THE IMPLEMENTATION OF STUDENTS

MICROTEACHING AND CHALLENGES

THESIS

This Thesis is submitted to fulfill the requirement for 'Sarjana' degree

in English Tadris Study Program

Written BY:

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ENGLISH TADRIS STUDY PROGRAM

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2025

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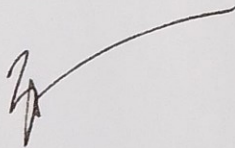
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Assalamu'alaikum Wr. Wb

Sehubungan dengan pemeriksaan dan perbaikan seperlunya maka kami berpendapat bahwa skripsi atas nama NADIA SELFI (20551042) mahasiswa IAIN Curup Prodi tadris Bahasa Inggris, yang berjudul **'The Implementations of Students Microteaching and Challenges"** sudah dapat diajukan dalam siding munaqasah Institut Agama Islam Negeri (IAIN Curup). Demikianlah permohonan ini kami ajukan, agar dapat diterima. Terima Kasih
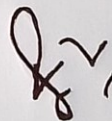
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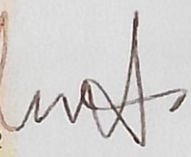 Faculty : Tarbiyah

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I hereby certify that thesis entitled **'The Implementations of Students Microteaching and Challenges'** is honestly my own work. I am fully aware that I have quoted some statements and ideas from various sources and they are properly acknowledged in the text.

This statement is made truly, if in the next day there are any mistakes, the researcher ready to accept the punishment or other criticism from IAIN Curup suitable with it is in regulation.

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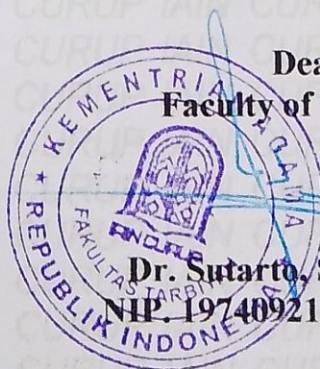
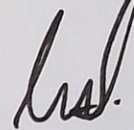**Dr. Sutarto, S.Ag., M.Pd**
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PREFACE

All praises be to Allah SWT That the researcher had finally finished writing thesis entitled 'The Implementations of Students Microteaching and Challenges'. This thesis submitted as a part of the compilation for undergraduate degree of strata 1 (S1) in English Tadris Study Program of (IAIN Curup). The researcher realizes that this thesis is far from being perfect, therefore he really appreciates any suggestions and critics for being perfect in the future.

Last but not least, the researcher hopes that this will be useful to those who are interested in this field of study.

Curup, 12 Januari 2025

The researcher

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Alhamdulillahirobbil'alamin

All praise is only for Allah SWT. who has given mercy and wisdom to the researcher. So that the researcher was able to complete this thesis. Shalawat and salam are always blessed to the Prophet Muhammad SAW for the advice given so that Muslims can be able to distinguish what is good and right, as well as bring their people from the dark ages (Jahiliyah) to the modern world as we feel today.

The researcher finished this thesis entitled **'The Implementation of Students Microteaching and Challenges'**. This Thesis is submitted to fulfil the requirment For "Sarjana" degree in English Tadris Study Program in IAIN Curup. In the process of compiling this thesis. The researcher get support, guidance, assistence, contribution ad motivation from the other. Because of those, the researcher would like to present deepest appreciation to:

1. **Prof. Dr. Idi Warsah, M.Pd.I** as the Rector of IAIN Curup.
2. **Dr. Sutarto, S.Ag., M.Pd** as the Dean of the Tarbiyah faculty of IAIN Curup.
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4. **Dr Eka Apriani, M.Pd** as the researcher advisor who always provides suggestions and directs all research processes so as not to take the wrong path.
5. **Sarwo Edy, M.Pd** as the academic supervisor of the researcher who also always supports the research process**.**
6. **All of the lectures** of English Tadris Study Program that who gave your support and wisdom to the researcher in doing this research.
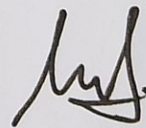
7. Special thanks to the researcher **beloved parents, Father Kasto Alam and Mother Nisnawati.** Thank you for every drop of sweat in every step of sacrifice and hard work done to give all the best things to researcher, strive for all the researcher needs, educate, guide and always provide sincere affection, motivation, as well as support and pray for the researcher in any circumstances so that the researcher is able to survive to go step by step through life's journey in achieving dreams in the future. Thank you for always being by the researcher side and being the reason for the researcher in completing the writing of this thesis to obtain a Bachelor of Education degree. Thank you for all your efforts and sacrifices.

8. My big thanks to all of my friend in English Study Program at IAIN Curup

Finally, the researcher needs constructive suggestions for being perfect researcher in the future. Hopely, the result of this research will give benefical contribution to the development of education in English Tadris Study Program and other school. For acknowledment above, and those are not mentioned, may Allah SWT give them reward. Aamin.

Wassalamu'alaikum Wr.wb

Curup, 12 January 2025

The Researcher

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MOTTO

"_Apa yang ditakdirkan menjadi milikmu, akan menemukan mu"_

Ali bin Abi Thalib

"we can't control whether everything goes our way, but we can control how we respond to what happens"

Epictetus

"You deserve Peace and Harmony"

Nadia Selfi

DEDICATION

1. **My Wonderful God (Allah SWT)**, I am forever grateful for all the blessings You have bestowed upon me, giving me the strength to stay on track and continue my journey.

2. **To myself (Nadia Selfi)**, for fighting hard and enduring the challenges that have led me to this point. I hope this achievement opens doors to new opportunities.

3. **To my big family**, especially my beloved parents, Father (**Kasto Alam**) and Mother (**Nisnawati**), thank you for your endless love, time, prayers, care, support, motivation, and the countless unreturned sacrifices that allowed me to complete this thesis.

4. **To my best friends**, (**Indah Sundari**), thank you for always being by my side, helping me in every possible way throughout this journey.

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6. **To my amazing advisors**, **Dr. Eka Apriani, M.Pd**, and **Jumatul Hidayah, M.Pd**, thank you for your guidance, expertise, and unwavering support throughout the process of writing this thesis.

7. **To all of my inspiring lecturers**, whose names I cannot mention one by one, thank you so much for your time, knowledge, and participation in the process of completing this thesis.

ABSTRACT

Nadia Selfi : **The Implementation of Students Microteching and Challenges**

Advisor : **Dr. Eka Apriani, M.Pd**

Co-Advisor : **Jumatul Hidayah, M.Pd**

This study aims to explore the implementation of microteaching by students in an educational setting and the challenges they face during the process. Microteaching is a teaching technique that allows students to practice and improve their teaching skills in a controlled, small-scale environment. The study focuses on understanding how microteaching is applied by students, particularly in a classroom context, and identifying the common challenges they encounter. A qualitative approach is utilized, involving the analysis of video recordings of student microteaching sessions and interviews with both the students and their instructors. The research aims to examine the effectiveness of microteaching in enhancing the students' pedagogical skills, as well as the specific obstacles they face, such as anxiety, time management, and classroom control. Preliminary findings suggest that microteaching plays a vital role in increasing students' confidence and competence in teaching, while also offering opportunities for reflective learning. However, the study also highlights several challenges, including difficulty in lesson planning, handling diverse student needs, and managing classroom dynamics. Interviews with students and instructors provide insights into the practical aspects of microteaching, emphasizing the need for more supportive environments and training to overcome these challenges. Overall, the study sheds light on how microteaching can be effectively integrated into teacher education programs, while also addressing the challenges that need to be overcome to maximize its potential for student development.

Keywords: Microteaching, Implementations, Challenges.

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CHAPTER I

INTRODUCTION

In this chapter, the researcher highlights the brief introduction by explaining the background of the research as the reason for the research, the research question, the objective of the research as the purpose of the research, the delimitation of the research, operational of definition, and the significant of the research.

A.   Background of Research

A teacher's primary responsibility is to instruct, and the concept of teaching is quite intricate. Brown says that Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand[1]. Teaching means giving instruction, trying to help students learn something and make them understand the knowledge that they have learned. Brown gives another definition about teaching since it deals with learning itself and cannot be defined apart from learning. According to Brown Teaching is guiding, facilitating, learning, enabling the learners to learn, and setting the condition for learning.

In teaching and learning process, teacher is the important element because weather or not the teaching-learning process is successful depends on the teacher in carrying out the process. As a matter a fact a teacher is demanded to have good quality in teaching.

Teaching English offers numerous benefits, including enhanced communication skills, increased access to information, improved career prospects,

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[1] H. Douglas Brown, "*Principles of Language Learning and Teaching"*,San Fransisco State University 5. ed., [Nachdr.] (White Plains, NY: Pearson Longman, 2008), 7.

and cultural exchange opportunities. It empowers individuals to engage globally and fosters understanding between people of different backgrounds. Teaching should not only aim at encouraging beliefs which are supported by the evidence but also at developing the power of student to gather the evidence; assess it adequacy for themselves. When teaching skills, the educator makes the students aware of reason for what they are doing and encourages them to be intelligent and reflective in the exercise of their skills. And though the environment may shape the behavior of student teachers expect students to act because of perceptions of what they ought to do.

Some potential challenges might occur in classrooms environment. According to Songbatumis, the challenges in teaching English arise from students, teachers, and the school's facility. Students face difficulties due to a lack of vocabulary mastery, poor concentration, discipline, boredom, and speaking issues.[2] On the other hand, teachers' challenges are lack of teachers' training, language competence concerns, inadequate understanding of teaching methods, unfamiliarity with technology, and a lack of professional development. It is also difficult to teach English due to a lack of existing resources and facilities to support the teaching and learning process, as well as time constraints. Suboptimal the teachers performance cause the teacher focuses on the preparation of lesson plan only and does not have sufficient time to prepare the teaching media or teaching materials that will be given to student. The teachers only teaches following guidelines in English textbooks

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[2] Aisyah Mumary Songbatumis, "Challenges in Teaching English Faced by English Teachers at MTsN Taliwang, Indonesia," *Journal of Foreign Languange Teaching and Learning* 2, no. 2 (2017): 46–47, https://doi.org/10.18196/ftl.2223.

without modifying it or using other learning media. The teaching is only limited to class discussion.[3]

The obligation to teach English is included in one of the courses in undergraduate studies. Undergraduate students serving as teacher candidates must be educated in a variety of techniques and approaches in order to offer novel experiences. Microteaching is one method to assess student as teacher nominees' grasp of pedagogical information and ideas presented[4]. Microteaching is also used to guarantee that students aspiring to be teachers have the necessary abilities to transmit pertinent information and skills.

 Microteaching is an experimental and analytical method of education training thorough which teacher's teaching skills are developed. Allen defined is as follows: "Micro teaching is training related suffix in a situation of preservice and in service teachers for commercial developments[5]. Micro teaching presents a plan for teaching practice that reduces the complexities of normal classrooms and teachers receive feedback in large part for their teaching practice.

The objectives of microteaching and learning are divided into two, general training objectives teacher's basic abilities and skills. Specific purpose, to train prospective teachers to learn in making learning designs, get the teaching profession, fosters confidence.

In the six semester at English Tadris of Tarbiyah Faculty IAIN CURUP, there is subject which is Microteaching. In the micro teaching class, the student learn to

[3] Apriani. E, Supardan D, Syafryadin, Noermanzah, Umami. *Independent Learning: English Teacher's Problem in Designing a Good Lesson Plan in New Normal Era at MAN Rejang Lebong.* Proceeding of 1st International Coference on The Teaching of English and Literature.2020 p.72-78

[4] Ghanaguru, S., Nair, P., & Young, C. (2013). Teacher Trainers's Beliefs in Microteaching and lesson planning in a Teacher Training Institution. These English Teacher.2013.p.42.216

[5] Allen, D., W. & Eve, A., W. (1968). Microteaching. *Theory into Practice*, 7(05), 181-158.

teach in front of the class like a teacher in a school. The foundational education courses include core and elective courses covering philosophy of education, educational psychology, instructional design, as well as assessment and evaluation. Micro-teaching also plays an important role in the preparation before teaching practice, aimed at helping student teachers address classroom challenges and interpret the curriculum[6]. Students are asked to make a stage where the contents are, namely the preparation stage, the implementation stage, and the stage of providing feedback.

There are several phenomena that often occur during learning in micro learning classes, namely students do not know what things are needed by new teachers in educational programs, And this statement is supported by an interview with some student, one of them is Janpatika from the 6th semester of class B, when asked if they had an particular confusion about what was needed in class during microteaching practice, She answered "so during the practice, what was more confusing was how to manage the time, and not being too free when conveying the material that would be delivered" . As a new teacher, of course there are a number of things that students must know before going straight to school. This must be known and learned by students in the micro teaching class so they are not surprised by the original conditions at school.

Common problems that are often encountered in micro teaching classes often make it difficult for students to practice in class. This often makes students lose concentration or forget what students will explain, such as a lack of knowledge

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[6] Makafane, D. T. (2020). *Implementation of Microteachin*g: The case of the National University of Lesotho. International Journal of Academic Research in Business and Social Sciences, 9(2), 144-157.

about class procedures, how to manage conditions when teaching in class, how to appear confident when teaching and learning in micro teaching classes, how to make appropriate lesson plans and how they can be professional when practicing in class.

In class, students only focus on how to complete teaching assignments in front of their friends, this actually makes these practical activities not run optimally, even though they don't understand what they are learning. They also have problems such as "lack of confidence", "anxiety", "shyness" in learning English. They are not able to speak English fluently and accurately. So, the students have their own problems in learning English.

This microteaching has an impact on real teaching experiences, as stated by Dea Natalia Saputri's research in her research entitled "The Influence of Microteaching and Private Teacher Guidance on the Teaching Ability of PPL Students" which concluded that there was a positive influence between student perceptions about microteaching on PPL students' teaching abilities. This shows that good and effective microteaching can improve students' ability to teach in schools during the implementation of PPL. On the other hand, microteaching that is not implemented effectively will reduce students' abilities because if students never practice, during PPL they will be awkward and lack self-confidence. Microteaching that is less effective can also cause students to be less able to socialize.[7]

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[7] Dea natalia S (2013), *Pengaruh microteaching, Bimbingan Guru Pamong Terhadap Kemampuan Mengajar Mahasiswa PPL UNS Surakarta.* P.7

Based on the previous description, researchers are very interested in student implement microteaching practices in microteaching classes and challenges about microteaching practices in microteaching class. In this study, the researchers only focused on the students from 2020 cohort who took the microteaching course in the 6th semester of 2023 in English Study Program.

Based on the previous explanation, the researcher is interested in analyzing student's view in microteaching course. This study entitled "**The Implementations of Students Microteaching and Challenges"**.

B.   The Questions of the Research

Based on the research background described above, the researcher compiled several research questions as follows :

1.   How do the students implement microteaching practices in microteaching course?

2.   What are the challenges that the students face during microteaching practice in microteaching course?

C.   The Objective of the Research

The objectives of the research are to find out the answer of the problems above.

1.   To investigate the students implementations of microteaching practices in microteaching course.

2.   To investigate the challenges faced by students during microteaching practice in microteaching course.

D. Definition of The Key Terms

To clarify the terms of the keywords used in this study, researchers formulate definitions to avoid misunderstanding the concepts used in research. Some of the definitions put forward are as follows:

1. Microteaching

Microteaching is a practice of teaching settings where teachers receive a lot of feedback in their performance and the normal complexity of the class is reduced. Microteaching is organized practice teaching. The goal is to give prospective teachers confidence, support, and feedback by letting them try out what they plan to do with their students. Microteaching is a fast, efficient, proven and fun way to help teachers get off to a great start.[8] Microteaching is a students activity carried out by 6th semester students with a learning method that includes presentations and small-scale teaching practice. Microteaching is implemented to help students develop their teaching skills by providing a controlled and structured teaching experience.

2. Implementations

Microteaching implementation refers to the application of a teaching method designed to train students in practical teaching skills within a limited time frame. In the English education program, microteaching is implemented by having students teach specific content in front of a small group (acting as "students" in a classroom simulation). This process includes lesson planning, teaching execution, and self-

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[8] Roy Martin Simamora. (2023). *Microteaching setting during the COVID-19 pandemic from the author's Point of view*, Jurnal Pendidikan Indonesia.p.158

evaluation or feedback from observers or instructors. The goal is to provide students with an opportunity to hone their pedagogical skills, such as time management, student interaction, and effective teaching techniques, while receiving constructive feedback to improve their teaching performance in the future.

3. Challenges

Challenges were something new that we want to do but we felt things like insecurity, shame, difficult to express what is on our minds, hard to say a word, and many other difficulties. So, what is meant by challenges in this research are the problems that will be faced by students as prospective new teachers who should know what things were needed by prospective teachers in education[9]. In this research, it refers to the challenges of 6th semester at English study program.

E. Significances of the Research

This research is expected to provide the following benefits:

1. Students or learners of English Tadris Study Program at IAIN CURUP

To make students know how to implementations micrroteaching course in class. And know what are the challenges they will be facing in the microteaching course, and provide some information about the appropriate solutions that can be used by students in learning microteaching course.

2. Lectures of English Study Program at IAIN CURUP

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[9] Yusuf, Qismullah., & Zuraini. (2016). *Challenges in Teaching Speaking to EFL Learners. Proceedings of the 1st EEIC in Conjunction With the 2nd RGRS- CAPEU Between Sultan Idris Education* University and Syiah Kuala University Banda Aceh, p.121

To give some meaningful information about most implementations and what are the challenges that will be faced by students in the sixth semester of English study program at IAIN CURUP. And to raise awareness about the importance of micro teaching solutions and how teachers can apply them in microteaching course.

3.   *Other Researcher*

To provide the other researchers with some valuable information or references, especially for another researcher who would like to conduct a much deeper research about challenges in microteaching classroom Environment. And consider the result for further study.

CHAPTER II

REVIEW OF RELATED LITERATURE

a. **Review of Related Theories**

1. **Microteaching**

   a. **Definition of Micro Teaching**

   Microteaching is a basic teaching performance training method that is designed to clearly isolate the component parts and the teaching process so that teachers or prospective teachers can master basic teaching skills one by one in simplified situations.[10]

   Meanwhile, Microteaching enhances teacher behavior in a learning environment, it can be used for various functions such as courses, and teacher education.[11]

   On the other hand, According to Asril defined Microteaching as a model of real teaching: "Microteaching is a teaching model that is minimized or also known as real teaching. The number of participants ranges from 5 - 10 people, the classrooms are limited, the implementation time ranges from 10 and 15 minutes, focuses on certain teaching skills, and the subject is simplified.[12]

   Allen and Eve cited in Saban and Coklar define that microteaching as possible to concentrate on teaching with certain behaviors and is a

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[10] Hasibuan, Ibrahim., Toemial. (2021). *Praktek Belajar Mengajar*. Bandung: Remaja Rosdakarya. p.5

[11] KILIC, Abdurrahman. (2010). *Learner-Centered Micro Teaching in Teacher Education.* International Journal of Instruction, 3(1), p.82.

[12] Asril, Z. (2019). *Micro teaching: disertai dengan pedoman pengalaman lapangan*. Jakarta: PT Raja grafindo Persada.

controlled practice system in which teaching practices are under the control of conditions.[13]

In addition, Ismail asserts that micro-teaching is a program that offers student teachers with a 'simulated situation' by conducting a mini-lesson to practice and transfer the theories that they have learned and to increase their confidence and teaching competences.[14]

Closely, according to Kieviet cited in Majoni, Microteaching is a teacher training method that uses feedback where the principle is explicitly used.[15]

Based on the definition of micro teaching above, it can be concluded that micro teaching is a small teaching practice conducted by prospective teachers where it can change the teacher's behavior in handling students in the class and find ways to manage time and lessons in the class.

b. Benefits of Microteaching

Benefits for prospective teacher students (pre-service education)

As potential teacher candidates, students have the opportunity to develop every teaching skill that must be mastered in a structured and controlled way. In microteaching, students will practice every aspect of teaching skills, starting from effective lesson planning, good classroom management, to appropriate evaluation techniques. With a

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[13] D. W. Allen and A. W. Eve (1968), *Microteaching Theory into Practice*. Boston: Taylor & Francis, Ltd., p.181-185

[14] Ismail, S. A. A. (2021). *Student teachers' microteaching experiences in a pre-service English teacher education program.* Journal of language teaching and research.,2(5), 1798-4769, 1043-1051. doi:doi:10.4304/jltr.2.5.1043-1051

[15] Majoni, Cuthbert. (2022). *Assessing the Effectiveness of Micro Teaching During Teacher Preparation*. European Journal of Research and Reflection in Educational Sciences, 5(2) p.32

gradual and directed approach, students will gain a deep understanding of each important element in teaching. Students will be given adequate guidance and support to ensure that students master each skill well competent, ready to face challenges and provide a meaningful learning experience for every student. Every prospective teacher can know the level of strengths and weaknesses of each type of teaching skill that he or she must master. By doing microteaching, prospective teachers can test and improve their teaching abilities in a controlled environment.

Microteaching is a very effective method for training prospective teachers. By using this approach, every prospective teacher student can receive complete information, clear goals, and high accuracy in the training process they undergo. Microteaching provides prospective teachers with the opportunity to practice teaching on a small scale, focusing on specific aspects they want to improve. In this process, they will get direct feedback from experienced observers, which will help them understand the strengths and weaknesses in their teaching methods. With microteaching, prospective teachers can hone their skills in managing classes, delivering material in an interesting way, and interacting with students effectively. They can also gain a deeper understanding of effective teaching strategies and appropriate evaluation techniques. Through the microteaching process, prospective teachers can gain real experience in dealing with challenges they may face in the real world. They can test new ideas,

try different approaches, and learn from their own experiences as well as from the experiences of other teacher candidates. Thus, microteaching provides opportunities for prospective teachers to grow and develop professionally. They can improve the quality of their teaching, gain greater self-confidence, and be ready to face the real world as competent and qualified teachers.

Every prospective teacher student has the opportunity to undertake retraining aimed at improving their abilities. Prospective teachers can identify their weaknesses and overcome each of these deficiencies. Apart from that, this method also gives them the opportunity to further improve the abilities they already have, prospective teachers will carry out teaching practice on a small scale. They will present study material to a group of friends or mentors who act as students. In these sessions, prospective teachers can hone their teaching skills, test new teaching strategies, and get valuable feedback for their personal development. Prospective teachers can experience significant growth in terms of teaching abilities. They can identify their weaknesses and actively work to overcome them. Apart from that, this method also gives them the opportunity to hone the skills they already have, so they can become more effective and qualified teachers. Every prospective teacher can carry out retraining which aims to improve their abilities, overcome their shortcomings, and further improve the abilities they already have. This method gives

them the opportunity to grow and develop into better teachers, so they can provide quality education to students.[16]

In-service education Teachers both independently and together can practice to further enhance the teaching abilities they already had. Knowing the advantages and disadvantages they have associated with teaching skills that must be mastered.[17]

c. **Characteristic of Microteaching**

Microteaching takes place in its true form, it's just held in micro (small) form with characteristics as follows: When implementing microteaching practice, the number of students involved usually ranges from 5 to 10 classmates, while the lecturer acts as an observer. This is done to create a more conducive atmosphere and ensure that practice time can be utilized effectively. The recommended teaching duration is around 10 to 15 minutes in front of the class. [18]The training focuses on basic teaching skills so that the time spent is not too long. Thus, microteaching practice can provide valuable experience for prospective teachers in an efficient time and Showing only 1 or 2 basic teaching skills, which are part of complex teaching skills because Limiting the focus or scope of subject matter accordingly with time Availability, after that Judging from the practitioner, prospective teachers / educators will learn while friends become students will be able to observe how peers' teaching styles are and

[16] Sahraini, M. Hum (2014). *Microteaching untuk Pendidikan Bahasa inggris*. IAIN Palopo.p.77-78

[17] Sukirman, Dadang. (2012). The Objectives and Benefits if Micro Teaching. Shidiq Wajaj, Micro Teaching Learning. Director of Islamic Higher Education.p.37-38

[18] Helmiati. (2013). Characteristics of Micro Teaching. Agvenda, Micro Teaching: Practice Basic Teaching Skills. Aswaja Pressindo.p.26-27

can assess whether or not basic skills are appropriate for learning, such as the use of methods and learning strategies, use of instructional media, assessment, etc.

Microteaching is actual teaching. The practitioner must make a learning plan, implement learning in accordance with the learning plan that has been created, manage classes and prepare a defender that can support the learning process and Microteaching is not a simulation. Because of that, friend colleagues, not treated as students but they remain true friends with both not as a student. This is to avoid friend behavior artificial counterpart that results in an uncontrolled this is the learning process between peers. The last Learning is expected to be recorded so that the results of the recording can be used as discussion material between teachers / prospective teachers to be corrected and provided input (feedback) for improvements due to the lack of practice.

d. Phases of Microteaching

According to J C Clift et all in Aggarwal, there are three phases in micro teaching: knowledge acquisition phase, skill acquisition phase, and transfer phase. These phases include:

1. **Knowledge acquisition phase**. In this phase, prospective teachers try to gain knowledge about their thinking skills, their role in the class, and the behavior of their components. For this, they will read the relevant literature. They will also observe demonstration lessons for presentation mode (modeling) skills.

Student teachers will gain theoretical and practical knowledge about these skills.

2. **Skill acquisition phase**. On the basis of the model presented to prospective teachers, they will prepare micro lessons, practical skills and conducts a micro teaching cycle. There are two components to this phase: feedback and microteaching arrangements. Micro learning arrangements include conditions such as micro class size, micro learning duration, supervisors, student types, and others.

3. **Transfer phase**. This is where prospective teachers integrate various skills. In place of artificial situations, they will teach in real classes and tries to integrate all skills.[19]

E. **Steps of Microteaching**

Kalaimathi and Julius says that there are six steps generally in micro teaching cycle, the steps are:

1. **Plan.** This involves the sand related contents which is where the use of the skills component is being carried out which can be made easily and conveniently. The topic will be analyzed in various teacher and student activities. Activities are planned in a logical sequence where maximum application of the skill components is possible.

2. **Teach.** This involves the efforts of teachers who are trained to use the skills component in appropriate situations that will arise in the

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[19] Aggarwal, J. C. (2014). *Micro Teaching. Essential of Educationl Technology Innovation in Teaching-Learning*. Vikas Publishing House PVT LTD.p.214

teaching-learning process in accordance with the planning of their activities. If the situation is different and not visualized in planning activities, the teachers must modify their behaviors according to the situation in the classroom. Trainees must have the courage and confidence to deal effectively with situations that arise in class.

3. **Feedback**. This term refers to providing information to student teachers about performance. Information includes strength points as well as weaknesses related to performance. This helps teachers who are trained to improve their performance in the desired direction.

4. **Re-plan**. prospective teachers re-plan their lessons by including strength points and eliminating points that were not handled skillfully during teaching in an earlier effort either on the same topic or on other topics suitable for teacher trainees for improvement.

5. **Re-teach**. This involves teaching to the same group of students if the topic is changed or to a different group of students if the topic is the same. This is done to eliminate the boredom or boredom of students. prospective teachers teach classes with new courage and confidence to do better than previous efforts.

6. **Feedback**. This is the most important component of Micro-teaching for modification of learner's behaviour in the desired direction in each skill exercise.[20]

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[20] Kalaimathi. D., & Julius, R. *Micro Teaching. Micro Teaching a Way to Build up Skills*. 2015. (pp. 11-12). Lulu.com.

F. Implementations of Microteaching.

Micro teaching is one of the courses that must be given to English study program students and the prerequisites before they go to school to implement PPL. Microteaching is an activity which is very vital for every student or prospective teacher. To meet demands can position himself completely and professionally in the field of teaching[21]. Microteaching learning in general is to train and prepare students as prospective teachers in facing full teaching work in face of the class by having knowledge, skills, abilities and attitudes as professional teacher. To train students to become professional teacher candidates of course it is not easy, the process of implementing micro teaching learning must be possible running effectively. The role of lecturers and student activity in micro learning teaching is very important. How to implement micro teaching learning for students of the English study program, further research needs to be carried out, so that everything problems and imperfections in implementation can be found for appropriate the best solutions and useful for improving the quality of implementing microteaching in the future.

Students practically practicing basic teaching skills in order by practicing repeatedly they will find out the deficiencies in the skills they learn to master in the teaching and learning process.

In the Standard Operating Procedures (SOP) for Microteaching Implementations, after the lecturer submits the learning contract, provides

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[21] Minal ardi (2014), *Implementations of microteaching learning student on the PPKN,* study program STIKIP-PGRI Pontianak.p.75

an explanation of the technical implementation of Microteaching, as well as provisions regarding teaching skills, learning strategies, class management and learning planning (preparation of lesson plan). Implementation of learning (RPP, preparation of learning media, preparation of learning tools and materials, learning displays, learning resources and other infrastructure). The supervising lecturer examines the display and provides feedback, especially on teaching and learning skills, including:

a. Open the lessons;
b. master and explain the material;
c. ask;
d. guide the discussion
e. provide teaching variations
f. provide reinforcement and motivation;
g. managing classes;
h. assessment;
i. using varied learning media;
j. use of language, appearance and movement as well as use of time;
k. close the lesson.[22]

2. Challenges

a. Definition of Challenges

Challenges were something new that want to do but felt things like insecurity, shame, difficult to express what is on our minds, hard to say a word, and many other difficulties. So, what is meant by challenges in this research

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[22] Dr. Widowati Budiiastuti. M.Si (2020). *Standard Operating Procedure (SOP) for Micro-teaching Implementation.* Bidang Penjaminan Mutu- LP3M. Universitas Negeri Surabaya.p. 4-5

are the problems that will be faced by students as prospective new teachers who should know what things were needed by prospective teachers in education.[23]

Tabatabaei and Pourakbari, the students' attitudes towards procedures and in learning common languages are also important, the students' negative perceptions can damage the whole of learning program.[24]

On the other hand, Ur cited in Yusuf and Zuraini, there are some problems in teaching speaking such as being scared of making mistakes, shyness, some dominating learners in the group, the learners find it hard to find motives o speak and they more natural to express themselves in their native language. [25]

Based on some previous opinions above, it can be concluded that challenges are problems or difficulties that will be faced by the teachers or students in learning English as a foreign language.

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[23] Leo, Sutanto. (2013). Challenges. W, Rini Benedicta, *A Challenging Book to Practice Teaching in English.* C. V Andi Offset.p.8

[24]Tabatabaei, Omid., & Pourakbari, Ali. (2012). *An Investigation into the Problems of Teaching and Learning English in the Isfahan Province High School*s, Iran. Journal of Language Teaching and Research, p.103

[25]Yusuf, Qismullah., & Zuraini. (2016). *Challenges in Teaching Speaking to EFL Learners. Proceedings of the 1st EEIC in Conjunction With the 2nd RGRS- CAPEU Between Sultan Idris Education* University and Syiah Kuala University Banda Aceh, p.121

b. Kind of Challenges

For prospective teachers they usually do not know what things they should know before teaching practice in the class. Not only that, many things are needed by prospective teachers to be able to become a good teacher. Therefore, we should know what need as a prospective teacher. Bartell argued that new teachers have special needs that come from their beginner status[26].

They must be familiar with their own school and district procedures. They need to learn how to manage their classroom and take care corresponding notes. They need help with psychological adjustment related to work demands and pressures. They have many needs such as being on the internet, the field of curriculum and teaching, and in knowing what to teach and how to teach it well to their own students. They need to learn the norms and their professional practice. They need to understand and be able to relate with the life and culture represented in their class. They need to know how to navigate the politics of the school where they work and broader contexts that affect the proffesion.

Many recent studies on teaching practice reveal the challenges faced by students when practicing. Bartell explores the challenges faced by novice teachers, and categorizes these challenges into seven categories, namely procedural, managerial, psychological, instructional, professional, cultural and political categories. Along with these categories, Bartell also presented examples of problems in the form of a table below.[27]

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[26] Bartell, C. A. (2005). *The Challenges Facing Beginning Teachers*. Livsey Rachel, Cultivating High-Quality Teaching Through Induction and Mentoring. United States of America.p.16-17

[27] Bartell. (2004). *The Challenges Facing by Beginning Teacher of B,Ed Programme Issues.* Turkish Online Journal of Distance Education.p.30-35

Table 2.1
New Teachers Needs Addressed in Education Program
(Bartell)

Category	Examples
Procedural	Familiarity with school and district procedures and expectations for personnel
Managerial	Classroom management strategies; time management; setting up the classroom; getting materials and supplies; scheduling; taking attendance; grading practices; keeping records
Psychological	Managing stress, gaining self-confidence; handling challenges and disappointments; transitioning from student to teacher role; attending to physical and emotional well being
Instructional	Grade-level curriculum standards and expectations; lesson planning; instructional resources; assessing student progress and using results to shape instruction; using a variety of instructional practices; adapting instruction to meet individual student needs
Professional	Teaching norms and practices; appropriate boundaries and relationships between faculty and students; legal issues; the role of professional organizations; professional development opportunities
Cultural	Developing rapport with students and parents; understanding and appreciating environment; using community resources; valuing diversity; developing cultural proficiency
Political	Getting to know colleagues; contributing to extracurricular program; building relationships with colleagues, staff, and administrators; understanding the broader context of teaching and reform efforts

One common definition of a problem is "a difficult obstacle or goal"[28]. Put differently, everything that is challenging to solve is a problem. Vangundy implies that all difficulties are problems and that solving problems is a means of achieving objectives. Although a student can fully understand a material, several contributing factors prevent pupils from mastering it in the allotted amount of time[29].

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[28] Vangundy, A. B. *101 Activities for teaching creativity and problem solving*. San Fransisco (2005) p.34

[29] A Hallen, *Bimbingan dan Konseling, Ciputat Press*, Jakarta, 2002.P.89

Challenges that the microteaching class was dealing with:

a. Classroom Management Strategies Challenge

Classroom management is "how the teacher organizes and controls student behavior, movement, and interaction during a lesson to allow teaching to take place most effectively"[30]. It covers a variety of topics. They can contain, for example, rules and processes for controlling student work, learning groups, and problem conduct.

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

Class management with orderly and disciplined students is the dream of a teacher in managing a class. The key to effective student learning is effective classroom management as well. Through classroom management, a fun learning environment will also be realized. It can develop abilities, attitudes, and appreciation according to the emotional, intellectual, and social environment of students in the class. Many students still find it difficult to manage the classroom. Most students tend to focus more on delivering the material, which often leads to neglecting classroom management[31]. However, this is not easy to implement because many students still need help managing the class. Most students focus more on achieving the delivery of material, so

[30] Richards, J. (2001). Beyond Methods in Candlin, C & C. Mercer. English Language Teaching in Social Context.

[31] Fitriani, Jatul, and Siti Zulpa Zahra, "*Problematika Mahasiswa Calon Guru Dalam Pelaksanaan Pembelajaran Micro Teaching di STIQ Amunta*i," *DIAJAR: Jurnal Pendidikan dan Pembelajaran* 1, no. 3 (July 30, 2022): 259–67, https://doi.org/10.54259/diajar.v1i3.948.

class management needs to be addressed more often. Thus, classroom management is a factor with an important category that influences the problems they experience in micro teaching activities.

b. Time Management Challenge

Time management means making the best use of one's time to maximize production and achievement. It is concerned with managing work schedules through advanced planning, organizing, and implementation to fulfill their and the organizations' goals and objectives. Time is the most significant asset available to people and businesses. Time management is crucial to grasp the process of time management and one's contribution to success in both personal and professional life. However, like any other asset, it can be wasted or used wisely. Squandered if it is not valued. Time management is concerned with the discovery and execution of the most efficient techniques for completing assignments of any length on time and with quality while wasting no time. It is human nature to spend time based on their interests and convenience to avoid labor and duty in any business.

On the other hand, some people have good time management abilities, and using them to develop good habits can be instrumental in achieving success. On the other hand, others have established bad time-management practices that need to be declared or acknowledged as flaws. In research owned by Nailul Fitria, that the second biggest problem experienced by students in microteaching classes is time management problems[32].

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[32] Nailul Fitria, "Students problem in Microteaching Class". Faculty of Education and Teacher Training-Raniry State Islamic University Banda Aceh 2023.

In this case, students have a problem: they need more time to practice teaching in microteaching classes. Students chose this factor because they were only given 10-15 minutes of teaching time. In this case, factors due to time constraints are included in the critical category of microteaching. Managing time effectively to fulfill learning objectives can be a formidable task within the context of the learning process[33]. This problem is also inseparable from micro-teaching, defined simply as a learning situation within a certain time and amount, around 10-15 minutes. With this time, students are required to be able to Complete learning with several basic teaching skills with limited subject matter. In this case, students mentioned that teaching practice was like being pressed for time. Therefore, they need to remember several teaching skills, including closing the lesson concluding the material taught.

c. Managing Stress Challenge

Many participants in microteaching experience anxiety regarding the evaluation process, particularly when the session is assessed by the instructor or fellow participants. The fear of criticism or negative feedback can serve as a significant source of stress. Stress is a condition in which a person feels out of sync with their situation, both physically and psychologically, with its sources originating from biological factors and social systems. some participants recognized that their interpretations of situations impacted their stress levels[34]. Stress can also be described as a condition that arises due to an

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[33] Audi Yundayani and Fiki Alghadari, "Challenges and Solutions in Student Teachers' Microteaching for English Language Teaching," *Pedagogia : Jurnal Pendidikan* 13, no. 2 (August 29, 2024): 295–305, https://doi.org/10.21070/pedagogia.v13i2.1685.

[34] Peter V. Oliver, "Perfectionism and Stress During Student-Teaching: Managing Uncertainty With Overcompensation," *Journal of Educational Research and Practice* 14, no. 1 (January 10, 2024), https://doi.org/10.5590/JERAP.2024.14.1.02.

individual's inability to cope with stressors, whether real or perceived, in relation to the person's existing biological, psychological, and social resources. Particularly for those who are teaching for the first time, there is pressure to demonstrate strong teaching skills and satisfy the audience. The feeling that everything must be done perfectly can trigger stress.

Speaking in front of others, especially in situations involving direct interaction with participants, can also lead to social anxiety. Some individuals may feel pressured or concerned about how they are perceived. Microteaching is often conducted within a very limited time frame, creating pressure to organize the material and activities efficiently within a short period. Many students feel stressed if they believe the teaching objectives set for the microteaching session have not been achieved. This often occurs when there is insufficient time or the audience is not engaged with the material.

d.   Gaining Self-Confidence Challenge

Students in microteaching classes often feel uncertain emotional states such as nervousness. Based on the Psychology Dictionary, nervousness is experiencing or showing worry, anxiety, and fear of what might happen. For example, anxious people may face a racing heart, headaches, rapid breathing, and sweating. Bartell categorizes nervousness as a psychological problem in microteaching classes[35]. while Lack of self-confidence is a problem that students often experience. The attitude of self-confidence is very influential on the success of teaching practice. Students who are not confident tend to make

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[35] Bartell, C. A. Cultivating high-quality teaching through induction and mentoring. Corwin Press.2004

more mistakes, such as the volume becoming unstable/unclear, forgetting the teaching steps, and being nervous.

According to Randall and Thornton, if anxiety is controlled effectively, it can be a positive force for teachers. They also admit that many teachers are nervous about starting a new class[36], so they plan and design successful courses for their new class while paying close attention to what is happening in the classroom. In contrast, the group of inexperienced teachers frequently suffers tension, a source of anxiety, in the classroom, which typically caused by teaching load and career concerns[37].

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

e.   Lesson Planning Challenge

Lesson planning begins with creating objectives; it is empirical that they should master the requirement of objectives, which stands for the acronym "SMART," and should be appropriate to the subject matter, which also demands the type of materials to be utilized in the plan's implementation.

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[36] Randall, M. and Thornton, B. (2001). Advising and supporting teachers, Cambridge University Press, Cambridge, pp. 99-100.

[37] lasheev, S. I., & Bykov, S. V. (Teachers' state of anxiety. Russian Education & Society, 44(12),2002 62-72.

According to Notar, a taxonomy of objectives should be developed to assist and remind pre-service and full-time teachers to only depend on a single level, such as bare recollection of factual knowledge.[38]

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

However, many students need help with issues in developing learning plans. Lesson plan is a teacher's teaching guide; Lesson plan makes learning more focused and systematic. However, many students still need assistance creating proper lesson plans in microteaching practice. However, in reality, students still have difficulty in preparing them. Such as the results of Rolanda Research, The researcher found three problems faced by students in designing lesson plan during microteaching class. They were formulating indicator/ objectives, analyzing basic competence (KD) to the indicator, and selecting evaluation/ assessment[39]. Many students still need to follow the guidelines by existing provisions because many still copy on social media and copy them for assignment purposes in preparing lesson plans. As a result, the learning objectives' outcomes are impacted.

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[38] Notar, C. E., Zuelke, D. C., Wilson, J. D., & Yunker, B. D. (The table of specifications: Insuring accountability in teacher made tests. Journal of instructional Psychology, 31(2), (2004). 115.

[39] Yuliana Rolanda. An Analysis of Students' Problems in Designing Lesson Plans During Microteaching Class. Faculty of Education and Teacher Training Ar-Raniry State Islamic University Darussalam – Banda Aceh (2019)

f. Instructional Research Challenge

Selecting instructional resources that align with the topic and learning objectives can be challenging, especially for students who are new to choosing varied resources. The difficulty faced in micro-teaching activities is selecting the appropriate learning resources for teaching[40]. Too many resources can confuse the audience, while too few may make the learning experience less engaging. Some students may initially be unfamiliar with managing or integrating various resources in their teaching, such as using digital tools or learning technologies effectively. The need for technology such as projectors, digital applications, or other devices can add complexity, especially if the technology does not function properly during the microteaching session. The use of too many or inappropriate instructional resources can also distract students or make them less engaged in the learning process. Nwike & Catherine discovered that students who were taught using instructional materials out performed those who were not taught using instructional materials[41].

g. Teaching Norms and Practices Challenge

Ensuring that students are actively engaged in learning is a key aspect of effective teaching practice. In microteaching, managing student engagement, which may be limited, can be a challenge, especially if the audience is not large or consists of classmates who may feel more relaxed. Although the audience in

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[40] Fitriani, Jatul, and Siti Zulpa Zahra, "Problematika Mahasiswa Calon Guru Dalam Pelaksanaan Pembelajaran Micro Teaching di STIQ Amuntai,": Jurnal Pendidikan dan Pembelajaran 1, no. 3 (July 30, 2022): 259–67, https://doi.org/10.54259/diajar.v1i3.94

[41] Nwike, M. C., & Catherine, O). Effects of use of instructional materials on students cognitive achievement in agricultural science. Journal of Educational and Social Research, 3(5), 2003. 103

microteaching is relatively small, classroom management remains a challenge. Managing interactions and group dynamics, maintaining order, and ensuring that positive classroom norms are upheld can be difficult to achieve in a brief session. Bartell categorizes teaching norms and practices as a professional challenge.[42] One important aspect of microteaching is receiving constructive feedback from observers or other participants. Some instructors may feel awkward or uncomfortable when receiving criticism regarding their teaching practices.

h. Appropriate Bounderies and Relationship Challenge

In microteaching, especially when the instructor and students come from the same background (students with classmates), maintaining a professional distance can be challenging. The instructor may feel too close or familiar with the students, which can blur professional boundaries. Students, especially in a microteaching setting, may attempt to approach the instructor on a more personal level. This can lead to confusion for the instructor in distinguishing between professional and personal relationships. Without clear boundaries, it may become challenging to manage the classroom and maintain appropriate interactions. Bartell categorizes Appropriate Bounderies and Relationship as a professional challenge.

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[42] Bartell, C. A. The Challenges Facing Beginning Teachers. Livsey Rachel, Cultivating High-Quality Teaching Through Induction and Mentoring. United States of America.2005

B. Review of Related Findings

The First previous research was conducted by Utami 2020 from Faculty of Teachers Taining and Education Universitas Islam Pekan Baru. This research entitled "An Analysis Of Students Challenges in Microteaching Class: Phenomena At English Language Education on FKIP UIR". In this study, to analyze the data, the researcher used descriptive qualitative method by using questionnaires and interviews as instruments, it showed that students at English Language Education of FKIP UIR dominantly faced difficulties in managerial category.[43] The Results of this research shown that student teachers at Universitas Islam Riau especially faced challenges in planning in advance the contents of the material as well as difficulties in controlling the course of discussion and clarifying students' issues or opinions.

The second previous was conducted by Nailul Fitria 2023 from Faculty of Education and Teacher Training Ar-Raniry State Islamic University Banda Aceh. This Research entitled "Student Problem's in Microteaching Class".The purpose of this research is to find out the students' problems during their teaching practices in microteaching class. This study is uses qualitative research design. The results of this research is Most students experience nervousness during microteaching, which affects their performance by causing them to forget prepared material and struggle to communicate effectively. Time management is also a challenge, with some students having difficulty allocating time for different activities. Effective time management is crucial to completing planned tasks within the allotted time.

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[43] R.A Tri Ratu Utami (*An Analysis Of Students Challenges in Microteaching Class: Phenomena At English Language Education*. FKIP UIR Faculty of Teachers Taining and Education Universitas Islam Pekan Baru.(2020)

Additionally, students face difficulties in designing lesson plans, which are necessary for organizing and focusing their teaching.[44]

Third, research was done by Rolanda 2019 from Faculty of Education and Teacher Training Ar-Raniry State Islamic University Darussalam – Banda Aceh. This research entitled "An Analysis of Students' Problems in Designing Lesson Plans During Microteaching Class". The purpose of this research is to analyze students' problems in designing lesson plans during micro teaching class and to find out the students' perspective of it. This study uses a qualitative research design.[45] The Results of this research shown three problems faced by students in designing lesson plan during microteaching class. They were formulating indicator/ objectives, analyzing basic competence (*KD*) to the indicator, and selecting evaluation/ assessment.

The fourth previous research was conducted by Peter V. Oliver 2024 from University of Hartford, West Hartford, Connecticut, United States. This research entitled "Perfectionism and Stress During Student Teaching: Managing Uncertainty With Overcompensation". The purpose of this research is to Explore the relationship between perfectionism and stress among student teachers, particularly those who are unclear about their performance expectations. This study use qualitative method. The results of this research is The study found that student teachers experience stress due to unclear roles, pressure to teach perfectly, and difficulties balancing personal and professional life. They use social support and

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[44] Nailul Fitria. Students Problem in Microteaching Class. Faculty of Education and Teacher Training Ar-Raniry State Islamic University Banda Aceh (2023)

[45] Yuliana Rolanda. *An Analysis of Students' Problems in Designing Lesson Plans During Microteaching Class.* Faculty of Education and Teacher Training Ar-Raniry State Islamic University Darussalam – Banda Aceh (2019).

strategies like time management and relaxation to cope with stress. The researcher recommends clear communication and the application of stress management techniques.[46]

The similarity between this research and previous research lies in the phenomena and problems or challenges that occur in microteaching practice classes faced by students. Meanwhile, the difference between this research and previous research is that this research is more detailed in looking at challenges or problems in microteaching classes, starting from before practice, during practice, and after practice.

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[46] Peter V. Oliver, "Perfectionism and Stress During Student-Teaching: Managing Uncertainty With Overcompensation," *Journal of Educational Research and Practice* 14, no. 1 (January 10, 2024), https://doi.org/10.5590/JERAP.2024.14.1.02.

BAB III

RESEARCH METHODOLOGY

This chapter concern about the methodology and the procedure to develop the study. The research method involved these elements: kind of the research, subject of the research, technique of collecting data, instrument, and technique of data analysis.

A. Research Design

The researcher used a qualitative approach in this study and used the descriptive method to develop it. The type of research known as qualitative does not involve any numbers or calculating. It implies that the results of qualitative research are presented in written or verbal form. [47]Additionally, descriptive research entails gathering information with the goal of responding to inquiries about people's opinions by describing and analyzing the subject with realism as a result. By describing phenomena about what the study subject experiences using words and arguments, qualitative research tries to investigate, find, describe, and explain them.

Moreover, this study adopted a qualitative approach. Qualitative research involves the exploration of social events in their natural settings and aims to provide explanations for social phenomena. Specifically, the study employed a descriptive qualitative research method, which focuses on portraying spontaneously occurring phenomena without conducting experiments or applying artificial interventions. Essentially, the data be collected as it naturally

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[47] Gay, L. R & Airasian, Educational Research: Competencies for Analysis and Application (10th Edition). (Upper Saddle River, DJ: Prentice Hall, 2000), P. 175.

exists in the field, without any alterations or additions by the researchers. [48]Based on this description, it is evident that this study employs a descriptive approach presented in a qualitative manner. In other words, the researcher summarized the observed phenomenon using data gathered in the field and present it through words or descriptions rather than numerical or quantitative measurements. It is essential for researchers to refrain from modifying the data in a way that would compromise its natural state in order to maintain the authenticity of the collected information.

B. Subject of The Research

The Subjects in this Research were Students from the 2020 who took the Microteaching course in the 6th semester of 2023 in the English Study Program at IAIN CURUP and participated in this research. Creswell says that the target population subgroups that will be studied by researcher to be generalized about the target population is called a sample. Sample is a part of a population of universe.[49]. in this research, the researcher will use purposive sampling. Purposive sampling is a technique for sampling data sources with certain considerations, for example the person is considered to know best what we expect[50]. Because the researcher feels that the subjects taken know the most about the problem that the researcher will study.

[48] Patrik Aspers and Ugo Corte, 'What Is Qualitative in Qualitative Research', Qualitative Sociology, 42.2 (2019), 139–60 <https://doi.org/10.1007/s11133-019-9413-7>.

[49] Etikan, Ilker., & Musa, Sulaiman et all. (2016). Comparison of Convenience Sampling and Purposive Sampling. American Journal of Theoretical and Applied Statistics.p.5

[50] Sugiyono. (2019). *Metodology Penelitiank Kuantitatif dan Kualitatif.* R & D Ban .p.85

The three participants of the study were selected from a microteaching class in English Language Education Program using purposive sampling or criterion-based. There are two microteaching classes in English Language Education Program, but only one class was used. The participants chosen based on the criteria bellow:

1. Students who were in microteaching class and had passed microteaching course. It is assumed that if they had passed that courses.

2. students who get an A grade during practice, the reason this criterion is taken is because students who get an A grade can be sure to master and understand the challenges they face in class and succeed in mastering them well.

3. Students who still have their practiced videos available, as these are needed for observation purposes. This step is taken because some students, despite receiving A grade, do not have their practice videos.

C. Technique for Collecting Data

To collect the data in this research, the researcher used Observation and interviews as instruments. In this research, the researcher asked the students to fill out an interview that was provided by the researcher.

1. Document Analysis

In this qualitative research, data was collected using document analysis techniques. Document analysis is used to evaluate existing documents in order to gain a deeper and more comprehensive

understanding of the research topic[51]. This technique was chosen due to its ability to reveal meanings, patterns, and themes contained within various forms of documents, both written and visual, that are relevant to the research topic. Document analysis allows the researcher to explore information that cannot be obtained through interviews or observations. Document analysis, as a data collection technique in this study, aims to observe students' implementation in a microteaching class related to the phenomenon being investigated. The documents analyzed in this research are video recordings of students' microteaching practices.

2. Interview

This research applies interviews to collect data about students challenges on microteaching courses. In an interview, there are two parties involved, namely the person being interviewed and the interviewer. The interviewer will ask questions that must be answered by the person being interviewed, in this case the student being interviewed.[52] This interview aims to obtain deeper information and understanding about the student. The interviewer will use relevant questions to explore the knowledge, experience and personality of the student being interviewed. Thus, interviews are an opportunity for students to show their abilities, interests and potential to the interviewer.

In the interview, involves the activity of giving several questions from a researcher to one or more participant to gather information [53]. Interviews offer

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[51] Creswell, John W. Research Design, Qualitatives, Quantitative, and Mixed Methods Approcahes (Fourth Edition). United State of America: Sage Publications. 2014

[52] Esterberg (2015). Macam-Macam Wawancara. dikutib dalam Sugiyono, Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D. Bandung: Alfabeta,p.90

[53] Creswell, John W, (2009), "Research Design pendekatan peneliitian kualitatif, kuantitatif, dan mixed" Yogyakarta;Pustaka belajar.p.76

the possibility to gain insight into the world of interviewing and a deeper understanding of the nature or meaning of every day interviewing experiences. Interviews can also be used to test hypotheses. The researcher uses a semi-structured interview to collect the data from students. The advantages of semi structured interviews are, in the first instance, that it gives the interview a degree of power and control the course of interview. The second, it gives the interviewer a great deals or flexibility[54]. The researcher chooses this type because it gives more freedom to the researcher for creating and developing the question based on the interviewee's answer.

D. Instrument of the Research

According to sugiyono in sugiharto, a research instrument is a tool used to measure observal natural and social phenomena[55] The goal is to collect data or information that is useful to answer research problems. In this research, The researcher use several instrument:

1. Document Checklist

In this research, researchers used a Document Checklist. A document checklist is an evaluation tool used to assess the quality and suitability [56]of an educational video or any other video being observed based on specific criteria. The purpose of this checklist is to provide a structured assessment of various aspects of the video, ensuring that the video aligns with the intended learning

[54] Nunan, D. (1992). *Research Methods in Language Learning*. Cambridge: Cambridge University Press.p.149

[55] Sugiyono. (2019). *Metodology Penelitiank Kuantitatif dan Kualitatif.* R & D Bandung : ALFABETA.p.151

[56] Muhammad Azwan Basaruddin, Hema Rosheny Mustafa, "*The Importance of Using Checklist in Measuring the Comprehensiveness of English Teaching Materials*: A Systematic Literature Review," Teaching English as a Second Language Program, School of Social Sciences and Humanities, Universiti Teknologi Malaysia. *2023*

objectives or desired needs. This checklist serves as a systematic guide to evaluate whether the video meets the expected quality standards, as well as its relevance and effectiveness in the context of teaching and learning.

If this is an important part of the researcher's awareness, if it is information that has helped the researcher understand the context, the program, what has happened, whatever, then as quickly as possible, that information should be placed in the research notes.

Table 3.1

Document Checklist of Student's Implementations in Microteaching

Instruction: Observe the activities in video, and identify their existence by ticking ($\checkmark$) "yes" if the indicator of the activity is carried out and ticking "no" if the indicator is not carried out by the Respondents.

Observed Aspects	Indicators	Yes	No
Pre-Teaching			
Preparing the Lesson Plan	The respondent is preparing the lesson plan that includes the school identity, subject, grade, and semester, core competencies (KI) and basic competencies (KD), indicators of competency achievement, learning objectives, learning materials, approach/method/model/media/teaching aids/learning resources, lesson steps, assessment, and attachments.		
Preparing and Using Media and Learning Resourches	The respondents uses the Media and learning resources are used effectively and efficiently (applied appropriately and safely, and with skillful use of media/tools/materials).		
Opening the Classroom	a) The respondents is greeting the students and asking how they are doing also, inviting the students to pray according to their respective beliefs.		
	b) The respondents is taking attendance of students		
	c) The respondents is asking introductory questions		

	d) The respondents is presenting the benefits of learning will be studied		
	e) The respondents is explaining the learning objectives to be achieved in the session.		
Stimulating, giving appreciation and motivation	The respondents is asking simple questions or giving a warming up to stimulate or to catch students attention and giving appreciation, also giving motivation to students.		
Core-teaching			
Mastering and Explaining the Material	The respondents is presenting an outline of the material to be studied.		
Giving some questions	a) The respondents is asking questions clearly related to the material.		
	b) The respondents is providing students an opportunity to think before answering the questions.		
Guiding the discussion	The respondents is guiding the class to interact actively in discussion.		
Providing various Teaching strategy	a) The respondents is Implementing active learning steps (encouraging students to engage in hands-on activities).		
	b) Guiding students in a class-wide, group, or individual setting.		
Managing Classes	a) Using communicative language.		
	b) Demonstrating good behaviour		
	c) Controlling the students work.		
Using Various learning media	a) The respondents uses more than one type of media in the teaching process.		
	b) The respondents can select learning media that align with the learning objectives and the characteristics of the material.		
	c) The respondents can operate the media smoothly and effectively.		
Post-Teaching			
	a) The respondents is Monitoring the students learning progress.		

Assesing students works	b)	The respondents is Carrying out assessment of learning outcomes according to the plan.		
	c)	The respondents is Following up on the assessment results during the learning process.		
Closing the classroom	a)	The respondents is providing feedback on the learning process.		
	b)	Praying for the closing of the lesson.		

2. Interview Guidance

This study applies interviews to collect data on was collected to answer the question "How the student implement microteaching practices in microteaching course' Therefore, semi-structured interviews were conducted by researchers to find out the challenges in implementing microteaching practices in the classroom. Interview is involving between interviewee and interviewer, where the interviewer will be given several questions and interviewee must answer. Interview is a meeting of two humans to share some information and mind through several questions and response[57].

There are several steps to create questions as follows, first, researcher create interview guidelines of students view of microteaching course, several students will be interviewed based on categories from Bartell 2004, after conducting interviews, several challenge items will be obtained and used as challenge indicators.

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[57] Esterberg. In Prof. Dr. Sugiyono's Book "Metode Penelitian Tindakan Komprehensif (Alfabeta Bandung, (2015).p.265

Table 3.2
Interview Guidelines of Students View of Microteaching Course
by Bartell (2004)

Indicator	Sub-indicator	Questions
Managerial	Classroom management strategies	1. in your point of view, do you have any challenges in managing classroom?
		2. In your point of view, what is the challenge you faced in managing the classroom during the microteaching practice?
	Time Management	1. in your point of view, do you have any challenges in managing the time during the microteaching practice?
		2. In your point of view, What is the challenge you faced in managing time in the microteaching practice?
Psychological	Managing stress	1. in your point of view, do you feel stress in the microteaching session? 2. In your point of view, What is the challenge you faced in managing stress?
	Gaining self-confidence	1. in your point of view, do you have any challenges in gaining selfconfidence during the microteaching practice?
		2. In your point of view, What is the challenge you faced in gaining your self-confidence?
Instructional	Designing Lesson plan	1. in your point of view do you have any challenges in designing a lesson plan for microteaching practice?
		2. In your point of view, What is the challenge you faced in designing lesson plan?
	Designing Instructional resources	1. in your point of view, do you have any challenges in designing an instructional resources for microteaching practice?
		2. In your point of view, What is the challenges you faced in preparing instructional resources?
Professional	Teaching norms and practices	1. in your point of view, do you have any challenges in teaching norm and practices in microteaching practice?

		2. In your point of view, What is the challenge you faced in Teaching norms and practices?
	Appropriate bounderies and relationship	1. in your point of view, do you have any challenges in appropriating bounderies and relationship in microteaching practices?
		2. In your point of view, What is the challenge you faced in Appropriating bounderies and relationship?

E. Technique of Data Analysis

This section presents the data analysis procedures that are performed on the collected data in order to answer the research questions. Technique of data analysis did by processing the result of interview transcript, observation note, and document review. The data were analyzed based on interactive model of analysis promoted by Miles and Huberman 1994[58]. There are three different types of this model including; data reduction, data display, conclusion drawing/verification and data collection from an interactive cyclical process.

a. Data Reduction

In this section researcher presents the process of assessing the data through the process of selecting, focusing, simplifying, and transforming the data. Data, which is gathered from the interview, observation, and documents, is huge and complex. Therefore data reduction is needed to make the data clear and easy to use. Then, to reduce the data, the researcher focuses on the research question, which is about the challenges faced by

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[58] Miles, Mathew B., dan A. Michael Huberman. An Expanded Sourcebook: Qualitative Data Analysis. London: Sage Publications.1994

students in the microteaching class. The data which was not related to it was set apart.

b. Data Display

Data display means an organized, compressed assembly of information that allows conclusion drawing. Data display helps us to comprehend what is happening and to do something. The data display in this study using table and Descriptive text.

c. Conclusions Drawing

Conclusion drawing is also known as verification. From the very beginning of data collection, the researcher starts to decide what things mean, as a temporary conclusion, and holds these conclusions lightly; maintaining openness and skepticism, but the final conclusions may not emerge until data collection is over. The data triangulation of this research gained from the interview, observational notes, and the document analysis. Meanwhile, drawing conclusion is the last step of data collection which should follow data reduction and data display before (Miles and Huberman). Moreover, in this research, the researcher started to decide the important variables to draw in the conclusion. As a result, the final conclusion will be fulfilled by valid and consistent an evidence that has been collected.

BAB IV

FINDINGS AND DISCUSSION

This section validates the observed phenomena and discussions through a comprehensive analysis of data gathered from both observations and interviews. The insights derived from these methods not only corroborate but also enhance the research findings, providing a cohesive and evidence-based understanding of the study's outcomes.

A. Findings

The researcher presented findings derived from Document Analyisis and interviews. The purpose of collecting this data was to validate how students implement microteaching and identify the challenges faced during the process. The study employed a descriptive approach, characterized by qualitative methodology.

1. The Student's Implementation of Microteaching Practices in Microteaching Courses.

a. The Document Analysis Results

The Document Checklist was designed to facilitate the collection of data related to How the Students Implement Microteaching Practices in Microteaching Courses at the Students from the 2020 cohort who took the Microteaching course in the 6th semester of 2023 in the English Study Program at IAIN CURUP. The analysis was conducted by watching videos belonging to the students who are the respondents on 28th january 2025. There are three students being observed. The result of the observation can be seen below:

In Pre-teaching, the lesson plans prepared by the student teachers were well-structured and included all essential elements. Each plan outlined the school identity, subject, grade, and semester, as well as the core competencies (KI), basic competencies (KD), indicators, and learning objectives. In terms of media and learning resources, the student teachers made effective use of various materials to support the lesson. Each respondent carefully selected media that were aligned with the teaching objectives, ensuring the lesson was both engaging and interactive. However, one aspect that stood out was the classroom opening. While the student teachers greeted the class and used warm-up activities to capture students' attention, they did not begin the lesson with a prayer or take attendance. Throughout the lesson, the student teachers actively engaged students by asking simple questions and conducting activities that encouraged critical thinking.

In Core-teaching, The presentation of material was clear and structured, with the student teachers presenting an outline of the lesson and utilizing visual aids and media to support their explanations. In addition, the student teachers applied cooperative learning strategies, dividing the class into small groups for discussions. The student teachers also incorporated active learning activities, where students were involved in practical exercises.

Classroom management was another strong point. The student teachers used communicative language effectively, which helped clarify instructions and foster a better relationship with the students. Their good

behavior served as a model for students, encouraging discipline and respect. Furthermore, the student teachers managed student tasks well, keeping the class focused and preventing distractions. This structured environment contributed to a positive and productive learning atmosphere.

In the Post-teaching, the student teachers were proactive in monitoring student progress. They conducted assessments aligned with the lesson plan and followed up on the results during the session. By providing timely feedback, they were able to address any difficulties students encountered, offer support, and adjust their teaching methods accordingly. This ongoing assessment ensured that the lesson objectives were met and that students had the opportunity to improve throughout the session.

In the Finally, at the end of the lesson, the student teachers provided feedback on the learning process. This feedback helped students reflect on their strengths and areas for improvement. While there was no prayer session to close the lesson, providing feedback ensured that students had a clear understanding of their progress and could focus on areas that required further attention.

Overall, the student teachers demonstrated strong teaching skills during their microteaching session. Their lesson plans were well-prepared, they used media effectively, and they applied a variety of teaching strategies that encouraged student engagement. However, small improvements could be made in areas such as incorporating a prayer session and taking attendance to ensure a more structured and disciplined

classroom environment. Despite this, the session was largely successful in creating an interactive and engaging learning experience for the students.

2. **Students Challenges about Microteaching Practices in Microteaching Course**

   a. **The Result of Interview**

   In this study, interviews were conducted with students from the 2020 cohort who took the Microteaching course in the 6th semester of 2023 in the English Education Program at IAIN CURUP. The purpose of the interviews was to investigate the challenges faced by students in microteaching practices as part of their preparation to become prospective teachers. The interviews were conducted using a semi-structured interview guide consisting of eight main questions, focusing on the challenges they encountered during microteaching.

   The interview with Respondent 1 was conducted on January 20th 2025, the interview with Respondent 2 was conducted on January 24th 2025, and the interview with Respondent 3 was conducted on January 26th 2025

   Based on the interview results, several key themes emerged related to the challenges in microteaching, including classroom management strategies, time management, managing stress, gaining self-confidence, designing lesson plans, creating instructional resources, teaching norms and practices, and appropriate boundaries and relationships. the result can be seen in the table below:

Table 4.1
Students Challenges about Microteaching Practices
in Microteaching Course

No.	Indicator	Results
1	Classroom management strategy	Respondent A: The biggest challenge is making sure that all students stay engaged, especially the ones who tend to be passive. Respondent B: The challenge is usually classroom control. Students often lose focus or become uncooperative, which makes it difficult to manage the learning process. Respondent C: The challenge is when managing the class during microteaching is first and foremost, making sure the class is conducive. Students who are undisciplined, noisy, or do not follow the rules, are difficult to manage.
2	Time management	Respondent A: The challenge is ensuring that all activities are completed within the time duration without rushing. It often goes beyond the set time because I need to adjust to the actual classroom atmosphere. Respondent B: The challenge is usually matching the method with the time because some teaching methods require more time. Respondent C: The challenge is the limited time to achieve the learning objectives in our teaching practice.
3	Managing Stress	Respondent A: The stress hits at the beginning when preparing the RPP and the teaching materials. I feel a lot of pressure and can't stop thinking about it because I want to make sure everything is perfect. Respondent B: I feel stressed, especially because afraid of messing up when presenting the material. scared that they won't get it, and that just keeps me thinking about it over and over. Respondent C: The biggest challenge is the pressure feel when teaching practice is coming up. The night before, I just can't stop thinking about it, and that really stresses me out.
4	Gaining self-confidence	Respondent A: I'm afraid that what I deliver won't be effective and won't be understood by the students. When I lack confidence, the first thing that happens is I lose focus,

		especially in an English class, and I often forget using grammar. Respondent B: The challenge I face is the worry about the students' responses, especially if they don't understand the material or don't respond well. When I lack confidence, I tend to forget what I want to say or lose track of the next activity steps. Respondent C: It's hard to gain confidence because I always feel inadequate, especially when the students are my classmates. It makes me feel insecure, shy, and nervous in front of the class, and I often forget what I want to say.
5	Designing Lesson Plan	Respondent A: The biggest challenge is organizing and ensuring that all activities in the lesson plan align with the learning objectives. It's difficult to make sure the objectives are clear and achievable. Respondent B: The main issue when designing the lesson plan is choosing the right method to meet the learning objectives while also considering the students' needs and learning styles. Respondent C: have a hard time creating clear learning objectives and figuring out which methods are the best fit for my students.
6	Designing instructional resourch	Respondent A: Sometimes I worry that the media I create won't be effective. Respondent B: The problem is the limited resources, like not having enough relevant media that can help deliver the lesson. Respondent C: Choosing the right design or teaching method that fits today's students, they don't want monotonous learning systems
7	Teaching norms and practices	Respondent A: The challenge is applying teaching norms properly, so they can be imitated because we teach many students, and some of them are disrespectful towards the teacher, like being noisy or sometimes presenting arguments inappropriately. Respondent B: The challenge is that students have different levels of understanding and acceptance of the norms we teach because each student has different reception and understanding

		Respondent C: The challenge is adjusting to the teacher's habits. The material explains that if you want to greet students, you should put your bag down first. Sometimes I forget and end up greeting students while still holding my bag, which is not polite.
8	Appropriate boundaries and relationship	Respondent A: The challenge is maintaining professionalism in the classroom. Some of my friends laugh because we're teaching classmates, so it's difficult to play the role of both teacher and student. Respondent B: Sometimes it's hard to stay consistent with the rules because they are my friends, so they sometimes respond in ways that don't match their roles. Respondent C: The challenge is creating a conducive classroom environment, as it's hard to establish a teacher-student dynamic when they're your friends. It's difficult because they are friends.

B. Discussion

1. The Student's Implementation of Microteaching Practices in Microteaching Course.

Based on the analysis made by the researcher while watching the video of the teaching practice during the microteaching session, conducted in the sixth semester of 2023 by students from the 2020 cohort of the English Study Program at IAIN CURUP, three respondents were observed. The details are explained below.

In the video, all three respondents had prepared a lesson plan that covered several important elements. The lesson plans included school identity, subject, grade, and the semester to be taught. In addition, their lesson plans also encompassed core competencies (KI) and basic competencies (KD) that serve as the foundation for learning, indicators for achieving competencies, and the

learning objectives to be achieved. The lesson plans are a crucial step before the implementation of the teaching process. A well-thought-out plan is essential to ensure that the teaching process runs effective[59]. The lesson plan facilitates evaluation through clear indicators of competency achievement, allowing teachers to monitor students' progress and adjust the learning process according to their needs. Furthermore, a comprehensive lesson plan helps teachers select appropriate methods, media, and tools, enhancing the quality of instruction and making learning more engaging and effective. Lastly, with structured learning steps, the lesson plan ensures that the learning process runs efficiently and is well-organized, maximizing the available time and providing an optimal learning experience for students.

When preparing and using media and learning resources, the three respondents demonstrated effective and efficient utilization. Each respondent selected a variety of media and learning resources, considering the utility and goals of the learning process. Each piece of media used was aligned with the material and methods applied, enriching the students' learning experiences and supporting the teaching process in a more engaging and interactive manner.

The benefit of using media and learning resources effectively and efficiently is that it improves the quality of teaching in a way that is more engaging and easier for students to understand. Various media accommodate different learning styles, deepen understanding of the material, and increase student engagement and motivation. Fundamentally, learning resources are the

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[59] Imran Panigoro, "Pelaksanaan Bimbingan Berkelanjutan dalam Upaya Meningkatkan Kompetensi Guru Menyusun Rencana Pelaksanaan Pembelajaran Di SDN 01 Popayato," *Aksara: Jurnal Ilmu Pendidikan Nonformal* 4, no. 2 (April 28, 2020): 145, https://doi.org/10.37905/aksara.4.2.145-158.2018.

foundation of knowledge in learning[60]. The appropriate use of media also ensures that the learning process is more organized, maximizes available time, and leads to optimal learning outcomes.

Generally, starting a lesson with greetings, prayer, and attendance is an essential part of creating a structured environment that respects the values of education. Greetings and prayer not only begin the lesson politely but also create a more conducive learning atmosphere, recognizing the importance of emotional aspects in the learning process[61]. Prayer also serves as a reinforcement of spiritual values and character-building for students. Additionally, taking attendance is crucial to monitor student presence and participation in the learning process.

However, in the observed video, there are a few aspects that need attention. The absence of a prayer session may reduce the sense of togetherness and discipline typically built through collective prayer, especially if religious values are an integral part of the learning environment. Meanwhile, the lack of attendance taken by most respondents could affect student presence and negatively impact class management. Nevertheless, this may be influenced by the habits or policies of the respective schools or teaching cultures applied by the respondents.

Overall, although these elements do not significantly affect the core of learning, small things like consistent prayer and attendance can positively

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[60] Zahid Zufar At Thaariq, "The Use of Social Media as Learning Resources to Support the New Normal," *Teknodika* 18, no. 2 (September 14, 2020): 81, https://doi.org/10.20961/teknodika.v18i2.42181.

[61] I Putu Yoga Purandina, "The Use of English Classroom Greeting Aand Character Building in TK Pelita Sari Desa Mambang Tabanan ," *Jurnal Pendidikan Bahasa Inggris Indonesia* 8, no. 2 (November 26, 2020): 14, https://doi.org/10.23887/jpbi.v8i2.3495.

impact discipline, classroom management, and a more organized learning atmosphere. This is an aspect that should be addressed to ensure a more effective and comprehensive learning process.

In the observed video, the three respondents asked simple questions or conducted warm-up activities to stimulate students' attention, as well as offering appreciation and motivation to boost their enthusiasm for learning.

The benefit of asking simple questions, conducting warm-up activities, and providing appreciation and motivation can fosterstudents' capacity to engage in critical and creative thinking[62]. Also capture students' attention, enhance focus, and stimulate their enthusiasm for learning. These steps also help increase student involvement, build confidence, and create a positive and supportive learning environment.

In the video, the three respondents presented an outline of the material to be studied. Through the media they created, the respondents presented the material being taught. The benefit of presenting an outline of the material through the media created by the respondents is to provide a clear and structured overview of the topic to be discussed. By presenting an outline, students can more easily understand the learning objectives and follow the flow of the material being presented. The use of media also facilitates students' understanding, as information is presented in a more visual and interactive manner. This not only enhances student engagement but also helps them focus

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[62] Zanyar Nathir Ghafar and Omar Hazaymeh, "Effective Questioning in the Classroom: An Overview of the Techniques Used by Instructors," *International Journal of Childhood Education* 5, no. 2 (November 13, 2024): 8–10, https://doi.org/10.33422/ijce.v5i2.676.

on the core learning points, making the learning process more effective and efficient.

In the video, the three respondents asked clear and relevant questions related to the material and gave students time to think before answering. The benefit of asking clear and relevant questions, and allowing students time to think before answering, is to improve students' understanding and engagement in the learning process. Giving students time to think helps them process information better and provide more accurate answers. This also encourages critical thinking, sharpens analytical skills, and boosts their confidence in responding. Moreover, this approach creates more dynamic interaction between the teacher and students, reinforcing the overall learning process.

In the video, the three respondents also guided the class to interact actively in discussions. They divided students into groups for cooperative learning model and discussions. The benefit of guiding students to actively engage in discussions and dividing them into groups is to enhance student participation in the learning process[63]. Group discussions allow students to share opinions, deepen their understanding of the material, and develop communication and teamwork skills. By working in groups, students also learn to think critically, appreciate diverse perspectives, and strengthen their understanding through collaboration. This approach fosters a more dynamic and interactive learning atmosphere, which can increase motivation and improve students' overall understanding.

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[63] Emeliza T. Estimo, Lourdes C. Aranador, and Luis G. Evidente, "Collaborative Learning in Small Group Discussions and Its Impact on Resilience Quotient and Academic Performance," *JPAIR.Multidisciplinary.Researc*7,no.1(January3,2012):167, https://doi.org/10.7719/jpair.v7i1.159.

In the video, the three respondents applied active learning steps that encouraged students to participate in hands-on activities. Through practical activities, students could more easily understand the concepts being taught as they were directly involved in the learning experience. This also helped students develop practical skills, critical thinking, and creativity. Active learning further facilitated deeper understanding, as students not only listened to theories but also applied the knowledge directly, thus enhancing the overall quality of learning[64].

The three respondents also managed the class by using communicative language, demonstrating good behavior, and controlling students' work. The benefit of the classroom management techniques applied by the respondents, using communicative language, demonstrating good behavior, and controlling students' work, is to create a more conducive and orderly learning environment[65]. Using communicative language makes it easier for the teacher to interact with students, clarify instructions, and build better relationships. Language users must be proficient in engangin in effective communication, and they shouldposses strong language skill.[66] By modeling good behavior, the teacher becomes a role model for students, reinforcing discipline and ethical values in the learning process. Meanwhile, controlling students' work ensures they stay focused and organized, preventing distractions and

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[64] Kevin A. Nguyen et al., "Instructor Strategies to Aid Implementation of Active Learning: A Systematic Literature Review," *International Journal of STEM Education* 8, no. 1 (December 2021): 17, https://doi.org/10.1186/s40594-021-00270-7.

[65] Program studi Megister Manajemen pendidikan agama islam, Fakultas Tarbiyah dan Ilmu Keguruan. UIN Kiai Haji Achmad Siddiq Jember, Jawa Timur, Indonesia et al., "Classroom Management in Improving Learning Effectiveness," *Jurnal At-Tarbiyat: Jurnal Pendidikan Islam* 6, no. 1 (November 15, 2019): 128, https://doi.org/10.37758/jat.v6i1.622.

[66] Eka Apriani, Sakut Anshori, and Sarwo Edy*, "Efektivitas English zone dalam meningkatkan Kemampuan berbicara Bahasa Inggris S Mahasiswa di IAIN CURUP*," n.d., 318.

facilitating the achievement of learning goals. All of this contributes to optimal classroom management and supports productive learning.

In the video, the three respondents also applied assessment techniques by monitoring students' learning progress, conducting assessments of learning outcomes according to the plan, and following up on the assessment results during the learning process. The benefit of applying assessments to students' work, including monitoring their learning progress, conducting assessments according to the plan, and following up on the results during the learning process, is to ensure that students receive timely and constructive feedback[67]. By continuously monitoring students' progress, the teacher can identify difficulties students are facing and provide the necessary interventions to keep them on track. The assessments conducted according to the plan ensure that the learning objectives are met in a structured manner. The follow-up on assessment results enables the teacher to adjust their teaching methods to be more effective, improve the quality of teaching, and support students' individual development.

In the final session of the lesson, the three respondents closed the lesson by providing feedback on the learning process, but there was no prayer session as a lesson closure. Providing feedback at the end of the lesson helps students understand their strengths and weaknesses, allowing them to improve their understanding and focus on areas for growth. Feedback also enables the teacher to clarify any material that students may not have fully grasped.

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[67] Dadang Sukirman and Della Amelia, "Assessment of Student Learning Needs Fulfillment and Autonomy in Teacher Teaching Practices," *Jurnal Pendidikan Dan Pengajaran* 56, no. 1 (April 19, 2023): 98, https://doi.org/10.23887/jpp.v56i1.56362.

Regarding the absence of a prayer, while it may not directly impact the learning content, a prayer as a closure could reinforce spiritual values, create a sense of togetherness, and provide a calmer and more reflective atmosphere at the end of the lesson.

2. The Challenges face by Students during Microteaching Practices in Microteaching Course.

Based on interviews conducted by the researcher with three respondents as subjects, it can be concluded that there are several challenges faced by students in the microteaching practices of the Microteaching course for the 6th semester of 2023, with participants from the 2020 cohort. These three respondents experienced different challenges in the microteaching class. A more detailed explanation can be found in the description below.

This finding aligns with Bartell, who reviewed the challenges students face in microteaching classes and categorized these challenges into seven categories. These categories are procedural, managerial, psychological, instructional, professional, cultural, and political.

A. Classroom Management Strategies Challenge

The first findings reveals that some students struggle to ensure student participation in class due to some being passive. They also face difficulties in managing the class to prevent students from losing focus while learning, and in motivating undisciplined students who are hard to manage. This can lead to a decrease in the quality of teaching and hinder students' understanding of the material being taught.

As found in the previous study by Fitriani et al. 2022 who have the same challenges in classroom management , but for different reason," Most students tend to focus more on delivering the material, which often leads to neglecting classroom management" this research also shows that many students still face difficulties in managing their classes.[68]

B. Time Management Challenge

The second findings indicates that some students have difficulty organizing learning activities within the set time without rushing. They also face challenges in balancing teaching methods with time duration, and the limited time makes lessons ineffective. When time constraints affect the planning of learning activities, they feel forced to rush through the material, which can reduce the quality of teaching. Besides various strategic efforts made by the teachers to trigger students to be active, the teachers were also good at time management. This limits opportunities for students to understand the material well, ask questions, and engage in discussions. As a result, learning objectives may be affected, and students might feel less effective in managing the class and delivering the material as expected.

This study is also in line with the research conducted by Nailul Fitria 2023, which shows that the second biggest challenges experienced by students in microteaching classes is time management problems [69].

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[68] Fitriani, Jatul, and Siti Zulpa Zahra, "Problematika Mahasiswa Calon Guru Dalam Pelaksanaan Pembelajaran Micro Teaching di STIQ Amuntai." 2022

[69] Nailul Fitria, "Students problem in Microteaching Class". Faculty of Education and Teacher Training-Raniry State Islamic University Banda Aceh 2023.

C. Managing Stress Challenge

The third findings reveals that some students experience stress and pressure at the beginning of preparing lesson plans and teaching materials. They feel stressed out of fear that they will fail to deliver the material properly and are under pressure when the teaching practice begins. As a result, students experience psychological pressure that can impact their performance in preparing and executing lessons. The stress experienced reduces their self-confidence and disrupts their ability to plan and deliver the material effectively. The fear of failure can lead to excessive anxiety, which in turn can interfere with the teaching and learning process and affect the quality of their teaching practice. This study is also in line with the research conducted by Peter V Oliver 2024, which shows that some participants recognized that their interpretations of situations impacted their stress levels[70].

D. Gaining Self-Confident Challenge

The fourth findings shows that some students lack confidence because they worry that their message won't be understood, which leads them to often forget to use the correct grammar, forget what they want to say, and lose track of the next steps in the lesson. Additionally, they feel shy and nervous in front of their classmates, making it harder to remember what they want to say. As a result of this challenge, students struggle to deliver the material effectively. Lack of self-confidence leads to forgetting correct grammar, losing focus on the steps of the

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[70] Peter V. Oliver, "Perfectionism and Stress During Student-Teaching: Managing Uncertainty With Overcompensation," *Journal of Educational Research and Practice* 14, no. 1 (January 10, 2024), https://doi.org/10.5590/JERAP.2024.14.1.02

lesson, and feeling nervous in front of classmates, which impacts teaching and the achievement of learning objectives.

The third and fourth findings are interrelated; when students experience stress, they become less confident. This finding aligns with the research conducted by Fitriani et al. 2022, which revealed that low self-confidence is a common issue faced by students. In their study, Zahra found that 77.8% of students felt lacking in confidence when performing microteaching practices.[71]

E. Lesson Planning Challenge

The fifth findings that most students struggle to ensure that learning activities are aligned with the learning objectives and to choose the right methods to meet those objectives. As a result, students face challenges in designing effective lessons that are aligned with the intended goals. The inability to align learning activities with learning objectives may cause a mismatch between what is taught and what students are supposed to learn. Additionally, difficulty in choosing the appropriate method reduces teaching effectiveness, making students feel unprepared and less confident in planning lessons that meet expected standards.

This study is also in line with the research conducted by Rolanda 2020, which found that students faced challenges in formulating objectives, analyzing basic competence (KD), and selecting appropriate assessments during microteaching classes. Similarly, the fifth finding reveals that students

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[71]Fitriani, Jatul, and Siti Zulpa Zahra.Fitriani, Jatul, Siti Zulpa Zahra (2022). Problematika Mahasiswa Calon Guru Dalam Pelaksanaan Pembelajaran Micro Teaching di STIQ Amuntai. Faculty of Education and Teacher Training at the Amuntai College of Al-Quran Science – Kalimantan Selatan

struggle to align learning activities with the learning objectives, leading to challenges in designing effective lessons.[72]

F. Using a Variety of Instructional Resourches Challenge

The sixth findings indicates that most students have difficulty creating engaging and easily understandable media, finding relevant media, and adapting teaching methods to be more engaging, modern, and less monotonous. As a result, students struggle to create effective and engaging learning experiences. Irrelevant or hard-to-understand media can reduce student engagement, while monotonous teaching methods can lower student motivation and understanding, leading to suboptimal achievement of learning objectives.

This study aligns with the research by Fitriani et al. 2020, which highlights the difficulty students face in selecting appropriate learning resources. Similarly, the sixth finding reveals that students struggle to create engaging media and adapt teaching methods, resulting in challenges to student engagement and achievement of learning objectives.[73]

G. Teaching Norms and Practices Challenge

The seventh findings reveals that some students face difficulties in teaching proper norms because students sometimes fail to argue politely, and students struggle to accept and follow norms. There are also challenges in adjusting to the professional habits of teachers. As a result, students have

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[72] Yuliana Rolanda (2019). *An Analysis of Students' Problems in Designing Lesson Plans During Microteaching Class.* Faculty of Education and Teacher Training Ar-Raniry State Islamic University Darussalam – Banda Aceh

[73] Fitriani, Jatul, and Siti Zulpa Zahra, "Problematika Mahasiswa Calon Guru Dalam Pelaksanaan Pembelajaran Micro Teaching di STIQ Amuntai,": Jurnal Pendidikan dan Pembelajaran 1, no. 3 (July 30, 2022): 259–67, https://doi.org/10.54259/diajar.v1i3.94

difficulty creating a disciplined and norm-conforming environment, which can disrupt the learning process and reduce teaching effectiveness. Struggling to adapt to professional habits also hinders the development of their teaching skills. Bartell 2004 categorizes Teaching Norms and Practices as a professional problem[74].

H. Appropriate Bounderies and Relationship Challenge

The last findings shows that some students have difficulty playing the roles of teacher and student, which results in a lack of seriousness during the teaching session. Peers who act as students sometimes respond inappropriately, and there are challenges in building dynamics between the teacher and students because they are friends. The challenge here is that students struggle to take the roles of teacher and student seriously, leading to a lack of focus during the teaching session. Peers acting as students sometimes respond inappropriately to their roles, and building a proper teacher-student dynamic is difficult due to their friendship, which hinders the creation of a professional and effective classroom atmosphere. Bartell 2004 categorizes Appropriate bounderies and relationship as a professional problem.

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[74] Bartell, C.A. Cultivating high-quality teaching through induction and mentoring. Corwin Press.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher confirms the findings presented in the previous chapter. The conclusions are based on the results of the earlier data analysis. This section responds to the research questions and provides suggestions for future researchers who wish to explore this area more thoroughly.

A. Conclusion

This study explored how students implement microteaching practices in a microteaching course. The respondents effectively prepared lesson plans, used diverse teaching media, and engaged students through questions and cooperative learning strategies. They maintained good classroom management by using communicative language and providing time for students to absorb the lesson. They also assessed students' progress and offered feedback at the end of the class. While the respondents demonstrated effective teaching, time management was anrea for improvement. Overall, their practices were well-organized, though refining time management could enhance their teaching effectiveness.

The findings reveal several challenges faced by students in the microteaching class. First, many students struggle with ensuring active participation, as some remain passive, and they face difficulties in managing classroom behavior to maintain focus and motivation. These issues can impact the quality of teaching and students' understanding of the material. Time management is another major challenge, with students often feeling rushed to cover the material within the limited time frame. This leads to ineffective

lessons, as students have limited opportunities to ask questions or engage in discussions, ultimately hindering their ability to meet learning objectives. Stress and pressure during lesson planning and preparation also affect students' performance. Many experience anxiety, especially at the start of their teaching practice, which undermines their confidence and affects their ability to deliver material effectively. Additionally, a lack of self-confidence, caused by fears of not being understood or making mistakes, further disrupts their teaching process. Aligning learning activities with objectives proves difficult for students, leading to lessons that may not fully meet the intended goals. Similarly, students struggle to design engaging and relevant media, resulting in less effective teaching. Monotonous teaching methods and irrelevant materials diminish student engagement and understanding. Furthermore, students face challenges in enforcing proper norms and professional behaviors, which disrupt the classroom atmosphere. Lastly, the informal dynamic between peers in microteaching sessions sometimes prevents students from taking their roles seriously, which affects the overall professionalism and effectiveness of the teaching practice.

B. Suggestion

Finally, the suggestion for better research in the future is proposed by the researcher. The suggestion are:

1. The Lectures

   The Lectures should support students by offering guidance on managing stress and building confidence in front of the class. Encouraging practice and

providing constructive feedback can help students improve their delivery and overcome anxiety. Lectures should also focus on helping students design lessons that align with learning objectives, ensuring that teaching methods are effective and engaging.

2. The English Study Programs' Students

Students should focus on improving their time management skills by practicing lesson planning and adhering to time limits during microteaching sessions. They should also work on building self-confidence by practicing regularly and seeking feedback from peers and mentors. Students should make an effort to engage in professional behavior and maintain a formal teacher-student dynamic to foster a productive learning environment.

3. The Others Researcher.

Other research could explore strategies for overcoming the challenges of managing student participation, handling stress, and improving classroom dynamics in microteaching settings. Additionally, researchers could investigate the impact of various teaching methods on student engagement and learning outcomes in microteaching courses across different educational contexts.

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APPENDIXES

Appendix 1 Penunjuk Pembimbing 1 dan 2

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH

Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010
Fax. (0732) 21010 Homepage http://www.iaincurup.ac.id E-Mail : admin@iaincurup.ac.id.

Nomor : 29 Tahun 2025

Tentang
PENUNJUKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

Menimbang	:	a.	Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
		b.	Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
Mengingat	:	1.	Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
		2.	Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
		3.	Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
		4.	Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
		5.	Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.
		6.	Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
		7.	Keputusan Rektor IAIN Curup 0704/In.34/R/KP.07.6/09/2023 tanggal 29 September 2023 tantang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
Memperhatikan	:	1.	Permohonan Saudara Nadia Selfi tanggal 9 Januari 2025 dan kelengkapan persyaratan pengajuan SK Pembimbing Skripsi
		2.	Berita Acara Seminar Proposal Pada Hari Kamis, 25 Juli 2024

M E M U T U S K A N :

Menetapkan
Pertama : 1. **Dr. Eka Apriani, M.Pd**   19900403 201503 2 005
2. **Jumatul Hidayah, M.Pd**   19780224 200212 2 002

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A   : **Nadia Selfi**
N I M   : **20551042**
JUDUL SKRIPSI   : **The Implementation of Students Microteaching and Challenges**

Kedua	:	Proses bimbingan dilakukan sebanyak 12 kali pembimbing I dan 12 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
Ketiga	:	Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
Keempat	:	Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
Kelima	:	Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
Keenam	:	Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
Ketujuh	:	Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berla ku ;
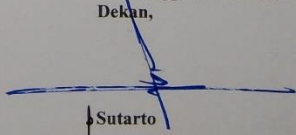
Ditetapkan di Curup,
Pada tanggal 16 Januari 2025
Dekan,

Sutarto

Tembusan :
1. Rektor
2. Bendahara IAIN Curup;
3. Kabag Akademik kemahasiswaan dan kerja sama;
4. Mahasiswa yang bersangkutan;

Appendix 2 Kartu Bimbingan

KARTU BIMBINGAN SKRIPSI
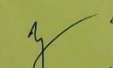
NAMA	:	Nadia Selfi
NIM	:	2055 1042
PROGRAM STUDI	:	Tadris Bahasa Inggris
FAKULTAS	:	tarbiyah
DOSEN PEMBIMBING I	:	Dr. Eka Apriani M.Pd
DOSEN PEMBIMBING II	:	Jumatul Hidayah M.Pd
JUDUL SKRIPSI	:	The Implementation of Students Microteaching and Challenges.
MULAI BIMBINGAN	:	
AKHIR BIMBINGAN	:	

NO	TANGGAL	MATERI BIMBINGAN	PARAF PEMBIMBING I
1.	6 Agustus 2024	Acc Judul	✓
2.	27 Agustus 2024	Revisi BAB I	✓
3.	17 Oktober 2024	Revisi BAB II	✓
4.	23 Oktober 2024	Revisi BAB III	✓
5.	4 November 2024	Revisi BAB Instrument	✓
6.	28 November 2024	Acc Penelitian	✓
7.	13 Januari 2025	Analisis Data	✓
8.	15 Januari 2025	Revisi BAB IV	✓
9.	19 Januari 2025	Revisi BAB V	✓
10.	23 January 2025	Revisi BAB IV dan V	✓
11.		Acc sidang munaqosa	✓
12.			✓

KAMI BERPENDAPAT BAHWA SKRIPSI INI SUDAH
DAPAT DIAJUKAN UJIAN SKRIPSI IAIN CURUP,

CURUP, ... 202

PEMBIMBING I,

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FAKULTAS	:	Tarbiyah
PEMBIMBING I	:	Dr. Eka Apriani M.Pd
PEMBIMBING II	:	Jumatul Hidayah M.Pd
JUDUL SKRIPSI	:	The Implementation of Student Microteaching and challenges
MULAI BIMBINGAN	:	
AKHIR BIMBINGAN	:	

NO	TANGGAL	MATERI BIMBINGAN	PARAF PEMBIMBING II
1.	6 Agustus 2024	Acc Judul	
2.	27 Agustus 2024	Revisi Bab I	
3.	17 Oktober 2024	Revisi Bab II	
4.	23 Oktober 2024	Revisi Bab III	
5.	16 Oktober 2024	Revisi Instrument	
6.	23 November 2024	Acc Penelitian	
7.	13 January 2024	Analisis Data	
8.	15 January 2024	Revisi Bab IV	
9.	19 Januari 2024	Revisi Bab V	
10.	23 January 2024	Acc Bab IV & V	
11.		Acc Sidang Munaqosah.	
12.			

KAMI BERPENDAPAT BAHWA SKRIPSI INI
SUDDAH DAPAT DIAJUKAN UJIAN SKRIPSI IAIN
CURUP

CURUP, ...202

PEMBIMBING I,

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Appendix 3 Microteaching Document Checklist

Table 3.1
Microteaching Document Checklist

Instruction: Observe the activities in video, and identify their existence by ticking (✓) "yes" if the indicator of the activity is carried out and ticking "no" if the indicator is not carried out by the Respondents.

Observed Aspects	Indicators	Yes	No
Pre-Teaching			
Preparing the Lesson Plan	The respondent is preparing the lesson plan that includes the school identity, subject, grade, and semester, core competencies (KI) and basic competencies (KD), indicators of competency achievement, learning objectives, learning materials, approach/method/model/media/teaching aids/learning resources, lesson steps, assessment, and attachments.		
Preparing and Using Media and Learning Resources	The respondents uses the Media and learning resources are used effectively and efficiently (applied appropriately and safely, and with skillful use of media/tools/materials).		
Opening the Classroom	a) The respondents is greeting the students and asking how they are doing also, inviting the students to pray according to their respective beliefs.		
	b) The respondents is taking attendance of students		
	c) The respondents is asking introductory questions.		
	d) The respondents is presenting the benefits of learning will be studied		
	e) The respondents is explaining the learning objectives to be achieved in the session.		
Stimulating, giving appreciation and motivation	The respondents is asking simple questions or giving a warming up to stimulate or to catch students attention and giving appreciation, also giving motivation to students.		
Core-teaching			

Mastering and Explaining the Material	The respondents is presenting an outline of the material to be studied.		
Giving some questions	a) The respondents is asking questions clearly related to the material.		
	b) The respondents is providing students an opportunity to think before answering the questions.		
Guiding the discussion	The respondents is guiding the class to interact actively in discussion.		
Providing various Teaching strategy	a) The respondents is Implementing active learning steps (encouraging students to engage in hands-on activities).		
	b) Guiding students in a class-wide, group, or individual setting.		
Managing Classes	a) Using communicative language.		
	b) Demonstrating good behaviour		
	c) Controlling the students work.		
Using Various learning media	a) The respondents uses more than one type of media in the teaching process.		
	b) The respondents can select learning media that align with the learning objectives and the characteristics of the material.		
	c) The respondents can operate the media smoothly and effectively.		
Post-Teaching			
	a) The respondents is Monitoring the students learning progress.		

Assesing students works	b) The respondents is Carrying out assessment of learning outcomes according to the plan.		
	c) The respondents is Following up on the assessment results during the learning process.		
Closing the classroom	a) The respondents is providing feedback on the learning process.		
	b) Praying for the closing of the lesson.		

Appendix 4

Table 3.2
Interview Guidelines of Students View of Microteaching Course
by Bartell (2004)

Indicator	Sub-indicator	Questions
Managerial	Classroom management strategies	1. in your point of view, do you have any challenges in managing classroom?
		2. In your point of view, what is the challenge you faced in managing the classroom during the microteaching practice?
	Time Management	1. in your point of view, do you have any challenges in managing the time during the microteaching practice?
		2. In your point of view, What is the challenge you faced in managing time in the microteaching practice?
Psychological	Managing stress	1. in your point of view, do you feel stress in the microteaching session? 2. In your point of view, What is the challenge you faced in managing stress?
	Gaining self-confidence	1. in your point of view, do you have any challenges in gaining selfconfidence during the microteaching practice?
		2. In your point of view, What is the challenge you faced in gaining your self-confidence?
Instructional	Designing Lesson plan	1. in your point of view do you have any challenges in designing a lesson plan for microteaching practice?
		2. In your point of view, What is the challenge you faced in designing lesson plan?

	Designing Instructional resources	1. in your point of view, do you have any challenges in designing an instructional resources for microteaching practice?
		2. In your point of view, What is the challenges you faced in preparing instructional resourches?
Professional	Teaching norms and practices	1. in your point of view, do you have any challenges in teaching norm and practices in microteaching practice?
		2. In your point of view, What is the challenge you faced in Teaching norms and practices?
	Appropriate bounderies and relationship	1. in your point of view, do you have any challenges in appropriating bounderies and relationship in microteaching practices?
		2. In your point of view, What is the challenge you faced in Appropriating bounderies and relationship?

Appendix 5

<div align="center">

Table 4.1
Students Implement Microteaching Practices in Microteaching Courses
</div>

Respondent A

Observed Aspects	Indicators	Yes	No
	Pre-Teaching		
Preparing the Lesson Plan	The respondent is preparing the lesson plan that includes the school identity, subject, grade, and semester, core competencies (KI) and basic competencies (KD), indicators of competency achievement, learning objectives, learning materials, approach/method/model/media/teaching aids/learning resources, lesson steps, assessment, and attachments.	✓	
Preparing and Using Media and Learning Resourches	The respondents uses the Media and learning resources are used effectively and efficiently (applied appropriately and safely, and with skillful use of media/tools/materials).	✓	
Opening the Classroom	f) The respondents is greeting the students and asking how they are doing also, inviting the students to pray according to their respective beliefs.	✓	
	g) The respondents is taking attendance of students		✓
	h) The respondents is asking introductory questions	✓	
	i) The respondents is presenting the benefits of learning will be studied	✓	
	j) The respondents is explaining the learning objectives to be achieved in the session.	✓	
Stimulating, giving appreciation and motivation	The respondents is asking simple questions or giving a warming up to stimulate or to catch students attention and giving appreciation, also giving motivation to students.	✓	
	Core-teaching		
Mastering and Explaining the Material	The respondents is presenting an outline of the material to be studied.	✓	

Giving some questions	c) The respondents is asking questions clearly related to the material.	✓	
	d) The respondents is providing students an opportunity to think before answering the questions.	✓	
Guiding the discussion	The respondents is guiding the class to interact actively in discussion.	✓	
Providing various Teaching strategy	c) The respondents is Implementing active learning steps (encouraging students to engage in hands-on activities).	✓	
	d) Guiding students in a class-wide, group, or individual setting.	✓	
Managing Classes	d) Using communicative language.	✓	
	e) Demonstrating good behaviour	✓	
	f) Controlling the students work.	✓	
Using Various learning media	d) The respondents uses more than one type of media in the teaching process.	✓	
	e) The respondents can select learning media that align with the learning objectives and the characteristics of the material.	✓	
	f) The respondents can operate the media smoothly and effectively.	✓	
Post-Teaching			
Assesing students works	d) The respondents is Monitoring the students learning progress.	✓	
	e) The respondents is Carrying out assessment of learning outcomes according to the plan.	✓	
	f) The respondents is Following up on the assessment results during the learning process.	✓	
Closing the classroom	c) The respondents is providing feedback on the learning process.	✓	
	d) Praying for the closing of the lesson.	✓	

Table 4.1
Students Implement Microteaching Practices in Microteaching Courses
Respondent B

Observed Aspects	Indicators	Yes	No
	Pre-Teaching		
Preparing the Lesson Plan	The respondent is preparing the lesson plan that includes the school identity, subject, grade, and semester, core competencies (KI) and basic competencies (KD), indicators of competency achievement, learning objectives, learning materials, approach/method/model/media/teaching aids/learning resources, lesson steps, assessment, and attachments.	✓	
Preparing and Using Media and Learning Resources	The respondents uses the Media and learning resources are used effectively and efficiently (applied appropriately and safely, and with skillful use of media/tools/materials).	✓	
Opening the Classroom	k) The respondents is greeting the students and asking how they are doing also, inviting the students to pray according to their respective beliefs.	✓	
	l) The respondents is taking attendance of students		✓
	m) The respondents is asking introductory questions	✓	
	n) The respondents is presenting the benefits of learning will be studied	✓	
	o) The respondents is explaining the learning objectives to be achieved in the session.	✓	
Stimulating, giving appreciation and motivation	The respondents is asking simple questions or giving a warming up to stimulate or to catch students attention and giving appreciation, also giving motivation to students.	✓	
	Core-teaching		
Mastering and Explaining the Material	The respondents is presenting an outline of the material to be studied.	✓	
Giving some questions	e) The respondents is asking questions clearly related to the material.	✓	

	f) The respondents is providing students an opportunity to think before answering the questions.	✓	
Guiding the discussion	The respondents is guiding the class to interact actively in discussion.	✓	
Providing various Teaching strategy	e) The respondents is Implementing active learning steps (encouraging students to engage in hands-on activities).	✓	
	f) Guiding students in a class-wide, group, or individual setting.	✓	
Managing Classes	g) Using communicative language.	✓	
	h) Demonstrating good behaviour	✓	
	i) Controlling the students work.	✓	
Using Various learning media	g) The respondents uses more than one type of media in the teaching process.	✓	
	h) The respondents can select learning media that align with the learning objectives and the characteristics of the material.	✓	
	i) The respondents can operate the media smoothly and effectively.	✓	
Post-Teaching			
Assesing students works	g) The respondents is Monitoring the students learning progress.	✓	
	h) The respondents is Carrying out assessment of learning outcomes according to the plan.	✓	
	i) The respondents is Following up on the assessment results during the learning process.	✓	
Closing the classroom	e) The respondents is providing feedback on the learning process.	✓	
	f) Praying for the closing of the lesson.	✓	

Table 4.1
Students Implement Microteaching Practices in Microteaching Courses
Respondent C

Observed Aspects	Indicators	Yes	No
Pre-Teaching			
Preparing the Lesson Plan	The respondent is preparing the lesson plan that includes the school identity, subject, grade, and semester, core competencies (KI) and basic competencies (KD), indicators of competency achievement, learning objectives, learning materials, approach/method/model/media/teaching aids/learning resources, lesson steps, assessment, and attachments.	✓	
Preparing and Using Media and Learning Resources	The respondents uses the Media and learning resources are used effectively and efficiently (applied appropriately and safely, and with skillful use of media/tools/materials).	✓	
Opening the Classroom	p) The respondents is greeting the students and asking how they are doing also, inviting the students to pray according to their respective beliefs.	✓	
	q) The respondents is taking attendance of students	✓	
	r) The respondents is asking introductory questions	✓	
	s) The respondents is presenting the benefits of learning will be studied	✓	
	t) The respondents is explaining the learning objectives to be achieved in the session.	✓	
Stimulating, giving appreciation and motivation	The respondents is asking simple questions or giving a warming up to stimulate or to catch students attention and giving appreciation, also giving motivation to students.	✓	
Core-teaching			
Mastering and Explaining the Material	The respondents is presenting an outline of the material to be studied.	✓	
Giving some questions	g) The respondents is asking questions clearly related to the material.	✓	

	h) The respondents is providing students an opportunity to think before answering the questions.	✓		
Guiding the discussion	The respondents is guiding the class to interact actively in discussion.	✓		
Providing various Teaching strategy	g) The respondents is Implementing active learning steps (encouraging students to engage in hands-on activities).	✓		
	h) Guiding students in a class-wide, group, or individual setting.	✓		
Managing Classes	j) Using communicative language.	✓		
	k) Demonstrating good behaviour	✓		
	l) Controlling the students work.	✓		
Using Various learning media	j) The respondents uses more than one type of media in the teaching process.	✓		
	k) The respondents can select learning media that align with the learning objectives and the characteristics of the material.	✓		
	l) The respondents can operate the media smoothly and effectively.	✓		
Post-Teaching				
Assesing students works	j) The respondents is Monitoring the students learning progress.	✓		
	k) The respondents is Carrying out assessment of learning outcomes according to the plan.	✓		
	l) The respondents is Following up on the assessment results during the learning process.	✓		
Closing the classroom	g) The respondents is providing feedback on the learning process.	✓		
	h) Praying for the closing of the lesson.	✓		

Appendix 6

Interviewer transcription (Respondent A)

Interviewer	:	Assalamualaikum warahmatullahi wabarakatuh, selamat siang perkenalkan nama saya Nadia Selfi dari tadris bahasa inggris semester 10 dengan Nim 20551042, dikesempatan ini saya ingin menginterview Mas farid tentang topik microteaching, yang sudah saya jelaskan sebelumnya yang sudah anda lalui disemester 6.
Respondent A	:	Waalaikumsalam, baik silahkan.
Interviewer	:	Baik untuk pertanyaan pertama, in your point of view, do you have any challenges in managing classroom?
Respondent A	:	Ya, tentu saya memilikinya.
Interviewer	:	Baik untuk pertanyaan kedua, In your point of view, what is the challenge you faced in managing the classroom during the microteaching practice?
Respondent A	:	Tantangan yang paling utama itu memastikan bahwa semua siswa itu tetap terlibat terutama bagi siswa yang kelihatan cenderung pasif ya karena beberapa teman-teman kan walaupun kita harus kita anggap sebagai murid yang beneran.
Interviewer	:	Untuk pertanyaan ketiga, in your point of view, do you have any challenges in managing the time during the microteaching practice?
Respondent A	:	Ya, saya mempunya tantangan dalam mengatur waktu.
Interviewer	:	Baiklah, untuk pertanyaan keempat, In your point of view, What is the challenge you faced in managing time in the microteaching practice?
Respondent A	:	Tantangan terbesarnya itu memastikan semua aktivitas berjalan sesuai dengan durasi tanpa terburu-buru, dan sering meleset dari waktu yang ditetapkan. kan harus menyesuaikan dengan suasana kelas yang asli jadi beberapa faktor pertama kita harus mengajar secara profesional gimana nanti kalau kita enggak tepat waktu.
Interviewer	:	Baik, untuk pertanyaan kelima, in your point of view, do you feel stress in the microteaching session?
Respondent A	:	Ya, saya sedikit merasa stress.
Interviewer	:	Untuk pertanyaan keenam, In your point of view, What is the challenge you faced in managing stress?
Respondent A	:	Stress nya karena mempersiapkan RPP dan Materi pembelajaran, aku merasa banyak tekanan dan tidak bisa berhenti memikirkanya karena aku ingin memastikan semuanya sempurna.

Interviewer	:	Baik untuk pertanyaan ke tujuh, in your point of view, do you have any challenges in gaining selfconfidence during the microteaching practice?
Respondent A	:	Ya saya memilikinya.
Interviewer	:	Untuk pertanyaan kedelapan, In your point of view, What is the challenge you faced in gaining your self-confidence?
Respondent A	:	takut jika apa yang ku sampaikan itu kurang maksimal itu nggak masuk sama teman-teman atau sama murid. Kalau nggak percaya diri itu pasti yang pertama kita nggak fokus, dan terutama dikelas bahasa inggris, jadi sering lupa grammar dan harus pake dua bahasa ya.
Interviewer	:	Untuk pertanyaan kesembilan, in your point of view do you have any challenges in designing a lesson plan for microteaching practice?
Respondent A	:	Tentu, saya memilikinya.
Interviewer	:	Baik untuk pertanyaan kesepuluh, In your point of view, What is the challenge you faced in designing lesson plan?
Respondent A	:	Tantangan terbesarnya yaitu memastikan semua aktivitas yang Di RPP itu sesuai durasi, kadang masih kesulitan dalam menyesuaikan tujuan pembelajaran dengan waktu yang ada, kadang apa yang aku tulis di RPP itu ga terlaksana, k
Interviewer	:	Baik untuk pertanyaan kesebelas, in your point of view, do you have any challenges in designing an instructionalresources for microteaching practice?
Respondent A	:	Ya tentu saya memilikinya.
Interviewer	:	Pertanyaan kedua belas, In your point of view, What is the challenges you faced in preparing instructional resourches?
Respondent A	:	tantangan terbesarnya yaitu memastikan semua media yang aku buat menarik perhatian siswa tanpa terlalu rumit, kadang ragu apa media itu cukup efektif.
Interviewer	:	Pertanyaan ketiga belas, in your point of view, do you have any challenges in teaching norm and practices in microteaching practice?
Respondent A	:	Ya saya memilikinya.
Interviewer	:	Pertanyaan ke empat belas, In your point of view, What is the challenge you faced in Teaching norms and practices?
Respondent A	:	memastikan apa siswa itu benar benar memahami dan menerapkan normal yangs saya ajarkan, karena kita mengajar banyak kepala ya, banyak ya beberapa yang ga sopan sama guru, seperti ribut, kadang ada yang menyampaikan argumen yang baik
Interviewer	:	Untuk pertanyaan kelima belas, in your point of view, do you have any challenges in appropriating

		bounderies and relationship in microteaching practices?
Respondent A	:	Ya, saya punya.
Interviewer	:	Untuk pertanyaan terakhir, In your point of view, What is the challenge you faced in Appropriating bounderies and relationship?
Respondent A	:	Memastikan siswa nyaman dengan adanya profesionalalitas di kelas, masih ada beberapa yang haha hihi, karena kan kita ngajar temen sendiri tuh, jadi buat memerankan antar guru dan murid itu kesulitan ya.

Interviewer transcription (Respondent B)

Interviewer	:	Assalamualaikum warahmatullahi wabarakatuh, selamat siang perkenalkan nama saya Nadia Selfi dari tadris bahasa inggris semester 10 dengan Nim 20551042, dikesempatan ini saya ingin menginterview mbak Anisa tentang topik microteaching, yang sudah saya jelaskan sebelumnya yang sudah anda lalui disemester 6.
Respondent A	:	Waalaikumsalam, baik silahkan.
Interviewer	:	Baik untuk pertanyaan pertama, in your point of view, do you have any challenges in managing classroom?
Respondent A	:	Ya, tentu saya memilikinya.
Interviewer	:	Baik untuk pertanyaan kedua, In your point of view, what is the challenge you faced in managing the classroom during the microteaching practice?
Respondent A	:	Tantangan yang saya hadapi biasanya yaitu kontrol kelas biasanya siswa menjadi kurang fokus atau tidak kooperatif yang membuat saya sulit dalam menjaga proses pembelajaran.
Interviewer	:	Untuk pertanyaan ketiga, in your point of view, do you have any challenges in managing the time during the microteaching practice?
Respondent A	:	Ya, saya mempunya tantangan dalam mengatur waktu.
Interviewer	:	Baiklah, untuk pertanyaan keempat, In your point of view, What is the challenge you faced in managing time in the microteaching practice?
Respondent A	:	tantangan yang dihadapi biasanya itu yang pertama penyampaian materi secara efisien, dan itu biasanya mencocokkan metode dengan waktu karena beberapa metode pengajaran memerlukan waktu lebih lama jadi perlu pintar memilih yang sesuai dengan alokasi waktunya. Yang terjadi saat waktu yang diatur tidak sesuai yang pertama biasanya aktivitas menjadi tergesa-gesa yang bisa membingungkan siswa itu

		sendiri dan kedua biasanya kurang ada aktivitas diskusi sehingga siswa itu kehilangan kesempatan untuk bertanya atau berdiskusi yang mengakibatkan tujuan pembelajaran tidak tercapai.
Interviewer	:	Baik, untuk pertanyaan kelima, in your point of view, do you feel stress in the microteaching session?
Respondent A	:	Ya, saya sedikit merasa stress.
Interviewer	:	Untuk pertanyaan keenam, In your point of view, What is the challenge you faced in managing stress?
Respondent A	:	Ya Terkadang saya merasakan stress karena takut salah penyampaian saat menyampaikan materi takut mereka tidak memahami tentang materi yang disampaikan dan membuat kepikiran terus menerus.
Interviewer	:	Baik untuk pertanyaan ke tujuh, in your point of view, do you have any challenges in gaining selfconfidence during the microteaching practice?
Respondent A	:	Ya saya memilikinya.
Interviewer	:	Untuk pertanyaan kedelapan, In your point of view, What is the challenge you faced in gaining your self-confidence?
Respondent A	:	Kendala yang saya hadapi dalam meningkatkan rasa percaya diri selama praktik yang pertama yaitu kekhawatiran akan respon siswa apabila siswa tidak memahami materi atau tidak merespon dengan baik. Biasanya jika saya kekurangan percaya diri itu saya lupa apa yang mau diucapkan atau Step Up Aktivitas apa yang akan dilakukan selanjutnya itu biasanya akan terselip satu aktivitas yang tidak dilakukan
Interviewer	:	Untuk pertanyaan kesembilan, in your point of view do you have any challenges in designing a lesson plan for microteaching practice?
Respondent A	:	Tentu, saya memilikinya.
Interviewer	:	Baik untuk pertanyaan kesepuluh, In your point of view, What is the challenge you faced in designing lesson plan?
Respondent A	:	Kendala yang saya hadapi saat merancang RPP biasanya yaitu dalam pemilihan metode yang tepat dan efektif untuk mencapai tujuan pembelajaran sambil mempertimbangkan kebutuhan siswa selanjutnya itu biasanya pemilihan media pembelajaran karena saya ingin saat waktu praktik. media yang relevan dan menarik harus saya sediakan untuk siswa agar mereka lebih kreatif dan mudah memahami tentang materi pada hari itu.
Interviewer	:	Baik untuk pertanyaan kesebelas, in your point of view, do you have any challenges in designing an instructionalresources for microteaching practice?
Respondent A	:	Ya tentu saya memilikinya.

Interviewer	:	Pertanyaan kedua belas, In your point of view, What is the challenges you faced in preparing instructional resourches?
Respondent A	:	kurang adanya media yang relevan yang dapat mendukung materi yang akan dibawakan terus Selain itu ada juga tentang kreativitas dalam penyampaian biasanya saya itu kesulitan dalam merancang media atau aktivitas pembelajaran yang menarik dan interaktif
Interviewer	:	Pertanyaan ketiga belas, in your point of view, do you have any challenges in teaching norm and practices in microteaching practice?
Respondent A	:	Ya saya memilikinya.
Interviewer	:	Pertanyaan ke empat belas, In your point of view, What is the challenge you faced in Teaching norms and practices?
Respondent A	:	Kendala Biasanya seperti pemahaman siswa yang beragam siswa mungkin memiliki latar belakang budaya atau nilai yang berbeda sehingga sulit memahami atau menerima norma yang diajarkan terus menyampaikan dengan cara yang baik dan menarik terkadang sulit
Interviewer	:	Untuk pertanyaan kelima belas, in your point of view, do you have any challenges in appropriating bounderies and relationship in microteaching practices?
Respondent A	:	Ya, saya punya.
Interviewer	:	Untuk pertanyaan terakhir, In your point of view, What is the challenge you faced in Appropriating bounderies and relationship?
Respondent A	:	Kendala biasanya terjadi di konsistensi aturan yang sudah saya buat dan yang kedua itu terjadi pada respon siswa karena terkadang beberapa Ya terkadang sulit untuk konsisten terhadap Aturan itu sendiri karena karena mereka teman saya jadi terkadang mereka memberikan respon yang tidak sesuai dengan peran mereka.

Interviewer transcription (Respondent C)

Interviewer	:	Assalamualaikum warahmatullahi wabarakatuh, selamat siang perkenalkan nama saya Nadia Selfi dari tadris bahasa inggris semester 10 dengan Nim 20551042, dikesempatan ini saya ingin menginterview Mba Kiki tentang topik microteaching, yang sudah saya jelaskan sebelumnya yang sudah anda lalui disemester 6.

Respondent A	:	Waalaikumsalam, baik silahkan.
Interviewer	:	Baik untuk pertanyaan pertama, in your point of view, do you have any challenges in managing classroom?
Respondent A	:	Ya, tentu saya memilikinya.
Interviewer	:	Baik untuk pertanyaan kedua, In your point of view, what is the challenge you faced in managing the classroom during the microteaching practice?
Respondent A	:	tantangan yang saya hadapi ketika mengelola kelas saat praktik micro teaching itu yang pertama ketika kita mengelola kelas supaya kelas itu menjadi kondusif kondisi siswa yang tidak disiplin berisi atau tidak mengikuti aturan itu susah untuk dikelola jadi itu yang pertama mengkondusifkan kelas
Interviewer	:	Untuk pertanyaan ketiga, in your point of view, do you have any challenges in managing the time during the microteaching practice?
Respondent A	:	Ya, saya mempunya tantangan dalam mengatur waktu.
Interviewer	:	Baiklah, untuk pertanyaan keempat, In your point of view, What is the challenge you faced in managing time in the microteaching practice?
Respondent A	:	tantangan nya yaitu waktu yang terbatas itu kita sebagai guru harus mengatur waktu itu dengan efektif untuk mencapai tujuan pembelajaran yang akan kita capai dalam praktek mengajar itu itu sih yang susahnya mengatur waktu yang terbatas
Interviewer	:	Baik, untuk pertanyaan kelima, in your point of view, do you feel stress in the microteaching session?
Respondent A	:	Ya, saya sedikit merasa stress.
Interviewer	:	Untuk pertanyaan keenam, In your point of view, What is the challenge you faced in managing stress?
Respondent A	:	Kalau yang saya rasakan itu ya malamnya itu sebelum praktek itu pasti kepikiran terus ya takutnya gimana sih nanti dilihat sama dosen mana dosennya itu sedikit perfectional banget ya Jadi kita bingung nanti gimana kalau nggak sesuai sama modul ajar itu gimana Yang pastinya enggak bisa tidur karena kepikiran walaupun kita udah menguasai banget di rumah tapi enggak bisa tidur itu pasti Terus waktu praktek itu ya deg-degannya pasti nambah karena langsung berhadapan langsung dengan dosen serta yang jadi murid itu teman-teman kita nah itu yang bikin saya jadi stres.
Interviewer	:	Baik untuk pertanyaan ke tujuh, in your point of view, do you have any challenges in gaining selfconfidence during the microteaching practice?
Respondent A	:	Ya saya memilikinya.
Interviewer	:	Untuk pertanyaan kedelapan, In your point of view, What is the challenge you faced in gaining your self-confidence?

Respondent A	:	tantangannya itu ya karena kita baru praktek micro teaching ya so kita masih kurang dalam pengalaman belajar dan mengajar menjadi guru ya sehingga kita tidak percaya diri Terus adanya penilaian dari orang lain seperti yang kata saya tadi ya bahwa siswanya itu adalah teman-teman kita yang tahu gimana kemampuan kita di dalam kelas so penilaian mereka itu akan membuat kita sangat kurang percaya diri..
Interviewer	:	Untuk pertanyaan kesembilan, in your point of view do you have any challenges in designing a lesson plan for microteaching practice?
Respondent A	:	Tentu, saya memilikinya.
Interviewer	:	Baik untuk pertanyaan kesepuluh, In your point of view, What is the challenge you faced in designing lesson plan?
Respondent A	:	Saya kesulitan dalam membuat tujuan pembelajaran yang jelas dan menentukanmetode mana yang paling cocok untuk siswa.
Interviewer	:	Baik untuk pertanyaan kesebelas, in your point of view, do you have any challenges in designing an instructionalresources for microteaching practice?
Respondent A	:	Ya tentu saya memilikinya.
Interviewer	:	Pertanyaan kedua belas, In your point of view, What is the challenges you faced in preparing instructional resourches?
Respondent A	:	angannya ya karena kurangnya pengalaman mengajar tadi ya Kesulitan saya itu yang memilih memilih desain atau memilih metode mengajar yang cocok untuk murid-murid yang zaman murid-murid zaman sekarang yang mereka nggak mau sistem belajar yang monoton
Interviewer	:	Pertanyaan ketiga belas, in your point of view, do you have any challenges in teaching norm and practices in microteaching practice?
Respondent A	:	Ya saya memilikinya.
Interviewer	:	Pertanyaan ke empat belas, In your point of view, What is the challenge you faced in Teaching norms and practices?
Respondent A	:	tantangannya itu pembiasaan tadi ya mungkin kita dikasih materi Bagaimana menjadi guru yang baik tapi pembiasaan kita masih kurang Nah itu akan menjadi tantangan tersendiri, misalnya kayak kalau kita gandeng tas gitu kan kalau masuk letakkan dulu tasnya baru kita menyapa murid karena pembiasaan tadi kurang jadi kita masih gandeng. terus kita udah nyapa murid Nah itu masih menjadi tantangan tersendiri.
Interviewer	:	Untuk pertanyaan kelima belas, in your point of view, do you have any challenges in appropriating

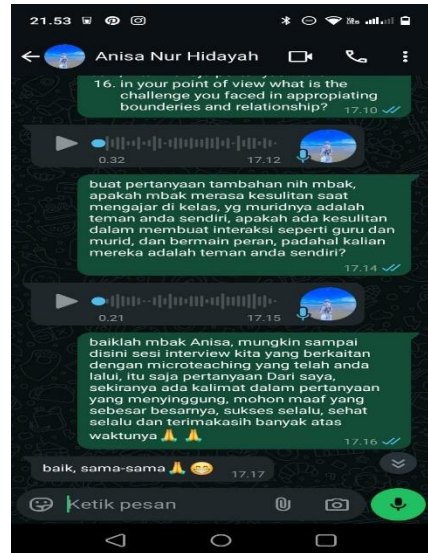|		
		bounderies and relationship in microteaching practices?
Respondent A	:	Ya, saya punya.
Interviewer	:	Untuk pertanyaan terakhir, In your point of view, What is the challenge you faced in Appropriating bounderies and relationship?
Respondent A	:	Ya kan kita kalau praktek microteaching itu mbak kita pakai muridnya itu adek Tingkat atau teman sebaya kita ya Nah pasti kita minta tolong ke mereka itu tolong ya berperan sebagai murid yang begini tolong ya supaya suasana belajar mengajar itu terlihat secara nyata ya Nah tantangannya itu karena kita ini Bersama teman-teman kita pasti itu banyak ketawa-ketawanya terus menciptakan kelas yang kondusif layaknya guru dan murid itu pasti susah begitu karena itu teman sendiri. Karena teman ya jadi susah ..

Appendix 7

MICROTEACHING (OUTCLASS)| MIFTAH FARID (20551036)| TBI 6C
31 x ditonton 1 thn lalu ...selengkapnya

Outdoor microteaching vidio
24 x ditonton 1 thn lalu ...selengkapnya

MICROTEACHING
61 x ditonton 1 thn lalu ...selengkapnya

Appendix 8 Documentation

AUTHOR'S BIO

Nadia Selfi, commonly known as Nanad, was born in Air Sempiang Village, Kabawetan District, Kepahiang Regency, Bengkulu, on October 28, 2002. She is the fourth child of five siblings: Dodi, Refda, Rani, Nadia, and Kapela. She was born into a family that has been truly remarkable for her: her father, Kasto Alam, and her mother, Nisnawati. Nadia began her educational journey at SDN 10 Kabawetan, followed by SMPN 02 Kabawetan, and then continued her studies at SMAN 1 Kabawetan. After completing her secondary education, she pursued a Bachelor's degree at the State Islamic Institute (IAIN) Curup, Faculty of Tarbiyah, majoring in Tadris English Study Program. With a strong passion for the English language, along with determination, motivation, and the prayers of her parents—especially her beloved mother—and her extended family, Nadia successfully completed her undergraduate studies in 2025. It is hoped that this thesis will contribute positively to the world of education, enrich the wealth of knowledge, and be beneficial to its readers and others.