

Investigating Challenges in Conducting Micro-Teaching among English Education (ED)
Undergraduates in A Malaysian Private University.

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APPROVAL SHEET

This research paper attached hereto, entitled "Investigating Challenges in Conducting Micro-

Teaching among English Education (ED) Undergraduates in A Malaysian Private University"

prepared and submitted by Shasmita a/p Magenthiran in partial fulfilment of the requirements

for the Bachelor of Arts (Hons) English Education is hereby accepted.

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#### **ABSTRACT**

Micro-teaching is a cutting-edge approach to training in which a student-teacher or teacher-trainer teaches a small class of pupils for a brief period of time. The goal of this is to improve teachers' abilities. This method, which focuses on a single ability at a time, has worked well. The goal of this report is to investigate challenges in conducting microteaching among English Education (ED) undergraduates in a Malaysian private university. Research objectives in this research are to identify the challenges faced by English Education (ED) undergraduates of a Malaysian private university in conducting micro-teaching and to critically analyze the ways in overcoming the challenges in conducting micro-teaching, recommendations by English Education undergraduates of a Malaysian private university. In this study, a mixed-method technique also known as the utilization of both quantitative and qualitative methods is employed. A survey questionnaire and open-ended interview questions were among the research's instruments. The first highest mean and SD is "I feel microteaching is a disheartening situation when conducting it for the first time in the class" (M = 3.4, SD = 2.921). Twenty-eight participants answered strongly agree and agree, that shows this answered how disheartening micro-teaching is. Students agreed that conducting microteaching for the very first time made them nervous as it is a new experience for them. A larger sample size should be used for the study in order to provide the researcher with more insightful study data and a better understanding of the data.

**DECLARATION** 

I thus declare that all of the information in this article is original to me and that all references,

including printed, electronic, and personal sources, have been properly acknowledged in the

bibliography.

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# **CHAPTER 1: INTRODUCTION**

#### 1.0 Introduction

Micro-teaching is a key component of student instructors' skill development.

Nevertheless, micro-teaching has unavoidably run into several issues, whether due to objective or subjective causes, which have prevented it from performing its own role more effectively. Beginning teachers confront a variety of challenges, which Heriansyah (2020), investigated and divided into seven groups:

#### a) Procedural

Procedures need new teachers to be acquainted with the educational setting.

## b) Managerial

The managerial domain includes scheduling, taking attendance, grading procedures, organizing the class, managing time, controlling classroom methods, and keeping records.

#### c) Psychological

Psychological problems include managing stress, gaining confidence, dealing with difficulties and/or setbacks, switching from the role of a student to that of a teacher, and taking care of one's physical and mental well-being.

#### d) Instructional.

Planning lessons, locating materials for education, gauging student progress, including a variety of instructional strategies, and adapting instruction to each student's requirements are all examples of instructional challenges.

### e) Professional

The function of professional organizations, legal concerns, acceptable limits and relationships between academics and students, and possibilities for professional growth are just a few examples of professional roadblocks.

#### f) Building rapport

Building rapport is hampered by cultural differences.

#### g) Political

Political barriers relate to participating in extracurricular activities and developing connections with coworkers, staff, and administrators.

Therefore, this chapter explained the background of the study, problem statement, research objectives and research questions. The significance of the study is then discussed. The chapter was concluded with a discussion of the scope and limitations and definitions of terms used in the study.

#### 1.1 Background of the Study

According to Popat (2020), micro-teaching was seen to be an important aspect of teacher preparation before entering the realm of genuine professional teaching. It is a type of teacher training that helps both pre-service and in-service instructors enhance their skills, knowledge, demonstration style, and, more specifically, the planning and execution aspect. However, micro-teaching, like any other teaching approach, has its own set of challenges and this study investigated the challenges in conducting micro-teaching and the ways to overcome it among English Education(ED) undergraduates in a Malaysian private university.

Hence, students of English Education(ED) in the education sector have to conduct micro-teaching as part of their course plan. Teaching abilities are regarded as one of the most fundamental but challenging productive skills among English Education(ED) students especially when it comes to micro-teaching because this will be the student's first teaching experience in a classroom setting. The basic principle of micro-teaching is to target one skill at a time (Reddy, 2019).

According to Reddy (2019), before moving on to the next talent, mastery in one is required. The procedures of micro-teaching are defining the skills, demonstrating the skills, planning the lesson, teaching the lesson, feedback, re-planning, re-teaching, re-feedback and

repeating the style. Moreover, the micro-teaching technique includes several phases of skill acquisition which are knowledge acquisition phase (Pre-active phase), skill acquisition phase (Inter-action phase), skill achieved, and transfer phase (Post-active phase).

The primary goals of micro-teaching are as follows: it allows trainee instructors to learn and integrate new teaching skills under controlled conditions; it allows trainee teachers to master a variety of teaching skills; the trainee instructors build confidence in their teaching abilities, know the concepts and principles behind micro-teaching, and can analyse the complex process of teaching into fundamental micro-teaching skills and comprehend the technique of micro-teaching for improving teaching abilities (Reddy, 2019).

## **1.2 STATEMENT OF PROBLEM**

According to Bahar, Wahab and Ahmad (2020), in order to successfully undertake full-fledged online teaching and learning, particularly during current historic times, future study should be conducted in more realistic settings to uncover the finest pedagogical teaching approaches and technology solutions in micro-teaching. As per the statement above, conducting micro-teaching in online is the challenge faced by Malaysian universities during Covid-19 break. Therefore, there are not many research have been done regarding offline micro-teaching challenges and in this research paper the researcher investigated the multiple kind of challenges in conducting micro-teaching face to face to know deeper about the challenges through questionnaire.

Moreover, the study's results was primarily focused on what the participants "perceived to be" the difficulties associated with online micro- teaching and learning. The difficulties may not be the same as those described. So that comparisons may be established, future study could be done using a different methodology, such as interview and observation.

In addition, due to time restrictions, the study was limited to examining the difficulties. This study can be expanded upon by additional research looking into solutions to the problems (Idris, Masrom & Jusoh, 2021). Hence, in this study the researcher will be using questionnaire and semi-structured interview as methodology which has not been used in the above study to investigate more about the challenges in conducting micro-teaching. Besides that, the above study only focused in the challenges and not in the solutions so the researcher in this study focused on the ways to overcome the micro-teaching challenges through semi-structured interview.

Erlinda (2022), mentioned that the results of the study demonstrate that language impoliteness affects how effectively a lesson is transmitted, lowers student motivation, and individually makes students less sympathetic to lecturers. Lecturers should therefore be mindful of their respectful language when providing feedback or criticism to the students. The results of this study add to the body of knowledge regarding language rudeness in didactic encounters, particularly in micro-teaching classes. The impoliteness tactics lecturers use when providing feedback or criticism to students in micro-teaching courses were the main subject of this study. Therefore, in this study the researcher investigated the lecturers politeness in giving feedback in micro-teaching through interview from the participant's point of view.

#### 1.3 RESEARCH OBJECTIVES

This study offers the following research objectives to be met:

1. To identify the challenges faced by English Education (ED) undergraduates of a Malaysian private university in conducting micro-teaching.

2. To critically analyze the ways in overcoming the challenges in conducting microteaching, recommendations by English Education undergraduates of a Malaysian private university.

## 1.4 RESEARCH QUESTIONS

This study deals with the following research questions:

- 1. What are the challenges faced by English Education (ED) undergraduates of a Malaysian private university in conducting micro-teaching?
- 2. How to overcome the challenges in conducting micro-teaching among English Education undergraduates of a Malaysian private university?

## 1.5 SIGNIFICANCE OF STUDY

The results in the area of micro-teaching would be helpful to scholars wishing to learn more about the micro-teaching challenges faced by English Education (ED) undergraduates. The study should be carried out. It is because it will shed light on the challenges English Education (ED) students have when implementing micro-teaching. Based on the data, it will be possible to develop efficient teaching strategies. Therefore, the goal of this study is to learn how English Education(ED) students approach this issue as well as to understand the challenges that each English Education(ED) student who will be completing the questionnaires will face during micro-teaching. Future research on the challenges of micro-teaching English Education (ED) students will benefit from the details of this study.

Therefore, students' inability to confidently teach in the classroom severely hinders their chances of entering the workforce. This study could act as a modest guidance for undergraduates as it indicates the optimal future course. The results of this study may also

help instructors instruct students effectively and offer suggestions as they enhance their micro-teaching. For instance, lecturers can show how to do effective micro-teaching. The goal of the study was to spread awareness of the problem and stop it from getting worse.

According to this study, micro-teaching helps both aspiring teachers and practising teachers improve a variety of skills. It aids in the development of a teacher's management skills. Undergraduates can learn from the suggestions that micro-teaching helps build confidence and is not as difficult to do as they assume. The results of this study will help undergraduate students and even teachers improve their knowledge, skills, professional attitudes, and necessary micro-teaching techniques.

Furthermore, there have been numerous research on micro-teaching at public institutions but few in private universities. As a result, the researcher will carry out this research at one of the private universities in Kampar, Perak, in order to get additional information and conclusions that may provide more relevant data for this study comparing the difficulties that students at public and private institutions face while using micro-teaching. This will help future academics learn more about the difficulties private universities face when implementing micro-teaching.

# **1.6 DEFINITION OF KEY TERMS**

The terms that are used throughout this section of the study were defined as follows:

# 1.6.1 Micro-Teaching

The term "micro-teaching" refers to a frequent practise in which students in educational methods courses "teach" a lesson to their peers in order to get expertise with lesson design and delivery. Micro-teaching has been demonstrated to be an effective method of assisting pre-service teachers in learning about and reflecting on excellent teaching practise (Bell, 2007). Micro-teaching involves three steps. The knowledge acquisition stage

of micro-teaching is first. The teacher or teacher candidate learns about a variety of industries. The development of skills is the next stage. They put into practice the knowledge they learned in the first stage, known as knowledge acquisition, in this stage. Transfer is the final stage of micro-teaching, where teachers interact with students in a real classroom. The skills and knowledge they learned during their training session are put into practice by them (Vallikat, 2022).

#### 1.6.2 English Education

Many countries, like Malaysia, place a high value on English education. It is widely acknowledged as the worldwide language of commerce, science, and technology, making it a necessary talent for anyone to possess in order to prosper in a globalized world. The process of teaching and learning the English language, literature, and related subjects is referred to as English education. It includes a wide range of educational activities such as reading, writing, speaking, and listening, as well as grammar, vocabulary, and literary analysis. English education is often taught at several levels, ranging from elementary schools to colleges, and it is vital in assisting students in developing effective communication skills, critical thinking ability, and a deeper understanding for literature and culture (Admin & Admin, 2023).

# 1.6.3 Motivation Theory

The theoretical idea of motivation is used to explain human behaviour. The incentive gives people the drive to respond and meet their requirements. The construct that causes someone to want to reproduce a conduct and vice versa can also be considered a form of motivation. The mechanism that initiates, directs, and sustains goal-oriented behaviors is referred to as motivation. Basically, it motivates people to behave in order to meet a need, expect, or goal.

The two primary motivational types are typically known as intrinsic or extrinsic (Gopalan, Bakar, Zulkifli, Alwi & Mat, 2017). Hence, this theory will be used in this study under theoretical framework.

#### 1.6.3.1 Intrinsic Motivation

According Ryan and Deci (2000), the act of engaging in an activity for its own intrinsic rewards rather than for a secondary benefit is known as intrinsic motivation. When a person is intrinsically driven, they are motivated by the fun or challenge involved rather than by external prodding, pressures, or rewards. Therefore, intrinsic motivation is crucial for a teacher's willingness to actively participate in micro-teaching sessions. Teachers who are personally motivated to improve their teaching through micro-teaching are more likely to persevere in the face of difficulties or setbacks.

#### 1.6.3.2 Extrinsic Motivation

Extrinsic motivation is the term used to describe behaviour that is fundamentally dependent upon the achievement of a result that is distinct from the action itself. Extrinsic motivation is therefore of an instrumental nature. It is carried out to achieve a different goal (Legault, 2016). As a result, during these sessions, peers, mentors, or instructors typically offer the micro-teacher feedback and evaluation. Positive feedback, acknowledgement, or the prospect of improvement are examples of extrinsic motivators for teachers. Teachers can showcase their teaching abilities by taking part in competitive micro-teaching events. The competitive environment and the chance of winning awards may provide participants with external motivation to perform well.

#### 1.7 SCOPE AND LIMITATIONS OF THE STUDY

The limitations of the research study reviewed in this section in order to provide a more appropriate direction for future investigations of the same research. As a result, other researchers conducting comparable experiments would not utilize these limits again.

Due to the study's deadlines, the researcher was initially unable to collect data in given time. The amount of time available for doing this Final Year Project (FYP) 1 is limited where it is only 14 weeks to complete. Hence, there are only 7 weeks to complete Final Year Project (FYP) 2. This research was conducted in one of the Malaysian private university in Kampar, Perak.

The researcher find it difficult to search for journal articles regarding micro-teaching for statement of problem section where statement of problem section needs case studies which has been conducted within Malaysia and not in overseas. There are not many studies have been done regarding micro-teaching in Malaysia and it was been very challenging for the researcher to find for the reliable sources.

The study's sample size is limited, so more research with a larger sample size is needed to achieve more precise results. Data can be collected using a variety of methods, such as questionnaires and interviews. Because the answers and consequences vary, the method used by researchers to collect data may be a substantial limitation.

In comparison to other countries and Malaysia, the number of challenges in conducting micro-teaching was minimal and insufficient. More research and development in this subject of study are needed in Malaysia. Finally, because of the study's location of the university and the findings of this study may not be generalize to all the universities across the state.

# **CHAPTER 2: LITERATURE REVIEW**

#### 2.0 Introduction

This chapter contains results from previous research and a theoretical framework. The chapter starts with an analysis of this research, which is revised and divided in three topics; assessments of micro-teaching, cycle of micro-teaching and phases of micro-teaching. It continues with a discussion theoretical framework used in this study.

#### 2.1 Assessments of micro-teaching

Lecturers can analyse the micro-teaching process for reflection and evaluation of student achievement by using appropriate assessment throughout the process. The assessments used in micro-teaching must be able to be used for learning assessments, learning assessments, and learning assessments. Assessment for learning is a process-based evaluation meant to examine how learning occurs, how students advance, and how the outcomes of ongoing evaluations can raise students' accomplishment. Students can learn about themselves as learners and how to learn through the process of assessment as learning. On the other side, the emphasis of the assessment of learning is on the product, which is the achievement at the conclusion of the programme as measured by the students' grade. These kinds of evaluations are crucial in micro-teaching classes where lecturers can evaluate students' progress holistically, measure their accomplishments, and give them the chance to reflect and develop their reflective skills (Padmadewi & Artini, 2019).

#### 2.2 The cycle of micro-teaching

According to Mutmainnah (2019), micro-teaching's cycle starts with planning. The student will select the subject to be covered in the lesson plan and create it. Following that, the student teacher will create a mini class and teach for 5–10 minutes in front of 3–4 groups. Occasionally, a buddy or supervisor will also be a student and assist with session preparation

before teaching. Then the students were asked to demonstrate their teaching abilities, and both their peers' and the supervisor's assessments were recorded. The student teacher can play back the video record of the teaching session while it is in progress. After the lesson, students will receive feedback regarding any errors or material that was missed for 5–10 minutes. The student will benefit from feedback as they develop their teaching abilities. The final student asked that it be fixed and that she consider the feedback and recommendations before practising to teach it.

# 2.3 Phases of micro-teaching

As per El-Koumy (2022), micro-teaching consists of four stages. These steps should be carried out sequentially and repeatedly until preservice teacher candidates fully understand each fundamental teaching technique in small-group fake classroom environments. The following are the four phases:

#### 2.3.1 Phase of acquiring knowledge

This stage is also referred to as the skill orientation stage. In this stage, the microteaching course instructor gives trainees a clear understanding of a specific teaching technique, giving them a theoretical and practical foundation on which to build their use of the technique. Defining, characterizing, and analyzing a specific teaching skill; viewing a videotaped demonstration micro-lesson of the usage of this specific talent in the classroom; and analyzing and evaluating this micro-lesson demonstration are all part of this step (El-Koumy, 2022).

#### 2.3.2 Phase of preparation

According to El-Koumy (2022), during this phase, each student creates a microlesson plan in order to put the teaching technique they have learned thus far into practise. The short time (10–15 minutes) allotted for the micro-lesson's execution should be taken into

account when creating the lesson plan. The following actions are a part of this phase: defining the goal to be attained after the micro-lesson is finished, creating or choosing teaching-learning activities to reach the goal of the micro-lesson, defining the strategy(s) to be used for carrying out these activities, preparing the supporting materials and audio-visual aids to be used throughout the teaching-learning process, identifying criteria and creating tasks to evaluate the accomplishment of the micro-lesson objective, and evaluating the quality of the lesson plan with the aid of guiding checklists or questions are all examples of preparation.

# 2.3.3 Phase of implementation

Based on El-Koumy (2022), during this stage, each student puts their prepared plan into practise in a simulated classroom environment. Included in this stage are the following. Each trainee sequentially assumes the roles of the teacher and one of the students in small groups of three to five trainees until each trainee in each group completes her or his lesson plan within ten to fifteen minutes in the same micro-teaching session. The overseer of teaching practise keeps an eye on each group throughout the micro-teaching session. To ensure that everyone is on task and that each trainee in each group imparts the micro-teaching they have prepared in the previous phase, the instructor moves among them. Because it is challenging for the teaching practise supervisor to watch every trainee's practise in every group in real time, these practices should be videotaped so that the supervisor and other trainees can watch, analyse, and evaluate them after the micro-teaching session is over.

#### 2.3.4 Phase of feedback and reflection

According to El-Koumy (2022), this stage begins immediately following the conclusion of micro-teaching. There are the following actions: Each trainee meets with the teaching practise supervisor and the fellow trainees who acted as her or his students after watching the video recording of this micro-lesson to get feedback on how successfully she or

he carried out the lesson plan. Each trainee examines and reflects on their teaching performance using self-assessment and self-reflection questionnaires in order to identify personal areas for growth. Each small group of students discusses the practises of the others in order to provide fresh perspectives and criticism, spot latent biases, and develop knowledge that extends beyond the scope of personal reflection. Both individual (personal) and group reflections—each—were made in light of the supervisor's observations and recently found insights into the trainees' teaching practise. To reach the required level of teaching proficiency, the student revises the lesson plan and goes over the material again.

#### 2.4 Previous Studies

#### 2.4.1 Challenges faced in online micro-teaching.

A study conducted by Bahar, Wahab and Ahmad (2020), in Malaysia states the challenges Malaysian instructors encountered while teaching an entirely online microteaching under the Movement Control Order (MCO). These challenges include a lack of comprehension of the traits and attitudes of learners, inefficient real-time communication, technology ineptitude and low rates of interaction. In order to identify the challenges instructors encounter when using the Learning Management System (LMS) to provide online microteaching and learning to their students, this study uses a qualitative methodology which is semi-structured interview. With regard to the scenario of online teaching and learning in Malaysian universities during the COVID-19 epidemic, this study specifically uses descriptive research methods to do so. Eight instructors from four different universities in central Malaysia participated in this semi-structured interviews. The research's findings add to the body of information concerning online micro-teaching and learning. Practically speaking, the study's findings may raise key participants' comprehension and awareness of OTL challenges (such as ministries, universities, teachers, and system developers).

As per Makafane (2020), the researcher used a qualitative research methodology to examine the challenges faced by student instructors during micro-teaching at the National University of Lesotho's Faculty of Education. Data for this study was gathered through students' written materials, oral presentations, and pre micro-teaching activities under the supervision of teachers, such as understanding the syllabus and planning and practising lessons. Semi-structured interviews and observations were used to gather the data. Findings showed that the student teachers' use of English as a communication medium, interpretation of the syllabus, choice of teaching strategies, over- and under-planning, and organizational strategies are the problems they confront in the micro-teaching activities. It is advised that student teachers be told not to use non-standard language, prepare lessons using both the curriculum and the syllabus, use a variety of teaching techniques, and create their micro-teaching portfolios well in advance.

#### 2.4.2 Critical thinking skills through micro-teaching

Next, a study by Lestari (2019), described a micro-teaching methodology used in a nine-week English for Young Learners course at a teacher-training facility in Yogyakarta, Indonesia, and how it aided in the development of pre- service teachers' critical thinking abilities. The micro-teaching model was carried out in four steps: planning and preparation, micro-teaching for 20 minutes, peer feedback, and instructor feedback. The four steps in the micro-teaching model could aid preservice teachers in developing their critical thinking, according to an interview with two of them who participated in the programme. The purpose of the qualitative study was to determine how the micro-teaching methodology used in the English for Young Learners course affected the critical thinking abilities of preservice teachers. Melati and Vina, two student teachers enrolled in this programme, were interviewed as study participants.

According to Danday (2021), the effects of the two types of Micro-teaching Lesson Study (MLS), the Active MLS and the Passive MLS, on the critical thinking of aspiring physics teachers were investigated in a pretest-post test comparison-group quasi-experimental study. The six-week study involved 18 Bachelor of Secondary Education students who were Physical Science specialists. The Critical Thinking Inventory in Physics was used to collect data, which was then analyzed using the Wilcoxon Signed Ranks Test, Mann-Whitney U Test, and descriptive statistics. Results showed that all of the preservice teachers' critical thinking sub-skills, as well as their overall critical thinking, improved as a result of both the Active and Passive MLS. The Active MLS is much more effective than the Passive MLS at fostering overall critical thinking as well as its sub-skills, particularly inference and interpretation, according to the results. The Active MLS group's application of lessons during microteaching sessions revealed favourable affordances for the growth of critical thinking. It is advised that additional research be conducted with more preservice teachers who have scientific specializations. It is thought to be useful to incorporate the MLS, especially the Active MLS, into preservice teaching curriculum.

# 2.4.3 Enhance teaching skills through micro-teaching

In order to improve instructors' fundamental competences in teaching, this study by Popat (2020), shows how to use micro-teaching sessions to analyse teachers' attitudes and perceptions about the practise. The Delhi Public Elementary School, one of Indore's day schools, hosted the session for three days. To analyse the competencies of a group of 30 instructors, both qualitative and quantitative approaches were employed, and a presentation session was held for the teachers. The study's findings show a considerable improvement in the teacher's attitude, confidence, and perception both before and after the micro-teaching session was held. At the conclusion of each presentation, a questionnaire and an interview session were also held, and the results suggest that teachers felt that these sessions gave them

a chance to identify their professional teaching weaknesses and strengths. The outcomes also demonstrate that the teachers were able to develop their planning, demonstration, justification of learning objectives, assessment, and management of student conduct skills. Teachers came to the conclusion at the end of the session that the micro-teaching session should become a regular part of every school's routine because it not only helped them gain confidence and improve their skills but also allowed them to share teaching methodologies with one another.

Based on Padmadewi and Artini (2019), in order to create assessment tools for each teaching skill, this study looked into how they were implemented. The study was carried out at the English Education Department Ganesha University of Education Bali, Indonesia, and was planned as Research and Development (R&D) using the 4D model. 25 students were subjected to tests, observations, interviews, questionnaires, and other mixed methods of data collecting. The study's findings led to the development of three categories of assessment tools, including summative assessments, assessments for simulations, and assessments during 50 planning. The results of the implementations showed a noticeable improvement in the students' ability to teach, with average scores of 3.08 out of a possible 4. The assessments of learning are revealed through the results of summative assessments, which resulted in all students being able to reach good and excellent category. The instruments are seen as being very useful and serve as assessments for learning from which the lecturers can record the teaching skill improvement of the student teachers and observed the progress of the student teachers' performances and attitude. The study's findings suggested the significance of assessments for gauging students' proficiency in teaching English and their capacity for selfreflection and progress.

# 2.4.4 Benefits of micro-teaching to teaching practicum class

A study conducted by Sari (2020), is into learn more about how student teachers see the advantages of micro-teaching in their practicum class and to pinpoint the areas of teaching practicum that have not been effectively covered. Students in their last year majoring in English Language Education at State Islamic University of Ar-raniry Banda Aceh who had done the micro-teaching course and teaching practicum (PPL Programme), which included 10 student-teachers, were the participants in this study. Semi-structured interviews and reflective journal entries were utilized in this qualitative study to gather data from participants. The results showed that the micro-teaching was beneficial for them in enhancing their fundamental teaching abilities, including boosting their self-confidence, the feedback they received, improving their communication skills, honing their chalkboard skills, raising their questioning skills, and enhancing their reinforcement skills. Additionally, it was discovered that the micro-teaching did not adequately address all of the aspects of teaching practicum. They were time management, lesson planning, and classroom management skills.

The study by Zulfikar, Nidawati, Khasinah and Mayangsari (2020), intends to investigate how student teachers feel about the advantages of their micro-teaching class to their teaching internship. Additionally, it looks to see which areas of instruction are most and least likely to be covered in the micro-teaching course. Ten senior EFL students from an Indonesian State Islamic University who had completed a micro-teaching course and a teaching internship programme participated in this study. These students see the micro-teaching class as being adequately beneficial throughout their teaching internship phase, according to the information from interviews and the written narratives of the students. These students improved their foundational pedagogical abilities. They gain self-assurance, improve their communication skills, and most importantly, the micro-teaching session has given them the ability to ask better questions. However, student interviews and written narratives also reveal that management skills, such as those for managing a classroom and time, as well as

those for writing lesson plans, are the aspects of teaching that are least likely to be covered during the micro-teaching class and that consequently present challenges for them during their teaching internship.

# 2.4.5 Lesson plan problems in micro-teaching

A study by Rolanda (2019), mentioned the students in the micro-teaching class must create a solid lesson plan in order to successfully teach. In order to accomplish the learning objectives and provide an effective lesson, the lesson plan serves as a guide. In actuality, some students in the micro-teaching class still encountered a variety of challenges when creating lesson plans. In order to analyse students' difficulties with creating lesson plans for micro-teaching classes and learn what the students think of these plans, the researcher conducted a study. Using a qualitative research design, this study was conducted. The participants consisted of the English Department class of 2015 students enrolled in the seventh semester of the micro-teaching course at UIN Ar-Raniry during the academic year 2017–2018. They were chosen through purposeful sampling. Interviews and the study of documents were used to get the data. The researcher spoke with 20 students and examined their lesson preparations. The results showed that students' difficulties in creating the lesson plan were in formulating indicators/objectives, analyzing basic competence (KD) to the indicator, and choosing the evaluation/assessment. It is implied that the lesson plan should be understood and thoroughly known by the students. Additionally, the students need to pay closer attention to specific elements that are still present in some issues with the lesson plan.

A study conducted by Enama (2021), stated that this work was to investigate student teachers' proficiency in lesson preparation, with a particular emphasis on the Cameroonian setting. The study explicitly aimed to determine whether phases and components of lesson planning were more challenging for new teachers and whether working together produced

better lesson plans. This study used a quantitative research design. 101 lesson plans made up the data, 74 of which were created by single student teachers and 27 by teams of two or three teacher candidates. These lessons were gathered over the course of two years in a graduate-level course on English language teaching methodology. According to the research, inexperienced teachers had more trouble formulating class objectives, matching instructional objectives to assessments, ensuring that take-home assignments were of a high calibre and varied in nature, and posing pertinent questions to direct students' work. Additionally, it was discovered that shared lesson plans had lower error rates and higher instructional quality than those created by a single teacher. Because they have the potential to increase student teachers' proficiency in lesson planning, micro-teaching and collaborative lesson planning activities should be incorporated into teacher education programme.

#### 2.5 Theoretical Framework

The theoretical framework of this study are consists of two theories which are motivation theory and social learning theory by Albert Bandura. First of all, according to Ray (1992), the motivation of students to learn is a topic of motivation theory in education. If we prioritize instilling a desire to learn in kids, we will be concerned with whether or not they begin learning activities, sustain interest in learning, and show a dedication to the learning process. Motivation theory is used in this study to investigate the undergraduates behavior and attitude towards micro-teaching. Motivation theory consists of two sub-parts which are intrinsic motivation and extrinsic motivation. According to Legault (2020), intrinsic motivation is not instrumental in nature, which means that intrinsically driven activity is not dependent on any outcome separate from the behaviour itself. Extrinsically motivated behaviour refers to behaviour that is fundamentally dependent on achieving an objective that is distinct from the action itself. This study will examine undergraduates' challenges and perspectives regarding micro-teaching from all angles using intrinsic and extrinsic incentive.

Next, the social learning theory, learning takes place through social observation and subsequent imitation of modeled behaviour, according to Lyons and Berge (2012). According to the social learning theory, people learn through observing the behaviors and effects of others. People can learn to imitate an observed action and so gain from it, or they might learn not to imitate an activity and avoid the unfavourable consequences. Albert Bandura's social learning theory will be employed in this study to examine how undergraduates adjust to micro-teaching scenarios or classrooms.

#### 2.6 Conclusion

In earlier research, the various micro-teaching criteria were examined. Due to the under-representation of English Education (ED) undergraduates in prior research on micro-teaching and the scarcity of studies that have examined micro-teaching as a challenge, the researcher chose to investigate challenges in conducting micro-teaching among English Education (ED) undergraduates in a Malaysian private university. As a result, the researcher believes that additional research on this subject is necessary to gather more relevant data.

# **CHAPTER 3: METHODOLOGY**

#### 3.0 Introduction

There are research design, sample techniques, research instruments, data collection procedure and data analysis in this methodology chapter.

# 3.1 Research Design

A mixed-method approach, also referred to as using both quantitative and qualitative approaches, was used in this study. Closed-ended, structured questionnaires are used for quantitative data; semi-structured, open-ended interview questions are used for qualitative data. These methods of data collection were employed to gather precise data and deliver logical responses to the research questions. According to Ishtiaq (2019), one benefit of utilizing a mixed method is that it enables the researcher to contrast data from qualitative and quantitative research to better comprehend the study's difficulties or questions. In order to give the researcher a greater understanding of the phenomenon under inquiry, a mixed-method approach has been used.

# 3.2 Samplings

Students studying English Education (ED) at a private institution in Malaysia are the participants of this study. First, with their permission, 10 students were chosen for the semi-structured interview and 30 students were chosen for the questionnaire. Through Microsoft Teams, a questionnaire in Google Forms distributed to the participants, who must complete it.

A semi-structured interview followed the questionnaire. Based on their desire to join the interview session, which would subsequently be audio taped face-to-face, ten out of the thirty students were picked to take part. The chosen interviewee discussed their opinions on how to deal with challenges in carrying out micro-teaching based on their experiences.

# 3.3 Sampling Techniques

The sample for this study is given to 30 students consisting of year 1 and year 2 chosen from among the total number of undergraduate students enrolled. Only 30 students were chose for this study because they are in the midst of doing their micro-teaching practice and taking some of the subjects related to micro-teaching. Students from the department of English Education were targeted since they will be subjected to micro-teaching as part of their course compare to English Language (EL) because EL students does not have micro-teaching element as a part of their course. The sample method used in this investigation is purposive sampling. Crossman (2020) asserts that a non-probability sample known as a purposive sample is selected based on demographic traits and the purpose of the investigation. This kind of sampling can be quite useful when you need to obtain a particular sample rapidly and sampling for proportionality is not your primary goal. In this study, participants from the English Education(ED) department took part, and information on their academic year and semester are gathered.

#### 3.4 Research Instrument

As data gathering methods, this study employs both a questionnaires and interviews. A questionnaire and open-ended interview questions are the study's instruments.

#### 3.4.1 Questionnaires

A questionnaire's objective is to gather data from respondents regarding their attitudes, experiences, and opinions. Utilizing questionnaires, quantitative and/or qualitative data will be gathered. A questionnaire is a particular technique or equipment used to collect the data. When creating a questionnaire, you must consider the most appropriate administration

method, useful sequencing, and valid and reliable questions that speak to your research goals (Bhandari, 2023). The items in the questionnaire were adapted from Punia (2016), which investigates the challenges of conducting micro-teaching among English Education(ED) undergraduates in a Malaysian private university. The questionnaire consists of 15 items where there are 2 sections involved. Section 1 of the questionnaire required students to provide their demographic information (Email Address, Age, Gender and Year of Study). On a like-rt scale of 1 to 5, students were asked to score their level of agreement with the section 2 options: strongly disagree (1), disagree (2), neutral (3), agree (4), and strongly agree (5). Section 2 consists of 15 items regarding the challenges of conducting micro-teaching.

#### 3.4.2 Semi-structured Interviews

According to Magaldi and Berler (2020), the semi-structured interview is an exploratory interview that is most frequently used in the social sciences to obtain data for qualitative research or for medical applications. The semi-structured interview allows for exploration with room to pursue subject trajectories as the conversation unfolds, even though it typically adheres to a guide or method that is prepared before the interview and is concentrated on a core topic to provide a basic structure. As a backup strategy, semi-structured interviews were employed to elicit in-depth comments from the participants. The interview's goals are to gain more knowledge about the topic and explore some of the research interests. How to handle problems that develop when micro-teaching English Education(ED) pupils is the main topic of the interview questions.

#### 3.5 Data Collection Procedure

Both the survey and the interviews used two distinct data collection methods. The parts that follow will go over these in further depth.

#### 3.5.1 Questionnaires

The researcher will approach all the year 1 and year 2 students who are going to participate in this study and their email address were obtained for contact them for interview session later on. At first, the researcher formed a group in Microsoft teams and then circulated the questionnaire through Microsoft teams to the students. The questionnaires are structured through Google form. The questionnaire were distributed to the 30 participants via Microsoft Teams, and they were asked to complete it. 5 to 10 minutes were taken to complete the questionnaire and the responses were collected back for data analysis. Consent form were given in the questionnaire. The student's responses only be used for educational purposes.

#### 3.5.2 Interviews

In the qualitative research, semi-structured interview questions were utilized to investigate the students' problems in relation to the research problem. The interview questions in the study ask participants to provide a detailed response that tackles how to overcome the problems of doing micro-teaching. The researcher chose ten students to interview for this investigation with their consent. The ten students were chosen by emailed them about their willingness to join the interview after they finish the questionnaire. A fifteen-minutes face to face interview were video recorded for a better understanding about the participant's responses by lively seeing their emotions and honest answers. After collecting the questionnaires, the researcher contacted the participants through email to participate in the interview session with their consent. The participants were given suggested date and time and platform to join the interview session according to their availability by the researcher. The

interview session were entirely private and confidential without disclosing the participant's personal information. With the participants' consent, the interview sessions were audio-recorded to add to the data the researchers have already collected.

## 3.6 Data Analysis

# 3.6.1 Quantitative Data Analysis

The researcher used descriptive analysis to analyse the quantitative data. According to Cresswell (2012), descriptive statistics help to understand the range of scores as well as the score that appears to be the highest. They also summarize the data's overall tendencies. The data was analyzed using statistics and numerical value computations such as frequencies, mean values, and standard deviations. In this study, the researcher conducted a few steps to collect data from the questionnaire that the participants completed. The questionnaire is initially created by the researcher and distributed to the respondents. In the third stage, the responses are compiled. The results of the responses are then computed. Microsoft Excel software were used to analyse the data more further as Microsoft Excel has multiple ability to perform various calculations.

#### 3.6.2 Qualitative Data Analysis

To acquire qualitative data, interview transcripts were analyzed using the six steps of thematic analysis described by Braun and Clarke (2012). To become acquainted with the topic, the researcher first attentively studied the transcription created from the audio. Color coding were used in this study. According to Caulfield (2023), color coding is the process of underlining specific text passages, usually phrases or sentences, and creating abbreviations or "codes" to indicate what those passages signify. There were various sentences marked in different colors denoting various codes. Each code describes the concept or emotion made clear in that passage of text. Go over each interview's transcript at this point and mark

anything that stands out as significant or potentially fascinating. As we read through the material, we can keep adding new codes in addition to highlighting all the phrases and sentences that match these codes. Collect all the information after reading the text and sort it into groups with corresponding codes. These codes make it possible to quickly summaries the key ideas and recurring meanings in the data.

In addition, this study will employ thematic analysis. Jansen (2023) defines theme analysis as the process of looking at patterns to find meaning. To put it another way, it is the procedure of figuring out the underlying meaning of your data collection by looking at the patterns and themes. It's important to note that, because this method is driven by your research aims and questions, you don't have to focus on finding every possible theme in the data but rather just the ones that are most important to your research questions. The interviewee's remarks would then be compared to the interview data.

# **CHAPTER 4: FINDING AND ANALYSIS**

#### 4.0 Introduction

This chapter included a comparison of the survey form and interview data to look for any patterns, as well as the conclusions drawn from the data gathered thematically. The answers to research questions 1 and 2 would come from the findings of this in-depth investigation. To display the collected data, percentages and pie charts will be used in the analysis. Participant demographics and perspectives on the challenges of conducting microteaching among undergraduates studying English Education are included in the data. Thirty participants completed the questionnaire; seven of them will participate in the interview to find out more about overcoming micro-teaching issues with students studying English Education. Thirty respondents were given a single survey intended for students at one of the private university in Malaysia. Google Forms was used to complete the surveys via Microsoft Teams.

# 4.1 Questionnaires

The information gathered from the surveys and interviews would be listed in this section. The respondent's demographic data will be presented in this section, which will be followed by the students' evaluations of the challenges in conducting micro-teaching. This section looked at a few demographic information, such as gender, age, and the year of study undergraduate students are enrolled in. The results will be supported with pie charts.

## **4.1.1 Gender**

Figure 4.1.1 Gender

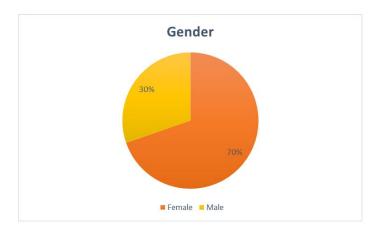


Figure 4.1.1 displays the gender distribution of the research sample. The data above indicates that thirty responses were received. Thirty percent of the sample are male responses, and seventy percent are female.

# 4.1.2 Year of Study

Figure 4.1.2 Year of Study



Figure 4.1.2 shows the various year of study ranges for this study, which are represented by 2 participants from Year 1 Semester 3 (7%), 3 participants from Year 1 Semester 1(13%) and 5 participants from Year 2 Semester 1 (14%). Then, 6 participants from Year 1 Semester 2 (20%); following that 7 participants from Year 2 Semester 2 (23%) and 7 participants from Year 2 Semester 3 (23%) respectively. All respondents are from the field of English Education mainly focusing on Year 1 and Year 2 students.

### 4.1.3 Mean and Standard Deviation of the Questionnaire

Table 4.1.3: Mean and Standard Deviation of the Questionnaire

Mean and Standard Deviation of the Questionnaire	Total	
Mean	3.174	
Standard Deviation	0.1962	

Table 4.1.3 shows the results from the questionnaire regarding the challenges in conducting micro-teaching among Malaysian private university students. As shown above the mean is 3.174 and the standard deviation is 0.1962 of the total questionnaire items.

#### 4.1.4 Research Question 1

The questionnaire consists of fifteen items. The five highest means and the five lowest means among the fifteen data collections were examined by the researcher.

The reason for the questionnaire is to answer the research objective which is "the challenges faced by English Education (ED) undergraduates of a Malaysian private university in conducting micro-teaching". The first highest mean and SD is "I feel micro-teaching is a disheartening situation when conducting it for the first time in the class" (M = 3.4, SD = 1.4).

2.921). Twenty-eight participants answered strongly agree and agree, that shows this answered how disheartening micro-teaching is. Students agreed that conducting micro-teaching for the very first time made them nervous as it is a new experience for them.

"I believe that peer critique results from micro-teaching" (M=3.3, SD=2.863). This represents the second-highest, with 50% of the selected participants strongly agreed with this statement. Peer judgement is an important aspect that should be take into consideration while doing micro-teaching as it can help the students to know better about their strength and weakness of their micro-teaching. "The duration of time for micro-teaching is insufficient" (M=3.27, SD=2.781). 30 minutes for doing micro-teaching is insufficient as the student needs to cover the main lesson along with the exercises related to the lesson and also the feedback session that need to be done within the 30 minutes.

The fourth highest mean is "I do not receive enough feedback and information regarding micro-teaching by my lecturers" (M = 3.23, SD = 2.756). The participants agreed that they are lacking of feedback regarding their micro-teaching from the lecturers as they did not getting enough response from the lecturers. "I do not have confidence to teach like a real teacher in an artificial classroom setting" (M = 3.17, SD = 2.744). As micro-teaching should be done among classmates, there will be no real classroom setting like having real students, therefore the students agreed that they did not have the courage to teach like a real teacher when the people and environment are artificial.

Therefore, there are 5 lowest mean and first is "I get confused of the use of microteaching techniques" (M=3.03, SD=2.569). Since there are some steps in doing microteaching, students agreed that they get confused of those steps like which one has to use first to the end. Second lowest mean is "I am worried that the micro-teaching class is stressful" (M=3.1, SD=2.007). Due to multiple tasks that need to be done in micro-teaching at a

time made the students to be stressful while conducting micro-teaching. "I feel nervous when I forget the flow of lesson plan in between the lesson" (M = 3, SD = 2.463). As students are new to micro-teaching, they tend to forget which has to be taught first and last and eventually it make them anxious.

"I feel like micro-teaching did not provide sufficient experience to prepare student-teachers to handle the class" (M=2.8, SD=2.203). When students encountered artificial classroom they could not get the real experience of handling a real class. "I feel anxious when conducting micro-teaching due to continuous evaluation by lecturers" (M=2.78, SD=2.366). As micro-teaching is a part of assignment, students need grade for their performance in conducting micro-teaching and students felt nervous on what and how they will be graded for their micro-teaching.

#### 4.2 Interview

In order to address the second research question, the researcher conducted an interview. Through face to face meeting, the interview session was audio recorded and conducted. To preserve their confidentiality, the pupils will be referred to as Respondents 1, 2, 3, 4, and 5. The interview questions and the five participants' responses are shown in the table.

#### 4.2.1 Opinion about micro-teaching

The first question was "What do you think about micro-teaching?". The first respondent, respondent 1 said "Micro-teaching is partially useful to see the way we teach". And respondent 2 said "Micro-teaching is a method used in teacher preparation to acquire teaching skills". Therefore, respondent 3 said "According to my opinion, micro-teaching provides teachers an opportunity to perk up their teaching skills by improving the various tasks in micro-teaching". Respondent 4 said "It is a teaching technique used in teacher training institutes to help pupil teachers acquire the desired skills". And then respondent 5

said "Micro-teaching is a scenario of practising teaching under controlled situations with specific teaching skills". Meanwhile respondent 6 said "Micro-teaching divides the curriculum into digestible parts for targeted practise and feedback". Respondent 7 said "Micro-teaching is to give educators the chance to hone and enhance their methods in a safe and encouraging environment". The majority of the participants agreed that micro-teaching mainly enhance teaching skills.

### 4.2.2 Number of times conducted micro-teaching

The second interview question was "How many times did you conducted microteaching?". Respondent 1 said "Totally I did micro-teaching for 6 times". Meanwhile respondent 4 and respondent 5 said "6 times". And then, respondent 2 said "I have did micro-teaching for 4 times in Teaching of writing, Teaching of speaking and listening, Teaching of reading and Teaching of literature". Respondent 5 said "Not really sure but I guess 5 times I did micro-teaching". Respondent 6 and 7 mentioned "5 times". Three of the participants conducted their micro-teaching 6 times and one participant has specified the related micro-teaching subjects.

#### 4.2.3 Challenging and provoking situations in micro-teaching

The third interview question was "What is that one major situation in micro-teaching that is very challenging and provoke you?". Respondent 1 said "I had anxiety because I am an introvert person and micro-teaching make me more nervous and feel anxious because I could not interact with the artificial students freely like they are not the real students". While respondent 2 said "When our classmates don't respond to anything or be inactive during the micro-teaching, it feels awkward". Therefore, respondent 3 mentioned "We typically have a limited amount of time to deliver the lesson because it's insufficient sometimes". Meanwhile, respondent 4 said "Personally I have encountered less peer reaction and less student

engagement and contribution in the class". And then, "Actually there is a difficulty in preparing a lesson with a large content and explanation in a short time", said by respondent 5. Respondent 6 said "Participants sometimes might ask questions that are unexpected and challenging to us". Respondent 7 mentioned "It can be difficult to divide the time allotted to teach the different parts of the lesson". Here, all seven participants have their own drawbacks of micro-teaching based on their experiences.

### 4.2.4 Feel of conducting micro-teaching in front of peers

The fourth interview question was "How do you feel when you are conducting microteaching in front of your peers?. Respondent 1 said "At first I had a mix of nervousness and excitement at a time because I don't know how they will see me". Meanwhile respondent 2 and 4 mentioned "Anxious". Therefore, respondent 3 said "I had lack of confidence because I am scared that they may judge me". And then, respondent 5 said "Kind of nervous and I am not sure why I just feel nervous". Meanwhile respondent 6 said "At first I felt new and anxious". Respondent 7 said "I did not know how they will cope up with me throughout the lesson". Majority of the participants agreed that they felt tense when conducting microteaching in front of peers due to multiple reasons as mentioned by them.

#### 4.2.5 Feel of conducting micro-teaching in front of opposite genders

The fifth interview question was "How do you feel when you are conducting microteaching in front of opposite genders?". Respondent 1 said "I felt shy and nervous because I felt uncomfortable to present in front of the boys". Meanwhile respondent 2 and 3 mentioned "I felt nervous and shy". Therefore, "I am scared actually because I had that instinct that they may make fun of me", said respondent 4. And then, respondent 5 said "I don't feel anything related to opposite genders just overall anxiousness". Respondent 6 and 7

mentioned "Very tense and scared". Here all of the participants been uncomfortable to present in front of their opposite genders as they felt they may be judged by them.

#### 4.2.6 Ways lecturers can contribute in micro-teaching.

The sixth interview question was "Based on your point of view, how lecturers can contribute in micro-teaching in order to help the teacher trainees in conducting microteaching?. Respondent 1 said "Lecturers can give motivation on how to control our emotions while conducting micro-teaching and also can give some ways to ensure students interaction". While respondent 2 said "I felt lecturers can bring teacher trainees to real classroom environment to conduct their micro-teaching instead of artificial classroom". Meanwhile respondent 3 said "They can create a supportive learning environment where teacher trainees feel comfortable taking risks and trying new learning strategies". Therefore, respondent 4 said "Lecturers can give motivation to students to deliver lesson in an effective way and maybe they can give them some tips". And then, "Alright I'm telling this from my experience like lecturers can provide clear guideline about micro-teaching and give them real classroom experience before they conduct micro-teaching if it's possible", said respondent 5. Then, respondent 6 said "Lecturers can help teacher trainees to develop lesson plans that are organized and in line with the learning objectives and also advice them on how to include a variety of teaching techniques". Respondent 7 said "To keep teacher trainees up to date on the latest developments and trends, lecturers can provide them with current research articles, instructional materials, and best practise". Here, the participants had various opinions on how lecturers can contribute in micro-teaching based on their experiences.

#### 4.2.7 Constructive feedback from lecturers

The seventh interview question was "Do you think the lecturers are giving constructive feedback for micro-teaching?. Respondent 1 said "Yes, during my micro-teaching my lecturers gave constructive feedback on how I can improve my micro-teaching". While respondent 2 said, "Based on my experience I didn't think that every lecturer offers appropriate feedback". Meanwhile, respondent 3 said "No some lecturers didn't give clear guidelines and feedback about micro-teaching after finish". Therefore, respondent 4 said, "No because due to time restriction they did not provide constructive feedback as they just want to finish marking our presentation". And then, respondent 5 and 7 said "Yes, they did". Respondent 6 said "No they did not sometimes". For this interview question three participants agree with the question and two did not agree with the question as they have their own views.

### 4.2.8 Ways to overcome the challenges in conducting micro-teaching

The final interview question was "In your opinion, what can be done to overcome the challenges in conducting micro-teaching? Provide your own recommendation or suggestion". Respondent 1 said "I would say early preparation will contribute in overcoming anxiousness for example, can have a rehearsal with their close friends to get the flow of the lesson". Therefore, respondent 2 said "Maybe the students can be prepared before the micro-teaching session and have confidence in themselves". While, respondent 3 said "They should plan the lesson in advance clearly define the learning objectives, select appropriate teaching methods and materials and anticipate potential challenges". Meanwhile, respondent 4 said "Seek guidance and seek advice from mentors or educators with experience if at all possible. Their own teaching experiences allow them to offer insightful advice maybe". And then, "Maybe reflective practice for example after every micro-teaching session, give yourself some time to

consider how you performed, think about what worked, what could be done better, and how you might do things differently the next time. It is imperative that we reflect in order to continuously develop". Then respondent 6 said "Encourage students to see micro-teaching as a learning opportunity rather than a performance by creating a friendly and nonjudgmental environment". Respondent 7 said "Students can create realistic scenarios by taking into account the topic matter and age group by using role-playing and simulations to simulate real-world classroom scenarios". For this question there are multiple ways that have been given by all the seven participants according to their own views.

#### **CHAPTER 5: DISCUSSION AND CONCLUSION**

This chapter provides a summary based on results and conclusions. In order to provide a brief explanation and address the two research questions posed in this study, it discusses the research's findings. The study's recommendations and results are then covered.

#### 5.1 Research Question 1

Based on the research question 1, 15 questionnaire items were asked to 30 students about micro-teaching challenges. Regarding university students opinion on "I get upset when I did not get enough response from the peers", most of the students agreed with this statement as they could not get enough interaction and communication from the peers while doing micro-teaching. This statement is align with Bahar, Wahab and Ahmad (2020), outlines the difficulties faced by Malaysian teachers who were required to teach completely online micro-teaching due to the Movement Control Order (MCO). These difficulties include low rates of interaction, ineffective real-time communication, ignorance of the characteristics and attitudes of learners, and inadequate understanding of technology. Students in online and offline both are facing the same issue which is interaction when conducting micro-teaching as it would ruin their performance.

Next, university students opinion on "I feel nervous when I forget the flow of lesson plan in between the lesson", also have the majority of responses. Lesson plan is an important component of micro-teaching where it has to be followed step by step to make the flow of micro-teaching easier. Hence, many students encountered forgetting lesson plan problem during micro-teaching because it contains many components to cop up with throughout the teaching period and the lesson plan should be a solid one so it will be helpful for the students to remember the elements easily. This statement is align with Rolanda (2019), mentioned to effectively teach, the micro-teaching class's students need to develop a well-thought-out

lesson plan. The lesson plan acts as a guide to help achieve the learning objectives and deliver an efficient session. As it happened, some of the micro-teaching class's participants continued to run into a number of difficulties when drafting their lesson plans. Therefore, to avoid such problems in micro-teaching class, students need to prepare am easy and solid lesson plan that can make them remember throughout the whole lesson.

Some of the data collected does not support with the findings from the other past studies as the content is different from what being asked. Therefore, majority of the participants answered yes to the question "I feel micro-teaching is a disheartening situation when conducting it for the first time in the class", as mostly 28 out of 30 participants faced this situation before and this indicated as the highest mean. Hence, majority of the participants answered no to the question "I feel anxious when conducting micro-teaching due to continuous evaluation by lecturers", as most of the participants did not faced this situation before and this indicated as the lowest mean. Hence, micro-teaching has various impacts on different people as they have their different perspectives.

#### 5.2 Research Question 2

The second research question consists of 8 questions and the researcher mainly focused in 4 important questions in this section which are challenging situation in microteaching, lecturers constructive feedback in microteaching and the ways in overcoming micro-teaching challenges.

During the interview session the respondents were asked a question to state a major situation in micro-teaching that is very challenging and provoking them. In response to the question, majority of the participants answered less peer interaction and communication during micro-teaching session. Based on Bahar, Wahab and Ahmad (2020), states the difficulties faced by Malaysian teachers who were required to teach completely online micro-

teaching due to the Movement Control Order (MCO). These difficulties include low rates of interaction, ineffective real-time communication, ignorance of the characteristics and attitudes of learners, and inadequate understanding of technology. The other participants answered various answers from one another based on their experiences in micro-teaching.

Next, lecturers contribution in micro-teaching. The respondents in this study deal with various issues and most of them answered lecturers should give students real classroom experience before conduct micro-teaching to have some experience. According to Yüksel (2019), the purpose of the study was to examine the value of pre-service teachers' experiences with micro-teaching in actual classrooms. The results showed that the participants valued the micro-teaching experience and thought it was beneficial and successful in preparing them for more instruction. The findings showed that practise is essential and can make a big difference if one starts early and practise more.

Then, constructive feedback from lecturers. Out of seven participants, four of them mentioned that they did not get constructive feedback from their lecturers during microteaching. This statement is similarly align with Yiğitoğlu (2021), whose study looks into how pre-service teachers feel about the effectiveness of the feedback they receive on their micro-teaching assignments. The results indicate that while pre-service teachers viewed feedback from teacher trainers as having the greatest long-term influence on their professional development, they also reported that they immediately modified their instruction when they realized they had made a mistake and thought back on it during self-evaluations and reflections. The results also revealed that, although they anticipated peer judgement on how they handled the assignment, they anticipated teacher trainer input regarding self control.

Lastly, ways in overcoming micro-teaching challenges. The ways that has been given by all the seven participants were entirely from their own perception and opinion which could not be align with any past studies because each of the answers are different from one another.

The given ways can be followed by the upcoming students when they are about to conduct their micro-teaching in future.

#### **5.3 Limitation of Study**

A few restrictions existed throughout the research investigation, which are addressed in this part primarily to offer more suitable guidelines for comparable future research.

Consequently, these constraints would not be repeated by future researchers undertaking similar experiments.

Another flaw in the research studies is the sample size. Initially, ten people were scheduled to take part in the interview portion. However, three of the 10 participants were unable to participate in the interview due to certain circumstances. As a result, the researcher was unable to obtain three additional answers to the interview questions, which limited the study's ability to learn more about research question two.

The deadlines for doing this research initially prevented the researcher from gathering data in 7 weeks. The amount of time remaining to complete this research is limited. This research needed to be turned in before the deadline in order to receive a good grade. In this investigation, only one Malaysian private university was taken into account. Nonetheless, other institutions facing similar situations should find value in the knowledge and understanding our study offers.

Following that, the study conducted by the researcher focuses on the challenges that Malaysian private university students have in micro-teaching. The English instructors' comments were not taken into account. Because of this, the conclusions were limited to how the students perceived the problems they faced and how to lessen the challenges associated with micro-teaching.

#### **5.4** Recommendation for future study

This study looks into the difficulties of micro-teaching English education (ED) to undergraduate students at a private university in Malaysia. It provides a range of student viewpoints on applying micro-teaching, which could be useful for upcoming studies. The researcher feels obliged to offer some suggestions that would benefit other researchers working in the same field of study after completing this investigation. First, it is suggested that the study be carried out with bigger samples using a combination of approaches, such as questionnaire, interview, and observation. This is to help the researcher better understand the data and to get more meaningful study data.

Additionally, the findings suggest that before beginning to grade teacher candidates, give them a live demonstration of micro-teaching. The researchers encourage lecturers to include live micro-teaching demos to students because of their generally strong consent.

Students can learn how to conduct micro-teaching effectively by watching a live demonstration, which also helps them prepare for micro-teaching by giving them confidence boosts.

The approach utilized to gather the data for this research question is a crucial element that must also be taken into account. The initial method of data collection was distributing questionnaires to a selected group of individuals and then gathering the responses once the questions were completed. But this might introduce a number of mistakes into the study, including incorrectly filled out questionnaires, which would lead to useless data and reduce the calibre of the conclusions. In-person interviews may be a useful remedy. Interviews allow for the more accurate collection of data and the live observation of respondents' reactions.

#### 5.5 Conclusion

In conclusion, there are difficulties with micro-teaching faced by university students. Both research questions were explained in this chapter. Majority of the students acknowledge that they are facing some challenges in conducting micro-teaching. They even gave some suggestion to solve the challenges which can be practiced by students and teachers. Teachers, parents, administrators, and students would all benefit from having a better understanding of the study's consequences thanks to the information obtained. Future investigators wishing to do research in this area should take into account the recommendations made.

A	P	P	E	N	D	IX
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# Appendix A

# **The Consent Form**

Dear respondant,
Good day. I am Shasmita a/p Magenthiran, a Y3S1 student of Bachelor
of Arts (Hons) English Education from Faculty of Arts and Social
Science of UTAR Kampar. Currently, I am working on my final year
project, entitled "Investigating Challenges in Conducting Micro-
Teaching among English Education (ED) Undergraduates in A
Malaysian Private University."
Completion of this form will take about 5 to 10 minutes. Your
cooperation in this data gathering is therefore sincerely appreciated.
Thank you in advance.
I agree to participate in this survey.
I agree to participate in this survey.

# **Appendix B**

# **Questionnaire**

# Section A: Demographic Information

- 1. UTAR email address
- 2. Age
- 3. Gender
- 4. Year of Study

# Section B: Questionnaire

For each of the following 15 items, please use the following rating scale and fill the appropriate choice.

Statement	(5)	(4)	(3)	(2)	(1)
	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
1. I feel micro-teaching is a					
disheartening situation when					
conducting it for the first time					
in the class.					

2. I feel micro-teaching does			
not have reinforcement aspect			
for a teacher trainee.			
3. I feel anxious when			
conducting micro-teaching due			
to continuous evaluation by			
lecturers.			
4. I believe that peer critique			
results from micro-teaching.			
<b>5.</b> I get confused of the use of			
micro-teaching techniques.			
6. I feel micro-teaching is a			
time consuming process.			
7. I am worried that the micro-			
teaching class is stressful.			
8. I get upset when I did not get			
enough response from the			
peers.			
0.7.1			
9. I do not have confidence to			
teach like a real teacher in an			
artificial classroom setting.			

10. I feel nervous when I forget			
10. I leef hervous when I lorget			
the flow of lesson plan in			
between the lesson.			
between the lesson.			
11.36			
11. Micro-teaching does not			
clarify the necessary concepts			
J 1			
for the pupil-teachers.			
12. The duration of time for			
micro-teaching is insufficient.			
13. I do not receive enough			
feedback and information			
rectoack and information			
regarding micro-teaching by			
•			
my lecturers.			
14. I feel like micro-teaching			
did not provide sufficient			
did not provide sufficient			
experience to prepare student-			
teachers to handle the class.			
15. I do not have the			
annortynity to reflect an my			
opportunity to reflect on my			
performances during micro-			
teaching.			

Adapted from: (Punia, 2016)

## **Appendix C**

## **Open-ended Questions for the Semi-structured Interview**

- 1. What do you think about micro-teaching?
- 2. How many times did you conducted micro-teaching?
- 3. What is that one major situation in micro-teaching that is very challenging and provoke you?
- 4. How do you feel when you are conducting micro-teaching in front of your peers?
- 5. How do you feel when you are conducting micro-teaching in front of opposite genders?
- 6. Based on your point of view, how lecturers can contribute in micro-teaching in order to help the teacher trainees in conducting micro-teaching?
- 7. Do you think the lecturers are giving constructive feedback for micro-teaching?
- 8. In your opinion, what can be done to overcome the challenges in conducting microteaching? Provide your own recommendation or suggestion.

### Appendix D

### **Interview Transcript**

Respondent 2 - Logen Rao

**Interviewer:** Good day! I'm Shasmita Magenthiran from English Education course. Currently I'm doing my final year project entitled "Investigating Challenges in Conducting Micro-Teaching among English Education (ED) Undergraduates in A Malaysian Private University". I'm glad that you joined my interview session and thank you for that.

**Respondent:** Hi, Shasmita. It's my pleasure.

**Interviewer:** Okay, let's start. What do you think about micro-teaching?

**Respondent:** Well, micro-teaching is a method used in teacher preparation to acquire teaching skills.

**Interviewer:** Alright, that's a brief explanation. Moving on to the next question, how many times did you conducted micro-teaching so far?

**Respondent:** Ermm...I have did micro-teaching for 4 times in Teaching of writing, Teaching of speaking and listening, Teaching of reading and Teaching of literature so far.

**Interviewer:** So you roughly have 70% of experience in conducting micro-teaching right?

**Respondent:** Haha..yes I do.

**Interviewer:** Okay now what is that one major situation in micro-teaching that is very challenging and provoke you?

**Respondent:** Actually there are many but that one specific situation is when our classmates don't respond to anything or be inactive during the micro-teaching, it feels awkward.

**Interviewer:** Ohh, that sounds pity. Have you approached them when they are not active in the class?

**Respondent:** Yes, I do but guess what they still continue doing it.

**Interviewer:** That's rude actually. Okay next how do you feel when you are conducting

micro-teaching in front of peers?

**Respondent:** Anxious

Interviewer: Alright and how do you feel when you are conducting micro-teaching in front of opposite genders?

**Respondent:** I felt nervous and shy

**Interviewer:** Can I know why?

**Respondent:** Because I'm a male student and when I'm conducting micro-teaching in front of female students, it's like a mixed feelings of shy and nervous like I thought they would laugh at me or make fun of me.

Interviewer: Alright understood. Next, based on your point of view, how lecturers can contribute in conducting micro-teaching in order to help the teacher trainees in conducting micro-teaching?

Respondent: Well, I felt lecturers can bring teacher trainees to real classroom environment to conduct their micro-teaching instead of artificial classroom.

**Interviewer:** That's a good idea. Now, do you think the lecturers are giving constructive feedback for micro-teaching?

**Respondent:** Based on my experience I didn't think that every lecturer offers appropriate feedback.

**Interviewer:** Can you explain more?

Respondent: Can. Actually this is based on my experience....when I did micro-teaching some of the lecturers just kept quiet till the end without giving me any feedback and that's really disappoint me sometimes.

**Interviewer:** Noted and the final question is in your opinion, what can be done to overcome the challenges in conducting micro-teaching? Provide your own recommendation or suggestion.

**Respondent:** In my opinion, maybe the students can be prepared before the micro-teaching session and have confidence in themselves.

**Interviewer:** Well, that's a good idea that every student needs to follow. Alright that is all from me. Thank you so much Logen Rao for joining in my interview session.

**Respondent:** Thank you and best of luck Shasmita.

### **Formal Transcript**

Researcher started with good day and stated the purpose of this research. The purpose of this research is investigating challenges in conducting micro-teaching among English Education (ED) undergraduates in a Malaysian private university. And thanked the participant for joining in the interview session. Respondent replied "Hi, Shasmita. It's my pleasure". Interviewer then asked the first question "What do you think about micro-teaching?. Respondent replied micro-teaching is a method used in teacher preparation to acquire teaching skills.

Researcher said alright and moved to the next question. "How many times did you conducted micro-teaching? Respondent mentioned 4 times and stated the micro-teaching subjects which are Teaching of writing, Teaching of speaking and listening, Teaching of reading and Teaching of literature. Researcher asked the third question, "What is that one major situation in micro-teaching that is very challenging and provoke you? Respondent mentioned that his classmates did not respond to anything or be inactive during the micro-teaching and he feels awkward in that situation.

Researcher said pity and next question, "How do you feel when you are conducting microteaching in front of peers?". Respondent said he feels anxious. Then researcher asked the fifth question, "How do you feel when you are conducting micro-teaching in front of opposite genders?". Respondent mentioned that he feels nervous and shy because he scared that he may be judged by them or they may make fun of him.

Researcher said understood and asked the sixth question, "Based on your point of view, how lecturers can contribute in micro-teaching in order to help the teacher trainees in conducting micro-teaching?". Respondent gave his point of view that lecturers can bring teacher trainees to real classroom environment to conduct their micro-teaching instead of artificial classroom.

Interviewer praised it as a good idea and moved to the next question which was "Do you think the lecturers are giving constructive feedback for micro-teaching?". Respondent answered that based on his experience, not every lecturers are giving appropriate feedback and elaborate it as some lecturers just kept quiet till the end without giving him any feedback and that's really disappoint him sometimes. Interviewer said noted and asked the final question, "In your opinion, what can be done to overcome the challenges in conducting micro-teaching? Provide your own recommendation or suggestion". Respondent answered that the students can be prepared before the micro-teaching session and have confidence in themselves. End of interview session; interviewer thanked the participant and the respondent wished the interviewer.

Appendix E

Thematic analysis for research question 2

Interview Questions	Main Ideas	Sub Themes
Interviewer: Good day! I'm Shasmita	Did not get enough	Attention and
Magenthiran from English Education	attention from peers.	communication is
course. Currently I'm doing my final		important in micro-
year project entitled "Investigating		teaching.
Challenges in Conducting Micro-		
Teaching among English Education		
(ED) Undergraduates in A Malaysian		
Private University". I'm glad that you		
joined my interview session and thank		
you for that.		
Respondent: Hi, Shasmita. It's my		
pleasure.		
<b>Interviewer:</b> Okay now what is that one		
major situation in micro-teaching that is		
very challenging and provoke you?		
Respondent: Actually there are many		
but that one specific situation is when		
our classmates don't respond to		

anything or be inactive during the		
micro-teaching, it feels awkward.		
Interviewer: Ohh,that sounds pity.	Students are tensed.	Effects of public fear.
Have you approached them when they		
are not active in the class?		
Respondent: Yes, I do but guess what		
they still continue doing it.		
Interviewer: That's rude actually. Okay		
next how do you feel when you are		
conducting micro-teaching in front of		
peers?		

Respondent: Anxious		
Interviewer: Alright and how do you	Students have mixed	Problems faced when
interviewer. Anight and now do you	Students have mixed	1 Toolems faced when
feel when you are conducting micro-	feelings.	conducting micro-
teaching in front of opposite genders?		teaching in front of
Respondent: I felt nervous and shy		opposite genders.
Interviewer: Can I know why?		
Respondent: Because I'm a male		
student and when I'm conducting micro-		
teaching in front of female students, it's		
like a mixed feelings of shy and nervous		
like I thought they would laugh at me or		
make fun of me.		
Interviewer: Alright understood. Next,	Real-classroom	Factors that can
based on your point of view, how	experience is needed.	contribute to effective
lecturers can contribute in conducting		micro-teaching.
micro-teaching in order to help the		
teacher trainees in conducting micro-		
teaching?		
Respondent: Well, I felt lecturers can		
bring teacher trainees to real		
classroom environment to conduct		
their micro-teaching instead of		
artificial classroom.		

Interviewer: That's a good idea. Now,	Upset that there is no	Expectations in
do you think the lecturers are giving	constructive	micro-teaching class.
constructive feedback for micro-	feedback from	
teaching?	lecturers.	
Respondent: Based on my experience		
didn't think that every lecturer offers		
appropriate feedback.		
Interviewer: Can you explain more?		
Respondent: Can. Actually this is		
based on my experiencewhen I did		
micro-teaching some of the lecturers		
just kept quiet till the end without		
giving me any feedback and that's		
really disappoint me sometimes.		
Interviewer: Noted and the final	Should do early	Ways that can help to
question is in your opinion, what can be	preparation.	conduct a good micro-
done to overcome the challenges in		teaching session.
conducting micro-teaching? Provide		
your own recommendation or		
suggestion.		
Respondent: In my opinion, maybe the		
students can be prepared before the		
micro-teaching session and have		

confidence in themselves.	
Interviewer: Well, that's a good idea	
that every student needs to follow.	
Alright that is all from me. Thank you	
so much Logen Rao for joining in my	
interview session.	
Respondent: Thank you and best of	
luck Shasmita.	

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