



**CHALLENGES AND STRATEGIES IN
PRE-SERVICE TEACHERS'
REFLECTIVE PRACTICE ON
MICROTEACHING: A NARRATIVE
INQUIRY**



RETNO DWI HASTUTI
SN. 20522034

2026

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A THESIS

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



By:

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**ENGLISH EDUCATION DEPARTMENT
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Wassalamu 'alaikum Wr.Wb.

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Has been examined and approved by the panel of examiners on Wednesday, 8th July 2026 as a partial fulfillment of the requirements for the Degree of Sarjana Pendidikan (S.Pd.) in English Education.

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MOTTO

"Believe you can and you're halfway there." (Theodore Roosevelt)

"Maka, sesungguhnya beserta kesulitan ada kemudahan. Sesungguhnya beserta kesulitan ada kemudahan," (QS. Asy-Syarah [94]: 5-6).



ABSTRAK

Hastuti, R. D. (2026). Challenges and Strategies in Pre-Service Teachers' Reflective Practice on Microteaching: A Narrative Inquiry. *Skripsi*. Program Studi Tadris Bahasa Inggris. FTIK UIN K.H Abdurrahman Wahid Pekalongan. Pembimbing: Dr. Dewi Puspitasari, M.Pd.

Kata Kunci: *Praktik refleksi, Calon guru, Tantangan Praktik Refleksi, Strategi Praktik Refleksi, Penyelidikan Naratif, Microteaching*

Praktik refleksi merupakan bagian penting dalam pengembangan profesional calon guru karena membantu mereka dalam mengevaluasi pengalaman mengajar dan meningkatkan kualitas pembelajaran. Salah satu kegiatan yang memberikan kesempatan calon guru untuk merefleksikan pengalaman mengajarnya adalah microteaching. Namun, pada praktiknya, banyak dari mereka yang masih kesulitan dalam melakukan praktik refleksi ini. Oleh karena itu, penelitian ini bertujuan untuk mengeksplorasi beberapa tantangan yang dihadapi calon guru saat merefleksikan pengalaman microteaching serta strategi yang digunakan dalam mengatasi tantangan-tantangan tersebut. Penelitian ini menggunakan pendekatan kualitatif dengan metode penyelidikan naratif. Partisipan terdiri dari tiga calon guru dari program studi pendidikan bahasa inggris di salah satu universitas di pekalongan. Temuan menunjukkan bahwa mereka mengalami tantangan terkait batasan waktu, rendahnya kepercayaan diri, kesulitan dalam menerepkan refleksi dan kurangnya pemahaman terhadap praktik refleksi. Adapun strategi yang digunakan untuk mengatasi tantangan-tantangan tersebut yaitu menonton ulang rekaman microteaching, keterbukaan terhadap praktik refleksi dan penggunaan umpan balik dari dosen. Berdasarkan temuan tersebut, dapat disimpulkan bahwa dibutuhkannya dukungan konstruktif terhadap praktik

refleksi dalam microteaching untuk menghasilkan calon guru yang reflektif, dan kritis.



ABSTRACT

Hastuti, R. D. (2026). Challenges and Strategies in Pre-Service Teachers' Reflective Practice on Microteaching: A Narrative Inquiry. *Thesis*. English Education Department. FTIK UIN K.H Abdurrahman Wahid Pekalongan. Advisor: Dr. Dewi Puspitasari, M.Pd.

Keywords: *Reflective practice, Pre-service teachers, Challenges of reflective practice, Reflective Practice Strategies, Narrative inquiry, Microteaching*

Reflective practice is an important part of professional development for pre-service teachers because it helps them evaluate their teaching experiences and develop the quality of learning. One of the activities that gives them the opportunity to reflect on their teaching experiences is microteaching. However, in practice, many of them still struggle with this reflective practice. Therefore, this study aims to explore some of the challenges faced by pre-service teachers when reflecting on their microteaching experiences and the strategies they use to overcome these challenges. This study uses a qualitative approach with a narrative inquiry method. The participants consist of three pre-service teachers from the English education program at one of the a university in Pekalongan. The findings show that they faced challenges related to time constraints, low self-confidence, difficulties in applying reflection and lack of understanding of reflective practice. The strategies used to overcome these challenges include re-watching the microteaching recording, openness in reflective practice, and using lecturer feedback. Based on these findings, it can be concluded that constructive support for reflective practices in microteaching is needed to produce future teachers who are reflective, and critical.

PREFACE

All praise and gratitude to Allah SWT, who has provided His mercy and blessings, allowing me to complete the thesis entitled “Challenges and Strategies in Pre-Service Teachers’ Reflective Practice on Microteaching: A Narrative Inquiry.” This thesis is prepared as one of the requirements to obtain a Bachelor’s degree in the English Education Department Program, faculty of Education and Teacher Training at UIN K.H. Abdurrahman Wahid Pekalongan. Prayers and peace be upon the Prophet Muhammad SAW. May we all receive his intercession on the Day of Judgment, amen.

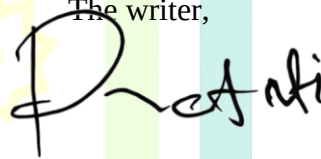
This thesis could be completed due to the support and assistance of various parties. Therefore, on this occasion, I would like to express her deepest gratitude and appreciation to:

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The writer,

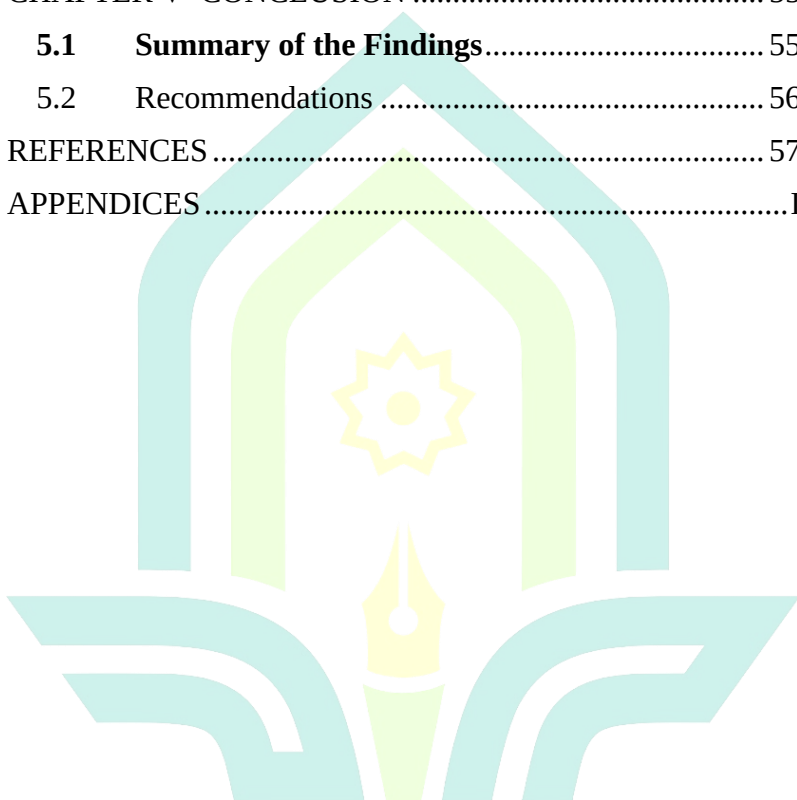


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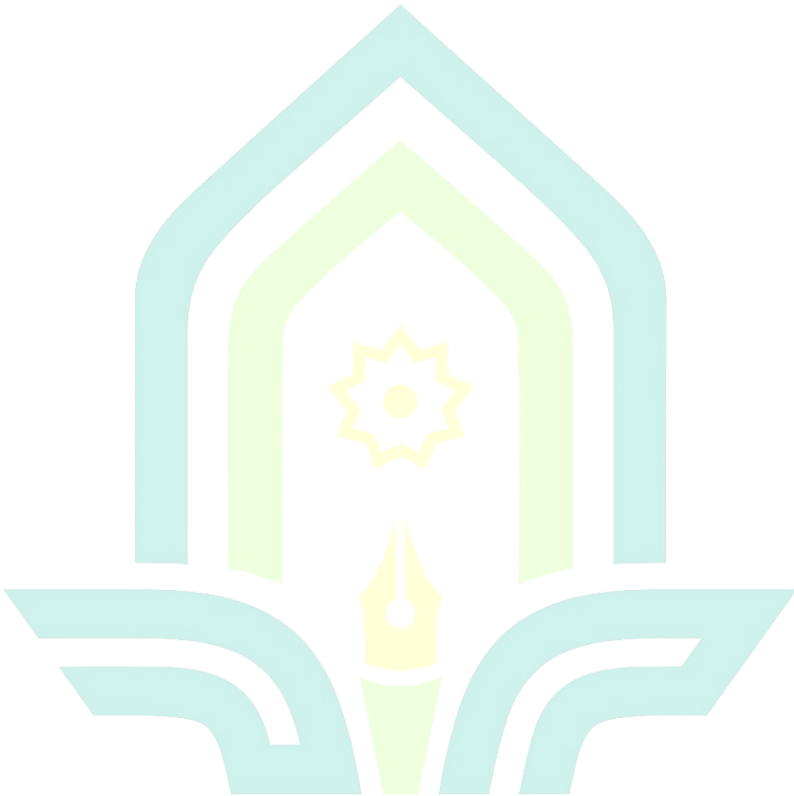
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CHAPTER I

INTRODUCTION

1.1 Background of Study

Reflection is the process of thinking back on past experiences to understand their shortcomings. According to Dewey (1933), reflection an active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends. In an educational context, reflection is a crucial part of the teaching and learning process. Through this process, teachers can see the impact of their learning strategies and understanding of students' needs. According to Farrell (2019), it helps teachers become aware of their teaching practices and able to develop their teacher competencies. Therefore, the ability of reflection is a fundamental aspect that must be mastered by pre-service teachers to achieve pedagogical success.

One of the activities that provides an opportunity for pre-service teachers to reflect on their teaching experiences is microteaching. In micro-teaching, they will practice teaching before entering a real classroom. According to Reddy (2019), microteaching is a teaching activity on a small scale, both in terms of the number of students and its duration. In this activity, they are given the opportunity to design, implement, and evaluate the lessons. After completing the microteaching practice, they will receive feedback from their peers and lecturers. Through that feedback, they will be given the opportunity to reflect on their teaching experience (Genga-Ayiemba, 2025). This makes microteaching a complex teaching simulation,

where after they face challenges, they need to carry out a reflection process to overcome them. (Dayal & Alpana, 2020). Therefore, it is important to understand reflective practices in this microteaching.

However, reflective practice is not always easy for pre-service teachers to do. They have difficulty deepening and developing the quality of their reflective practice. Pre-service teachers position themselves at a surface level (Riyanti, 2020). As a result, their reflections are often descriptive and shallow. Meanwhile, research by Ledger & Fischett (2019) explains that pre-service teachers often face situational challenges such as complexity, uncertainty, and variability, which further emphasize the importance of reflective practice on their teaching experiences. According to Hasmawaty et al. (2024), through reflective practice they can identify strengths, weaknesses, and challenges, as well as discover new strategies to develop their teaching in the future. Therefore, it is necessary to understand reflective practice, especially in microteaching.

According to Thompson & Thompson (2018), there are several factors that make reflective practice difficult to carry out. This is related to the challenges faced by pre-service teachers in reflecting on their microteaching experiences. Thompson explains that there are six factors that inhibit this reflective practice, namely time constraints, decreased commitment, organizational culture, lack of appropriate skills, anxiety, fear or low confidence, and misunderstanding of the nature of reflective practice. In addition, Machost and Stains (2023) categorize it into two factors, namely personal barriers and contextual factors. These challenges make the reflection practice of pre-service teachers not optimal. Therefore, it

is important to analyze what challenges arise when pre-service teachers reflect on their microteaching experience.

There are several strategies that pre-service teachers can adapt to support their reflective practice. One strategy that can be used is by analyzing microteaching videos. Using microteaching video recordings helps pre-service teachers notice some problems that were previously unseen and helps improvement in the future (Karakaş & Yükselir, 2020). Besides that, they can also use feedback from lecturers or peers to understand what steps they need to take in reflection. It is important to connect other perspectives during reflection practice, like feedback from peers with self-reflection to develop teaching competency (Li, 2025). These strategies can also be used to overcome various challenges they experience when trying to reflect on their microteaching experiences. Other strategies may emerge depending on their needs. Therefore, it is important to look for the right strategies to deal with the challenges during reflective practice.

Several previous studies have examined the role of reflection in microteaching. One of them is a study by Antari et al., (2021), which showed that reflection in microteaching can help pre-service teachers understand teaching challenges and increase their self-confidence. Other research also focuses on the benefits of microteaching reflection for pre-service teachers, such as identifying strategies to enhance student learning, recognizing existing challenges, and understanding their personality and nonverbal communication skills (Menon & Ngugi, 2022). In addition, the study by Deocampo (2024) also examined how reflective practices during microteaching influenced teaching efficacy. However,

there are still few studies that focus their research on the challenges and strategies of reflective practice in relation to micro-teaching.

Therefore, this study aims to explore the challenges faced by pre-service teachers when reflecting on their microteaching experiences and to identify strategies to overcome these challenges. This study uses a narrative inquiry method to address the focus of the issue. Through this method, the researcher can gain a deeper understanding of a person's life experiences (Hegde & Tungesh, 2016). Although some studies have mentioned that examining the reflection process during microteaching provides many benefits for pre-service teachers, research on the challenges and strategies in reflecting on microteaching experiences is still rare. Thus, this study aims to fill that gap. In addition, this study is also useful for examining how reflective practice contributes to the professional development of a pre-service teacher, particularly an English teacher.

1.2 Problem Identification

Based on the explanation of the background above, the researcher formulates the problem identification as follows:

1. The quality of pre-service teachers is influenced by their ability to reflect on microteaching experiences.
2. Personal barriers and contextual factors become challenges in reflective practice
3. Pre-service teachers cannot deeply reflect on their teaching experiences
4. Pre-service teachers face a lack of understanding of reflective practice in microteaching

1.3 Problem Restriction

Based on the problem identifications above, it is necessary to limit the problem so that the research conducted is not biased and is focused on the issues to be studied. This research focuses on the challenges faced by pre-service teachers' reflective practice on microteaching experiences. In addition, it also analyzes the strategies used to address these challenges. The experiences studied were also limited to the experiences during their preparation for microteaching and after the microteaching presentation.

1.4 Formulation of the Problems

In relation to the research background that has been mentioned, this study provides research questions:

1. What challenges do pre-service teachers face during reflective practice in microteaching?
2. What strategies do they use to overcome these challenges?

1.5 Aim(s) of Study

Based on the formulation of the problem, this study aims to identify the challenges faced by pre-service teachers during reflective practice on their microteaching experiences and the strategies they use. In addition, this study is also expected to serve as a reference for pre-service teachers as well as teacher education programs in understanding the importance of reflecting on microteaching experiences for the development of teaching skills and the formation of the professional identity of their students.

1.6 Research Benefits

This study is expected to provide several benefits for the relevant parties, as follows:

1. Theoretical : This study provides an

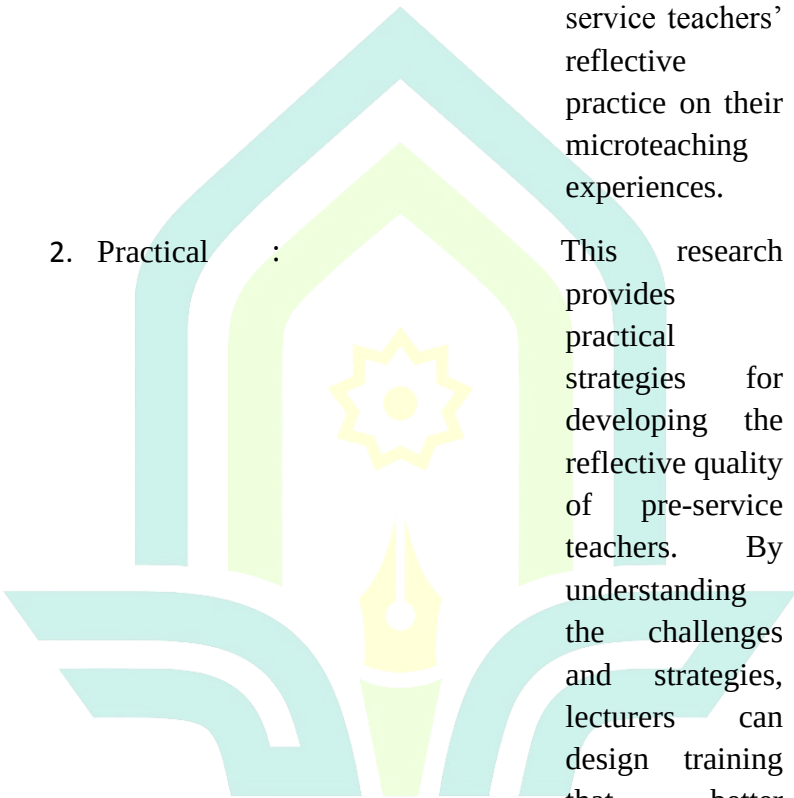
understanding of the importance of the reflective practice by exploring the challenges and strategies of pre-service teachers' reflective practice on their microteaching experiences.

2. Practical :

This research provides practical strategies for developing the reflective quality of pre-service teachers. By understanding the challenges and strategies, lecturers can design training that better supports the development of their students.

3. Empirical :

This study provides new data on the



reflective experiences of pre-service teachers during microteaching, particularly regarding the challenges they faced and the strategies they used.



CHAPTER V CONCLUSION

5.1 Summary of the Findings

Based on the findings and discussions, it can be concluded that pre-service teachers face several challenges during their microteaching reflection practice, such as time constraints, low self-confidence, difficulties applying reflection, and lack of understanding of reflective practice. These challenges are influenced by both personal barriers and contextual factors. These indicate that a deeper understanding of this reflection practice is needed, especially for pre-service teachers, in order to develop teacher professionalism. In addition, there are several strategies they use to overcome these challenges such as re-watching the microteaching recording, openness in reflective practice, and using lecturer feedback. These are used to help them evaluate their microteaching experiences to gain in-depth analysis for their future teaching practice. These also help them become more aware of the importance of this reflective practice in developing their teaching practice. Through these strategies, they can be critical in observing an experience.

The results of this study indicate that reflective practice in microteaching activities is a complex process and is not only influenced by critical thinking skills but also by emotional conditions, learning experiences, and the academic environment experienced by pre-service teachers. Therefore, greater support is needed, such as providing clear guidance regarding reflective practice, a supportive learning environment, and broader opportunities to continuously practice reflective thinking.

5.2 Recommendations

Based on the research that has been conducted, there are several recommendations that can be given, as follows:

1. For Lecturer

Lecturers are expected to be able to provide clearer and more structured explanations regarding reflective practice in microteaching activities. In addition, lecturers can also provide examples of good reflections and give various guiding questions for reflecting on the experiences of pre-service teachers in microteaching.

2. For Pre-Service Teachers

Pre-service teachers are expected to make reflective practice a part of the learning and self-development process as future teachers. They are also expected to be able to make more optimal use of recorded videos, observation sheets, and feedback to help facilitate a deeper reflection process.

3. For Future Researcher

Future researchers are advised to conduct research on reflective practice in other teaching practices such as PLP. Future research can also examine the effectiveness of certain strategies in enhancing reflective thinking. In addition, future research can explore the use of technology to support reflective practice in microteaching activities.

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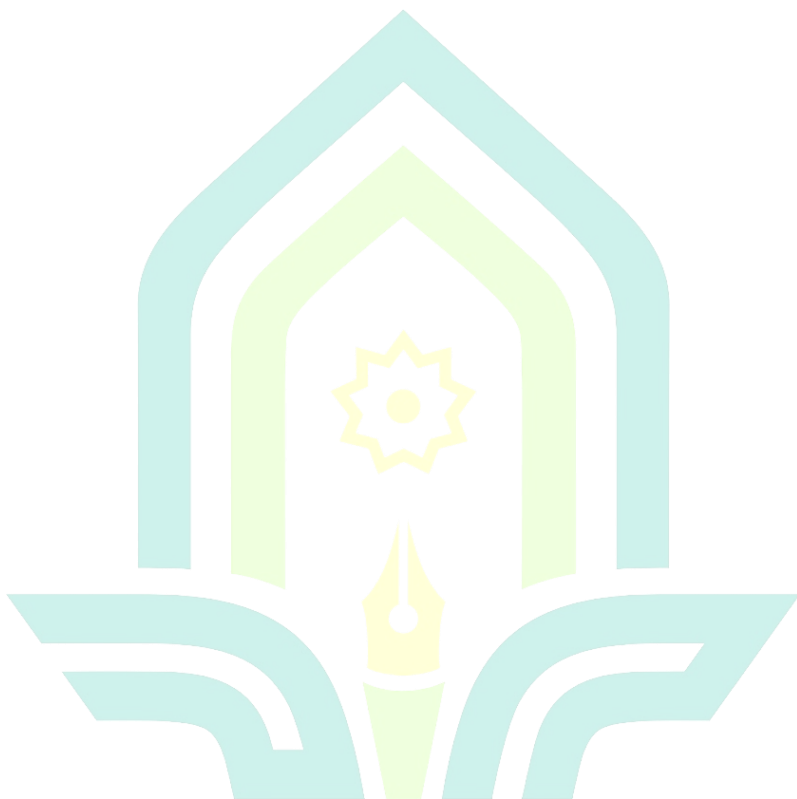
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