

**EXPLORING ENGLISH EDUCATION STUDY PROGRAM
(EESP) AWCU STUDENTS' PERCEPTIONS OF MICROTEACHING
PRACTICES AND THEIR
CONTRIBUTION TO PEDAGOGICAL
KNOWLEDGE**

A THESIS



FEBIOLA ANGELIKA

**ENGLISH EDUCATION STUDY PROGRAM
TEACHER TRAINING AND EDUCATION FACULTY
ARTHA WACANA CHRISTIAN UNIVERSITY**

KUPANG

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FEBIOLA ANGELIKA

Registered Number: 22130040

**ENGLISH EDUCATION STUDY PROGRAM
TEACHER TRAINING AND EDUCATION FACULTY
ARTHA WACANA CHRISTIAN UNIVERSITY
KUPANG
2026**

A THESIS

**This Thesis is Presented as Partial Fulfilment of the Requirements for the Degree of
Sarjana Pendidikan in English Education Study Program**



FEBIOLA ANGELIKA

Registered Number: 22130040

**ENGLISH EDUCATION STUDY PROGRAM
TEACHER TRAINING AND EDUCATION FACULTY
ARTHA WACANA CHRISTIAN UNIVERSITY
KUPANG**

2026

APPROVAL PAGE



This thesis entitled *Exploring English Education Study Program (EESP) AWCU Students' Perceptions of Micro Teaching Practices and Their Contribution to Pedagogical Knowledge* written by *Febiola Angelika* has been approved to be defended in a thesis examination.

First Supervisor

Prof. Dr. Magdalena Ngongo, M.Pd.
NUPTK. 0844738639230092

Second Supervisor

Dr. Naniana N. Benu, S.Pd., M.Hum.
NUPTK. 1456752653130090

Kupang, _____

Acknowledged by,

Dean of Teachers Training and Education
Faculty



Dra. Anggreini D.N. Kupidata, M.Si., Ph.D.
NUPTK. 7157746647230103

Head of English Education Study
Program

Ifoni Ludji, S.Pd., M.Hum.
NUPTK. 9955764665230232

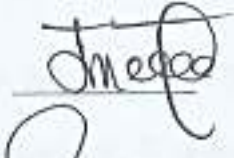
LEGITIMATION PAGE



This is to certify that this thesis entitled *Exploring English Education Study Program (EESP) AWCU Students' Perceptions of Micro Teaching Practices and Their Contribution to Pedagogical Knowledge* written by *Febiola Angelika* has been defended in a thesis examination and has been approved by the following Board of Examiners as the final requirement to be graduated as *Sarjana Pendidikan (S. Pd.)* majoring in English Language Education.

Examination Date: May 30th 2026

The Board of Examiners:

	Name	Signature	Date
1 First Examiner	<u>Thersia M. Tamelan, S.Pd., M.App.Ling., Ph.D</u> NUPTK. 1047757658231203		May 30 th 2026
2 Second Examiner	<u>Dr. Phil. Festif R. Hoinbala, S.Pd., MA (TEFL)</u> NUPTK. 2957757658130152		May 30 th 2026
3 Third Examiner	<u>Prof. Dr. Dra. Magdalena Ngongo, M.Pd</u> NUPTK. 0844738639230092		May 30 th 2026
4 Fourth Examiner	<u>Dr. Naniana N. Benu, S.Pd., M.Hum</u> NUPTK. 1456752653130090		May 30 th 2026

Legitimated by,

Dean of Teachers Training and Education
Faculty


Dra. Anggreni D.N. Rupihara, M.Si., Ph.D.
NUPTK. 7157746647230103

Head of English Education
Study Program


Ifoni Ludji, S.Pd., M.Hum.
NUPTK. 9955764665230232

PLAGIARISM-FREE STATEMENT

The undersigned below :

Name : Febiola Angelika
NIM : 22130040
Semester : Eight (VIII)
Faculty : Teacher Training And Education
Study Program : English Education

Thesis Title : Exploring English Education Study Program (EESP)
AWCU Students' Perceptions of Micro Teaching Practices and Their Contribution
to Pedagogical Knowledge

I hereby declare that the thesis I am submitting to fulfill the requirements for a Bachelor of Education degree at Artha Wacana Christian University, Kupang, is original and free from plagiarism. If any discrepancies with this statement are found in the future, I am willing to be prosecuted and processed in accordance with the provisions of the Minister of National Education Regulation Number 17 of 2010.

This statement is made truthfully and is used for the benefit of humanity.



Kupang, July 23th 2026

Febiola Angelika

ID Num.22130040

MOTTO

“Learning to teach is a lifelong journey — every mistake is a lesson, and every lesson is a step toward wisdom.”

— *Author's reflection*

DEDICATION

This writing is dedicated to the writer's beloved:

1. Almighty God, for His endless love, guidance, and blessings throughout the writer's study and life journey.
2. My beloved parents, for their unconditional love, prayers, patience, encouragement, and sacrifices that have become the greatest motivation to complete this thesis.
3. My dear brothers, for their support, understanding, and constant inspiration.
4. My almamater, *Artha Wacana Christian University*, which has provided valuable knowledge, experience, and opportunities for growth during the writer's academic journey.

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Kupang, May 30th 2026

The Writer

EXPLORING ENGLISH EDUCATION STUDY PROGRAM (EESP) AWCU STUDENTS' PERCEPTIONS OF MICROTEACHING PRACTICES AND THEIR CONTRIBUTION TO PEDAGOGICAL KNOWLEDGE

ABSTRACT

Febiola A. Prof. Dr. Magdalena Ngongo, M.Pd. Dr. Naniana N. Benu, S.Pd., M.Hum

This study explored English Education Study Program (EESP) students' perceptions of micro-teaching practices and their contribution to pedagogical knowledge at Artha Wacana Christian University (AWCU). The objectives were (1) to explore EESP students' perceptions of micro-teaching practices viewed from their pedagogical knowledge and (2) to examine how EESP students perceived the contribution of micro-teaching practices to their pedagogical knowledge. This study employed a mixed-method design involving 41 EESP students. Data were collected through a five-point Likert-scale questionnaire and open-ended questions. Quantitative data were analyzed using descriptive statistics (mean scores), while qualitative data were analyzed through data reduction, data display, and conclusion drawing. The findings showed that students generally perceived micro-teaching as contributing to the development of their pedagogical knowledge. Reflection and Feedback ($M = 3.49$) and Lesson Planning ($M = 3.46$) received the highest mean scores, while the overall mean score ($M = 3.28$) indicated a **moderate level of perception**. This suggests that students recognized the contribution of micro-teaching to developing pedagogical knowledge, although they also acknowledged its limitations in fully preparing them for authentic classroom teaching. Qualitative findings supported these results by showing that repeated teaching practice, feedback, and reflection improved students' confidence, lesson-planning skills, and pedagogical awareness. Overall, the study concludes that micro-teaching is a valuable component of teacher education; however, authentic classroom experiences remain essential for further developing prospective teachers' pedagogical knowledge.

Keywords: micro-teaching, pedagogical knowledge, students' perception, reflective practice, teacher education

EXPLORING ENGLISH EDUCATION STUDY PROGRAM (EESP) UKAW STUDENTS' PERCEPTIONS OF MICROTEACHING PRACTICES AND THEIR CONTRIBUTION TO PEDAGOGICAL KNOWLEDGE

ABSTRAK

Febiola A. Prof. Dr. Magdalena Ngongo, M.Pd. Dr. Naniana N. Benu, S.Pd., M.Hum

Penelitian ini mengeksplorasi persepsi mahasiswa Program Studi Pendidikan Bahasa Inggris (EESP) mengenai praktik micro-teaching dan kontribusinya terhadap pengetahuan pedagogis di Universitas Kristen Artha Wacana (UKAW). Tujuannya adalah (1) untuk mengeksplorasi persepsi mahasiswa EESP mengenai praktik micro-teaching ditinjau dari pengetahuan pedagogis mereka dan (2) untuk mengkaji bagaimana mahasiswa EESP memandang kontribusi praktik micro-teaching terhadap pengetahuan pedagogis mereka. Penelitian ini menggunakan desain metode campuran yang melibatkan 41 mahasiswa EESP. Data dikumpulkan melalui kuesioner dengan skala Likert lima poin dan pertanyaan terbuka. Data kuantitatif dianalisis menggunakan statistik deskriptif (skor rata-rata), sedangkan data kualitatif dianalisis melalui reduksi data, penyajian data, dan penarikan kesimpulan. Temuan penelitian menunjukkan bahwa mahasiswa pada umumnya memandang micro-teaching berkontribusi terhadap pengembangan pengetahuan pedagogis mereka. Aspek Refleksi dan Umpan Balik ($M = 3,49$) serta Perencanaan Pembelajaran ($M = 3,46$) memperoleh skor rata-rata tertinggi, sementara skor rata-rata keseluruhan ($M = 3,28$) menunjukkan tingkat persepsi yang moderat. Hal ini mengindikasikan bahwa mahasiswa mengakui kontribusi micro-teaching dalam mengembangkan pengetahuan pedagogis, meskipun mereka juga menyadari keterbatasannya dalam mempersiapkan mereka sepenuhnya untuk praktik mengajar yang sesungguhnya di kelas. Temuan kualitatif mendukung hasil tersebut dengan menunjukkan bahwa praktik mengajar yang berulang, umpan balik, dan refleksi meningkatkan kepercayaan diri, keterampilan perencanaan pembelajaran, dan kesadaran pedagogis mahasiswa. Secara keseluruhan, penelitian ini menyimpulkan bahwa micro-teaching merupakan komponen berharga dalam pendidikan guru; namun, pengalaman mengajar yang sesungguhnya di kelas tetap penting untuk pengembangan lebih lanjut pengetahuan pedagogis calon guru.

Kata kunci: micro-teaching, pengetahuan pedagogis, persepsi mahasiswa, praktik reflektif, pendidikan guru.

BIODATA



A. Identity

1. Name : Febiola Angelika
2. Place and date of birth : Kupang, February 21th 2002
3. Address : Delima st. No 59, Bakunase, Kupang.
4. Cell phone number : 081883416824
5. Email address : djohfebby@gmail.com
6. Father's name : Melkianus Djoh
7. Mother's name : Mariana Pah

B. Educational Background

1. SD Airnona 1 (2007-2013)
2. SMPN 4 Kota Kupang (2013-2016)
3. SMAN 1 Kota Kupang (2016-2019)
4. Universitas Kristen Artha Wacana (2022-2026)

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