



## **Analysis of Students' Challenges in Micro-Teaching: A Study at English Education Program, PSDKU Aru**

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### **Abstract**

This study examines the challenges encountered by sixth-semester students in the Microteaching class within the English Language Education Study Program at PSDKU Aru University. Microteaching, as a crucial component of teacher education, often exposes various difficulties faced by pre-service teachers. Key challenges identified in this study include nervousness, inadequate teaching knowledge, and barriers categorized into five major areas: procedural, psychological, managerial, instructional, and professional. A qualitative descriptive approach was employed to explore these challenges in depth, using questionnaires and interviews as the primary data collection instruments. The data were analyzed based on students' statements, allowing the researchers to capture detailed insights into their experiences. The findings reveal that most students struggle significantly across all five categories, highlighting gaps in both pedagogical skills and teaching confidence. These results provide a clearer understanding of the complexities students face during Microteaching and suggest the need for targeted interventions in teacher education programs. Enhancing instructional support and offering more practical training opportunities are recommended to better prepare students for real classroom settings. Overall, this study contributes valuable knowledge to the field of English teacher education, particularly in the context of EFL (English as a Foreign Language) instruction.

**Keywords:** *English Language Education, Microteaching, Student Challenges, Teacher Training, Qualitative Research*

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## INTRODUCTION

Knowledge and skill acquisition thrives on active engagement and tailored educational approaches. For students, utilizing diverse learning media enhances this process, while educators require strong foundational knowledge. Creativity, defined as producing novel ideas or works (Hurlock & Amarta, cited in Nadia, 2019), is vital for teachers, enabling them to innovate resources, adapt media, and integrate student experiences through methods like brainstorming and problem-solving.

Microteaching serves as a crucial bridge between theory and practice. It involves students assuming teacher roles to simulate classroom scenarios, preparing lesson plans, aids, and management strategies before real-school placements. It's a performance-based training approach emphasizing the outward manifestation of professional teaching skills (McLaughlin & Moulton, cited in Fitriyani & Supriatna, 2021). Effective teaching performance demands systematic lesson execution—opening, core instruction, closing—and mastery of essential skills like clear explanation, questioning, reinforcement, and classroom management. Ideally, microteaching refines these skills, integrates theory with practice, and cultivates professional behaviour. However, persistent challenges hinder this process. Students often struggle with understanding lesson planning, executing teaching, implementing feedback, and reflective practice. Grasping these core pedagogical concepts is essential before formal teaching roles.

Specific courses, like the Microteaching course (Widarwati et al., 2021), aim to prepare future educators in instruction and classroom management. Yet, many students struggle during sessions. Common difficulties include: 1) Lack of Procedural Understanding: Unfamiliarity with classroom routines and lesson flow. 2) Poor Classroom Management: Inability to effectively manage student behaviour and dynamics. 3) Weak Presentation Skills: Struggles with clear delivery and engagement. 4) Ineffective Lesson Planning: Challenges formulating coherent and achievable plans. These deficiencies erode student confidence and mental well-being, directly impacting their microteaching performance.

At PSDKU Aru (Pattimura University), within the English Language Education Study Program, microteaching sessions are held weekly for about 2.5 hours. While theory courses may extend to three hours, mastering both content and teaching strategy remains a significant hurdle. Prospective teachers are expected to merge theory with norms and ethics, collaborate, engage students, control dynamics, and manage lesson openings/closings proficiently. Adaptation based on microteaching practice is key, assessed through assignments and participation. Nonetheless, students often prioritize academic targets over mastering instructional material, leading to declining teaching quality. Crucially, psychological barriers—lack of confidence, anxiety, and shyness—are amplified when using English for instruction and communication. Limited English proficiency compounds these difficulties, creating substantial obstacles in this EFL context.

These observations motivate research into the specific challenges faced by EFL students during microteaching at PSDKU Aru. Two major factors underpin student enrollment and struggles: 1) Limited Professional Awareness: A general lack of understanding regarding the competencies required of future English teachers. 2) Ongoing Language Mastery Difficulties: Persistent struggles to master English, which is fundamental for success in the Microteaching course itself.

Given the vital role of microteaching in preparing competent educators and the significant barriers encountered, particularly within an EFL setting, this study aims to conduct an in-depth investigation of the multifaceted challenges experienced by students in these microteaching classes. Addressing these challenges is critical for enhancing English language teacher preparation.

## **LITERATURE REVIEW**

### **The Nature of Teaching Context**

Teaching is a dynamic interaction process, employing pedagogical methods and resources to facilitate learning. It continuously evolves to meet diverse student needs (Rusman cited in Rosmita, 2020). Microtraining refines skills in controlled settings, enhancing student engagement and classroom management (Antoni, 2017; Sadikin, 2020). Teaching is crucial for human development, enabling individuals to acquire knowledge, skills, and attitudes essential for personal and professional growth. It fosters critical thinking, communication, collaboration, and problem-solving, empowering adaptation to societal challenges (Kasna Gustansyah, 2020). Effective teaching principles involve understanding student developmental stages and tailoring instruction accordingly (Yumi, 2017). Key principles include fostering metacognitive skills, promoting self-directed learning, and encouraging student ownership of their learning journey (Ozonur & Kamish, 2019). Microteaching supports developing these competencies (Hanum et al., 2021).

### **Relevance Theories**

Microteaching is a focused teacher training approach where educators practice and refine specific teaching skills within simplified, controlled scenarios. It isolates fundamental components like clear explanation and classroom management to enhance pedagogical effectiveness (Sunaengsih & Sunarya, 2018; Majoni, 2017; Lisnawati & Rohita, 2020). This process, involving documentation and feedback (Tot, 2017), enables both prospective and in-service teachers to identify strengths, target areas for improvement, and explore new methods (Sukirman Dadang, 2012). Ultimately, it provides valuable opportunities for continuous professional growth and prepares educators to meet diverse student needs (Antonir, 2017; Sukirman Dadang, 2012), while also offering insights for program evaluation.

Microteaching unfolds through defined phases: acquiring theoretical knowledge of strategies and student behavior, practically applying skills with feedback, and finally transferring integrated skills to real classrooms (Aggarwal, 2014). This development occurs within a structured six-step cycle: planning a lesson, teaching it, receiving feedback, replanning based on that feedback, reteaching the revised lesson, and reflecting on the process (Kalaimathi & Julius, 2015). This cyclical nature, emphasizing feedback and reflection, allows teachers to adapt methods and continuously improve their instructional effectiveness based on practical experience.

### **The Concept of Challenges**

Challenges in teaching arise from obstacles like classroom management issues, psychological barriers, and student engagement difficulties (Jafar, 2016; Salmani Nodoushan, 2018). Teachers face various types, including procedural, managerial, psychological, and instructional challenges (Bartell, 2005). In microteaching specifically, factors like fear of mistakes, shyness, and discomfort with speaking tasks significantly hinder students' ability to practice and learn (Yusuf & Zuraini, 2016).

Overcoming these challenges requires supportive strategies. Microteaching itself provides a low-pressure environment for skill development. Implementing collaborative learning and small group activities can effectively reduce anxiety and build confidence among prospective teachers (Megawati & Astutik, 2019). These approaches help develop the necessary skills to manage classroom challenges.

## METHODOLOGY

### Research Design

This study employs a qualitative descriptive design (Sugiyono, 2020) to explore challenges faced by EFL students in microteaching within PSDKU Aru's English Language Study Program. It utilizes mixed methods, collecting non-numerical data (words/images) alongside quantitative scales to measure student satisfaction and difficulties. The goal is to systematically understand these challenges and present findings accessibly.

The population comprises all 12 sixth-semester students enrolled in the 2021 Microteaching course. Given the small population size (<100), total sampling was applied (Sugiyono, 2007), including all 12 students as participants to provide comprehensive insights into their microteaching challenges.

**Data Collection:** Primary data was gathered via semi-structured interviews (7 questions) exploring participants' experiences and challenges. This was complemented by questionnaires using Likert scales (options: Strongly Disagree to Strongly Agree) to quantify difficulty levels and student attitudes, alongside open-ended questions for deeper insight.

**Data Analysis:** Thematic analysis categorized qualitative data (observations, interviews, open-ended responses) based on Bartell's (2005) framework: procedural, managerial, psychological, instructional, and professional challenges. Quantitative data from Likert scales underwent percentage-based analysis to classify responses (positive, negative, neutral) and determine the prevalence of specific challenges.

**Instruments:** Questionnaires (closed-ended, 5-point Likert scale) and semi-structured interview guides served as the primary instruments.

**Procedures:** The research followed these steps; 1) Obtained permission from the program head and informed consent from all 12 participants. 2) Distributed questionnaires and conducted scheduled interviews with lecturer approval. 3) Collected and analyzed data using thematic analysis for qualitative insights and percentage analysis for quantitative scale data, adhering to the descriptive qualitative approach to understand experiences and coping strategies.

## FINDINGS

### Results Based on Students' Questionnaires

#### *Procedural Category*

**Table 1 Procedural Category**

No	Statements	Scale			
		Strongly Agree	Agree	Disagree	Strongly Disagree
1	I have challenges in adapting in the classroom	0	5	6	1
2	I have challenges in making instruction <sup>9</sup> materials	0	3	9	0
3	I have challenges in giving references to participants	0	3	7	2
4	I have challenges in create lesson plan	0	4	7	1
5	I have challenges to make students pay attention	0	2	10	0

The table above reveals the procedural category of 12 students. This shows that in the micro teaching class, prospective teachers are faced with a practice where each one gets a turn to be the teacher who teaches in the classroom. Although in this practice the students who follow are their own classmates, student teachers still experience the interaction process in the classroom because the situation that occurs during micro teaching practice is different from the others. They must be able to adjust themselves as teachers and students in micro teaching practice. Based on the data in the table above, with a total of 5 respondents agreeing that they really have difficulties while adapting in the classroom, there are among them 6 students who disagree that there are no challenges and only one student strongly disagrees based on the statement in question. checklist students who agree with the challenges they face, thirty-nine respondents who feel strongly disagree based on procedural categories and four checklists even strongly disagree if they have challenges among which they feel different difficulties in interacting in the classroom.\

This can make it challenge for prospective teachers when teaching if they are unable to attract students' attention. The delivery of boring material makes students reluctant to pay attention to the material to be delivered by prospective teacher students. Therefore, preparing all aspects before teaching practice in the classroom is very important, especially in attracting students' attention. If prospective teachers have been able to attract students' attention, then the delivery of material is well done. However, based on the table above, about 3 students felt that they agreed with the statement, some of them 9 out of 12 students had difficulty in attracting students' attention.\

In addition to being able to adapt to the classroom environment and get students' attention, prospective teachers provide references related to the material to students is also something that must be done. If prospective teachers do not prepare many references about the material to be taught, it will make it difficult for them when practising it in the classroom. Meanwhile, based on the table above, there were 3 students who agreed about the statement, among which 7 out of 12 students disagreed that they had difficulties and only 2 students strongly disagreed that they had no difficulties at all.

Before teaching practice in the classroom, prospective teachers have learnt how to make lessons. However, this is also still a problem for some prospective teachers who do not understand how to make lesson plans properly. When prospective teachers find it difficult to make lesson plans, it will have an impact on their performance in micro teaching classes. The results showed that 7 teachers of prospective teachers experienced difficulties in making lesson plans, which led to their weak performance in the microteaching class. So, it can be concluded that prospective teachers in the English study programme of PSDKU Aru face enough difficulties in microteaching. Based on the table above, there were 4 students who agreed with the statement, among which 7 out of 12 students they disagreed that they had difficulties and only 1 student strongly disagreed as he had no difficulties at all.

Researcher have explained that students who conduct micro teaching practice in the classroom are classmates of prospective teachers. This can make it difficult for prospective teachers when teaching if they are not able to attract students' attention. The delivery of boring material makes students reluctant to pay attention to the material that will be delivered by student teachers. The delivery of boring material makes students reluctant to pay attention to the material that will be delivered by prospective teacher students. Therefore, preparing all aspects before teaching practice in the classroom is very important, especially in attracting students' attention. In the classroom is very important, especially in attracting students' attention. If student teachers are able to attract students' attention, then the delivery of material goes well. However, based on the table above,

there were 2 students who agreed with the statement, among which 10 out of 12 students they disagreed that they had difficulties.

### ***Managerial Category***

**Table 2 Managerial Category**

No	Statatements	Scale			
		Strongly Agree	Agree	Disagree	Strongly disagree
1	Challenge planning in advance the contents of the material	1	6	5	0
2	Challenge explaining the material	0	3	8	1
3	Challenge in asking questions	0	3	7	2
4	Challenge in using series of strategies	0	4	7	1
5	Challenge in controlling the course	0	5	4	3

Planning and creating lessons is the most important thing in the managerial category, before finalizing a material to be given to students, candidates must first be able to plan the content of the material to be taught in class. Therefore, clear and complete planning of material content can facilitate prospective teachers in delivering material to students during micro teaching practice. The responses of student teachers in this category. Based on the table above, there is only 1 student who strongly disagrees with the statement, among 6 out of 12 students they disagree that they have difficulties and only and there are 4 students disagree that they have difficulties.

When prospective teachers plan the content of learning materials, they must be able to explain or convey the content to students. Good material delivery will make learning more easily absorbed by students. Based on the table above, there were only 3 students who agreed to hear that statement, among 8 out of 12 students they disagreed that they had difficulties and only and there was 1 student strongly disagreed that he had difficulties.

When prospective teachers deliver material in class, they also need to ask questions related to the material to ascertain whether students have understood or not. In addition, prospective teachers must be able to choose what questions are appropriate for their students' abilities. Choosing the right questions will make students not feel afraid or embarrassed to answer questions given by prospective teachers. Teachers must also ask questions clearly and use simple words so that students can easily understand the material presented. In the table above, based on the table above, there were only 3 students who agreed to hear that statement, among 8 out of 12 students they disagreed that they had difficulties and only and there was 1 student strongly disagreed that he had difficulties.

When it comes to teaching in the classroom, there are many learning strategies that can be used by prospective teachers. Choosing the right strategy will make the learning atmosphere easier for prospective teachers to convey the material to be taught to students. However, based on the table above, there were only students who agreed to hear that statement, among 7 out of 12 students they disagreed that they had difficulties and only and there was 1 student strongly disagreed that he had difficulties.

A prospective teacher must also be able to master the course of learning during micro teaching practice. This can also be difficult the first-time teacher candidate's practice.

However, if prospective teachers are able to choose the right materials and strategies, then mastery of the material can be overcome when teaching in class. Based on the data in table 2 above, based on the table above, there were 5 only students who agreed to hear that statement, among 4 out of 12 students they disagreed that they had difficulties and only and there were 3 students strongly disagreed he had difficulties.

### ***Psychological Category***

**Table 3 Psychological Category**

No	Statements	Scale			
		Strongly Agree	Agree	Disagree	Strongly disagree
1	Challenge in creating and maintaining comfortable classroom conditions	0	6	6	0
2	Challenge to reducing students' behavior	0	6	6	0
3	Challenge in giving verbal reinforcement and nonverbal	0	2	5	5
4	Challenges in showing warmth and sensitivity	0	0	10	2
5	Challenge in giving advice and motivation	0	1	11	0

This is a factor that helps them to create and maintain comfortable classroom conditions. If the classroom conditions are comfortable, then the provision of subject matter will be easier to do. In table 4.3 above revealed the psychological category. Based on the table above, there were only 6 out of 12 students who agreed with the statement, among which 6 out of 12 students, they disagreed that they experienced any challenges.

Students' habits that are challenge to focus or get bored easily when learning in class is a challenge that prospective teachers must face. This is common during the teaching and learning process in the classroom. Therefore, prospective teachers must be able to manage conditions in order to reduce student boredom during the teaching and learning process. There is an interesting fact that emerges in this table of findings. Based on the table above, there were 6 out of 12 students who agreed with the statement, among which 6 out of 12 students, they disagreed that they experienced any difficulties.

From the reinforcement that can be given by prospective teachers in the form of verbal reinforcement such as spoken words, as well as nonverbal reinforcement such as body movements, symbols and so on. About 4 teachers of prospective teacher students are less able to provide verbal (with words) and non-verbal reinforcement (with expressions, gestures, touches, activities and symbols, etc.). gestures, touch, activities and symbols or fun objects) to students. Based on the table above, there were only 2 out of 12 students who agreed with the statement, among which 4 out of 12 students, they disagreed that they experienced any difficulties and there were 5 out of twelve students strongly disagreed that they did not experience any difficulties in front of the class.

As a prospective teacher, you must not only be able to teach in the classroom, but also be able to provide warmth and sensitivity to the condition of the classroom. If a student is sick, the teacher must act, as well as the condition of other students. Therefore, teachers must also learn about the warmth and sensitivity of students in the classroom and sensitivity of students in the classroom. They can demonstrate warmth and sensitivity to students' needs in small groups and individually. Based on the table above, there were only 10 out of 12 students who disagreed with the statement,

among which 2 out of 12 students, they strongly disagreed that they experienced existing difficulties.

When the learning process ends, prospective teachers must be able to provide advice and motivation to students. Suggestions and motivation can be in the form of suggestions about the material just learned or motivation to study harder. Based on table 4.3 above, Table 4.3 shows that only 1 student agrees because he himself has difficulty in statements based on psychological categories and there are 11 out of 12 students who strongly disagree because they think there is no challenge at all.

### ***Instructional Category***

**Table 4 Instructional Category**

No	Statements	Scale			
		Strongly agree	Agree	Disagree	Strongly disagree
1	Challenge using variations in sounds and others	0	5	5	2
2	I have challenge in implementing variation teaching model and method	0	5	7	0
3	in applying various tools and materials	0	3	6	3
4	Challenge in asking questions	0	1	9	2
5	Challenge in directing students	0	1	9	2

Prospective teachers must be able to understand different classroom conditions and different atmosphere every day. The use of voice variations or other things such as the use of media in the teaching and learning process is also very important. For example, when the teacher wants to give a little joke in class, the tone of voice used will be different from when the teacher delivers the material. Different from when the teacher is delivering the material. From table 4.4 shows that there are 5 out of 10 students who agree because they feel that they agree because there are challenges for them so that they have challenges. In addition, there were 5 respondents who disagreed because they did not encounter these statements when teaching and in statements based on instructional categories and there were 2 out of 12 students who strongly disagreed because they had no challenges at all in microteaching classes.

The variety of learning models and methods makes prospective teachers have many choices to use when teaching in the classroom. However, the large number of learning models and methods and methods can also make prospective teachers confused in choosing what models and methods are appropriate for use in the classroom. From table 4.4 shows that there are 5 out of 10 students who agree because they feel that they agree because there are challenges for them so that they have challenges. In addition, there were 7 respondents who disagreed because they did not encounter this statement in class.

In this material is a lesson related to how to make or do something. The material that is usually used is about how to make food or drinks. This certainly requires practice. Sometimes this is also a difficulty for prospective teachers in determining what food or drink to make, because there are many tools and materials that can be used in this material. Many tools and materials that can be used in this material. From table 4.4 shows that there are 3 out of 10 students who agree because they have challenges that make them so that they have challenges when teaching and besides that there are 6 respondents who disagree because they do not encounter these statements when in class and from 3 students among the 12 students involved strongly disagree because the three of them do not experience challenges in microteaching classes.



Asking questions to find out the extent of students' ability to understand the material taught is also important. This is a very effective way to stimulate students' memories of the material that has been taught. That has been taught. From table 4.4 shows that there are 1 out of 10 students who agree because they have challenges that they find challenge when teaching and in addition there are 9 out of 10 respondents who disagree because they did not encounter this statement when they were teaching in the microteaching class and there are 2 respondents among 12 students involved strongly disagree because they did not experience any challenges.

Stimulating students' knowledge by asking questions about the material being taught is a very effective way for prospective teachers. It becomes one of the challenges for prospective teachers. They must be able to direct students to be able to understand the questions given by prospective teachers. Based on the data in table 4.4 above, From table 4.4 shows that there are 1 out of 10 students who agree because they have challenges that they find challenge when teaching and besides that there are 9 out of 10 respondents who disagree because they did not encounter this statement when they were teaching in the microteaching class and there are 2 respondents among the 12 students involved strongly disagree because they did not experience difficulties when teaching microteaching in front of their friends.

### ***Professional Category***

**Table 5 Professional Category**

No	Statements	Scale			
		Strongly Agree	Agree	Disagree	Strongly disagree
1	Challenge directing students to work together	0	4	7	1
2	Challenge instilling a sense of responsibility	0	0	8	4
3	Challenge teaching students the values of life norms	0	5	5	2
4	Challenge in explaining the function and position	0	3	6	3
5	Challenge explaining to students about the goals and tasks	0	0	12	0

In the classroom there are various students with various characters. There are students who like to hang out, some are introverted, some are very focused on learning, and various other characters. Learning, and various other characters. This also applies to the level of student ability, some are smart, some are less able to understand lessons and others. This sometimes makes it challenging for prospective teachers to direct students so that they are able to work together. The table above reveals the professional categories of the 12 student teachers. The table explains that almost 8 prospective teachers (7 teachers) are less able to direct students to work together.

One of the challenges that prospective teachers often face when teaching in the classroom is instilling a sense of responsibility in students. This also affects the sense of responsibility possessed by students. Therefore, as a prospective teacher, you must be able to train yourself to be able to make students feel responsible for the group and themselves. About almost 8 student teachers experienced difficulties in instilling a sense of responsibility in students.

As good teacher candidates, they must not only be proficient in teaching legal values to students. Prospective teachers must also have to be able to instill norm values to their students. Based on the table above, there are 5 students who agree with the statement and there are also 5 out of ten students strongly disagree because they consider that they do not find any challenges and there are 2 respondents who strongly disagree with the statement.

When students are asked to learn in groups in the classroom, of course there are positions that must be filled such as chairman, secretary, and others. Before determining this, prospective teachers must be able to explain in advance the parts and functions of each position. About 6 prospective teachers also disagreed that they had challenges in explaining and making students understand the function of the position in the group.

in the group.

After the prospective teacher explains the position and duties of each position in the group, the prospective teacher must be able to explain the objectives and the tasks of each group. By knowing the goals and tasks that will be given by prospective teachers, students can be given the tasks they should do complete as a group with a sense of responsibility. From the statements in Table 4.5, the 12 respondents all disagreed completely because they did not find any difficulties or challenges that they faced in the microteaching class.

### ***Recapitulation of Students' Challenges in Microteaching Class***

**Table 6 The Recapitulation of all Students' Challenges in Microteaching study**

No	Indicators	Strongly agree	Agree	Disagree	Strongly agree
1	Procedural	0	17	40	4
2	Managerial	1	21	30	7
3	Psychological	0	15	36	8
4	Instructional	0	15	37	9
5	Professional	0	12	38	10
Total		1	80	181	38

### **Results Based on Students' Interview**

These findings were developed from the research results of prospective teachers in Microteaching classes based on interviews. The following below is a transcript of the results of the prospective student interviews.

#### Question 1. Do you have any challenges or difficulties in microteaching class?

Students. S.S answered: Yes, there are difficulties

Student Y.S answered: Yes, I have difficulties

Student Y.S.T answered: Yes

Student H.Y.L answered: Yes, fear and lack of confidence

Student T.G answered: Yes, of course there are

Student A.S answered: Yes, I have difficulties

Student B.O answered: Yes, I have difficulties

Student N.E.N answered: Yes, there are difficulties

Student I.K answered: Yes, I had difficulties in the microteaching class

Student E.M answered: Yes, I have challenges

Student L.G answered: Yes, of course.

Student R.M.R answered: Yes, of course I have difficulties

#### Question 2. What kind of the difficulties that you faced in microteaching class?

Students. S.S answered: I have difficulties but there is a way how we are required to be able to learn to teach in a microteaching class to look professional.

Student Y.S answered: Has not mastered the material well

Student Y.S.T answered: I have difficulties such as not understanding the material well enough.

Student H.Y.L answered: Not yet able to master the material well and not too confident to teach.

Student T.G answered: Difficulties such as lack of confidence in practice, lack of teaching preparation, lack of mastering the material in teaching and knowledge to educate students.

Student A.S answered: Not yet mastering the material

Student B.O answered: The difficulty was when we started practicing teaching and learning in the microteaching class.

Student N.E.N answered: Controlled the class and students well.

Student I.K answered: Difficulties such as starting to prepare materials and lesson plans in addition, the way I presented the results was not maximized properly.

Student E.M answered: The difficulty I have experienced when teaching in front of the class is that I am shy, which results in not mastering the learning strategy.

Student L.G answered: My difficulties such as lack of focus on mastering the lesson plan

Student R.M.R answered: Difficulties such as teaching in a hurry and not mastering the lesson plan.

### Question 3. What is your most significant difficulties faced in microteaching class?

Students. S.S answered: In my opinion, the most difficult difficulty is that we are required to teach in front of friends, and to younger siblings and even some, to be able to act as a teacher. To fulfill the microteaching assignment, which is teaching, make a LESSON PLAN, lesson plan & lesson materials.

Student Y.S answered: I have difficulties when asked to teach but have not mastered the material well.

Student Y.S.T answered: The most difficult difficulty is when teaching, because I have to look for material, make lesson plans and also compile the material after that learn the material made.

Student H.Y.L answered: Not being able to prepare myself well in teaching, fear and trembling when teaching in front of the class.

Student T.G answered: Nervousness and lack of confidence: I was very nervous about having to teach in front of my classmates and lecturers, especially if I didn't have enough teaching experience.

Student A.S answered: When asked to practice teaching in front of the class but have not mastered the material

Student B.O answered: The difficulty that I think is hard is how we design materials according to school and class levels then make R and after that teach.

Student N.E.N answered: I was so nervous that I forgot about the next stage of teaching.

Student I.K answered: The most difficult difficulty is how I understand the various types of students I teach, starting from the background of microteaching classes etc. besides that I have also not been able to make them interested and motivated by what I teach, because maybe the material and methods I use are not interesting enough.

Student E.M answered: The difficulty that I think is very heavy when performing in front of the class but in reality, I am not able to give students or students attention.

Student L.G answered: The biggest difficulty is not mastering the discussion of lesson plans so that it has a bad impact on me so that I do not focus on teaching well.

Student R.M.R answered: My biggest mistake and difficulty is the lack of learning media

### Question 4. From the difficulties that you mention what strategies you use to help yourself?

Students. S.S answered: The strategies that I can apply, I learned to look for several references from books, google and even the internet for how to teach well.

Student Y.S answered: The strategy I use is to always practice or study so that I can master the material well.

Student Y.S.T answered: The strategy I use is that I look for material that is suitable for my material after that I learn how to teach it, so that students can understand well.

Student H.Y.L answered: Self-help strategies such as fear of failure in teaching, so I have to teach myself a lot and have to prepare the material and even master the material so that I can teach students and can be understood well.

Student T.G answered: The strategy I use to help myself is to practice 1 day before performing in front of the class, then, find time to rest and reflect on the mistakes that have been made, so as not to repeat the wrong thing in the following class.

Student A.S answered: The strategy I use is to always practice or study in order to master the material.

Student B.O answered: The strategy is to do it repeatedly and practice continuously so that we understand well and it feels easy for us.

Student N.E.N answered: Re-practice in class to get used to it and determine interesting ways to teach well too

Student I.K answered: I need to use more effective collaborative strategies that can help me prepare everything related to students in the teaching and learning process.

Student E.M answered: The strategies I use to complement my confidence in performing in front of the class remain focused on teaching effectively and professionally.

Student L.G answered: I need to master learning strategies and focus more on teaching and not be nervous in front of the class when teaching

Student R.M.R answered: The strategy that I can use is that I look for opportunities to make the class atmosphere calm and focused.

Question 5. Where did you learn those strategies?

Students. S.S answered: From the internet, books, even YouTube

Student Y.S answered: I learned from the lecturer of the microteaching course and indeed the strategies given are very appropriate because they are in accordance with the microteaching course.

Student Y.S.T answered: I learned these strategies from Google.

Student H.Y.L answered: Self-confidence and encouragement to oneself that one must still be able to face being a professional prospective teacher.

Student T.G answered: From YouTube and Tiktok

Student A.S answered: From YouTube

Student B.O answered: From the lecturer of the microteaching course

Student N.E.N answered: From lecturers teaching microteaching courses

Student I.K answered: From some online sources or applications that I have previously read about

Student E.M answered: From youtube

Siswa L.G answered: From google dan youtube

Student R.M.R answered: From Tiktok and YouTube media

Question 6. What are the benefits of microteaching class for you?

Students. S.S answered: The benefit is that we are taught to be able to learn how to teach well, even how we will later become teachers to learn to make good and correct materials.

Student Y.S answered: From the microteaching course

Student Y.S.T answered: There are many benefits of microteaching classes for me because it can make me know how to teach well, it can also make me confident when I am in front of the class to teach.

Student H.Y.L answered: Helps us to be able to train ourselves and also to be able to become good prospective teachers.

Student T.G answered: With Microteaching class, I can increase my self-confidence: Through Microteaching exercises, I as a prospective teacher can increase my confidence in delivering material, communicating with students, and facing challenges in the classroom.

Student A.S answered: I can be more confident to practice it and learn better in front of the class.

Student B.O answered: The benefits of microteaching classes are that I learned a lot about how to prepare for teaching and what teachers should know and do.

Student N.E.N answered: This course is useful for me so that I can continue to practice to prepare for the PPL later and not only for the PPL, but also to become a good teacher in the future.

Student I.K answered: The benefits that I get in microteaching classes are that I can know how we as future teachers must be ready to accept and face various challenges that exist in the teaching and learning process in class with various groups of students who make me have to learn more about how and what I have to do in order to develop students in my own way. So that I can see whether I have succeeded in becoming a professional teacher or not, the way is that I must understand the student's background better. So that way I can know what exactly I have to do so that they can interact well and develop their knowledge effectively and innovatively.

Student E.M answered: Microteaching can train us in learning strategies in order to become a professional teacher in his own field and can educate students.

Student L.G answered: The benefits that I can convey are that microteaching learning is very useful for improving teaching skills and managing the class well to become a good teacher.

Student R.M.R answered: There are so many benefits that I encountered during teaching practice, among others; I can master the lesson plan, can know and understand the experience during practice, can learn from mistakes made, can be trusted by myself and others.

**Table. 7 Things 6th Semester Students Do in Facing Challenges in Microteaching Class**

Interview	Answered
Do you perceive classroom procedures to meet microteaching needs?	<ul style="list-style-type: none"> <li>R.M.R When I taught there was a lack of textbooks as teaching materials</li> </ul>

	<ul style="list-style-type: none"> <li>• L.G I just used RPP</li> <li>• E.M I teach not using printed books</li> <li>• I.K I only use lesson plans to teach in class during practice</li> <li>• N.E.N I teach only using lesson plans and drawing aids</li> <li>• B.O In my opinion the class procedures have been fulfilled properly</li> <li>• A.S class procedures are very supportive</li> <li>• T.G Class procedures meet requirements</li> <li>• H.Y.L I think class procedures really help me to teach well</li> <li>• Y.S.T classroom procedures really help me to teach microteaching</li> <li>• Y.S is very supportive</li> <li>• S.S Class procedures really support and help me in the teaching and learning process</li> </ul>
What do you think about classes and time management adequate strategy?	<ul style="list-style-type: none"> <li>• R.M.R Sometimes time requirements are limited when teaching</li> <li>• L.G. In my opinion, time management is not in accordance with the capacity when practicing teaching</li> <li>• E.M. When I teach, it takes a long time to teach</li> <li>• I.K. Time provisions are not in accordance with the instructions in the RPP</li> <li>• N.E.N In my opinion, time management in teaching materials is very lacking when teaching microteaching with a long duration of time short</li> <li>• B.O In my opinion, time management is not sufficient for teachers to teach</li> <li>• A.S time management is very influential on course hours so that when teaching</li> <li>• T.G time is limited Teaching time is very short</li> <li>• H.Y.L I have very little time to teach</li> <li>• Y.S.T I have a lack of time which is not sufficient for teaching standards</li> <li>• Y.S. The time is not enough</li> <li>• S.S.Time management in the RPP is very poor</li> </ul>
Do you think in practice that there is a lack of teaching theory in microteaching classes?	<ul style="list-style-type: none"> <li>• R.M.R The theory provided is very sticky</li> <li>• L.G The theory taught by the lecturer is very helpful</li> <li>• E.M The theory taught is very supportive</li> <li>• L.K The theory provided by the lecturer really helped me in terms of teaching preparation</li> <li>• N.E.N The theory provided by the lecturer meets the requirements</li> <li>• B.O The theory that I followed was very helpful to me</li> <li>• A.S The theory that was taught really helped me</li> <li>• T.G The theory provided by the teacher really helped me to teach in class</li> <li>• H.Y.L The theory taught by the Microteaching course lecturer is very helpful</li> <li>• Y.S.T The theory provided by the microteaching lecturer is fulfilled</li> <li>• Y.S The theory I received was very interesting and helpful</li> <li>• S.S The theory really supports me to prepare for teaching before going into the field.</li> </ul>

From your perspective, how do you think grade level accreditation impacts standards.	<ul style="list-style-type: none"> <li>• R.M.R None</li> <li>• L.G Not at all</li> <li>• E.M None</li> <li>• L.K None</li> <li>• N.N Not affecting at all</li> <li>• B.O No impact</li> <li>• A.S None</li> <li>• T.G No</li> <li>• H.Y.L No</li> <li>• Y.S.T No impact</li> <li>• Y.S No</li> <li>• S.S No</li> </ul>
How do you think teaching norms and practices in microteaching work well?	<ul style="list-style-type: none"> <li>• R.M.R In my opinion, very good</li> <li>• L.G Very good</li> <li>• E.M Very good</li> <li>• L.K It went well</li> <li>• N.N Very good and very important</li> <li>• B.O In my opinion, very good</li> <li>• A.S Very good</li> <li>• T.G Very well run</li> <li>• H.Y.L Very good</li> <li>• Y.S.T It went well</li> <li>• Y.S Very good</li> <li>• S.S I think very good</li> </ul>
Based on questions one to five above, which number do you find more difficult in microteaching teaching practices?	<ul style="list-style-type: none"> <li>• R.M.R In my opinion, very good</li> <li>• L.G Number one</li> <li>• E.M Number two</li> <li>• L.K Question number one</li> <li>• N.E.N Question number two</li> <li>• B.O First and second question</li> <li>• A.S Number one</li> <li>• T.G Number one</li> <li>• H.Y.L Number one</li> <li>• Y.S.T Question number 1</li> <li>• Y.S Question number two</li> <li>• S.S Number 2</li> </ul>
In your opinion, is there an advantageous strategy to overcome your difficulties in teaching microteaching?	<ul style="list-style-type: none"> <li>• R.M.R Practice more</li> <li>• L.G Practice at home</li> <li>• E.M Must find a lot of material from YouTube</li> <li>• L.K Learn a lot of good and correct teaching practice</li> <li>• N.E.N The strategy that must be done is to learn more from YouTube or social media</li> <li>• B.O Train yourself a lot well</li> <li>• A.S Practice more at home</li> <li>• T.G The strategy I choose is to look for more material and learn even more</li> <li>• H.Y.L Must practice a lot</li> <li>• Y.S.T I have to be more enthusiastic to learn how to teach well in front of the class</li> <li>• Y.S I want to learn better in the future.</li> <li>• S.S The strategy I need to do is to learn from YouTube</li> </ul>

**Table. 8 The Recapitulation of What the Students did in dealing with the challenges in Microteaching Class**

No	Indicators	Challenges
1	Procedural	Classroom management
2	Managerial	Time management
3	Psychological	Lesson plan
4	Instructional	Preparation
5	Professional	Discussion

### ***Classroom management***

The first biggest challenge found in prospective teacher interviews is classroom management. Nine prospective teachers are experienced in classroom management problems. Bartell (2005) based on table 4.6, categorizes classroom management as a managerial category. By Novianti (2022), the implementation of microteaching learning for students aims to know how to open lessons well, the learning methods used, class mastery, learning media, communication skills with students and closing learning skills.

The quote above shows that the difficulties experienced in the sixth semester are almost the same as those experienced by every new teacher candidate. students are still confused about how to manage it, so it will make it difficult for prospective teachers to practice micro teaching. Based on the analysis of classroom management challenges above, the researcher provides several suggestions, below:

1. Discuss problems and difficulties with friends or lecturers.
2. Prepare everything necessary before coming to class
3. Utilize the internet and available resources.
4. Always communicate with students if problems occur during lectures.

The suggestions above are in line with research conducted by previous researchers. Tiaz Rahma Tari (2017) about EFL Student Teachers' Difficulties During Teaching Practice

### ***Time management***

The second biggest problem found in student teacher interviews was time management. Two student teachers experience time management problems. Based on the problems faced above, the researcher provides several suggestions that are in line with previous research conducted by Meigawati (2016) regarding Analysis of Problems felt by students in Microteaching classes described in the Student Teaching Journal, below:

1. Practice often at home to adjust the duration to class time.
2. Use several techniques to deal with students' bad attitudes, such as using silence, punishment and other techniques.

### ***Lesson Plan***

The instruments used were a rubric sheet for assessing prospective teachers' teaching skills and an assessment rubric for the Learning Implementation Plan (RPP) in the previous microteaching class in semester 6. As well as a questionnaire using a questionnaire instrument. The data analyzed is knowledge about the nature and principles of preparing RPPs, the Learning Implementation Plan (RPP) assessment rubric, and the teaching skills of prospective teachers using qualitative descriptive statistics.

Researchers call for several things that need to be paid attention to; 1) Teachers are required to prepare accurate lesson plans. 2) Learn to prepare learning plans from mistakes. 3) Get used to teaching using lesson plans in an orderly and directed manner.

### ***Preparation***

Based on the difficulties faced by semester 6 students above, the researcher suggests doing this to prepare everything before teaching in class. Understanding and planning the teaching of the material is very important because when student teachers are in class, they are definitely less able to convey the lesson material correctly. The suggestions from researchers are in line with research conducted by previous researchers, namely Tari (2017) on EFL Student Teachers' Difficulties During Teaching Practice. Based on the table data above, it can be seen that 10 prospective teachers answered that they learned from their mistakes. Most of them check their mistakes when doing micro teaching practice and will correct their mistakes in various ways, from highlighting their mistakes, learning from YouTube, to asking seniors or microteaching subject teachers.

### **DISCUSSION**

The analysis of questionnaire data revealed that prospective teachers encountered difficulties across all five categories: procedural, managerial, psychological, instructional, and professional. These findings comprehensively answer the first research question. Specifically, the data indicates that the most significant challenges lie in classroom management, preparation, and time management. Many prospective teachers struggled with organizing their classrooms effectively due to the diverse characteristics of their students. Managing a group of students with varying personalities and learning behaviors proved to be a substantial challenge. Furthermore, time management issues were prominent; prospective teachers found it difficult to allocate sufficient time for delivering lesson content within the allotted class periods, particularly when students exhibited disruptive behavior.

In terms of lesson preparation, prospective teachers admitted to feeling confused and anxious about the material they were required to teach. This anxiety often stemmed from a lack of confidence and insufficient mastery of the teaching content. Additionally, the availability of teaching resources was another significant obstacle. Many prospective teachers faced difficulties in preparing teaching media due to limited access to technological tools such as projectors (infocus), laptops, visual aids, and textbooks. These limitations not only affected their teaching delivery but also reduced the effectiveness of their microteaching practice.

Beyond these core issues, the findings also briefly highlighted technical challenges, such as the management of learning materials, the implementation of student evaluations, and difficulties in executing teaching strategies. Challenges were also reported in collaboration with supervisors and fellow teacher candidates, suggesting that peer support and mentorship systems could be strengthened to facilitate better learning experiences. Thus, these findings effectively address the second research question regarding the types of challenges experienced by students during microteaching. The data provides a comprehensive picture of the multiple dimensions of difficulties faced by teacher candidates, from preparation and delivery to interaction and reflection.

Furthermore, the interview data added valuable depth to the findings. Interviews revealed that the 12 prospective teachers engaged in self-reflection after completing their microteaching practices. Many of them acknowledged their mistakes during the practice sessions and adopted various strategies for improvement. Some reviewed recordings of their teaching performances to identify specific weaknesses, while others sought external learning resources such as educational videos on YouTube and teaching advice available on other social media platforms. Additionally, several prospective teachers proactively sought feedback and guidance from their course instructors to better understand how to overcome their challenges.



This willingness to engage in reflective practices highlights a positive development among the prospective teachers. Their efforts to independently identify, analyze, and address their weaknesses demonstrate an emerging professional attitude that is crucial for their future careers. Such proactive learning behavior aligns with the concept of reflective teaching, which emphasizes the importance of continuous self-assessment and professional development for educators (Farrell, 2015).

To conclude, the findings of both the questionnaires and interviews suggest that although prospective teachers encounter a variety of challenges during their microteaching experiences, many are actively taking steps to improve their competencies. These findings highlight the critical need for targeted interventions in teacher training programs, particularly in strengthening classroom management skills, enhancing lesson preparation strategies, providing access to teaching technologies, and fostering a reflective teaching culture among prospective educators. By addressing these areas, teacher education programs can better equip future teachers to meet the complex demands of real classroom environments.

## CONCLUSION AND SUGGESTION

This study aimed to identify the challenges faced by sixth-semester students of the English Education Study Program at PSDKU ARU during their microteaching course. Using a descriptive qualitative method supported by questionnaires and interviews, the findings reveal that prospective teachers encountered significant difficulties across five categories: procedural, managerial, psychological, instructional, and professional.

The data shows that students mainly struggled with lesson planning, classroom management, and clarifying students' problems and opinions. Managerial challenges, such as time management and controlling classroom activities, were the most frequently reported difficulties. In addition, several students faced psychological challenges, particularly in managing nervousness and shyness during teaching practice. Interviews further revealed that most students engaged in self-reflection and actively sought ways to improve, such as practicing more intensively, learning from online sources, or consulting lecturers. Thus, the findings have successfully answered both research questions: identifying key challenges in microteaching and how students responded to overcome them.

English lecturers are encouraged to integrate updated teaching media and provide a variety of challenges during microteaching practices. Informing students about the five major categories of teaching challenges (procedural, managerial, psychological, instructional, and professional) can better prepare them for real classroom environments.

Prospective teachers should actively explore, practice, and reflect on the various challenges encountered during microteaching. Developing adaptive strategies for different classroom situations will enhance their teaching competencies.

This study can serve as a reference for future research on microteaching challenges. Researchers are encouraged to explore other dimensions beyond Bartell's indicators and expand the understanding of the difficulties faced by prospective teachers in different educational contexts.

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