classroom management and communication skills.

According to Cruickshank et al. (1996, as cited in Firdaus, 2022), micro teaching originated in the early 1960s at Stanford University. It follows a structured cycle of "plan, teach, observe, re-plan, re-teach, and re-observe", and has become a standard component of teacher education programs, being implemented in over 90% of such programs. Similarly, Allen and Ryan (1969, as cited in Firdaus, 2022) define micro teaching as a system that enables focused practice of specific teaching behaviors under controlled classroom conditions. This environment helps reduce distractions and allows teachers to concentrate on key instructional strategies.

Allen and Cooper (as cited in Sa'ad et al., 2015) explain that micro teaching is essentially a scaled-down teaching scenario, involving short lessons—usually 4 to 20 minutes—with a small group of students (typically 3 to 10). This simplification allows the teacher to focus on specific instructional tasks without the full complexity of a regular classroom. Supporting this view, Mahmud and Rawson (2013) assert that microteaching serves as a valuable training tool that provides real teaching experiences in a simulated setting. Although conducted in a controlled environment, the interactions between student-teachers and learners remain authentic and constructive for professional growth.

Based on the definitions above, micro teaching can be understood as a structured and scaled-down teaching practice designed to enhance the

instructional competence of prospective teachers. It emphasizes the mastery of specific teaching skills through a controlled environment, typically involving a small number of students and a limited time frame. This method not only allows teacher candidates to focus on certain aspects of teaching behavior but also encourages reflection, feedback, and continuous improvement. Through repetitive cycles of planning, teaching, observing, and reteaching, micro teaching becomes a practical and effective approach in preparing future educators for real classroom settings.

## **2. The Aims of Micro Teaching**

The primary aim of micro teaching is to create a supportive and constructive environment where prospective teachers can practice and refine essential teaching skills in front of their peers. This process helps them build mental readiness, technical competence, and performance ability before entering actual classroom teaching. According to Singh and Banathia (2019), micro teaching serves several purposes. For prospective teachers, it offers real teaching experience, allows them to practice specific teaching skills individually, and helps them become familiar with diverse classroom dynamics. This training is intended to prepare them for the complexities of real-life teaching scenarios. Additionally, for in-service teachers, micro teaching acts as a refresher within educational programs, facilitates personalized professional development, and encourages openness to ongoing educational reforms, particularly those related to curriculum updates.

Similarly, Saroyan and Amundsen (2023) emphasizes that micro teaching also enables prospective teachers to evaluate their strengths and weaknesses in basic teaching skills. By identifying these areas, student teachers are encouraged to continuously improve and adapt, making the micro teaching setting a valuable platform for both self-reflection and targeted skill enhancement.

Moreover, micro teaching fosters confidence and reduces anxiety among prospective teachers by allowing them to teach in a scaled-down, low-pressure environment. According to Cruickshank et al. (1996), this method involves a structured cycle of planning, teaching, observing, re-planning, re-teaching, and re-observing, which helps trainees internalize effective teaching behaviors through repetition and feedback. This iterative process not only improves teaching performance but also promotes critical thinking, adaptability, and a growth mindset—essential qualities for effective educators in dynamic classroom settings.

### **3. Characteristics of Micro Teaching**

According to Helmiati (2013), micro teaching is a form of actual teaching conducted on a smaller scale. It possesses several distinct characteristics that differentiate it from conventional classroom teaching:

- a. The number of students involved is typically limited to 5–10 participants.
- b. Each teaching session is brief, lasting approximately 10–15 minutes.

- c. The training emphasizes the development of fundamental teaching skills.
- d. Only one or two basic teaching skills are demonstrated at a time, which are components of broader, more complex teaching competencies.
- e. The subject matter is narrowed in scope to align with the limited duration of the session.
- f. From the perspective of the practitioner, prospective teachers act as instructors, while their peers play the role of students. This dynamic allows participants to observe different teaching styles and assess the appropriateness of methods, strategies, instructional media, and evaluation techniques used.
- g. Micro teaching is considered real teaching. Trainee teachers are required to design a lesson plan, execute it accordingly, manage the classroom, and prepare necessary materials to support the learning process.
- h. It is not a simulation. Although peers act as students during the session, they are not expected to behave like actual students. This approach helps maintain authenticity and avoids artificial responses that could disrupt the learning experience.
- i. Sessions are often recorded so that the footage can be reviewed and used as a basis for reflection and feedback. This allows both the teacher and observers to identify areas for improvement and reinforce effective teaching practices.

#### 4. Phases of Micro Teaching

According to Clift et al. (1976, as cited in Aggarwal, 2014), micro teaching is structured into three distinct phases: the knowledge acquisition phase, the skill acquisition phase, and the transfer phase.

##### a. Knowledge Acquisition Phase

In this initial phase, prospective teachers acquire a foundational understanding of teaching by familiarizing themselves with various theoretical perspectives. They learn about effective thinking skills, the role they will play in the classroom, and appropriate behavioral practices through extensive reading of relevant literature. In addition, they observe demonstration lessons which serve as a model for effective instructional delivery. This combination of theoretical study and practical observation equips student teachers with both conceptual and practical insights into the essential teaching skills.

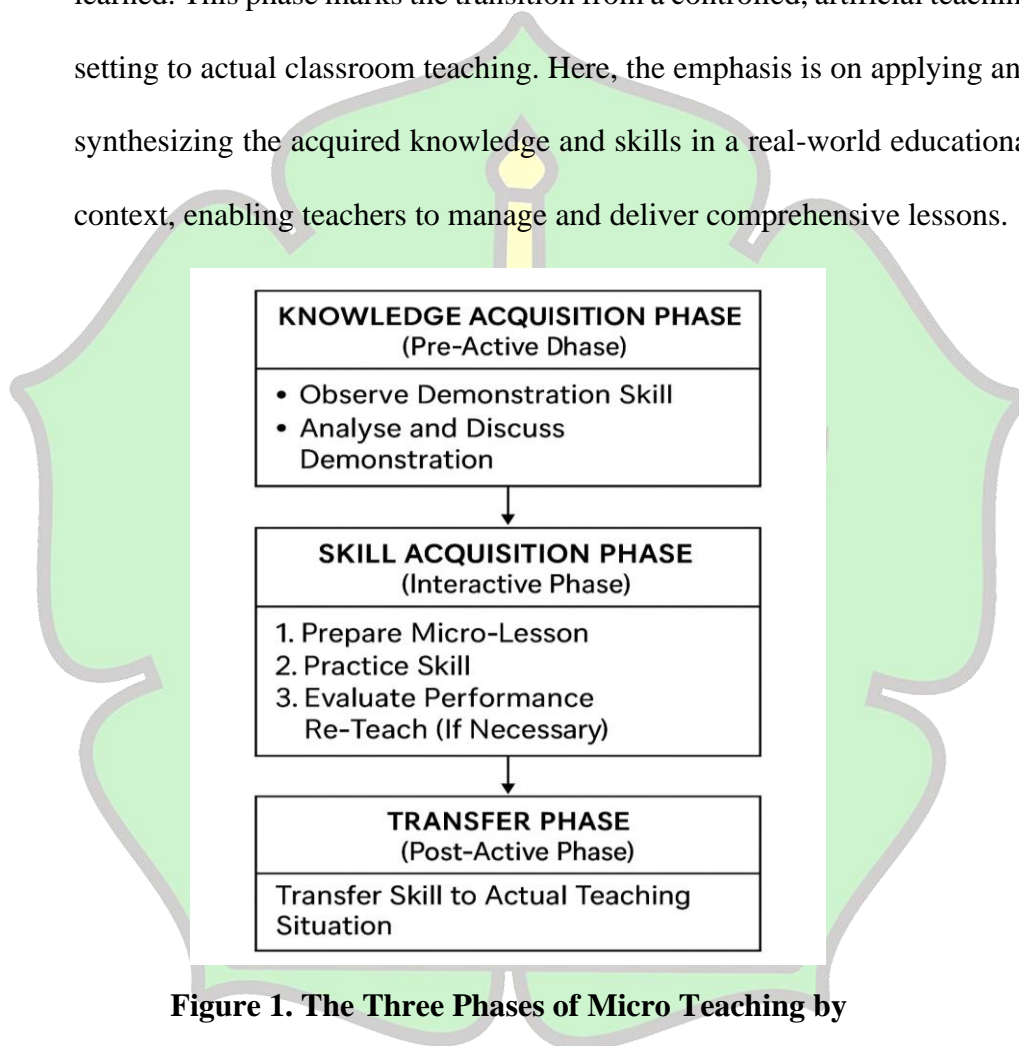
##### b. Skill Acquisition Phase

Building on the models observed, prospective teachers move to actively prepare and deliver micro lessons. This phase focuses on the practical application of teaching skills and involves a micro teaching cycle that emphasizes direct practice and feedback. Two key components define this stage: first, the provision of constructive feedback from supervisors and peers; and second, the careful arrangement of micro teaching conditions—such as maintaining a small class size, limiting the lesson duration, and ensuring the presence of an appropriate mix of student participants and

supervisory support—which together create an optimal environment for skill development.

c. Transfer Phase

In the final phase, prospective teachers integrate the various skills they have learned. This phase marks the transition from a controlled, artificial teaching setting to actual classroom teaching. Here, the emphasis is on applying and synthesizing the acquired knowledge and skills in a real-world educational context, enabling teachers to manage and deliver comprehensive lessons.



**Figure 1. The Three Phases of Micro Teaching by**

Source: Clift et al. (1976, cited in Aggarwal, 2014).

The phases above offers a step-by-step approach, starting from observing and understanding teaching practices, to practicing through micro-teaching, and finally applying the skills in real classrooms. This model supports gradual and effective skill development through experiential learning.

## **B. Teaching Skills**

### **1. Definition of Teaching**

Teaching can be defined as an effort to create an enabling environment for learning. Teaching skills, on the other hand, refer to the abilities of educators to foster an atmosphere of educational communication between teachers and students, encompassing cognitive, affective, and psychomotor aspects (Peng et al., 2019). This process extends from planning through evaluation and feedback, ultimately aiming to achieve the educational objectives.

Similarly, Kim et al., (2019) describe teaching skills as a set of teacher behaviors that are particularly effective in bringing about desired changes in students' behavior. These skills must align with the core capabilities a prospective teacher must have before being assigned to a teaching role. One critical ability is the implementation of a teaching program, which is a key criterion for the success of a teacher's pre-service training, including both general and specific teaching skills.

Sandefur et al. (2022) offers another perspective, defining teaching skills as discrete and coherent activities by teachers designed to promote student learning, emphasizing three key elements for improvement: knowledge, decision-making, and action. Knowledge encompasses the teacher's understanding of the subject, students, curriculum, teaching methods, external factors influencing teaching and learning, and self-awareness of one's own teaching abilities. Decision-making involves the thought processes and

judgments made before, during, and after a lesson to determine the most effective approach to achieve the desired educational outcomes. Action refers to the observable behaviors exhibited by teachers to foster student learning. These elements are essential for prospective teachers to master in order to succeed in the classroom.

Based on the definitions above, teaching is a dynamic process that involves more than just delivering content. It requires teachers to integrate planning, decision-making, and effective strategies to create engaging learning experiences. Teachers must not only impart knowledge but also foster an environment that supports students' cognitive and emotional growth. Mastering these skills is essential for both immediate teaching success and long-term student development, requiring continuous reflection and adaptation to meet students' evolving needs.

## **2. Categories of Teaching Skills**

According to Allen in Sa'ad et al. (2015), teaching skills can be classified into several categories as follows:

### **a. Fluency in Questioning**

Questioning is a teaching skill that involves asking students questions that require responses. This technique is essential in moving away from a lecture-based approach and encouraging active student participation. The purpose of questioning includes stimulating critical thinking, motivating learning, training students to express opinions, and achieving learning objectives.

b. Reinforcement Skills

Reinforcement refers to strengthening the connection between a stimulus and a response, either positively or negatively. Positive reinforcement provides satisfaction and encourages desired behavior, while negative reinforcement discourages undesirable behavior. When applied effectively, reinforcement can enhance learning outcomes by increasing motivation, attention, initiative, and encouraging positive attitudes toward learning.

c. Variation in Teaching

This skill involves the teacher's ability to introduce new and engaging strategies to prevent student boredom and maintain interest. The variety in teaching helps attract attention, sustain focus, increase motivation, reduce monotony, and allow for individualized learning experiences.

d. Beginning and Ending a Lesson

Effective lesson openings focus on punctuality and preparing students mentally for learning. Students should be made aware of the objectives and steps of the lesson to foster a positive mindset. Likewise, ending a lesson should be timely and structured, involving summarizing content, assessing student understanding, providing feedback, assigning homework, and ensuring an orderly dismissal.

e. Classroom Management

Classroom management refers to the teacher's ability to create an environment conducive to both academic and emotional growth. This

includes building supportive relationships, organizing instruction, encouraging academic engagement, fostering social skills and self-regulation, and managing behavioral issues. The effective classroom management is key to maintaining appropriate student behavior and enhancing student participation and prosocial behavior.

## **C. Confidence**

### **1. Definition of Confidence**

Confidence is the belief or feeling of certainty in oneself and one's abilities. It reflects a positive mental attitude that enables individuals to approach challenges, tasks, and interactions without fear or doubt. According to Gottlieb et al. (2022), a confident person typically feels secure in making decisions, expressing ideas, and facing uncertain situations because they trust their own knowledge, skills, and experiences.

In psychology, confidence is often associated with self-esteem and self-efficacy. Self-confidence plays a crucial role in personal development and success, as it influences motivation, resilience, and the ability to overcome obstacles. Bandura (2023) stated that the people with high confidence are more likely to take initiative, persist through failures, and maintain focus on goals. However, confidence must be balanced to avoid overconfidence, which can lead to poor judgment or risk-taking behavior.

Confidence is not something people are born with; it can be developed through experience, learning, and positive reinforcement. Support from family, teachers, or mentors, along with repeated success in tasks, contributes

significantly to building confidence. Furthermore, cultivating a growth mindset helps individuals build lasting confidence throughout various areas of life, whether in academics, careers, or social relationships.

## **2. Confidence in Teaching**

Students' confidence in teaching refers to the belief, determination, and willingness of student-teachers to actively engage in instructional activities, even when experiencing feelings of anxiety, uncertainty, or fear of failure (Benzineb dan Sadaoui, 2022). This sense of self-assurance is a fundamental personal attribute that contributes to successful teaching performance, especially during initial teaching experiences. It signifies a readiness to take initiative, embrace challenges, and assume responsibility in managing a classroom, core aspects of a teacher's professional development journey.

According to Ledger (2021), confidence in teaching is crucial during teacher training, particularly in settings such as practicums or simulated teaching environments like micro teaching. Without sufficient confidence, student-teachers may feel reluctant to apply their theoretical knowledge, communicate with students, or handle classroom dynamics effectively. Developing this confidence is essential in helping future educators become assertive and effective in their roles. Therefore, teacher education programs should incorporate supportive strategies, including constructive feedback, peer collaboration, and opportunities for hands-on teaching experiences.

The development of students' teaching confidence is shaped by various influencing factors. These include personal characteristics such as self-efficacy

and resilience, external support systems like mentorship and peer encouragement, prior teaching experiences, and the overall classroom environment (Zhang dan Koshmanova, 2020). A positive and non-threatening learning atmosphere, where students feel safe to make and learn from mistakes, can significantly enhance their confidence. Instructors' encouragement and timely feedback also help reduce teaching anxiety and boost self-belief.

According to Wangchuk (2019), micro teaching is an effective approach for strengthening students' confidence in teaching. It offers a structured and supportive platform where student-teachers can rehearse instructional techniques before peers and receive immediate feedback. Through repetitive practice and reflective activities, students gradually build a stronger belief in their teaching abilities. Students' teaching confidence serves as a foundation for sustained growth in their professional careers. Teachers who are confident are more inclined to take initiative, adapt to diverse instructional contexts, and connect meaningfully with their students (Knight, 2023).

### **3. Aspects of Confidence in Teaching**

According to Januaripin (2024) there are five aspects of confidence for students, which are:

#### **a. Believing on Own Ability**

Believing in one's ability refers to having confidence in one's skills and potential to perform tasks successfully. In the Micro Teaching course, students start to recognize their teaching potential through hands-on

teaching practice in a simulated classroom. This belief grows stronger as they observe their own improvement in delivering lessons over time.

b. Optimism

Optimism is the tendency to have a positive outlook on one's efforts and future outcomes. During the Micro Teaching course, students are encouraged to remain optimistic even when facing difficulties, such as managing classroom behavior or organizing lesson content. This positive mindset helps them stay motivated and confident that they can grow into effective teachers.

c. Objective

Being objective means being able to evaluate oneself fairly and realistically without bias or excessive emotion. In Micro Teaching, students learn to accept feedback from lecturers and peers in order to assess and improve their teaching performance. This objective reflection supports their confidence by helping them make measurable progress.

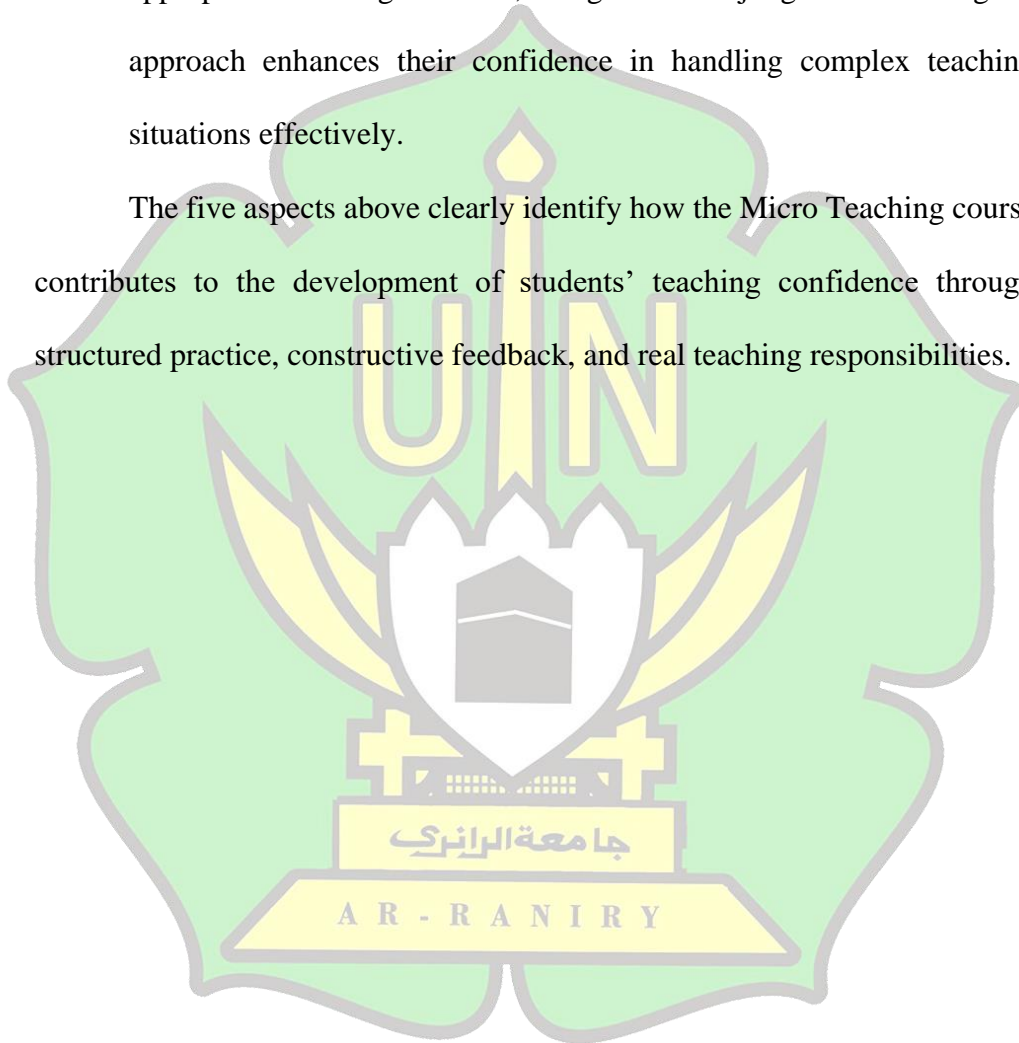
d. Responsibility

Responsibility involves being accountable for one's actions, duties, and decisions. Throughout the Micro Teaching course, students take full responsibility for preparing lesson plans, teaching materials, and classroom management. This experience strengthens their teaching confidence as they become accustomed to fulfilling the real duties of a teacher.

e. Rational Thinking

Rational thinking is the ability to make decisions based on logic and evidence rather than emotion. In Micro Teaching, students are trained to solve problems, such as adapting to students' needs or choosing appropriate teaching methods, using reasoned judgment. This logical approach enhances their confidence in handling complex teaching situations effectively.

The five aspects above clearly identify how the Micro Teaching course contributes to the development of students' teaching confidence through structured practice, constructive feedback, and real teaching responsibilities.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter presents the methodological framework of the study, including the research design, population and sampling, data collection techniques, and methods of data analysis.

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

This study employed a qualitative research design to explore students' perceptions regarding the impact of Micro Teaching classes on their teaching confidence. The qualitative approach was selected to obtain an in-depth understanding of individual experiences, perspectives, and emotions concerning how Micro Teaching contributed to the development of confidence within classroom teaching environments. Furthermore, the research aimed to identify specific aspects of the Micro Teaching course that enhanced students' confidence, as well as the challenges encountered during the process.

According to Creswell (2014), qualitative research is particularly suited for investigating complex human experiences within natural settings. In alignment with this approach, data were collected through semi-structured interviews with selected students from UIN Ar-Raniry Banda Aceh who had completed the Micro Teaching course. This method provided participants with the opportunity to give detailed responses and enabled the researcher to pose follow-up questions for deeper clarification. The data were analyzed inductively, progressing from specific participant responses toward the identification of general themes. This inductive

process facilitated a comprehensive understanding of how Micro Teaching influenced the students' confidence in teaching.

## **B. Research Participants**

### **1) Population**

Population is defined as the entire group of individuals meeting specific criteria relevant to a research topic, from which a sample is subsequently drawn (Arikunto, 2019). In this study, the population comprised 60 students from the 2022 cohort of the English Language Education Department (PBI) at UIN Ar-Raniry, Banda Aceh, all of whom had enrolled in six Micro Teaching classes

### **2) Sample**

This study employed a purposive sampling technique to select the participants. Purposive sampling is a non-probability method where individuals are intentionally selected based on specific criteria aligned with the research objectives (Sugiyono, 2016). This approach allowed the researcher to focus on individuals who were expected to provide rich and meaningful data.

The participants were selected based on the following criteria:

- a) Students from the 2022 cohort of the English Language Education Department at UIN Ar-Raniry;
- b) Students who were active in the Micro Teaching course; and
- c) Students who demonstrated either high or low levels of confidence in teaching.

Based on these criteria, the researcher selected six participants: three students with high teaching confidence and three with low teaching confidence. This

variation was intended to provide a diverse range of perspectives regarding how the Micro Teaching course affected students' teaching confidence.

### **C. Method of Data Collection**

The data for this study were collected using two qualitative techniques: semi-structured interviews and classroom observations. These methods were selected to provide a comprehensive understanding of students' perceptions and behaviors regarding their teaching confidence.

#### **1. Interview**

The interview method was utilized to obtain detailed information about students' perceptions of how Micro Teaching classes influenced their confidence. According to Griffie (2012), interviews are effective for exploring participants' personal experiences and attitudes. This study employed semi-structured interviews, which allowed for a combination of pre-determined questions and the flexibility to follow up on emerging responses. This approach enabled participants to speak openly and permitted the researcher to explore topics in greater depth.

The interview participants consisted of six students: three with high levels of teaching confidence and three with low levels. All participants were from the 2022 cohort of the English Language Education Department at UIN Ar-Raniry and were enrolled in the Micro Teaching course at the time of the study. The interview guide included seven core questions designed to address the two primary research questions.

#### **2. Observation**

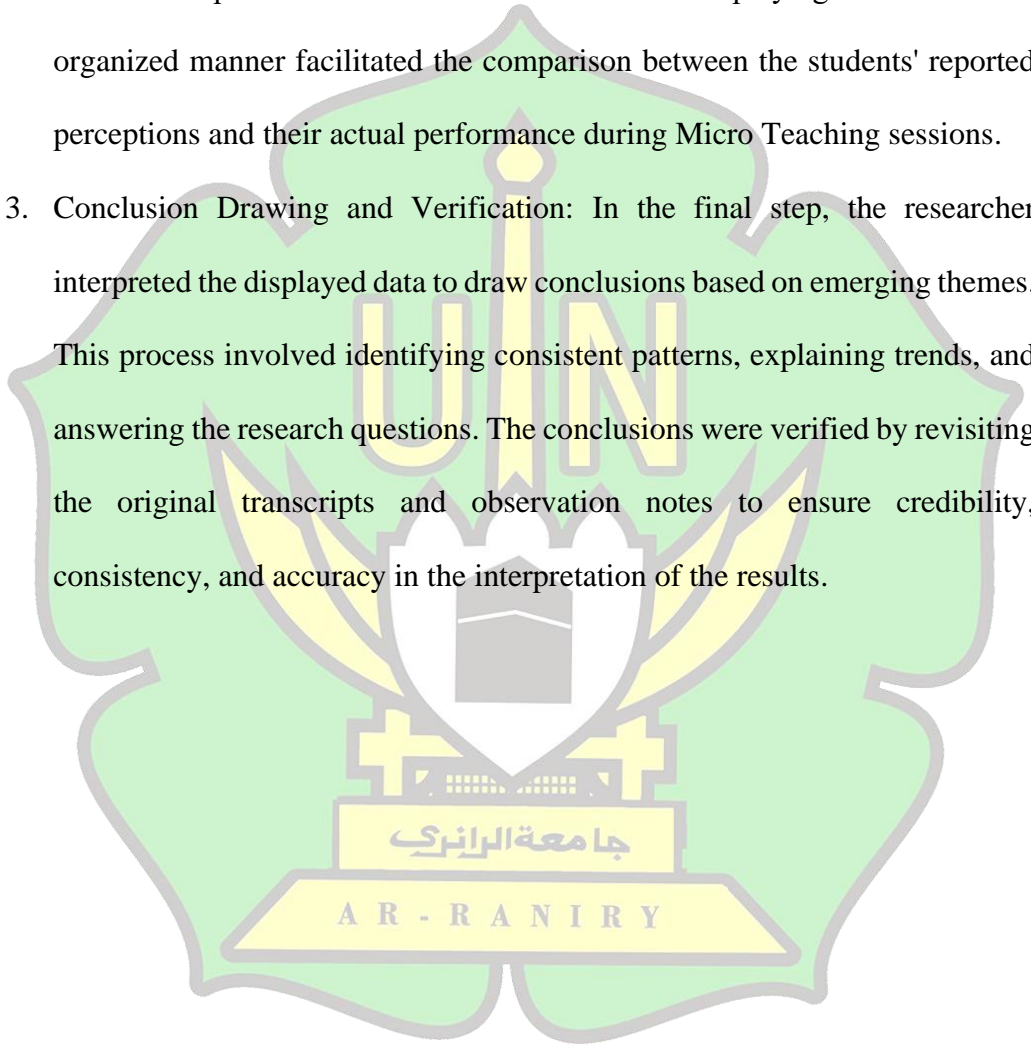
To complement the interview data, classroom observations were conducted. These observations aimed to validate and enrich the findings from the interviews by examining how students demonstrated teaching confidence during their actual Micro Teaching sessions. The researcher observed participants while they conducted their teaching practice, focusing on key aspects such as teaching performance, body language, classroom management, peer interaction, and overall presence. A structured observation checklist was used to guide the process and ensure that relevant indicators of teaching confidence were consistently captured across all participants.

#### **D. Method of Data Analysis**

The data in this study were analyzed using the interactive model of qualitative data analysis proposed by Miles and Huberman (2007), which consisted of three main steps: data reduction, data display, and conclusion drawing and verification. This model was applied to both the interview and observation data to ensure a comprehensive and systematic analysis.

1. **Data Reduction:** In this initial stage, the researcher simplified and organized the raw data obtained from both the interviews and classroom observations. For the interview data, transcripts were reviewed, significant statements were coded, and irrelevant or repetitive information was eliminated. Regarding the observation data, the researcher reviewed observation notes and checklists, highlighting key behaviors and indicators related to students' teaching confidence. This process focused the analysis on the most relevant information.

2. **Data Display:** After reducing the data, the researcher presented the organized findings in visual formats such as tables, matrices, or thematic charts. This step was applied to both interview responses and observation findings, allowing the researcher to identify patterns, similarities, and contrasts in students' experiences and observed behaviors. Displaying the data in an organized manner facilitated the comparison between the students' reported perceptions and their actual performance during Micro Teaching sessions.
3. **Conclusion Drawing and Verification:** In the final step, the researcher interpreted the displayed data to draw conclusions based on emerging themes. This process involved identifying consistent patterns, explaining trends, and answering the research questions. The conclusions were verified by revisiting the original transcripts and observation notes to ensure credibility, consistency, and accuracy in the interpretation of the results.



## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

This chapter presents the findings and discussion of the research. The data were obtained through interviews aimed at exploring students' perceptions of the impact of Micro Teaching classes on their confidence in teaching. Specifically, the research sought to answer the following questions: (1) How do students perceive the influence of Micro Teaching classes on their teaching confidence? and (2) What aspects of the Micro Teaching course contribute to the development of that confidence?

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

##### **1. The Students' Perceive Impact Of Micro Teaching Classes On Their Confident In Teaching.**

The primary focus of this research is to examine how students perceive the impact of Micro Teaching classes on their confidence in teaching. After analyzing the interview transcripts through thematic analysis, this research identified three relevant themes: initial lack of confidence before joining micro teaching, gradual growth in confidence through teaching practice, and positive moments that strengthened self-confidence.

##### **a. Initial Lack of Confidence Before Joining Micro Teaching**

According to the interview transcripts, most students admitted that they lacked confidence before participating in the Micro Teaching class. They were afraid of making mistakes, anxious about being watched by others, and unsure about how to teach properly. This initial insecurity reflected their unfamiliarity

with teaching methods and fear of public speaking in front of peers and lecturers.

This is illustrated by the explanation from Participant 1 (P1), as follows:

P1: “Before joining, I was somewhat confident speaking in front of people, but I didn’t really know how to teach. I wasn’t nervous to talk, but I felt lost about what to actually do in class. So, I had the courage, but not the teaching skills yet.”

From the explanation above, it can be seen that the student already had confidence in speaking, but still lacked knowledge and skills in teaching. This shows that even if someone is brave to speak, they still need training to teach well.

P2 also expressed a similar view. He said that:

P2: “I was already confident because I had some experience in public speaking. But I didn’t have any real teaching experience, so I wasn’t sure how to manage a class. I knew how to talk, but not how to teach.”

From this explanation, it is clear that even though the student was used to speaking in public, he still felt unsure about teaching. A similar opinion was expressed by P3, who felt quite confident in speaking but was still unsure about the proper way to teach. P3 stated:

P3: “I was pretty confident when it came to communication and speaking in front of people. But when it came to actual teaching, I wasn’t sure about my methods. I didn’t really know how to structure a lesson or manage students.”

From the explanations of the three participants above, it can be concluded that although they had confidence in speaking or public communication, they still lacked the practical knowledge and skills required for effective teaching. This indicates that confidence alone is not enough; structured training and

hands-on experience, such as Micro Teaching, are essential in helping prospective teachers develop the necessary teaching competencies, including lesson planning, classroom management, and instructional methods.

In addition to the responses from the three informants above, who were students categorized as Confident Participants in the Micro Teaching Class, the following are the explanations from three students who were Less Confident Participants in the Micro Teaching Class.

According to P4, a student categorized as a less confident participant in the micro teaching class, the experience of teaching brought about intense fear and nervousness. P4 expressed having very low confidence, especially when it came to speaking in front of others. The fear of making mistakes or saying the wrong things made the thought of teaching overwhelming and stressful. This anxiety became a major barrier to fully engaging in the micro teaching process.

P4: “I had very low confidence and was really scared to speak in front of people. I always worried I’d say the wrong thing or make a mistake. Just thinking about teaching made me nervous.”

P5 also shared a similar feeling. They admitted to having no confidence at all when thinking about teaching. The thought of standing in front of a class was enough to cause panic and self-doubt. P5 didn’t believe they had the ability to perform well as a teacher, which created a strong sense of anxiety before even trying. P5 said:

P5: “I was not confident at all and felt really anxious about the idea of teaching. Just imagining myself standing in front of a class made me panic. I didn’t believe I could do it.”

P6 added that they were very unsure of themselves and afraid of making mistakes during teaching. Another major concern was being judged by their peers or instructors, which made the teaching experience feel even more stressful and challenging. P6 also said:

P6: “I wasn’t confident at all and felt really unsure about myself. I was scared of making mistakes during teaching. I also worried a lot about being judged by others.”

From the three responses above, it can be concluded that students who were less confident felt strong anxiety, fear of judgment, and a lack of belief in their teaching ability. Their low confidence was not just about speaking in public but also about fear of failure and lack of self-assurance in their skills.

From all the responses given by the six participants above, it can be concluded that students showed different levels of confidence in participating in the micro teaching class. The three confident students felt more prepared, were brave enough to stand in front of the class, and believed in their abilities although they were not fully confident in their teaching methods. On the other hand, the three less confident students expressed anxiety, fear of being judged, and doubt in their own teaching abilities. This indicates that the level of self-confidence greatly affects the readiness and comfort of students in carrying out teaching practice in the micro teaching class.

#### **b. Gradual Growth in Confidence through Teaching Practice**

According to the interview transcripts, most students admitted that their confidence grew gradually as they gained more experience during the micro teaching sessions. They felt more structured, prepared, and aware of their

teaching process, which helped reduce nervousness and build a sense of control in the classroom. This was explained by P1 as follows:

P1: “It gave me a teaching structure, like how to open, explain, and close a lesson. Now I feel more sure about what I’m doing, not just talking randomly. I’m more prepared and that helps me feel confident. Now I feel way more confident than before. I don’t just talk, I teach with purpose. I know how to plan and deliver a lesson that makes sense. It’s a big change from when I started with no direction”

Similarly, P2 highlighted the significant improvement in confidence, especially in managing the classroom and applying varied teaching strategies:

P2: “The class helped me learn how to manage a classroom more effectively. I also learned how to plan lessons and apply different teaching methods. That made me feel more prepared and confident in front of students. Now I feel more confident, not just in speaking but also in teaching effectively. I can plan lessons, manage activities, and guide students better. It’s a big difference from when I started with only speaking skills.”

In addition to improved planning and management, another key factor in building confidence was the ability to adapt and remain flexible in various classroom situations. This was particularly emphasized by P3, who stressed how the learning process had shifted their mindset from simply talking to actually teaching with purpose and creativity:

P3: “The class helped me understand how to teach effectively, not just talk. I learned how to guide students and keep the learning process active. That made me feel more in control when I’m in front of the class. I’m definitely more confident now, especially in handling different types of students. I feel more flexible and creative with the teaching methods I use. It’s a big improvement from where I started.”

Based on the three explanations above, it can be concluded that the students’ confidence in teaching significantly improved as they gained more experience during the micro teaching sessions. This growth was not limited to

speaking in front of the class, but also included better lesson planning, classroom management, the use of varied teaching methods, and the ability to adapt to different classroom situations. The students felt more prepared, structured, and in control during their teaching, which ultimately led to a stronger sense of confidence compared to when they first started without clear direction or teaching strategies.

Meanwhile, according to P4, the improvement in confidence developed gradually throughout the process:

P4: “It helped me step by step, even though I’m still nervous sometimes. Now I at least have the courage to try and speak in front of the class. That’s already a big change for me. I’m still working on my confidence, but I’ve definitely improved. Now I can speak more clearly and stay calm while teaching. That’s something I couldn’t do before.”

P4’s statement reflects a steady yet meaningful progress in overcoming nervousness and building self-assurance in classroom settings. Although challenges remain, particularly in dealing with anxiety, the ability to stay composed and articulate while teaching marks a notable personal achievement.

P5 also shared a similar experience of gradual improvement in confidence. The support and practice provided throughout the program allowed them to confront their fears step by step:

P5: “It helped me little by little, even though I still feel nervous sometimes. At least now I can speak in class without freezing completely. That’s a big step for me. I feel a bit more confident now, even though I still get nervous. I can face the class and speak more clearly than before. My hands still shake sometimes, but at least I can keep going.”

P6 also described a gradual but meaningful improvement in confidence and teaching performance. Through consistent practice, they experienced noticeable personal growth:

P6: “The class helped me gain small bits of courage each time I practiced. I’m still nervous, but at least now I can stand up and try to teach. That’s something I couldn’t do before. My confidence is definitely better now, even if I still feel nervous. I don’t freeze like I used to in the beginning. I can stand in front of the class and speak more clearly.”

P6’s account shows how step-by-step exposure to teaching practice helped reduce fear and hesitation. Though nervousness remains, it no longer hinders their ability to engage with the class and communicate more effectively.

From all the responses given by the six participants above, it can be concluded that micro teaching plays a significant role in building students’ confidence in teaching. The confident participants became more structured, purposeful, and flexible in their teaching approach, while the less confident participants experienced a gradual reduction in anxiety and a steady increase in their willingness to try. Regardless of their initial level of confidence, all participants reported noticeable improvement throughout the process. This indicates that consistent practice, feedback, and structured teaching activities help students overcome nervousness, develop teaching strategies, and build self-assurance in handling classroom situations effectively.

### **c. Positive Moments that Strengthened Self-Confidence**

Based on the interview transcripts, most students experienced meaningful moments during micro teaching that significantly boosted their

self-confidence. These moments often occurred when they received positive responses from peers or lecturers, or when they noticed progress in their teaching performance. This was clearly expressed by P1, who shared:

P1: “the first time I used a strategy and saw my classmates respond positively. They paid attention, gave feedback, and I felt like, “Wow, this actually works.” That moment really pushed my confidence higher. I take it positively. It shows me what I can improve and what I did well. Sometimes it’s hard to hear criticism, but it helps me grow. I see it as part of learning to be a better teacher.”

Similarly, P2 emphasized the role of positive reinforcement in boosting self-assurance. As P2 stated:

P2: “Yes, during one of my sessions, my lecturer praised how I managed the time and used teaching media. That positive feedback really boosted my confidence. It made me believe I could actually be a good teacher. I always take feedback seriously, whether it’s positive or critical. If it’s constructive, it helps me grow and improve. I see it as something that supports my progress as a teacher.”

P3 also mentioned a positive moment that helped strengthen their confidence:

P3: “Yes, there was a time I led a group activity and everyone participated actively. I felt really proud because it felt like a real teaching moment. That experience gave me a big confidence boost. I actually find feedback really helpful and motivating. I always try to reflect on what people say. Then I use it to make my next teaching session better.”

Based on the three explanations above, it can be concluded that positive teaching experiences and constructive feedback play a significant role in strengthening students’ self-confidence. When students feel acknowledged and see the results of their efforts, they are more motivated to improve and take on future teaching tasks with greater assurance.

Meanwhile, according to P4, feedback plays an important role in their teaching development, even though it sometimes causes anxiety. P4 believes that support from classmates and encouragement, even in small forms, can help boost confidence and motivation. As P4 said:

P4: “Yes, there was a time when my classmates clapped after I finished teaching. It wasn’t a big thing, but it meant a lot to me. That small support really gave me motivation. Honestly, I still feel anxious every time I get feedback. But I remind myself that it’s all part of learning and getting better. I try to take the advice and use it next time.”

The statement above shows that even small positive responses, such as applause from classmates, can be meaningful and uplifting. P4 found motivation through that experience, even though feedback still brings anxiety. However, by seeing feedback as part of the learning process, P4 strives to use it for improvement.

P5 also shared a similar experience. P5 stated:

P5: “I remember using a picture as a teaching aid, and the students reacted really well to it. They got more engaged, and it made the class more fun. That moment made me feel like I could actually teach. I usually feel nervous, especially when the comments are critical. But I always try to write them down and review them again at home. It helps me understand what to fix..”

P6 also described a moment that helped build confidence. As P6 said:

P6: “One day, after I finished my teaching session, my classmates gave me a round of applause. It wasn’t a big thing, but it made me feel seen and appreciated. That small gesture really boosted my confidence. I usually feel anxious and a bit insecure when I get feedback. But I try to focus on the parts I can work on instead of taking it too personally. It helps me grow slowly..”

From the P6 statement, it can be seen that appreciation from others, even in a simple form like applause, can provide emotional support and confidence.

Although feedback can still trigger insecurity, P6 chooses to concentrate on constructive points for improvement, showing a mindset of growth and resilience.

Based on all statements from the six participants above, it can be concluded that small yet meaningful moments, such as praise, applause, or active engagement from classmates, played a vital role in strengthening their self-confidence during the micro teaching sessions. These experiences provided emotional validation and reinforced their belief in their own teaching abilities. While many still faced nervousness or anxiety when receiving feedback, they demonstrated a growing willingness to reflect on comments, whether positive or critical, and use them as tools for continuous improvement.

## **2. The Aspects of Micro Teaching Course that Contribute to the Development of Students' Teaching Confidence**

The second objective of this research is to explore the elements within the Micro Teaching course that play a role in enhancing students' teaching confidence. Based on the thematic analysis of interview transcripts, five key aspects were identified: (1) Teaching Practice, (2) Peer Feedback and Encouragement, (3) Use of Teaching Aids or Media, and (4) Classroom Environment and Peer Comparison.

### **a. Teaching Practice**

Based on the interview findings, one of the most influential aspects contributing to students' teaching confidence is the opportunity to engage in teaching practice. Through these sessions, students were able to apply

theoretical knowledge in a simulated classroom setting, which enhanced their readiness and self-assurance. As reflected in the participants' responses:

P1: "The teaching practice sessions and support from classmates helped me a lot. Practicing in front of others gave me a chance to apply what I learned, and the encouragement from friends made me feel more confident."

P2: "The structured lesson planning and practice teaching sessions helped me a lot in building my confidence. They gave me a clear idea of what to do in class and how to handle the teaching process step by step."

P3: "The most helpful parts were the hands-on teaching practice and the use of real classroom tools. These experiences made me feel more prepared and confident to face actual teaching situations."

The responses above indicate that teaching practice plays a crucial role in fostering students' teaching confidence. Engaging directly in classroom simulations allows students to not only apply theoretical concepts but also develop practical teaching skills in a supportive environment. The structured nature of the activities, such as lesson planning and step-by-step teaching execution, provides clarity and guidance, reducing anxiety and increasing preparedness. Moreover, the opportunity to use real teaching tools and receive peer support during these sessions further enhances their sense of readiness, making them feel more capable and confident in handling actual teaching situations.

#### **b. Peer Feedback and Encouragement**

Based on the interview results, peer feedback and encouragement were identified as important aspects that contributed to the growth of students' teaching confidence. This theme was evident in how participants reflected on

the support they received from both classmates and lecturers. As reflected in the participants' responses:

P4: "The encouragement I received from my classmates was very meaningful. It created a supportive atmosphere. Also, when the lecturer acknowledged my improvement, it made me feel motivated and more confident in my abilities."

P5: "Feedback from peers and support from the lecturer really encouraged me and made me feel more confident."

P6: "Hearing supportive comments from my classmates, like noticing my progress, really motivated me. Guidance from the lecturer also helped me see where to improve without feeling judged."

Based on the participants' explanations, it can be seen that the combination of peer support and lecturer feedback played a vital role in fostering students' self-confidence. Positive reinforcement from classmates helped build a sense of community and safety, allowing students to take risks and grow. Meanwhile, the lecturer's guidance was not only constructive but also delivered in a way that boosted motivation, leading to a greater sense of competence in teaching.

**c. Use of Teaching Aids or Media**

Based on the interview results, the use of teaching aids or media played a significant role in enhancing students' teaching confidence. As reflected in the participants' responses:

P1: "Teaching aids give me something to rely on during the lesson. They help me explain the material better and keep the students more interested, which makes me feel more confident when teaching."

P2: "When I use teaching aids or media, I feel more prepared and professional. It helps me explain the lesson more clearly and makes the class more interesting for students."

P3: “Teaching aids and media boost my confidence by helping me explain abstract concepts more clearly. They also keep students engaged and make the learning process more interactive.”

P4: “Using teaching aids and media helps reduce my nervousness. It gives me something concrete to focus on and explain, which makes me feel more in control during the lesson.”

P5: “Teaching aids helped me stay focused and made it easier to deliver my material with more confidence.”

P6: “Teaching aids help me stay organized and give me something to lean on during lessons. They reduce my anxiety because I don’t feel like I have to rely only on memory.”

Based on the participants' explanations above, it is clear that teaching aids or media served not only as tools for delivering content but also as psychological support systems that reduced anxiety and increased students' sense of preparedness. These aids helped them explain complex ideas more effectively, engage students more actively, and manage the classroom with greater ease. As a result, the use of teaching aids significantly contributed to building their self-confidence during teaching practice.

#### **d. Classroom Environment and Peer Comparison**

Based on the interview results, the classroom environment and peer comparison played a significant role in shaping the participants' teaching confidence. As reflected in the participants' responses:

P2: “One of the challenges I faced was teaching a very quiet class. It pushed me to be more creative and try different ways to get students to participate and interact, which made me more confident in handling various situations.”

P4: “One challenge that really helped me grow was having to teach in front of classmates who were already very confident. It forced me to step out of my comfort zone and work harder to match their energy and performance.”

P6: “Teaching in front of classmates who seemed more confident was intimidating, but over time it helped me stop comparing myself and focus more on doing my best.”

Based on the participants' explanations above, it can be inferred that teaching in a quiet classroom environment required student teachers to be more innovative and interactive, which in turn enhanced their confidence in managing diverse situations. Moreover, being in the same teaching environment as more confident peers, although initially intimidating, eventually became a motivating factor that encouraged self-reflection and personal improvement. This dynamic pushed them to shift their focus from comparison to self-growth, thereby contributing positively to their teaching confidence.

## **B. Discussion**

This section discusses findings based on the research question and compare and contrast them with previous research findings.

### **1. The Students' Perceive Impact Of Micro Teaching Classes On Their Confident In Teaching.**

Based on the findings presented earlier, it can be concluded that students perceive the impact of Micro Teaching classes on their teaching confidence in three key aspects: an initial lack of confidence before participating in the course, a gradual increase in confidence through teaching practice, and the presence of positive moments that reinforced their self-assurance during the learning process.

Based on the findings, the initial lack of confidence before participating in the course was caused by several factors, including fear of making mistakes, lack

of prior teaching experience, and anxiety about being evaluated by peers and lecturers. Many students felt unsure of their teaching abilities and were hesitant to speak or act in front of others. This nervousness often stemmed from self-doubt and limited exposure to real classroom situations, making the beginning of the micro teaching experience particularly challenging for them.

As the course progressed, students experienced a gradual increase in confidence through repeated teaching practice and constructive feedback. Engaging in simulated teaching sessions allowed them to identify their strengths and weaknesses, which encouraged continuous improvement. The opportunity to observe peers and receive suggestions from lecturers also played a significant role in helping students feel more prepared and capable of delivering lessons effectively. Over time, this consistent practice helped reduce their anxiety and built a stronger sense of self-assurance in their teaching abilities.

Furthermore, several students highlighted specific positive experiences that significantly boosted their confidence. These moments included receiving praise from peers or lecturers, successfully managing a classroom situation, or noticing student engagement during a teaching session. Such experiences served as personal milestones that validated their growth and reinforced their belief in their potential as future teachers. These highlights contributed to a lasting impression of success, motivating them to continue developing their teaching skills with greater enthusiasm.

## **2. The Students' Perceive Impact Of Micro Teaching Classes On Their Confident In Teaching.**

Based on the findings, several key aspects were identified as contributing to the development of students' confidence in teaching: (1) Teaching Practice, (2) Peer Feedback and Encouragement, (3) Use of Teaching Aids or Media, and (4) Classroom Environment and Peer Comparison. These elements played important roles in shaping the students' teaching experiences and boosting their self-assurance in the classroom. Each of these aspects worked both individually and collectively to influence how students perceived their growth and ability throughout the Micro Teaching course.

The opportunity to engage in direct teaching practice was considered the most influential aspect in building students' confidence. Through repeated teaching sessions, students were able to apply theoretical knowledge into practice, gradually becoming more comfortable with lesson planning, classroom management, and student interaction. This hands-on experience helped them overcome initial nervousness and develop a sense of competence in their teaching abilities.

Constructive feedback and encouragement from peers also played a significant role in enhancing students' confidence. When classmates provided supportive comments and suggestions for improvement, students felt more motivated and less anxious about making mistakes. The sense of community within the class created a safe environment where students could learn from one another without fear of harsh criticism, allowing for both personal and professional growth.

The use of teaching aids or media such as visual materials, PowerPoint presentations, and other learning tools contributed to students' confidence by

helping them communicate their ideas more effectively. These aids allowed students to feel more in control of their teaching process and kept the class more engaged. Many students expressed that using media helped reduce their fear of forgetting content or losing the attention of their audience.

The classroom atmosphere, including peer comparison, had a dual impact on students' confidence. While seeing peers perform well could initially be intimidating, over time it became a source of inspiration. Observing the teaching styles of others helped students reflect on their own performance and encouraged them to improve. A positive and supportive environment also ensured that comparison led to motivation rather than discouragement.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

This chapter presents the conclusions and suggestions of the study based on the findings and discussion elaborated in the previous chapters. The conclusions are drawn to summarize the key results concerning students' perceptions of the impact of the micro teaching class on their confidence in teaching. Furthermore, this chapter also provides several suggestions addressed to lecturers, students, and future researchers with the aim of improving the implementation of micro teaching classes and contributing to further research in related field.

#### **A. Conclusions**

Based on the findings presented in the previous paragraphs regarding The Perceived Impact of Micro Teaching Class on Students' Confidence in Teaching, the conclusions of this study are as follows:

1. Students perceived the impact of the micro teaching class on their confidence in teaching through three key stages: an initial lack of confidence before participating in the course, a gradual increase in confidence as a result of consistent teaching practice, and the occurrence of positive experiences that reinforced their self-assurance throughout the learning process.
2. Students identified four main aspects that contributed to their increased confidence in teaching: (1) teaching practice, which allowed them to implement and refine their teaching skills; (2) peer feedback and encouragement, which provided emotional and academic support; (3) the

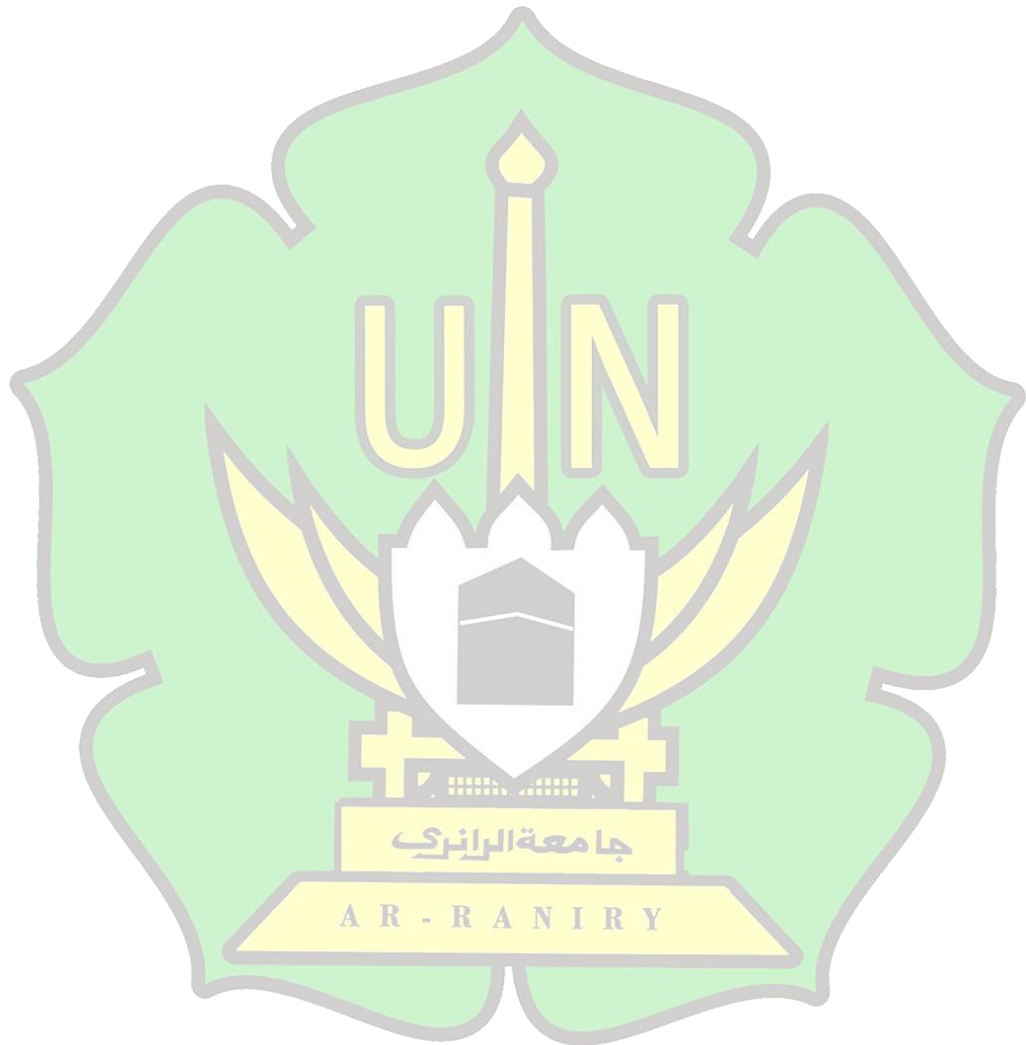
use of teaching aids or media, which enhanced lesson delivery and reduced anxiety; and (4) the classroom environment and peer comparison, which created both a supportive learning space and motivation for self-improvement.

## **B. Suggestions**

Based on the research findings discussed in the previous section about The Perceived Impact of Micro Teaching Class on Students' Confidence in Teaching, the following conclusions can be drawn:

1. For students, micro teaching classes have a significant impact on building their confidence in teaching. This development is seen through three main stages: an initial lack of confidence before participating in the course, a steady increase in confidence through consistent teaching practice, and the presence of supportive moments during the class that enhanced their self-assurance.
2. For lecturers or course organizers, the improvement in student confidence is influenced by several key aspects: (1) hands-on teaching practice, (2) constructive peer feedback and encouragement, (3) the use of teaching aids or media, and (4) the classroom environment, including peer comparisons. These factors should be maintained and strengthened to ensure the effectiveness of micro teaching programs.
3. For future researchers, this study opens the door to further exploration regarding how different teaching methods, classroom settings, or support

systems affect students' confidence development. It is recommended to expand the scope by involving a larger population or by comparing different institutions for broader insights.



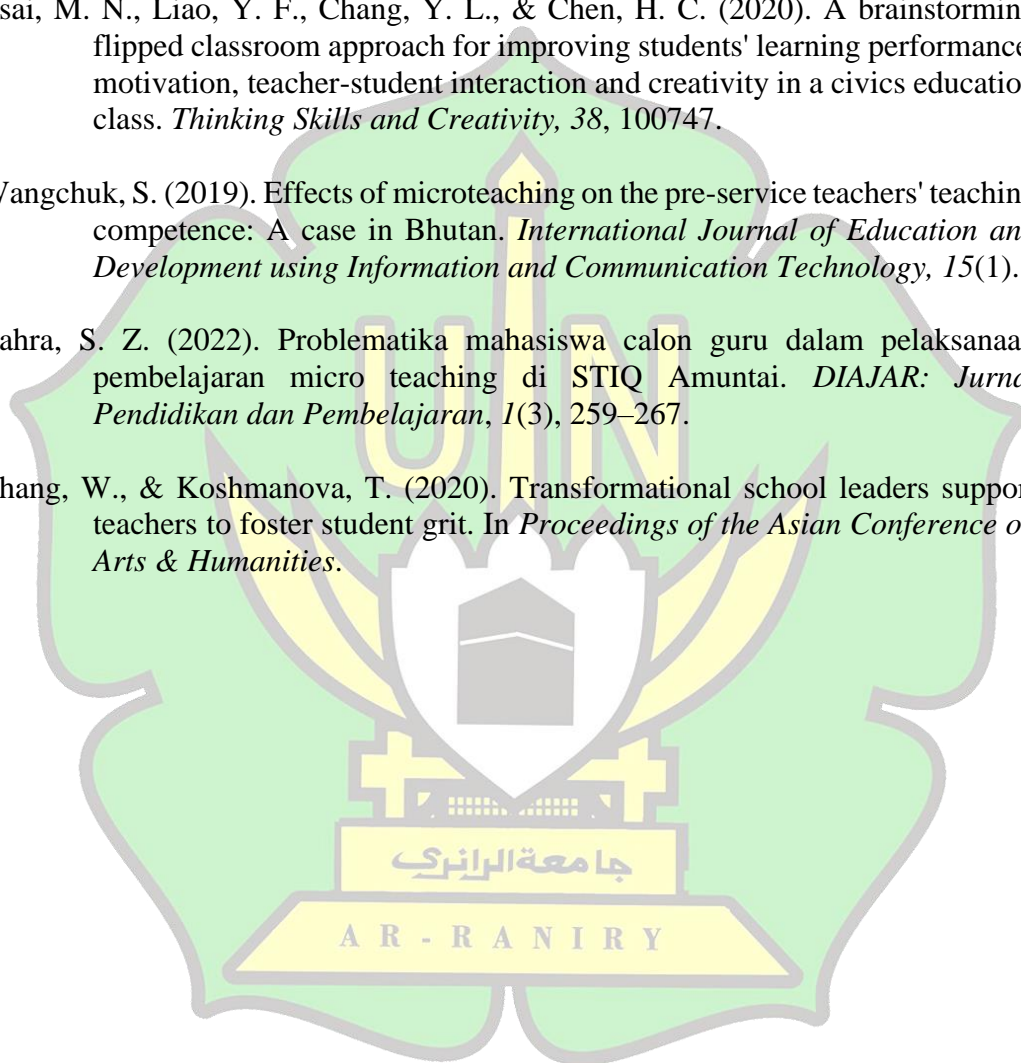
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## APPENDIX A

### APPOINTMENT LETTER OF SUPERVISOR

KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH  
NOMOR: 1086 TAHUN 2025

TENTANG:  
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA  
DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

- Menimbang :
- bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi;
  - bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa;
  - bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.
- Mengingat :
- Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
  - Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
  - Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
  - Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
  - Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
  - Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
  - Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
  - Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
  - Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
  - Keputusan Menteri Keuangan Nomor 293/KmK.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
  - Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

#### MEMUTUSKAN

Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa.

KESATU : Menunjuk Saudara :  
Azizah, S.Ag., M.Pd

Untuk membimbing Skripsi

Nama : Aida Fitria  
NIM : 210203031  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Perceive Impact Of Micro Teaching Class On Students' Teaching Confidence

KEDUA : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan penundang-undangan yang berlaku;

KETIGA : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025 04.2.423925/2025 Tanggal 02 Desember 2024 Tahun Anggaran 2025;

KEEMPAT : Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;

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

Ditetapkan di : Banda Aceh  
Pada tanggal : 28 Juli 2025  
Dekan,

  
Saiful Muluk

#### Pendataan

1. Sekjen Kementerian Agama RI di Jakarta;
2. Deputi Pendidikan Islam Kementerian Agama RI di Jakarta;
3. Direktur Perguruan Tinggi Keagamaan Islam Kementerian Agama RI di Jakarta;
4. Kantor Pelayanan Pendidikan Islam (KPPPI) di Banda Aceh;
5. Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh;
6. Kepala Bagian Keuangan dan Humas UIN Ar-Raniry Banda Aceh di Banda Aceh;
7. Tanggungjawab;
8. Ar-Raniry.



## APPENDIX B

### RECOMMENDATION LETTER FROM FAKULTAS TARBIYAH DAN KEGURUAN TO CONDUCT THE RESEARCH



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH  
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh Telp/Fax. : 0651-752921

Nomor : B-5605/Un.08/FTK.1/TL.00/07/2025

Lamp : -

Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

Ketua Prodi Pendidikn Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry

Assalamualaikum Warahmatullahi Wabarakatuh.

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

NIM : 210203031

Nama : AIDA FITRIA

Program Studi/Jurusan : Pendidikan Bahasa Inggris

Alamat : Jln.telkom Tgk.dipaya Payasetui

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 *THE PERCEIVE IMPACT OF MICRO TEACHING CLASS ON STUDENT' CONFIDENCE IN TEACHING*

Banda Aceh, 21 Juli 2025

An. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan



Prof. Dr. Buhori Muslim, M.Ag.

NIP. 197508152001121002

Berlaku sampai : 29 Agustus 2025

## APPENDIX C

### CONFIRMATION LETTER FROM DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

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KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
FAKULTAS TARBIYAH DAN KEGURUAN  
PRODI PENDIDIKAN BAHASA INGGRIS

Jln Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh  
Email : [pbi.ftk@ar-raniry.ac.id](mailto:pbi.ftk@ar-raniry.ac.id). Website : <https://ar-raniry.ac.id>

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#### SURAT KETERANGAN

Nomor: B-333/Un.08/PBI/Kp.01.2/7/2025

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang nama tersebut di bawah ini:

Nama : Aida Fitria  
NIM : 210203031  
Prodi : Pendidikan Bahasa Inggris  
Alamat : Panteriek, Lueng Bata

Benar telah melakukan pengumpulan data untuk penelitian pada Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh dalam rangka penyusunan Skripsi yang berjudul:

**"THE PERCEIVE IMPACT OF MICRO TEACHING CLASS ON STUDENTS' CONFIDENCE IN TEACHING"**

Demikianlah Surat Keterangan ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 24 Juli 2025  
Ketua Prodi Pendidikan Bahasa Inggris,



  
Syarifah Dahliana

## APPENDIX D

### INTERVIEW GUIDELINES

#### THE PERCEIVE IMPACT OF MICRO TEACHING CLASS ON STUDENTS' CONFIDENT IN TEACHING

No	Research Questions	Interview Questions
1	How do students perceive the impact of Micro Teaching classes on their confident in teaching?	<ol style="list-style-type: none"><li>1) How would you describe your confidence in teaching before joining the Micro Teaching class?</li><li>2) In what ways has the Micro Teaching class improved your confidence in speaking or teaching in front of others?</li><li>3) Can you share a specific moment or experience in Micro Teaching that boosted your confidence?</li><li>4) How do you feel when you receive evaluations or feedback after your teaching practice?</li><li>5) How do you compare your teaching confidence now with when you first started the Micro Teaching class?</li></ol>
2	What aspects of the Micro Teaching course contribute to the development of students' teaching confidence?	<ol style="list-style-type: none"><li>6) Which parts of the Micro Teaching class (e.g., lesson planning, practice sessions, peer evaluation) helped you the most in building confidence?</li><li>7) How do peer feedback and lecturer guidance contribute to your confidence as a future teacher?</li><li>8) How do teaching aids or media used during Micro Teaching support your confidence?</li><li>9) Are there particular challenges during the Micro Teaching class that made you stronger and more confident?</li><li>10) What do you think should be improved in the Micro Teaching class to help students become more confident in teaching?</li></ol>

Adapted from Nailul Fitria' Interview Guidelines (2023)

## APPENDIX E

### TRANSCRIPT OF INTERVIEW

#### **RQ 1: HOW DO STUDENTS PERCEIVE THE IMPACT OF MICRO TEACHING CLASSES ON THEIR CONFIDENT IN TEACHING?**

##### **Confident Participants in Micro Teaching Class**

##### **Participant 1**

Interviewee: NJ

Date of Interview: August 1, 2025.

1. How would you describe your confidence in teaching before joining the Micro Teaching class?

Answer: Before joining, I was somewhat confident speaking in front of people, but I didn't really know how to teach. I wasn't nervous to talk, but I felt lost about what to actually do in class. So, I had the courage, but not the teaching skills yet.

2. In what ways has the Micro Teaching class improved your confidence in speaking or teaching in front of others?

Answer: It gave me a teaching structure, like how to open, explain, and close a lesson. Now I feel more sure about what I'm doing, not just talking randomly. I'm more prepared and that helps me feel confident.

3. Can you share a specific moment or experience in Micro Teaching that boosted your confidence?

Answer: Yes, the first time I used a strategy and saw my classmates respond positively. They paid attention, gave feedback, and I felt like, "Wow, this actually works." That moment really pushed my confidence higher.

4. How do you feel when you receive evaluations or feedback after your teaching practice?

Answer: I take it positively. It shows me what I can improve and what I did well. Sometimes it's hard to hear criticism, but it helps me grow. I see it as part of learning to be a better teacher.

5. How do you compare your teaching confidence now with when you first started the Micro Teaching class?

Answer: Now I feel way more confident than before. I don't just talk, I teach with purpose. I know how to plan and deliver a lesson that makes sense. It's a big change from when I started with no direction.

## **Participant 2**

Interviewee: MZ

Date of Interview: August 1, 2025.

1. How would you describe your confidence in teaching before joining the Micro Teaching class?

Answer: I was already confident because I had some experience in public speaking. But I didn't have any real teaching experience, so I wasn't sure how to manage a class. I knew how to talk, but not how to teach.

2. In what ways has the Micro Teaching class improved your confidence in speaking or teaching in front of others?

Answer: The class helped me learn how to manage a classroom more effectively. I also learned how to plan lessons and apply different teaching methods. That made me feel more prepared and confident in front of students.

3. Can you share a specific moment or experience in Micro Teaching that boosted your confidence?

Answer: Yes, during one of my sessions, my lecturer praised how I managed the time and used teaching media. That positive feedback really boosted my confidence. It made me believe I could actually be a good teacher.

4. How do you feel when you receive evaluations or feedback after your teaching practice?

Answer: I always take feedback seriously, whether it's positive or critical. If it's constructive, it helps me grow and improve. I see it as something that supports my progress as a teacher.

5. How do you compare your teaching confidence now with when you first started the Micro Teaching class?

Answer: Now I feel more confident, not just in speaking but also in teaching effectively. I can plan lessons, manage activities, and guide students better. It's a big difference from when I started with only speaking skills.

### **Participant 3**

Interviewee: RN

Date of Interview: August 1, 2025.

1. How would you describe your confidence in teaching before joining the Micro Teaching class?

Answer: I was pretty confident when it came to communication and speaking in front of people. But when it came to actual teaching, I wasn't sure about my methods. I didn't really know how to structure a lesson or manage students.

2. In what ways has the Micro Teaching class improved your confidence in speaking or teaching in front of others?

Answer: The class helped me understand how to teach effectively, not just talk. I learned how to guide students and keep the learning process active. That made me feel more in control when I'm in front of the class.

3. Can you share a specific moment or experience in Micro Teaching that boosted your confidence?

Answer: Yes, there was a time I led a group activity and everyone participated actively. I felt really proud because it felt like a real teaching moment. That experience gave me a big confidence boost.

4. How do you feel when you receive evaluations or feedback after your teaching practice?

Answer: I actually find feedback really helpful and motivating. I always try to reflect on what people say. Then I use it to make my next teaching session better.

5. How do you compare your teaching confidence now with when you first started the Micro Teaching class?

Answer: I'm definitely more confident now, especially in handling different types of students. I feel more flexible and creative with the teaching methods I use. It's a big improvement from where I started.

### **Less Confident Participants in Micro Teaching Class**

#### **Participant 4**

Interviewee: MW

Date of Interview: August 2, 2025.

1. How would you describe your confidence in teaching before joining the Micro Teaching class?

Answer: I had very low confidence and was really scared to speak in front of people. I always worried I'd say the wrong thing or make a mistake. Just thinking about teaching made me nervous.

2. In what ways has the Micro Teaching class improved your confidence in speaking or teaching in front of others?

Answer: It helped me step by step, even though I'm still nervous sometimes. Now I at least have the courage to try and speak in front of the class. That's already a big change for me.

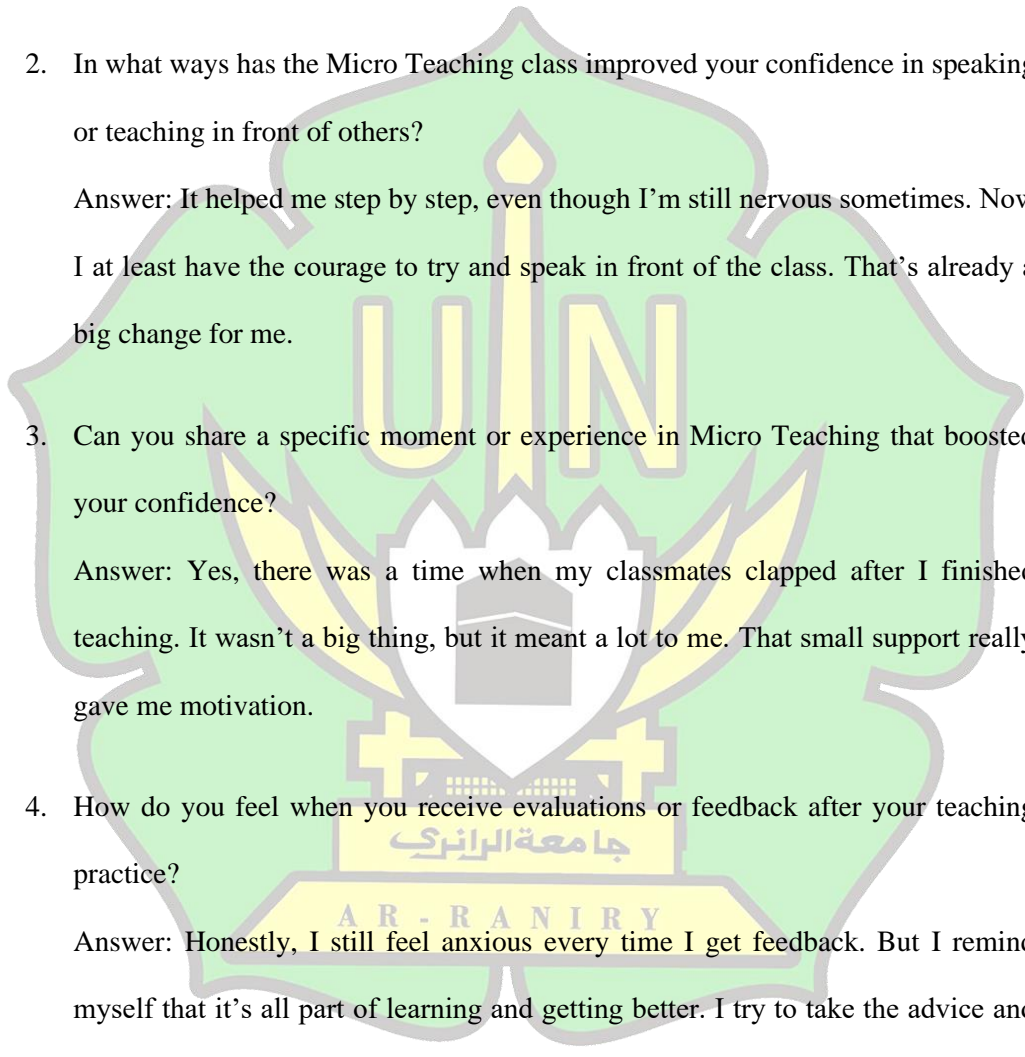
3. Can you share a specific moment or experience in Micro Teaching that boosted your confidence?

Answer: Yes, there was a time when my classmates clapped after I finished teaching. It wasn't a big thing, but it meant a lot to me. That small support really gave me motivation.

4. How do you feel when you receive evaluations or feedback after your teaching practice?

Answer: Honestly, I still feel anxious every time I get feedback. But I remind myself that it's all part of learning and getting better. I try to take the advice and use it next time.

5. How do you compare your teaching confidence now with when you first started the Micro Teaching class?



Answer: I'm still working on my confidence, but I've definitely improved. Now I can speak more clearly and stay calm while teaching. That's something I couldn't do before.

### **Participant 5**

Interviewee: SV

Date of Interview: August 2, 2025.

1. How would you describe your confidence in teaching before joining the Micro Teaching class?

Answer: I was not confident at all and felt really anxious about the idea of teaching. Just imagining myself standing in front of a class made me panic. I didn't believe I could do it.

2. In what ways has the Micro Teaching class improved your confidence in speaking or teaching in front of others?

Answer: It helped me little by little, even though I still feel nervous sometimes. At least now I can speak in class without freezing completely. That's a big step for me.

3. Can you share a specific moment or experience in Micro Teaching that boosted your confidence?

Answer: I remember using a picture as a teaching aid, and the students reacted really well to it. They got more engaged, and it made the class more fun. That moment made me feel like I could actually teach.

4. How do you feel when you receive evaluations or feedback after your teaching practice?

Answer: I usually feel nervous, especially when the comments are critical. But I always try to write them down and review them again at home. It helps me understand what to fix.

5. How do you compare your teaching confidence now with when you first started the Micro Teaching class?

Answer: I feel a bit more confident now, even though I still get nervous. I can face the class and speak more clearly than before. My hands still shake sometimes, but at least I can keep going.

### **Participant 6**

Interviewee: AM

Date of Interview: August 2, 2025.

1. How would you describe your confidence in teaching before joining the Micro Teaching class?

Answer: I wasn't confident at all and felt really unsure about myself. I was scared of making mistakes during teaching. I also worried a lot about being judged by others.

2. In what ways has the Micro Teaching class improved your confidence in speaking or teaching in front of others?

Answer: The class helped me gain small bits of courage each time I practiced. I'm still nervous, but at least now I can stand up and try to teach. That's something I couldn't do before.

3. Can you share a specific moment or experience in Micro Teaching that boosted your confidence?

Answer: One day, after I finished my teaching session, my classmates gave me a round of applause. It wasn't a big thing, but it made me feel seen and appreciated. That small gesture really boosted my confidence.

4. How do you feel when you receive evaluations or feedback after your teaching practice?

Answer: I usually feel anxious and a bit insecure when I get feedback. But I try to focus on the parts I can work on instead of taking it too personally. It helps me grow slowly.

5. How do you compare your teaching confidence now with when you first started the Micro Teaching class?

Answer: My confidence is definitely better now, even if I still feel nervous. I don't freeze like I used to in the beginning. I can stand in front of the class and speak more clearly.

**RQ 2: WHAT ASPECTS OF THE MICRO TEACHING COURSE CONTRIBUTE TO THE DEVELOPMENT OF STUDENTS' TEACHING CONFIDENCE?**

**Confident Participants in Micro Teaching Class**

**Participant 1**

Interviewee: NJ

Date of Interview: August 1, 2025.

1. Which parts of the Micro Teaching class (e.g., lesson planning, practice sessions, peer evaluation) helped you the most in building confidence?

Answer: The teaching practice sessions and support from classmates helped me a lot. Practicing in front of others gave me a chance to apply what I learned, and the encouragement from friends made me feel more confident.

2. How do peer feedback and lecturer guidance contribute to your confidence as a future teacher?

Answer: They help me understand which parts of my teaching were good and which parts need improvement. Getting advice from the lecturer and classmates shows me how to be better and gives me hope that I can improve.

3. How do teaching aids or media used during Micro Teaching support your confidence?

Answer: Teaching aids give me something to rely on during the lesson. They help me explain the material better and keep the students more interested, which makes me feel more confident when teaching.

4. Are there particular challenges during the Micro Teaching class that made you stronger and more confident?

Answer: Yes, one challenge was handling technical problems while teaching. It was difficult at first, but I learned how to stay calm and keep going. That experience made me feel stronger and more prepared.

5. What do you think should be improved in the Micro Teaching class to help students become more confident in teaching?

Answer: I think it would help if we had more chances to practice and receive direct feedback during the class. That way, we can learn from our mistakes and slowly build more confidence through experience.

## **Participant 2**

Interviewee: MZ

Date of Interview: August 1, 2025.

1. Which parts of the Micro Teaching class (e.g., lesson planning, practice sessions, peer evaluation) helped you the most in building confidence?

Answer: The structured lesson planning and practice teaching sessions helped me a lot in building my confidence. They gave me a clear idea of what to do in class and how to handle the teaching process step by step.

2. How do peer feedback and lecturer guidance contribute to your confidence as a future teacher?

Answer: Peer feedback keeps me motivated because I can learn from others and feel supported. The guidance from the lecturer is very helpful to improve my teaching techniques and avoid repeating the same mistakes.

3. How do teaching aids or media used during Micro Teaching support your confidence?

Answer: When I use teaching aids or media, I feel more prepared and professional. It helps me explain the lesson more clearly and makes the class more interesting for students.

4. Are there particular challenges during the Micro Teaching class that made you stronger and more confident?

Answer: One of the challenges I faced was teaching a very quiet class. It pushed me to be more creative and try different ways to get students to participate and interact, which made me more confident in handling various situations.

5. What do you think should be improved in the Micro Teaching class to help students become more confident in teaching?

Answer: I think it would be better if the class included simulations with real students or bigger groups. This would help us get used to teaching in real classroom conditions and boost our confidence even more.

### **Participant 3**

Interviewee: RN

Date of Interview: August 1, 2025.

1. Which parts of the Micro Teaching class (e.g., lesson planning, practice sessions, peer evaluation) helped you the most in building confidence?

Answer: The most helpful parts were the hands-on teaching practice and the use of real classroom tools. These experiences made me feel more prepared and confident to face actual teaching situations.

2. How do peer feedback and lecturer guidance contribute to your confidence as a future teacher?

Answer: I found both peer feedback and lecturer guidance very useful. They helped me clearly identify what areas I needed to improve, both in the content I deliver and in how I present it to students.

3. How do teaching aids or media used during Micro Teaching support your confidence?

Answer: Teaching aids and media boost my confidence by helping me explain abstract concepts more clearly. They also keep students engaged and make the learning process more interactive.

4. Are there particular challenges during the Micro Teaching class that made you stronger and more confident?

Answer: One challenge that helped me grow was when my lesson plan didn't go as expected. I had to adapt and improvise on the spot, which taught me how to think quickly and stay flexible in class.

5. What do you think should be improved in the Micro Teaching class to help students become more confident in teaching?

Answer: I believe that providing mentoring programs and chances for self-assessment would really help. These can guide students to understand their strengths and weaknesses better in teaching.

### **Less Confident Participants in Micro Teaching Class**

#### **Participant 4**

Interviewee: MW

Date of Interview: August 2, 2025.

1. Which parts of the Micro Teaching class (e.g., lesson planning, practice sessions, peer evaluation) helped you the most in building confidence?

Answer: The practice sessions were especially beneficial, particularly when I had the opportunity to observe my peers teaching. Watching them gave me new ideas and inspiration, which helped me feel more confident about my own teaching.

2. How do peer feedback and lecturer guidance contribute to your confidence as a future teacher?

Answer: The encouragement I received from my classmates was very meaningful. It created a supportive atmosphere. Also, when the lecturer acknowledged my improvement, it made me feel motivated and more confident in my abilities.

3. How do teaching aids or media used during Micro Teaching support your confidence?

Answer: Using teaching aids and media helps reduce my nervousness. It gives me something concrete to focus on and explain, which makes me feel more in control during the lesson.

4. Are there particular challenges during the Micro Teaching class that made you stronger and more confident?

Answer: One challenge that really helped me grow was having to teach in front of classmates who were already very confident. It forced me to step out of my comfort zone and work harder to match their energy and performance.

5. What do you think should be improved in the Micro Teaching class to help students become more confident in teaching?

Answer: I believe adding more warm-up activities or short speaking exercises before the actual teaching practice could really help. These confidence-building activities would make students feel more prepared and less anxious.

### **Participant 5**

Interviewee: SV

Date of Interview: August 2, 2025.

1. Which parts of the Micro Teaching class (e.g., lesson planning, practice sessions, peer evaluation) helped you the most in building confidence?

Answer: Observing my friends teach and receiving feedback helped me build confidence. It showed me I wasn't alone in feeling nervous.

2. How do peer feedback and lecturer guidance contribute to your confidence as a future teacher?

Answer: Feedback from peers and support from the lecturer really encouraged me and made me feel more confident.

3. How do teaching aids or media used during Micro Teaching support your confidence?

Answer: Teaching aids helped me stay focused and made it easier to deliver my material with more confidence.

4. Are there particular challenges during the Micro Teaching class that made you stronger and more confident?

Answer: Once, I forgot what to say during a lesson, but I stayed calm and continued. It made me more confident afterward.

5. What do you think should be improved in the Micro Teaching class to help students become more confident in teaching?

Answer: It would help if the class had more practice sessions and activities to reduce fear and build self-confidence.

### **Participant 6**

Interviewee: AM

Date of Interview: August 2, 2025.

1. Which parts of the Micro Teaching class (e.g., lesson planning, practice sessions, peer evaluation) helped you the most in building confidence?

Answer: The teaching practice sessions helped me the most. Although I felt nervous at first, being able to try, make mistakes, and try again gave me the confidence to improve step by step.

2. How do peer feedback and lecturer guidance contribute to your confidence as a future teacher?

Answer: Hearing supportive comments from my classmates, like noticing my progress, really motivated me. Guidance from the lecturer also helped me see where to improve without feeling judged.

3. How do teaching aids or media used during Micro Teaching support your confidence?

Answer: Teaching aids help me stay organized and give me something to lean on during lessons. They reduce my anxiety because I don't feel like I have to rely only on memory.

4. Are there particular challenges during the Micro Teaching class that made you stronger and more confident?

Answer: Teaching in front of classmates who seemed more confident was intimidating, but over time it helped me stop comparing myself and focus more on doing my best.

5. What do you think should be improved in the Micro Teaching class to help students become more confident in teaching?

Answer: I think students need more encouragement, not just corrections. Positive feedback can make a big difference in helping us feel motivated and not too afraid to try again.

