



**CAPTURING EFL PRE-SERVICE
TEACHERS' CHALLENGES DURING
MICRO-TEACHING PROGRAM :
A NARRATIVE STUDY**



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SN. 2521030

2025

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AN UNDERGRADUATE THESIS

**Submitted in Partial Fulfillment of the Requirements for the
Degree of *Sarjana Pendidikan* in English Education**



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Dengan ini menyatakan bahwa skripsi yang berjudul **“Capturing EFL Pre-Service Teachers’ Challenges During Micro-Teaching Program : A Narrative Study”** adalah benar-benar hasil penulis, kecuali dalam bentuk kutipan yang telah penulis sebutkan sumbernya.

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PROGRAM : A NARRATIVE STUDY

Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

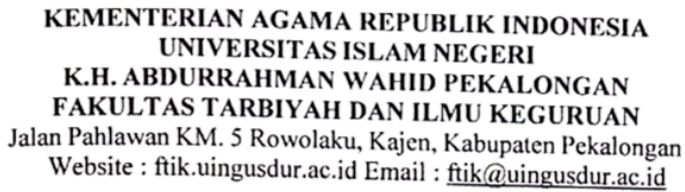
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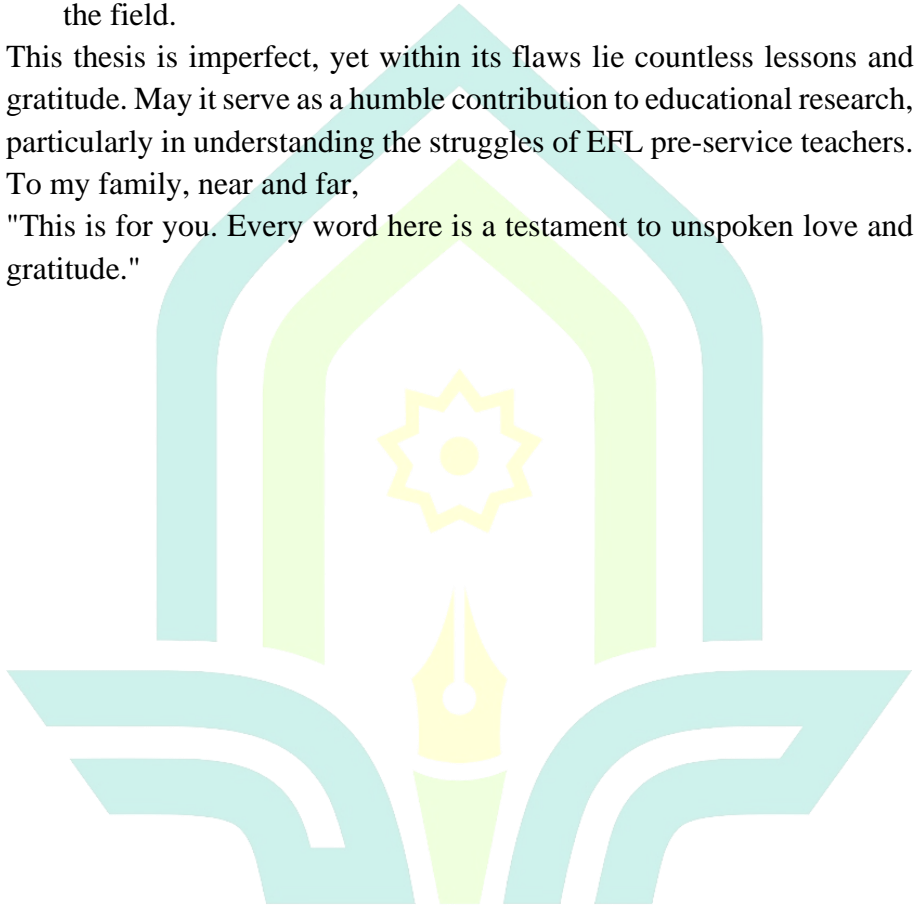
With deepest sincerity, the author extends gratitude to:

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 - Mother, my hero. Thank you for your ceaseless prayers, even in the quietest hours of the night, and for every sacrifice made to nurture my education. You are my anchor in moments of doubt and exhaustion.
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This thesis is imperfect, yet within its flaws lie countless lessons and gratitude. May it serve as a humble contribution to educational research, particularly in understanding the struggles of EFL pre-service teachers. To my family, near and far,

"This is for you. Every word here is a testament to unspoken love and gratitude."



MOTTO

وَكُلُّ مَنْ لَمْ يَعْتَزْذْ لَمْ يَنْتَفِعْ

"Barang siapa yang tidak meyakini (ilmu), maka ia tidak akan mendapatkan manfaat darinya."

Imrithi

"Sometimes you gotta run before you can walk"

Tony Stark

"Keep Your Head Up!"

Ole Romeny

"You are what you love."

Taylor swift



ABSTRAK

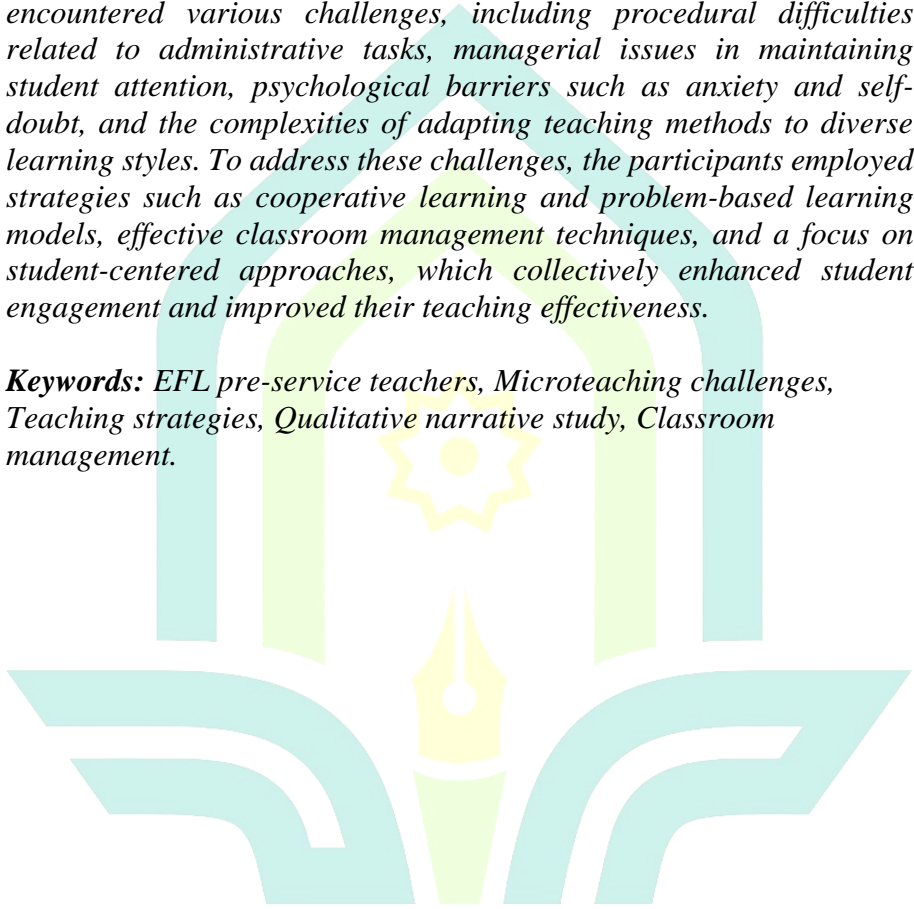
Penelitian ini bertujuan untuk menyelidiki tantangan yang dihadapi oleh calon guru EFL (English as a Foreign Language) selama pengalaman microteaching serta strategi yang mereka gunakan untuk mengatasi tantangan tersebut. Dengan menggunakan metode kualitatif, penelitian ini melibatkan wawancara dengan tiga calon guru yang dilakukan pada tanggal 18 hingga 24 Januari 2025. Temuan menunjukkan bahwa partisipan menghadapi berbagai tantangan, termasuk kesulitan prosedural terkait tugas administratif, masalah manajerial dalam menjaga perhatian siswa, hambatan psikologis seperti kecemasan dan keraguan diri, serta kompleksitas dalam menyesuaikan metode pengajaran dengan gaya belajar siswa yang beragam. Untuk mengatasi tantangan ini, partisipan menerapkan strategi seperti model pembelajaran kooperatif dan berbasis masalah, teknik manajemen kelas yang efektif, serta pendekatan berpusat pada siswa. Strategi-strategi tersebut secara kolektif meningkatkan keterlibatan siswa dan efektivitas pengajaran mereka.

Kata Kunci: *Calon guru EFL, Tantangan microteaching, Strategi pengajaran, Studi naratif kualitatif, Manajemen kelas.*

ABSTRACT

This study aims to investigate the challenges faced by EFL (English as a Foreign Language) pre-service teachers during their microteaching experiences and the strategies they employ to overcome these challenges. Utilizing qualitative methods, the research involved interviews with three pre-service teachers conducted between January 18 until January 24, 2025. The findings reveal that participants encountered various challenges, including procedural difficulties related to administrative tasks, managerial issues in maintaining student attention, psychological barriers such as anxiety and self-doubt, and the complexities of adapting teaching methods to diverse learning styles. To address these challenges, the participants employed strategies such as cooperative learning and problem-based learning models, effective classroom management techniques, and a focus on student-centered approaches, which collectively enhanced student engagement and improved their teaching effectiveness.

Keywords: *EFL pre-service teachers, Microteaching challenges, Teaching strategies, Qualitative narrative study, Classroom management.*



PREFACE

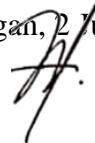
Praises and gratefulness are sent to Allah SWT, who has poured His grace and bestowed upon me guidance, health, and patience, enabling the completion of my thesis entitled “Capturing EFL Pre-Service Teachers’ Challenges During Micro-Teaching Program : A Narrative Study.” This thesis is submitted to the English Education Department at UIN K.H. Abdurrahman Wahid Pekalongan to fulfill one of the requirements for the Sarjana Pendidikan Degree in the Faculty of Education and Teacher Training.

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I hope that this thesis can contribute to a better understanding of the challenges faced by EFL pre-service teachers and serve as a resource for future research in the field of teacher education.

Pekalongan, 2 June 2025



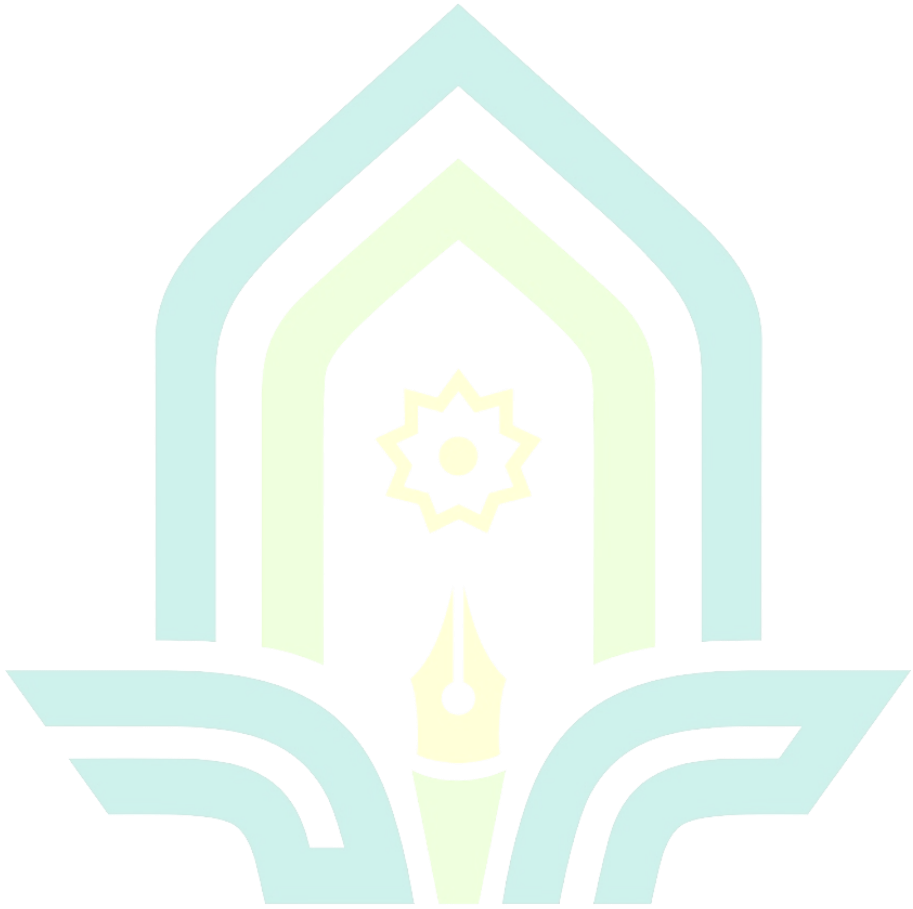
Alfina Azzahra

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CHAPTER I

INTRODUCTION

1.1 BACKGROUND

Microteaching is an effective method in teacher education that helps English as a Foreign Language (EFL) pre-service teachers develop their teaching skills in a controlled environment. It enhances their confidence, practical teaching abilities, and readiness for real classroom situations (Amran et al., 2023). However, despite its significance, the microteaching program also poses various challenges that can affect the development of pre-service teachers. Understanding these challenges is crucial for enhancing the effectiveness of teacher education programs.

In fact, the motivation for choosing this research topic initially stemmed from the researcher's own personal experience during the microteaching program. The researcher realized that their own performance during microteaching was less than optimal, which led to a curiosity about the underlying reasons for this and a desire to explore whether similar challenges were experienced by other pre-service teachers. Furthermore, the researcher also aims to identify and understand the strategies that can be used by pre-service teachers to overcome these challenges and improve their microteaching performance.

To better understand these challenges, it is important to examine how microteaching is implemented in the context of EFL teacher training. Microteaching sessions are designed to simulate real classroom scenarios. Pre-service teachers are required to plan lessons, deliver instructions, and manage classroom dynamics while receiving feedback from peers and instructors. This process helps them bridge the gap between theory and practice and enhances their professional teaching skills (Koşar, 2021).

Through active engagement in these simulations and receiving constructive feedback, pre-service teachers gradually develop both the confidence and competence necessary for effective teaching. Moreover, microteaching has been shown to significantly improve EFL student teachers' self-efficacy in areas

such as student engagement, instructional strategies, and classroom management (Srichanyachon, 2022). Factors such as competence, preparation, and relaxation also contribute positively to teaching performance during microteaching training (Luo et al., 2024). Despite some challenges, microteaching remains a powerful tool to prepare teachers for real classroom demands.

A narrative approach provides a valuable way to capture the experiences and challenges faced by EFL pre-service teachers during their microteaching programs. By collecting and analyzing personal narratives, researcher can gain deeper insights into the individual and collective experiences of pre-service teachers. This qualitative method allows rich and detailed exploration of the challenges they face, the strategies they use to overcome these challenges, and the support they need to succeed.

Based on these considerations, this research aims to explore the challenges faced by EFL pre-service teachers through a narrative approach during their microteaching programs. By capturing and analyzing their stories, this research seeks to contribute to the improvement of microteaching practices and the overall quality of EFL teacher education.

1.2 FORMULATION OF THE PROBLEM

1. What challenges faced by English as a Foreign Language (EFL) pre-service teachers during microteaching program?
2. What strategies do EFL pre-service teachers use to overcome the challenges they face during microteaching program?

1.3 OPERATIONAL DEFINITION

To avoid difficulties, the term used in this research is researcher offers several definitions related to research as follows.

1. EFL Pre-Service Teachers

A person who has completed a teaching qualification in English from a teacher education institution and received a suitable teaching certificate is considered an EFL teacher. This means they are officially appointed to teach English as a foreign language. On the other hand, there are those who are currently enrolled in teacher education programs, training to

become EFL instructors. These individuals are still in the process of finishing their education and have not yet fully qualified as professional teachers (Arkam, 2014).

2. Challenges

Denotes the difficulties or obstacles that EFL pre-service teachers encounter during their microteaching sessions. These challenges can include, but are not limited to, lesson planning, classroom management, language proficiency, and student engagement. Anxiety is a common complaint among EFL pre-service teachers, and it might impair their confidence and effectiveness in microteaching sessions (Putri et al., 2023; Kokkinos, 2022).

3. Microteaching Program

An instructional strategy used in teacher education programs where pre-service teachers conduct short, practice teaching sessions in a controlled environment. These sessions are designed to simulate real classroom settings, allowing pre-service teachers to develop and refine their teaching skills while receiving feedback from peers and instructors. Microteaching helps students master fundamental teaching skills such as lesson planning, classroom management, and instructional delivery (Azzahra & Anugerahwati, 2024; Wulandari & Wirdati, 2024).

2. Narrative Study

Common methods for analyzing narratives include thematic analysis, discourse analysis, and narrative writing, allowing for a nuanced understanding of the data (Pham, 2024). In this context, it involves gathering detailed accounts from EFL pre-service teachers about their experiences, challenges, and coping strategies during the microteaching program.

1.4 AIMS OF THE STUDY

Based on the research questions, the aims of this study are as follows:

1. To analyze the challenges faced by EFL pre-service teachers during microteaching programs. This aim seeks to uncover the specific difficulties and obstacles that pre-service teachers encounter while conducting micro-teaching sessions.
2. To explore the strategies and approaches used by EFL pre-service teachers to overcome these challenges. This aim focuses on understanding how pre-service teachers adapt and respond to the challenges they face, and the techniques they employ to improve their teaching performance.

1.5 SIGNIFICANCE OF THE RESEARCH

1. Theoretical Use

This research expands Allen's microteaching theory by incorporating pre-service EFL teachers' personal experiences and coping strategies, offering deeper insight into their psychological and emotional challenges. It highlights how reflection and individual narratives enhance self-confidence, motivation, and professional growth, providing a more comprehensive view of teacher preparation.

2. Empirical Use

This study enriches literature on microteaching challenges faced by EFL pre-service teachers through a narrative approach. It reveals complex issues like language use, anxiety, and classroom management, while also exploring coping strategies. The findings offer detailed empirical data useful for future research and personalized training development..

3. Practical Use

Practically, this research informs the design of microteaching curricula and training programs by addressing the psychological and practical challenges of EFL pre-service teachers. It supports tailored training to boost confidence and teaching skills, and suggests incorporating effective coping

strategies and emotional support to improve teacher preparation and educational policies.



CHAPTER V

CONCLUSION

5.1 Summary of The Findings

5.1.1 EFL Pre-service Teachers' Challenges during Microteaching Program

Based on the findings, EFL pre-service teachers faced various challenges during microteaching, including procedural issues like managing teaching modules and documentation, which triggered stress and anxiety. They also struggled with classroom management due to students' disruptive behaviors, such as using phones and coming late. Psychologically, they experienced self-doubt, nervousness, and fear of being ineffective. In addition, they found it difficult to adapt to diverse learning styles and maintain professionalism when teaching peers. Lastly, they had limited exposure to cultural and political aspects of education, which affected their broader teaching awareness.

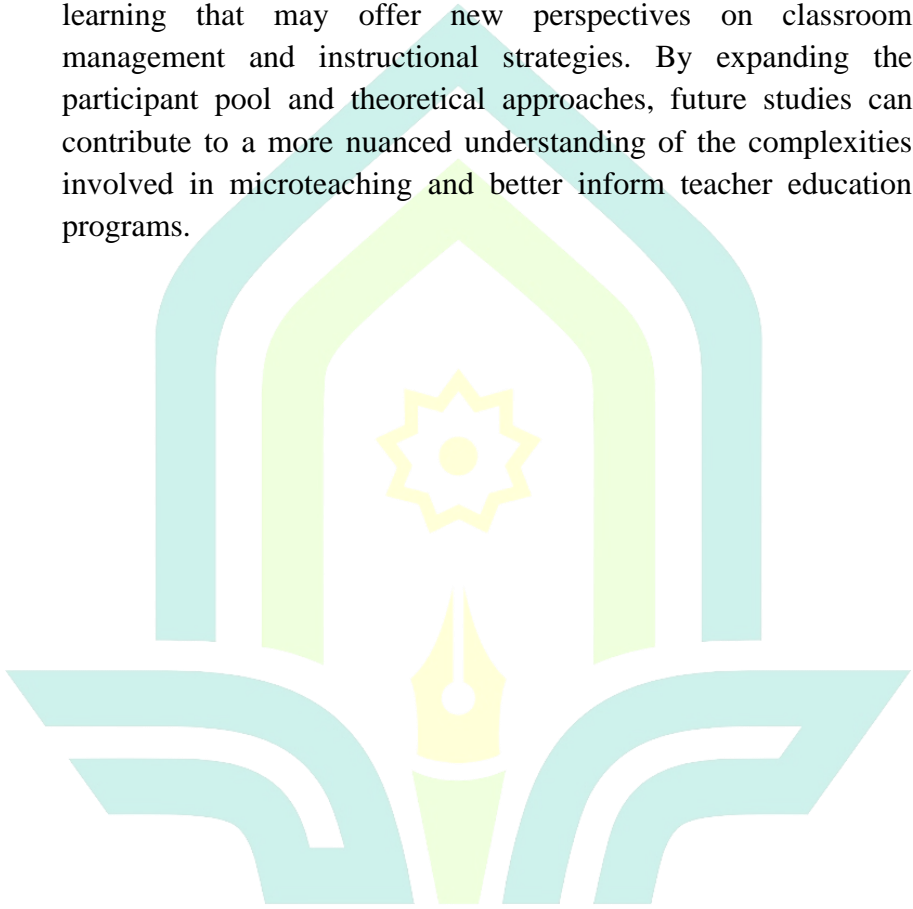
5.1.2 EFL Pre-service Teachers' Strategies to Overcome Challenges during Microteaching Program

The strategies used by EFL pre-service teachers during microteaching included visual signals and relevant questioning to maintain student focus and create a positive learning environment. They also encouraged participation by connecting lessons to previously learned material. The use of varied media, such as PowerPoint and videos, made learning more interactive, while structured visuals like images and graphs helped clarify complex content. A student-centered approach was emphasized, with participants promoting open discussion and student involvement, which fostered critical thinking, engagement, and a sense of ownership in the learning process..

5.2 Recommendation

This study has several limitations that should be addressed in future research. To gain a deeper understanding of the challenges faced by EFL pre-service teachers during microteaching, it is

recommended that subsequent studies involve a broader range of participants, including those from different educational backgrounds and institutions. This would provide more comprehensive data and insights into the diverse experiences of pre-service teachers. Additionally, future research should explore alternative theoretical frameworks beyond those utilized in this study, such as incorporating contemporary theories of teaching and learning that may offer new perspectives on classroom management and instructional strategies. By expanding the participant pool and theoretical approaches, future studies can contribute to a more nuanced understanding of the complexities involved in microteaching and better inform teacher education programs.



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