

**BUILDING TEACHING COMPETENCE THROUGH MICRO TEACHING  
AND PRE SERVICE TEACHING**

**SKRIPSI**

**By:**

**Nadia Eka Putri**

**1042019030**

**Degree (S1)**

**Study Program: English Education Department**

**Tarbiyah and Teacher**

**Training Faculty**



**MINISTRY OF RELIGIOUS AFFAIR**

**STATE INSTITUTE OF ISLAMIC STUDIES LANGSA**

**2024 M / 1445 H**

**STATEMENT OF APPROVAL**

**BUILDING TEACHING COMPETENCE THROUGH MICRO TEACHING  
AND PRE SERVICE TEACHING**

Submitted to the Tarbiyah and Teacher Training  
State Institute of Islamic Studies Langsa as Fulfillment of the Requirements for  
the Degree of Sarjana Pendidikan (S.Pd) of English Education

**By**

**Nadia Eka Putri**

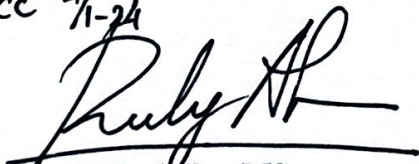
**1042019030**

**English Education Department**

Approved By:

Supervisor I

Acc 4/1-24



Ruly Adha, MS

NIP. 19840830 200901 1 006

Supervisor II



Husnul Khatimah, M.Pd

NIP. 19920203 201903 2 016

**STATEMENT OF CERTIFICATION**

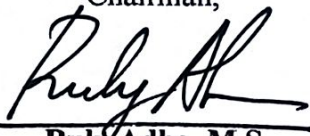
**BUILDING TEACHING COMPETENCE THROUGH MICRO TEACHING  
AND PRE SERVICE TEACHING**

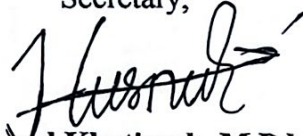
By  
**Nadia Eka Putri**  
**1042019030**


Has been defended in Sidang Munaqasyah by the board of Examiners and has been accepted as a Partial Fulfilment of Requirements for *Sarjana Pendidikan (S.Pd)* in English Department of Tarbiyah and Teacher Training Faculty on:


Thursday, 01 February 2024 M  
20 Rajab 1445 H



**Board of Examiners**

Chairman,  
  
**Rully Adha, M.S**  
NIP. 19840830 200901 1 006

Secretary,  
  
**Husnul Khatimah, M.Pd**  
NIP. 19920203 201903 2 016

Examiner I,  
  
**Muslem, S.Pd., M.Pd., M.TESOL**  
NIP. 19760527 200904 1 002

Examiner II,  
  
**Dr. Fakhurrazi, M.Hum**  
NIP. 19780214 200604 1 001

Certified by:  
The Dean of Tarbiyah And Teacher Training Faculty  
State Institute of Islamic Studies Langsa  
  
  
**Dr. Amiruddin, MA**  
NIP. 19750909 200801 1 013

## PERNYATAAN KEASLIAN TULISAN

Saya yang bertandatangan di bawah ini:

Nama : Nadia Eka Putri

NIM : 1042019030

Fakultas / Prodi : FTIK / Tadris Bahasa Inggris (TBI)

Menyatakan dengan sebenarnya bahwa skripsi yang ditulis dengan judul **“Building Teaching Competence through Micro Teaching and Pre-service Teaching”** untuk memperoleh gelar Sarjana Pendidikan merupakan hasil karya saya sendiri.

Apabila dikemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini adalah hasil jiplakan, maka saya bersedia menerima segala sanksi yang diberikan atas perbuatan saya tersebut

P. Brandan, 25 Desember 2023  
Yang Membuat Pernyataan



Nadia Eka Putri  
NIM. 1042019030

## ACKNOWLEDGEMENT

First of all, all praise and gratitude to the most gracious and merciful, Allah *Subhanahu Wa Ta'ala*, who has given strength, health, and patience to the researcher to finish this thesis entitled “**Building Teaching Competence through Micro Teaching and Pre service Teaching.**” Also, praise and salutation be upon our prophet Muhammad *Shallallahu 'Alaihi Wasallam*.

In completing this thesis, the researcher received a lot of helps from many parties in preparation and writing of this thesis. The researcher would like to thank to Mr. Edy Razali and Mrs. Kurnia Dewi as the researcher's parents, as well as Reza Wahyudi, her beloved brother, who always provided material and non-material support in finishing this thesis. On this occasion, the researcher would also like to express her deepest gratitude to the honourable:

1. Mr. Ruly Adha, MS and Mrs. Husnul Khatimah, M.Pd as the researcher's supervisors who have given invaluable guidance and insightful feedback throughout the entire research proses.
2. Dr. Fakhrurrazi, S.Ag, M.Hum as the head of English Education Department and Mrs. Shafrida Wati, M.A as the secretary of English Education Department for the guidance and help.
3. Mrs. Wahidah, M.Pd for the suggestion and guidance as the researcher's academic advisor and all lecturers of English Education Department who have given their knowledge through classroom meetings.
4. Nabila, Nisa, and Raisa who always entertain and be supportive listeners.

5. Lili, Dara, and Novi for being comfortable friends to study, to ask for advices, and to exchange any ideas.
6. Rexi, who has offered boundless encouragement.
7. All ZEC's committees and members, thank you so much. Our beloved secretariat has a big part in completion of this thesis.
8. All teachers in Heroes English Course for giving the researcher a chance to grow and learn.

Finally, the researcher would like to thank all those who helped in completing this thesis. The researcher hopes that this thesis is useful for readers, especially for students majoring in English education at IAIN Langsa.

P. Berandan, 25 December 2023  
The researcher,

**Nadia Eka Putri**  
**NIM. 1042019030**

## TABLE OF CONTENTS

<b>ACKNOWLEDGEMENT</b> .....	<b>iv</b>
<b>TABLE OF CONTENTS</b> .....	<b>vi</b>
<b>ABSTRACT</b> .....	<b>viii</b>
<b>CHAPTER I: INTRODUCTION</b> .....	<b>1</b>
A. Background of Study .....	1
B. Research Question .....	5
C. Purpose of Study.....	5
D. Significance of Study.....	6
E. Limitation of Study.....	6
<b>CHAPTER II: REVIEW OF LITERATURE</b> .....	<b>7</b>
A. Theoretical Framework .....	7
1. Micro Teaching.....	7
2. Pre-service Teaching.....	12
3. Competence of Teacher .....	17
B. Previous Study .....	19
<b>CHAPTER III: RESEARCH METHOD</b> .....	<b>23</b>
A. Research Design .....	23
B. Research Participant .....	24
C. Data Collection .....	24
D. Data Analysis.....	26
<b>CHAPTER IV: FINDING AND DISCUSSION</b> .....	<b>28</b>
A. Finding.....	28

1. Pre-service teachers’ perception on the merits of micro teaching toward pre-service teaching program .....	28
2. The process of building teaching competence through micro teaching and pre-service teaching program .....	38
B. Discussion.....	51
1. Pre-service teachers’ perception on the merits of micro teaching toward pre-service teaching program .....	51
2. The process of building teaching competence through micro teaching and pre-service teaching program .....	53
<b>CHAPTER V: CONCLUSION AND SUGGESTION.....</b>	<b>57</b>
A. Conclusion .....	57
B. Suggestion.....	58
<b>REFERENCES .....</b>	<b>60</b>



## ABSTRACT

**Nadia Eka Putri**, 2023. Building Teaching Competence through Micro Teaching and Pre Service Teaching.

**Supervisor (1).** Ruly Adha, MS **(2).** Husnul Khatimah, M.Pd

This research aims to explore the pre-service teachers' perception on the merits of micro teaching toward pre-service teaching program, and to know how is the process to build teacher competence especially the pedagogical competence of the pre-service teachers in English Education Department IAIN Langsa. This research used qualitative descriptive approach. The data were collected by structured interview, observation, and documentation. The subject of this research was the last semester students at the English Education Department IAIN Langsa who have completed microteaching course and was carrying out the pre-service teaching program. The researchers conducted interview to 5 pre-service teachers to find out pre-service teachers' perception and teacher's competence in teaching English during their pre-service teaching program. The result of interview, was for teacher's competence then deepen with class observation and documentation. The findings from this study indicated that microteaching equips pre-service teachers with the necessary skills, but the challenges faced in transferring the necessary skills and different perceptions of the effectiveness highlight the need for a more comprehensive approach. Furthermore, this research highlights the successful application of micro teaching as a basis for teacher competency development. The process of building teaching competence through microteaching and the following pre-service teaching program show a positive correlation between microteaching scores and the development of teaching competence.

**Keywords :** *Students Perception, Micro Teaching, Pre-Service Teaching, Teaching Competence*

# CHAPTER I

## INTRODUCTION

### A. Background of Study

A teacher should have a good teaching skills to improve the education quality. One of the important skill is classroom management. This is very necessary for teacher when dealing with their students. The duties and responsibilities of a teacher or educator, especially in teaching, need to be taken seriously. Teaching in a classroom with approximately 40 students and a 40 minute time allocation per session is very complex job and challenging. It requires practical teaching experience in the classroom. For a teacher candidate, this can be even more challenging and difficult.

Teaching does as not simply as transferring knowledge from one to other, but it is a complex process that facilitates and influences the process of learning. A qualified teacher is estimated on how much students understand from his/her teaching. A real classroom cannot be used as a platform for acquiring primary reaching skills. Teaching skill can be acquired only through more structured and cheaper training techniques by the introduction of micro teaching.<sup>1</sup> The complexity of a teaching situation can be overwhelming. Thus, before teach in a real class situations, the teacher candidates deal with it through micro teaching.

---

<sup>1</sup> IA Otsupius, "Micro-Teaching: A Technique for Effective Teaching," *African Research Review* 8, no. 4 (2014): 183.

Micro teaching is one of the compulsory subject that become the key to be a great teacher, especially for undergraduate students of English Education department in Tarbiyah and Teacher Training Faculty in IAIN Langsa. In this major, the students are taught some subjects that help them to evolve their capabilities in teaching and get ready to teach. They will learn to make a lesson plan, teaching strategies in English language teaching, classroom management, curriculum, material development, and other relevant subjects. All students are expected to be a qualified and an experienced teacher. Because of that, they have to learn and past several course like micro teaching.

Micro Teaching is a method used to establish teaching abilities. It is designed like a real classroom to help students learn and improve their teaching skills. With significant decrease in the number of students in a class, the sphere of the topic, the timing, and other factors. It allows student to expand the knowledge of teaching and use actual teaching situations for skill improvement. Micro Teaching has indicates a significant results in learning process. Micro Teaching needs to be introduced as a creative way for teacher candidates to learn by providing facilities they need to be successful.<sup>2</sup> It can effectively diminish their anxiety and boost self-confidence. It will enable them to learn from the theory, evolve their abilities of teaching, and evaluate themselves.<sup>3</sup>

---

<sup>2</sup> Ambili Remesh, "Microteaching, an Efficient Technique for Learning Effective Teaching," *Journal of Research in Medical Sciences*, 2013.

<sup>3</sup> Ayten Arslan, "Pre-Service Teachers' Journey of 'Teaching' through Micro-Teaching: A Mixed Design Research," *Egitim ve Bilim* 46, no. 207 (2021): 259–283.

A variety of lecturing and tutoring techniques can be experienced through micro teaching. By micro teaching activities, students are expected to growth their experience in smaller class consist of 10 – 15 students for 5 – 20 minutes while they also observing and evaluating the work of others.<sup>4</sup> By giving Micro Teaching as a compulsory subject for English Education Department student, they enable to share knowledge and skill on one another for a short period of time before starting their real teaching situations at school.<sup>5</sup>

After completing this subject, students will be prepared to participate in Pre-Service Teaching Program, known as *PPL (Praktik Pengalaman Lapangan)* in Indonesia. The requirement for students at the State Institute of Islamic Studies Langsa, much like at other universities in Indonesia is to complete the PPL course. The Pre-service teaching program (PPL) offers pre-service teacher the chance to put their knowledge into practice within actual classroom settings.<sup>6</sup> This program aligns with the law No. 20 of 2003 on education. The aim of PPL implementation is to attain the required competencies, and teachers have crucial roles in terms of learning, training, and supervising.

---

<sup>4</sup> Otsupius, "Micro-Teaching: A Technique for Effective Teaching."

<sup>5</sup> Tata Umar Sa'ad, Shehu Sabo, and Aliyu Dahuwa Abdullahi, "The Impact of Micro-Teaching on the Teaching Practice Performance of Undergraduate Agricultural Education Students in College of Education, Azare," *Journal of Education and Practice* 6, no. 26 (2015): 109–115, [www.iiste.org](http://www.iiste.org).

<sup>6</sup> Putri Dini Meutia, Ferlya Elyza, and Yusnila Yusnila, "PRE-SERVICE TEACHERS' PERFORMANCE POST MICROTEACHING CLASS IN FIELD EXPERIENCE PROGRAM," *Englisia Journal* 5, no. 2 (2018): 102.

The pre-service teachers will choose the school they will teach in. The mentor or supervisor from the assigned school will evaluate how well they do in the Pre-service teaching program. How they manage the classroom, interact with students, and deliver the lessons will impact their overall performance. As a result, pre-service teachers are given full responsibility for managing the classroom during PPL by supervising the activities there.<sup>7</sup>

However, pre-service teachers still have some problems during Pre-service teaching program (PPL) even though teacher candidates have completed micro teaching. For pre-service teachers real teaching in classrooms have so many challenges. They still have some problems such as not being very proficient in teaching and have no basic skills when they teach at school. It is caused by the lack of time allocation for teaching practice and the significant difference between the school environment and the classroom during micro teaching class.<sup>8</sup>

It is accepted that micro teaching method comes with both advantages and limitations. One of these limits is that pre-service teachers may receive limited feedback due to time constraints and the limited duration of class sessions. In micro teaching, the teaching duration, and teaching materials are condensed. The students involved are not the actual students at school so teacher candidates do not know the real characteristics of students which make them inexperienced during pre-service teaching program.

---

<sup>7</sup> Ibid.

<sup>8</sup> K Widiarini, I , A, "Hubungan Hasil Belajar Mata Kuliah Micro Teaching ( Ppl I ) Dengan Hasil Belajar Program Pengalaman Lapangan ( Ppl Ii ) Mahasiswa Jurusan Pendidikan Ekonomi Pada Semester Genap Tahun Akademik 2013 / 2014 Dan Semester Ganjil Tahun Akademik 2014 / 2015," *Jurnal Jurusan Pendidikan Ekonomi* 5, no. 1 (2015): 1–9.

Nowadays, it is often seen that there is no guarantee for students who perform well in micro teaching to successfully complete their pre-service teaching program. Based on the problem, this research aims to explore the perspective of students regarding micro teaching and pre-service teaching program, and to examine the process of building competent skills for teacher candidates at English Education Department in Tarbiyah and Teacher Training Faculty of IAIN Langsa which will be evaluated by teacher's competencies criteria.

## **B. Research Question**

Based on explanation above, the researcher formulates the research questions as follows:

1. How are the pre-service teachers' perception on the merits of micro teaching toward pre-service teaching program?
2. How is the process of building teaching competence through micro teaching and pre-service teaching program?

## **C. Purpose of Study**

Based on the research question above, the purposes of study can be stated as follows:

1. To explore the pre-service teachers' perception of the merits of micro teaching toward pre-service teaching program.

2. To find out the process of building teaching competence through micro teaching and pre-service teaching program.

#### **D. Significance of Study**

##### a. Theoretical Significance

By conducting this research, the researcher can find out of the students' perspective of English Education Department in IAIN Langsa toward micro teaching and pre-service teaching program and how is the process of building teaching competence.

##### b. Practical Significance

The findings of this research are expected to provide valuable insight and to be used as a reference in improving the teaching abilities, also to enhance the quality of teacher preparation at the English Education Department students of Tarbiyah and Teacher Training Faculty in IAIN Langsa

#### **E. Limitation of Study**

There are four competencies according to the Regulation of the National Education Minister of the Republic Indonesia, namely pedagogical competence, personality competence, professional competence, and social competence. This study mainly focuses on the pre-service teachers' pedagogical competence.

## CHAPTER IV

### FINDING AND DISCUSSION

#### A. Finding

The description of these findings was presented based on two research questions; (1) How are the pre-service teachers' perception on the merits of micro teaching toward pre-service teaching program? And (2) How is the process of building teaching competence through micro teaching and pre-service teaching program? The data has been obtained from interview, observation, and documentation. The detailed description as follows:

##### 1. Pre-service teachers' perception on the merits of micro teaching toward pre-service teaching program

To answer the first question about the perception of pre-service teachers on the merits of micro teaching toward the pre-service teaching program, the researcher used interview consists of 6 questions gave to 5 pre-service teachers. The results obtained from the interview as follows:

###### a. What skills did you learn in microteaching class?

These were the several answers from the 5 pre-service teachers:

SC : *Kemampuan mengajar pastinya, apalagi untuk pemahaman teori metode-metodenya, kemudian praktik untuk metode itu sendiri.*

NS : *Kemampuan mengajar terus mengatur bagaimana materi bisa masuk ke murid gitu... media juga diajarkan terus buat*



*RPP.*

RF : *Saya mempelajari bagaimana cara menghadapi siswa, bagaimana mengondisikan kelas dan bagaimana cara memberikan sebuah materi ke siswa.*

DR : *Pengajaran bahasa inggris...*

AP : *Kemampuan dalam mengatur kelas agar kelas tetap efektif, cara mengajar bagaimana cara menjadi guru yang kompeten, dan cara membuat RPP.*

Most of participants said that the main skills they have learned in micro teaching class were the ability to teach well in class, the ability to deliver the material so that the students able to understand easily, then followed by the ability to develop lesson plans (RPP) and learning media to use in the classroom. In addition, two participants mentioned that another skill taught in microteaching class was classroom management skill.

b. What difficulties did you have during microteaching class? How you deal with it?

SC : *Kesulitan yang saya hadapi ketika microteaching itu karena waktu prakteknya kami gak ada muridnya gitu, jadi gabisa merasakan vibrasi langsung bagaimana menghadapi murid-muridnya karena kita ngajarnya tuh seperti di tentor-tentor youtube, kosong melompong gitu... gak ada interaksi. Terus*

*cara mengatasinya diimajinasiin aja gitu bahwasanya lagi ada muridnya.*

NS : *Kesulitannya confidence mungkin kurang terus waktu awal microteaching tu kayak kurang tau aja kayak yang kita tau tuh microteaching tuh ngajar jadi kita ngajar tuh sesuai materi tapi sebenarnya kita tuh harus tau skill apa yang kita ajarin fokus utamanya tuh skill apasih yang harus kita ajarin. Cara mengatasinya dengan dari evaluasi microteaching yang pertama karena microteachingnya ga Cuma sekali. Ada 3 kali. Yang pertama ga ambil nilai cuman sekedar microteaching dosennya lihat gimana cara kami mengajar, kemudian dikasi masukan. Nah dari masukan itulah jadi bahan evaluasi.*

RF : *Yang pertama anxiety terhadap diri sendiri, apalagi kita sebagai tenaga pendidik yah kita itu merasakan sebuah kecemasan yang berlebihan untuk menghadapi beberapa orang di kelas. Untuk mengatasinya yang pertama tetap tenang, kemudian memberikan sebuah jeda disaat kita terlalu gugup untuk menghadapi siswa kita tu harus tenang, kuncinya adalah tenang dan memberikan jeda untuk diri kita sendiri untuk melanjutkan materinya.*

DR : *Kesulitannya kurang percaya diri sih terus penguasaan kelas pas tampil latihan mengajar di mata kuliah tersebut.*

*Mengatasinya sering latihan ngajar dirumah, terus juga ada feedback dan saran yang diberikan oleh dosen mata kuliah tersebut.*

AP : *Awal mula di kelas micro teaching saya merasa kegugupan karena itu baru pertama kali saya mengajar walaupun di dalam kelas itu teman-teman saya tapi itu juga melatih mental saya dalam mengajar.*

Almost all participants cited some mental issues like feeling nervous, unconfident, and anxiety. Regular feedback from the lectures and multiple interactions of micro teaching sessions were crucial in addressing these concerns. Beside of confidential issues, one participant added another difficulty while performing teaching in microteaching class was the absence of real students which lead to a lack of authentic classroom experience. To overcome this, imagination and visualization techniques were employed.

- c. What skills did you learn in microteaching class but did not have a significant impact during your pre-service teaching program?

SC : *Ini sih, rancangan pembelajaran. Jadi saat kami di kelas microteaching itu kan ada disuruh buat urutan pembelajaran dari mulai masuk. Kenyataannya mungkin nanti pas masuk kelas kita bisa langsung doa atau bisa langsung interaksi dengan muridnya karena saat kita*

*masuk tuh nanti anak muridnya ada yang belum siap untuk belajar dan itu bisa nguras waktu kita mengajar.*

NS : *Ini, kayak di microteaching itu awalnya harus ada ice breaking atau nyanyi gitukan sedangkan PPL di Aliyah. Awalnya udah nerapin juga ke anak Aliyah itu tapi orang ini kayak apasih miss kok kayak anak-anak. Nah orangni mau yang lebih dewasa gitu.*

RF : *Kalau itu... karena pun pas saya PPL saya tidak mengikuti sebagian yang diajarkan di kelas mciro teaching, karena setiap orang kan mempunyai metode pembelajarannya masing-masing, gaya belajarnya... jadi ngga bisa kita yang dari mata kuliah itu ada sebagian yang bisa ada sebagian yang tidak bisa, tetapi saya belum tahu, belum menemukan apa yang ngga bisa karena bagi saya apapun metodenya selama itu dipraktekkan dan itu hasilnya bagus atau tidaknya itu tergantung dari gurunya juga.*

DR : *Tidak ada sih...*

AP : *Pemahaman ya, pemahaman muridnya. Ketika saya mengajar di microteaching otomatis kan itu teman-teman jadi lebih mudah menguasainya gitu, tapi ketika kita di sekolah ternyata anak-anak tidak secepat itu mengerti apa yang kita ajarkan.*

Based on the interview, the 5 pre-service teachers had different perceptions. Three participants stated the skill to follow the sequence of lesson plan, done some ice breaking, and the skill to understand the students did not give significant impact during pre-service teaching program. In contrast, one participant said all skills had good impact. Another participant said it was depend on the the teacher itself.

- d. What difficulties did you face while teaching during your pre-service teaching program? How do you overcome these difficulties?

SC : *Kesulitannya itu lebih ke bagaimana cara agar anak murid ini bisa merasa nyaman untuk belajar materi tersebut. Jadi kesulitannya tuh di rencana pembelajaran itni harus dikemas gimana ya supaya pembelajarannya gak monoton karena yang di buku itu monoton nah tugas kita sebagai guru memvariasikan lagi pembelajaran itu seperti apa. Nah untuk mengatasinya yaudah sebelum ngajar nanti saya coba mengkreasikan pembelajaran itu lewat youtube atau AI.*

NS : *Mencocokkan materi dengan medianya. Kita harus mencari media yang ngga boring. Cara mengatasinya... ya belajar. Sama cari-cari referensi anaknya tuh sukanya gimana gitu.*

RF : *Yang menjadi tantangan adalah ketika menghadapi siswanya dan itu adalah tantangan terbesar saat menjadi guru.*

DR : *Kesulitannya ya itu pengetahuan anak-anak itu rendah kali.*

*Cara mengatasinya lebih banyak kasi latihan soal.*

AP : *Kesulitan ya mengatur kelas... karena kan setiap anak*

*dalam kelas itu beda-beda wataknya, karakternya jadi susah*

*kita mengaturnya. Untuk mengatasinya saya meminta solusi*

*kepada guru pamong saya bagaimana cara mengatasi kelas*

*tersebut.*

Almost all participants answered they had problems to deal with students. With the different dispositions or characters of students, and the lack of knowledge of students related to the subject being taught, it made it difficult for pre-service teachers to deal with. This include how they could deliver the material effectively, how they could create a comfortable and a not boring classroom atmosphere so that the students could understand easily. Another difficulty was matching the media with the learning material so that the learning process ran conducively and efficiently. To overcome these diffciulties, one participant answered she would ask her school supervisor for some advices. Another participant answered she used AI (Artifial Inteligent) to look for references to an interesting learning strategies or methods to pack.

e. Overall, do you think microteaching is effective to help you in facing your teaching practice program?

SC : *Kurang sih, karena microteachingnya itu kami masuk seminggu sekali, kemudian dengan batas waktu yang sangat-sangat minim untuk praktek jadi masih kurang kalau gak dibarengin dengan mengajar diluar.*

NS : *Efektif sih karena disitu banyak yang diajarkan, maksudnya tuh kaya dalam mengajar tuh harus ada medianya, openingnya, closingnya segala macam gitu...*

RF : *Untuk sekarang Alhamdulillah ada beberapa poin yang bisa saya terapkan di sekolah dan itu ada yang efektif dan tidak efektif karena tergantung dari environment dari siswa tersebut.*

DR : *Efektif.*

AP : *Menurut saya itu sangat efektif ya untuk kita mahasiswa pendidikan ini untuk mengajarkan kita bagaimana cara mengajar di dalam kelas, berkat microteaching juga ketika PPL saya tidak terlalu terkejut dengan situasi yang saya alami saat itu.*

Based on the interview, the participants showed different opinions of micro teaching as a preparatory tools to face the pre-service teaching program. Three participants said it was effective. AP strongly endorsed the effectiveness of micro teaching attributing its success to

its role in preparing education students for real classroom challenges. NS and DR also showed significant contribution on what microteaching class provided. In contrast, one participants, SC said it was not effective enough due to the intensity and duration of microteaching sessions. Meanwhile, RF point out both effective and ineffective aspects of the micro teaching class. The effectiveness depends on the adaptability of the learnt skills to the actual classroom environment.

f. What are your suggestions for micro teaching class in English

Education Department IAIN Langsa to develop students' teaching ability?

SC : *Mungkin bisa jamnya ditambah, kemudian praktik mengajarnya ditambah lagi gitu untuk microteaching itu sendiri gitu. Kemudian mungkin bisa nanti sebelum masuk ke kelas microteaching, kami bisa dibawa dulu seperti pengenalan ke sekolahnya terlebih dahulu jadi saat microteachingnya udah gak gugup lagi.*

NS : *Karena microteaching tergantung dari dosennya, sama yang kemarin gaada perbaikan sih kami good-good aja cuman terakhir kami UASnya online jadi lebih bagus offline.*

RF : *Untuk sekarang mungkin bisa ditingkatkan lagi dari segi SDM nya untuk pengetahuannya itu dari secara teori dan*



*prakteknya itu lebih dipertajamkan lagi ke prakteknya ketimbang teorinya.*

DR : *Untuk saran mungkin lebih ke sering menggunakan media pembelajaran karena selama ini menggunakan media bagi yang mau-mau aja mungkin bisa diwajibkan untuk bawa media pembelajaran.*

AP : *Kalau mau microteaching itu lebih meningkat agar kita lebih menguasai bagaimana agar mengerti, bagaimana cara mengatur kelas... lebih banyak pertemuannya menurut saya. Lebih banyak sering dilatih-latih.*

Participants provided valuable insight to improve micro teaching class as a media for students to enhance their teaching ability to get ready for their pre-service teaching program in English Education Department IAIN Langsa. Recommendations included increasing practical sessions, introducing students to the school environment beforehand, and ensuring a more diverse use of teaching media.

In conclusion, micro teaching has provided good opportunity for pre-service teachers to learn to teach well, to deliver material effectively, interact with students, organizing the class and deal with students, also develop lesson plans to create effective learning and a conducive learning environment. However, micro teaching class still had some weaknesses because after all, the situation in micro teaching class and real class was very different. Lack of experience and the lack

of time to practice was become the problems faced by pre-service teachers. To overcome this, the pre-service teachers gave some suggestions. They requested the session of mciro teaching class be increased so they have more time to practice. In addition, the participant also asked to be introduced to the real classroom situation before conducting micro teaching class.

## **2. How is the process of building teaching competence through micro teaching and pre-service teaching program?**

To become a competent teacher, pre-service teachers must go through several stages first. The first was to take part in micro teaching class. The researcher used documentation to find out pre-service teachers' micro teaching score to know how well they done the micro teaching class. This table below presented their score.

<b>No.</b>	<b>Initial</b>	<b>Score</b>
1.	SC	A-
2.	NS	A-
3.	RF	B
4.	DR	A-
5.	AP	A-

Table 1. Students' microteaching score

After completing micro teaching class, the next step was carrying out the pre-service teaching program (PPL). At this stage, pre-service teachers would put into practice the theories they had learnt in micro teaching class. This session showed how effective micro teaching class was in building the pedagogical competencies of pre-service teachers in English Education Department in IAIN Langsa. The researcher conducted interviews with 5 pre-service teachers who has completed pre-service teaching program.

There were 5 interview questions that represent teacher's pedagogical competence based on Minister of National Education Decree 16/2007 concerning standars of academic qualifications and teacher competence. The interview results as follows:

a. Do you understand the characteristics of your students?

SC : *Kurang... masih kurang karena interaksi dengan anak murid itu cuma seminggu sekali jadi masih belum terlalu memahami karakter tiap anak.*

NS : *Kan ngajarnya ada kelas 10 dan kelas 11. Yang kelas 10 itu ngajarnya cuma seminggu sekali jadi kayaknya kurang gitu, tapi kalau kelas 11 seminggu dua kali jadi lebih mengenal yang kelas 11 ini.*

RF : *Selama saya jalan 2 bulan disini, yaa saya ada beberapa yang bisa memahami karakternya tanpa harus melihat lebih dalam lagi.*

DR : *Tidak semuanya...*

AP : *Masing-masing siswa memiliki karakteristik, jadi didalam kelas itu tidak hanya 10 ataupun 20 bahkan lebih sampai 30 gitu di dalam kelas jadi tidak mungkin setiap siswa saya pahami karakternya.*

Based on the interview, four participants answered they did not understand the characteristics of each student. This was due to the large number of students in one class and the limited time to teach in the class. Meanwhile, one participant said he understood some of his learners' characters.

- b. There are many teaching strategies and methods that can be applied in the classroom. What strategies/methods do you use in your classroom?

SC : *Saya menerapkan CLT.*

NS : *Metode yang kayak GTM? Iya GTM, terus yang model tanya jawab.*

RF : *Untuk pribadi saya, saya ngga menetap di dalam satu metode, saya harus melihat dari bagaimana dari lingkungan siswanya, keadaan siswanya. Nah yang pernah saya terapin itu jadi sebelum saya memulai pembelajaran itu ada yang namanya ice breaking jadi saya menggunakan kayak misalnya nuh saya kasi gambar gitu jadi kita satu-satu harus menebak itu gambar apa, itu secara gamesnya. Tapi kalau*

*untuk secara pembelajarannya saya lebih banyak basi-basinya, dan basa-basinya itu berkaitan dengan hal apa yang dipelajarkan, jadi mereka itu merasa tidak sedang belajar.*

DR : *Ada cuma lupa apa nama metodenya, Cuma dia lebih pakek media pembelajarannya itu berkelompok kayak diskusi kelompok.*

AP : *Tidak sih, saya mengajar sesuai apa yang dipahami murid tersebut. Misalnya saya selama 2 minggu saat PPL itu saya memantau kelas bagaimana cara guru itu mengajar, bagaimana mereka belajar jadi saat saya mengajar di kelas itu saya melakukan apa yang biasanya saya lakukan, tidak memiliki strategi atau metode lainnya.*

All participants had different method to use in the classroom. 3 out of 5 participants said they applied a method when teaching in the class. They used Grammar Translation Method (GTM), Communicative Learning Teaching (CLT), and Group Discussion. While another participant said she used different methods depending on the conditions and the needs of her students. In contrast, the fifth participant answered that she did not apply any strategy or method.

- c. To create educational learning activity, you should prepare a lesson plan. What is the reference you used to find the teaching materials? What learning media do you use in class?

- SC : *Google yang pastinya, youtube, kemudian aplikasi merdeka mengajar yang disediakan oleh kemendikbud. Media yang digunakan video dan proyektor.*
- NS : *Kalau materi darimana aja bisa dari google, terus pertemuan selanjutnya listening nah itu referensinya dari youtube terus kalau soalnya buat sendiri. Medianya karton, origami dan video.*
- RF : *For RPP, I search on internet and many references like teacher, youtube, or website. Habistu saya baca-baca lagi yang mana menurut saya cocok, saya ambil. Untuk media saya menggunakan PPT dan infocus, habistu saya menggunakan website quizzex for learning and I give the students a test.*
- DR : *Untuk kreferensi cari judul pembelajarannya di internet itu karena biasanya muncul banyak di internet. Medianya ini misal kayak kartunya itu ada kayak bahasa inggrisnya gitu jadi kayak mereka menyusun kalimat pakek kartu.*
- AP : *Itu kembali lagi kepada guru pamong saya ya, dia yang memberikan saya referensinya. Misalnya saya harus mengajarkan materi tersebut, dia memberikan saya referensi misalnya cari di web ataupun buku pelajaran. Ketika saya mengajar tentang jam, saya membuat media jam dari karton.*

Based on the interview results, almost all participants relied on the internet to find sources or references for the material to be taught in the class. They used Google, YouTube, websites, and *Merdeka Belajar* application provided by Kemendikbud. 2 other participants added that for the materials they got references from other teachers and textbooks available at school. For media used to support the learning process in the class, 2 out of 5 participants answered that they used a projector to display videos or PPTs. Then, some use the quizzex website. Other 3 participants used media that they made themselves from origami and cardboard.

- d. How do you develop an interactive learning to encourage students' potential and creativity?

SC : *Dari nonton video kemudian diajak berinteraksi kita tanya ini gimana mungkin berpengaruh juga kita ajak anak-anak itu cerita.*

NS : *Menggabungkan pembelajaran dengan games.*

RF : *Untuk mendorong kreativitasnya itu saya melihat pengetahuan mereka tentang hal apa yang mau diajarkan secara garis kecilnya aja gitu... jadi misalnya saya tanya kalian pernah buat ini ngga? Kalian tau tentang hal ini ngga sebelumnya? Kalau ada yang tau itu ditanyakan secara detailnya apa yang dia tahu gitu.*

DR : *Dengan cara berkelompok, karena kan dengan berkelompok itu kan kalau ada yang ngga paham gitu dia bisa tanya ke kawannya kalau misalnya dia malu untuk tanya ke guru.*

AP : *Saya mengajak mereka untuk bermain game...*

Each participant had different way to develop an interactive learning. SC used video as interactive learning in class. The aim was to motivate students to actively engage in discussion by asking questions during or after watching the video, thus fostering a deeper understanding of the material. DR used study groups to gain new knowledge. RF used question and answer sessions before or during the learning process to connect the material to be taught with existing knowledge that the students had. Meanwhile, other 2 participants, NS and AP used games to encourage students' creativity and potential.

e. How do you assess and evaluate the learning results?

SC : *Setiap selesai pembelajaran di hari itu dia akan diberikan tugas atau misalnya minggu ini materi dulu semua baru minggu depannya dikasi tugas. Atau setelah materi disampaikan dan dijelaskan diajak lagi interaksi.*

NS : *Create something from the topic. Misalnya kayak invitation letter jadi ada belajar diakhir pertemuan kita suruh mereka buat itu lalu baru dinilai.*



RF : *Saya menilainya yang pertama dari pengetahuannya... dari knowledge siswanya dari seberapa jauh dia memahami pembelajaran tersebut. Apabila siswa itu belum memahami setengahnya itu bisa diberikan kayak sebuah trigger atau tekanan dikit. Menekankan pemahaman yang saya mungkin kurang jelas untuk menjelaskannya bakal saya lebih mendetailkan hal itu ... setelah belajar juga ada dikasi latihan. Saya tengok dulu kalau hasilnya kurang akan saya kasi penjelasan dan latihan lagi.*

DR : *Dengan cara latihan soal, habistu dengan cara dia sering menjawab misalknya kayak ada penjelasan gitu ada sesi tanya jawab itu kadang dia jawab gitu.*

AP : *Saya melihat dari keaktifan mereka dalam menjawab pertanyaan saya, dari nilai juga saya lihat... dari kesopanannya dia terhadap saya*

Almost all participants answered they would give exercise by giving a test consist of several questions or assignments related to the material they had taught to evaluate and assess students' abilities. 2 other participants added that they assessed students by looking how active the students were in the classroom, such as answering questions every time there was a question and answer session after explaining the material.

The results of these observations were deepened with classroom observation. To attain data, the researcher made a sign on an observation checklist. The observation checklist was consists of 7 sub-competencies of pedagogical competence based on Minister of National Education Decree 16/2007 concerning standars of academic qualifications and teacher competence.

No.	Competencies	Initial				
		SC	NS	RF	AP	DR
1.	Mastering the characteristics of students	x	x	x	x	x
2.	Mastering theories and learning principles	✓	✓	✓	✓	✓
3.	Developing curriculum	✓	✓	✓	✓	✓
4.	Educating learning activities	✓	✓	x	✓	✓
5.	Understanding and developing students' potential	✓	✓	x	✓	✓
6.	Communicative	✓	✓	x	✓	✓
7.	Assessing and evaluating the learning process and results	✓	✓	✓	✓	✓

Table 2. Teacher pedagogical competence

After having the data, the researcher would obtain it through an analysis below.

a. Mastering the characteristics of students

Student characteristics can be understood and mastered through the learning activities that teachers carry out in the classroom. Almost all pre-service teachers could not understand the characteristics of all students. It can be seen during the learning process the pre-service teacher tried to attract the attention and focus of students when the class becomes noisy or when the students were not actively following the lesson well. But, there was still some students who did not listen to the teacher and not pay attention to the lesson. However, due to the large number of students in the class, the pre-service teacher was a bit overwhelmed in controlling the class. The situation seemed a little more difficult for RF. It seemed that the pre-service teacher could not attract the attention of some students. There was no opening or ice breaking and the class did not look conducive.

b. Mastering theories and learning principles

Teacher should have an understanding of learning theories and principles to facilitate a joyful and conducive learning environment during the learning process. From the observations result, it was clear that all participants tried to attract students' attention and encourage them to be active in learning activities. In addition, all pre-service teachers make sure the students' understanding towards the learning

material by asked the students if they have understood or not about the material has been explained. If the students did not understand, the pre-service teachers would explain it again. All participants had different ways to teach. In learning process some pre-service teachers used lecture method, communicative language teaching (CLT) and group discussion. The method was choosen depend on the material had to be taught.

c. Developing curriculum

In curriculum development, teachers are required to design lesson plans and select materials that suit the characteristics of their students. Through observation, it was found that all pre-service teachers developed lesson plans in accordance with the school curriculum. After looking their lesson plans, it seemed that they followed the sequence of learning material that has been made in their lesson plan. In addition, the learning process emphasises a student-centred approach, which demands active participation from the students. To choose the material had to be taught, the pre-service teachers received guidance from their supervisors at school or follow the textbooks provided at school.

d. Educating learning activities

Before starting the learning process, teachers must develop a comprehensive learning plan which used as a guideline for the implementation of learning activities. Through observations of the

learning process, it can be seen that pre-service teachers developed a learning plan and used them as reference during implementation. 4 teachers conducted learning activities that aim to help the learning process of the students in accordance with the design that has been arranged before. The teacher used a media and was able to involve students in the use of the instructional media. When the researcher made observations, SC used visual media, namely videos about the material were going to be taught. Then, NS, DR and AP used cardboard media that they had prepared by themselves.

e. Understanding and developing students' potential

The teacher have to designs and implements learning activities to bring out students' potential and creativity. Students are required to be active and creative in the learning process. Based on observation, 4 pre-service teachers designed and implemented the learning activities to encourage students' interest. However, there was a limitation the pre-service faced when they tried to recognize the potential and interests of each student individually. Their attention was mainly directed to students who were active in the class by asking questions when the learning process has started.

f. Communicative

In implementing learning, teachers have to communicate effectively, empathically, and politely with students at school. All pre-service communicate politely with students. But, only 4 of them who

deliver the material clearly. Actually, RF could convey the material clearly, it was just that he seemed nervous so that his voice sounded very low when teaching in the class and there were some hesitations when he spoke. Nonetheless, all pre-service teachers showed an open attitude towards student responses during the learning sessions, either by addressing student inquiries or encouraging students to actively participate in the learning process consistently. All pre-service teachers also had the ability to ask students about the material that has been explained, such as whether they understood or not about the material that has been explained, then always responded the question from the students.

g. Assessing and evaluating the learning process and results

Assessment of teaching and learning outcomes consists of activities or methods designed to ensure the achievement of learning process. Based on the observations, the pre-service teachers conducted an assesment of the learning process and outcomes. Evaluation process can be seen through the pre-service teacher's active monitoring of students learning process by giving questions during learning session. Evaluation of learning outcomes was conducted after delivering the material by giving questions or to create something about the material that had been discussed at that time.

## **B. Discussion**

### **1. Pre-service teachers' perception on the merits of micro teaching toward pre-service teaching program**

In exploring the perceptions of pre-service teachers on the merits of micro teaching for their pre-service teaching program, it became evident that participants recognized a range of necessary skills. Mostly, participants emphasized the acquisition of teaching effectiveness, mastery in material delivery, and the skill to create comprehensive lesson plans during their micro teaching experiences. Teaching effectiveness, as perceived by the participants, involved the ability to engage students, communicate concepts clearly, and foster a conducive learning environment. The emphasis on these skills aligns with existing literature, highlighting the core competencies required for effective teaching.<sup>49</sup>

However, participants reported several challenges encountered during microteaching, such as nervousness and confidence issues. These challenges align with the existing literature on the emotional aspects of teaching, where pre-service teachers often deal with anxiety and self-confidence.<sup>50</sup> Strategies employed by participants to overcome these challenges included staying calm, taking pauses when feeling overwhelmed, and practicing teaching at home. These strategies align with recommendations from the literature on teacher preparation, emphasizing

---

<sup>49</sup> Forrest W Parkay, Beverly Hardcastle Stanford, and Thomas Douglas Gougeon, *Becoming a Teacher* (Pearson/Merrill, 2010).

<sup>50</sup> Sa'ad, Sabo, and Abdullahi, "The Impact of Micro-Teaching on the Teaching Practice Performance of Undergraduate Agricultural Education Students in College of Education, Azare."

the importance of self-reflection and practice to enhance teacher confidence.<sup>51</sup>

Examining the transferability of micro teaching-acquired skills to the pre-service teaching program revealed a diverse picture. While participants reported they were effectively able to apply certain skills such as lesson planning and material delivery to their real classroom experiences, discrepancies emerged. Some participants noted challenges in implementing certain micro teaching-taught skills, such as ice breaking activities, indicated a need for more adaptable teaching approaches. This finding is in line with the literature underlining the contextual nature of teaching and the necessity for teachers to adapt their skills to diverse classroom settings.<sup>52</sup>

The effectiveness of microteaching in preparing pre-service teachers for their teaching program elicited diverse perspectives. Some participants deemed microteaching highly effective, asserting that it equipped them with necessary teaching skills. On the other hand, others expressed hesitations about its effectiveness, citing limitations in the frequency and duration of microteaching sessions. These varied perspectives align with previous research, acknowledging the potential benefits of microteaching while emphasizing the importance of a comprehensive and integrated approach to teacher preparation.<sup>53</sup>

---

<sup>51</sup> Otsupius, "Micro-Teaching: A Technique for Effective Teaching."

<sup>52</sup> Meutia, Elyza, and Yusnila, "PRE-SERVICE TEACHERS' PERFORMANCE POST MICROTEACHING CLASS IN FIELD EXPERIENCE PROGRAM."

<sup>53</sup> Ibid.



Participants provided recommendations to enhance micro teaching class. Suggestions included increasing practical sessions, introducing students to the school environment beforehand, and diversifying the use of teaching media.

In summarising these findings and relating them to the existing literature, a varied understanding of the role of microteaching in teacher preparation emerges. While microteaching equips pre-service teachers with necessary skills, challenges in transferability and differing perceptions of effectiveness highlight the need for a more comprehensive and context-aware approach. This research contributes to the ongoing discussion about preparing teachers effectively. It suggests that educators should consider dynamic classroom setting in shaping pre-service teachers' abilities.

## **2. The process of building teaching competence through micro teaching and pre-service teaching program**

Examining participants' micro teaching scores revealed a notable correlation with the subsequent development of teaching competence. The scores, ranging from A- to B, provide insights into the foundation laid during microteaching. Those with higher scores demonstrated a strong foundation, showcasing a positive connection between performance in microteaching and the subsequent stages of teacher preparation. This aligns with the literature emphasizing the importance of microteaching as

a formative assessment tool, indicating its potential role in predicting teaching competence.<sup>54</sup>

As pre-service teachers transitioned to the pre-service teaching program, the implementation of pedagogical competencies became evident. The observed teaching activities during the program showcased a variety of teaching methods, including Grammar Translation Method (GTM), Communicative Language Teaching (CLT), and group discussions. These methods, reflecting the pedagogical competencies outlined in Chapter II, emphasized a student-centered approach, active student participation, and adaptability. The alignment between observed practices and established competencies highlights the successful integration of microteaching-acquired skills into real classroom settings.<sup>55</sup>

Challenges in understanding individual student characteristics emerged as pre-service teachers struggled with the massive number of students in their classes. This challenge aligns with existing literature on student-teacher relationships and individual differences.<sup>56</sup> The struggle to comprehend each student's unique characteristics points the need for teacher education programs to incorporate strategies that foster personalized interactions, acknowledging the impact of student diversity on the teaching-learning process.

---

<sup>54</sup> Ardiansyah, "The Correlation Between the Students' Micro Teaching Grade and Their Teaching Ability During Preservice Teaching."

<sup>55</sup> Otsupius, "Micro-Teaching: A Technique for Effective Teaching."

<sup>56</sup> Rusmini, "Pedagogical Competence of Teachers of Social Science Education at Smpn 2 Sidomulyo."

Reported strategies for fostering interactive learning and students' potential showcased diverse approaches. From using videos to stimulate discussions to employing study groups and games, pre-service teachers demonstrated a commitment to engaging students creatively. These strategies connect with established methods for promoting student engagement and creativity, as highlighted in the literature.<sup>57</sup> The emphasis on interactive learning aligns with the contemporary understanding of effective teaching methods that encourage active participation and enhance students' potential.

In evaluating and assessing students' learning outcomes, pre-service teachers employed a range of practices, including providing practice questions, assignments, and measuring student participation. These practices, while diverse, align with recommended assessment strategies outlined in Chapter II.<sup>58</sup> The emphasis on both formative and summative assessment methods reflects a comprehensive approach to evaluating student understanding and engagement.

To conclude these findings and connecting them to the existing literatures highlight the successful application of microteaching as a basis for teacher competency development. The alignment between observed practice and defined competencies demonstrates the effectiveness of pre-service teaching program. The challenges identified underline the need for

---

<sup>57</sup> Géraldine Heilporn, Sawsen Lakhel, and Marilou Bélisle, "An Examination of Teachers' Strategies to Foster Student Engagement in Blended Learning in Higher Education," *International Journal of Educational Technology in Higher Education* 18, no. 1 (2021): 25.

<sup>58</sup> Maulana et al., "Charactered Teachers' Personality Competencies within Social Interactions."

a customised approach to student characteristics. Strategies for interactive learning align with the focus of pedagogy, which emphasises the importance of student engagement. Diverse assessment practices indicate diverse approaches to evaluating student learning outcomes. These findings contribute to the ongoing discussion on effective teacher preparation, which emphasises the important interaction between theory and practice in shaping competent teachers.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After conducting this research, the researcher has derived several conclusions as follows:

1. The pre-service teachers' perceptions of the merits of microteaching toward their pre-service teaching program revealed diverse understanding. While participants acknowledged the acquisition of essential skills such as teaching effectiveness and material delivery during microteaching, challenges such as nervousness and confidence issues were also prevalent. The findings emphasize the need for a comprehensive and adaptive approach to teacher preparation, taking into account the diverse skills required for effective teaching. Moreover, the varying perspectives on the effectiveness of microteaching highlight the importance of integrating practical experiences, early exposure to real classroom settings, and diverse instructional methods in pre-service teaching program.
2. The process of building teaching competence through micro teaching and the following pre-service teaching program show a good correlation between micro teaching scores and the development of teaching competence. Participants with higher microteaching scores demonstrated a strong foundation that translated into effective teaching practices during the pre-service teaching program. The observed teaching activities

reflected the integration of pedagogical competencies, highlighting the successful transferability of skills acquired during microteaching. However, the challenges in understanding individual student characteristics indicate the ongoing need for customised approaches in teacher education programs. Overall, these findings contribute to the ongoing discourse on effective teacher preparation, emphasizing the dynamic interplay between theory and practice in shaping competent teachers.

## **B. Suggestion**

The researcher provided several suggestions as follows:

1. The pre-service teaching program should integrate diverse and adaptable instructional methods, fostering a more comprehensive skill set among pre-service teachers. Emphasis should be placed on addressing the emotional aspects of teaching, providing support and strategies to overcome challenges such as nervousness and confidence issues. In addition, pre-service teachers should be prepared to deal with the complexities of diverse classrooms. A combination of practical experience, exposure to real classroom environments beforehand and varied teaching methods should be prioritised to improve the overall effectiveness of pre-service teaching program.
2. The lecturers of micro teaching class should prioritize the integration of theoretical knowledge with practical application for pre-service

teachers. Emphasize the importance of pedagogical theories, teaching methodologies, highlight effective communication, classroom management and facilitate hands-on experience in simulated classroom scenarios. Fostering self-reflection and provide constructive feedback that highlights strengths and suggests targeted areas for improvement.

3. The teacher at school should encouraging open communication and the exchange of ideas between themselves and the pre-service teachers, providing regular constructive feedback not only focusing on the area that need improvement but also on successes that have been achieved by pre-service teachers. In addition, *pamong* should expose a variety of teaching methodologies, classroom management techniques, model effective teaching behaviours and also create opportunities for observation and co-teaching to equip pre-service teachers with the skills and confidence for successful classroom implementation.
4. The pre-service teachers should actively reflect on and analyze their teaching methods, develop a deep understanding of educational theories and pedagogical approaches as it provides a solid foundation for effective teaching. Moreover, pre-service teachers should actively seek feedback from experienced teachers, utilise technology to create diverse learning, develop strong communication skills both verbal and

non-verbal for an effective classroom management and student engagement to become a competence teacher in the future.



## REFERENCES

- Ardiansyah. "The Correlation Between the Students' Micro Teaching Grade and Their Teaching Ability During Preservice Teaching" (2018). <http://repository.ar-raniry.ac.id/4774/1/Ardiansyah.pdf>.
- Arslan, Ayten. "Pre-Service Teachers' Journey of 'Teaching' through Micro-Teaching: A Mixed Design Research." *Egitim ve Bilim* 46, no. 207 (2021): 259–283.
- Fitriani, Cut, Murniati Ar, and Nasir Usman. "KOMPETENSI PROFESIONAL GURU DALAM PENGELOLAAN PEMBELAJARAN DI MTs MUHAMMADIYAH BANDA ACEH." *Pascasarjana Universitas Syiah Kuala* 8, no. 2 (2017): 88–95.
- Hakim, Adnan. "Contribution of Competence Teacher (Pedagogical, Personality, Professional Competence and Social) On the Performance of Learning." *The International Journal Of Engineering And Science* 4, no. 2 (2015): 1–12. [www.theijes.com](http://www.theijes.com).
- Heilporn, Géraldine, Sawsen Lakhall, and Marilou Bélisle. "An Examination of Teachers' Strategies to Foster Student Engagement in Blended Learning in Higher Education." *International Journal of Educational Technology in Higher Education* 18, no. 1 (2021): 25.
- Kusumayasa, Kadek Ngurah. "Pedagogical Competence of EFL Teachers: Teachers' and Students' Perspectives." *Jurnal Ilmiah Pendidikan Profesi Guru* 5, no. 1 (2022): 46–53.
- Mahmud, Imran. "Micro Teaching to Improve Teaching Method: An Analysis on Students' Perspectives." *IOSR Journal of Research & Method in Education (IOSRJRME)* 1, no. 4 (2013): 69–76.
- Maulana, Hirlan, Solihin Nurhayat Kholbi, Dendi Muhamad Syafei, and Lina Herlina. "Charactered Teachers' Personality Competencies within Social Interactions." *Jurnal BELAINDIKA (Pembelajaran dan Inovasi Pendidikan)* 3, no. 1 (2021): 9–14.

- Meutia, Putri Dini, Ferlya Elyza, and Yusnita Yusnita. "PRE-SERVICE TEACHERS' PERFORMANCE POST MICROTEACHING CLASS IN FIELD EXPERIENCE PROGRAM." *Englisia Journal* 5, no. 2 (2018): 102.
- Mujais, Apling, and Sri Haryani. "The Analysis of Microteaching In Improving Teaching Skill Of Pre-Service Physics Teachers." *Mujais Apling, Sri Haryani, Elianawati/ Journal of Innovative Science Education* 8, no. 3 (2019): 344–348. <http://journal.unnes.ac.id/sju/index.php/jise>.
- Muluk, Safrul, Habiburrahim Habiburrahim, and Ardiansyah Ardiansyah. "MICRO TEACHING COURSE: Does It Affect Students' Teaching Ability?" *Englisia: Journal of language, education, and humanities* 7, no. 2 (2020): 150.
- Nabila, Haniatin. "The Influence of Pedagogic Competence and Professional Competence To Performance of Teachers' Social Studies in Trowulan District." *International Conference on Ethics of Business, Economics, and Social Science* (2011): 556–565.
- Najjah, Wi Indah Subkhiyatin. "Pengaruh Nilai Micro Teaching Terhadap Kemampuan Mengajar Praktek Pengalaman Lapangan (PPL) Mahasiswa S1 Program Studi Tadris Bilogi Angkatan 2010 Fakultas Ilmu Tarbiyah Dan Keguruan IAIN Walisongo Semarang." *Skripsi Fakultas Ilmu Tarbiyah dan Keguruan IAIN Walisongo Semarang* (2014): 1–118.
- Otsupius, IA. "Micro-Teaching: A Technique for Effective Teaching." *African Research Review* 8, no. 4 (2014): 183.
- Özonur, Mesut, and Halil Kamışlı. "Evaluation of Pre-Service Teachers' Views Related to Microteaching Practice." *Universal Journal of Educational Research* 7, no. 5 (2019): 1226–1233.
- Pahrudin, Trisno Martono, and Wiedy Murtini. "The Effect of Pedagogic Competency, Personality, Professional and Social Competency Teacher To Study Achievement of Economic Lesson in State Senior High School of East Lombok District Academic Year 2015/2016." *Proceeding The 2ndInternational Conference On Teacher Training and Education Sebelas Maret University* 2, no. 1 (2016): 332–345. <http://suarakita.com/artikel>.

Parkay, Forrest W, Beverly Hardcastle Stanford, and Thomas Douglas Gougeon. *Becoming a Teacher*. Pearson/Merrill, 2010.

Reddy KR. "Teaching How to Teach: Microteaching (A Way to Build up Teaching Skills)." *Journal of Gandaki Medical College-Nepal* 12, no. 01 (2019): 65–71.

Remesh, Ambili. "Microteaching, an Efficient Technique for Learning Effective Teaching." *Journal of Research in Medical Sciences*, 2013.

Rusmini, Euis. "Pedagogical Competence of Teachers of Social Science Education at Smpn 2 Sidomulyo." *Jurnal Studi Sosial* 6, no. 1 (2018): 1–3.

Sa'ad, Tata Umar, Shehu Sabo, and Aliyu Dahuwa Abdullahi. "The Impact of Micro-Teaching on the Teaching Practice Performance of Undergraduate Agricultural Education Students in College of Education, Azare." *Journal of Education and Practice* 6, no. 26 (2015): 109–115. [www.iiste.org](http://www.iiste.org).

Saban, Aslihan, and Ahmet Naci Coklar. "Pre-Service Teachers' Opinions About The Micro-Teaching." *The Turkish Online Journal of Educational Technology* 12, no. 2 (2013): 234–240.

Widiarini, I , A, K. "Hubungan Hasil Belajar Mata Kuliah Micro Teaching ( Ppl I ) Dengan Hasil Belajar Program Pengalaman Lapangan ( Ppl Ii ) Mahasiswa Jurusan Pendidikan Ekonomi Pada Semester Genap Tahun Akademik 2013 / 2014 Dan Semester Ganjil Tahun Akademik 2014 / 2015." *Jurnal Jurusan Pendidikan Ekonomi* 5, no. 1 (2015): 1–9.

**APPENDIX 1**  
**Interview Questions**

**A. Pre-Service teacher's perception toward microteaching class and pre-service teaching program**

1. What skills did you learn in microteaching class?
2. What difficulties did you have during microteaching class? How you deal with it?
3. What skills did you learn in microteaching class but did not have a significant impact during your pre-service teaching program?
4. What difficulties did you face while teaching during your pre-service teaching program? How do you overcome these difficulties?
5. Overall, do you think microteaching is effective to help you in facing your teaching practice program?
6. What are your suggestions for microteaching class in English Education Department IAIN Langsa to develop students' teaching ability?

**B. Teacher Competence**

1. Do you understand the characteristics of your students?
2. There are many teaching strategies and methods that can be applied in the classroom. What strategies/methods do you use in your classroom?
3. To create educational learning activity, you should prepare a lesson plan. What is the reference you used to find the teaching materials? What learning media do you use in class?
4. How do you develop an interactive learning to encourage students' potential and creativity?
5. How do you assess and evaluate the learning results?

**APPENDIX 2**  
**Observation Checklist**

**Name** :

**Date** :

<b>No.</b>	<b>Pedagogical Competence</b>	<b>Responses</b>	
		<b>Yes</b>	<b>No</b>
1.	Mastering the characteristics of students		
2.	Mastering theories and learning principles		
3.	Developing curriculum		
4.	Educating learning activities		
5.	Understanding and developing students' potential		
7.	Communicative		
8.	Assessing and evaluating the learning process and results		

**APPENDIX 3**  
**Documentation**

1. Interview









## 2. Observation







