

English Students' Teaching Skills Applied in Micro Teaching Class at the 5th Semester of Panca Sakti University Bekasi

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Abstrak: *Microteaching memiliki peran penting dalam mempersiapkan calon guru Bahasa Inggris untuk mengembangkan keterampilan mengajar sebelum melaksanakan praktik pembelajaran di kelas yang sesungguhnya. Penelitian ini bertujuan untuk mendeskripsikan dan menganalisis keterampilan mengajar yang diterapkan oleh mahasiswa semester lima Program Studi Pendidikan Bahasa Inggris Universitas Panca Sakti Bekasi dalam kelas Micro Teaching. Penelitian menggunakan desain deskriptif dengan memadukan analisis deskriptif kuantitatif dan kualitatif. Partisipan penelitian terdiri atas 16 mahasiswa semester lima yang mengikuti mata kuliah Micro Teaching pada tahun akademik 2024/2025. Data dikumpulkan melalui observasi terstruktur terhadap praktik microteaching dan wawancara semi-terstruktur. Data observasi dianalisis menggunakan persentase untuk menggambarkan tingkat penerapan setiap keterampilan mengajar, sedangkan data wawancara dianalisis melalui pengorganisasian data, pengodean, kategorisasi, dan interpretasi untuk memperkuat hasil observasi. Hasil penelitian menunjukkan adanya variasi dalam penerapan sepuluh keterampilan mengajar. Penggunaan media pembelajaran memperoleh persentase tertinggi (95%), diikuti keterampilan menjelaskan (82%), membuka pembelajaran (78%), dan mengadakan variasi (75%). Sebaliknya, keterampilan diskusi kelompok kecil memperoleh persentase terendah (20%), diikuti keterampilan mengorganisasi kerja kelompok dan individual (43%) serta memberikan penguatan (48%). Temuan ini menunjukkan bahwa mahasiswa lebih kuat dalam keterampilan pembelajaran yang berorientasi pada penyampaian materi dibandingkan keterampilan interaktif dan berpusat pada peserta didik. Oleh karena itu, microteaching perlu memberikan kesempatan praktik, umpan balik, dan refleksi yang lebih terstruktur untuk mengembangkan keterampilan mengajar secara seimbang.*

Kata kunci: *Mahasiswa Jurusan Bahasa Inggris, Keterampilan Mengajar, Penerapan, Kelas Micro-teaching*

Abstract: Microteaching plays an important role in preparing pre-service English teachers to develop essential teaching skills before engaging in actual classroom practice. This study aimed to describe and analyze the teaching skills demonstrated by fifth-semester students of the English Education Study Program at Panca Sakti University Bekasi during a Micro Teaching course. The study employed a descriptive design combining quantitative descriptive and qualitative analyses. The participants were 16 fifth-semester students enrolled in the Micro Teaching course during the 2024/2025 academic year. Data were collected through structured observations of students' microteaching performances and semi-structured interviews. Observation data were analyzed using percentages to describe the application of each teaching skill, while interview data were analyzed through data organization, coding, categorization, and interpretation to complement the observation findings. The results revealed variations across the ten teaching skills examined. The use of teaching media achieved the highest percentage (95%), followed by explaining (82%), opening (78%), and variation skills (75%). In contrast, small-group discussion showed the lowest percentage (20%), followed by organizing small-group and individual work (43%) and reinforcement skills (48%). These findings indicate that the students demonstrated stronger teacher-directed instructional skills than interactive and learner-centered teaching skills. Therefore, microteaching should provide more structured opportunities for repeated practice, feedback, and reflection to strengthen interactive teaching skills and promote a more balanced development of pre-service English teachers' teaching competence.

Keywords: English Students, Teaching Skill, Applying, Micro Teaching Class

Submission History:

Submitted: July 20, 2026

Revised: July 27, 2027

Accepted: July 29, 2026

INTRODUCTION

Teaching competence is a fundamental component of teacher professionalism because effective teaching requires more than mastery of subject knowledge. Teachers are expected to transform disciplinary knowledge into meaningful learning experiences through appropriate instructional planning, communication, questioning, explanation, reinforcement, classroom management, learning activities, and assessment. For pre-service teachers, the development of these competencies should therefore begin during teacher education rather than after entering professional teaching. Recent research indicates that teaching skills constitute important indicators of pedagogical and professional competence and need to be systematically developed through opportunities that allow pre-service teachers to connect pedagogical knowledge with actual teaching performance (Rahmah et al., 2024; Purwanti & Suhargo, 2024). In English language teacher education, this preparation is particularly important because pre-service teachers are simultaneously required to manage classroom interaction, employ appropriate instructional strategies, and use English effectively as a medium of instruction.

One of the major pedagogical approaches used to prepare pre-service teachers for these demands is microteaching. Microteaching provides a controlled instructional environment in which pre-service teachers can plan lessons, practise teaching, receive feedback, reflect on their performance, and improve particular aspects of their teaching before encountering the complexities of real classrooms. Rather than functioning merely as a simplified teaching simulation, contemporary microteaching provides opportunities for integrating pedagogical knowledge, instructional decision-making, reflection, and professional development. Kwangsawad (2022), for example, found that microteaching contributed to EFL pre-service teachers' self-efficacy in student engagement, instructional strategies, and classroom management. Similarly, Purwanti and Suhargo (2024) demonstrated that microteaching supported the development of pre-service teachers' pedagogical competencies. These findings indicate that microteaching serves as an important transition between learning how to teach theoretically and demonstrating teaching competence in practice.

The effectiveness of microteaching, however, depends on the teaching skills demonstrated during the teaching process. These skills involve interconnected instructional practices such as preparing and introducing lessons, explaining learning materials, asking questions, providing reinforcement and feedback, creating instructional variation, facilitating interaction, managing classroom activities, and closing lessons appropriately. In EFL contexts, teaching performance also involves language-related pedagogical decisions, including the way teachers provide instructions, initiate interaction, respond to learners, and use teacher talk to facilitate learning. Lestari (2023) highlights the importance of examining teacher talk during

microteaching because the language used by pre-service English teachers influences classroom interaction and instructional effectiveness. Thus, examining teaching skills in microteaching requires attention not only to whether pre-service teachers complete instructional stages but also to how effectively they enact these skills during simulated classroom interaction.

Recent studies further suggest that microteaching can provide meaningful opportunities for pre-service teachers to identify strengths and weaknesses in their teaching. Feedback and reflection are particularly important because teaching competence develops through iterative cycles of practice, evaluation, and improvement. Holstein et al. (2022) emphasize the importance of feedback practices supported by microteaching videos, while reflective microteaching experiences have been found to encourage pre-service teachers to reconsider instructional decisions and develop their teaching practices. Collaborative microteaching may also support pedagogical knowledge development through lesson planning, teaching practice, and peer feedback (Özcan & Yüksel, 2022). In the Indonesian EFL context, lesson-study-based microteaching similarly provides opportunities for collaborative planning and reflection that can strengthen students' understanding of effective teaching practices (Darsih et al., 2024). Therefore, microteaching should be viewed as a developmental process in which teaching performance can be observed, evaluated, and progressively refined.

Despite these benefits, successful participation in a microteaching course does not automatically indicate that all pre-service teachers have adequately mastered basic teaching skills. Studies continue to report challenges associated with instructional preparation and performance. Alfiani and Nurcholis (2023) identified difficulties encountered by Indonesian EFL student teachers when preparing lesson plans for microteaching, while Yundayani and Alghadari (2024) reported challenges experienced by student teachers in English-language microteaching and the strategies used to address them. More recent evidence also indicates that EFL pre-service teachers encounter pedagogical challenges during microteaching, demonstrating that the acquisition of teaching competence is not uniform across individuals or dimensions of teaching performance (Mafulah & Febrianti, 2025). These findings suggest that microteaching outcomes need to be examined at the level of observable teaching skills rather than inferred merely from students' participation in the course.

Furthermore, contemporary teacher education increasingly requires pre-service teachers to combine conventional pedagogical competence with reflective, collaborative, and technology-responsive teaching practices. Humaera et al. (2024) found that microteaching contributed to the development of technological pedagogical content knowledge among Indonesian pre-service teachers, suggesting that teaching competence has expanded beyond traditional classroom presentation skills. Similarly, Tunaz (2024) showed that microteaching can provide opportunities for pre-service foreign-language teachers to integrate critical-thinking-oriented practices into language instruction. These developments reinforce the need to examine how pre-service English teachers actually demonstrate teaching skills because current teaching competence

involves the integration of instructional techniques, classroom interaction, pedagogical decision-making, and responsiveness to contemporary learning demands.

Nevertheless, a research gap remains in the literature. A considerable number of recent studies have investigated microteaching through pre-service teachers' perceptions, self-efficacy, reflective experiences, pedagogical competence, technological knowledge, and challenges (Kwangsawad, 2022; Özcan & Yüksel, 2022; Humaera et al., 2024; Purwanti & Suhargo, 2024; Mafulah & Febrianti, 2025). Other studies have concentrated on specific components, such as lesson planning (Alfiani & Nurcholis, 2023), teacher talk (Lestari, 2023), collaborative lesson study (Darsih et al., 2024), or challenges encountered during English microteaching (Yundayani & Alghadari, 2024). While these studies provide important insights into microteaching, comparatively less attention has been directed toward systematically describing how a range of basic teaching skills are actually applied by EFL pre-service teachers during their microteaching performance, particularly within the context of fifth-semester English Education students at Panca Sakti University Bekasi. Consequently, context-specific evidence concerning which teaching skills students are able to demonstrate and how those skills are enacted remains necessary.

Initial observations in the Micro Teaching class at the English Education Study Program of Panca Sakti University Bekasi indicated variation in students' application of teaching skills during their teaching practice. [Insert the researchers' actual preliminary findings here—for example: some students were able to explain learning materials and open lessons effectively, while others experienced difficulties in questioning, providing reinforcement, creating instructional variation, managing classroom interaction, or closing lessons.] Such variation suggests that completing theoretical pedagogical courses does not necessarily result in equal mastery of practical teaching skills. Examining these performances is therefore important for identifying areas in which pre-service teachers demonstrate adequate competence and areas requiring further pedagogical support before participating in teaching practice in actual school contexts.

Accordingly, the novelty of the present study lies in its focus on the actual application of basic teaching skills demonstrated by fifth-semester English Education students during microteaching at Panca Sakti University Bekasi. Instead of examining microteaching primarily through general perceptions, self-efficacy, or overall course experiences, this study focuses on students' teaching performance and the manifestation of specific teaching skills within a particular EFL teacher-education context. This focus provides empirical evidence regarding how pre-service English teachers translate pedagogical knowledge into observable instructional practices at an early stage of their professional preparation.

The study is significant both theoretically and practically. Theoretically, it contributes to the growing literature on EFL pre-service teacher education by providing contextual evidence concerning the application of teaching skills in microteaching. Practically, the findings may assist lecturers and teacher-education programs in identifying teaching skills that have been adequately developed and those requiring greater instructional attention, practice, feedback, or reflection. Such evidence can

inform the improvement of microteaching activities and better prepare pre-service teachers for subsequent teaching practicum and professional classroom responsibilities. Therefore, this study aims to describe and analyze the teaching skills applied by fifth-semester English Education students in the Micro Teaching class at Panca Sakti University Bekasi.

METHOD

Research Design

This study employed a descriptive research design combining quantitative descriptive scoring and qualitative analysis to investigate the teaching skills demonstrated by fifth-semester English Education students during a Micro Teaching course. The quantitative component was used to describe students' teaching-skill performance based on scores obtained from structured classroom observations, whereas the qualitative component was used to explore students' experiences, difficulties, and perceptions regarding the application of those skills. This design was considered appropriate because the study aimed to describe the participants' actual teaching performance and provide contextual explanations for the observed results rather than examine causal relationships among variables.

Participants and Research Setting

The study was conducted in the English Education Study Program at Panca Sakti University Bekasi. The participants were 16 fifth-semester students enrolled in the Micro. All 16 students participating in the course were included in the observation process. The Micro Teaching course provided students with opportunities to practise teaching in a simulated classroom environment before undertaking teaching practice in actual school settings. Data collection was conducted throughout approximately one academic semester, allowing the researcher to observe students' teaching performance during their scheduled microteaching sessions.

Research Instruments

Data were collected through a structured observation checklist and semi-structured interviews. The observation checklist was designed to assess the teaching skills demonstrated by students during their microteaching performance. The indicators covered the major teaching skills examined in this study, namely teaching-skill indicators. Each indicator consisted of observable behaviours that enabled the researcher to determine the extent to which a particular teaching skill was demonstrated during the teaching session.

The observation instrument employed a Likert-type scoring system. Each observed indicator was assigned a score according to the level of teaching-skill performance demonstrated by the participant. The scores obtained from all indicators were subsequently converted into percentages to facilitate interpretation. The percentage scores were classified into five categories: 0–20% as *very low*, 21–40% as *low*, 41–60% as *moderate*, 61–80% as *high*, and 81–100% as *very high*. The classification was used

only to provide a descriptive interpretation of students' observed teaching-skill performance.

Semi-structured interviews were used to complement the observation data and obtain more detailed information regarding students' experiences in applying teaching skills during microteaching. The interview questions focused on students' understanding of teaching skills, difficulties encountered during teaching practice, skills perceived as difficult to apply, and experiences during the Micro Teaching course. The semi-structured format enabled the researcher to use predetermined questions while allowing follow-up questions when clarification or further explanation was required.

Data Collection Procedures

Data collection was conducted in several stages. First, the researcher prepared the observation checklist based on the teaching-skill indicators investigated in the study. Second, classroom observations were conducted during students' scheduled microteaching practices over approximately one semester. Each of the 16 participants was observed while performing teaching practice in the Micro Teaching class. During each performance, the researcher used the observation checklist to record the extent to which the predetermined teaching-skill indicators were demonstrated. Scores were assigned to the relevant indicators based on students' observable teaching behaviours.

Third, after the students had completed their microteaching activities, semi-structured interviews were conducted with all 16 students. The interviews were intended to clarify and elaborate on the observation findings, particularly regarding students' experiences and difficulties in applying teaching skills. The interviews were conducted face-to-face, lasted approximately 10 minutes for each participant, and were audio-recorded with participants' consent. The interview data were subsequently transcribed verbatim for analysis.

Data Analysis

The observation and interview data were analyzed separately and subsequently interpreted together. The observation data were analyzed descriptively by calculating the scores obtained for each teaching-skill indicator. The total score obtained was compared with the maximum possible score and converted into a percentage using the following formula:

$$\text{Percentage} = (\text{Obtained Score} / \text{Maximum Possible Score}) \times 100$$

The resulting percentages were then interpreted according to the predetermined categories: *very low* (0–20%), *low* (21–40%), *moderate* (41–60%), *high* (61–80%), and *very high* (81–100%). The analysis was conducted for each teaching-skill dimension to identify the skills that were demonstrated more strongly and those that required further development.

The interview data were analyzed qualitatively through a systematic process of data organization, coding, categorization, and interpretation. First, the interview transcripts or notes were read repeatedly to obtain an overall understanding of the participants' responses. Second, relevant statements related to the application of teaching skills were identified and assigned initial codes. Third, similar codes were

grouped into categories representing recurring patterns, such as difficulties in applying particular teaching skills, perceived strengths, classroom-management experiences, and strategies used during microteaching. Finally, the categories were interpreted in relation to the observation results. The interview findings were therefore used to provide contextual explanations for the patterns identified in the observation data.

To strengthen the credibility of the findings, data from classroom observations were compared with students' interview responses. This source and method comparison enabled the researcher to examine whether students' reported experiences were consistent with their observed teaching performance. The final interpretation was developed by integrating the quantitative descriptive results from the observation checklist with the qualitative evidence obtained from the interviews.

RESULT AND DISCUSSION

Results

The observation results revealed variations in the application of teaching skills among fifth-semester English Education students in the Micro Teaching class at Panca Sakti University Bekasi during the 2024/2025 academic year. Ten teaching skills were examined, including opening, explaining, variation, questioning, small-group discussion, organizing small-group and individual work, classroom management, reinforcement, using teaching media, and closing skills. The percentages presented in Table 2 indicate the extent to which each teaching skill was successfully demonstrated during students' microteaching performances.

Table 1. Students' Teaching Skills in Microteaching Class

Aspect of Observation	Success	Failed
Opening Skill	78%	22%
Explaining Skill	82%	18%
Variation Skill	75%	25%
Questioning Skill	60.5%	39.5%
Small Group Discussion Skill	20%	80%
Organizing Small Group Work and Individual Work Skill	43%	57%
Management Skill	65%	35%
Reinforcement Skill	48%	52%
Using Teaching Media Skill	95%	5%
Closing Skill	66%	34%

As shown in Table 1, the students demonstrated different levels of mastery across the ten teaching skills. The highest percentage was found in using teaching media (95%), followed by explaining skill (82%), opening skill (78%), and variation skill (75%). These results indicate that the students were particularly capable of incorporating instructional media into their microteaching and generally demonstrated adequate skills in explaining learning materials, initiating lessons, and creating variation during instruction. The high percentage of media use suggests that instructional media had

become an important component of students' teaching practices and was frequently used to support the delivery of learning materials.

Moderate results were observed for closing skill (66%), management skill (65%), and questioning skill (60.5%). Although more than half of the observed performances successfully demonstrated these skills, the percentages also indicate considerable room for improvement. In particular, 39.5% of the expected questioning behaviours were not successfully demonstrated, suggesting that students had not consistently used questions as an instructional strategy. Similarly, classroom management and lesson closure were demonstrated by 65% and 66%, respectively, indicating that some students still experienced difficulties in controlling classroom activities and systematically concluding their lessons.

The lowest results occurred in small-group discussion skill (20%), organizing small-group and individual work (43%), and reinforcement skill (48%). Small-group discussion was the least successfully demonstrated skill, with an 80% failure rate. This finding indicates that students rarely facilitated learning through structured group discussion during their microteaching sessions. The relatively low scores for organizing group and individual work and providing reinforcement also suggest that students were more proficient in teacher-led instructional activities than in facilitating student participation, organizing collaborative activities, and responding pedagogically to students' contributions. Overall, the findings reveal an uneven pattern of teaching-skill development, with stronger performance in instructional delivery and media use than in interactive and student-centered teaching practices.

Discussion

The findings demonstrate that microteaching enabled the pre-service English teachers to apply a range of basic teaching skills, although the level of successful application differed considerably across the ten observed dimensions. This variation supports the view that microteaching functions as a developmental environment in which pre-service teachers translate pedagogical knowledge into observable teaching practices. Purwanti and Suhargo (2024) found that microteaching contributes to the development of pre-service teachers' pedagogical competencies by providing opportunities to practise instructional skills before entering actual classrooms. Similarly, Rahmah et al. (2024) reported that microteaching plays an important role in developing the pedagogical and professional competencies required by prospective teachers. The present findings extend this evidence by showing that the development of teaching competence is not uniform; students may demonstrate strong performance in certain skills while still requiring substantial improvement in others.

The strongest performance was found in using teaching media, with a success rate of 95%. This finding indicates that the students were highly accustomed to incorporating media into their teaching demonstrations. Instructional media can support explanations, attract learners' attention, visualize learning content, and facilitate interaction between teachers, students, and learning materials. In contemporary teacher education, the ability to integrate technology and instructional

media has increasingly become an essential component of pedagogical competence. Humaera et al. (2024) found that microteaching contributes to the development of pre-service teachers' technological pedagogical content knowledge (TPACK), particularly by providing opportunities to integrate technological resources into instructional practice. The high percentage found in the present study therefore suggests that the students had developed a strong tendency to use instructional media as part of their microteaching performance. Nevertheless, the effective use of media should not be evaluated solely on its presence; its pedagogical relevance to learning objectives, content, and learner engagement is equally important.

The students also demonstrated strong performance in explaining (82%), opening lessons (78%), and providing instructional variation (75%). These three skills are closely related to the teacher's ability to organize and communicate instruction. Explaining skills enable teachers to transform subject matter into understandable information, while opening skills help establish students' readiness and orient them toward learning objectives. Variation in teaching, meanwhile, can reduce instructional monotony and sustain learner attention. The relatively high results suggest that students were more comfortable with teaching skills involving direct presentation and lesson delivery. This is consistent with the role of microteaching as a controlled practice environment in which pre-service teachers repeatedly rehearse specific instructional behaviours. Kwangsawad (2022) demonstrated that microteaching could strengthen EFL pre-service teachers' self-efficacy in instructional strategies, student engagement, and classroom management. Repeated teaching practice may therefore provide students with opportunities to improve their confidence in presenting and organizing instructional content.

In contrast, questioning skill reached only 60.5%, indicating that effective questioning remained less consistently demonstrated than explaining, opening, variation, and media-use skills. In language classrooms, questioning is particularly important because it can stimulate interaction, assess understanding, encourage learner responses, and promote higher-order thinking. Tunaz (2024) emphasizes that pre-service foreign-language teachers need opportunities to integrate critical-thinking practices into instruction, including instructional activities that encourage learners to analyze, respond, and participate actively. The present finding suggests that although students were generally able to pose questions, the quality and consistency of questioning practices still required improvement. In microteaching instruction, students may therefore benefit from explicit practice in constructing questions at different cognitive levels, distributing questions across learners, providing sufficient wait time, and following up students' responses.

The results for classroom management (65%) and closing skills (66%) further indicate that students demonstrated these skills at a moderate level but had not yet achieved consistent mastery. Classroom management involves coordinating instructional activities, maintaining student attention, managing transitions, and establishing conditions conducive to learning. Closing a lesson similarly requires more than simply ending an instructional session; teachers need to consolidate important

learning points, assess students' understanding, and establish continuity with subsequent learning. The difficulties observed in these areas are understandable because pre-service teachers are still developing their ability to simultaneously manage content, interaction, time, and classroom processes. Yundayani and Alghadari (2024) identified several challenges faced by student teachers during English-language microteaching and demonstrated that teaching practice requires students to negotiate multiple pedagogical demands. Mafulah and Febrianti (2025) likewise found that EFL pre-service teachers continue to experience pedagogical challenges during microteaching despite having opportunities to practise teaching.

More critical findings emerged for reinforcement skill (48%) and organizing small-group and individual work (43%). These results indicate that less than half of the expected behaviours in these dimensions were successfully demonstrated. Reinforcement is important because teachers' responses to learners can encourage participation, recognize achievement, and maintain engagement. Likewise, organizing group and individual work requires teachers to shift from predominantly teacher-centered delivery toward facilitating learner activity. This finding is particularly noteworthy when compared with the high percentages for explaining and media use. The pattern suggests that the participants were more successful in delivering content and utilizing teaching resources than in managing interactive learning processes. Lestari (2023) emphasizes the importance of teacher talk and classroom interaction in pre-service English teacher education because teachers' verbal behaviour shapes opportunities for learner participation. Therefore, strengthening microteaching activities should involve not only presentation skills but also explicit opportunities to practise reinforcement, feedback, learner interaction, and collaborative learning management.

The small-group discussion skill was the weakest dimension, with only 20% successful application and 80% failure. This substantial difference from the other skills indicates that facilitating collaborative discussion was a major challenge for the participants. One possible interpretation is that microteaching sessions tend to emphasize individual teaching demonstrations within limited instructional time, which may encourage students to prioritize explanation and presentation over collaborative activities. However, the ability to facilitate group discussion is important for student-centered language learning because it creates opportunities for learners to communicate, negotiate meaning, exchange ideas, and participate actively. Özcan and Yüksel (2022) highlight the value of collaborative microteaching experiences involving planning, teaching, and peer interaction in supporting pre-service teachers' professional learning. Darsih et al. (2024) similarly demonstrate that collaborative planning and reflection through lesson-study-based microteaching can provide meaningful opportunities for developing teaching practices. Consequently, microteaching programs may need to provide more deliberate practice in designing and facilitating small-group learning activities.

Taken together, the findings reveal an important pattern: the participants demonstrated stronger skills in teacher-directed instructional practices than in

interactive and learner-centered practices. Using teaching media, explaining content, opening lessons, and providing instructional variation all obtained relatively high percentages, whereas small-group discussion, organization of group and individual work, and reinforcement obtained substantially lower percentages. This pattern constitutes an important pedagogical finding because contemporary English language teaching requires teachers not only to present information effectively but also to create learning environments that promote interaction, collaboration, participation, and learner autonomy. The results therefore suggest that future microteaching instruction at Panca Sakti University Bekasi should provide greater emphasis on interactive teaching skills through repeated practice, peer teaching, structured feedback, collaborative lesson planning, and reflective evaluation. Feedback is particularly important in this process; Holstein et al. (2022) demonstrate the value of analyzing feedback practices through microteaching videos as part of teacher professional learning. Through systematic practice and feedback, students can identify discrepancies between intended teaching strategies and their actual classroom performance.

Overall, the study confirms the importance of microteaching as a preparatory context for developing the teaching competence of pre-service English teachers. However, the results also demonstrate that participation in microteaching alone does not guarantee equal mastery of all teaching skills. The students showed particularly strong performance in the use of instructional media and explanation, while substantial weaknesses remained in facilitating small-group discussions, organizing collaborative and individual learning, and providing reinforcement. These findings indicate that microteaching should be implemented as an iterative process involving practice, observation, feedback, reflection, and subsequent improvement rather than as a one-time teaching demonstration. Such an approach may help pre-service teachers develop a more balanced repertoire of teaching skills before entering actual classroom contexts.

CONCLUSION

This study concludes that fifth-semester English Education students at Panca Sakti University Bekasi demonstrated varying levels of teaching skills during their microteaching practices. Among the ten observed teaching skills, using teaching media showed the highest level of application (95%), followed by explaining (82%), opening (78%), and variation skills (75%), indicating that the students were relatively proficient in instructional delivery and the use of learning resources. In contrast, small-group discussion was the least successfully demonstrated skill (20%), followed by organizing small-group and individual work (43%) and reinforcement (48%), while questioning, classroom management, and closing skills showed moderate levels of application. These findings indicate that the students demonstrated stronger teacher-directed instructional skills than interactive and learner-centered teaching skills. Therefore, microteaching activities should provide more structured and repeated opportunities for pre-service English teachers to practise facilitating group discussions, organizing collaborative and individual learning, providing reinforcement, and developing classroom interaction,

supported by systematic feedback and reflection. Strengthening these areas is expected to promote a more balanced repertoire of teaching skills and better prepare pre-service teachers for teaching in actual classroom contexts.

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