

THE DIFFICULTIES AND STRATEGIES OF TEACHING PRACTICE ENCOUNTERED BY PRE-SERVICE TEACHERS OF MICROTEACHING SUBJECT

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Abstract: Microteaching is one way to prepare pre-service teachers to teach perfectly when practicing teaching. However, in microteaching there are unexpected problems by pre-service teachers, such as procedural, managerial, psychological, instructional, and professional. From some of these problems the researcher has the aim of the study of enriching strategies and overcoming problems encountered by pre service teachers when teaching practice. The research study design of this study was descriptive qualitative. The population of the study was students of eight-semester in University of Islam Malang. The participant were 60 pre-service teachers. The instrument of the research was questionnaire and interview. The questions of the test were made by the researcher. For getting valid test, the text of the test was measured by using data triangulation. From the difficulties above, some of pre-service teachers getting problems in preparing mentally, teaching materials, and knowledge so that pre-service teachers feel nervous while in front of the class. Therefore, there are four strategies that suitable to deal the difficulties that encountered by pre-service teacher at UNISMA are cooperative learning, setting up classroom management, interesting media, student-centered. For future researchers who are interested in discussing teaching difficulties and the strategies used can add quantitative data to get more results of lecturer, students, and course that are detailed and support qualitative data.

Keywords: Microteaching, Teaching Practice, Problem of Teaching Practice, Strategies used

INTRODUCTION

Microteaching is a system used in teacher training where an educator teaches small classes to classmates and encourages skills that are completed under strict supervision (Kilic, 2010). Microteaching is teaching technique that should be done by pre-service teachers before they carry out teaching practice. The teacher will be tasted to teach classmates with the material that has been determined. This is an effective way; therefore, the pre-service teacher can prepare what they need. Kumar (2016) believes that Microteaching is an educator

preparing procedure that causes the teacher trainee to hold the teaching learning process. The importance of microteaching was used in several universities. There were many teachers believed that microteaching was an effective way training pre-service teacher before implementing teaching practice. In microteaching, pre-service teachers will be taught for several things that they needs, while implementing teaching practice. Microteaching creates the ability to get an exercise plan ready, choose to point out goals, speak before a meeting, and to ask questions and use a grading system. The instructor's confidence develops in a pleasant domain. It was providing an opportunity to get to know various abilities that are important for teaching in a short period Kılıç (2010).

Meanwhile, when compared to teaching with classmates in microteaching and teaching practices, maybe some pre-service teachers would have some difficulties such as the difference between real teaching practices and microteaching at the University. Tok (2010) affirms that the issues that the understudy instructors in both the scholastic years experienced during the time spent work on educating are arranging, topic information, utilizing instructional materials, inspiration, correspondence, and supervision management and conduct management abilities. Some university believed that the attempts to design and implement more quality educational practices in classrooms would contribute to the training of more successful generations in the future. Özbal (2019) affirms that it is imperative to expand the nature of educator preparing programs at colleges. There have been many attempts to achieve this purpose, and one of them was micro teaching techniques.

In the other hand, microteaching in University of Islam Malang was the most effective technique for pre-service teacher in the Faculty of English Teacher Training and Education became professional teachers. They believed that microteaching was one of the techniques that make pre-service teacher easy when they carry out teaching practices. From the purpose of microteaching above, maybe some of student in University of Islam Malang had a difficulties when they carried out this subject, in fact not all the material of microteaching subject were

useful when carried out the teaching practice. There are some difficulties that encountered by pre-service teacher when they have had a microteaching subject such as lack of detail arranged lesson plans, lecturers did not provide detailed information related to what will be arranged in lesson plan, lecturers only provided general information even though what student face in teaching practice is absolutely different from what student got from microteaching. The next difficulties were lack of detail provided information related to teaching learning so that pre-service teacher found the difficulties during carried out the real teaching with a real schools and real students. The last difficulties was, lack of detailed guidance related to communication and motivation to student even though these two aspects are important for student learning process.

Based on the difficulties that encountered by pre-service teacher who was carried out the teaching practice we know that it could be overcome the problem by creating an appropriate strategies in teaching learning. Keser & Yavuz (2018) mention that while it is difficult to adapt to some particular study hall the main issues communicating in the local language of the understudies, it gets more diligently in intuitive language classes as the reason for language classes was to keeping up communication between the understudied. Thus, the pre-service teachers would not have the difficulties when carried out teaching practice and they are able to create appropriate and effective strategies in teaching learning. From the reason above the researcher, decide to conduct this study to overcome the difficulties and enrich appropriate strategies to pre-service teacher. Dissimilar other previous researchers, in this study researcher used eight-semester of pre-service teachers who was carried out the teaching practice as a participant of study where other previous researcher used graduate student, primary education, secondary school, high school and preschool education course application as a participant of study.

Based on the difficulties above, the implementation of microteaching should be more useful when pre-service teacher carried out teaching practice. All the important aspects that would be needed when teaching practice should have

been learned while in microteaching subject. Such as lesson plan, learning media, strategy of teaching, and evaluation teaching activity.

Teaching practice was the first experiences of pre-service teacher to conduct the teaching learning which is the pre-service teacher would encounter some difficulties during teaching and they would overcome the problem by giving appropriate strategies. According to Azeem (2011) teaching practice was the chance that given to pre-service teacher to create and increase the expert practice regard to the real situation of school, ordinarily under some types of direction and supervision. Tok (2010) affirms that Practice on instructing was likewise a time of helping the understudy educator to give it a shot and utilize the standards he has learnt while in the school or college. As in general, the implementation of teaching practice are observation, preparation of learning material and create the strategy of learning, providing feedback and evaluation the learning proses. According to Komba & Kira (2013) in theory, the whole procedure of the Training Practice should incorporate class perceptions, planning of the exercise plan, genuine actual classroom educating, conversations with the bosses, and documentation of the instructing experience. Moreover, it was conceived that the understudy educators should lead scaled down explores on the instructing and the instructing condition.

Teaching practice was important for pre-service teacher to improve their integrity of teaching. According to (Genç, 2016) that there were four the importance of teaching practice as follows: provide the chance of using the theoretical scope knowledge in schools areas, giving the proficiency to peers in pre- and in-service teachers, feeling self-sufficing and committed to arrange and carried out the command in the real classrooms, improve the self-professionalism and being a part of teacher community. As the result of previous study that used of researcher Tok (2016) stated that deciding on problems experienced by substitute instructors in their classrooms who show talent, deciding the nature of the hypothetical training that participants get in terms of their teaching, and investigating candidate requirements is important to take important steps. As for the problems experienced by teachers when teaching are arranging, topic information, utilizing instructional materials, inspiration, correspondence, and supervision management and conduct management abilities.

The aim of this study is to investigate the difficulties and describe the strategies used by pre-service teachers to overcome problems encountered in teaching practice. Due to the objective of study above, the writer forms the specific research question asked in this study can be formulated follows:

1. What are the teaching practice difficulties encountered by pre-service teachers of microteaching?
2. What strategies did the pre-service teachers use to overcome the difficulties experienced when teaching practice?

METHOD

The method of this research is used descriptive qualitative method. Qualitative research is to tell something about the situation based on the phenomenon in real life. Baxter & Jack (2008) explained this qualitative case study is an approach to research that uses the discovery of phenomena that in their context use various data sources. Shakouri (2014) affirm that Qualitative researchers tend to develop questions in a concise manner. This study will be conducted at eight-semester pre-service teachers of the English Department University of Islam Malang in the 2020-2021 academic years. Researcher used four classes to questionnaire section and some of students who choose randomly as a subject for interview. In questionnaire, researcher take 60 pre-service teachers as a participant to fill the statements of questionnaire. While in interview sections, researcher choose 6 pre-service teachers to be the respondents of interview, because of researcher's limitation, the common issues, and the condition and distance of the subject. The researcher used two technique of instruments are questionnaire and interview.

The researcher adapted the source of the questionnaire and interview from 3 articles by Azeem (2011), Okonkwo O. A. & Chikwelu and Meigawati (2016) adjusted according to the needs of researchers. There are 20 statements about problems experienced by prospective teacher students when conducting teaching practices. The questions of interview consist of 4 items that have been prepared by the interviewer who covers students' teaching experiences, difficulties

experienced during microteaching courses and the difficulties after carried out teaching practice, and what strategies prospective teachers use to overcome these problems.

The researcher used media social to collect the data. The distribution of this questionnaire is done in an online system; the researcher will spread the link to the research subject, then the respondents will send the results of the answers to researchers through social media. The research will due the interview section by video call to the participant.

Triangulation data is powerful too used for qualitative research to determine the validity of research results to get the real value. Farmer (2006) said that Triangulation is a methodological approach that adds to the legitimacy of research results when many techniques, sources, speculations, and / or researchers are used. From various sources of information, Triangulation has also been seen as a qualitative research strategy to test validity through information convergence Carter (2014). According to Briller (2008) mention that the fundamental qualities of triangulation are the incorporation of various types of proof, different viewpoints and scientific techniques; such joining can create explore discoveries that are more significant than any single methodology. The strong triangulation data is used for qualitative research to determine the validity of research results to get real value.

In analyzing the data the researcher will use descriptive. Miles and Huberman (1994:10) explain that there are procedures of analysis data: *data reduction, data display, and conclusion*.

Data reduction: the researcher will collect all of the information from the data not related in questionnaire sheet. After that researcher will focus on important data and reduce unnecessary data to help make an easier researcher in the next study.

Data display: after the reduced data then the next is the researcher explain the important Information by selected from before and will explained in written form caused it will be focused on the interview of students.

Conclusion: the last step is to conclude, the researchers will be concluded

after know the real information from the resulted.

FINDINS AND DISCUSSIONS

In this section, the researcher will discuss the results of the research in the form of questionnaires and interviews. Data collection in this study was conducted on June 11-14, 2020 by online to distributing questionnaires and conducting interview sessions. The questions on the questionnaire will be categorized into 5 parts; first, procedural which includes technical teaching, Second, managerial which includes time management, classroom management and preparation, Third, psychological which includes confidence in teaching and broad insight, Forth, instructional that includes the ability of teachers to teach according lesson plans and syllabus development, Fifth, professional includes attitudes when teaching, the ability to manage and set the tone of the language well and the ability to assess students according to their level and ability. While, in interview The questions consist of 4 items that have been prepared by the interviewer who covers students' teaching experiences, difficulties experienced during microteaching courses and the difficulties after carried out teaching practice, and what strategies prospective teachers use to overcome these problems.

Table 1 : Percentage of procedural teaching difficulties (teaching techniques)

No	Statements	SS	S	TS	STS
1	Pre-service teacher are not given practical training in teaching about different teaching methods during microteaching and teaching practice.	5%	26,7%	46,7%	21,7%
2	Pre-service teacher do not master the steps of learning (apreseption, main activity, and evaluation).	6,7%	48,3%	35%	10%
3	The inability of pre-service teacher to apply teaching abilities is appropriate to the level of students (grade of student).	1,7%	43,3%	45%	10%
4	Inability of pre-service teacher to adapt the rule of school.	3,3%	26,7%	53,3%	16,7%

From the result of table above, researchers found the largest percentage in statements number 1 to 4 that is 48.3% in statement no 2 which means that many pre-service teachers have difficulty in learning steps such as:

Apperception: learning activities that involve daily life as an example of learning

Main activity: core activities that discuss in detail the learning material

Evaluation: the activity that evaluating student learning outcomes, feedback, and learning motivation. Manasia, et.al (2019) mentions that:

In our examination, educators' expert practice speaks to the capacity to make an interpretation of their expert information into training. Even more specifically, it alludes to defining objectives and goals, structuring effective instructional methodologies, planning assessment and evaluation devices, the utilization of input capacities, making simulative learning situations that encourage self-controlled learning and meet the individual needs of understudies.

Table 2: Percentage of managerial teaching difficulties

No	Statements	SS	S	TS	STS
1	Pre-service teacher find the difficulty of teaching because the classroom atmosphere are crowded and cannot be conditioned.	20%	50%	23,3%	6,7%
2	Pre-service teacher are underprivileged to master class time management because of the lack of appropriate strategies in learning.	18,3%	31,7%	43,3%	6,7%
3	Some of pre-service teacher feel less experienced in improvising teaching materials because of the unavailability of relevant textbooks.	5,7%	53,3%	33,3%	6,7%

In the second difficulty category, researchers divided teaching difficulties into three parts: time management, class management, and preparation. In this section, researchers found 50% of the respondents experienced difficulty in time management in conditioning busy and crowded classes. From the results above, RH and NC have the same opinion about condition of crowded class; they get

difficulty when the atmosphere of class is bad. The highest percentage of difficulties was 53.3%, which showed that pre-service teacher having trouble in improvising teaching materials due to the unavailability of relevant textbooks. The second order of difficulty in statement no. 5-6 is 50%, which shows that pre-service teachers find it difficult to condition a dense class. Akinsola (2014) states that keeping up discipline in the classroom and managing students who get out of hand represent a test to understudy instructor. The classroom management gets troublesome if understudy instructors can't inspire an emotional response from the understudy they are instructing (Akinsola, 2014).

Table 3: Percentage of psychological teaching difficulties

No	Statements	SS	S	TS	STS
1	Lack experience of pre-service teacher in providing motivation to learn for students.	1,7%	55%	35%	8,3%
2	Lack of mental preparation, teaching materials, and extensive knowledge causes pre-service teacher feel nervous when facing students in front of the class.	6,7%	58,3%	28,3%	6,7%
3	Lack of suffice classroom facilities causes the pre-service teacher feel nervous when teaching in front of the class.	16,7%	45%	31,7%	6,7%
4	The pre-service teacher lack mastery of learning material so that it is difficult to answer questions from some students.	0,1%	23,3%	68,3%	8,3%

The third category of difficulties is psychological which in this case the researcher discusses the mental pre-service teacher on teaching experience during teaching practice. From the results of the table 4 in statements number 8 to10, lack of mental preparation, teaching materials because pre-service teachers feel nervous when teaching in front of the class is the most common problem faced by pre-service teachers with 58.3% results. Likewise, BR said that nervousness was the biggest problem, he had experienced when dealing with students in front of the class. In addition, pre-service teachers also have difficulty when providing motivation to learn to students with a percentage of 55%. Maulimora (2019) said

that pre-service educators were so stressed over their planning. They were not certain enough to instruct on the off chance that they did not get ready well indeed. This explanation was the most noteworthy worry for the nervousness that was experienced by pre-administration educators. According to Merç (2010) surprisingly, understudy educators toward the finish of the practicum experienced half of the issues identified with absence of understudy inspiration. The lack of experience in teaching for pre-service teachers also influences how to motivate students in learning.

Table 4: Percentage of instructional teaching difficulties

No	Statements	SS	S	TS	STS
1	The lack of pre-service teacher to use textbooks and syllabus development.	13,3%	31,7%	48,3%	6,7%
2	The Lack of pre-service teacher to utilize instructional learning materials.	1,7%	48,3%	43,3%	6,7%
3	The Lack of experience for pre-service teacher in teaching according to lesson plans.	6,7%	53,3%	35%	5%

From the results of the questionnaire, table five about the difficulty of pre-service students to instructional categories that discuss the lack of experience for pre-service teachers in teaching according to the lesson plan resulted in a percentage of 53.3%. Percentage of 48.3% pre-service teachers find it difficult to use instructional lesson plan, and 31.7% of pre-service teachers have difficulty in using textbooks. If sorted from the results of that percentage, then some of the pre-service teachers have difficulty teaching according to the lesson plan. From the result of interview, NC and KN also gave an opinion that they had difficulty in teaching according to the lesson plan. Agustiana (2019) reveals that Nevertheless, in spite of the presence of exercise designs that have been masterminded perfectly and with cautious arranging, truth be told, the execution of learning in class can be unique. Without showing experience combined with figuring out how to go past what has been accumulated in the exercise plan, can be a worry for preservice instructors in actualizing genuine educating Agustiana (2019).

Table 5: Percentage of teaching professionally

No	Statements	SS	S	TS	STS
1	Pre-service teacher feel less experienced in compiling questions based on student level (grade of students).	3,3%	56,7%	36,7%	3,3%
2	Pre-service teacher less of experiences in technique to assess student competency outcomes.	5%	50%	38,3%	6,7%
3	Lack of experiences of PPL students in providing feedback on student competency results.	5%	48,3%	41,7%	5%
4	Lack experiences of pre-service teacher to speak in front of the class with a loud voice.	6,7%	48,3%	36,7%	8,3%
5	Lack of teaching experiences for pre-service teacher causes they feel difficult to use standard language when teaching.	3,4%	48,3%	38,3%	10%
6	Lack of experience for pre-service teacher in reprimanding students who behave improperly when in class or outside the classroom using appropriate language.	3,3%	50%	35%	11,7%

The last questionnaire table results about the difficulty of teaching the professional category that discusses the teacher's professional attitude in behaving, speaking, and evaluating students in the form of feedback from the results of learning competence. According to Merç (2010) Deficient and imprudent readiness, getting ready and choosing materials that are past the degree of understudies, and unseemly arranging were among the most every now and again expressed issues.

In addition, the results of voice control show that 50% of pre-service teachers are less able to use good language when reprimanding students who behave poorly in the classroom and outside the classroom. Issues coming because of understudy qualities, for example, troublesome understudy conduct, understudies' negative perspectives towards understudy instructors, understudies'

utilizing L1 in the class, understudies' pace, and understudies' hesitance to share homeroom assets didn't change after some time Merç (2010).

Strategies Used

The second research question is "Did the pre-service teacher use to overcome the difficulties experienced when teaching practice? In this section, the researcher will discuss the results of interviews of several respondents who gave opinions about the strategies used by pre-service teachers when facing difficulties in teaching practice. From the interview results, the researchers summarized the used strategies into four types based on the most results put forward by respondents. Cooperative learning; setting up classroom management; interesting learning; and student-centered.

Cooperative Learning

The first strategy used by some pre-service teachers is cooperative learning. Pre-service teachers argue that cooperative learning is a suitable strategy for overcoming difficulties in teaching. As stated by KN, RH from the interview results, they applied cooperative learning to overcome problems experienced during teaching practice. Ukpepi (2016) said that cooperative learning is a way to deal with group work that limits the event of those upsetting circumstances, for example, class interruption, and expands the taking in and fulfillment that come about because of taking a shot at an elite group.

Setting up Classroom Management

The second strategy used by pre-service in overcoming various kinds of difficulties when teaching practice is setting up classroom management. RH and NC are agreed that setting up classroom management can overcome the problems they experience while teaching practice. By applying the setting up of classroom management, pre-service teachers believe this strategy can overcome classroom problems that cannot be conditioned by the tightness of students and crowded outside the learning material. According to Nagler (2016), Classroom management is proposed to give understudies more chances to gain proficiency with everything that an educator does to compose understudies, space, time, and materials so understudies' learning can happen.

Interesting Media

The use of media as teaching materials is needed to deliver material to students. It also helps students to understand the material easily. From the result of interview by BR, CN, and NC, the researchers found that some of the pre-service teachers used interesting media as interesting learning material. They argue that by using interesting media they can overcome the difficulties of teaching. From the statement of above, some of respondents use game and song as an interesting media to teaching. They help learning the objective language when students are engaged with the games and enjoy without seeing that they are learning the objective language, and moreover it is a delight for the instructor that he presents the language in a charming environment which makes the activity ground-breaking Gozcu (2016). According to hermansyah (2018) mention that this strategy is suitable as a learning medium because students can learn English pronunciations correctly and fun through songs.

Student-Centered

Be aware of the results of interviews that have been done. The researchers found that some of the pre-service teachers used student-centered to overcome difficulties in teaching. Buditama (2017) affirms that in the student-centered classroom, understudies are effectively learning and they have more noteworthy contribution to what they realize, how they learn it, and when they learn it.

CONCLUSIONS AND SUGGESTIONS

The purpose of this study was to analyze students' difficulties in teaching practice. Based on data collected in chapter IV, it is concluded that eighth semester students have difficulty in teaching practice even after taking microteaching courses in semester 5. From the results of the study, researchers grouped the difficulties into 5 categories. In the first category, procedural difficulties that discuss teaching techniques, a few pre-service teachers have difficulty in teaching steps. The second category was managerial difficulties, pre-service teachers having trouble in improving teaching materials due to the unavailability of relevant textbooks. Then the third difficulty is psychologically,

pre-service teachers have difficulty in preparing mentally, teaching materials, and knowledge so that pre-service teachers feel nervous while in front of the class. The fourth difficulty was instructional stating that pre-service teachers had difficulty in teaching according to the lesson plan. The latest results on professional difficulties showed that pre-service teachers had difficulty when arranging questions according to student grade. According to the results above showed that the difficulty in mastering the steps of learning is the lowest percentage items difficulty and the highest difficulties that encountered by pre-service teacher is preparing mentally, teaching materials, and knowledge so that pre-service teachers feel nervous while in front of the class. It can be concluded that although pre-service teachers have received training in microteaching or teaching experience formally or informally they still having trouble when teaching. Rresearcher found four strategies to overcome the problems experienced by pre-service teachers in teaching practice are cooperative learning, setting up classroom management, interesting media, and student-centered.

Regarding the results of this study, researchers have four suggestions. The first suggestion is addressed to English lecturers that the researcher expected to encouragement from lecturers can increase student confidence and readiness in teaching. The second suggestion is addressed to students that should be force themselves to try teaching early in the semester to be more experienced. Third suggestion is for some courses in University of Islam Malang, researcher hope that the Faculty of English Teacher Training and Education of UNISMA provides the material related to teaching problems properly, especially in LTP, Curriculum and Mat. Anlysis, Tefl and Microteaching. The researcher hope that the faculties provide material that is suitable for teaching practice. The last suggestion is addressed to further researchers that are able to increase the number of interview participants to get more results that are varied.

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