

**THE IMPACT OF MICROTEACHING ON ENGLISH TEACHERS'
CLASSROOM PRACTICE DURING TEACHING PRACTICUM
PROGRAM (PPL)**

THESIS

Submitted By

TASYA NURUL DIFANI
NIM. 220203028

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



FAKULTAS TARBIYAH DAN KEGURUAN
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**THE IMPACT OF MICROTEACHING ON ENGLISH TEACHERS' CLASSROOM
PRACTICE DURING TEACHING PRACTICUM PROGRAM (PPL)**

THESIS

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By

TASYA NURUL DIFANI

NIM. 220203028

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

Approved by:

Supervisor

Head of Department

Dr. Nashriyah, S.Ag., M.A.

NIP. 196908191999032003

Syarifah Dahliana, M.Ed., Ph.D

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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Chairperson


Dr. Nashriyah, S.Ag., M.A.

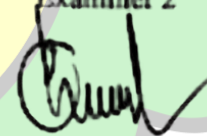
Secretary


Azizah, S.Ag., M. Pd

Examiner 1


Siti Khasinah, S.Ag., M. Pd

Examiner 2


Dr. Chamisah, S.Ag., M. Ed

Certified by:

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




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

NIP. 197301021997031003

SURAT PERNYATAAN KEASLIAN
(Declaration of Originality)

Saya yang bertanda tangan dibawah ini

Nama : Tasya Nurul Difani

NIM : 220203028

Tempat/ tanggal lahir : Banda Aceh, 14 Juli 2004

Alamat : JL. Arteri No.6

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

**The Impact of Microteaching on English Teachers' Classroom Practice
during Teaching Practicum Program (PPL)**

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 Aceh, 4 Mei 2026

Saya yang membuat pernyataan



Tasya Nurul Difani

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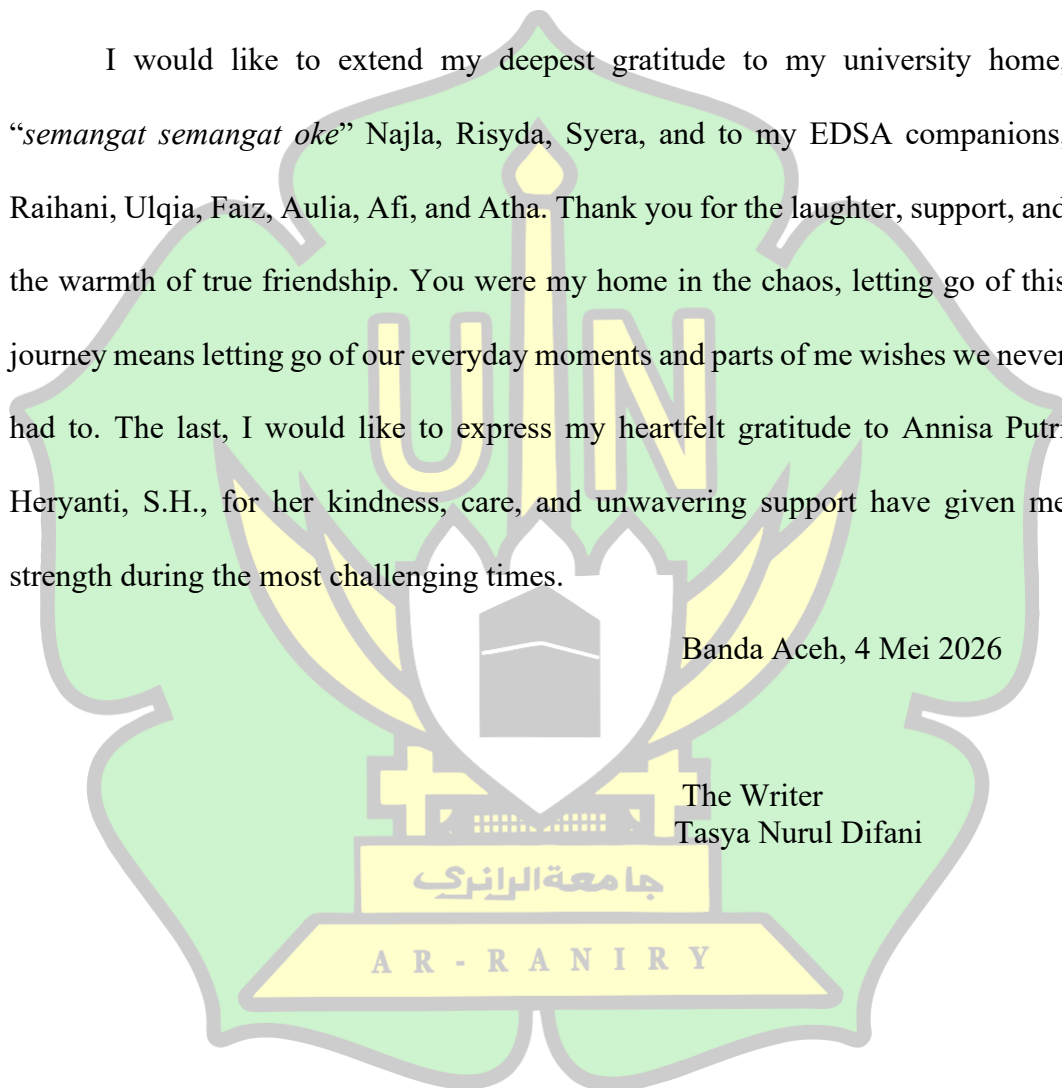
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The Writer
Tasya Nurul Difani



ABSTRACT

Name : Tasya Nurul Difani
Reg. No. : 220203028
Faculty : *Tarbiyah dan Keguruan*
Major : Department of English Language Education
Thesis working title : The Impact of Microteaching on English Teachers' Classroom Practice during Teaching Practicum Program (PPL)
Supervisor : Dr. Nashriyah, S.Ag., M.A.
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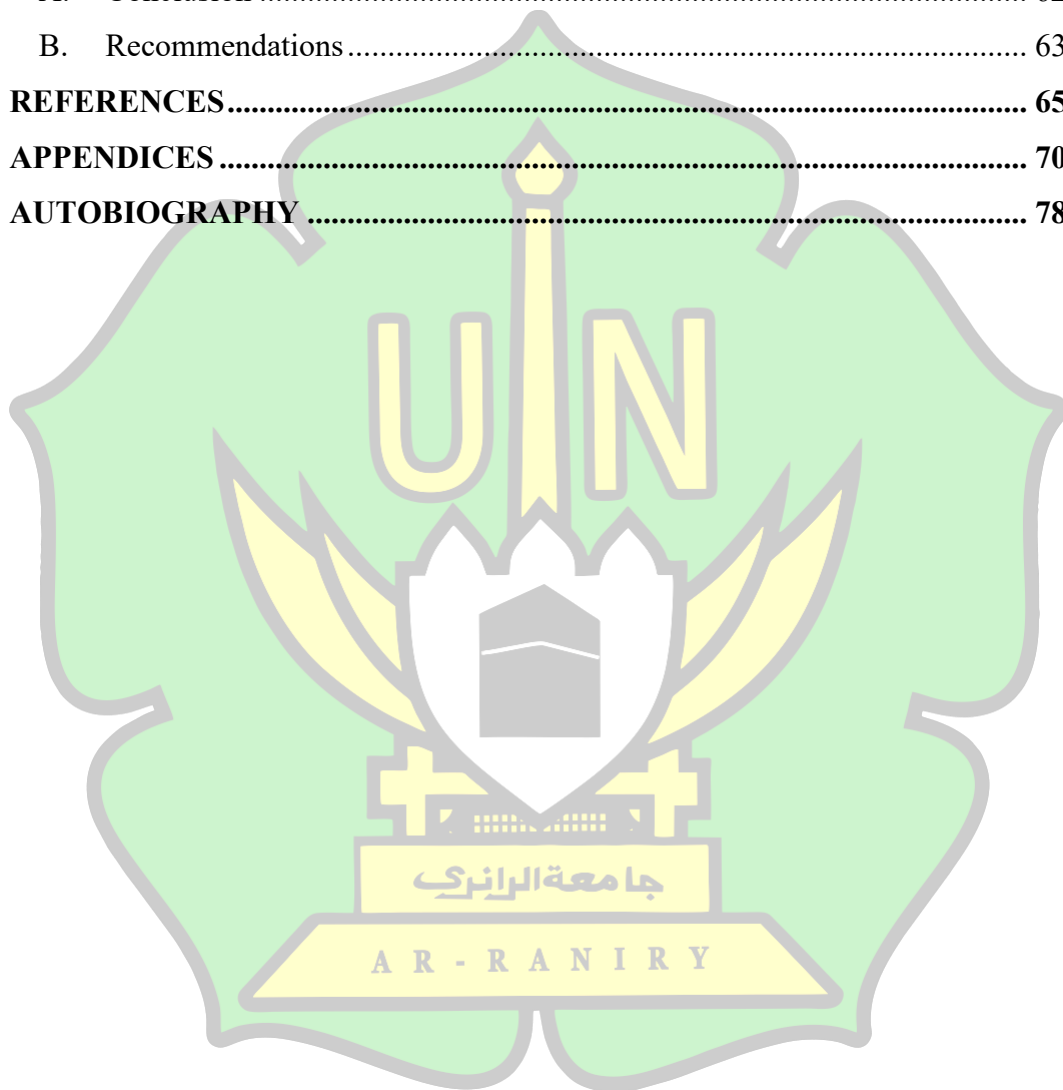
This study examines the impact of microteaching on the teaching practices of pre-service teachers during the Teaching Practice Program (PPL). Using a descriptive qualitative design, data were collected through semi-structured interviews with ten English Education students at UIN Ar-Raniry in Banda Aceh who had completed both microteaching and the PPL. The interview data were analyzed using thematic analysis. The findings reveal three main aspects. First, microteaching has a positive impact, including improving lesson planning skills, boosting confidence in teaching, strengthening questioning techniques, and developing an understanding of assessment practices. Second, pre-service teachers face several challenges when applying microteaching in real classrooms, such as the differences between microteaching situations and actual classrooms, low student motivation, a lack of school facilities, classroom management difficulties, language barriers, as well as negative student attitudes and behaviors. Third, to overcome these challenges, pre-service teachers employ various strategies, including adapting lesson plans, acting as firm and assertive teachers, establishing effective communication, and utilizing digital media. These results highlight the importance of adaptability and practical strategies in supporting effective teaching during student teaching placements.

A R - R A N I R Y

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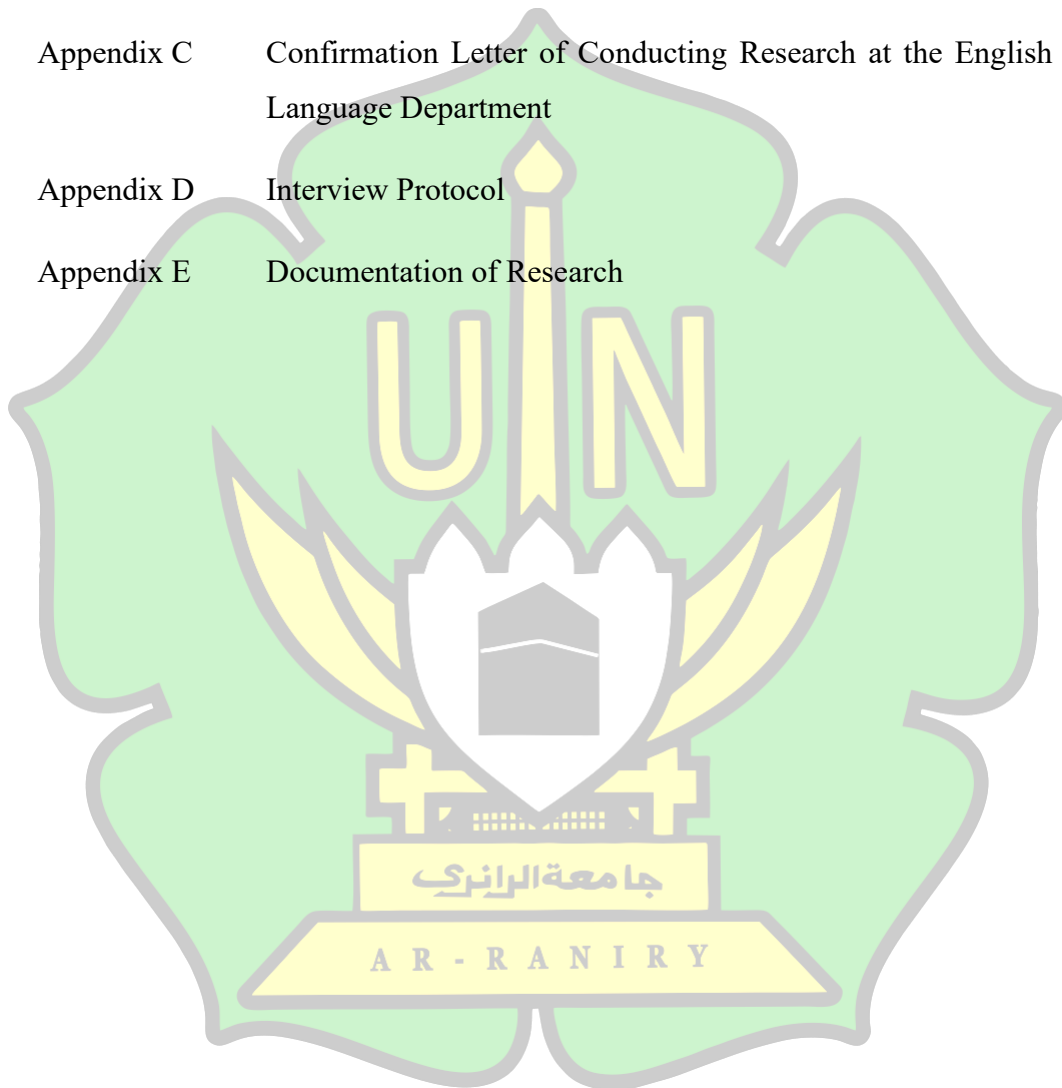
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- Appendix C Confirmation Letter of Conducting Research at the English Language Department
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CHAPTER I

INTRODUCTION

A. Background of Study

In the modern era of education, there are many factors that can influence the quality of education, one of them is teacher experience. Teachers must have teaching experience because through this experience they can develop pedagogical skills, a better understanding of students, and classroom management skills. As stated by Hattie (2009) teacher expertise and experience have the greatest impact on student learning and achievement. This is further explained by Rockoff (2004) who shows that teachers with more experience tend to contribute significantly to improving student achievement. This shows that teacher experience plays a crucial role in the teaching and learning process.

At the Faculty of Education and Teacher Development, teaching experience for pre-service teachers can be obtained through micro-teaching classes. Through microteaching teachers can learn how to manage a class effectively, apply various teaching strategies, and design appropriate lesson plans. In line with this, Kilic (2010) argues that in microteaching, pre-service teachers have the opportunity to develop their competencies in designing lesson plans, setting teaching objectives, attracting the students attention, and other essential teaching skills.

Microteaching is a small scale teaching practice class. As explained by Idayani (2017) microteaching serves as a teaching practice in a limited scope.

The scale refers to the components of teaching such as students, time, and teaching skills which are carried out in a simplified form based on microteaching procedures. This is also explain by Banga (2014) who states that microteaching is a technique to train pre-service teachers to understand teaching methods by applying real teaching situations to develop skills and gain knowledge about teaching.

After completing the microteaching class, pre-service teachers continue their learning during teaching practicum program (PPL). At this time, they are no longer in a simulated practice class, but face real classroom situations with more complex challenges, such as dealing with diverse student characteristics, limited teaching time, limited teaching media, and demands to achieve certain learning outcomes. As emphasized by Mannathoko (2013), teaching practice must be planned and prepared in such a way that it is in line with its objectives. In this case, teaching practicum program (PPL) becomes a crucial phase in which pre-service teachers students prepare themselves to teach and apply the pedagogical knowledge and teaching skills acquired from microteaching courses to real classroom through practical training and direct involvement in various aspects of everyday school life.

In this case, the researcher explored previous studies that showed different results from microteaching when conducting teaching practicum (PPL). First, Sa'ad et al. (2015) explained the impact of microteaching on the teaching practicum performance of undergraduate students of agricultural education at Azare College of Education. The results of the study found that

microteaching is useful in improving teaching skills, classroom management, and the self-confidence of student teachers. Then, other research by Bulut (2016) studied the effect of microteaching applications practiced by the pre-service teachers in the scope of first Turkish reading and writing lesson on their verbal communication skills. The result revealed that microteaching applications made a significant contribution to develop verbal communication skills such as stress, intonation, and diction.

Other studies also state that microteaching plays a very important role in teaching practicum (PPL). In line with the above, statement Idayani (2017) at the Faculty of Teacher Training and Education, Riau Islamic University, found a strong and significant correlation between student performance in microteaching and their performance during teaching practicum program (PPL). The study, which involved seventh-semester English education students, showed that students who performed well in microteaching tended to show similarly high performance during teaching practicum program, indicating that microteaching plays an important role in preparing pre-service teachers for the real classroom context. Sibiani et al. (2024) examined the contribution of microteaching achievement and teaching readiness to teaching practicum achievement among civil engineering and planning students at Yogyakarta State University. The results indicated that microteaching achievements significantly and positively affected students teaching practicum achievements, meaning that students with higher microteaching performance were able to demonstrate better outcomes during their practicum. But on the

other hand, another research was conducted by Ardiansyah (2018) who investigated the correlation between microteaching scores and the ability of teaching practice. The result of the study showed that there was no significant correlation between micro-teaching scores and the ability of teaching practice during pre-service teaching.

Although several previous studies have analyzed the impact of microteaching on teaching practice program (PPL), the findings are still inconsistent. Some studies report a significant correlation (Sa'ad et al. 2015; Idayani 2017; Sibiani et al. 2024) while others find no meaningful relationship (Ardiansyah 2018). In addition, many previous studies have only focused on general perceptions of the impact of microteaching on teaching practicum program (PPL), without exploring in depth the specific challenges faced by pre-service teachers in real classroom environments and the strategies they use to overcome these challenges. Furthermore, many previous studies have used a quantitative approach to measure the impact of microteaching on teaching performance during teaching practicum program (PPL).

Unlike previous studies, this study uses a qualitative approach to understand the perspectives and experiences of pre-service teachers in greater depth. Therefore, the purpose of this study is to explore the impact of microteaching during teaching practicum program (PPL), the challenges faced by pre-service teachers, and the strategies they use to overcome these challenges, especially among students of English Department at UIN Ar-Raniry. By discussing these aspects, this study is expected to provide new

insights that not only enrich the theoretical discussion on the relationship between microteaching and teaching practicum program (PPL), but also better prepare pre-service teachers for the real classroom context and strengthen the quality of teaching practicum programs in Indonesia.

B. Research Questions

Based on the background of the study, the research questions of this study are formulated as follows:

1. How do pre-service teachers view the impact of microteaching on their actual teaching experience during PPL?
2. What challenges do pre-service teachers face when applying microteaching experience to real classroom situations during PPL?
3. What strategies do pre-service teachers employ to address the challenges they face during PPL?

C. The Aims of Study

Based on the research aims, this study has the following aims:

1. To analysis how pre-service teachers view the impact of microteaching on their actual teaching experience during PPL.
2. To explore the challenges faced by pre-service teachers when applying the knowledge and skills acquired from microteaching to real classroom situations during PPL.
3. To explore the strategies of pre-service teachers in facing the challenges during PPL.

D. Significance of Study

This research is expected to obtain useful results for readers, including:

1. Students

This research helps pre-service teachers to become more aware of the challenges they may face in real classrooms and to design appropriate strategies to overcome them. It also provides insight into the important role that microteaching classes play in preparing students to deal with real teaching situations during their teaching practicum (PPL).

2. Lecturer

The findings of this research serve as valuable feedback. They can use the results to improve and redesign microteaching classes to better suit the real needs of classroom teaching.

3. Future Research

The results of this research can be used as a reference and contribute to future research, especially for researchers interested in examining the impact of microteaching during teaching practicum program (PPL).

E. Terminology

Terminology is an explanation of the keywords of this study and aims to avoid misunderstandings. The following terms are described as follows:

1. Microteaching

According to Remesh (2013), micro teaching is a teacher training technique for developing teaching skills. This technique uses real teaching situations to develop skills and help gain a deeper understanding of the art of

teaching. Typically, only three to ten students are involved in these classes, with lessons lasting four to twenty minutes. These simplified lessons aim to reduce the complexity of teaching actions so that teachers can focus on specific aspects of the teaching process. In other words, Mawardi et al. (2013), microteaching is a program provided by teacher trainer institution which aims to improve and form teacher candidates in instructional skill. In this study, microteaching is defined as one of the teaching practice courses that students must take as preparation before facing real classroom during teaching practicum program (PPL). Through microteaching, students can learn classroom management skills, lesson plan preparation, and the application of various learning strategies.

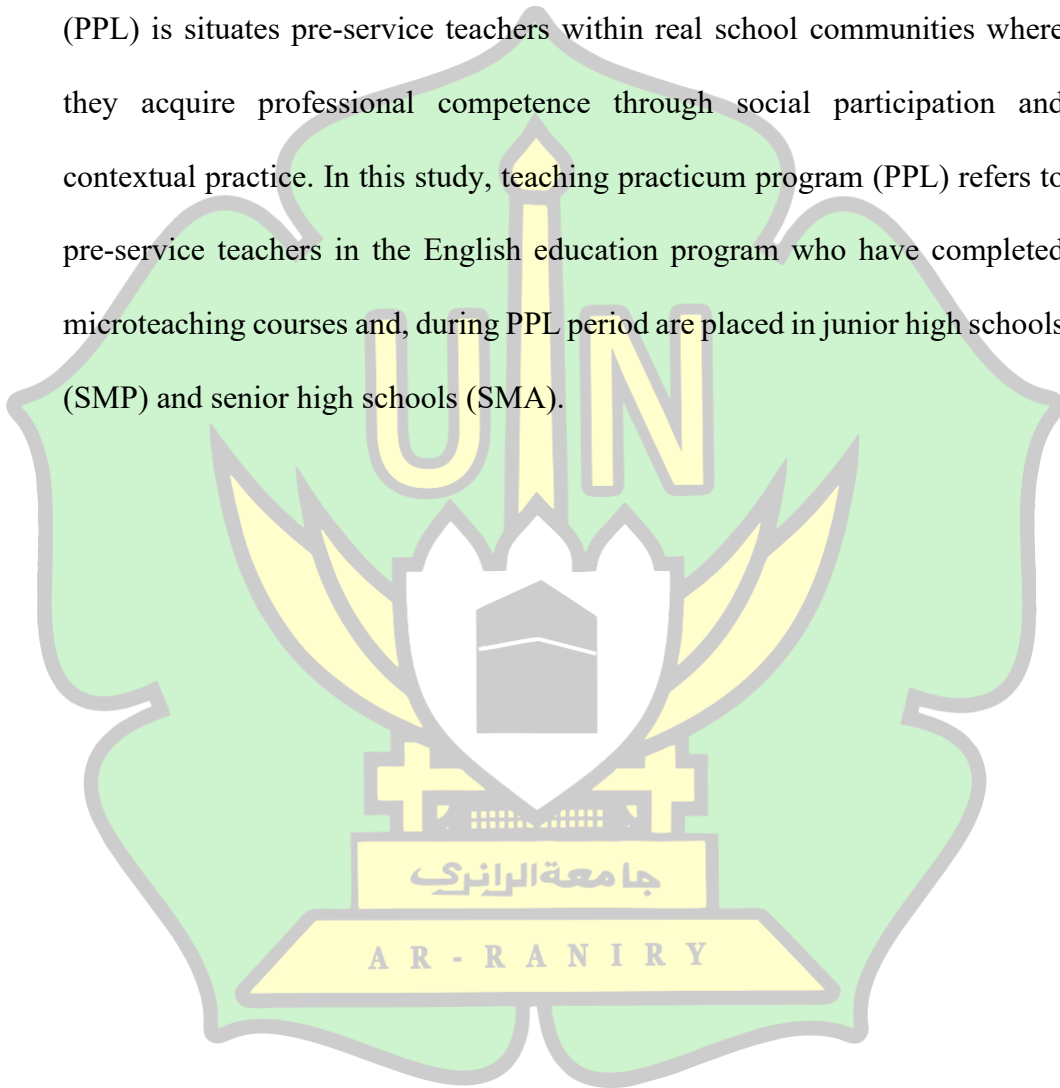
2. Pre-service Teachers

According Hamalik (2006), pre-service teachers is a series of activities carried out for education faculty students, which includes both teaching and non-teaching practices. These are activities to shape and develop the professional competencies needed in the work of teachers or other educational institutions. The goal is to develop pre-service educators who possess the knowledge, skills, values, attitudes, and behavior patterns necessary for their profession, as well as the competence and appropriateness in providing education and teaching, both in and outside of school. In this study, pre-service teachers specifically refer to undergraduate students majoring in English at UIN Ar-Raniry batch 2022, who are currently studying to prepare themselves

to become teachers in the future by developing pedagogical skills, content knowledge, classroom management, and reflective thinking.

3. Teaching Practicum Program (PPL)

According Lave and Wenger's (1991) teaching practicum program (PPL) is situates pre-service teachers within real school communities where they acquire professional competence through social participation and contextual practice. In this study, teaching practicum program (PPL) refers to pre-service teachers in the English education program who have completed microteaching courses and, during PPL period are placed in junior high schools (SMP) and senior high schools (SMA).



CHAPTER II

LITERATURE REVIEW

A. The Concept of Microteaching

1. Definition of Microteaching

Microteaching was first introduced by Dwight W. Allen and his colleagues in 1963. According to Allen and Cooper (1970), microteaching is a simplified teaching situation in terms of time and number of students. Typically, this means a lesson lasting four to twenty minutes involving three to ten students. These lessons are simplified to reduce some of the complexities of teaching, allowing teachers to focus on specific aspects of the teaching process. Aggrawal (2006) argues that microteaching is a training program that aims to simplify the complexities of the teaching process.

Mawardi et al. (2013) stated that microteaching is a method used in teacher education institutions to train pre-service teachers in pre-service training and in-service training, because it is very important for pre-service teachers to face the phase of teaching practice in real classrooms (real teaching), so that they no longer experience obstacles in teaching. This program enables pre-service teachers to apply their teaching competencies and develop lesson plans for small groups of students. Furthermore, Helmiati (2013) Microteaching is a training method designed to help pre-service teachers improve their teaching skills by simplifying the learning process, such as

reducing the number of students, shortening the time, limiting the focus of the subject, and practicing specific teaching skills. Through this method, the strengths and weaknesses of teachers or pre-service teachers can be identified more accurately.

According Mahmud and Rawshon (2013) microteaching has the following characteristics:

1. Real context.
2. Simplified by reducing the number of students, time, and scope of learning material.
3. Emphasizes mastery of skills such as techniques, methods, and curriculum selection.
4. Providing more effective control, giving prospective teachers the opportunity to practice in a controlled environment where various aspects can be adjusted as needed.
5. Enabling faster feedback, where after teaching, pre-service teachers can immediately receive feedback on their performance.

To sum up, microteaching is a practice class designed to simplify the complexity of teaching in real classrooms in order to prepare pre-service teachers more effectively. This method reduces the scale of teaching by limiting the number of students, lesson duration, and material coverage, while emphasizing the mastery of essential teaching skills such as methods, techniques, and curriculum selection. Through this controlled environment,

pre-service teachers are given the opportunity to practice, receive immediate and meaningful feedback, and reflect on their strengths and weaknesses.

2. Aims of Microteaching

The main purpose of microteaching is to provide pre-service teachers with the opportunity to practice their teaching skills in front of their peers on a limited scale and within a limited time frame. According to Sakirman (2012), microteaching aims to provide pre-service teachers with the opportunity to reflect on their strengths and weaknesses in basic teaching skills. In this way, microteaching serves as a means for them to practice and improve these aspects during microteaching sessions. Syaifuddin et al. (2020) microteaching aims to provide pre-service teachers with experience in teaching in the classroom, managing school administration, and carrying out other specific tasks in order to become professional teachers. In addition, another effort to improve their teaching competence is to provide opportunities to be directly involved in real teaching practices

3. Aspect of Microteaching

Microteaching consists of several essential components designed to develop specific teaching competencies among pre-service teacher. As introduced by Allen and Ryan (1969), microteaching focuses on breaking the complex teaching process into small skills that can be managed and trained systematically. Added by Kilic (2010), microteaching enhances various pedagogical competencies that are crucial for effective performance. Based on

these perspectives, microteaching can be understood as a preparation to develops several key aspects of teaching, including lesson planning, classroom management, communication skills, questioning technique and the use of instructional strategies.

a. Lesson Planning

Lesson planning refers to the process of designing and organizing instructional activities before conducting a teaching session. Lesson planning is one of the crucial aspects of microteaching. According to Allen and Ryan (1969), microteaching allows pre-service teachers to focus on planning a short and structured lesson with a limited time. Through this process, pre-service teacher can learn how to formulate clear learning objectives, select appropriate materials, design learning activities, and prepare assessment technique. Added by Kilic (2010) microteaching improves pre-service teachers ability to organize material systematically. By practicing lesson planning in a simplified environment, pre-service teachers develop the ability to design effective instruction before entering real classroom context during teaching practicum program (PPL).

b. Classroom Management Skills

Another crucial of microteaching is classroom management. Even though the teaching situation is simplified, microteaching provide opportunities for pre-service teacher to practice managing the students behavior, maintaining classroom discipline, how to give clear instructions, and

creating a positive learning situation. According to Allen and Ryan (1969), microteaching allows pre-service teachers to practice specific teaching behaviors, including how to manage classroom interactions and maintain student attention.

Through microteaching sessions, pre-service teachers become more aware of how to maintain discipline, handle minor disruptions, and build positive relationships with students. Kilic (2010) also highlights that practicing in a controlled environment helps pre-service teachers develop confidence in managing classroom situations.

c. Communication Skills

Communication skills refer to a teachers ability to convey information clearly and interact effectively with students. In microteaching, communication is an important aspect because pre-service teachers practice how to explain lessons, give instructions, and respond to students in a structured environment. According to Kilic (2010), microteaching helps improve verbal and nonverbal communication skills, such as voice clarity, pronunciation, intonation, eye contact, facial expressions, and body language.

d. Questioning Technique

Questioning techniques is one of the teaching skills emphasized in microteaching. According to Allen and Ryan (1969), questioning is a basic instructional skill that helps teachers stimulate student thinking, check understanding, and encourage student participation in the classroom. In microteaching sessions, pre-service teachers practice how to formulate clear

and meaningful questions, adjust the level of difficulty, and allow sufficient time for students to answer.

Effective questions not only involve asking questions, but also guide students to think critically and express their ideas. Kilic (2010) explains that microteaching helps pre-service teachers improve the quality of their questions by making them more focused, relevant to learning objectives, and interactive.

e. Use of Instructional Strategies

The use of teaching strategies refers to the ability of teachers to select and apply appropriate teaching methods to achieve learning objectives. In microteaching, pre-service teachers are trained to practice various strategies in a simplified classroom environment. According to Kilic (2010), microteaching helps pre-service teachers improve their ability to select appropriate teaching approaches, such as discussion, demonstration, group work, questioning techniques, and interactive activities.

Through structured practice, pre-service teachers learn how to match teaching strategies with lesson objectives, student needs, and the type of material being taught. They also become more aware of how to vary teaching methods to maintain student interest and participation. Added by Remesh (2013) microteaching provides a safe environment for pre-service teachers to experiment with various teaching strategies and receive feedback for improvement.

4. Benefits of Microteaching

Microteaching plays a very important role in preparing pre-service teachers to fully engage in teaching in real classroom by equipping them with the skills, knowledge, and attitudes of professional teachers. According Kilic (2010), microteaching provides pre-service teachers with the opportunity to improve important skills, such as developing lesson plans, selecting learning objectives, engaging students, communicating in front of groups, asking questions, managing time, and implementing assessment techniques. Added by Ghafoor et al. (2012) microteaching provides many benefits for pre-service teachers. The study showed that microteaching helps students in planning lessons, presenting content in a logical order, and teaching from simple to more complex topics. It also trains them to improve questioning skills, use methods such as discussion and brainstorming, and build better interaction with students. Another benefit is that it increases their confidence, improves both verbal and non-verbal communication, and encourages the use of different teaching styles. Although some participants felt nervous when being observed, overall, microteaching proved to be very useful in preparing pre-service teachers for real classroom situations.

Elias (2018) microteaching helps pre-service teachers identify and evaluate their strengths and weaknesses in the learning process. Added by Firdaus (2022) Microteaching helps pre-service teachers improve their basic teaching skills and enhances their self-confidence in classroom practice. Lestari (2019) stated that microteaching significantly improved pre-service

teachers critical thinking by training them to analyze, evaluate, and link theoretical concepts with classroom practice, while reflecting on feedback from peers and supervisors. The study highlights that microteaching not only provides a simulated teaching experience but also fosters analytical, reflective, and evaluative skills needed for real classroom contexts. Sa'ad et al. (2015) studied how microteaching affects the teaching performance of undergraduate Agricultural Education students in Nigeria. The study showed that microteaching helped students develop key teaching skills, manage classrooms efficiently, increase confidence, reduce anxiety, and organize lesson plans more systematically. It also enhanced their questioning techniques, use of teaching materials, and time management. The results indicated a positive link between microteaching performance and overall teaching practice outcomes, suggesting that microteaching can predict the students readiness for real classroom teaching.

B. Concept of Teaching Practicum Program (PPL)

1. Definition of Teaching Practicum Program (PPL)

Teacher skill development does not only take place after they officially become teaching staff, but begins applied in teaching practicum program (PPL). Teaching practicum program (PPL) is a mandatory part of teacher education to provide real experience of teaching in the classroom. As a stated by Zeichner (2010) Teaching Practicum Program (PPL) is one of the most important elements in teacher education because it directly influences their quality as a teacher. Futhermore, Sathappan (2018) defines teaching practicum

program (PPL) as a main program specifically designed to prepare pre-service teachers, involving university supervisors and experienced educators. Added by Hamalik (2009) defines PPL as a series of activities carried out for education faculty students, which includes both teaching and non-teaching practices. These activities aim to shape and develop the professional competencies needed in teaching or other educational institutions.

On the other hand, during the teaching practicum program (PPL), pre-service teachers will be placed in schools to apply their teaching skills. pre-service teachers will teach in real classrooms. Marais and Meier (2004), teaching practicum program (PPL) refers to the various experiences that English education students have when they work in classrooms and schools.

2. Aims of Teaching Practicum Program (PPL)

The aims of teaching practicum program (PPL) in teacher education is primarily focused on developing essential teaching skills that are crucial when pre-service teachers encounter real classroom situations. Feiman-Nemser (2001) emphasizes that teaching practicum program (PPL) are designed to help pre-service teachers master basic competencies such as classroom management, lesson plan, and the ability to understand the diverse needs of students. Similarly, Zeichner (2002) points out that these programs also seek to foster critical reflection, enabling pre-service teachers to evaluate their instructional decisions, teaching strategies, and the overall impact of their actions in the classroom. In line with this, Smith and Lev-Ari (2005) state that teaching practicum program (PPL) provide pre-service teachers with the

opportunity to deal with unexpected classroom situations, make quick decisions, and adapt their teaching practices to the dynamic conditions of their students. Supporting this perspective, Sitompul et al. (2024) highlight that this program not only equips pre-service teachers with teaching experience, but also involves them in school administration, thereby strengthening their professional skills, including ethical behavior in interacting with principals, senior teachers, administrative staff, and students. The objectives of the teaching practicum program (PPL) not only bridge theory and practice but also encompass the development of practical teaching competencies, foster critical reflection, and instill professional ethics as fundamental aspects of teacher preparation.

C. Relationship between Microteaching and PPL

Microteaching and teaching practicum program (PPL) are two complementary components in teacher education program that aim to prepare pre-service teachers with theoretical understanding and practical teaching skills. Microteaching is generally considered the initial stage in teacher training, where pre-service teachers practice teaching in a simulated and controlled classroom environment, focusing on mastering specific teaching skills such as lesson planning, questioning techniques, classroom management, and the use of learning media (Allen & Ryan, 1969). Microteaching has a close relationship with teaching practicum program (PPL). Before entering the real classroom context at school, pre-service teachers are required to take part in microteaching. Microteaching serves as a foundation for building teaching

skills and acts as an initial training phase, while teaching practicum program (PPL) tests and applies the skills acquired through microteaching in authentic teaching situations.

The relationship between microteaching and PPL is thus both sequential and mutually reinforcing. Microteaching serves as a preparatory stage to build and hone basic competencies, while PPL allows for the transfer and adaptation of these skills into a real educational context (Remesh, 2013). Research by Idayani (2017) highlighted that there are a significant and positive correlation between students performance in microteaching and their achievement in teaching practicum program (PPL). The study found that students who performed well in microteaching tended to demonstrate strong performance during PPL, with the correlation coefficient showing a high level of significance. This indicates that the competencies developed during microteaching, such as lesson planning, classroom management, and instructional delivery, are transferable and highly relevant to real teaching context.

Added by, Sibiani et al. (2024) examined the contribution of microteaching achievement and teaching readiness to teaching practicum achievement among civil engineering and planning students at Yogyakarta State University. The results indicated that microteaching achievements significantly and positively affected students teaching practicum achievements, meaning that students with higher microteaching performance were able to demonstrate better outcomes during their practicum.

D. Challenges in Applying Microteaching During Teaching Practicum Program (PPL)

Although microteaching is widely recognized as an effective method for preparing pre-service teachers with essential teaching skills. During teaching practice programs, pre-service teachers often encounter situations that are more complex than those they experience during microteaching sessions several studies show that applying these skills in a real classroom environment can pose various challenges. Asrida et al. (2025) report that many pre-service teachers face several challenges during their teaching practicum. Many pre-service teachers still have difficulty using English when explaining lesson material and interacting with students in class. Some of them also lack confidence in using different teaching strategies and technology during the teaching process.

Then limited guidance and feedback from mentors make it difficult for them to improve their teaching performance. School conditions such as limited internet access and remote locations are also obstacles. These findings indicate that these challenges make it difficult for pre-service teachers to fully apply the skills they have learned in microteaching during the PPL program. Similarity with Asrida et al. (2025) found that 72% of participants are unable to fully explain their lessons in English, while 68% have difficulty communicating in class. In addition, some pre-service teachers lack confidence in using different teaching strategies and teaching technologies during the learning process. They also report a lack of guidance and feedback from mentors during teaching

practice. School conditions such as limited internet access and remote locations also pose challenges for them.

Another challenge is the difficulty in preparing teaching materials during their practicum. Although microteaching class teach how to design learning activities and select appropriate materials. Rahayuningsih (2016) found that some pre-service teachers still had difficulty to create appropriate teaching materials. think that in selecting materials, they need to focus on the student needs. It makes the student background of knowledge as prior reasons in developing teaching materials. Added by Pakpahan (2023) found that the challenges experienced by pre-service teachers come from internal and external factors. The internal challenges include difficulties in classroom management and teacher proficiency, especially in managing students and delivering the lesson effectively. Meanwhile, the external challenges include students low motivation and the lack of school facilities that support the teaching and learning process. These conditions can affect the performance of pre-service teachers during their practicum and make it more difficult for them to apply the teaching skills they learned before. Also by Serliana et al. (2021) found that pre-service teachers experienced several problems related to students behavior and motivation in the classroom. Some students showed bad attitudes such as disrespecting the teacher, sleeping during the lesson, and showing low participation in learning activities. These situations made it difficult for pre-service teachers to manage the classroom effectively. The findings indicate that

classroom management is still a major challenge for pre-service teachers during their teaching practicum.

Another challenge by Kusuma et al. (2025) found one of the main challenges is the language barrier, as teachers and students do not share the same native language. This makes communication difficult and affects the delivery of learning materials. Added challenges faced by pre-service teachers is the difficulty in adapting from microteaching to real classrooms during their teaching practicum. In microteaching sessions, the learning situation is more controlled because the “students” are their own classmates acting as learners, making interactions more predictable and less stressful. However, during the teaching practicum, they must deal with real students who have diverse abilities, behaviors, and responses, making the learning process more complex and challenging. As a result, many participants feel unprepared, particularly in managing the classroom and responding to unexpected situations. These findings are supported by Iliasova et al. (2025), who explain that microteaching takes place in a simulated and controlled environment that does not fully represent real classroom conditions, causing pre-service teachers to experience difficulties when transitioning to actual teaching contexts. This gap between simulated practice and real classroom situations is one of the significant challenges during teaching practice.

E. Strategies for Overcoming Challenges during Teaching Practicum Program (PPL)

During the Teaching Practicum Program (PPL), pre-service teachers are required to apply the teaching knowledge and skills they have learned in microteaching sessions to real classroom situations. However, real classroom environments are often more complex and unpredictable, which can present various challenges for them. To overcome these challenges, teachers must have strategies to overcome them. Found Muhalim et al. (2024) To address these challenges, Pre-service teacher implemented several practical strategies. First, they worked to carefully plan their lessons by preparing structured lesson plans and tailoring the material to the students needs. Second, they acted as firm teachers in the classroom to manage the diverse characteristics of the students and maintain discipline. Third, they prepared backup plans in case lessons did not go as expected, such as alternative activities or simpler explanations. Lastly, they adapt to the school system, including following school rules, understanding students' learning habits, and adjusting teaching methods to the actual classroom situation.

Another conducted by Salsabila (2024) pre-service teachers apply several important strategies to deal with these challenges, especially in increasing student engagement during the Teaching Practicum Program (PPL). Firstly, main strategies is measuring student engagement by asking questions during and after explaining the material. This strategy helps teachers to know the level of student engagement, which students are actively involved and understand the lesson, and which students need more attention. Secondly

establishing good communication, Pre-service teachers try to build a positive relationship by interacting with students both inside and outside the classroom. This strategy helps create a more comfortable and friendly learning atmosphere, which encourages students to participate more actively. Thirdly, pre-service teachers apply cooperative learning methods to balance structure and student autonomy. They use group work and jigsaw activities where students work together to complete tasks. This strategy allows students to be more active and responsible in the learning process because each student has a role in the group. Fourthly, pre-service teachers using digital media to make the learning process more interesting and engaging. Another strategy is providing evaluation questions at the end of the lesson. These questions help teachers check students' understanding and evaluate whether the learning objectives have been achieved, and from study Salsabila's added pre-service teachers increase student engagement through interesting and enjoyable activities such as games, singing, and watching English videos. These activities make the learning process more fun and interactive. As a result, students become more motivated and actively involved in learning, which helps overcome challenges such as low participation and lack of interest.

In addition from Kusuma et al. (2025) pre-service teachers use visual aids and body language such as pictures, gestures, and real objects to help students understand the materials.

F. Previous Study

There were previous findings related to this research. A study conducted by Padilah et al. (2025) entitled “Improving Classroom Management Skills Through Micro Teaching for Pre-Service Teachers of Vocational Schools.” This study also used a qualitative research method and the aimed to explore how the implementation of microteaching prepared students for the Profesional Education Strengthening Program (P3K). The research was conducted at Universitas Pendidikan Indonesia (UPI), Indonesia, with teaching practice observations carried out at SMK Negeri 2 Bandung. Participants consisted of six students from the Mechanical Engineering Education who had completed the microteaching course and participated in the P3K program. The results show that structured microteaching significantly improves students' classroom management skills. Students who followed a systematic arrangement including preparation of the learning environment and implementation of microteaching which consisted of cognitive, implementation, and feedback stages performed better in managing physical aspects (such as classroom organization, and seating arrangements) and non-physical aspects (such as student engagement, discipline management, voice projection, and classroom control). On the other hand, students whose microteaching process did not fully follow the established procedures experienced more difficulties in effectively managing classroom dynamics.

Another relevant study was conducted by Natasha and Firdaus (2021) the purpose of this study was to investigate pre-service English teachers’

perceived benefits of the microteaching course on their teaching practice. The research employed a descriptive quantitative research design. The study was conducted at the English Education Department of UIN Sultan Syarif Kasim Riau. The population of the research consisted of eighth-semester students of the English Education Department, totaling 152 students from five classes. The sample was selected using a purposive sampling technique, resulting in 72 students as participants. Data were collected through a questionnaire to measure the students' perceptions of the benefits of the microteaching course. The results of the study indicated that pre-service English teachers perceived the microteaching course as highly beneficial for their teaching practice, with a positive response rate of 69%, categorized as a very positive level. The findings suggest that microteaching helped them develop teaching skills such as lesson planning, classroom preparation, and material delivery before entering real classroom teaching.

Also study conducted by Rufai et al. (2013) examined the reflective impact of micro-teaching and field experience on pre-service teachers in Nigeria. This mixed study was conducted in five teacher education institutions in the Southwestern State of Nigeria and involved 500 respondents, consisting of pre-service teachers and lecturers who had participated in microteaching and field practice. The quantitative phase used a descriptive survey design with a validated questionnaire, while the qualitative phase involved interviews to gain deeper insights into the participants' experiences. The results showed that micro-teaching significantly improved the classroom competence, confidence,

and readiness of pre-service teachers to face real teaching situations. Most respondents agreed that micro-teaching exposed them to classroom challenges, improved their teaching performance during field experiences, and developed their reflective skills for professional growth.

Then Meutia et al. (2018) examined the pre-service teachers performance in the field experience program after taking a microteaching class. Using a quantitative method, this study analyzing the components of the pre-service teachers report books. The subjects of this study were ten pre-service teachers from Department of English Education University Abulyatama in Aceh. The results showed that microteaching helped the pre-service teachers in improving and achieving a good teaching performance in classroom during their Field Experience Program. Their teaching abilities improved in several aspects, including lesson planning, classroom management, and instructional delivery. The findings indicate that microteaching plays an important role in preparing pre-service teachers for real classroom teaching and supports their readiness during the teaching practicum program.

Another related study conducted by Ramadhanti and Yanda (2025) investigate the impact of microteaching practices and educational field experience on the professional performance of pre-service teachers. Their study shows that although both variables together have a significant impact on professionalism, explaining 70% of the variance, only educational field experience shows a strong individual effect. Microteaching, which is conducted in a limited and simulated context, does not significantly affect

professional performance independently. In contrast, educational field experience contributes dominantly, explaining 74% of the effective contribution, as it exposes prospective teachers to real classroom environments that foster self-confidence, pedagogical competence, and professional growth. These findings suggest that microteaching plays a supporting role in developing basic teaching skills, but field practice experience is more decisive in shaping teacher professionalism.

Although many studies show a strong correlation between microteaching performance and teaching practice outcomes, some studies indicate that microteaching scores do not always correlate with actual performance in the classroom during teaching practicum program (PPL). According Mufid and Irfa (2024), found that although microteaching proved effective in improving students teaching skills, it did not have a positive impact on their teaching readiness. The study reported a negative path, indicating that teaching readiness was not significantly influenced by the effectiveness of microteaching. Instead, teaching readiness was found to be more dependent on external factors such as the availability of facilities, student motivation, pedagogical knowledge, teaching techniques, and self-confidence. This shows that although microteaching plays an important role in strengthening technical teaching competencies, this method cannot independently guarantee students readiness for teaching practice in real classrooms without the support of other contributing elements.

Panggabean (2023), examined the relationship between students microteaching performance and their results in the PLP II program. The results showed that there was no significant relationship between the two variables, as indicated by a weak negative correlation. These findings suggest that student success in the PLP II program is not determined by their microteaching scores alone, but by other factors such as motivation, mental readiness, classroom experience, and school environment.

Although several previous studies have analyzed the impact of microteaching on teaching practice programs (PPL), the findings are still inconsistent. Some studies report significant correlations, while others find no meaningful relationship. In addition, most of these studies use quantitative methods that only focus on the general influence of microteaching on PPL, without exploring in depth the real experiences in the classroom, the challenges faced by pre-service teachers, and the strategies they use to overcome these challenges. Therefore, this study aims to fill this gap qualitative by exploring in depth the impact of microteaching during PPL on pre-service English teachers at UIN Ar-Raniry, particularly in relation to the challenges they face when teaching in real classrooms and the strategies they use to overcome them, which are expected to provide new insights to improve teacher education programs.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

According to Darmadi (2013), a research design refers to a structured method used to collect data in order to achieve specific objectives. There are two main types of research designs: qualitative and quantitative. This study employs a qualitative research design to collect data. This study employs semi-structured interviews, which include a set of prepared questions. These interviews also allow for the opportunity to ask follow-up questions based on the responses provided, using open-ended questions. The researcher adapts the interview based on participants' responses, enabling a deeper understanding while keeping the process organized and consistent.

Creswell (2012) states that qualitative research aims to explore and understand the meanings that individuals or groups ascribe to social or human related issues. This method emphasizes people's ideas, perspectives, beliefs, and motivations aspects that cannot be measured numerically and typically involves a smaller number of participants to allow for a more in-depth analysis.

According to Merriam (2009), the purpose of qualitative research is to understand how individuals interpret their experiences, how they view the world around them, and to uncover the essence of those experiences. Specifically, this research aimed to qualitatively explore pre-service teachers'

perceptions of the relationship between their microteaching and actual teaching experience during PPL, as well as the challenges they faced in applying microteaching knowledge and skills in real classroom contexts and the strategies they use to overcome these challenges.

B. Research Participant

The participants in this study were ten students from the English Education Department at UIN Ar-Raniry batch 2022, consisting of two male and eight female students. They were selected by purposive sampling based on specific criteria : (1) Having successfully completed the microteaching course with a minimum grade of A- and the PPKPM program, either regular or international, (2) During their PPL, these students were placed in junior high schools (SMP) and senior high schools (SMA), (3) The participants had conducted at least fifteen teaching sessions independently during the Teaching Practicum Program (PPL), excluding classroom observations and assisting activities, to ensure that they had sufficient experience in applying microteaching skills in real classroom situations. In addition, (4) They were willing to participate in depth interviews and provide details, reflective accounts of their personal experiences. Showkat and Parveen (2017) described purposive sampling as a technique where the researcher carefully selects participants based on their judgment and the objectives of the study. These selection criteria were used to ensure that participants could provide relevant and meaningful insights related to the focus of the study.

The researcher asked twelve questions to each participants. Because this study used descriptive qualitative methods and semi structured interviews for data collection, several follow-up questions were asked during the interview. The interview lasted 40 – 45 minutes for each participant. The list of participants is described in table 1.

Table 1

List of initial participants

No	Initials of Participants	Gender	Grade of Microteaching	Places of PPL
1.	AR	Male	A	Junior high school (International)
2.	MDC	Male	A-	Senior high school (regular)
3.	MSL	Female	A	Junior high school (regular)
4.	RYH	Female	A	Junior high school (regular)
5.	ID	Female	A	Junior high school (regular)
6.	NW	Female	A	Senior high school (international)
7.	RA	Female	A	Junior high school (international)

8.	NR	Female	A	Senior high school (international)
9.	SDT	Female	A	Junior high school (regular)
10.	KA	Female	A-	Senior high school (International)

Table one presents the demographic background of the participants in this study. The information regarding gender presented in this study is intended only to describe the demographic background of the participants. This study does not focus on analyzing differences based on gender. The decision to include ten participants was made to identify specific limitations in this study, which were expected to be important but relatively small. Smaller samples let researchers engage more closely with participants, allowing a deeper understanding of their views and experiences. According to Creswell (2009), a sample size of around ten participants is usually enough to reach data saturation, meaning that after interviewing several people, no new themes or information appear.

C. Data Collection Technique

The instrument used in this study was the interview method. Interviews are important in qualitative research because they provide a clear structure that helps collect good quality data while allowing the researcher to explore participants' experiences more deeply. This method helps meet the research

goals and supports making decisions based on reliable information. According to George (2022), an interview is a qualitative method that collects data by asking questions. Through interviews, the researcher could listen to the participants' views and experiences and ask follow up questions to learn more (Harding, 2013). There are three types of interviews: structured, semi-structured, and unstructured. This study used semi-structured interviews, which usually have open ended questions. This type allows some flexibility but still follows a planned set of topics to keep the discussion organized.

D. Data Analysis Technique

To analyze the data, the researcher applied Lacey and Luff's (2009) five-step process. Transcription is the initial stage, which involves converting recorded information into written form. All data obtained must be transcribed in full. Researchers cannot selectively transcribe only the important or interesting parts, as the entire transcription process must be completed first before proceeding to the next stage. The next stage is data organization. Researchers maintain the confidentiality of sources when handling data. After that, researchers familiarize themselves with the data by reading, watching, and listening to it repeatedly to prepare for the next phase and ensure nothing is missed. The following step was coding, where the researcher assigned codes to each significant incident identified in the interviews. Coding helped the researcher better understand the data. The final step involved identifying themes. The researcher reviewed the coded transcripts again, focusing on events most relevant to the study. The interview results were analyzed

qualitatively, with the analysis concentrating on exploring pre-service teachers' perceptions the impact of microteaching and their actual teaching experience during PPL, as well as the challenges they faced in applying microteaching to real classroom contexts.



CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Findings

To answer the research questions, the researcher interviewed ten participants. The participants in this study were students of the Department English Education, UIN Ar-Raniry, class of 2022. Research analyzed the data based on the research questions mentioned in chapter 1: (1) How do pre-service teachers view the impact of microteaching on their actual teaching experience during PPL? (2) What challenges do pre-service teachers face when applying microteaching experience to real classroom situations during PPL? and (3) What strategies do pre-service teachers employ to address the challenges they face during PPL?

The researchers collected data from ten participants, as mentioned in Table 1 in chapter 3 about research participant. Then, based on this data, the researchers divided the analysis into three parts according to research questions. It was explained in detail as follows;

1. Impact of Microteaching on Their Actual Teaching Experience during PPL

a. Differences between Microteaching and Real Classroom Situation

One of the main challenges pre-service teachers face when applying their microteaching experience to real classroom situations is the significant difference between microteaching and the actual classroom context. In

microteaching practice, activities take place in a supportive atmosphere and environment, where students are generally peers who already understand the learning process. However, in real classroom situations during teaching practicums, prospective teachers face actual students with diverse characteristics, abilities, and behaviors. This difference creates a gap between what they have learned in microteaching and what they apply in actual teaching.

In interviews, some participants including ID, SDT, AR, KA and NR reported that the transition from microteaching to real classroom situations was challenging. ID noted,

“even though microteaching is learning the practice, but it is definitely different from real classroom situation at school. When microteaching, the students are also my peers, they make the class atmosphere as conducive and already understand. But at school, the students from zero, they don't know English even basic knowledge. This makes me need extra explanation”

This indicates that students in a real classroom need to make a greater effort to explain the material compared to their peers in microteaching activities. Similarly, SDT added that *“in microteaching the students are my peers, not students in real classroom, in microteaching it is the same as what I planned, but in PPL it is opposite”*, this indicates that lesson plans developed during microteaching sessions do not always effective in real classroom situations. This highlights the unpredictable nature of teaching in the real world compared to the structured environment of microteaching sessions. Another statement, by AR explained that *“my difficulty is adjusting theory to real classroom conditions. In microteaching the students my peers, they just act like*

students. But in real PPL, it's not like that, some student are not disciplined, not attentions, and disturb their friends” This indicating that student in real classroom is more complex than in a microteaching classroom, even though they behave like school students. This statement is also supported by KA, mentioned that “*one of main difficulties I faced when applying what I learned from microteaching to a real classroom was the difference between the microteaching environment and the actual teaching context”*, this highlights the gap between simulated teaching environments and real world teaching environments. Similarly, NR agrees with this line and emphasizes that the differences between microteaching and actual classroom situations pose challenges in effectively applying teaching practices.

These findings suggest that microteaching provides valuable initial practice, but cannot fully capture the complexity of real world classroom situations. Pre-service teachers are required to adjust their teaching strategies, communication, and classroom management skills when dealing with real students who have varying levels of understanding and behavior. This suggests that flexibility and adaptability are crucial for successfully applying microteaching experiences in real teaching contexts.

b. Students Low Learning Motivation

Unlike microteaching, where students are generally active and supportive, real classroom situations often involve students who are less motivated to learn. This difference poses a challenge for pre-service teachers in engaging students and maintaining an effective learning process. In

classroom practice, low motivation can be observed when students show little interest in the lesson, remain passive, and do not actively participate in learning activities. This situation makes it difficult for teachers to apply the teaching techniques they have learned during microteaching, as students are less responsive and less willing to engage in the learning process.

The participants said that low student motivation was a significant challenge during their teaching practicum. To begin with, MSL stated that *“When I teach my students, they often feel confused and passive, they not interested in English lesson. For me, it’s really challenging,”* indicates that students lack of understanding can lead to low interest and minimal participation during class. Similarly, SDT explained that *“My students really affect me when I teach them. Some of the students come from broken families, so they act being lazy to study and not interest to listen to me,”* showing that students background can influence their willingness to learn and participate in the classroom.

These findings indicate that low student motivation not only affects classroom interactions but also impacts the effectiveness of the teaching strategies employed by pre-service teachers. When students lack motivation, it becomes more difficult for teachers to create an active and engaging learning environment.

Overall, low motivation to learn presents a challenge that requires pre-service teachers to be more creative and flexible in encouraging students to participate in the learning process.

c. Lack of School facilities

In real classroom settings, the availability of school facilities plays a crucial role in supporting the teaching and learning process. However, during their teaching practicum (PPL), pre-service teachers often face facility limitations that affect the effectiveness of their instruction. Unlike microteaching, where instruction takes place in a well-prepared environment with complete and supportive facilities, real classroom conditions may not provide the same level of support. This difference poses a challenge for pre-service teachers in implementing the teaching strategies and media they have prepared.

Only two of the ten participants indicated that limited facilities were a challenge during their Teaching Practicum Program (PPL). To begin with MDC explained that *“another problem is technology is no support, this really affect my teaching, because in microteaching the facilities are support and complete, but during PPL is very different,”* indicates that a lack of technological support limits the use of interactive and interesting teaching methods. Also MSL stated *“limited facilities really affect me, it’s really more difficult to teach,”* emphasizing that the lack of proper facilities makes it difficult for pre-service teachers to conduct lessons and deliver the material effectively.

Based on the responses, it is showing that inadequate school facilities can hinder pre-service teachers from delivering lessons effectively, especially when they rely on media and technology that are not available in the classroom. As a result, teachers need to adapt their teaching methods and find alternative ways to deliver the material.

Overall, the lack of school facilities presents a practical challenge that requires pre-service teachers to be more flexible and creative in adapting their teaching to the available resources.

d. Classroom Management Difficulties

In a real classroom setting, classroom management is a crucial factor that influences the effectiveness of the teaching learning process. Unlike microteaching, where the environment is more controlled and students are cooperative, real classroom conditions challenge prospective teachers to deal with various challenges, such as large class sizes, noisy environments, and students with varying levels of concentration. These conditions make it more difficult to maintain a conducive learning atmosphere and apply teaching techniques effectively.

This challenge is reflected in the statements of two participants. For example, KA stated that *“another challenging was managing large class size and limited teaching time. Some classes very noise and student have varying level of attention. These challenge forced me to be more flexible and creative in adapting my teaching,”* shows that managing various classroom situations requires teachers to adapt their teaching approaches. Similarly, NR added that

“Limited time and large class sizes make it difficult to effectively apply certain techniques,” emphasizes that classroom management is not only about controlling student behavior but also about managing instructional time and adapting teaching techniques to fit real classroom conditions.

To sum up, these responses indicate that classroom management in real teaching situations is more complex than in microteaching sessions. Pre-service teachers are required to handle unexpected student behavior, maintain student attention, and manage time effectively aspects that are not fully experienced during microteaching sessions.

e. Language Barriers in Classroom Communication

Effective communication is a key element in the teaching and learning process, as it helps teachers convey material clearly and ensure student understanding. However, in real classroom situations, communication does not always go smoothly, especially when teachers and students do not speak the same language.

Language barriers in classroom communication present a significant challenge for pre-service teachers during their teaching practicum (PPL). This challenge is particularly felt by participants undertaking their practicum in Thailand, where language differences between teachers and students make communication more difficult.

In interviews, some participants including KA, NW, RA, and NR highlighted that language barrier is the biggest challenge they face. KA stated that *“The most challenging aspect is language barrier. Because most student*

had limited understanding English, made me difficult to apply some teaching technique practice in microteaching,” These statements show that limited student proficiency affects the implementation of teaching strategies.

NW explained that

“The main difficulties I faced was language problem, because PPL international. During microteaching class, I practice with my classmates, they can speak Indonesian. When I can’t handle the class with English, I can use same language with them. But in PPL it’s little bit hard for me. Most student using Thai language, which made me more difficult to understand them, and they also difficult to understand my instruction using English,”

Shows that the lack of a common language creates communication barriers between teachers and students. In addition, RA mentioned that *“another challenge is language limitation. Sometimes i difficult to explain the material and communicate with my students because their English ability is also very limited,”* emphasizes how difficult it is to convey content effectively.

As a final point, NR stated that *“One of them my difficulty is language barrier. I find it difficult to convey the material because the students where I teach can’t speak English at all, and their knowledge of English is very limited,”* indicated that students very low proficiency makes the communication and teaching process increasingly difficult.

Overall, these responses show that language barriers significantly impact communication in the classroom and the overall learning process. Pre-service teachers must not only convey the material but also ensure that students understand it, which becomes more difficult when students have limited English proficiency and speak different native languages.

f. Students Attitude and Behavior

Student attitudes and behavior play a crucial role in determining the effectiveness of the teaching learning process. In real classroom situations, pre-service teachers are not only required to deliver content but also to manage student behavior and maintain a respectful learning environment. Unlike in microteaching, activities where classmates tend to be cooperative and supportive, real classroom conditions may involve students who display negative attitudes and disruptive behavior, which can affect the learning process.

Participants reported that students' attitude and behavior posed a significant challenge during their PPL. To begin with, RYH mentioned that *"I got one class with really bad behavior. When I am teaching, they are cheering at me. It's really affect my teaching,"* shows that behavior can disturb the learning process and undermine teacher self-confidence.

Similarly, SDT explained that *"some of my students have bad attitude, they don't respect me and they often skip my class,"* indicates that a lack of respect for teachers and low discipline can make it difficult to manage a class effectively. Additionally, MSL added *"behavior student really affect my teaching, they don't listen me and not attention at me,"* emphasizes that a lack of student attention and engagement can reduce the effectiveness of learning and make it difficult for teachers to convey the material.

Overall, students negative attitudes and behaviors can significantly impact the teaching and learning process. When students are disrespectful,

distracted, or disruptive, pre-service teachers will find it increasingly difficult to manage the classroom and implement their teaching strategies effectively. This situation forces teachers to develop better classroom management skills and strategies to address various types of student behavior.

2. Strategies Used by Pre-Service Teachers to Address Classroom

Challenges during PPL

a. Designing Appropriate Lesson Plans

The strategy employed by pre-service teachers' is to design appropriate and engaging lesson plans that take into account students' needs and classroom conditions. They tend to adapt their lesson plans by simplifying the material and focusing on key points to ensure student understanding.

This strategy is evident in the statements of several participants. For example, MDC explained that *"I adjust lesson plan and choose simply material so student can understand it more easily,"* This indicates that participants recognize the importance of selecting appropriate materials based on students level of understanding. Similarly, AR added that *"I overcome the challenges by adapting my lesson plan, I focused on important part, especially student understand. I explain in different ways so they could understand,"* Showing that the participants not only modified their lesson plans but also employed various explains strategies to support student understanding.

On the other hand, Pre-service teachers' also incorporate engaging and interactive activities into their lesson plans. ID added that *"I apply games related to learning between teaching session"* suggests that use games as a

strategy to maintain students attention and create a more enjoyable learning environment. Furthermore, NW stated *“I being more careful in choose material and more creative in my teaching for example I use engaging activities such as games, quizzes, group task to keep students involved,”* This showed that participants combined careful lesson planning with creative teaching strategies, including group assignments that reflected the use of cooperative learning, in which students were encouraged to work together and participate actively in the learning process.

In conclusion, designing appropriate and engaging lesson plans is a key strategy for pre-service teachers in addressing one of the challenges they face in the classroom. By adapting the material, focusing on student understanding, and incorporating interactive and cooperative learning activities, they can create a more effective, student centered learning environment. This strategy not only enhances student participation and understanding but also helps teachers manage their classrooms more effectively during their teaching practicum.

b. Acting as a Firm and Assertive Teacher

Another strategy employed by pre-service teachers' is to act as firm and confident educators when managing student behavior in the classroom. In real classroom situations, teachers are expected to maintain discipline and ensure that the learning process effectively. One way to achieve this is by establishing clear consequences for inappropriate student behavior.

The participants found acting as a firm teacher is one way to create discipline class and ensure the learning process effectively. RYH stated that *“I give punishment for every bad behavior they do,”* This show that the teacher employs a strict approach to manage student behavior and maintain order in the classroom. The use of discipline here reflects an effort to establish boundaries so that students understand what is and is not acceptable behavior during class. AR added that *“I make a rules at the beginning my class and give punishment if students talked while I explained. So, they respect at me,”* This statement indicates that the teacher not only enforces discipline through punishment but also establishes clear classroom rules from the start.

To sum up, being firm and confident as a teacher is a key strategy for overcoming challenges in the classroom, especially those related to student behavior. By establishing clear rules and enforcing consistent consequences, pre-service teachers can create a more disciplined and conducive learning environment.

c. Establishing Effective Classroom

Beyond the technical aspects of teaching, pre-service teachers quickly realize that meaningful learning cannot take place without a foundation of trust and mutual understanding. For many participants, the transition from microteaching sessions to real classrooms is not just about managing lesson content or student behavior, but also about learning how to build meaningful relationships with students as individuals.

The participants emphasized that building effective communication requires a change in their interpersonal approach. For example, SDT said *“I act like their friend and use friendly language,”* which made students feel more comfortable expressing themselves. Similarly, NR added *“I maintaining good teacher student communication, and also tried to build relationships with student to create a comfortable learning,”* indicates that maintaining communication and building relationships are key aspects of creating a positive classroom environment. As a result, students tend to be more actively engaged in the learning process. Additionally, MSL stated *“I try to build good relationship with student and give them more motivation to learn English, so we have a good communication between me and my students,”* This shows that the participant not only focuses on communication but also includes motivation as part of their strategy.

On the other hand, to establish effective communication, teachers also need to adapt their language to the students level of understanding. NR explained that *“before teaching i learn to use Thai firstly, which is their first language, then at the class i ask my students to help me to using their mother tongue,”* suggests that using students native languages can facilitate better understanding and interaction. Similarly, KA added *“Most students have a limited understanding English. So I switched to using Malay as the primary language of instruction, while inserting simple English and use gestures and examples to help the students understand,”* indicated that combining verbal

and nonverbal communication strategies helps make the learning process more accessible.

In other words, creating effective communication in the classroom serves as an adaptive strategy that transforms potential barriers into opportunities to build relationships. By intentionally adopting a more approachable communication style, maintaining consistent relational efforts, and linking communication with motivational support, pre-service teachers succeed in creating a more conducive learning environment.

d. Using Digital Media

The use of digital media has become a key strategy employed by pre-service teachers to support teaching and learning activities in real classroom situations. In this study, participants highlighted how digital tools and media are utilized to enhance student engagement, facilitate communication, and make learning more meaningful. The integration of technology also helps teachers adapt to students interests and create a more interactive learning environment.

This strategy is reflected in several participant statements. RA mentioned that *“My student really interested about tsunami, so I show video and picture about tsunami then I related it to English to get their attention,”* show that digital media such as videos and images can be used to connect lesson content with student interests. Added by SDT stated that *“I also use media to attract their attention like learning through watching movies, listen to music, and add games using technology,”* indicated that various forms of

digital media can create a more enjoyable and interactive classroom atmosphere. On the other hand, NR mentioned that “I use technology to help me communicate with them,” This show that digital media functions not only as a tool for delivering material but also as a bridge for communication when there is a language gap between the teacher and students.

Overall, these findings indicate that the use of digital media is a flexible and effective strategy for overcoming various challenges during PPL, whether related to low student engagement or language barriers.

B. Discussions

This study aims to explore the impact of microteaching on English teachers classroom practice during teaching practicum program (PPL), focusing on the impact microteaching, challenges they face when applying microteaching to real classroom context, and strategies their employ to address the challenges they face during PPL. The following section discusses the findings of this study in relation to existing theories. This study answer three research questions, both of which are answered through data collected during interviews.

1. Impact of Microteaching on Their Actual Teaching Experience during PPL.

To answer the first research question, “How do pre-service teachers view the impact of microteaching on their actual teaching experience during PPL?”. The result indicate that participants experienced several positive impact from microteaching especially in improving lesson planning skill,

increasing their confidence in teaching, improving questioning technique, and implementing assessment technique.

The first impact identified is that microteaching effectively helps pre-service teachers develop their ability to plan and conduct lessons before entering real classroom settings. Participants consistently reported that microteaching provided them with a clear understanding of how to organize teaching activities from start to finish, including how to formulate learning objectives, select appropriate materials, design learning activities, and prepare teaching materials in effective ways. This indicates that microteaching serves as a foundational training ground where pre-service teachers learn the essential components of structured lesson planning. These findings align with Allen and Ryan (1969), who argue that microteaching allows pre-service teachers to focus on planning short, structured lessons with a limited time. Through this process, pre-service teacher can learn how to formulate clear learning objectives, select appropriate materials, design learning activities, and prepare assessment technique. Furthermore, these findings support Kilic (2010), who explain that microteaching improves pre- service teachers ability to organize material systematically and design effective instruction before entering real classroom context.

Another impact of microteaching is increasing their confidence in teaching. Participants noted that through repeated practice in a controlled environment, they became more familiar with teaching situations, which helped reduce their nervousness and anxiety. The opportunity to practice and

receive direct feedback during microteaching sessions allowed them to identify their strengths and weaknesses, thereby increasing their confidence when facing real classroom situations. These findings align with the research by Sa'ad et al. (2015), which found that microteaching helped students develop key teaching skills, manage classrooms efficiently, increase confidence, and reduce anxiety. Additionally, Firdaus (2022) emphasizes that microteaching helps pre-service teachers enhance their self confidence in classroom practice.

The findings also show that microteaching improving questioning technique. Participants reported that through microteaching, they learned how to formulate questions more systematically, organize questions with clear structure rather than asking randomly, and use questioning as a tool for checking student understanding. This indicates that microteaching helps train pre-service teachers to be more aware of when and how to ask questions during the learning process. These findings align with Allen and Ryan's (1969) which identifies questioning as a basic instructional skill that helps teachers stimulate student thinking, check understanding, and encourage classroom participation. Similarly, Kilic (2010) suggest that microteaching helps pre-service teacher improve the quality of their questions by making more focused, relevant to learning objective, and interactive. Thus, this study confirms that microteaching plays a role in developing interactive teaching skills, particularly with regard to questioning techniques.

The findings also indicate that microteaching plays a crucial role in helping pre-service teachers understand and apply assessment techniques. The

microteaching sessions provided pre-service teacher with initial guidance and a clearer understanding of how assessment should be conducted in the classroom. Through microteaching, they gained an understanding of the basic procedures for assigning grades, evaluating student work, and determining whether learning objectives had been achieved. These findings support the research of Kilic (2010), that microteaching provides pre-service teachers with the opportunity to improve important skills such as implementing assessment technique.

2. Challenges in Applying Microteaching Experience to Real Classroom Context during PPL

The second research question in this study was, “What challenges do pre-service teacher face when applying microteaching to real classroom situation during PPL?”. The findings reveal six main challenges: differences between microteaching and real classroom situations, students' low learning motivation, lack of school facilities, classroom management difficulties, language barriers in classroom communication, and students' negative attitudes and behavior.

The first challenge identified is the significant difference between microteaching and real classroom settings. Several participants reported that microteaching takes place in a supportive environment, where students are fellow students who already understand the learning process and create a conducive classroom atmosphere. However, in real classroom situations, pre-service teachers face real students with diverse characteristics, abilities, and behaviors, many of whom lack even basic English language skills. The gap

between what they learn in microteaching and what they encounter in real teaching poses a considerable challenge. These findings support the research of Iliasova et al. (2025) which explain that microteaching takes place in a simulated and controlled environment that does not fully represent real classroom context, causing pre-service teachers to experience difficulties when transitioning to actual teaching context.

The second challenge is students low learning motivation. Two out of ten participants reported that unlike microteaching, where students are generally active and supportive of one another, real classroom situations often involve students who are less motivated to learn. Students often feel confused, passive, and uninterested in English lessons, which affects classroom interactions and the effectiveness of teaching strategies. Some students come from difficult family backgrounds, which affects their willingness to learn and participate in classroom activities. These findings align with Pakpahan (2023), who found that internal challenges faced by pre-service teachers include difficulties in classroom management, especially in managing students and delivering lessons effectively.

The Third challenge is lack of school facilities. Although not all participants experienced this issue, those who did reported that a lack of technological support significantly affected their teaching. Unlike microteaching, where facilities are supportive and complete, real classroom conditions may not provide the same level of support. This lack of proper facilities makes it more difficult to conduct lessons and deliver material

effectively, forcing teachers to adapt their teaching methods and find alternative ways to deliver content. These findings align with Pakpahan (2023) study, which found that external challenges faced by pre-service teachers include students' low motivation and lack of school facilities. Furthermore, these findings support Asrida et al. (2025), who found school conditions such as limited internet access and remote location are also obstacle.

The fourth challenge is classroom management. Participants reported that real classroom conditions present more complex management challenges than microteaching sessions. Managing large class sizes, dealing with noisy classrooms, handling students with varying levels of attention, and working within limited teaching time all contribute to the complexity of real classroom management. These challenges force pre-service teachers to be more flexible and creative in adapting their teaching approaches, as certain techniques become difficult to apply effectively under real classroom conditions. These findings align with Pakpahan (2023), who found that internal challenges faced by pre-service teachers include difficulties in classroom management.

The fifth challenge is language barriers in classroom communication. Language barriers in classroom communication present a significant challenge, particularly for participants undertaking their practicum in international contexts. Participants reported that most students have limited understanding of English, making it difficult to apply teaching techniques practiced in microteaching. During microteaching, pre-service teachers practice with classmates who share the same language, allowing them to use their native

language when needed. However, in international PPL contexts, students speak different native languages, creating communication barriers where teachers struggle to understand students and students struggle to understand English instructions. This makes it difficult to convey material effectively and ensure student understanding. These issues are supported by Kusuma et al. (2025) who explain that teachers and students do not share the same native speaker. This makes communication difficult and affects the delivery of learning materials.

The last challenge identified is students' attitudes and behaviors. A small number of participants reported that real classroom conditions may involve students who display disrespectful and disruptive behavior, such as cheering at teachers, not respecting authority, skipping classes, not listening, and not paying attention. These behaviors significantly impact the teaching and learning process, undermining teacher self-confidence and making it difficult to manage classrooms effectively. When students are disrespectful, distracted, or disruptive, pre-service teachers find it increasingly difficult to implement their teaching strategies and maintain conducive learning environments. These findings are consistent with Serliana et al. (2021) research, which indicated that some students showed bad attitudes such as disrespecting the teacher sleeping during the lesson and showing low participation in learning activities. These situations made it difficult for pre-service teachers to manage the classroom effectively.

3. Strategies Employed by Pre-service Teachers in Addressing Challenges in the Classroom during PPL

To address the third research question regarding the strategies used by pre-service teachers to overcome challenges during their teaching practicum, the findings reveal four main strategies: developing appropriate lesson plans, acting as a firm and confident teacher, establishing effective classroom communication, and utilizing digital media.

The first strategy is careful to choose lesson plans that take into account students' needs and classroom conditions. Participants explained that they adapted their lesson plans by simplifying the material and focusing on key points to ensure student understanding. They selected simpler material so that students could understand it more easily, focused on important sections, and explained concepts in various ways to support understanding. These findings align with Muhalim et al. (2024), who found that pre-service teachers work to carefully plan their lessons by preparing structured lesson plans and tailoring material to student needs.

Another strategy identified is acting as a firm and assertive teacher to manage student behavior and maintain classroom discipline. Participants reported that they established clear rules at the beginning of the lesson and punished inappropriate behavior. This strict approach to managing student behavior and maintaining order reflects an effort to set boundaries so that students understand what behavior is acceptable and what is not during the lesson. By applying consistent consequences, pre-service teachers create a more disciplined and conducive learning environment, where students

demonstrate respect. This strategy supported by Muhalim et al. (2024) who found that pre-service teachers act as firm teachers to manage diverse student characteristics and maintain discipline.

The third strategy identified is establishing effective classroom communication by building positive relationships with students. There are three of ten participants said that beyond technical teaching aspects, meaningful learning requires a foundation of trust and mutual understanding. They act like friends and use friendly language to help students feel more comfortable expressing themselves. Maintaining good communication between teachers and students and building harmonious relationships are key to creating a positive classroom environment where students participate more actively. Teachers also link communication with motivational support, thereby increasing students' motivation to learn English. When language barriers exist, teachers adapt by learning the students native languages, using simple English, and combining body language and examples to facilitate understanding. These findings are consistent with Salsabila's (2024) research, which shows that pre-service teachers try to build positive relationships by interacting with students both inside and outside the classroom, creating more comfortable and friendly learning atmospheres that encourage active participation. Furthermore, these findings support Kusuma et al. (2025), who found that pre-service teachers use visual aids and body language such as pictures, gestures, and real objects to help students understand materials.

The final strategy in this study is that using digital media to support teaching and learning activities. Two of ten participant use digital tools and media to increase student engagement, facilitate communication, and make learning more meaningful. They show videos and images related to students' interests to capture their attention, use media such as films, music, and games to create a more enjoyable and interactive classroom atmosphere, and utilize technology as a communication bridge when there are language barriers between teachers and students. These findings align with Salsabila (2024), who found that pre-service teachers use digital media to make the learning process more interesting and engaging.

To sum up, the findings demonstrate that microteaching positively impacts pre-service teachers' classroom practice during PPL, particularly in lesson planning, confidence, questioning techniques, and assessment implementation. However, significant challenges emerge when transitioning to real classrooms, including environmental differences, low student motivation, facility limitations, classroom management difficulties, language barriers, and negative student behaviors. To address these challenges, pre-service teachers employ strategies such as designing adaptive lesson plans, acting as firm teachers, establishing effective communication, and using digital media, demonstrating their ability to respond flexibly to real classroom demands. These findings suggest that teacher education programs should enhance microteaching by providing more extensive training in classroom management,

behavior management, language adaptation, and resource-limited teaching environments.



CHAPTER V

CONCLUSION AND RECOMMENDATIONS

This chapter is divided into two parts. The first part is conclusion, which summarizes this research. The second part is recommendations for this study.

A. Conclusion

Based on the findings and discussion, this study concludes that microteaching has a positive impact on pre-service teachers' classroom practice during PPL, particularly in improving lesson planning skills, increasing teaching confidence, enhancing questioning techniques, and implementing assessment methods. However, pre-service teachers face significant challenges when applying microteaching experiences to real classrooms, including differences between simulated and real environments, low student motivation, lack of facilities, classroom management difficulties, language barriers, and negative student behaviors. To overcome these challenges, pre-service teachers employ several strategies such as designing adaptive lesson plans, acting as firm teachers, establishing effective communication, and using digital media. In conclusion, while microteaching serves as a valuable foundation for developing essential teaching competencies, it cannot fully prepare pre-service teachers for the complexity of real-world classrooms. Success depends on their ability to adapt flexibly and creatively to the unique demands of each teaching context.

B. Recommendations

Based on the findings, this study offers several valuable recommendations. Several recommendations are proposed to improving microteaching sessions. Microteaching sessions should be made more intense and include a variety of role-playing scenarios so that prospective teachers are not caught off guard when faced with the complexity of real classroom situations. More realistic teaching simulations need to be integrated, including handling language barriers, and diverse student abilities, to better prepare prospective teachers for the actual teaching experience. Additionally, microteaching should include simulations that reflect the realities of schools in Indonesia, such as teaching students with low academic abilities and working with minimal resources. To bridge the gap between simulated and real teaching environments, microteaching programs should also provide opportunities for prospective teachers to teach in actual schools at least once or twice before their formal teaching practice begins.

For pre-service teachers, it is strongly advised that they take microteaching classes seriously and make the most of every practice session, as the basic teaching skills developed during this course are very useful when facing real classroom situations. They should prepare themselves mentally and be flexible when entering real classrooms, especially in international contexts, by being ready to adjust lesson plans and learn basic local language expressions. Pre-service teachers must understand that real classroom

conditions are often more complex than microteaching simulations, so they need to develop adaptability and problem solving skills.

For future researchers, it is recommended that further studies explore the impact of microteaching on teaching practicum programs in greater depth. Future research is also encouraged to involve participants from various universities to gain a broader perspective and more comprehensive findings regarding the experiences of pre-service teachers during their teaching practicum. Additionally, since this study focused solely on data collected through semi-structured interviews without direct classroom observation, future researchers may combine interviews with classroom observations to gain more accurate and detailed insights into how microteaching skills are applied in real teaching situations. Furthermore, future research could employ a mixed-methods approach to combine the depth of qualitative findings with broader generalizations from quantitative data. Given the limitations of this study, these improvements are expected to provide a deeper understanding of the relationship between microteaching preparation and successful teaching practices, particularly in the context of teaching English as a Foreign Language (EFL) in Indonesia.

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APPENDICES

Appendix A: Appointment Letter of Supervisor



KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR: 1483 TAHUN 2025

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

DEKAN FAKULTAS TARBIYAH 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 :
Dr. Nashriyah, M. A
- Untuk membimbing Skripsi
- Nama : Tasya Nurul Difani
NIM : 220203028
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Impact of Microteaching on English Teachers Classroom Practice during Teaching Practicum Program (PPL)
- KEDUA : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-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 dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 30 Oktober 2025
Dekan,

Saiful Muluk

Tembusan

- Sekjen Kementerian Agama RI di Jakarta;
- Direktor Pendidikan Islam Kementerian Agama RI di Jakarta;
- Direktor Perguruan Tinggi Keagamaan Islam Kementerian Agama RI di Jakarta;
- Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;
- Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh;
- Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh di Banda Aceh;
- Yang bersangkutan;
- Temp.



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 TARBİYAH DAN KEGURUAN**

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

Nomor : B-9257/Un.08/FTK.1/TL.00/12/2025

Lamp : -

Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh
Assalamualaikum Warahmatullahi Wabarakatuh.

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

NIM : 220203028

Nama : TASYA NURUL DIFANI

Program Studi/Jurusan : Pendidikan Bahasa Inggris

Alamat : JL. ALTELERI NO.6 - BUKIT SOFA

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 IMPACT OF MICROTEACHING ON ENGLISH TEACHER'S CLASSROOM PRACTICE DURING TEACHING PRACTICUM PROGRAM (PPL)***

Banda Aceh, 17 Desember 2025

An. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan



Prof. Dr. Buhori Muslim, M.Ag.

NIP. 197508152001121002

Berlaku sampai : 23 Januari 2026

جامعة الرانيري
A R - R A N I R Y

Appendix C: Confirmation Letter from English Education Department



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

Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Email : pbi.fkk@ar-raniry.ac.id. Website : <https://ar-raniry.ac.id>

SURAT KETERANGAN

Nomor: B-035/Un.08/PBI/Kp.01.2/1/2026

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 : Tasya Nurul Difani
NIM : 220203028
Prodi : Pendidikan Bahasa Inggris
Alamat : Jl. Artileri No.6

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 Impact of Microteaching on English Teacher's Classroom Practice during Teaching Practicum Program (PPL)"

Demikianlah Surat Keterangan ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 19 Januari 2026

Ketua Prodi Pendidikan Bahasa Inggris,

Syarifah Dahliana

Appendix D: Interview Protocol

Informed Consent Form

Research Project Title : The Impact of Microteaching on English
Teachers' Classroom
Practice During Teaching Practicum Program
(PPL)

Researcher : Tasya Nurul Difani

Thank you for agreeing to participate in this research. You are invited to take part in this study because you are a pre-service teacher student from the English Education Department at UIN Ar-Raniry who has completed the microteaching course and has participated in Teaching Practicum Program (PPL).

This research aims to explore the impact of microteaching on pre-service teachers' classroom practices during PPL, the challenges they face when applying microteaching experiences in real classroom situations, and the strategies they use to overcome these challenges.

Participants in this study are selected based on the following criteria:

1. Undergraduate students of English Education Department at UIN Ar-Raniry batch 2022
2. Have successfully completed the microteaching course with a minimum grade of B.
3. Have completed the PPKPM program (regular or international)

4. Have participated in Teaching Practicum Program (PPL) in junior high schools (SMP) or senior high schools (SMA).
5. Have conducted a minimum of five teaching sessions during PPL (not limited to classroom observation only).
6. Are willing to participate in depth interviews and share reflective accounts of their teaching experiences.

If you agree to participate, you will be involved in a semi structured interview. The interview will include questions related about your experiences in microteaching, your teaching practices during PPL, the challenges you face, and the strategies you used to address those challenges. The session will last about 30–45 minutes, and with your permission, the conversation will be audio-recorded for accuracy.

Voluntary Participation

Your participation in this study is entirely voluntary. You are free to decline to participate, refuse to answer any question, or withdraw from the study at any time, without penalty, explanation, or any effect on your academic standing. You have the right to review, edit, or withdraw your data before it is analyzed.

Confidentiality

All information you provide will be kept confidential. Your name and any identifying details will not appear in any publication or report. Data will be stored securely and used only for academic and research purposes.

If you have any questions or concerns about this research, please

contact:

Principal Researcher: Tasya Nurul Difani

Phone: 0838 9927 4730

Statement of Consent

I have read and understood the information provided above. I have had the opportunity to ask questions, and all my questions have been answered to my satisfaction. I understand that my participation is voluntary and that I am free to withdraw at any time without any consequences. By signing below, I voluntarily agree to participate in this research

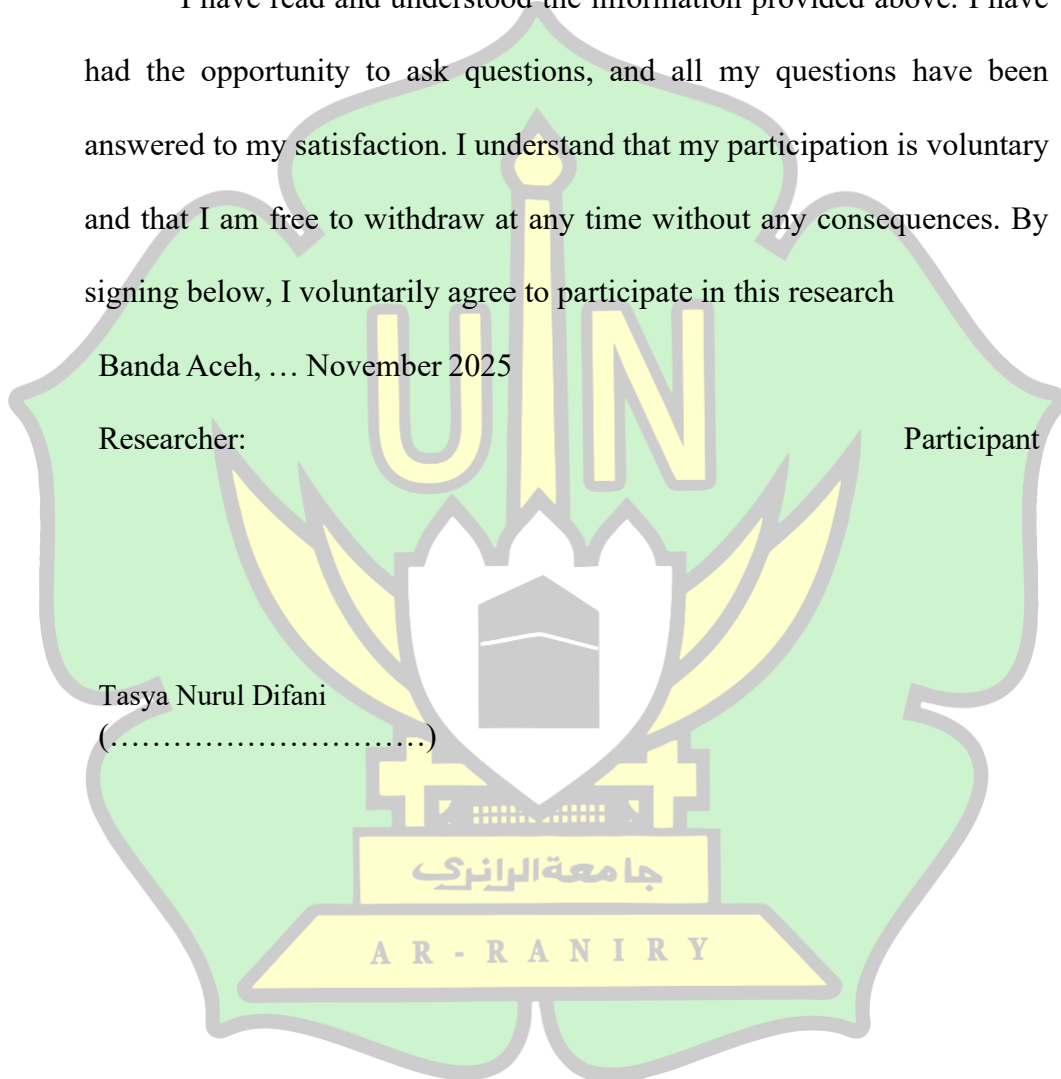
Banda Aceh, ... November 2025

Researcher:

Participant

Tasya Nurul Difani

(.....)



Questions:

1. What do you learn in microteaching class? Please explain in detail
2. How did your microteaching experience influence your preparation for PPL?
3. How do you think your microteaching experience helped you during PPL?
4. What specific skills or knowledge from microteaching were most useful during PPL?
5. What difficulties did you face when trying to apply what you learned from microteaching to real classroom?
6. Were there any teaching techniques from microteaching that did not work well in real classrooms? Why?
7. How did students' behavior or classroom conditions affect your ability to use what you learned in microteaching?
8. Did time constraints or school environment influence how you applied microteaching lessons?
9. How do you overcome the challenges you faced during PPL?
10. What strategies did you use to manage students' behavior or maintain classroom discipline?
11. How did you adapt your lesson plans when your original plan didn't work well?
12. Overall, what do you think microteaching has a significant impact on your PPL experience? What suggestions would you give to pre-service teachers before facing real classroom situations, and what recommendations would you give to improve future microteaching class?

Appendix E: Documentation of Research



AUTOBIOGRAPHY

1. Name : Tasya Nurul Difani
2. Student Number : 220203028
3. Place/ Date of Birth : Pematangsiantar/ July 14, 2004
4. Nationality : Indonesia
5. Religion : Islam
6. Sex : Female
7. Marital Status : Single
8. Occupation : Student
9. Address : Jl. Arteleri No. 6
10. E-mail : 220203028@student.ar-raniry.ac.id
11. Parents
 - a. Father's Name : Wahyu Setiawan
 - b. Mother's Name : Rusmini
 - c. Father Occupation : Entrepreneur
 - d. Mother Occupation : Housewife
12. Educational Background
 - a. Elementary School : SDN 124406 Pematangsiantar
 - b. Junior High School : SMPN 2 Pematangsiantar
 - c. Senior High School : MAN Pematangsiantar
 - d. University : UIN Ar Raniry Banda Aceh

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