

ABSTRACT

Nurfatiha, Ainaya (2026) Unpacking the Microteaching Feedback in Shaping EFL Pre-Service Teachers' Teaching Performance during Microteaching Practice: A Case Study at Islamic State University of Sunan Gunung Djati Bandung.

Feedback plays an essential part in microteaching as a connection between theoretical pedagogical knowledge and actual teaching practice. However, how EFL teacher candidates perceive, respond to, and are shaped by this feedback has not been extensively researched, especially in the context of teacher education in Indonesia, where the linguistic demands of teaching in a foreign language add complexity to the feedback process.

This research aims to explore EFL pre-service teachers' perceptions of the feedback they receive during microteaching practices, examine the strategies they use to respond to and apply that feedback, and identify how that feedback shapes their teaching performance.

This qualitative research, employing a case study design, involves four fifth-semester students from the English Education Study Program at Islamic State University of Sunan Gunung Djati Bandung, who were purposively selected for their active engagement with lecturer feedback, peer feedback, and self-reflection during microteaching. Data were collected through classroom observations, semi-structured interviews with four participants, and document analysis, then analyzed using Braun and Clarke's (2006) six-phase thematic analysis with triangulation across three data sources.

The research findings reveal five main theme: (1) feedback focuses on multidimensional aspects of teaching competence, including pedagogical structure, language accuracy, and technical readiness; (2) participants consider feedback from lecturers, peers, and self-reflection differently, with feedback from lecturers generally considered the most detailed and solution-oriented; (3) participants employ various strategies, ranging from mental processing to lesson plan revisions, to implement the feedback; (4) Foreign Language Teaching Anxiety emerges as a persistent barrier in receiving and applying feedback; and (5) the continuous feedback process gradually transforms participants' self-efficacy and confidence leading up to Field Experience Practice (PPL). Given the qualitative case study design and the limited number of participants in this research, it is recommended that future research employ a quantitative approach or a mixed-methods design to provide broader evidence regarding the role of microteaching feedback.

Keywords: microteaching, feedback, EFL pre-service teacher students, teaching performance, thematic analysis.