

CHAPTER I

INTRODUCTION

1.1 Background

Micro-teaching is an essential component of teacher education because it provides pre-service teachers with opportunities to practice teaching in a controlled environment before entering real classrooms. Through simulated teaching activities, students develop important pedagogical competencies, including lesson planning, classroom management, communication skills, instructional strategies, and reflective practice (Sabhapandit, 2023; Handayani, 2022). These experiences help bridge the gap between theoretical knowledge and classroom practice while increasing prospective teachers' confidence and professional competence.

This study is grounded in the theory of Micro-teaching 2.0 proposed by Ledger and Fischetti (2020), which emphasizes that micro-teaching extends beyond traditional teaching practice by integrating reflection, feedback, collaboration, and technology to strengthen pedagogical knowledge. The theory suggests that repeated teaching practice combined with constructive feedback enables prospective teachers to improve their instructional skills and become better prepared for authentic classroom experiences.

In English teacher education, micro-teaching plays an important role in preparing students to teach English effectively by integrating language skills, applying communicative teaching methods, and responding to diverse classroom situations (Monika & Suganthan, 2023). Previous studies have consistently reported that micro-teaching enhances pedagogical knowledge, teaching confidence, and instructional performance (Singh & Sharma, 2018; Yusof et al., 2024). However, students' perceptions of the effectiveness of micro-teaching remain varied, suggesting that its implementation may not equally prepare all prospective teachers for real classroom experiences.

Based on preliminary interviews conducted with twelve seventh-semester students of the English Education Study Program (EESP) at Artha Wacana Christian University (AWCU), nine students expressed that micro-teaching had not fully prepared them for teaching practice, particularly in subject mastery, classroom management, communication, and self-confidence. In contrast, three students believed that micro-teaching effectively strengthened the knowledge and skills they had previously acquired through Teaching

English as a Foreign Language (TEFL) courses. These differing perceptions indicate the need to further investigate students' experiences with micro-teaching.

Therefore, this study aims to analyze EESP students' perceptions of micro-teaching practices in enhancing pedagogical knowledge and to examine the extent to which these practices contribute to their professional preparation. The findings are expected to provide valuable insights for improving the implementation of micro-teaching in teacher education programs.

1.2 Research Problems

Based on the description above, the researcher was able to decipher the problem issues in this study, which included:

1. What are the perceptions of English Education Study Program (EESP) students on micro-teaching practices?
2. How do EESP students perceive the contribution of microteaching practices to their pedagogical knowledge?

1.3 Aims of Study

1. To investigate the perceptions of EESP students on micro-teaching practices.
2. To find out do EESP students perceive the contribution of microteaching practices to their pedagogical knowledge.

1.4 Significance of Study

There were two significances of the study related to this research. They were:

1.4.1 Implication

Pre-service teachers often gained hands-on experience through school-based practicums; however, these real-world environments could be difficult for beginners due to inconsistent experiences and delayed feedback. Micro-teaching 2.0 by Ledger and Fischetti (2020), which blended traditional micro-teaching with human-in-the-loop simulations, created a more structured and supportive space for learning. In a study involving 376 participants, this approach was shown to enhance teacher confidence, highlight individual learning needs, and improve overall preparedness for actual classroom teaching. By minimizing variability and

ensuring prompt feedback, it proved to be a highly effective training method. As the teaching landscape continued to evolve, technology offered both new opportunities and challenges for educators (Ledger & Fischetti, 2020).

1.4.2 Application

The study was expected to be useful and provide benefits to several parties related to this research, including the following:

a. For students

This study was expected to be useful as a reference for EFL pre-service teachers in developing their pedagogical knowledge. Through this study, EFL pre-service teachers were expected to be able to explore and optimize their pedagogical knowledge when attending micro-teaching classes.

b. For lecturers

This study was expected to be useful for lecturers, especially in conducting reflections in micro-teaching classes to explore the potential of EFL pre-service teachers.

c. For the researcher

The result of this study helped the researcher to gain knowledge. This study was helpful in the researcher's self-development process.

d. For the next researchers

This research was expected to be useful as a reference for future researchers who would conduct research in the same field.