METHOD AND STRATEGIES USED BY PRE-SERVICES TEACHERS IN

MICRO TEACHING

SKRIPSI

Submitted in Partial Fulfillment of the Requirments

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English Education Program

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ABSTRACT

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This research is motivated by the methods and strategies used by students or pre-service teachers in a learning system that focuses on English micro-teaching courses. This study aims to explain the prepared teaching of pre-service teachers' perceptions of the learning methods and strategies used in English micro-teaching courses. This research uses a qualitative descriptive case study approach in its investigation. The source of data was certain for the students of the English Language Education Study Program at Muhammadiyah University of North Sumatra who have completed the micro-teaching course. The research results show that the majority of students or pre-service teachers have different learning methods and different learning strategies in the practicum activities of English micro-teaching courses. These lectures often require practice on how to master the class or learning material by observing videos of pre-service teachers or students' micro-teaching practices to support learning that is easily stimulated by the material for students. With these aspects, English micro teaching learning, especially for pre-service teacher students, can be realized well and is on the best path, indicating that UMSU no longer exists and has been successful in micro teaching learning.

Keyword: Pre-service Teachers, Method and Strategies, Micro Teaching

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Medan, 10 April 2024

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CHAPTER I

INTRODUCTION

A. Background of the Study

Micro-teaching is a model or approach for teaching instructors' fundamental characteristics that involve reducing the amount of time, resources, and pupils. The majority of the time, aspiring teachers engage in microteaching as a way of honing their fundamentals. Pre-service teachers can obtain teaching experience in classes with shorter class periods and smaller teacher-student ratios by participating in microteaching activities. (Arslan, 2021). The United Arab Emirates University (UAEU) Faculty of Education is looking into the opinions of 61 female teacher candidates in the English Language Education Program about the two courses on English language teaching methods that include a microteaching component. The English Language Education Program's 61 female teacher candidates are being surveyed by the Faculty of Education at United Arab Emirates University (UAEU) about their opinions of the microteaching element offered in two courses on English language teaching techniques. The overall results of this study demonstrated that student teachers of English as a Second Language (ESL) are believed to benefit from microteaching in terms of their awareness of and perceptions of their language and teaching competencies. (Ismail, 2011)

In the journal Elias researched that identifies any differences in pre-service teachers' opinions following their use of microteaching techniques. Undergraduate diploma students enrolled in a diploma program comprise the study's participants, who were students in the department of teacher education1 in the academic years 2015–2016. The interview results showed that pre-service teachers believed the micro-teaching approach allowed them to evaluate their abilities and limitations in a range of areas related to teaching (Elias, 2018) .

Nonetheless, Ralph and Ph's study's goal was to find out what teacher candidates thought about the effectiveness of microteaching as a means of assisting them in gaining instructional skills before they are placed in a 16-week extended practicum (internship) program in preschool through grade 12. In comparison to comparable studies published in the relevant literature, he presents an overview of the opinions held by 134 teacher candidates about the value of microteaching. The study's findings support the early educators' strong beliefs about microteaching as a useful pedagogical tool that improved their confidence and competence as teachers (Ralph & Ph, 2014). Meanwhile, Elias has been researched at the Eritrea Institute of Technology's College of Education to train future educators, This study looks into any disparities in pre-service teachers' opinions following their use of microteaching techniques. The study's participants are undergraduate diploma candidates enrolled in the Department of teacher education for the 2015–2016 academic year. The results of the interview show that pre-service teachers believed the micro-teaching strategy gave them a chance to evaluate their own teaching strengths and weaknesses. Based on the outcome of

the interview, pre-service teachers were able to show that they could organise lessons, pose thoughtful questions, evaluate and deal with students' disruptive behaviour, use instructional resources, and teach with a positive outlook (Elias, 2018).

Pre-service teachers can be prepared to teach flawlessly through the use of microteaching. Unexpected issues with procedures, management, psychology, instruction, and professionalism arise with microteaching, though, as pre-service teachers discover. Irfayanti, has been researched Pre-service teachers encounter unforeseen issues in microteaching, including managerial, instructional, psychological, procedural, and professional issues (Irfayanti, 2020) . By analysing some of these worries, the researcher hopes to gain more knowledge about improving strategies and resolving problems that pre-service teachers encounter in their practical teaching. For the study, a sample of sixty students was chosen from the eight-semester student body at the University of Islam Malang. The pre-service teachers have the most mental preparation challenges, based on the results above, acquiring teaching materials, and gaining knowledge that makes them feel uneasy when they are in front of the class. The lowest percentage of difficulties pertain to mastering the steps of learning. Conclusion: Despite having undergone training, pre-service instructors in microteaching or informal or formal teaching experiences, individuals still struggle with instruction. Pre-service instructors without any prior teaching experience may potentially encounter mental health issues   as   a   result   of   this.

Furthermore, the microteaching method may be made more effective by using the newest technological advancements, including cell phones and the internet Önal has been researched about "An exploratory study on pre-service teachers' reflective reports of their video-recorded microteaching" The pre-service teachers who took part in this study were instructed to videotape and replay their microteaching performances before composing a reflective report on their work (Önal, 2019). According to the study's conclusions, there are several more advantages of incorporating videotaped microteaching into teacher preparation programs. For instance, during the experience, pre-service teachers have grown more confident and have gradually become less nervous. They have also learned more about their didactic skills, received feedback from a variety of sources, had the opportunity to see themselves "in action" through the use of video recording, and expanded their repertoire of didactic skills by seeing the performances of their peers. The pre-service teachers gained more experience and competence in managing unforeseen circumstances that arose during their performance, which was an additional benefit of the experience.

Pre-service educators stated that they would face challenges in the classroom, according to Elias in his study, "Pre-Service Teachers' Approaches to the Effectiveness of Micro-Teaching in Teaching Practice Programs." That is to say, they predicted that following the teaching experience, they would suffer from teaching anxiety. In reference to the micro-teaching apps, most students concur that watching videos is beneficial. In a similar vein, every participant says it help a lot view videos of all of the classmates together (Elias, 2018). As a result of their

increased experience, the participants claim to have made less mistakes in their second presentation than in their first. They were able to identify their strengths and weaknesses by watching both their own and their friends' movies together, which would be very helpful for their own future classes. These two results are consistent with those suggesting that microteaching enhances their expertise and abilities. This is one of the obstacles in microteaching learning. For example, there are some students who actually get assignments for micro-learning exercises/practices, but they don't have the courage to show up yet. This is because they generally lack trust self and lack mastery of the material. this is one of the facts that happens in every microteaching class.

The authors of this study aim to identify and address any problems each pre-service teacher has when engaging in microteaching learning. Some of the phenomena above can be observed, one of which is the difficulties of pre-service teachers in preparing for microteaching classes, difficulties of pre-service teachers in choosing the best learning strategies and methods, and goals that are not achieved during microteaching carried out by pre-service teachers.

The aforementioned descriptions pique the authors' interest in carrying out a study to find out how a pre-service teacher prepares all kinds of methods and strategies for teaching in microteaching classes with the title "Methods and Strategies Used by Pre-services Teachers in Micro Teaching". In order to determine how microteaching affects student teachers' ability to develop their teaching competence, the researcher chose to conduct a study at UMSU, specifically in the Department of English Language Education.

B. Identification of the Problems

There are several problems that can be identified in this study were:

1. In teaching practice, there is still a lack of understanding of the students competencies that each pre-service teacher must possess as a qualified teacher candidate, including pedagogical, professional, social, and personality competencies.

2. In teaching practice, pre-service teachers are still confused about choosing good strategies and methods for teaching.

C. Scope and Limitation

Based on the problem identification above, given the limitations of researchers in terms of ability, time, cost, and effort, it is necessary to limit the problem as follows:

1. Understanding the student abilities that every pre-service teachers must have as a certified pre-service teacher, including pedagogical, professional, social, and personality competencies.

2. Choosing effective teaching methods and strategies in micro-teaching learning sessions.

D. Formulation of the Problems

The formulation of the problem in this study were:

1. In micro-teaching sessions, what teaching methods and strategies are selected by pre-service teachers?

2. Why do pre-service teachers select these methods and strategies for micro-teaching classes?

3. What challenges do pre-service teachers encountered when implementing microteaching class?

4. How do pre-service teachers overcome the challenges when implementing micro-teaching class?

E. Objectives of the Study

The research objectives of the implementation of this research were:

1. To explore about select methods and strategies employed by pre-service teachers in their micro-teaching sessions.

2. To find out the reasons why teachers choose these methods and strategies in micro-teaching classes.

3. To find out what challenges pre-service teachers encountered when implementing micro-teaching classes.

4. To find out how pre-service teachers overcome challenges when implementing micro-teaching classes

F. Significant of Research

The theoretical significance of this research is expected to make a significant contribution to developing pre-service teacher practice, particularly in determining the methods and strategies that will be used in micro-eaching classes, particularly for faculty of teacher training and education in this case Muhammadiyah

University of North Sumatra, an educational institution that provides faculty of teacher training and education. In practical terms, it is hoped that the findings of this study will provide input, particularly for students or pre-service teachers, on aspects that are important to pay attention to in micro-teaching learning so that it is maintained if it already exists, and that this commitment will influence the performance of the student or pre-service teacher in question.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Micro-teaching

1.1 Definition of Micro-teaching

One method for practicing teaching performances that are carried out in a "micro" style is micro learning (micro teaching). This simplification relates to every aspect of learning, including time, resources, student count, the kinds of teaching skills being developed, the utilization of instructional techniques and media, and other learning components. One method of teacher preparation for acquiring instructional skills is microteaching. It makes use of actual classroom settings to foster skill development and advance understanding of the teaching profession (Remesh, 2013).

Micro-teaching is similar to stimulated social skill instruction in that it gives teacher candidates feedback for changing their own behaviour. This training concept is applicable to teachers at different pre-service and in-service stages of their professional development (Elias, 2018). The objective of the experiential learning initiative is to develop pre-service teachers into professionally reflective and critically thinkers who can instruct in both domestic and global educational environments. This term describes a range of instruction involving both content-bearing and non-content-bearing learning experiences that empower pre-service teachers to adopt an engaged, critical, and introspective role. Aspiring educators can use this programme to practise their teaching abilities and draft a lesson plan

for a small group of children. The microteaching programme has had shortcomings ever since it was launched, but its creator is continually working to improve it and address the flaws.

During the final five to twenty minutes of class, pre-service teachers can apply theory to real-world situations in front of their peers through micro-teaching activities (Allen, 1980). The main goal of microteaching is to give aspiring educators the chance to apply theory to real-world situations and assess their own strengths and weaknesses, and develop personally. They also learn to give and receive feedback through microteaching exercises. Pre-service teachers must approach their teaching critically, provide feedback to their peers on how they performed with their micro-teaching, and get input from those peers as well. To do this, students should examine their performance, attend and critique the presentations of their colleagues, and then improve based on their criticism. Micro-teaching is a method of training that equips future educators with fundamental and focused abilities in learning with a constrained or narrow scope. A streamlined version of classroom instruction and supervised practice that concentrates on specific teaching methods is called micro-teaching, classroom management, and the use of CCTV to offer feedback as quickly as possible. The goal of microteaching and learning is to provide students with useful foundational knowledge.

With the help of microteaching, student teachers can practice skills including grabbing students' attention, posing probing questions, efficiently using and managing time, and wrapping up the class. Additionally, by adopting micro-

teaching, student instructors can develop better class management techniques, choose more appropriate activities, "use teaching goals," "overcome difficulties" that arise throughout the learning process, and enhance their feedback- and evaluation-giving abilities. Micro-teaching is a teaching-learning exercise for prospective teacher students to develop their teaching skills and as a training medium for interacting with students. It can be concluded from the three discussions regarding the meaning of micro-teaching, namely that according to the name micro- teaching, the training process using a micro or small learning approach can be carried out for all aspects of learning.

1.2 Aim of Micro Teaching

Giving aspiring teachers the opportunity to practise different teaching strategies in front of their peers in a supportive setting is the main objective of microteaching. As a result, they have combined mental readiness, performance abilities, and the delivery of actual teaching techniques in the classroom. The overall goal of microteaching, according to Marno and Idris (2014: 66), is to provide student-teachers with opportunities to hone their teaching skills in front of friends in friendly, encouraging, and constructive environments so they can develop their mental, skill, and integrated performance in preparation for actual teaching (Idris, 2014).

Furthermore, the specific objectives of microteaching are as follows: (1) enhancing the skills of student teachers in lesson planning, particularly in creating plans that aim to enhance students' learning processes; (2) cultivating a

professional mindset in pre-service teachers; One of the qualities that a student teacher must acquire to be a professional educator is a professional attitude, (3) Microteaching courses give student teachers excellent experience that helps them become responsible instructors by preparing them to teach in ethics, (4) The capacity to define microteaching; in order to comprehend every aspect of microteaching within the teaching process, student-teachers must be familiar with the nature of microteaching. (5) Have the ability to speak up until the students understand; in order to facilitate easy understanding of communication during the learning process, a student-teacher must possess strong speaking abilities. (6) Being able to initiate and terminate a lesson; as a student-teacher, you have to be able to initiate and terminate the learning process with success. (7) Asking the right questions is the aim of microteaching; to encourage actively participating students in the learning process, the student-teacher must be able to ask questions effectively, (8) In order to stimulate students' thinking and foster excitement, it is essential for microteachers to be able to support their efforts and provide reinforcement through learning procedures.

And then, (9) Creating variety in instruction: To prevent students from becoming disinterested in their studies, teachers and students in micro-teaching must be able to come up with different versions of effective learning models, (10) The ability has to effectively use the lesson's tool; in the technological age, students intructions must now be able to use a range of tools in teaching including ineffective tools like computers and other learning aids, (11) The goal of microteaching is to enable objective, systematic, critical, and practical observation

of teaching skills. Student teachers must possess these qualities, (12) The capacity has to act in the capacities of teacher, boss, pupil, and competent observer; This ability is necessary for teachers to understand the areas in which their students excel and where they fall short, (13) In order for student teachers to apply teaching theory in authentic settings, they must possess the ability to apply it in pedagogical, methodological, and pedagogical contexts, (14) A student teacher needs to have comprehensive training and experience since doing so makes it simple to instruct in front of a class and exerts control over the environment. Gaining self-confidence via training is crucial.

1.3 The Benefits of Micro Teaching

Student teachers learn a great deal of teaching-related skills, knowledge, and experience through microteaching. According to Popovich and Katz (2009), microteaching helps with the skill-building of aspiring teachers as well as the comparison of the efficacy of various teaching philosophies. However, Subramanlam (2006, cited in Saad et al., 2015) makes it abundantly evident that microteaching offers the following advantages: 1) It gives pre-service teachers a taste of what teaching is really like. 2) Presents pre-service teachers with their teaching responsibilities. 3) Aids in their understanding of the significance of organising, making decisions, and carrying out instruction. 4) Gives them the chance to hone and expand their teaching abilities. 5) Assists in boosting their self-assurance when instructing.

1.4 Definition of Pre-service Teachers

Pre-service teachers, also known as internship teachers, are education majors undergoing professional teaching preparation, particularly in the English education major. Students practise becoming real teachers in the classroom during this training. To be certified teachers, they must complete teaching courses. Pre-service teachers are educators who have completed their preparation for teaching before entering the workforce, according to Mergler (2012). Because of this, pre-service teachers are well-equipped to teach once they graduate from college.

Those who practise to become teachers in the classroom are known as pre-service teachers. During their training, pre-service teachers concentrate on the pedagogical concept. The pre-service teachers discussed the lessons they had learned at the university with one another. As they apply their knowledge in settings like classrooms and schools, pre-service teachers develop the idea of teaching. They follow the lesson plan they have prepared when they teach. In addition, they are required to practise teaching during the main activity, which gives them numerous opportunities to hone their teaching abilities. Mergler (2012) stated that pre-service teachers possess strong pedagogical abilities and can be competent educators in the school when participating in a teaching practice programme.

2. Methods of Teaching

The way a teacher interacts with pupils while teaching is known as their teaching methodology. As a result, teaching strategies play a part in developing the teaching and learning processes. It is envisaged that using this approach,

various student learning initiatives will develop in relation to the teacher's instructional

efforts. In the meantime, a generalised set of specifications in the classroom for linguistic goals is the Brown defined method. The roles and behaviours of teachers and students are the primary focus of the methods. In addition, language and subject matter objectives, sequencing, and materials are the focus of method (brown, 1994).

2.1 Type Methods of Teaching

According to Sutikno (2019) asserts that certain instructional strategies include: The first type of instruction is the lecture method, which involves teachers giving students oral explanations of the material; 2). Question and Answer Method: this technique involves posing questions that students must respond to in order to receive their lessons. These questions can come from teachers to students or vice versa; 3). The discussion method is a means of teaching in which the instructor works with the students to identify solutions to problems they encounter; 4. Similar to the discussion method, the group discussion method A group is an exchange of ideas on a subject; 5). Demonstration Method, demonstration in conjunction with presenting information can be interpreted as an effort demonstration of a way of doing something; 6). Game Method (Games), popularly known as warm-up (ice breaker). So, the meaning of warming up in the learning process is to break the situation of students' mental or physical stiffness;

Next, 7). Story Method, Stories brought by the teacher must be interesting and invite students' attention and cannot be separated from the learning objectives;

8. Team Teaching, team Teaching is a way of presenting material lessons conducted by teams (consisting of two, three or several teachers); 9). Peer Teaching, exercise or practice of teaching, that is His students are his friends. The goal is to acquire internal skills teach; 10). Field trip method, the field trip method is an internal method learning process, students need to be invited out school, to inspect a particular place or object contains history, this is not recreation, but for learn or deepen their lessons by seeing directly or in reality; 11). Tutorial Method, this tutorial method is provided through help tutors. After students are given teaching materials, Then students are asked to study the teaching material; 12). Role Model Method, the role model method can be interpreted as "a good example." By having an example well, it will foster a desire for others to imitate or follow him; 13). Group Work Method, the group work method is mutual effort help between two or more people, between individuals with other groups in carrying out tasks or resolve the problems encountered and working on various prospective programs to create benefit and prosperity together; 14). The assignment method involves the teacher assigning tasks to students within a set time frame, and the students are accountable for completing the tasks assigned to them;

And then, 15). Brainstorming (Brainstorming): This method involves holding discussions to collect ideas, opinions, information, knowledge, and experience from all participants; 16). The practice method, also known as the training method (driil), is a way to impart knowledge and form habits. additionally as a way to keep up positive habits. In addition, this technique can be utilised to acquire

opportunity, skill, dexterity, and precision; 17). The Experimental Method is a teaching strategy that lets students conduct experiments to support a hypothesis or answer a question for themselves; 18). Learning Method with Modules, he Learning Method with Modules is learning methods carried out with prepare a study package containing units single concept of learning material, to be studied by the students themselves and if they have mastered it, Then you can move to the next study package unit; 19). The Field Practice Method is designed to help students become more proficient in applying the knowledge and skills they have acquired; 20). Symposium Method, the symposium method is a method that presenting a series of speakers in various topic groups in certain material fields (Sutikno, 2019).

3. Strategies of Teaching

The definition of learning (instruction) is "an effort to teach a person or group of people through various efforts and various strategies, methods, and group of people through various efforts and various strategies, methods, and approaches toward achieving the goals that have been planned," in simple terms. Additionally, teaching can be considered as a form of learning. programmed with an instructional design that prioritizes giving students access to learning resources to encourage active learning. An outline of the planned tactics required to carry out the strategies is included in a teaching strategy, which is a generalised lesson plan that also includes instructional objectives and structure. Issac (2010) goes on to say that teaching tactics are the behaviours that an instructor demonstrates in the classroom, such as developing instructional strategies, providing the right

stimulus for prompt responses, practicing previously learned responses, increasing response rates through extracurricular activities, and so forth (Sri Rahayuningsih, 2022). In this essay, "strategy" refers to the methodical planning and execution of an action. The term "method" implies an organised way of going about things. That's why we refer to a series of actions required to apply any general model that's being used in the classroom as a technique or procedure.

All these components originate from a more extensive and all-encompassing model. Teaching strategy is the result of combining various methods; for instance, a lecture, text book, or question-and-answer format cannot be used independently. It is a macro approach that views teaching as a science with the goal of creating a conducive learning environment. It is founded on current organisational theories and consists of predetermined objectives that become strategized.

3.1 Type Strategies of Teaching

According to Haudi (2021), there are numerous teaching strategies that can be used in the classroom. In his book, he describes these strategies in the following ways:1. According to Sanjaya, an expository learning strategy (SPE) is a method of instruction that prioritises verbal delivery of content from the teacher to the students with the goal of ensuring that the students fully understand the material; 2). Discovery learning, is teaching methods that organize such teaching in such a way that children gain knowledge Previously he didn't know it didn't go through notification, partially or completely found Alone; 3). Mastery Learning Strategies, the complete learning approach is one of effort in education that aims to motivate

students achieve mastery of certain competencies. By placing Complete learning is one of the main principles in supports the implementation of curriculum-based competency, meaning complete learning is something that must be understood and implemented with as best as possible by all school members; 4). An inquiry-based learning approach is a set of exercises that highlights critical thinking and analysis in order to find and develop one's own solution to a given problem. The teacher and students typically engage in question-and-answer sessions to carry out the thought process itself; 5). Problem-Based Learning Strategy: This approach places a higher priority on the learning process, with the teacher's job being to assist students in developing self-direction skills. Learning based on the problem of its use within the level thinking higher, in situations oriented problems, including how to learn;

Next, 6). Contextual Learning Strategy (Contextual Teachig Learning), Contextual learning (Contextual Tachig Learning) or CTL for short, is a learning approach that places an emphasis on how learning materials relate to the real world so that students can make connections and apply the learning outcomes competencies in their day-to-day lives. The teacher's job in this lesson is to make learning easy for the students by providing a variety of resources and facilities that are necessary for learning; 7). Affective Learning Strategies: These are learning techniques that go beyond simply expanding one's horizons. Specifically, attitudes and affective abilities pertaining to a volume that is challenging to carve out because it deals with consciousness and the development of an internal person. Ability to adopt an attitude Interests and attitudes that can take the shape

of accountability, discipline, commitment, confidence, honesty, and respect for the opinions of others are associated with affective intelligence; 8). A collection of teaching techniques intended to foster student interactions and cooperation groups are collectively referred to as cooperative learning strategies, cooperative learning, or cooperative learning. aims The development of social skills, acceptance of diversity,   and

academic learning outcomes are the three learning objectives that cooperative learning aims to achieve; 9). Capacity Building Learning Strategies Thinking, is a learning strategy which focuses on capacity development students think through studying facts or children's experiences as material for solving problem raised. (Haudi, 2021)

4. The Differences between Teaching Methods and Teaching Strategies

Effective instruction depends on both teaching methods and teaching strategies. Teaching methods relate to educators' general approach or framework for delivering knowledge and facilitating learning. It includes the broader concepts and philosophies that underpin the educational process, like inquiry-based learning, cooperative learning, and direct instruction. Teaching strategies, on the other hand, are specific approaches or actions used in conjunction with a specific teaching method to engage pupils and improve knowledge. These strategies may involve the use of multimedia, hands-on exercises, group discussions, or problem- solving assignments. While teaching methods provide the structure and direction for instruction, teaching strategies are the practical tools that teachers utilize to achieve the desired learning outcomes. Both teaching methods and teaching strategies are crucial in creating an engaging and effective learning environment.

The scope and amount of specificity of teaching methods and teaching strategies range significantly. Teaching methods are broader in scope, embracing the overall instructional approach, whereas teaching strategies are more particular

and practical, focusing on the approaches and actions employed within the method. Meanwhile, Sutikno (2014, p. 33) noted that the meaning of "method" literally means "way"; a method is a process or procedure utilized to attain specific aims. According to Frelberg & Driscoll (1992), learning strategies are used to achieve various learning goals at various levels, for different students, and in different contexts.

In other words, teaching method supply the "big picture" framework, whereas teaching strategies provide the "nuts and bolts" of effective instruction. Another difference is that teaching methods are often chosen based on the subject matter and learning environment, while teaching strategies are selected based on the specific learning objectives and student needs. For example, a teacher may choose a lecture-based teaching method for a content-heavy subject, but within that method, they may employ various strategies such as visual aids, questioning techniques, or group discussions to enhance student understanding and engagement.

5. EFL (Method and Strategies)

The study of English by non-native speakers in nations where English is not the official language is known as English as a Foreign Language (EFL). This should not be confused with learning English in a nation where the majority language is English, which is known as English as a Second Language or English as an Additional Language. Here are some commonly used EFL methods and strategies, Specifically, the Direct Method, the Total Physical Response Method,

the Silent Way, Community Language Learning, the Grammar Translation Method, the Oral Approach and Situational Language Teaching, the Total Physical Response Method, and the Audio-Lingual Method, according to Jack Richards and T and Gültekin Boran.

Spoken language instruction was the primary focus of the *Oral Approach and Situational Language Teaching* at first. The language used in the classroom is the target language. Situational practice and introduction of new language points.

The Grammar-Translation Method concentrates on teaching the language and helping students gain an appreciation for the literature in the target language. Students read passages in the target language and respond to the following questions.

The foundation *of the Audio Lingual Method* is behaviourism, which holds that developing appropriate language habits is the key to learning a language. Until they can generate patterns on their own, the learner repeats patterns.

Functions are prioritised over forms in *Communicative Language Teaching (CLT)*, which emphasises the need to teach communicative competence rather than linguistic competence. Typically, students engage in communicative activities in small groups using real materials. Prioritising listening comprehension at first, Total Physical Response (TPR) mimics the initial phases of mother tongue acquisition before advancing to speaking, reading, and writing.

Gattegno's theory, known as *The Silent Way*, holds that learning should take precedence over teaching and that students should learn how to judge something

for themselves. Reading, writing, speaking, and listening are the four skills that are taught from the very beginning.

The term *Community Language Learning (CLL)* refers to a method known as Counseling-Learning that was created from Curran's applications of psychological counselling techniques to education. The application of Counseling-Learning theory to language instruction is known as Community Language Learning.

Lozanov's approach, known as *Suggestopedia*, aims to assist students in removing psychological obstacles to learning. Music is used to accompany the presentation of dialogues. During a "activation" phase, students simply unwind and listen to them being read. Later, they will engage in playful language practice.

Since translation is not permitted, *the Direct Method (TDM)* enables students to understand meaning through the target language taught from the start. The meaning of vocabulary words and concepts in everyday language is clarified through the use of visual aids and educational resources.

B. Previous Relevant Studies

The researcher look at some relevant material from the several studies that are related to this research in this subsection. Arafah (2019) wrote the first research study and carried out a study "The Implication of Microteaching Course on Student Teachers' Competences in Teaching". According to this study, after studying microteaching, teacher candidates agreed that it improved their performance as instructors by a comparable margin. The instrument of choice for data collection in this study was the semi-structured interview and selecting the

research participants, the researcher employed a purposive sampling technique. To determine how microteaching affects student instructors' development of their teaching competency, The Department of English Language Education at UIN Ar-Raniry was the study's designated location. The study concludes that the effects of microteaching courses on student teachers' competencies in the classroom include aiding them in creating lesson plans, refining their classroom management techniques, and assisting them in enabling students to learn effectively. The student teachers concur that the microteaching course benefits them greatly, particularly in terms of enhancing their teaching abilities. This study and previous research are similar in that they both seek to understand how pre-service teachers improve classroom management, help students learn successfully, and develop their teaching skills.

Second, Utami (2020) wrote a research study and carried out an investigation on "An Analysis of Students' Challenges in Micro Teaching Class : Phenomena at English Language Education FKIP UIR". According to this study, The researcher used a descriptive qualitative approach to gather information from potential teachers while looking into the demographics of the students' difficulties in the microteaching class. The researcher entered all of the data into Excel so that it could be examined during the analysis process. The study's findings revealed that pre-service teachers primarily encountered challenges in the managerial category, which addressed the first research question (Utami, 2020). This research has related with the research that studied by researchers, namely what challenges each

pre-service teachers encountered in micro-teaching classes when providing learning material.

Third, Ratih (2016) wrote a research study about "The Micro Teaching Strategies to Deal with Classroom Management." The purpose of this study is to determine the methods that students who are receiving microteaching employ to handle classroom management. Eight microteaching students from Satya Wacana Christian University's English Language Education Programme participated in a stimulated recall interview to gather the data. Convenience samples are used in the selection of participants. The results demonstrate that students who receive microteaching frequently employ a laissez-faire approach to classroom management, whereas coercive strategies are rarely employed (Ratih, 2016). This study provides researchers in finding about several strategies that might be applied in dealing problems in classroom management.

Fourth, research study was written by conducted study on Sari (2020) "An Analysis of Perceived Benefits of Students' Microteaching to their Teaching Practicum Class" The purpose of this study is to investigate how student teachers perceive the advantages of microteaching as a sufficient preparation for their teaching practicum and the aspects of the practicum that are not fully covered in the microteaching. Semi-structured interviews and thoughtful journal entries were the methods utilised in this qualitative study to gather participant data. The research results showed that the microteaching helped the student teachers improve their fundamental teaching abilities, which included raising their self-esteem, receiving constructive criticism, improving their communication skills,

becoming more adept at using chalkboards, becoming more questioning, and honing their reinforcement techniques. This study is utilized as a reference in this research, namely to determine the benefits of micro-teaching for pre-service teachers and to carry out practical activities in micro-teaching classrooms.

Fifth, research study was written by conducted study on Sartika (2020) "Students Perceptions of the Effectivenes of Microteaching Class on Pre-service English Teachers' Competence" the researcher is interested to know aboutstudents' perceptions of microteaching subjects. Because with perception he can find out the mistakes of his peers teaching, improve teaching skills as well as increase knowledge in teaching. This research used a descriptive qualitative method. The subject of this research was the seventh semester students of English Department at Muhammadiyah University of Makassar. The data of students' perceptions was obtained from the result of the questionnaire. From the data that obtained, the students' perception of the effectivness of microteaching class on their pedagogical competence as pre-service English teachers is the students get they ability to plan the organization learning materials and being able to apply the teaching off basic skills and they ability using media or source and the students ability of developing learning materials on their professional competence as pre-service English teachers get teaching skill in the process of microteaching courses. This study's findings about pre-service teachers' efficacy in micro-teaching classes with respect to their pedagogical competency are similar to those of this research.

The purpose of this research, which is supported by the five investigations, is to identify perspectives and demonstrate the optimal instructional model for

preservice teachers to identify the techniques and approaches employed when learning microteaching. By updating the data that be obtained in this investigation, this research is intended to support the conclusions of earlier studies. As a result, Preservice teachers looking for appropriate learning in microteaching learning while choosing teaching tactics and strategies are expected to use this research as a reference.

C. Conceptual Framework

The purpose of this study is to investigate how students in the UMSU English Education Study Program see the microteaching learning that occurs in the microteaching class when they are pre-service teachers.
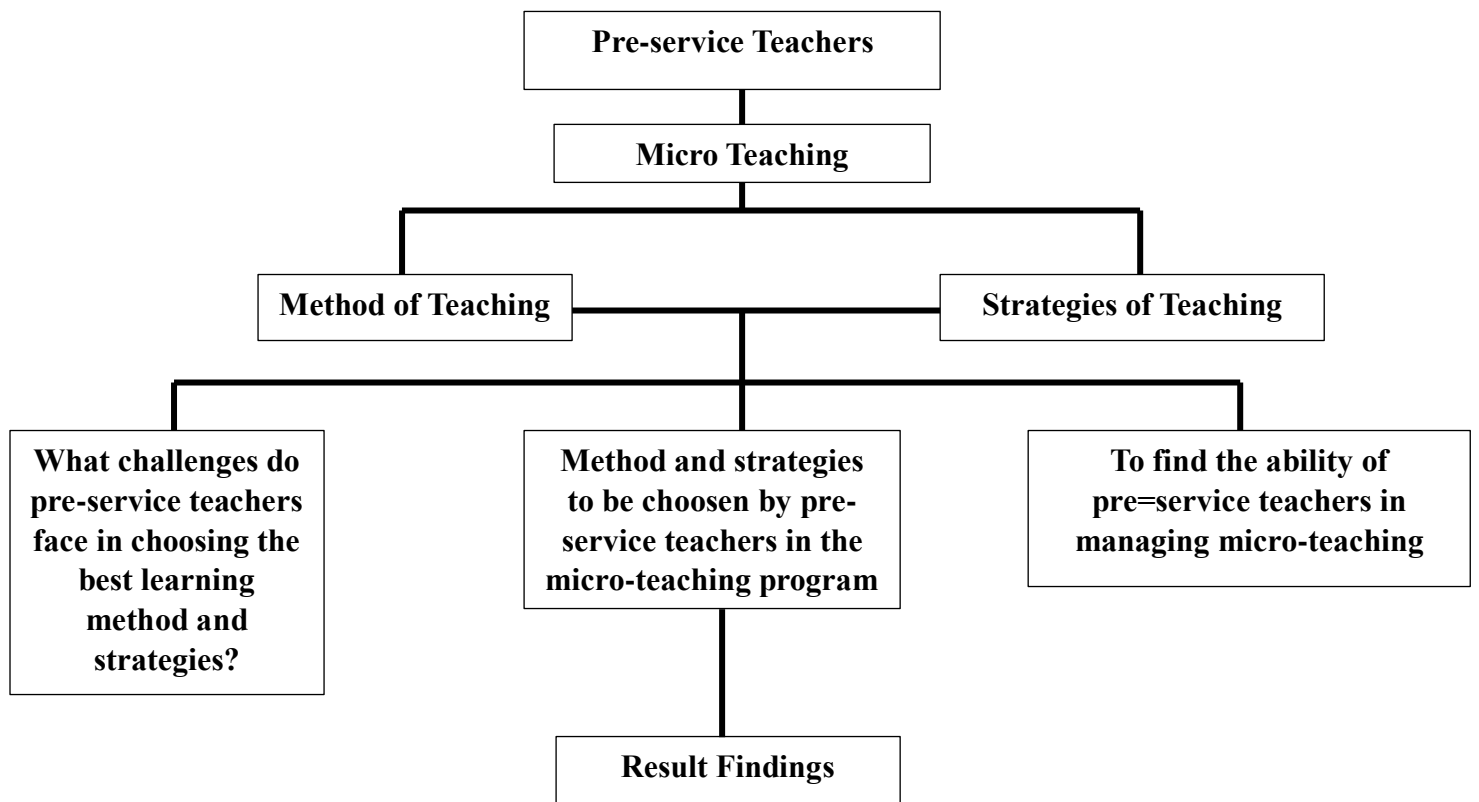

Figure 2.1 Conceptual Framework

CHAPTER III

METHODOLOGY

A. Research Design

This study employed a qualitative descriptive research with the proposive sampling technique. Merrriam in the book Qualitative Research and Case Study Appliciations in Education sets out to bring about clarity in what constitutes a case study, how it differs from other qualitative research methods and when it is most appropriate to use it (Yazan, 2015). In one of the early understandings, Eisenhardt defines it as a research strategy that focuses on understanding the dynamics present within single settings and aims at providing a description, testing theory, or generating theory (Eisenhardt, 1989). I made the decision to use qualitative research as my method of choice because I believed it was crucial to obtain thorough information from participants about the methods and strategies that preservice teachers choose to use in the classroom and the benefits of microteaching students for their teaching practice based on their feelings and experiences during the teaching practicum. In addition, semi-structured interviews and document analysis were used in the data collection method for this study. Based on the theories above, this study describe students' perceptions of their experiences in micro-teaching learning, especially for pre-service teachers in making what methods and strategies to use while in the micro-teaching class.

B. Source of Data

The study include researchers watching videos of four students from Muhammadiyah University of North Sumatra's Faculty of Teacher Training and English Education who have studied micro teaching lessons from each class. In an interview at UMSU for the 2022–2023 academic year, as research material. The researcher's emphasis for students UMSU English Education majors who had taken the microteaching course was determined by the following factors: The researcher is a North Sumatra native and student at Muhammadiyah University, which is the first reason this research will be more effective. UMSU students' participation in microteaching courses, particularly the English Language Education Study Program, is the second explanation. This study will look at teaching methods and strategies employed in UMSU microteaching courses, as well as how students perceive learning through microteaching.

C. Techniques of Collecting Data

Generally in this research, the researcher observe by watching videos of four students from Muhammadiyah University of North Sumatra's Faculty of Teacher Training and English Education who have studied micro teaching lessons from each class. Four out of students in a class conduct interviews as part of this research. We choose research informants using a proposive sampling method. Purposive sampling, The purposive sampling technique, also called judgment sampling, is the deliberate choice of a participant due to the qualities the participant   possesses.

It is a nonrandom technique that does not need underlying theories or a set number of participants. Simply put, the researcher decides what needs to be known and sets out to find people who can and are willing to provide the information by virtue of knowledge or experience (Bernard, 2002).

D. Techniques of Analyzing Data

The most complicated and challenging phase of qualitative research is data analysis, which requires the researcher to examine and interpret material gathered through many methods, including interviews, observations, documents, audio recordings, field notes, transcripts, etc.

Data reduction and organization, synthesis, pattern search, and importance discovery are all part of the analysis. To come up with explanations, formulate hypotheses, or posit new questions, the researcher must arrange what she has seen, heard, and read and attempt to make sense of it. According to (Matthew B., 1994) data analysis as consisting of three concurrent follows of activity:

1. Data Collection

in this study, the researcher chose four to serve as sources according to the title "Methods and Strategies Used by Pre-Service Teachers in Micro Teaching" by focusing on questions regarding the learning methods and strategies used by pre-service teachers, simplifying them and then abstracting and transforming the data into in a written observation sheet by selecting information and interview transcripts and observation sheets based on the research problem.

2. Data Display

In this case, the researcher displays data by collecting organized information through sources in the research, by knowing the methods and strategies used by pre-service teachers in learning, by selecting data in a simple and systematic way so that the data collected can be controlled by researchers.

3. Conclusion Drawing and Verification

The final step is to develop conclusions and validate them once the data is presented. To characterize all the data and produce answers, this will be used to study the perspectives of students/pre-service teachers in determining the teaching methods and strategies used in this micro teaching course.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Findings

This research is qualitative descriptive research. Participants in this study are students majoring in English education at the Muhammadiyah University of North Sumatra who have taken micro-teaching courses. Data were collected through ended-closed questions. There were 4 participants chosen by observing videos that had been uploaded on social media during teaching practice in the micro-teaching class. Researchers provide participants the option to voice their thoughts on micro-teaching learning and their experiences while engaging in micro-teaching class practice.

This research also conducted telephone interviews via What's App voice calls and voice records. Interviews were conducted personally with informants. The informants for this research were four students who met research standards. After collecting all the interview, the researcher analyzed it by reducing interview related to students' perceptions of practical learning in micro-teaching classes. The interactive model proposed by (Mattew B. Miles, 2014), namely data collection, data condensation, data presentation and drawing and verifying conclusions is used in analyzing data.

Based on the research findings, this in-depth interview aims to answer questions research, namely: 1). In micro-teaching sessions, what teaching methods

and strategies are selected by pre-service teachers? 2). Why do pre-service

teachers

select these methods and strategies for micro-teaching classes? 3). What challenges do pre-service teachers expect to face when implementing micro-teaching class? 4). How do pre-service teachers overcome the challenges when implementing micro-teaching class?

Based on research findings, the results of learning methods and strategies with different perceptions given by pre-service teachers are analyzed below:

1) **Teaching methods and strategies are selected by pre-service teachers**
   a) **Teaching strategies**

Pre-service teachers has the different methods and strategies in teaching in the micro-teaching class, as from a resource the first person who said that as a pre-service teacher she has strategies in learning, namely:

"The strategies teaching that I choose is Cooperative learning strategies."

The statement from the interview results, the strategy used by the resource the first person was in accordance with the interview that had been conducted previously. in the micro-teaching practice video she conducted, the resource person uses cooperative learning strategies. This is proven in the video where the resource person carries out several learning activities such as forming groups during learning activity sessions, including making group assignments and then exchanging ideas between groups. This is a characteristic of cooperative learning strategies according to Ibrahim dalam Majid (2013).

Then, joined by a resource the second person who is a pre-service teacher who has a strategy, namely:

"The strategy teaching that I choose is the Inquiry learning strategy."

Through the statement from the interview results, the strategy used by the resource the second person was in accordance with the interview that had been conducted previously. in the micro-teaching practice video she conducted, the resource person uses inquiry learning strategies. This is proven in the micro-teaching videos that she does using inquiry learning strategies, such as giving assignments during learning sessions, by providing questions and answers during learning sessions and thinking critically to search for and find his own answers in the assignments that have been given.

For the resource the third person, she answered that the learning strategies she had were:

"The strategy of teaching that I choose is the Expository learning strategy."

Through the statement of the interview results, the strategy used by the resource the third person was in accordance with the interview that had been conducted previously. in the micro-teaching practice video she conducted, the resource person uses expository learning strategies. This is proven in the micro-teaching videos that she does using expository learning strategies, such as at the opening of learning activities, she explains each purpose of the learning material that   he   provides   verbally   and   optimally.

And the last person, answered that in the micro teaching class she had a learning strategy, namely:

"The strategy of teaching that I choose is the Inquiry learning strategies."

Through the statement of the interview results, the strategy used by the last resource was in accordance with the interview that had been conducted previously. in the micro-teaching practice video he conducted, the resource person uses inquiry learning strategies. This is proven in the micro-teaching video that he does using expository learning strategies, such as at the opening of learning activities, he explains each purpose of the learning material that he provides thoroughly, then he does questions and answers where critical thinking skills are needed during the learning session and finally finds answers to problems that have been asked previously.

b) Teaching methods

The resource individuals who are pre-service teachers also have varied learning methods for reaching learning objectives, one of them is the first resource person. She employs the following approaches to learning:

"The methods of teaching that I choose are the Lecture method, group work method, and group discussion method."

Through statements from the interview results, the researcher observed via video the practice of micro-teaching in accordance with the results of previous interviews, where in the video the pre-service teacher with the first resource person   carried   out

the methods she said in the interview such as the lecture method used in opening the activity learning, explaining in detail the learning theme that will be implemented including the objectives of the learning. then she used the group work method in carrying out the assignments given during the micro-teaching practice session. and finally she used the group discussion method to discuss the assignment by exchanging ideas between the groups to achieve the learning objectives.

Then, joined by a resource second person who is a pre-service teacher who has a strategy, namely:

"The methods of teaching that I choose are the Lecture method, assignment method, and discussion method."

Through the statement of the interview results, the method used by the resource second person was in accordance with the interview that had been conducted previously. This was proven through video observations of the resource person's micro-teaching practice which showed the use of the lecture method at the opening of learning activities and also explained the learning themes that would be discussed. Then the resource person uses the assignment method by giving assignments according to the learning theme being carried out. Finally, the resource person uses a discussion method by holding a discussion after the assignment has been given and carried out.

For the resource third person, she answered that the learning strategies she had were:

"The methods of teaching that I choose are the lecture method, question and answer method, group work method, and assignment method."

through the statement of the interview results, the method used by the resource third person was in accordance with the interview that had been conducted previously. This was proven through video observations of the resource person's micro-teaching practice which showed the use of the lecture method at the opening of learning activities and also explained the learning themes that would be discussed. then the resource person uses a question and answer method by asking several questions and answering questions during the learning session. Next, the resource person uses the group work method by forming groups during learning activities. Finally, the resource person uses the assignment method by giving an assignment at the end.

And the last person answered that in the micro teaching class she had a learning strategy, namely:

"The methods of teaching that I choose are the Lecture method, question and answer method, and assignment method."

Through the statement of the interview results, the method used by the last person was in accordance with the interview that had been conducted previously. This was proven through video observations of the resource person's micro-teaching practice which showed the use of the lecture method at the opening of learning activities and also explained the learning themes that would be discussed. then the resource person uses a question and answer method according to the learning

theme that will be discussed. and finally the resource person uses the assignment method by giving assignments according to the themes discussed previously.

2) **The reasons pre-service teachers select these methods and strategies for micro-teaching classes**

The next question was regarding the reasons why pre-service teachers chose these methods and strategies in micro-teaching classes, according to the first resource person the reasons she chose these methods and strategies were:

"Because these methods and strategies can provide efforts for students to provide ideas and feedback in group work learning during micro-teaching sessions to increase student effectiveness, especially in cooperative learning strategies, where this strategy is very suitable with the methods I have in micro-teaching classes, namely strategies designed to educate group cooperation and student interaction."

The first resource person said that the reason why she chose these methods and strategies was to provide efforts to students in providing ideas and input in group work learning to increase student effectiveness in teaching sessions.

The second resource person picked this methods and strategies for the following reasons:

"Because these methods and strategies can encourage students to be involved and participate in learning activities during micro-teaching sessions."

According to the second resource person, she said the reason why he chose these methods and strategies was that these methods and strategies could encourage students to become involved and participate in learning activities in micro-teaching sessions.

Next, the third resource person, has reasons why she chose this method and strategy:

"The reason I chose these methods and strategies was because of these methods and strategies and by the specific learning objectives that I wanted to achieve during the micro-teaching session."

According to the third resource person, she said that the reason why she chose these methods and strategies was because of the specific learning objectives he wanted to achieve during the micro teaching session.

The last resource person, explained why she chose this method and strategy, namely:

"Because these methods and strategies are very effective in micro-teaching classes, and also each student has a different way of understanding learning, that's why I chose these methods and strategies to cover the various learning needs of students."

According to the last resource person, the reason why she chose these methods and strategies is because they are very effective in micro teaching classes, and according to her students have different ways of understanding learning, and cover various student learning needs.

3) The challenges pre-service teachers encountered when implementing micro-teaching class

Then the question regarding what challenges pre-service teachers encountered when implementing micro-teaching classes according to the first resource person are as follows:

"Microteaching challenges might include time management, participant involvement, and difficulties conveying information effectively."

The first resource person said that the challenges she had included time management, participant involvement, and difficulties in conveying information effectively.

Then join a the second resource person who is a pre-service teacher who has challenges faced when implementing micro-teaching classes, namely:

"The problem is to adapt to the personalities of the students. Choose a suitable material. Class management is necessary to maintain student involvement."

According to the second resource person, she said that the challenges she had were adapting to students' personalities, choosing the right material, and also class management to maintain student involvement.

The third resource person answered that the challenges she had when implementing micro-teaching were:

"Designing lesson plans, preparing creative learning media that involves students or student centers, and of course asking what technological facilities the school

has that can support micro-teaching, understanding student needs, Preparing Teaching Materials, Implementing Class Discipline, and Maintaining Motivation."

According to the third resource person, she said that the challenges she had were designing lesson plans, preparing creative learning media, the availability of school facilities to support micro-teaching, understanding students' needs, preparing teaching materials, implementing classroom discipline, and maintaining motivation.

And the last resource person, answered that the challenges she had in implementing micro-teaching were:

"The challenge is makes careful learning plans. How the teachers started the material, giving matters, giving ice breaking, providing evaluation, all of them is not made with carelessly."

According to the last resource person, the challenge she has is making a good learning plan, how the teachers started the material, giving matters, giving ice breaking, providing evaluation.

4) Pre-service teachers overcome the challenges when implementing micro-teaching class

And for the final question regarding how pre-service teachers overcome challenges when implementing micro-teaching classes, according to the first resource person, namely:

"Teachers may overcome this by designing a structured teaching plan, actively connecting with participants, and leveraging feedback for development."

According to the fisrt resource person, she said how he overcame this by designing structured teaching, actively connecting with participants, and utilizing feedback for development.

Then join the second resource person who is a pre-service teacher who overcomes the challenges faced when implementing micro teaching classes, namely:

"Overcome these obstacles with ingenuity and adaptability so that micro-teaching sessions maximize student learning."

According to the second resource person, how he overcomes this is through the ability to adapt to micro-teaching sessions and maximize student learning.

The third resource person answered that in overcoming the challenges he experienced when implementing micro teaching were:

"how can I support them in this challenge by providing input on how to prepare good teaching materials, apply good classroom discipline, and also maintain student motivation so that they continue to want to participate in teaching and learning activities."

According to the third resource person, how she overcomes these challenges is by providing input on how to prepare good teaching materials, implement good classroom discipline, and also maintain student motivation so that they continue to participate in teaching and learning activities.

And the last resource person, answered that how to overcome the challenges he faced in implementing micro teaching was:

"and overcome this by making careful planning and also the need for continuous teaching practice so that pre-service teachers can reflect and also get feedback during micro-teaching learning sessions."

According to the last resource, the way she overcomes this is by making careful planning and also the need for continuous teaching practice so that pre-service teachers can reflect and also get feedback during micro-teaching learning sessions.

B. Discussion

Based on these findings, the questions asked in this research are: 1). What methods and strategies do pre-service teachers use during teaching activities in micro-teaching classes? 2). Why do pre-service teachers choose these methods and strategies for microteaching classes? 3). What challenges may prospective teachers face when implementing microteaching classes? 4). How do prospective teachers overcome challenges when implementing microteaching classes?

To answer this question, students of the English Department of Muhammadiyah University of North Sumatra, using interviews, can conclude as follows:

1. Pre-service teachers have different learning methods and learning strategies according to the needs used in micro-teaching classes

2. Pre-service teachers have different reasons and intentions in determining the methods and strategies used in each micro-teaching class

3. Pre-service teachers have various challenges and how they overcome challenges in implementing micro-teaching classes

To prove this research, researchers made observations by watching videos showing resource persons during micro-teaching practices. The results of these observations are then checked to see whether the methods and strategies used in the video are the same as the results of the interviews that have been conducted. According to Ahmet Önal, In his journal titled "An exploratory study on pre-service teachers' reflective reports of their video-recorded microteaching" he analyzed that participating pre-service teachers were asked to video-record their micro-teaching performances and watch them several times before writing reflective reports on their performance. Content analysis approaches were used to analyze reflective reports, and their views of their instructional skills were determined (Önal, 2019). This research is used as a reference in observing whether pre-service teachers use the methods and strategies in the micro-teaching practice videos in the same way as the results of interviews that have been conducted.

The first research question aims to identify what methods and strategies are used by pre-service teachers in micro-teaching classroom sessions. All pre-service teachers in this study have different learning methods and learning strategies. Therefore, researchers want to know by observing video recordings of pre-service teachers during micro-teaching practice, whether the methods and strategies used are the same as the results of interviews that have been conducted.

Teaching method:

a) *The methods of teaching that I choose are the Lecture method, group work method, and group discussion method.* (P1)

b) *The methods of teaching that I choose are the Lecture method, assignment method, and discussion method.* (P2)

c) *The methods of teaching that I choose are the lecture method, question and answer method, group work method, and assignment method.* (P3)

d) *The methods of teaching that I choose are the Lecture method, question and answer method, assignment method.* (P4)

In the first question, pre-service teachers were asked to determine what methods and strategies were used during micro-teaching class sessions, one of which was learning methods. According to the first resource person, she said that the methods she used in micro-teaching practice were the lecture method, group work method and group discussion method.

"*The methods of teaching that I choose are the Lecture method, group work method, and group discussion method.*"

Through statements from the interview results, the researcher observed via video the practice of micro-teaching in accordance with the results of previous interviews, where in the video the pre-service teacher with the first resource person carried out the methods she said in the interview such as the lecture method used in opening the activity learning, explaining in detail the learning

theme that will be implemented including the objectives of the learning. then she

used   the   group   work

method in carrying out the assignments given during the micro-teaching practice session. and finally she used the group discussion method to discuss the assignment by exchanging ideas between the groups to achieve the learning objectives.

According to the second resource person, she said that the methods she used in micro-teaching practice were the lecture method, assignment method and discussion method.

"The methods of teaching that I choose are the Lecture method, assignment method, and discussion method."

Through the statement of the interview results, the method used by the second resource person was in accordance with the interview that had been conducted previously. This was proven through video observations of the resource person's micro-teaching practice which showed the use of the lecture method at the opening of learning activities and also explained the learning themes that would be discussed. Then the resource person uses the assignment method by giving assignments according to the learning theme being carried out. Finally, the second resource person uses a discussion method by holding a discussion after the assignment has been given and carried out.

According to the third resource person, she said that the methods she used in micro-teaching practice were the lecture method, question and asnwer method, group work method, and assignment method.

"The methods of teaching that I choose are the lecture method, question and answer method, group work method, and assignment method."

Through the statement of the interview results, the method used by the third resource person was in accordance with the interview that had been conducted previously. This was proven through video observations of the resource person's micro-teaching practice which showed the use of the lecture method at the opening of learning activities and also explained the learning themes that would be discussed. then the resource person uses a question and answer method by asking several questions and answering questions during the learning session. Next, the resource person uses the group work method by forming groups during learning activities. Finally, the resource person uses the assignment method by giving an assignment at the end.

According to the last resource person, she said that the methods she used in micro-teaching practice were the lecture method, question and asnwer method and assignment method.

"The methods of teaching that I choose are the Lecture method, question and answer method, assignment method."

Through the statement of the interview results, the method used by the last resource person was in accordance with the interview that had been conducted previously. This was proven through video observations of the resource person's micro-teaching practice which showed the use of the lecture method at the

opening of learning activities and also explained the learning themes that would

be

discussed. then the resource person uses a question and answer method according to the learning theme that will be discussed. and finally the resource person uses the assignment method by giving assignments according to the themes discussed previously.

Teaching strategies:

a) *The strategies teaching that I choose is Cooperative learning strategies.* (P1)

b) *The strategy teaching that I choose is the Inquiry learning strategy.* (P2)

c) *The strategy of teaching that I choose is the Expository learning strategy.* (P3)

d) *The strategy of teaching that I choose is the Inquiry learning strategies.* (P4)

In the first question, pre-service teachers were asked to determine what methods and strategies were used during micro-teaching class sessions, one of which was learning strategies. According to the first resource person, she said that the strategies she used in micro-teaching practice were the Cooperative learning strategies.

"The strategies teaching that I choose is Cooperative learning strategies."

The statement from the interview results, the strategy used by the fisrt resource person was in accordance with the interview that had been conducted previously. in the micro-teaching practice video she conducted, the resource

person uses cooperative learning strategies. This is proven in the video where the

resource

person carries out several learning activities such as forming groups during learning activity sessions, including making group assignments and then exchanging ideas between groups. This is a characteristic of cooperative learning strategies according to Ibrahim dalam Majid (2013).

According to the second resource person, she said that the strategies she used in micro-teaching practice were the Inquiry learning strategy.

"The strategy teaching that I choose is the Inquiry learning strategy."

Through the statement from the interview results, the strategy used by the second resource person was in accordance with the interview that had been conducted previously. in the micro-teaching practice video she conducted, the resource person uses inquiry learning strategies. This is proven in the micro-teaching videos that she does using inquiry learning strategies, such as giving assignments during learning sessions, by providing questions and answers during learning sessions and thinking critically to search for and find his own answers in the assignments that have been given.

According to the third resource person, she said that the strategies she used in micro-teaching practice were the Expository learning strategy.

"The strategy of teaching that I choose is the Expository learning strategy."

Through the statement of the interview results, the strategy used by the third resource person was in accordance with the interview that had been conducted previously. in the micro-teaching practice video she conducted, the resource

person uses expository learning strategies. This is proven in the micro-teaching

videos that

she does using expository learning strategies, such as at the opening of learning activities, she explains each purpose of the learning material that he provides verbally and optimally.

According to the last resource person, she said that the strategies she used in micro-teaching practice were the Inquiry learning strategies.

"The strategy of teaching that I choose is the Inquiry learning strategies."

Through the statement of the interview results, the strategy used by the last resource person was in accordance with the interview that had been conducted previously. in the micro-teaching practice video he conducted, the resource person uses inquiry learning strategies. This is proven in the micro-teaching video that he does using expository learning strategies, such as at the opening of learning activities, he explains each purpose of the learning material that he provides thoroughly, then he does questions and answers where critical thinking skills are needed during the learning session and finally finds answers to problems that have been asked previously.

1. Class Management

The biggest first challenges found in the pre-service teachers was class management. E. Shamina, Mumthas (2018:14) suggest that classroom management as meeting of teacher actions in four different fields: 1). Estabilising and enforcing rules and procedures, 2). Taking diciplinary action, 3). Maintaning effective teacher and student relationships, and 4). Maintaning device the right mentality for management.

"Microteaching challenges might include time management, participant involvement, and difficulties conveying information effectively." (P1)

The first resource person agreed that the challenges in micro-teaching are time management, participant involvement and difficulty in conveying information effectively.

"The problem is to adapt to the personalities of the students. Choose a suitable material. Class management is necessary to maintain student involvement." (P2)

According to the second resource person, the challenge in micro-teaching is adapting to students' personalities and choosing suitable materials, then classroom processing is also needed to maintain student involvement.

"Designing lesson plans, preparing creative learning media that involves students or student centers, and of course asking what technological facilities the school has that can support micro-teaching, understanding student needs, Preparing Teaching Materials, Implementing Class Discipline, and Maintaining Motivation." (P3)

According to the third resource person, the challenge she had was preparing lesson plans, preparing creative learning media that involves students or student centers, and of course asking what technological facilities the school has that can support micro-teaching, understanding student needs, Preparing Teaching Materials, Implementing Class Discipline, and Maintaining Motivation. All of these things fall into the category of classroom management.

Based on the findings of this study, the problem for pre-service teachers is how to manage their classrooms. The three sources share similarities in the challenges they encountered when engaging in micro-teaching practices, which is consistent with Utami (2020), in her research, namely "An Analysis of Students' Challenges in Micro Teaching Class: Phnomena at English Language Education of FKIP UIR" which states that the challenges faced by pre-service teachers are in the managerial category, with pre-service teachers specifically facing challenges in pre-planning the content of the material as well as difficulty controlling the course of discussions and clarifying students' problems or opinions.

2. Time Management

The second problem found in the pre-service teacher interviews was time management, the fisrt resource person in her interview said that time management is a challenge in micro-teaching.

"Microteaching challenges might include time management, participant involvement, and difficulties conveying information effectively." (P1)

Based on the problem encountered by the first resource person, Time management has become one of the challenges in micro-teaching classes, but a class timer is also an effective tool for classroom management, to help teachers create a conducive and well-managed learning environment in which students can thrive. Beyond its conventional role in tracking time, a well-chosen timer can significantly contribute to a well-managed classroom, helping educators and students stay organized, focused, and engaged.

3. Student-centered Learning

Student Center Learning (SCL) according to Westwood (2008) as a learning strategy that allows students to become the focus of attention during the learning process. Learning that relies on inflexible instructions from educators is turned into learning that allows students to adapt to their skills and behave directly when obtaining their learning experiences. The purpose of this study was to determine whether each approach and strategy employed by pre-service teachers was included in student-centered learning by ensuring that the skills practiced during micro-teaching sessions are transmitted effectively into the teacher's regular classroom teaching, learning method and learning strategies.

"To ensure the effectiveness of microteaching in regular lessons, evaluation steps focus on participant feedback, performance observation, and adjustments to teaching content." (P1)

"The methods of teaching that I choose are the Lecture method, group work method, and group discussion method." (P1)

"The strategies teaching that I choose is Cooperative learning strategies." (P1)

According to the first resource person, to ensure the effectiveness of microteaching in regular lessons, evaluation steps focus on participant feedback, performance observation, and adjustments to teaching content. Then the method she used are the Lecture method, group work method, and group discussion

method. Last the strategies she used is Cooperative learning strategies. So the conclusion is that WYM, uses student-centered learning, looks at how she determines learning

methods and learning strategies and how she ensures the effectiveness of micro-teaching in learning.

"By engaging in a process of reflection, evaluation and continuous development, teachers will help ensure that the skills acquired from micro teaching are truly integrated and effectively applied in regular classroom teaching." (P2)

"The methods of teaching that I choose are the Lecture method, assignment method, and discussion method." (P2)

"The strategy teaching that I choose is the Inquiry learning strategy." (P2)

According to the second resource person, to ensure the effectiveness of microteaching by engaging in a process of reflection, evaluation and continuous development, teachers will help ensure that the skills acquired from micro teaching are truly integrated and effectively applied in regular classroom teaching, then the teaching methods she used are the Lecture method, assignment method, and discussion method, last the teaching strategies she used is inquiry learning strategies. The conclusion according to the second resource person is she used student-centered learning.

"From the students's responses on the steps of evaluation, if they absorb material well, then the questions that are asked by the teacher when the evaluation they can answer. Microaching works can be said to be effective." (P4)

"The methods of teaching that I choose are the Lecture method, question and answer method, assignment method." (P4)

"The strategy of teaching that I choose is the Inquiry learning strategies." (P4)

According to the last resource person, to ensure thee effectiveness of micro-teaching is from the students's responses on the steps of evaluation, if they absorb material well, then the questions that are asked by the teacher when the evaluation they can answer and microaching works can be said to be effective. Then, the methods she used are the Lecture method, question and answer method, assignment method. Last, the strategies she used is inquiry learning strategies. The conclusion is the last resource person uses student-centered learning as seen from the selection of learning methods and learning strategies and of course how he ensures the effectiveness of micro-teaching classes.

Based on this research, the researcher proved that the three sources used student-centered learning in micro-teaching, seen from the effectiveness of learning in the classroom, learning methods and learning strategies used. This is supported by previous research, namely by Sartika (2020) on "Students' Perceptions of the Effectiveness of Microteaching Class on Pre-Service English Teachers' Competence" where she found that this research aims to describe and analyze students' perceptions about the effectiveness of microteaching classes in implementation. internship as an English teacher. From the data obtained, students' perceptions about the effectiveness of microteaching classes in implementing competent pedagogical internships as English teachers are that most of them said that they gained the ability to organize learning materials and were able to teach basic lessons to students using media and were also able to develop professional skills and competencies as an English language intern teacher.

4. Teacher-centered Learning

According to Santrock (2007), teacher centered learning is learning that focuses on the planning and instructions of the lecturer, where the lecturer directs student learning. Teacher centered learning is a learning process that refers to learning that is centered on lecturer instructions, direct instructions from lecturers to students Colburn (2003). The aim of this research is to find out that pre-service teachers in micro-teaching classes use teacher-centered learning by looking at the effectiveness during micro-teaching lessons, the learning methods and learning strategies used.

"The way of teaching micro teaching is actually not much different from actual learning. Even though the time is limited or the activities are simplified, micro teaching activities must contain all the elements of learning, namely the initial activity stages of learning which contain apperception, core activities, and closing. Before carrying out micro teaching, teachers and prospective teachers must know that micro teaching learning is known to have a number of special and distinctive aspects. The hope is that by understanding these aspects we can maximize the improvement of the specific skills of teachers and prospective teachers in teaching." (P3)

"The methods of teaching that I choose are the lecture method, question and answer method, group work method, and assignment method." (P3)

"The strategy of teaching that I choose is the Expository learning strategy." (P3)

According to the third resource person, she said that an effective micro teaching class is that it must contain all the elements of learning, namely the initial learning activity stage which includes appreciation, core activities and closing. then the methods he used were the lecture method, question and answer method, group work method, and assignment method. The last strategy he used was expository learning strategy. The conclusion is that third resource person focuses more on teacher-centered learning, looking at how ahe chooses learning methods and learning strategies.

Regarding the results, the findings come from the analysis of data obtained through interviews. Pre-service teachers' perceptions of the learning methods and strategies used in English microteaching courses are different in both the methods used and the strategies used. The results of the research show that the majority of pre-service teachers who are UMSU students, especially English education students, have different methods and strategies in learning micro-teaching courses, one of which is learning strategies, as well as learning methods, pre-service teachers also have different learning methods. There are differences in the reasons why pre-service teachers choose these learning methods and learning strategies. And every pre-service teacher also in the micro-teaching class has their own way of overcoming all kinds of challenges in the micro-teaching class. This subject requires frequent practice to support learning that is easily stimulated by the material for pre-service teachers. Therefore, lecturers must be able to deliver material regarding microteaching successfully.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

From the research that has been conducted regarding the methods and strategies used by pre-service teachers in micro-teaching (survey of English Department students at Muhammadiyah University of North Sumatra), the researcher concluded:

1. Pre-service teachers have different learning methods in micro-teaching practices in English micro-teaching courses.

2. Pre-service teachers have different learning strategies in micro-teaching practices in English micro-teaching courses.

3. Pre-service teachers have various reasons why they choose these methods and strategies according to the needs and learning objectives to be achieved

4. Pre-service teachers have different challenges they face and also have different ways of overcoming these challenges.

B. Suggestion

Based on the findings discussed, this research recommends the following suggestions for pre-service English students/teachers in micro teaching classes, namely:

1. Hopefully, this research will be utilized as a reference in micro-teaching learning to improve the quality of learning at Muhammadiyah University in   North   Sumatra

2. It is intended that pre-service students/teachers would increase micro-teaching learning, particularly in identifying learning methods and strategies, so that class management skills may operate smoothly and successfully.

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APPENDICES

Appendix 1 Question of Interview:

1. Is micro-teaching important in teaching skills?

2. What role does reflection play in the micro-teaching process, and how do you encourage teachers to reflect on their practice? (Source: Source: "The Roleof Reflection in Microteaching: A Review of Literature" By A. Gupta &S. Sharma)

3. How can micro-teaching be integrated into ongoing professional development for teachers? (Source: "Microteaching: Effective Tool for Skill Development in Teacher Education" By Nalini Sharma)

4. What challenges do you anticipate teachers might face when implementing micro-teaching, and how would you support them in overcoming these challenges? (Source: "Challenges in Implementing Microteachingas aComponent of Teacher Education Program" By Navreet Kaur &Dr. Poonam Syal)

5. How do you ensure that the skills practiced during micro-teaching sessions are effectively transferred into the teacher's regular classroom instruction? (Source: "Effectiveness of Microteaching in Improving Teaching SkillsAmong B.Ed Trainees" oleh Parveen Kumar)

6. How do you tailor micro-teaching sessions to meet the individual needs and goals of teachers at different stages in their careers? (Source: "Differentiated Instruction in Microteaching: Addressing the Needs of Novice and Experienced Teachers" By A. Sharma & S. Gupta)

7. What is the basis for selecting certain topics or skills in your micro-teaching sessions? (Source: "Curriculum Development: AGuide toPractice" By Jon W. Wiles dan Joseph C. Bondi)

8. How do you plan and organize micro-teaching sessions to ensure focus on the desired learning objectives? (Source: "How Learning Works: SevenResearch-Based Principles for Smart Teaching" By Susan A. Ambrose, et al)

9. Do you use special tools or technology in the implementation of micro-teaching sessions? If so, how do you ensure that the technology supports learning objectives? (Source: : "Role of ICT in Micro Teaching: AReview"By Richa Aggarwal & Ritu Agarwal)

10. What role does feedback play in a micro-teaching session, and how do you ensure it is constructive and supports participants' professional growth? (Source: "Enhancing Teacher's Professional Skills Through Micro-Teaching" By Dr. S. Kanmani)

11. How do you judge the success of a micro-teaching session? Are there specific indicators you look at to assess achievement of learning objectives?

12. Why do pre-service teachers select these methods and strategies for micro-teaching classes?

13. What teaching methods do you choose during the micro-teaching session?

14. What teaching strategies do you choose during the micro-teaching session?

Appendix 2 Table of questions and answers

1. Is micro teaching important in teaching skills?

Question	Is micro teaching important in teaching skills?
Participant	**Answer**
WYM	Yes
ATW	Yes
KN	Yes
UHH	Yes

2. What role does reflection play in the micro-teaching process, and how do you encourage teachers to reflect on their practice?

Question	What role does reflection play in the micro-teaching process, and how do you encourage teachers to reflect on their practice?
Participant	**Answer**
WYM	Help every pre-service teachers have the required competencies.
ATW	The role that reflection plays in the micro-teaching process: self-evaluation, skill development, student understanding, and improving learning methods. How to encourage teachers by Actively involving teachers in the reflection process and providing supportive resources can help them develop their teaching skills on an ongoing basis.
KN	The role of reflection in the micro teaching process is to improve evaluation activities, students can channel expressions from the ongoing learning process. Reflection is carried out by teachers at the beginning and end of learning to maintain students' learning motivation and find out whether learning is going well or not.
UHH	Reflection has a crucial role in micro-coating, allowing teachers to evaluate their teaching experience. It helps teachers understand the success and challenges, promoting professional development. To encourage reflection, provide a platform for sharing experiences, facilitate collaborative

	discussions, and provide special time for self-evaluation.

3. How can micro-teaching be integrated into ongoing professional development for teachers?

Question	How can micro-teaching be integrated into ongoing professional development for teachers?
Participant	**Answer**
WYM	Microteaching can be integrated into teachers' professional development by providing a platform for them to detail teaching skills in a focused manner.
ATW	Pre-service teachers can experiment and learn each teaching skill by breaking it down into smaller parts without facing a chaotic classroom environment.
KN	Microteaching is a training method designed in such a way as to improve the teaching skills of prospective educators and or even develop the professional experience of educators, especially teaching skills, by simplifying or reducing learning aspects such as the number of students, time, focus of teaching materials and limiting the application of certain teaching skills, so that they can be identified. various strengths and weaknesses in educators/prospective educators accurately.
UHH	Microteaching is a teacher training technique for learning teaching skills. It employs real teaching situation for developing skills and helps to get deeper knowledge regarding the art of teaching. As an innovative method in equipping teachers to be effective, skills and micro-learning practices have been implemented. With the introduction of micro-collecting about five decades ago, a scientifically or effectively proven method to follow in the teacher training program has been addressed.

4. What challenges do you anticipate teachers might face when implementing micro-teaching, and how would you support them in overcoming these challenges?

Question	What challenges do you anticipate teachers might face

Participant	Answer
	when implementing micro-teaching, and how would you support them in overcoming these challenges?
WYM	Microteaching challenges might include time management, participant involvement, and difficulties conveying information effectively. Teachers may overcome this by designing a structured teaching plan, actively connecting with participants, and leveraging feedback for development.
ATW	The problem is to adapt to the personalities of the students. Choose a suitable material. Class management is necessary to maintain student involvement. Overcome these obstacles with ingenuity and adaptability so that micro-teaching sessions maximize student learning.
KN	Designing lesson plans, preparing creative learning media that involves students or student centers, and of course asking what technological facilities the school has that can support micro-teaching, understanding student needs, Preparing Teaching Materials, Implementing Class Discipline, and Maintaining Motivation. And how can I support them in this challenge by providing input on how to prepare good teaching materials, apply good classroom discipline, and also maintain student motivation so that they continue to want to participate in teaching and learning activities.
UHH	The challenge is makes careful learning plans. How the teachers started the material, giving matters, giving ice breaking, providing evaluation, all of them is not made with carelessly. And overcome this by making careful planning and also the need for continuous teaching practice so that pre-service teachers can reflect and also get feedback during micro-teaching learning sessions.

5. **How do you ensure that the skills practiced during micro-teaching sessions are effectively transferred into the teacher's regular classroom instruction?**

Question	How do you ensure that the skills practiced during micro-teaching sessions are effectively transferred into

	the teacher's regular classroom instruction?
Participant	**Answer**
WYM	To ensure the effectiveness of microteaching in regular lessons, evaluation steps focus on participant feedback, performance observation, and adjustments to teaching content.
ATW	By engaging in a process of reflection, evaluation and continuous development, teachers will help ensure that the skills acquired from micro teaching are truly integrated and effectively applied in regular classroom teaching.
KN	The way of teaching micro teaching is actually not much different from actual learning. Even though the time is limited or the activities are simplified, micro teaching activities must contain all the elements of learning, namely the initial activity stages of learning which contain apperception, core activities, and closing. Before carrying out micro teaching, teachers and prospective teachers must know that micro teaching learning is known to have a number of special and distinctive aspects. The hope is that by understanding these aspects we can maximize the improvement of the specific skills of teachers and prospective teachers in teaching.
UHH	From the students's responses on the steps of evaluation, if they absorb material well, then the questions that are asked by the teacher when the evaluation they can answer. Microaching works can be said to be effective.

6. **How do you tailor micro-teaching sessions to meet the individual needs and goals of teachers at different stages in their careers?**

Question	How do you tailor micro-teaching sessions to meet the individual needs and goals of teachers at different stages in their careers?
Participant	Answer
WYM	Can customize microteaching sessions to focus on key skills needed by teachers, including delivery of material, interaction with students, and classroom management. Also adjust the content so that it is relevant to the desired subject or grade level.
ATW	By paying attention to student needs and designing micro teaching sessions flexibly, you can create a more effective and satisfying learning experience. Individual teachers' goals may vary based on personal interests, professional values, and the conditions of the school or district in which they work. In addition, professional development and adaptation to changes in the world of education can also be a focus throughout your career.
KN	Pre-service teachers can experiment and learn each teaching skill by breaking it down into smaller parts without facing a chaotic classroom environment. Microteaching will help every prospective educator have the required competencies. If basically a certain competency has been mastered, you can move on to another competency and then continue to develop it.
UHH	Have the well time management, will produce the sustainability of karer and the purpose of the teacher's individual.

7. **What is the basis for selecting certain topics or skills in your micro-teaching sessions?**

Question	What is the basis for selecting certain topics or skills in your micro-teaching sessions?
Participant	Answer
WYM	The basis for selecting topics in microteaching involves consideration of specific teaching skill development needs.
ATW	The choice of topic or skill should be based on a deep understanding of the classroom context, student needs, and

	the teacher's instructional goals. This will help create meaningful and relevant micro-teaching sessions for teacher professional development.
KN	Certain skills enable teachers to manage learning activities more effectively. basic teaching skills are generic, which means that these skills need to be mastered by all teachers, both elementary, middle and high school teachers, by adjusting the level of students, both elementary, middle and high school, so the choice of topics or skills must be adjusted so that the understanding and ability to apply basic teaching skills effectively intact and integrated and able to improve the quality of the learning process.
UHH	Through English skills, reading, listing, speaking, writing, there are the basis for topic selection in micro-aching sessions.

8. **How do you plan and organize micro-teaching sessions to ensure focus on the desired learning objectives?**

Question	How do you plan and organize micro-teaching sessions to ensure focus on the desired learning objectives?
Participant	Answer
WYM	Determine clear learning objectives, design activities that support those goals, use appropriate teaching methods. Consider time efficiently, provide opportunities for interaction and questions, evaluate understanding through feedback.
ATW	By carefully planning and following these steps, teachers can ensure that micro-teaching sessions focus on the desired learning objectives and provide valuable experiences for the development of teaching skills.
KN	Prepare lesson plans in as much detail as possible and ensure that all stages of learning from opening to closing are well planned, master the material well, show passion and enthusiasm, use language appropriate to the student's level, involve students in the learning process, demonstrate fun and creative learning methods, pay attention to how to ask students, use learning media.

UHH	adjusting the learning plans that have been made starting from the introduction, core activities, and closing.

9. **Do you use special tools or technology in the implementation of micro-teaching sessions? If so, how do you ensure that the technology supports learning objectives?**

Question	Do you use special tools or technology in the implementation of micro-teaching sessions? If so, how do you ensure that the technology supports learning objectives?
Participant	**Answer**
WYM	Yes, I use a laptop to display a power point containing the material, I make sure how they can understand the material from the feedback asked.
ATW	Yes. By: 1. Choosing the right platform. 2. Relevance to learning material. 3. Supporting Multimedia Content. 4. Training and Technical Support. 5. Feedback and Evaluation. Etc.
KN	Yes, learning uses technology such as laptops which are connected via a projector so that images or videos can be displayed in front of the class which can arouse students' enthusiasm, increase children's interest in learning because the display is more attractive so they will avoid feeling bored while attending lessons.
UHH	Yes, I use a laptop as a medium of delivery of the material using the power points slides to display the material content.

10. **What role does feedback play in a micro-teaching session, and how do you ensure it is constructive and supports participants' professional growth?**

Question	What role does feedback play in a micro-teaching session, and how do you ensure that it is constructive and supports participants' professional growth?
Participant	Answer
WYM	Involving participants in the feedback process and providing opportunities to ask questions can strengthen their understanding and increase engagement in developing teaching skills.
ATW	Feedback in micro-teaching sessions has an important role in helping prospective teachers identify strengths and areas that need improvement in the delivery of learning material. Through feedback, aspiring teachers can understand the impact of their teaching strategies on students and improve teaching methods to make them more effective. By: 1. Focus on Behavior and Performance. 2. Provide solutions and suggestions for improvements. 3. Convey feedback in positive language. 4. Invite participants to discuss the feedback provided. 5. Make sure the feedback is related to the learning objectives.etc.
KN	The role of feedback in learning is as encouragement for students to deepen the learning material and as information to the teacher regarding the extent of students' mastery of the material which refers to learning outcomes.
UHH	Feedback in micro-teaching is pivotal for professional growth. It provides participants with insights into their teaching techniques. To ensure it's constructive, focus on specific, actionable points. Use a balanced approach, highlighting strengths and suggesting improvements. Encourage self-reflection and open dialogue, fostering a collaborative environment for continuous improvement.

11. **How do you judge the success of a micro-teaching session? Are there specific indicators you look at to assess achievement of learning objectives?**

Question	How do you judge the success of a micro-teaching session? Are there specific indicators you look at to assess achievement of learning objectives?
Participant	Answer
WYM	The success of microteaching can be judged based on several factors, including: -Learner Reactions:** Observe how students respond and participate during microteaching sessions. Are they engaged, enthusiastic, and understand the material being taught? -Material Mastery:** Evaluation of the extent to which prospective teachers are able to master the subject matter being taught. Good understanding will enable teachers to convey information clearly and precisely. -Teaching Strategies:** Note whether the pre-service teacher uses effective teaching strategies. For example, does he or she utilize a variety of teaching methods, plan lessons well, and manage time efficiently? -Teacher-Student Interaction:* Evaluate the quality of interaction between prospective teachers and students. To what extent can teachers build positive relationships, listen well, and respond to students' individual needs? -Class Management Ability:* Observe how prospective teachers manage their classes. Is he able to maintain discipline, make clear rules, and create a conducive learning environment? -Feedback:* Provide constructive feedback from observers and students. Prospective teachers' openness to receiving feedback and willingness to learn from experience are also assessment factors.
ATW	Through a holistic evaluation of these factors, the success of the micro-teaching session can be measured and provide valuable insights for the participant's further development in the teaching context. Through monitoring indicators, a deeper understanding can be obtained about the extent to which learning objectives are achieved in micro-teaching sessions.
KN	Success in opening learning, mastering and delivering material, interacting with students and the reflection process. Learning objectives are achieved if students experience changes in behavior, show interest and the material provided can be mastered by students.

UHH	Yes, there are several indicators that make a benchmark in assessing the achievement of learning objectives, namely, 1) management of implementation of learning, (2) the communicative process, (3) the student's response; (4) learning activities, (5) learning outcomes.

12. Why do pre-service teachers select these methods and strategies for micro-teaching classes?

Question	Why do pre-service teachers select these methods and strategies for micro-teaching classes?
Participant	Answer
WYM	Because these methods and strategies can provide efforts for students to provide ideas and feedback in group work learning during micro-teaching sessions to increase student effectiveness, especially in cooperative learning strategies, where this strategy is very suitable with the methods I have in micro-teaching classes, namely strategies designed to educate group cooperation and student interaction.
ATW	Because these methods and strategies can encourage students to be involved and participate in learning activities during micro-teaching sessions.
KN	The reason I chose these methods and strategies was because of these methods and strategies and by the specific learning objectives that I wanted to achieve during the micro-teaching session.
UHH	Because these methods and strategies are very effective in micro-teaching classes, and also each student has a different way of understanding learning, that's why I chose these methods and strategies to cover the various learning needs of students.

13. What teaching methods do you choose during the micro-teaching session?

| Question	What teaching methods do you choose during the micro-teaching session?
Participant	Answer
WYM	The methods of teaching that I choose are the Lecture method, group work method, and group discussion method.
ATW	The methods of teaching that I choose are the Lecture method, assignment method, and discussion method.
KN	The methods of teaching that I choose are the lecture method, question and answer method, group work method, and assignment method.
UHH	The methods of teaching that I choose are the Lecture method, question and answer method, assignment method.

14. **What teaching strategies do you choose during the micro-teaching session?**

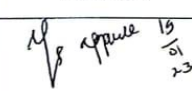| Question	What teaching strategies do you choose during the micro-teaching session?
Participant	Answer
WYM	The strategies teaching that I choose is Cooperative learning strategies.
ATW	The strategy teaching that I choose is the Inquiry learning strategy.
KN	The strategy of teaching that I choose is the Expository learning strategy.
UHH	The strategy of teaching that I choose is the Inquiry learning strategies.

Appendix 3 Documentation of the Interview
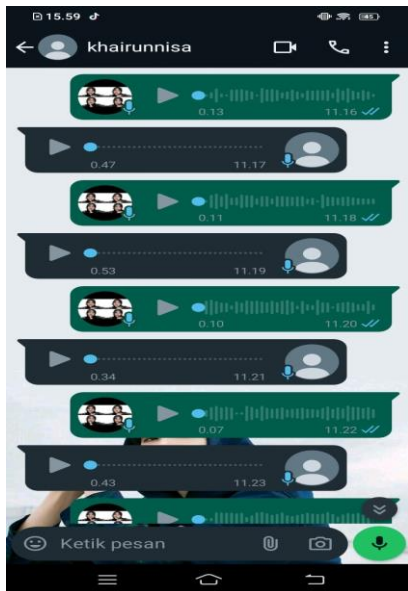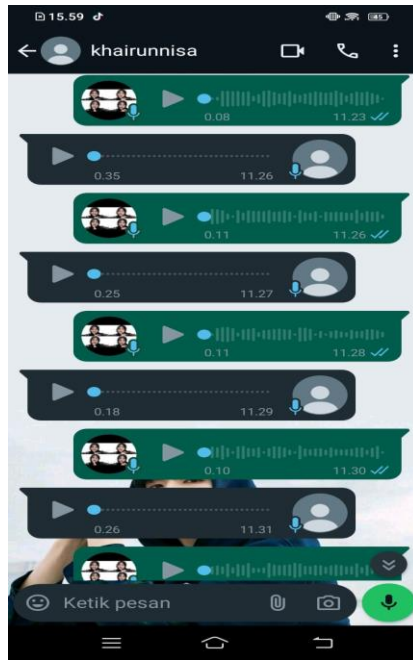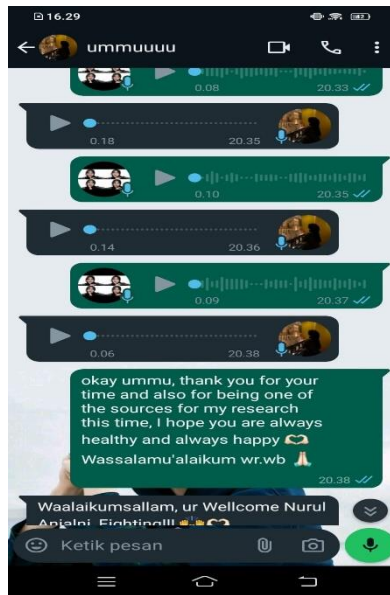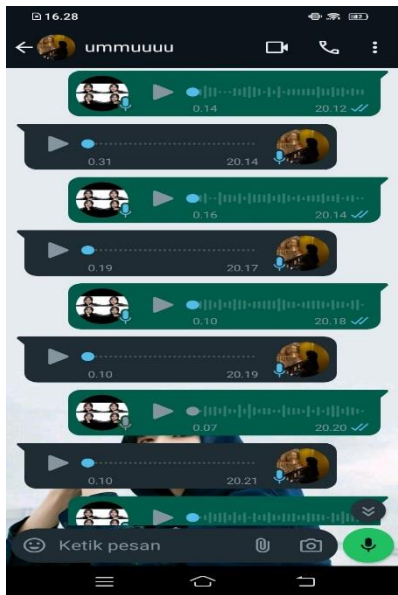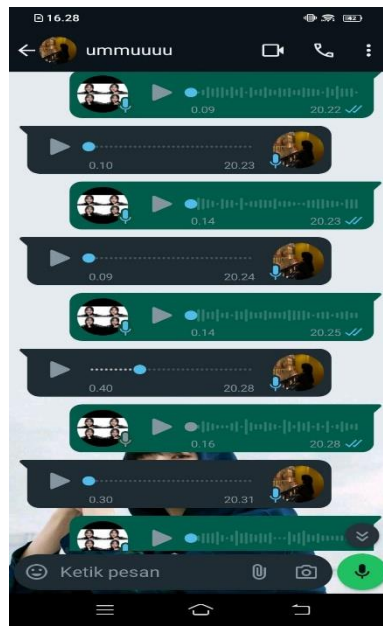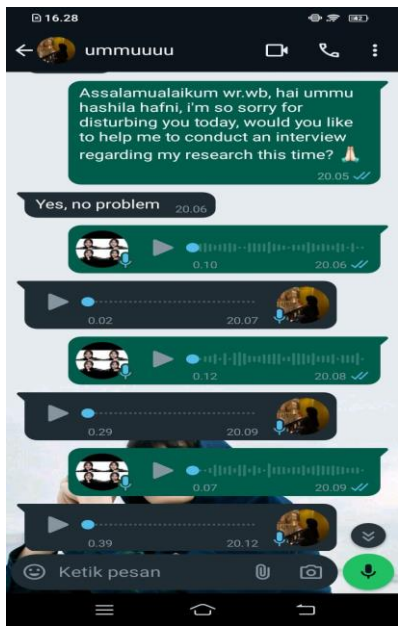
Appendix 4 Lampiran-Lampiran

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : http:/www.fkip.umsu.ac.id E-mail : fkip@umsu.ac.id

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya,
Nama Mahasiswa   : Nurul Anjalni Syahroini
N P M   : 1902050109
Program Studi   : Pendidikan Bahasa Inggris

Judul	Diterima
Method and Strategies Used by Pre-services Teachers in Micro Teaching	

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang diajukan kepada Program Studi Pendidikan Bahasa Inggris

Medan, 19 Januari 2023

Disetujui oleh,
Dosen Pembimbing

Hormat Pemohon,

Yusriati, S.Pd.M.Hum

Nurul Anjalni Syahroini

Yth : Bapak/Ibu Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan di bawah ini :

Nama	: Nurul Anjalni Syahroini
NPM	: 1902050109
Program Studi	: Pendidikan Bahasa Inggris
IPK Kumulatif	: 3,61

Persetujuan Ketua/Sek Prodi	Judul yang diajukan	Disyahkan Oleh Dekan Fakultas
	Method and Strategies Used by Pre-sevices Teachers in Micro Teaching	
	The Effectiveness Teaching EFL to Improving Students' Ability in Speaking Skills at The Second Year of Senior High School	
	Interpretation of Speech Function in Emma Watson's Speech at The HeForShe Campaign About Gender Equality	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 19 Januari 2023

Hormat Pemohon,

Nurul Anjalni Syahroini

Dibuat Rangkap 3 :
- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan

Nomor   : **281** /II.3/UMSU-02/F/2023
Lamp   : ---
H a l   : **Pengesahan Proyek Proposal**
                 Dan Dosen Pembimbing

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan Perpanjangan proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :.

Nama   : **Nurul Anjalni Syahroini**
N P M   : 1902050109
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian : **Method and Strategies Used by Pre-Sevices Teachers in Micro**
                    Teaching.

Pembimbing   : **Yusriati, S.Pd., M.Hum.**

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

    1.Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
    2.Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak selesai pada waktu yang telah ditentukan.
    3.Masa kadaluwarsa tanggal : **24 Januari 2024**

Medan   2   Rajab   1444 H
    24 Januari   2023 M

Wassalam
Dekan

Dra. Hj. Syamsuyurnita,MPd.
NIDN : 0004066701

Dibuat rangkap 5 (lima) :
1.Fakultas (Dekan)
2.Ketua Program Studi
3.Pembimbing Materi dan Teknis
4.Pembimbing Riset
5.Mahasiswa yang bersangkutan :
    WAJIBMENGIKUTISEMINAR

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi	: Universitas Muhammadiyah Sumatera Utara
Fakultas	: Keguruan dan Ilmu Pendidikan
Nama Mahasiswa	: Nurul Anjalni Syahroini
N P M	: 1902050109
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: Method and Strategies Used by Pre-services Teachers in Micro Teaching

Tangal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
25 Januari 2023	Acc Judul	
20 Juni 2023	Revisi Chapter I	
	A. Background of the study	
	B. Identification of the Problems	
	C. Scope and limitation	
	D. Formulation of the Problems	
	E. Objectives of the Study	
	F. Subject of Research	
22 Juni 2023	Revisi Chapter II	
	B. Previous Relevant Study	
	C. Conceptual Framework	
26 Juni 2023	Revisi Chapter III	
	B. Source of Data	
	C. Techniques of Collecting Data	
	References	
05 Juli 2023	Acc for Seminar	

Medan, 05 Juli 2023

Diketahui Oleh :
Ketua Program Studi

Dosen Pembimbing

(Pirman Ginting, S.Pd., M.Hum.)

(Yusriati, S.S., M.Hum.)

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Kamis Tanggal 20 Bulan Juli Tahun 2023 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap   : Nurul Anjalni S
N.P.M   : 1902050109
Program Studi   : Pendidikan Bahasa Inggris
Judul Proposal   : Method and Strategies Used by Pre-Services Teachers in Micro Teaching

No	Masukan dan Saran
Judul	
Bab I	- provide the current issue & the urgency of the topic - Explain what have known & what have not been unknown - Aim of your study
Bab II	provide the references / theories necessary for your research
Bab III	- Revise the kind of research design the subject of research, Data collection & Data analysis technique
Lainnya	check the writing system of references
Kesimpulan	[ ] Disetujui [ ] Ditolak [✓] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas   Dosen Pembimbing

(Pirman Ginting, S.Pd., M.Hum.)   **(Yusriati, S.S., M.Hum.)**

Panitia Pelaksana

Ketua   Sekretaris

(Pirman Ginting, S.Pd., M.Hum.)   **(Rita Harisma, S.Pd., M.Hum.)**

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama   : Nurul Anjalni Syahroini
NPM   : 1902050109
Program Studi   : Pendidikan Bahasa Inggris
Judul Skripsi   : Method and Strategies Used By Pre-Services Teachers in Micro Teaching.

Sudah layak diseminarkan.

Medan,   Juli 2023

Disetujui oleh
Pembimbing

Yusriati, S.S., M.Hum

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH

UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UMSU Terakreditasi Unggul Berdasarkan Keputusan Badan Akreditasi Nasional Perguruan Tinggi No. 1913/SK/BAN-PT/Ak.KP/PT/XI/2022

Pusat Administrasi: Jalan Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 - 66224567 Fax. (061) 6625474 - 6631003

⊕ https://fkip.umsu.ac.id   ✉ fkip@umsu.ac.id   f umsumedan   ⊙ umsumedan   ✕ umsumedan   ▶ umsumedan

UMSU
Unggul | Cerdas | Terpercaya

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

SURAT IZIN RISET
Nomor: 3985 /SI/II.3-AU/UMSU-02/D/2023

Bismillahirrahmanirrahim

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara, dengan ini memberikan Izin pelaksanaan Riset Penelitian di Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara, tertanggal 7 Desember 2023 s.d 5 Januari 2024 kepada :

Nama	: Nurul Anjalni S
NIDN	: 1902050109
Program Studi	: Pendidikan Bahasa Inggris
Judul	: **Method and Strategies Used by Pre-Services Teachers in Micro Teaching.**

Demikian surat izin riset ini diperbuat untuk dapat dilaksanakan dengan sebaik-baiknya. Atas perhatiannya diucapkan terima kasih.

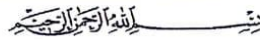Medan, 7 Desember 2023 2023

Dekan,

Dra. Hj. Syamsuyurnita, M.Pd
NIDN : 0106087503

Cc. Pertinggal.

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi	: Universitas Muhammadiyah Sumatera Utara
Fakultas	: Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi	: Pendidikan Bahasa Inggris
Nama Lengkap	: Nurul Anjalni Syahroini
NPM	: 1902050109
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: Method and Strategies Used by Pre-Service Teachers in Micro Teaching

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
Rabu 31 Januari 2024	Revise chp. 1-3	
Senin 05 Februari 2024	Revise Description of Data	
Senin 12 Februari 2024	Revise The analyse of Data	
Jum'at 01 Maret 2024	Revise the whole chp IV	
Rabu 06 Maret 2024	Revise the chp V / Abs	
Jum'at 08 Maret 2024	Acc for the final exam	

Diketahui oleh:
Ketua Prodi

Pirman Ginting S.Pd., M.Hum.

Medan,   Maret 2024
Dosen Pembimbing

Yusriati, S.S., M.Hum.

86

Appendix 5 Curriculum Vitae

Curriculum Vitae

Biodata	
Nama Lengkap	Nurul Anjalni Syahroini, S.Pd
Tempat, Tanggal Lahir	Medan, 12 Desember 2001
Jenis Kelamin	Perempuan
Kewarganegaraan	Indonesia
Agama	Islam
Nama Ibu	Malayani
Nama Ayah	Suhaili
No. Hp	0895-3565-32828
Email	Nurulanjalni12@gmail.com

Background of Education

Year	Education
SD (2007-2013)	SD PAB 10 SAMPALI
SMP (2013-2016)	SMP Negeri 6 Percut Sei Tuan
SMA/SMK (2016-2019)	SMK PRAYATNA 1 MEDAN
Universitas (2019-2024)	Universitas Muhammadiyah Sumatera Utara (UMSU) FKIP, Pendidikan Bahasa Inggris