

**EFL STUDENT TEACHERS' FEELINGS TOWARD PUBLIC SPEAKING
IN A MICROTEACHING CLASS**

A THESIS

Submitted to Fulfill One of the Requirements for *Sarjana Pendidikan* Degree in
English Education



By :

Wildan Abdillah Khairi

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN**

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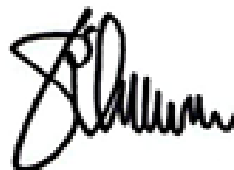
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Wassalamu 'alaikum Wr.Wb.

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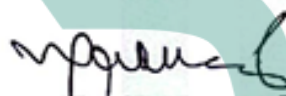
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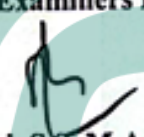
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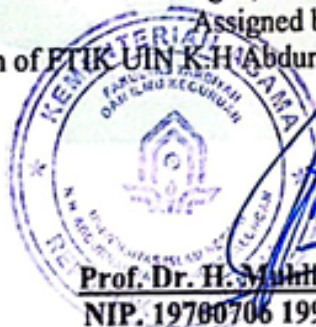

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MOTTO

“If I don't dare to fight for what I want, all that's left is regret.”

(Hiro - Can This Love Be Translated?)



ABSTRAK

Public speaking merupakan bagian penting dalam kelas microteaching bagi mahasiswa calon guru EFL. Meskipun penelitian sebelumnya lebih banyak berfokus pada kompetensi mengajar, performa, dan kecemasan berbicara di depan umum, penelitian yang secara khusus mengeksplorasi perasaan mahasiswa calon guru EFL terhadap public speaking dalam kelas microteaching masih terbatas. Oleh karena itu, penelitian ini bertujuan untuk mengeksplorasi perasaan mahasiswa calon guru EFL terhadap public speaking dalam kelas microteaching. Penelitian ini menggunakan desain qualitative narrative inquiry dengan melibatkan empat mahasiswa calon guru EFL yang dipilih menggunakan purposive sampling. Data dikumpulkan melalui wawancara semi terstruktur dan dianalisis menggunakan thematic analysis. Hasil penelitian menunjukkan bahwa partisipan mengalami perasaan positif dan negatif terhadap public speaking dalam kelas microteaching. Perasaan positif meliputi confidence, excitement, pride, dan satisfaction, sedangkan perasaan negatif meliputi nervousness, anxiety, fear, dan embarrassment. Temuan ini menunjukkan pentingnya menciptakan lingkungan belajar yang mendukung agar mahasiswa calon guru mampu mengelola perasaan mereka dan mengembangkan kepercayaan diri selama praktik mengajar.

Kata Kunci: perasaan, public speaking, microteaching, mahasiswa calon guru EFL, narrative inquiry

ABSTRACT

Public speaking is an essential part of microteaching for EFL student teachers. Although previous studies have mainly focused on teaching competence, performance, and public speaking anxiety, limited attention has been given to student teachers' feelings toward public speaking in a microteaching class. Therefore, this study aimed to explore the feelings experienced by EFL student teachers toward public speaking in a microteaching class. This study employed a qualitative narrative inquiry design involving four EFL student teachers selected through purposive sampling. Data were collected through semi structured interviews and analyzed using thematic analysis. The findings revealed that the participants experienced both positive and negative feelings toward public speaking in a microteaching class. The positive feelings included confidence, excitement, pride, and satisfaction, whereas the negative feelings included nervousness, anxiety, fear, and embarrassment. These findings highlight the importance of providing supportive learning environments that help student teachers manage their feelings and develop confidence during teaching practice.

Keywords: feelings, public speaking, microteaching, EFL student teachers, narrative inquiry.

PREFACE

Praise and gratitude to Allah SWT who has given His mercies and blessings, as well as giving me guidance, health, and patience so that the process of writing this thesis entitled “Efl Student Teachers’ Feelings Toward Public Speaking In A Microteaching Class” can be completed. This thesis is submitted to fulfill one of the requirements to obtain a Bachelor of Education (S.Pd.) degree in the English Education Department, Faculty of Education and Teacher Training UIN K.H. Abdurrahman Wahid Pekalongan. This thesis can be completed due to a lot of support from various parties. Therefore, on this opportunity, I would like to express my deepest gratitude to:

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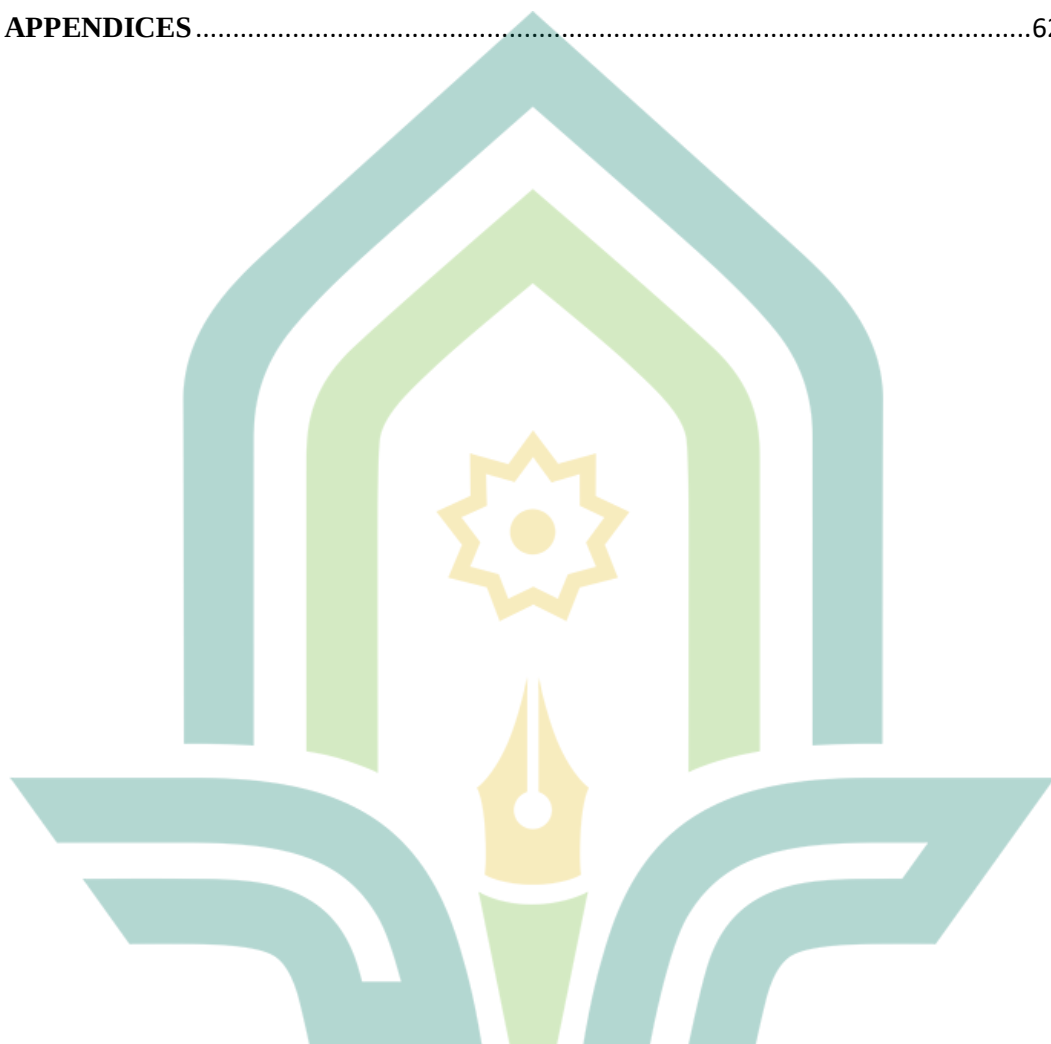
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CHAPTER I

INTRODUCTION

1.1 Research Background

Speaking is one of the main skills in language learning because it allows individuals to express their ideas and interact with others (Wahyuddin & Syarifuddin, 2025). Among speaking skills, public speaking is considered one of the most challenging. Marjonet et al. (2020) explain that speaking is a complex process that requires spontaneous language production. When speaking is performed in front of an audience, the challenge becomes greater because speakers are expected to communicate their ideas clearly, systematically, and confidently. Public speaking is also viewed as a process, an action, and an art of delivering messages to an audience (Nikitina, 2011). Despite its challenges, public speaking offers several benefits, such as increasing confidence, strengthening communication skills, and improving the ability to organize ideas effectively (Dinata et al., 2025). However, public speaking may also trigger anxiety, fear of being judged, and self-doubt, particularly among foreign language learners (Sari & Susanti, 2024).

In teacher education programs, public speaking plays an important role in microteaching classes. According to Allen and Cooper (1972), microteaching is a small scale teaching practice designed to provide prospective teachers with opportunities to practice specific teaching skills before entering real classroom settings. During microteaching activities,

student teachers are required to explain materials, manage classroom interactions, ask and answer questions, and communicate effectively in front of their classmates and lecturers. Therefore, public speaking becomes an essential component of microteaching because student teachers must present lessons and interact with an audience in a classroom environment. In the English Education Study Program, microteaching provides EFL student teachers with opportunities to practice teaching in English before entering real classroom teaching. Within this context, the present study focuses on the feelings experienced by EFL student teachers during public speaking activities in a microteaching class.

Microteaching is not only intended to improve teaching skills but also serves as an important preparation stage before student teachers conduct actual teaching practice. Through microteaching, student teachers gain opportunities to experience teaching situations in a controlled environment while developing their pedagogical and communication skills. Richards and Farrell (2005) state that teaching practice activities help prospective teachers develop professional competence through experience and reflection. Similarly, Apriani et al. (2020) argue that microteaching provides valuable teaching experience, improves instructional skills, and helps build confidence among prospective teachers. Therefore, microteaching plays a significant role in preparing student teachers for future teaching responsibilities.

Although microteaching offers many benefits, it may also create emotional challenges for student teachers. Afriannisa et al. (2025) found that microteaching can trigger various negative responses, including nervousness, fear of making mistakes, and emotional pressure caused by evaluation from lecturers and peers. At the same time, successful teaching experiences may also generate positive feelings, such as confidence, excitement, pride, and satisfaction. These emotional experiences emerge because student teachers are required to perform teaching tasks while speaking in front of an audience and being observed by others.

The reactions of student teachers to public speaking in microteaching classes are closely related to the feelings they experience throughout the teaching process. Feelings may be negative, such as nervousness, anxiety, fear, and embarrassment, or positive, such as confidence, excitement, pride, and satisfaction. These feelings may emerge before, during, or after teaching activities. According to Yulianti and Sulistyawati (2021), successful public speaking requires self-control and awareness of the audience, both of which are influenced by the speaker's emotional condition. Therefore, understanding student teachers' feelings is important because emotions may influence how they experience and perform public speaking activities in microteaching classes.

Although public speaking in microteaching has been widely discussed in relation to teaching skills, performance, and anxiety, limited studies have specifically explored the feelings experienced by EFL student

teachers during public speaking activities in microteaching classes. Most previous studies have focused on competence development, readiness for teaching practice, and speaking anxiety, while less attention has been given to exploring both positive and negative feelings as part of student teachers' emotional experiences. Therefore, this study aims to explore the feelings of EFL student teachers toward public speaking in a microteaching class.

1.2 Formulation of the Problems

This study provides a research question : How do EFL student teachers perceive their feelings during public speaking in a microteaching class?

1.3 Aim of the Study

This study aims to explore the feelings experienced by EFL student teachers when speaking in public in a microteaching class.

1.4 Operational Definition

- 1. EFL Student teachers** : EFL student teachers are prospective English teachers who are still in the process of receiving education and training in teaching, and are developing their pedagogical and professional competencies as foreign language teachers (Richards & Farrell, 2005).
- 2. Feelings** : Feelings are individual emotional reactions that arise based on personal

assessments of a situation experienced by EFL student teachers in response to public speaking situations in microteaching class (Lazarus, 1991).

3. Public Speaking : Public speaking is a verbal communication process in which the speaker delivers ideas and thoughts to an audience with the aim of conveying a message and making an impact (Lucas & Stob, 2023).

4. Microteaching Class : A microteaching class is a small-scale teaching simulation activity conducted in a microteaching class, which aims to train students' teaching and public speaking skills before they start teaching in a real classroom (Allen & Cooper, 1972).

1.5 Significances of the Study

The significance of this study can be summarized as follows:

1. Theoretical Significance : This study contributes theoretically by adding to the understanding of the role of emotional aspects in public

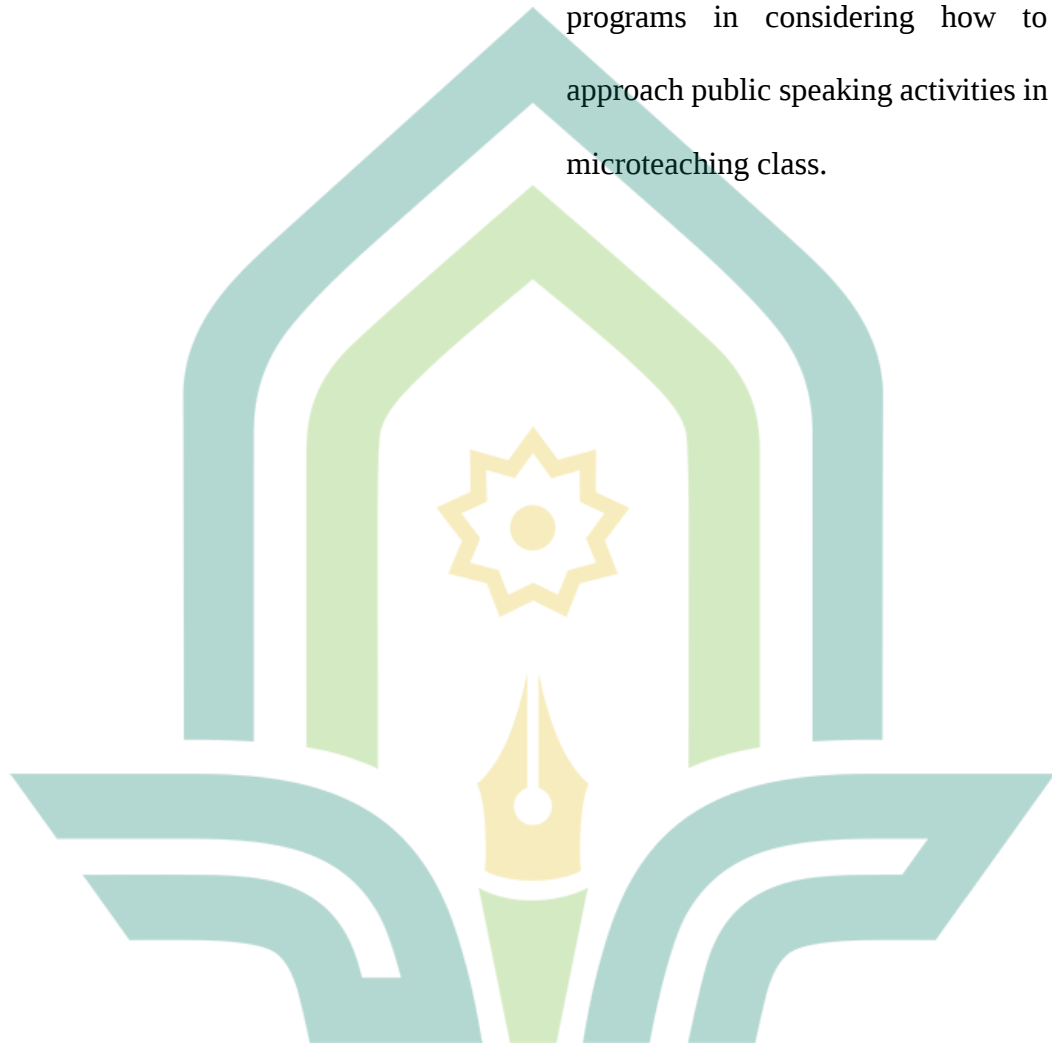
speaking in the context of microteaching, particularly among EFL student teachers. While previous studies have focused more on anxiety or speaking skills, this study focuses on feelings, both positive and negative, that arise during public speaking. Thus, this study adds to the literature on the relationship between emotional states and public speaking performance in microteaching in the context of EFL.

2. Empirical Significance : This study provides empirical data on the various feelings experienced by EFL student teachers when giving presentations in front of an audience in microteaching classes. Through in-depth interviews, this study reveals the range of positive and negative feelings that arise before, during, and after microteaching activities experienced by participants. These empirical findings contribute to a

deeper understanding of the emotional experiences of student teachers in the context of public speaking and can serve as a basis for future research aimed at exploring the emotional aspects of teaching and teacher education.

3. Practical Significance : The results of this study have practical significance for microteaching lecturers, teacher education program administrators, and EFL student teachers. By understanding the positive and negative feelings experienced by student teachers during public speaking activities, lecturers can become more aware of the emotional experiences of student teachers in microteaching class. This awareness can form the basis for planning learning activities that are more sensitive to students' emotional needs during public speaking practice. In

addition, these findings can provide reflective input for teacher education programs in considering how to approach public speaking activities in microteaching class.



CHAPTER V

CONCLUSION

5.1 Summary of Findings

The findings of this study showed that EFL student teachers experienced various positive feelings toward public speaking in a microteaching class, including confidence, excitement, pride, and satisfaction. Confidence emerged when participants felt well prepared, understood the learning material, and were able to communicate effectively with their classmates. Excitement was experienced when participants became actively involved in teaching activities and received positive responses from the audience. Pride and satisfaction appeared after participants successfully completed their teaching performance and realized that they had achieved better results than they had expected. These findings indicate that positive feelings gradually developed as participants gained teaching experience and became more familiar with public speaking situations in microteaching.

The findings also revealed that participants experienced several negative feelings, including nervousness, anxiety, fear, and embarrassment. Nervousness was commonly experienced before speaking in front of the class, while anxiety and fear were mainly related to concerns about making mistakes, forgetting the material, speaking in English, and being evaluated by lecturers and classmates. Embarrassment emerged when participants felt that their teaching performance did not meet their own expectations or when

they believed they had made mistakes during the activity. Although these negative feelings were experienced by all participants to different degrees, they gradually decreased as participants became more comfortable with the teaching process and gained confidence through repeated public speaking practice in the microteaching class.

5.2 Recommendations

Based on the findings of this study, several recommendations are proposed. First, for lecturers, it is recommended to create a supportive and encouraging classroom environment during microteaching activities. Constructive feedback and positive classroom interactions may help student teachers manage negative feelings and develop greater confidence when speaking in public.

Second, for EFL student teachers, it is recommended to engage in more public speaking and teaching practice activities. Regular practice may help reduce nervousness, anxiety, fear, and embarrassment while strengthening positive feelings such as confidence, excitement, pride, and satisfaction.

This study has several limitations. It only involved four participants from one university and only used semi structured interviews to collect the data. Therefore, the findings cannot represent the feelings of all EFL student teachers. Future researchers are encouraged to include more participants from other universities and use other data collection methods, such as classroom observations or reflective journals, to gain a better understanding

of student teachers' feelings toward public speaking in microteaching classes. Future studies may also explore the factors that influence these feelings and the strategies used by student teachers to manage both positive and negative feelings during public speaking activities.



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