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**Exploring EFL Students Difficulties in Microteaching Class (A Case Study of  
Sixth Semester Students of English Education Study Program Pattimura  
University).**

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## Abstract

The aims of this research were to identify the difficulties faced by EFL students in microteaching class, to find out the most significant difficulties and the strategies to overcome the difficulties faced by EFL students in microteaching class for sixth semester students in the English Education Study Program of Pattimura University. To obtain information from EFL students, this research used explanatory mixed method involving questionnaires and interviews to collected the data. The questionnaires are used to answer the identifying students and interviews are used to answer strategies used by students in microteaching classes. The participants of the research were from 37 students of class A in the sixth semester class students of 2020 in academic year 2023/2024, at English Education Study Program, Pattimura University. The results of questionnaires showed that difficulties face by EFL students as prospective teachers in the procedural category 45%, managerial category 65%, psychological category 55%, instructional category 41%, and professional category 29%. While, the result of the interview and questionnaire also showed that most of the EFL students' difficulty in managerial category. Based on questionnaire result 65% EFL students as prospective teachers had difficulties in managerial category namely difficulty in planning advance the contents of the material, difficulty in explaining the material to the participants, difficulty in managing the classrom, difficulty in using series of teaching strategies according to strategy planning and material and difficulty in controlling the class activity. While, based on interview result students mentioned that they had difficulties also in managerial category namely difficulty in using series of teaching strategies and explaining the material. The strategies that EFL students used to overcome their difficulties based on interviews results are more practice, time management, discuss with the lecturer and friends, watching videos on the internet/YouTube, and learn more. Most of them always practice more to overcome their difficulties in microteaching classes.

Keywords: EFL Students, Difficulties, Microteaching Class.

### The significant finding:

The results of questionnaires showed that difficulties face by EFL students as prospective teachers in the procedural category 45%, managerial category 65%, psychological category 55%, instructional category 41%, and professional category 29%. While, the result of the interview and questionnaire also showed that most of the EFL students' difficulty in managerial category. Based on questionnaire result 65% EFL students as prospective teachers had difficulties in managerial category namely difficulty in planning advance the contents of the material, difficulty in explaining the material to the participants, difficulty in managing the classrom, difficulty in using series of teaching strategies according to strategy planning and material and difficulty in controlling the class activity. While, based on interview result students mentioned that they had difficulties also in managerial category namely difficulty in using series of teaching strategies and explaining the material. The strategies that EFL students used to overcome their difficulties based on interviews results are more practice, time management, discuss with the lecturer and friends, watching videos on the internet/YouTube, and learn more. Most of them always practice more to overcome their difficulties in microteaching classes.



# ARTICLES

## I. INTRODUCTION

Microteaching is a training method designed to enhance the teaching skills of prospective teachers through simplified teaching practice. According to Sukirman (2012), it allows pre-service teachers to practice specific teaching approaches, making it widely used in teacher education programs. One crucial area where microteaching plays a role is in teaching English as a Foreign Language (EFL), which refers to teaching English in non-English-speaking countries (Johnson, 2013). Utami

(2020) emphasizes that microteaching helps prospective teachers develop essential classroom management skills, including lesson planning and time management. Zulfikar et al. (2020) highlight its benefits, such as improving confidence, teaching strategies, communication skills, whiteboard usage, questioning techniques, and reinforcement abilities.

However, students in microteaching classes still face several challenges. Bartell (2005) categorizes these difficulties into five areas: procedural, managerial, psychological,

instructional, and professional. Procedural issues relate to adapting to school teaching methods and regulations, while managerial challenges involve classroom organization. Psychological difficulties stem from nervousness and building rapport with students. Instructional challenges require mastering various teaching skills and strategies, whereas professional issues involve understanding assessment norms and educational standards. Annur (2021) and Zahra (2022) further identify specific obstacles, including lack of confidence, difficulties in structuring lessons, selecting appropriate teaching methods, and effectively communicating learning objectives.

Previous studies have explored these difficulties from different perspectives. Utami (2020) found that students at FKIP UIR faced the most challenges in the managerial category, particularly in lesson planning and class discussions. Meanwhile, Meigawati (2016) analyzed students' teaching journals and identified psychological barriers, such as nervousness, and managerial problems, like poor time management, as the most significant difficulties. A preliminary study conducted with 2020 English Education students at Pattimura University confirmed that while microteaching helps improve teaching skills, students still encounter challenges in practice. These difficulties highlight the need for better support systems to enhance the effectiveness of microteaching programs. This study aims to identify the difficulties students face in microteaching classes based on Bartell's (2005) theory. It focuses on a different area than previous studies to compare results and explore solutions. While past research has examined these challenges, it has not addressed strategies to overcome them. This study investigates the

struggles of sixth-semester English Education students at Pattimura University to understand their challenges and provide strategies to improve their teaching skills. Preliminary findings indicate that students continue to face difficulties in microteaching despite its benefits. Therefore, researchers are interested in conducting the research entitled "Exploring EFL Students Difficulties in Microteaching Class (A Case Study of Sixth Semester Students of English Education Study Program Pattimura University)" focused about exploring EFL students difficulties in microteaching class can find out the difficulties or problems faced by EFL students in learning microteaching

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## II. METHODOLOGY

This study used a sequential explanatory mixed methods research design. A sequential explanatory design is one in which the quantitative data are collected and analyzed first, and the results are used to inform the qualitative data collection and analysis (Creswell, 2014). This is consistent with the methodology used in this study, where quantitative data were collected first, followed by qualitative data to help explain and further understand the quantitative results. A sequential explanatory mixed methods approach is suitable when the researcher intends to employ qualitative data to further investigate or explain the findings from the quantitative data Creswell (2014).

This research was conducted in the sixth semester of EFL students in the English Education Study Program at Pattimura University in the academic year 2023/2024. The researcher chose the sixth-semester

students of the English department because they are learning microteaching this semester. The participants is 37 students of class A in the sixth semester of 2020 in the academic year 2023/2024, at the English Education Study Program, at Pattimura University. The researcher chose the sixth semester of EFL students in the English department because they are learning microteaching this semester.

This research employs a close-ended questionnaire adapted from Bartell (2005), categorizing student difficulties into five areas: procedural (teaching techniques), managerial (time and classroom management), psychological (confidence and insight), instructional (teaching according to lesson plans), and professional (student assessment and language management). Additionally, a semi-structured interview adapted from Rolanda.Y (2019) with seven questions was conducted to gather insights on EFL students' challenges in microteaching. Based on Creswell's (2014) classification, the researcher used group interviews, either face-to-face or online via Zoom, to record participants' responses.

The quantitative data was obtained through a questionnaire and analyzed using a modified Likert scale with a 1-4 interval. Kinnear (1998) cited in Umar (2003) explains that the Likert scale measures attitudes such as agree-disagree or like-dislike. The five-level scale was modified by removing the neutral middle option to avoid ambiguity, reduce the tendency to choose neutral answers, and clearly distinguish agreement or disagreement. The response categories used are Strongly Agree, Agree, Disagree, and Strongly Disagree.

To analyze and calculated the data of this questionnaire used the formula from Sudjana (2006) in the following way:

$$P = \frac{f}{n} \times 100$$

Where:

P: Number of percentages

F: Frequency of found respondents answers

N: Total number of data or respondents

To get the score of students' difficulties in microteaching class, processed by using a percentage formula, Sudijno (2005).

$$X = \frac{\sum x}{N} \times 100\%$$

Where:

X = Individual score of the students difficulties in microteaching class

$\sum x$  = Total score of the students difficulties in microteaching class

N = Number of items

For the qualitative data collected through the interviews, the researcher used a thematic analysis approach. According to Braun and Clarke (2006), thematic analysis involves identifying patterns of meaning across qualitative data. The researcher conducted a detail analysis of the interview transcripts to identify themes, categories, and subcategories. The analysis involved coding the data and developing a coding scheme based on the research questions and objectives.

### III. FINDINGS

#### The difficulties faced by EFL students in microteaching

##### Procedural Category

According to Bartell's theory, procedural difficulties students face include teaching techniques—methods and strategies used to deliver lessons. These challenges include adapting in class, capturing students' attention throughout activities, providing material references, connecting concepts, and creating lesson plans.

No	Item	Strongly Agree		Agree		Disagree		Strongly Disagree	
		F	%	F	%	F	%	F	%
1.	Difficulty in adapting in the classroom	1	3%	11	29%	24	65%	1	3%
2.	Difficulty getting participants attention from pre-while to post-while activities in class.	1	3%	16	43%	18	49%	2	5%
3.	Difficulty in giving references to participants about the materials	0	0%	16	43%	19	51%	2	6%
4.	Difficulty in making connections materials	1	3%	14	38%	22	59%	0	0%
5.	Difficulty in creating lesson plan	3	8%	21	57%	11	30%	2	5%
Total		6	3%	78	42%	94	51%	7	4%

The procedural difficulties of 37 EFL students show varying challenges. In adapting to the classroom, 68% (25 students) had no difficulty, with 65% (24) disagreeing and 3% (1) strongly disagreeing. For getting participants' attention, 54% (20) had no issues,

with 49% (18) disagreeing and 5% (2) strongly disagreeing. Regarding giving material references, 57% (21) faced no difficulty, with 51% (19) disagreeing and 6% (2) strongly disagreeing. In making material connections, 59% (22) had no issues, with 59% (22) disagreeing and 0% strongly disagreeing. However, 65% (24) struggled with creating lesson plans, as 57% (21) agreed and 8% (3) strongly agreed that they found it challenging.

It means 65% (24) of EFL students struggled with creating lesson plans due to a lack of knowledge. Meanwhile, 46% (17) had difficulty getting participants' attention, though most managed well. Additionally, 43% (16) faced challenges in providing material references, 41% (15) struggled to connect materials with real-life examples, and 32% (12) had trouble adapting to the classroom due to limited experience in classroom management and lesson planning.

### Managerial Category

The managerial category covers student difficulties in time management, classroom management, and preparation. It includes five challenges: planning material content, explaining material, managing the classroom, using appropriate teaching strategies, and controlling class activities.

No	Items	Strongly Agree		Agree		Disagree		Strongly Disagree	
		F	%	F	%	F	%	F	%
6	Difficulty in planning advance the contents of the	1	3%	24	65%	12	32%	0	0%

	material								
7	Difficulty in explaining the material to the participants	6	16 %	18	49 %	10	27 %	3	8%
8	Difficulty in managing the classroom	1	3%	21	57 %	15	40 %	0	0%
9	Difficulty in using series of teaching strategies according to strategy planning and material	1	3%	27	73 %	9	24 %	0	0%
10	Difficulty in controlling the class activity	2	5%	20	54 %	14	38 %	1	3%
	<b>Total</b>	<b>11</b>	<b>6%</b>	<b>110</b>	<b>60 %</b>	<b>60</b>	<b>32 %</b>	<b>4</b>	<b>2%</b>

The managerial difficulties faced by EFL students include planning material content, with 68% (25) struggling due to limited experience; 65% (24) have difficulty explaining material due to weak communication skills and lack of preparation. Classroom management is a challenge for 60% (22), as 57% (21) agree and 3% (1) strongly agree. Using teaching strategies is the most difficult, with 76% (28) struggling; 73% (27) agree and 3% (1) strongly agree. Lastly, 59% (22) struggle with controlling class activities, as 54% (20) agree, 5% (2) strongly agree, 38% (14) disagree, and 3% (1) strongly disagree.

In this point 76% (28) of students struggle with selecting suitable teaching strategies.

Additionally, 68% (25) face difficulty in planning material content due to limited experience, complex strategy planning, and resource constraints. Explaining material is challenging for 65% (24) due to weak communication skills and lack of preparation. Classroom management is difficult for 60% (22) as they lack effective strategies and behavior management skills. Lastly, 59% (22) struggle to control class activities due to weak organization, inconsistent rule application, and insufficient preparation

### Psychological Category

The psychological category includes challenges in confidence and insight. It covers five difficulties: maintaining a comfortable classroom, managing misbehavior, giving verbal and non-verbal reinforcement, showing warmth, and providing advice and motivation.

No	Item	Strongly Agree		Agree		Disagree		Strongly Disagree	
		F	%	F	%	F	%	F	%
11	Difficulty in creating and maintaining comfortable classroom conditions.	2	5%	20	54 %	15	41 %	0	0%
12	Difficulty participants misbehavior	0	0%	19	51 %	18	49 %	0	0%
13	Difficulty in giving verbal reinforcement and non-verbal to the participants in class	2	5%	21	57 %	13	35 %	1	3%
14	Difficulty in showing warmth and sensitivity to the participants	1	3%	23	62 %	12	32 %	1	3%



	in class								
15	Difficulty in giving advice and motivation to the participants in class	1	3%	13	35%	20	54%	3	8%
Total		6	3%	96	52%	78	42%	5	3%

Based on the table 59% (22) of students struggle to create a comfortable classroom due to limited management skills and external disruptions. Managing misbehavior is difficult for 51% (19) due to a lack of experience and understanding of behavioral causes. Giving verbal and non-verbal reinforcement is a challenge for 62% (23) as 57% (21) agree and 5% (2) strongly agree, citing communication skill gaps. Showing warmth and sensitivity is difficult for 65% (24) due to lack of emotional connection and classroom dynamics, with 62% (23) agreeing. However, 62% (23) find no difficulty in giving advice and motivation, as 54% (20) disagree with this being a challenge.

In this category, 65% (24) of EFL student teachers struggle to show warmth and sensitivity due to lack of experience, class dynamics, and curriculum pressure. 62% (22) have difficulty providing verbal and non-verbal reinforcement due to limited communication skills and inconsistent awareness of nonverbal cues. 59% (22) face challenges in creating a comfortable classroom due to weak management skills and external distractions. 51% (19) struggle to reduce misbehavior due to limited experience and understanding of its causes. Lastly, only 38% (14) find it difficult to give advice and motivation, as most manage it well.

### Instructional Category

The instructional category covers difficulties in teaching per lesson plans and syllabus. These include challenges in using sound variations, implementing teaching models, applying teaching tools, asking questions, and directing participants.

No	Item	Strongly Agree		Agree		Disagree		Strongly Disagree	
		F	%	F	%	F	%	F	%
16	Difficulty using variations in sounds to teaching and others	3	8%	14	38%	20	54%	0	0%
17	Difficulty in implementing variations teaching models and method	0	0%	21	57%	15	40%	1	3%
18	Difficulty in applying various teaching tools and materials	1	3%	11	30%	25	67%	0	0%
19	Difficulty in asking questions to the participants in class	1	3%	9	24%	25	68%	2	5%
20	Difficulty in directing participants in class	2	5%	14	38%	21	57%	0	0%
Total		7	4%	69	37%	106	57%	3	2%

Based on the table, 73% of 27 EFL students can ask questions effectively due to their understanding of the material and ability to use accessible language. 67% of 25 students can apply various teaching tools and materials, benefiting from their technological skills and observations of experienced teachers. 57% of 21 students can direct participants by using

clear language and relatable examples. However, 57% of 21 students struggle with implementing varied teaching models due to limited exposure and practical experience. Lastly, 54% of 20 students can use variations in sound and gestures to engage students and enhance comprehension.

In this category, 57% of 21 EFL students struggle with implementing varied teaching models due to limited exposure, classroom management concerns, and lack of mentorship. Meanwhile, 46% of 17 face challenges in using voice variations, though most can enhance learning with verbal and nonverbal communication. Additionally, 43% of 16 have difficulty directing participants, yet many effectively simplify instructions. While 33% of 12 struggle with teaching tools, most leverage technology to enhance learning. Lastly, 27% of 10 find asking questions challenging, but most can craft effective and engaging queries based on their subject knowledge.

### Professional Category

The professional category covers challenges students face in teaching attitudes, managing language tone, and assessing students appropriately. These difficulties include directing participants to work together, assessing them in class, teaching life values and norms, explaining presentation plans, and clarifying lesson goals and group tasks.

No	Item	Strongly Agree		Agree		Disagree		Strongly Disagree	
		F	%	F	%	F	%	F	%
21	Difficulty directing participants to work together	1	3%	7	19%	27	73%	2	5%

22	Difficulty assessing participants in class	1	3%	14	38%	20	54%	2	5%
23	Difficulty teaching participants the values of life norms of participation in class	1	3%	13	35%	22	59%	1	3%
24	Difficulty to explaining the plan in conducting presentation in class	1	3%	10	27%	25	67%	1	3%
25	Difficulty explaining to participants about the goals of the lesson and the tasks to do of each work group	1	3%	5	13%	24	65%	7	19%
<b>Total</b>		<b>5</b>	<b>3%</b>	<b>49</b>	<b>26%</b>	<b>118</b>	<b>64%</b>	<b>13</b>	<b>7%</b>

Based on the table, Most prospective teachers effectively direct participants to work together (78% of 29 students) by fostering collaboration and serving as role models. Similarly, 59% of 22 students can assess participants in class, using their theoretical and practical knowledge to apply diverse assessment tools and provide fair feedback. Additionally, 62% of 23 students can teach life norms and values in class, promoting respectful dialogue and cooperation. Furthermore, 70% of 26 students effectively explain presentation plans by utilizing their lesson planning experience and empathy as learners. Lastly, 84% of 31 students can clearly explain lesson



goals and group tasks, ensuring student understanding and engagement.

In this category, 41% of 15 EFL students as prospective teachers had difficulty assessing participants, but most successfully assessed their peers by applying theoretical and practical insights, using diverse tools, and offering fair feedback. Similarly, 38% of 14 students struggled with teaching life norms, yet most effectively fostered respectful dialogue, collaboration, and empathy. Additionally, 30% of 11 students found explaining presentation plans challenging, though many excelled by providing clear instructions and promoting participation. Meanwhile, 22% of 8 students had difficulty directing participants to work together, but most guided collaboration through empathy and teamwork. Lastly, 16% of 6 students struggled to explain lesson goals and tasks, yet many effectively communicated objectives, ensuring understanding and engagement.

Based on all data above, 45% of EFL students struggled with creating lesson plans due to a lack of understanding, while they excelled in managing time, engaging participants, and presenting material effectively. In the managerial category, 65% faced challenges in lesson planning, classroom management, and adapting teaching strategies due to limited training and experience. The psychological category (55%) revealed difficulties in maintaining a positive learning environment, addressing misbehavior, and providing reinforcement. In the instructional category (41%), students found it hard to implement diverse teaching models due to limited exposure and understanding. However, they showed proficiency in using teaching

tools, engaging students through questioning, and providing clear directions. The professional category (29%) had the least difficulties, as most students effectively directed group work, assessed progress, instilled values, and communicated lesson objectives due to their coursework and practical experiences.

### **The Most Significant Difficulties Faced by EFL Students in Microteaching**

The Most Significant Difficulties relate with Difficulty in using series strategies, explaining the material, managing the classroom, controlling class activity, time management, planning to advance the content of the material, and preparing the material. It based on the interview bellow:

Student 4 (GL), student 5 (ST), and student 6 (RI) said that *"I also have difficulty in applying various strategies because there are many various strategies. So, I confused to choose the suitable strategies and applying good strategies"*.

Student 1 (AFS), student 3 (WY), and student 8 (WSAS) said that *"The most significant difficulties that I faced is I have difficulties in explaining the material because when I entered the class I always get nervous so that make me blank sometimes and I always focused on PPT when I was explaining the material."*

Student 4 (GL) and student 2 (ST) *"I have difficulty about managing the classroom because when students look at me is make me very nervous. So, I can't concentrate well and I can't create interactive learning activities in the classroom"*.

Student 2 (RK) and student 7 (DFS) said that *"I have difficulty in controlling the class activity if the class is really crowded I don't know what can I do, it's so hard for me to control the learning process"*.

Student 2 (RK) said that *"My significant difficulty that I encounter in microteaching class is about time management"*.

Student 6 (RI) said that *"The most significant difficulties that I faced are difficulties in planning advance the contents of the material and using the strategies of teaching because I still*

*confused and don't understand about plan and creating complete and good material content and confused to choose the suitable strategy according to suitable strategy for the material that I will teach".*

Student 4 (GL) said that *"I can not manage the material or the preparation well to teaching students"*.

## **The Strategies to Overcome the Difficulties Faced by EFL Students in Microteaching Class.**

The student used strategy such as more practice, learn more, discuss with lecturer and friends, watching video on internet/YouTube, time management, and being confidence. It based on the interview below:

student (AFS), student (WY), student (GL), and student (ST) said that *"The most strategies that I use is to practice more teaching in the room as if I were teaching in class. I used this strategy by carry out as many simulated microteaching sessions as possible before the actual session, practice to deal with unexpected situations or questions from class participants, practice to respond spontaneously to questions or responses during practice sessions, practice the application of certain teaching methods in various contexts"*.

student (RI), student (DFS) and student (WSAS) said that *"The strategy that I do the most is to study more and reading to understanding more about the material on the internet, textbooks and from YouTube. I used this strategy by adapting the learning material to the student's level of understanding use visual, auditive, and kinesthetic methods to reach various types of learners, utilize existing collections of educational resources to help me understand teaching concepts and techniques better, I practice designing clearly structured lesson plans, practice focusing on classroom management skills, including how to deliver instructions, build discipline, and deal with distractions, I train to practice classroom management, practice the use of technology and relevant learning media, train myself in effective speaking skills, intonation and body posture and train in delivering material confidently and clear"*.

student (GL), student (ST) and student (DFS) said that *"for me is that practice more and always consulting to lecturer and friends about how to solve the problems or difficulties that I faced in microteaching class. I used this strategy by I discuss with friends who are also facing similar difficulties and sharing experiences can help us find a solution together, I do a simulation session with my friends so I can give and receive constructive feedback, then I discuss the with the lecturer and asked for input and suggestions to improve my teaching skills, and finally I asked my friends and lecturers to provide feedback directly after the microteaching session"*.

student (ST) and student (RI) said that *"I can watch some video on the internet such as youtube that related with the difficulties that I faced. I used this strategy by looking for learning videos related to the topic or concept to be taught, investigate and analyze teaching videos from leading teachers on platforms such as YouTube and social media, carry out teaching practice simulations based on learning videos I found and the last looking for supporting material, such as infographics or short summaries, that can help them summarize and remember information"*.

Student (RK) *"I mostly will use time management class strategy so everything can run as well as I establish. I used this strategy by making a detailed schedule that covers all stages in a microteaching session, including preparation, implementation, and reflection sessions, identifying priorities in planning their time and determining the most important and urgent tasks to be completed first, I determine the duration required for each part of the microteaching session, such as the introduction, core teaching, and reflection session, I pay attention to their speed in delivering the material and I adjust the speed according to the predetermined duration"*.

Student 1 (AFS) said that *"being confident in order I can present the material well"*.

They identified the strategy using several steps concrete personal reflection and feedback, consultation with lecturers, and practice more. It based on the interview below:

*"Regarding the question of how I am as students, identify strategies to overcome difficulties in microteaching classes, even though I still experience difficulties in applying these categories, I*

*have taken several concrete steps, namely. I often do personal reflection after each microteaching session. Apart from that, I also actively ask for feedback from fellow classmates. This helps us identify strategies that can be used to overcome difficulties that arise, I actively communicate with our lecturer for guidance and advice. Although I can identify some strategies, sometimes I face difficulties in implementing it. My lecturer help me connect theory with practice in the microteaching classroom. I do more practice to improve my teaching skills. This helps me to identify new strategies although I recognize that implementing it consistently may still be a challenge. Thus, I believe that being aware of my shortcomings, hard work, and the right support, I can overcome these difficulties and become more effective educators in the future”.*

#### IV. DISCUSSION

##### **The Difficulties Faced by EFL Students in Microteaching**

Students faced various difficulties in microteaching, categorized into procedural, managerial, psychological, and instructional challenges based on Bartell (2005). Procedural difficulties (45%) included adapting to the classroom, gaining participants' attention, providing references, connecting materials, and creating lesson plans. Among these, 65% of students found lesson planning the most challenging. Yuliana (2019) cited in Utami (2020) highlighted that difficulties in designing lesson plans often stem from formulating indicators, analyzing basic competencies, and selecting appropriate assessments. Que and Lewier (2020) emphasized the importance of implementing lesson plans correctly to ensure an effective learning process.

Managerial challenges (65%) included planning content, explaining material, managing classrooms, using teaching

strategies, and controlling class activities. The most significant difficulty was planning content in advance (68%), followed by explaining material (65%) and classroom management (60%). Nugraheni (2019) noted that EFL students often struggle with content preparation due to a lack of understanding, leading to inappropriate learning indicators. Similarly, Zahra (2022) found that 37% of students in her study had trouble explaining material due to limited subject knowledge. Classroom management difficulties align with Tari's (2017) findings, which identified managing students, evaluation, and instructional materials as key challenges.

Psychological difficulties (55%) involved maintaining a comfortable classroom, handling misbehavior, giving reinforcement, and showing warmth and sensitivity, with 65% struggling in the latter. Astari et al. (2022) observed that active students often disrupt class dynamics, making it hard for teachers to maintain a conducive environment. Hayuningtyas and Humairoh (2021) linked classroom misbehavior to anxiety among prospective teachers, while Suharman and Izzati (2021) noted that many lacked verbal and non-verbal reinforcement skills. Additionally, Hidayah (2018) found that student-teachers hesitated to show authority and sensitivity when managing peer learners. Instructional difficulties (41%) focused on teaching model variations, with 57% struggling in this area (Nugraheni, 2019). Professional challenges were minimal (29%), as most students faced no significant issues.

##### **The Most Significant Difficulties Faced by EFL Students in Microteaching**

The most significant difficulties faced by EFL students in microteaching, based on questionnaire and interview findings, were predominantly in the managerial category. About 65% of students reported challenges in planning the material, explaining content to participants, managing classrooms, using teaching strategies, and controlling class activities. These difficulties are concerning, as prospective teachers are expected to possess strong managerial skills, including time and classroom management, as highlighted by Bartell (2005).

One of the most notable challenges was the difficulty in planning the content of lessons. Approximately 68% of students reported struggling to plan content in advance. This issue arose from confusion and lack of understanding regarding how to design effective and comprehensive material. Nugraheni (2019) noted similar struggles, where students had difficulty organizing learning indicators and content. Additionally, 65% of students found it difficult to explain the material to participants, often due to nerves or inadequate understanding of the content. This resulted in ineffective explanations and made it harder for students to achieve the learning objectives, as observed by Zahra (2022).

Another difficulty reported by 60% of students was managing the classroom. EFL students faced challenges in creating interactive learning environments and often became nervous, which hindered their ability to maintain focus and control in the classroom. This aligns with Sulaiman and Nurmasiyah's (2017) findings that classroom management issues often stem from student behavior and the lack of preparedness by prospective teachers.

Furthermore, 76% of students reported difficulties in using a variety of teaching strategies effectively, often due to confusion over which strategy to apply, a problem also noted by Sukaesih et al. (2017). Lastly, 59% of students struggled with controlling class activities, particularly in overcrowded classrooms, which echoes the findings of Sariçoban (2010) and Sudrajat (2020), emphasizing the importance of effective class management in maintaining a conducive learning environment.

### **The Strategies to Overcome the Difficulties Faced by EFL Students in Microteaching Class.**

To overcome the difficulties faced in microteaching, EFL students as prospective teachers employed various strategies. First, they emphasized the importance of practicing more. By conducting numerous simulated microteaching sessions, students gained better control over unexpected situations, improved their teaching methods, and boosted their confidence. Meigawati (2016) supported this approach, stating that repeated practice enhances teaching skills and readiness in the classroom.

Second, time management was crucial. Students created detailed schedules covering preparation, teaching, and reflection stages. They prioritized tasks, adjusted delivery speed, and ensured each session was aligned with the allocated time. Yang (2016) suggested that expanding practice time and providing access to necessary teaching resources could help prospective teachers overcome difficulties in microteaching.

Finally, students relied on discussions with lecturers and peers to refine their skills. They engaged in simulations with friends and sought constructive feedback. Utami (2020) noted that collaborating with mentors and seniors could offer valuable insights and support. Additionally, students explored teaching videos on platforms like YouTube to learn effective strategies and gain new ideas. Yang (2016) emphasized the importance of combining theoretical knowledge with practical application to address challenges in microteaching.

## V. CONCLUSION AND SUGGESTION

The study concluded that EFL students face difficulties in several areas. Procedurally, they struggle with creating lesson plans. Managerially, they have trouble planning material, explaining concepts, managing the classroom, applying teaching strategies, and controlling class activities. Psychologically, they find it challenging to maintain a comfortable learning environment, manage student behavior, provide reinforcement, and show warmth. Instructionally, they struggle with implementing various teaching methods. The most significant challenge lies in the managerial category. To overcome these difficulties, students practice more, manage time effectively, seek help from lecturers and peers, watch instructional videos, and continue learning, with frequent practice being the most common strategy.

Future research should expand beyond a single class to include diverse perspectives from all sixth-semester microteaching classes. Using Bartell's theory as a framework and refining interview questions to explore the reasons behind students' difficulties can

provide a deeper understanding of their challenges. This broader approach will help develop targeted teaching strategies to address students' needs, creating a more effective learning environment that enhances their skills and knowledge.

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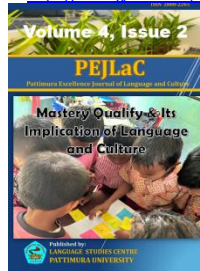
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