

CHAPTER I

INTRODUCTION

This chapter presents the research background, research questions, research purposes, research significance, research scope, conceptual framework, and previous studies.

A. Research Background

In the context of teaching English as a foreign language (EFL), the primary goal of training prospective teachers is to improve the quality of teaching and learning in the classroom. With the increasing demand for English language proficiency around the world, it is important for prospective teachers to have strong pedagogical skills.(Laghari et al., 2021). This is particularly relevant in non-native English-speaking countries, where the cultural and linguistic challenges can affect teaching practices (Purwanti, 2024). Micro-teaching has become an essential component of teacher education, providing preservice teachers with a practical platform to develop and refine pedagogical skills before entering real classrooms.

Despite many teacher training programs currently incorporating microteaching, not all prospective teachers receive constructive, targeted feedback. Effective feedback can significantly improve teaching skills. According to Hattie and Timperley (2007), good feedback should answer three key questions: “Where am I going?” (goals), “How am I going?” (progress toward the goals), and “Where to next?” (activities and actions needed for improvement).

Microteaching, as conceptualised by Allen (1969), is a training method that allows prospective teachers to practice and refine teaching skills in a controlled environment. This method involves small-scale teaching simulations in which prospective teachers demonstrate the teaching skills in front of a small number of students or peers for a limited period of time, usually 5-20 minutes. In practice, microteaching provides prospective teachers with the opportunity to focus on developing specific skills, such as questioning techniques, classroom management, use of learning media, and delivery of material, before they face actual teaching situations in schools. This structured learning environment allows prospective

teachers to experiment with various teaching strategies without high risk, and to receive constructive feedback for improvement.

Initial observations of microteaching practices in the English education department of UIN Sunan Gunung Djati Bandung reveal that even though the students have basic teaching skills, many of them still experience various obstacles in their teaching performance, such as inappropriate use of English as the language of instruction, unclear instructions, ineffective learning strategies, and suboptimal classroom management. However, from the observation process, it was seen that the majority of students were only able to improve these weaknesses after receiving feedback from lecturers, peers, or through self-reflection. This demonstrates that their ability to develop teaching performance is highly dependent on the quality of feedback they receive and how they process it. Recent Indonesian EFL research similarly confirms that structured peer and lecturer feedback significantly bridges these performance gaps in microteaching, particularly in language use and classroom interaction (Cendani & Purnamaningwulan, 2023). Therefore, in microteaching, the issue that emerges is the lack of a deep understanding of how feedback from lecturers, peers, and self-reflection contributes to improvements in students' teaching performance.

Destri Sihite et al. (2024) identified that although microteaching is designed to improve the teaching skills of prospective teachers, there are significant challenges in implementation, particularly related to the quality and effectiveness of the feedback provided. In the context of English language teaching, EFL teacher candidates often experience specific difficulties, such as effective classroom management, appropriate and consistent use of the target language, and adaptation of materials to the needs of EFL learners. Observation data show that the feedback received by teacher candidates is often general and non-specific, for example, "needs improvement in explanation" without elaborating on which aspects need improvement or how to improve them. Furthermore, the timing of feedback delivery is also an issue, with feedback given too long after the teaching practice, which tends to be less effective because prospective teachers have lost the detailed context of the performance. This condition indicates a gap between the potential of

microteaching as a learning tool and the reality of implementation in developing the teaching competencies of prospective EFL teachers.

Amobi (2005) emphasizes that reflective microteaching experiences, facilitated through quality feedback, have a significant impact on prospective teachers' ability to analyze and improve their teaching practices. In the context of English teacher education in Indonesia, this challenge is more complex because English is not the native language, so prospective teachers must not only master pedagogical skills but also adequate linguistic competence. However, previous studies show that feedback in microteaching often focuses more on technical aspects of teaching (such as time management or media use) and pays less attention to the accurate and natural use of English, even though this aspect is crucial in shaping a good language model for future EFL learners.

Amanda et al., (2024) research shows that microteaching can improve eight basic teaching skills, but this study only focuses on general skill improvement and does not explore the process of how feedback is internalized by students. Cendani and Purnamaningwulan (2023) identified challenges in peer feedback, but only addressed the problems that arose, without exploring how the feedback was translated into real changes in teaching practices in the microteaching classroom. The study also shows positive perceptions of oral peer feedback, but does not explore in detail the follow-up activities after the feedback is received and does not link the feedback experience to subsequent teaching performance. Meanwhile, Alpana et al. (2020) highlight students' reflections on feedback and self-evaluation, but the context is not specific to EFL and does not describe the relationship between specific feedback content and real changes in teaching strategies in microteaching.

Therefore, there is still limited research that explores how microteaching feedback is interpreted, internalized, and transformed into actual teaching performance, particularly among EFL pre-service teachers. This study seeks to fill the existing literature gap by qualitatively exploring how various types of microteaching feedback, whether from lecturers, peer feedback, or self-reflection, contribute to the development of EFL teacher candidates' teaching performance. The findings of this study are expected to contribute theoretically to the

development of effective feedback models in EFL teacher education, while also providing practical recommendations for improving the quality of microteaching practices in the English Education Department, particularly in the microteaching program at UIN Sunan Gunung Djati Bandung.

B. Research Questions

According to the research background, there are three main research questions. The questions are as follows:

- 1) How do EFL pre-service teachers perceive the feedback they receive during microteaching practice?
- 2) How do EFL pre-service teachers respond to and apply microteaching feedback in subsequent teaching practice?
- 3) In what ways does microteaching feedback shape EFL pre-service teachers' teaching performance?

C. Research Purposes

Based on the research questions, this study serves several purposes. The purposes are as follows:

- 1) To explore the perceptions of EFL pre-service teachers regarding the feedback they receive during microteaching practice.
- 2) To examine the strategies employed by EFL pre-service teachers in responding to and applying microteaching feedback in subsequent teaching practices.
- 3) To explore the influence of feedback on the teaching performance of EFL pre-service teachers.

D. Research Significances

Theoretically, this study contributes to the development of understanding of how feedback in microteaching is not only positioned as post-performance evaluation, but as a process of meaning, interpretation, and implementation that then influences the formation of teaching performance of prospective English Foreign Language (EFL) teachers. The findings of this study can enrich the literature on the conceptual relationship between feedback, reflective teaching, and teacher development, especially in the context of English teacher education in EFL

countries, because most previous studies have focused only on the general effectiveness of microteaching or perceptions of feedback, rather than on the mechanism of implementation of the feedback. Thus, this study broadens the perspective of feedback theory in the domain of EFL teacher education, especially in the context of teaching competency formation through small-scale practical experiences.

Practically, the results of this study can provide input for several parties. For educators/lecturers who teach microteaching, the findings can be used as evaluation material and a basis for developing a feedback model that is more specific, structured, and relevant to the competency development needs of prospective English teachers. For prospective pre-service teachers, this study can guide understanding in utilizing feedback not only as corrective comments but also as a source of reflection to improve the quality of teaching in the next microteaching session. For the institutions, the results of this study can be a reference in redesigning the curriculum, microteaching rubrics, peer-feedback training, and a more effective microteaching evaluation system, especially in the context of improving the quality of microteaching as a foundation before entering actual teaching practice.

E. Research Scope

Through a qualitative design and case study approach, this research will focus on investigating feedback in the context of microteaching and its role in shaping teaching performance. The participant are one class of 5th-semester students in the Microteaching Course at the English Education Department of UIN Sunan Gunung Djati Bandung. The research examines the process of providing feedback obtained by students during microteaching activities, whether from lecturers, peers, or self-reflection. The study aims to gain an understanding of how feedback is perceived, interpreted, and implemented by students and how this process is reflected in changes to teaching performance.

F. Conceptual Framework

Microteaching is understood as a small-scale teaching practice activity that allows EFL pre-service teachers to apply teaching strategies in a limited and

controlled manner before entering a real classroom context (Allen & Cooper, 1969). In this practice, feedback, whether from lecturers, peers, or self-reflection, is an important element that provides information about what has been done correctly, what needs to be improved, and how improvements can be made in subsequent teaching. Meanwhile, teaching performance is positioned as a dependent concept, namely the outcome that is visibly apparent in the teaching practice of prospective EFL teachers, such as how they organize lessons, use target English, interact with peers, select instructional strategies, and make other pedagogical decisions that are visible in the implementation of microteaching (Bell, 2007).

Thus, the relationship between the two concepts is processual and qualitative; it does not test statistical influence, but rather traces the process of how feedback is understood, interpreted, and manifested into changes in teaching behaviour. In conducting this research, the analysis process will be carried out by tracing the meaning of feedback in the actual teaching practices of prospective teachers through microteaching video observation data, interviews, and reflection documents. The essence of this research is not only to describe that feedback is “useful”, but to explain how feedback works as a process that shapes the teaching performance of EFL pre-service teachers.

The theoretical framework is described by the researcher in the following scheme.

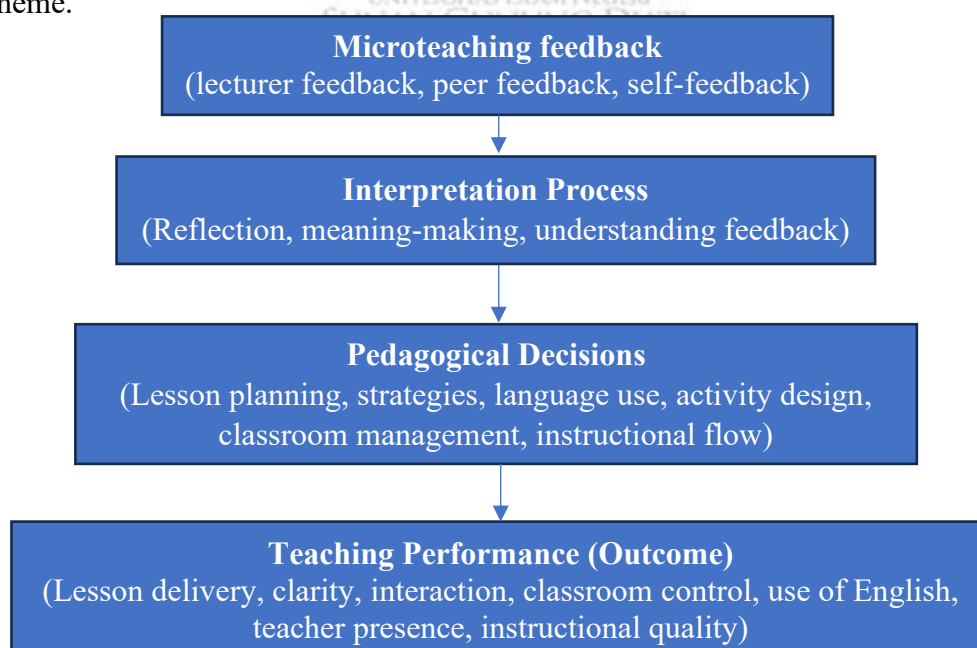


Figure 1. 1 Conceptual Framework

The diagram shows that microteaching feedback (from lecturers, peers, and oneself) first enters the interpretation process, which is the stage when prospective teachers reflect on, give meaning to, and try to understand the content of the feedback they receive. At this stage, if the feedback is properly processed, for example, thoughtfully considered, linked to teaching experience, and understood in terms of its relevance, then a positive interpretation will lead to better pedagogical decisions, such as more organized lessons, choosing more appropriate strategies, managing the classroom, and teaching flow more smoothly. Ultimately, this improves teaching performance in terms of clarity of delivery, interaction, classroom management, use of English, teacher presence, and overall teaching quality. In contrast, if feedback is not processed properly, for example, ignored, misunderstood, or considered unimportant, the interpretation process becomes weak, so that pedagogical decisions do not change significantly and teaching performance remains the same or even declines despite the feedback being provided.

G. Previous Studies

Several previous studies have explored the role of microteaching and feedback in developing the teaching competencies of prospective teachers. Firstly, this research was conducted by Ramang (2023), using a qualitative study examining the role of learning strategies in microteaching to improve the teaching skills of prospective teachers in the Islamic Education Program at UIN Datokarama Palu. The findings revealed that a microteaching learning strategy based on discovery learning and the expository method successfully improved the teaching skills of prospective teacher students by exploring students' interests and explaining the basic concepts of the material, resulting in positive outcomes such as deeper understanding and greater self-confidence in teaching practice (Ramang, 2023).

Secondly, Purnamaningwulan et.al. (2023) in research at the English Language Study Program of Sanata Dharma University in Yogyakarta, used a qualitative approach with a case study design to examine challenges of implementing peer feedback in EFL microteaching classes. The participants in this study were 18 EFL pre-service teachers who took the microteaching course, six of whom were

interviewed in depth. The findings indicated that peer feedback faced various challenges, such as hesitation in giving comments, changes in power relations, time constraints, and differences in the quality of feedback between students and lecturers. The research concluded that although peer feedback has the potential to develop the evaluative skills of prospective teachers, guidance and direction from lecturers are needed so that the feedback provided is more meaningful and has an impact on improving teaching skills (Cendani & Purnamaningwulan, 2023).

Thirdly, the research was conducted by Hidayah & Indriani (2021) using a qualitative approach with a case study design involving third-year prospective teachers at one of Indonesia's state universities. Data were collected through a questionnaire and in-depth interviews with three selected participants to explore prospective teachers' perspectives on the use of real-time feedback and peer observation in online microteaching classes. The findings indicated that prospective teachers have a positive perspective on real-time feedback and consider the process helpful in improving professional development. However, most believe that direct observation of two or three students is sufficient. The research conclusively states that although real-time feedback is effective in online microteaching, there are specific challenges related to time management, internet connection, and technical issues that need to be addressed (Hidayah & Indriani, 2021).

Fourth, the research by Yiğitoğlu-Aptoula (2021) investigated the perceptions of nine pre-service teachers regarding the effectiveness of various types of feedback in microteaching and found that feedback from the supervising instructor was considered most influential for long-term development. In contrast, feedback from peers was expected to contain more specific comments related to the teaching process. The study has limitations because it involved only nine participants at a single institution and was conducted in a face-to-face setting, thus failing to reflect the dynamics of feedback in online learning settings, which present different challenges. The study aims to address this gap by exploring students' perceptions of real-time feedback in online microteaching (Yiğitoğlu Aptoula, 2021).

Fifth, the research carried out by Larasaty et al. (2022) using a descriptive case study design provided an in-depth qualitative understanding of undergraduate

students' perceptions of the implementation of peer verbal feedback in microteaching classes. The research aims to explore students' perceptions of peer verbal feedback in microteaching classes. The research successfully identified that students have a positive perception of peer verbal feedback, considering it useful for acquiring new knowledge, improving teaching skills, and fostering self-confidence (Larasaty & Reza, 2022).

In this research, the researcher aims to examine how microteaching feedback shapes the teaching performance of EFL pre-service teachers among 5th-semester students at the English Education Department, UIN Sunan Gunung Djati Bandung. This research will use multiple data sources, including video recordings of microteaching sessions, semi-structured interviews, and supporting documents, to explore how feedback from lecturers, peers, and self-reflection is perceived, interpreted, and implemented by EFL pre-service teachers. This approach allows for a comprehensive exploration of the feedback internalization process and manifestation into teaching practice. By examining these components, this research provides empirical information about the impact of several feedback kinds on teaching effectiveness, while also enhancing the comprehension of efficient feedback mechanisms in EFL teacher education.