

EFL Pre-Service Teachers' Perspectives and Expectations Towards Microteaching: A Case Study at an English Department, in a Public University

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ARTICLE INFO	ABSTRACT
<p>Keywords: <i>Teaching practice, student teacher, microteaching, teaching practice preparation, teacher training</i></p> <p>DOI: http://dx.doi.org/10.22437/langue.v2i2.25811</p> <p>Received: June 6, 2023</p> <p>Reviewed: June 20, 2023</p> <p>Accepted: June 20, 2023</p>	<p><i>Teaching practice in real educational environment is an obligation course for student teacher of teacher training and education faculty. This course is believed to be very significant as authentic experience to create professional educator by training. However, student teacher has to follow microteaching program before teaching practice at school as a set of teaching practice preparation (Ismail, 2011) which provided by university to be qualified pre-service teacher. This study was conducted as qualitative research with a case study approach. It was commonly used to understand people's experiences and to express their perspectives (Creswell, 1994). Furthermore, this study used triangulation data sources, consisting of: (1) demographic questionnaire, (2) face-to-face interview, and (3) observation that consisted of video as visual data, to conduct high quality research with an excellent way (Christensen & Johnson, 2008). The first, microteaching gave knowledge about teaching technical steps. This finding was relevant with another research that microteaching provided and developed knowledge of methodological teaching skill (Sen, 2009). However, findings in this study provided very specific technical teaching skill that gained by EFL pre-service teachers during the implementation of microteaching, such as a teacher should design lesson plan before coming to class, besides on lesson plan they had to pay attention with several points like material that would be taught and then decided appropriate steps in teaching that material to student on accurate time allocation. Second, the advantages of microteaching were teaching practice which gave opportunities to smoothness pre-service teachers' teaching skill (Ismail, 2011) which been the most important point of microteaching itself. However, not only well preparation that needed by EFL pre-service teachers to be an educator, but also well teaching was also significant.</i></p>

1. Introduction

Microteaching is teaching practice in mocking teaching and learning environment which provided opportunities to apply teaching English principles that have been learned by pre-service teacher since their first coming in teacher training and education faculty (Qazi, et. all. 2012) on microteaching. Further, each major in teacher training and education faculty obligates their students to joint microteaching program which train pre-service teacher as preparation. On the other hand, microteaching implementation should be organized well in any aspect, such as facility and microteaching management with presenting effective training to achieve it's goal. Moreover, law No. 14, year 2005 about teacher and lecturer on chapter IV section 10 stated that the leadership of teacher candidates in microteaching has to be directed to create teacher's competent as a learning agent. Besides, government regulation states about National Education standard on chapter VI section 3 No.19, year 2005. Furthermore, Ballantine & Spade (2009) stated that "Institutions of higher education are expected to generate new knowledge, technology, and ideas, and to produce students with up-to-date skills and information required to lead industry and other key institutions in society" (p. 88).

The purpose of this study was to explore the English foreign language pre-service teachers' perspectives on microteaching implementation as preparation training (Ismail, 2011) in a public university and supported by providing perspective of several significant aspects on its implementation. Further, it was continued by exploring advantages and disadvantages of microteaching then followed by obtaining expectations towards microteaching implementation for today's world and future. "A Qualitative research question is an interrogative sentence that asks a question about some process, issue or phenomenon that is to be explored, it is general, open-ended and overarching question that you would like to answer" (Johnson & Christensen, 2008, p. 79). The English Foreign Language (EFL) pre-service teachers as the respondents were the 7th semester, regular and non-regular students who followed microteaching since the first orientation till the end of implementation. The following research questions guide this study to achieve the purposes of this study:

1. What are EFL pre-service teachers' perspectives on microteaching after following the implementation?
2. What are EFL pre-service teachers' expectations towards microteaching for future implementation?
3. What are EFL pre-service teachers' perspectives on the advantages and disadvantages of microteaching as preparation training?
4. What are EFL pre-service teachers' perspectives on disadvantages of microteaching as preparation training?

The Significances of the Study

For English Foreign Language (EFL) Pre-service Teacher

The result of this study will show how significant microteaching is in higher education institution for pre-service teachers' preparation to face real teaching environment. Further, this study will prove any significant factors that should be prepared and organized well on microteaching to avoid any single problem during implementation. Moreover, this study also provided effective attitude as pre-service teachers during the implementation of microteaching.

For University, Teacher Training and Education Faculty and English Department

This study will show how significant well organization is on microteaching implementation in education environment since university as a learning environment that prepares qualified human sources. Further, this study provided any authentic data that should

be considered well for university, teacher training and education faculty and English department to revise and re-organize teacher training program especially for the implementation of microteaching to make it relevant and compatible with changing needs in today's world of educational environment since it has many positive contributions.

For Further Research

This study will fill the gap between theory and practice significances in learning knowledge, since in learning knowledge especially in learning about teaching which need theory of teaching competency to be practiced for becoming success educator. This study might be continued later by the same or another researcher with different system, limitation and significance to give contribution in educational environment.

2. Literature Review

2.1 What is Microteaching?

Microteaching is training for student teachers who will face the true reality of teaching training at educational institutions. It is one of core course that have to be taken by students of teacher training and education faculty. Microteaching also can be defined as a teaching training which is conducted especially for 7th semester students of Teacher Training and Education Faculty to train them systematically by allowing them to experiment main teacher behaviors (Uzun, 2012). Kilic (2010) stated "Microteaching is a technique that is used in teacher education where a teacher candidate teaches a small portion of a lesson to a small group of his classmates and teaching competencies are carried out under strict supervision" (p. 82). Meanwhile, according to Perlberg, as cited in Long (1994) in Qazi, Jamil and Thomas (2013) states "Microteaching is a laboratory training procedure which takes place in the preparation phase of a practicum and aims at simplifying the complexity of routine teaching-learning processes" (p.47). So, it is a process of learning skill in teaching and learning.

2.2 The History of Microteaching

Microteaching is a custom in teacher education and in other teaching-learning situation that has been used since 1960's. Further, Cruickshank (1996) in Ismail (2011) asserted that microteaching was introduced first time in the 1960's at Stanford Teacher Education Program. Meanwhile, Cruickshank and Metcalf (1993) in Saban and Coklar (2013) stated that microteaching was first applied in medicine at Stanford University in 1960s to promote the students' quality.

"The name of micro-teaching was coined for this method of developing teaching skills in 1963. The idea of micro-teaching originated for the first time at Stanford University in USA, when an Experimental Project on the identification of teaching skills was in progress under the guidance and supervision of the faculty members (Bush, Allen, McDonald Acheson and many others). This project was aided by Ford Foundation and Kettering Foundation" (Shah & Masrur, 2011, p.22).

2.3 The Purpose and Importance of Microteaching

According to Shah and Masrur (2011), the purpose of microteaching is to guide teachers for their effective teaching. Grge (2003) as cited in Saban and Coklar's study (2013) stated that pre-service teachers may know real teaching condition with microteaching, and they also have opportunities to convey their teaching knowledge into practice. By applying

microteaching, student teachers conduct experiment and study in each of the teaching skills (Uzun, 2012). Further, microteaching can provide the possibility of forming a experiment condition for teaching activities (Saban & Coklar, 2013). The micro-teaching practices improved both student's and teachers' self-confidence and the teaching skills are emphasized Sen (2009); Sen (2010) as cited in Saban and Coklar (2013).

Through microteaching, pre-service teachers able to improve their skill in managing class. Further, acquiring the skills to choose appropriate learner activities, use teaching goals, and overcome difficulties during the process. In addition, student teachers improve their skills in giving feedback and measurement and evaluation during the microteaching (Kilic, 2010).

According to Kilic (2010), "micro teaching helps develop skills to prepare lesson plans, choose teaching goals, speak in front of a group, and to ask questions and use evaluation techniques" (p. 82). It is especially used to improve teacher candidates' pedagogical skills (p. 83). Student teachers' self-confidences develop; it also provides a chance to find out appropriate multiple skills for teaching in a short time (Kilic, 2010).

Microteaching provides pre-service students with valuable teaching experiences and made them aware of the benefits and relationships between theories and practice (Ismail, 2011). Moreover, pre-service teacher try to set the theories that they have learned into practice and to develop confidence and teaching skills. They would try the ideas they learned with their colleagues before they started using them in real classes.

Microteaching is an excellent way to build up skills and confidence, to experience a range of teaching styles and to learn and practice giving constructive feedback (Ismail, 2011). The aim of microteaching practice is to prepare pre-service teachers to be better by themselves in teaching practice. Further according to Sen (200) stated "Their self-confidence improved, they found the chance to observe themselves while gaining experience. Finally, the participants concluded that practice helped reduce level of the first-time teaching anxiety" (p. 165).

2.4 Previous Research on Microteaching

2.4.1 Learner-Centered Microteaching in Teacher Education

Kilic conducted research on Learner-Centered Microteaching in Teacher Education in 2010, investigated the effect of Learner-Centered Microteaching on the development of teacher candidates' teaching competencies. Pre- test and post-test were used to get complete data collection. This study was focused on the implementation of microteaching such as decision making, planning, application, evaluation, and reflection. Then, the study was emphasized task and activity that was be able to attract pre-service teachers' various interest. Then, this study was also followed by organizing activity that was meaningful for pre-service-teacher. Microteaching was believed as an efficient treatment in increasing pre-service teachers' behavior in education environment. Furthermore, handout was very significant written guidance which transmitting knowledge simply during microteaching. Moreover, in educational improvement needed technology for facilitating pre-service teachers to acquire in teaching competency in today's world. Additionally, boring was normal feeling on microteaching as teaching training device, whereas the most point that boring for a pre-service teacher may not be boring for another. As well, short duration on microteaching performance was a challenge for pre-service teachers on microteaching. The result of this study shown that microteaching was effective treatment in developing pre-service teachers' behaviors (Kilic, 2010).

2.4.2 Using Microteaching to Enhance Teacher Efficacy in Pre-Service Teachers

Research about the use of microteaching to enhance teacher efficacy in pre-service teachers was conducted by Mergler and Tangen (2010). The participants were 208 of pre-service teachers in Australia. The study examined pre-service teachers' efficacy in relation to utilization of microteaching as an assessment tool for post-graduate education students in Australia. It was analyzed by teacher efficacy survey, additional qualitative questions and pre- post testing. Further, this research also used Teachers Sense of Efficacy Scale by Tschannen-Moran and Hoy (2001) and open-ended questions in data sources and analysis. Microteaching was as an authentic assessment by pre-service teachers by giving information which helped pre-service teachers fixed teaching theory into action. Furthermore, mentor was significant on microteaching in preparing and conveying a sample of microteaching session by leading microteaching process in order to pre-service teachers knew preparation elements for pre-service teachers' microteaching period.

The result of the study were; first, microteaching increased their teachers sense of efficacy, largely because they get to observe, practice and discuss the actual skills that they would be required to draw upon as teachers. Second, Pre-service teachers fell more powerful about the subject matter being taught over a semester, especially as they participated in learning the subject through such a hands-on approach as microteaching. Also, teacher efficacy continues to be an important construct to consider in preparing pre-service teachers for their future teaching careers. Indeed, microteaching has good contribution for pre-service teacher in preparing themselves for their true training (Mergler & Tangen, 2010).

2.4.3 The Impact of Microteaching Skill

Shah and Masrur investigated the impact of microteaching skills on the performance of Primary School Teachers at Pakistan in 2011. The participants were 210 elementary teachers (105 with in-service training and 105 without in-service training). This study was descriptive in nature and the performance was examined through observation sheet.

The quality of education related closely with educational objectives improvement, policies program, curricula, facilities, equipment and administrative structure. Facility was needed to improve pre-service teachers' skill in transmitting education value and improve educational improvement in the implementation of microteaching. It meant that, teacher training and education faculty was commanded to have excellent material sources of equipment, building, curricula and text book in the implementation of microteaching as preparation training. Methods in the implementation of microteaching were suggested to be re-organized, developed, and revised to construct it compatible with changing needs for continuous education. Besides, since mentor was needed to enhance pre-service teachers' teaching competency thus he/ she commanded to design material relevant with today's world. These advices were suggested (Shah & Masrur, 2011) since educational system in teacher education was significant and then need to be modified and progressed.

The result of the study were; first, Shan and Masrur (2011) declared "the observational results indicated that the performance of in service trained primary teachers (PIT) was better in the teaching skills, " Set Induction, "Questioning", "Listening", "Reinforcement", "Teacher's Liveliness", "Closing lesson" and "Re Planning" (p. 27). Second, the whole finding "indicated positive result of in-service teacher training programs especially in teaching methodology" (p. 28). Hence, this teaching methodology

was recommended in future for in-service and pre-service teacher (Shah & Masrur, 2011) to improve and development teaching skill competencies of them.

2.4.4 Student Teacher's Microteaching Experience

Ismail (2011) conducted a study on how student teachers' microteaching experience in a Pre-service English Teacher Education Program. There were sixty eight of female teacher trainees from the English Language Education Program in the faculty of Education in the United Arab Emirates University were used in this study as the participant.

This study filled the gap between theory and practice. He found that student teachers enjoyed and enthusiastic toward microteaching. They got opportunities to smoothness their teaching skill by learning weakness and strength of their teaching performances. Microteaching was believed a gold point to show their teaching practice skills, and offer the real opportunities to learn their weakness and strengths in their teaching. Besides, classroom presented opportunities for them to examine and communicate with their colleagues and made them enjoyed during training and free stress. Moreover, the experience of microteaching helped student teachers improved their language proficiency. Microteaching offered opportunities to smoothness student teachers' language, and it was not only learning how to teach, but also developing their own English skill. They appreciated the usefulness of the microteaching as a training method course. Further, student teachers prepared material for their teaching performances by identifying appropriate topic with appropriate teaching step that was planned on their well design lesson plan. Moreover, video camera was very significant element during microteaching to observe student teachers' teaching performance. They knew mistakes, and was aware then fixed it for the next teaching performance. Since the main purpose of video camera on microteaching for improving teaching skill by making considerate decision and developing effective teaching strategies for future teaching.

However, microteaching was not engage real students in a real teaching condition where a teacher and students relate naturally since microteaching was mocking teaching. Further, it should be more organized base on curricula standard in the implementation of microteaching in higher educational institution. Since microteaching as an encouraging and significant learning experience.

2.4.5 Pre-Service Teacher's Opinions about the Microteaching Method

Saban and Coklar (2013) examined microteaching practices on the contribution of teacher qualifications according to pre-services teachers' views based on their teaching experiences. The participants were ten undergraduate students at faculty of education in Necmettin Erbakan University.

In the study found that pre-service teachers have challenges in teaching, they had some kinds of teaching anxiety following teaching experience like short duration for teaching performance, that was around five until fifteen minutes on teaching performance. Further, EFL pre-service teacher stated that twice teaching performance was not enough to face real teaching. Microteaching was useful and essential application for them. Besides, it increased pre-service teachers' teaching experience and skills on teaching which effected on fewer mistakes on second teaching presentation by learning any mistake on first teaching to have good teaching on future teaching performance.

However, educational institution should provide more opportunity for pre-service teachers to train and convey knowledge into action to enhance classroom management

skill. Aside of that, the study also found that flexibility was the point of microteaching was presented. Academic staff should help pre-service teachers to feel comfortable and relaxed during microteaching. In addition, according to Peker (2009) and Kulahci (1994) as cited in Saban and Coklar (2013) stated "Suggest that academic staff should be a guide while planning microteaching and they should help them to feel relaxed" (p. 240).

Microteaching was development experience method of all departments at university; it was beneficial particularly for teaching profession. As preparation, by microteaching pre-service teachers could acquire knowledge and skills at faculty an effective way, they concentrated in their profession, saw themselves as a teacher, working compatible with teachers of practice, teaching topics and concepts in the curriculum (Saban & Coklar, 2013). Further, they stated "school administration and practice of teacher must help to pre-service teachers in any way, should provide a wide range of materials and the possibility of laboratory, faculty should take serious application of pre-service teachers, for pre-service teachers (p. 240).

Besides, camera video was used to evaluate pre-service teacher's teaching performance. It made considerate decision for improving and developing effective teaching strategies since they observed themselves. Thus, video was efficacy in the implementation of microteaching. Additionally, training to give motivation on teaching practice in the implementation of microteaching should be inserted as reinforcement. Therefore, this study showed the gap and correlation between theory and practice which constructed in teaching for better future training.

2.4.6 A Study on the Effectiveness of Peer Microteaching in Teacher Education Program

Sen (2009) conducted a study on the effectiveness of peer microteaching in teacher education program at Hacettepe University. The respondent were 39 pre-service teachers academic years 2005/2006 and 2006/2007. This study found that the most valued point in peer teaching practices were the improvement of pre-teachers' self-confidence, finding the chance to observe themselves, gaining experience and overcoming their first-time teaching anxieties. According to Sen (2009), microteaching gave permanent effects on getting of self confidence, overcame first time teaching anxiety, communicating, developing methodological skills, classroom management and material advantages for participant who had started their profession. Microteaching developed knowledge of methodological teaching skill. In addition, pre-service teachers believe that peer microteaching was absolutely necessary for them, gave more contribution for them. microteaching is very potential in preparing pre-service teachers. They may learn how to find the topic, brainstorm the topic to be good material and transfer it well. On the other hand, pre-service teachers learn how to construct comfortable situation in the class with creating good relationship with student. Further pre-service teacher may differentiate which one the most important for them between theory, practice and both of them as a teacher for their career.

However, microteaching class did not reflect the real of classroom condition. Since physical condition of microteaching classroom differ from the real schools. Moreover, additional time in teaching practice was needed by pre-service teachers in the implementation of microteaching since they gained experience on teaching. Besides, mentor was as an instructor who evaluated pre-service teachers' teaching performance that occurred for five until fifteen minutes for a certain topic. Moreover, video-recorded had made considerate decision for pre-service teachers to improve and develop effective

teaching strategies for their future teaching since they could observe themselves. Additionally, teacher educational institution should pay attention to the improvement of technology during microteaching since that was needed for educational development.

Pre-service teachers had to considered and prepared appropriate material and methods of teaching planning in a certain time during microteaching since the duration was around five until fifteen minutes. The limited teaching performance duration was limited and became challenge during microteaching for pre-service teachers. Besides, mocking action in classroom during microteaching was also challenge since it was closely different with real teaching environment. Further, failures during microteaching were managing self-confidence from anxiety a when taught a certain topic only around five until fifteen minutes.

3. Research Methodology

3.1 The Research Design and Approach of the Study

This study was conducted as qualitative research with a case study approach. It was commonly used to understand people's experiences and to express their perspectives (Creswell, 1994). Furthermore, this study used triangulation data sources, consisting of: (1) demographic questionnaire, (2) face-to-face interview, and (3) observation that consisted of video as visual data, to conduct high quality research with an excellent way (Christensen & Johnson, 2008). These data were used to get more in-depth information about EFL pre-service teachers' perspectives, expectations, advantage and disadvantage towards microteaching at a public university by researcher. Moreover, this study used three phases of technique. The first researcher did observation by recording pre-service teachers' first teaching performance in classroom and training in large scope by using camera to get visual data of this study as a real data that can be seen for supporting data from demographic questionnaire and interview. Second, researcher used demographic questionnaire to get basic information about the participants' background. Third, participants were interviewed using interview protocol as a guide for researcher in asking EFL Pre-Service Teachers' Perspectives and Expectations towards Microteaching at an English Department, in a Public University.

3.2 Research Site and Access

This study was conducted at an English Department in a public university at Jambi Province. Researcher obtained access in research site, through permission from the English department leader and people who were related to study.

3.3 Researcher's Background and Biases

In qualitative research, researcher had to obviously identify their biases, significances, and personal interest about the research topic issue, process and access to research participants (Creswell, 2007). Besides, Christensen & Johnson (2008) stated "One potential threat to validity in qualitative research is researcher bias" (p. 275). Researcher carefully did not involve in the process of answering the question, since problem with qualitative research is that the researchers 'find' what they want to find, and then they write up their findings (Johnson & Christine, 2008). Further, Johnson and Christensen (2008) argued that researcher bias obtained result which was wanted to be found by the researcher. Researcher looked after to result from allowing one's personal views and perspectives to affect the interpretation of data and research was conducted.

3.4 Sampling Procedure and Participants

Purposive sampling was used in this study to specify the characteristics of a population of interest and then tried to locate individuals who had those characteristics (Christensen & Johnson, 2008). The participants of this study were ten English Foreign Language (EFL) pre-service teachers who had followed microteaching and on 7th semester of their study; they had to follow microteaching since the first orientation till the end; cooperative. Further, selecting ten participants in purposeful sampling was supported by Polkinghorne (1989, as cited in Creswell 2007) which suggested that the purposive sampling should provide rich and varied insights into phenomenon and the quantity for the samples were from 5 to 25 people. "When enough participants are obtained, the researcher doesn't ask anyone else to participate" (Johnson & Christensen, 2008, p.239).

3.5 Data Collection

Data collection of this study consisted of three kinds, they were: demographic questionnaire for getting participants' background, then interview for getting more in-depth information, and the last was observation which supported by video as visual data for getting rich data. Here, each of techniques were linked each other but has different functions. Moreover, these techniques used to get rich data from participants for getting high validity and reliability of perspective and expectation towards microteaching implementation in English department at a public university. The first, researcher observed the implementation of microteaching as preliminary study then conducted demographic questionnaire, and then continued by interview as the last technique.

3.6 Data Analysis

The *demographic questionnaire* data was analyzed descriptively. For *interview* data collection, the process of data analysis has been started with *transcription* of interview. Researcher transcribed the interview manually. Researcher should put the original data into safekeeping place after transcribing the data (Christensen & Johnson, 2008) thus to keep the confidentiality, researcher did member check on transcribe result that has been analyzed and typed by giving back to the participants to make sure the data were valid. Further, valid data of member check was analyzed in-depth and re-analyzed by researcher to obtain the best analysis by using coding to identify themes and patterns of the interview data. Miles and Huberman (1994) wrote, "coding is analysis" (p. 56), and Johnson and Christensen (2008) stated, "coding is a process of marking segments of data (usually text data) with symbols, descriptive words, or categories" (p. 534). The function of the codes was to lead the researcher developed themes or categories by using the participants' words or themes and participants' statements that fixed the core meaning of experience in this study (Mukminin, 2012). Coding process used *within-case* and *cross-case displays* analyses as suggested by Miles and Huberman (1994, as cited in Mukminin, 2012) to define theme and sub-themes which relate with each research question, previous research. Further, the question and topic from interview could develop the codes for researcher.

Researcher used within-case and cross-case displays to: (1) extend interviews data, to find and list every significant statement relevant to the topic, to see the patterns and themes, and deepen understanding and explanation of data among the cases

(participants) and among the emergent themes; (2) to create clusters of meanings by organizing, grouping, or clustering the significant statements among the cases (participants) into themes or meaning units; and (3) to remove or reduce overlapping and repetitive data. Additionally, researcher used *observation*; while during observation researcher did not make note since researcher had to be focus on recording. The analyzing of the data collection in visual content analysis was studied representative sample rather than individual instances of image. Visual data would be analyzed by researcher in order to report the events and construct the particular concrete phenomena (Johnson and Christine, 2008). Unfortunately, researcher could not show visual data in form of video on the examination of researcher's thesis in order to keep any risk for participant. Moreover, video as visual data was very clear data that showed participant who were involved in this study. Thus, researcher used video to avoid any lie data of interview from participant. Besides, researcher did not explain descriptively complete about video data collection. Since the function of video as visual data in this study just to avoid untruth findings on the interview. Additionally, video facilitated researcher to relate among finding and discussion of this study. Therefore, detailed experienced from participants' words, descriptions, and thoughts were analyzed and interpreted to present the meaning of experience. "This process is essential so that they are meaningful and interrelated to each among categories or themes" (Mukminin, 2012, p. 68). The purpose of this phase was to build up a detailed analysis of this study.

4. Findings

4.1. Sub Findings

There were 17 major themes related to EFL pre-service teachers' perspectives on microteaching (see table 1), Three major themes emerged related to expectation, and there were two emerging themes related to the advantages and disadvantages of this study. Following findings were ten EFL Pre-Service Teachers. Study showed clearly that each person's interpretation had a rich experience about microteaching. These case study findings showed complexly the situation of microteaching in a true condition that was illustrated by unpredictable words of ten EFL Pre-Service Teachers. In addition, the findings of this study were to point up a training program (Microteaching) for pre-service teachers in a public university. Within this theme, the findings showed that EFL student teachers had perspectives of microteaching after having experience. By knowing their perspective of microteaching, researcher wanted to know EFL student teachers' knowledge about microteaching for them.

Table: 1 Themes and Sub-Themes

THEMES	SUB-THEMES
PERSPECTIVES	
<i>1. Understanding</i>	(1) Training (2) Practice (3) Preparation
<i>2. Facility in Balairung</i>	(1) Limited (2) Less Well-Organized
<i>3. Facility in Classroom</i>	(1) Satisfied (2) Unsatisfied
<i>4. Multimedia</i>	(1) Limited

5. <i>Tutorial Handbook</i>	(1) Quiet Good
6. <i>Mentor</i>	(1) Quiet Good
7. <i>Feeling on Microteaching Process</i>	(1) Encouraged (2) Discouraged
8. <i>Feeling on Tutorial Handbook</i>	(1) Encouraged (2) Discouraged
9. <i>Feeling on Balairung</i>	(1) Discouraged
10. <i>Feeling on Teaching Presentation</i>	(1) Encouraged (2) Discouraged
11. <i>Feeling on Lecturers (Mentor)</i>	(1) Encouraged
12. <i>Preparation and Management on Microteaching</i>	(1) Lesson Plan (2) Material (3) Practice (4) Personal (5) Teaching Media (6) Time Management (7) Motivation (8) Scoring
13. <i>Micro Sources</i>	(1) Pre-Micro (2) Post-Micro
14. <i>Challenge</i>	(1) Internal (2) External
15. <i>Teaching Competency</i>	(1) Well Done (2) Quiet Good (3) Unsatisfied
16. <i>Worst</i>	(1) Internal (2) External
17. <i>First Teaching Presentation</i>	(1) Better than Second (2) Worse than Second (3) Similar with Second
Expectations	
18. <i>Microteaching Implementation</i>	(1) Elimination (2) Skip Balairung Part (3) Delete Microteaching (4) Do Microteaching Close to the Real (5) Give More Practice and Time (6) Minimize Participant (7) Student Managements Randomly in Classroom

	<ul style="list-style-type: none"> (8) Providing Controller in Balairung (9) Be More Educative (10) Be Modern
<i>19. Facility</i>	(1) Increasing Facility
<i>20. Mentors</i>	<ul style="list-style-type: none"> (1) Wiser (2) Giving Well Explanation (3) Increasing Teaching Competency (4) Creating Effective Condition on Explanation (5) Using Suitable Material
Advantages	
<i>21. Microteaching</i>	<ul style="list-style-type: none"> (1) Giving Knowledge (2) Training (3) Authentic Guidance (4) Inspiration (5) Motivation (6) Experience
<i>22. Mentor</i>	<ul style="list-style-type: none"> (1) Advising (2) Suggesting
<i>23. First Presentation</i>	<ul style="list-style-type: none"> (1) Find Mistake (2) Learn Mistake (3) Fix Mistake
<i>24. Handout</i>	<ul style="list-style-type: none"> (1) Useful (2) Getting Information
Disadvantages	
<i>25. Not too Important</i>	<ul style="list-style-type: none"> (1) Just Formality (2) Help but not much
<i>26. No More Importance</i>	<ul style="list-style-type: none"> (1) Boring (2) Sleepy (3) So Exhausted (4) Not Enjoyable (5) Wasting Time (6) Monotone Activity (7) Lack of Facility (8) Nothing

4.2. Sub Findings

Marfin a male EFL Pre-Service Teacher who had GPA 3.38 also had similar interpretation of microteaching with Jocelyn and Eveline as showed on his reflection,

(...) hm microteaching is kind of ee prepaton **preparation** ee before we start doing our PPL something like that (...) yes for me it's kind of to give you ee little clue about what will going on on the PPL ee something like that.

Besides, Kellyn and Callestine stated microteaching was a preparation. As shown on their reflection,

(...) ee for me microteaching is a **preparation** for students who want to be a who want to held a teaching practice so it's a preparation for them to about how to face the students how to face the school circumstances or school environment. (Kellyn, a female EFL Pre-Service Teacher who have GPA3.55)

(...) ee microteaching for me is a set of **preparation** from my PPL. (Callestine, a female EFL Pre-Service Teacher who have GPA 3.20)

Hence, for several interpretations of EFL pre-service teacher could be defined that *microteaching is a training, practice and preparation* for facing the truth of teaching.

(...) aa **in the balairung the facilities so lack** (...) yeah hm like hm speech like just speech when when we want to teach okay just speech ceramah okay speech and then ee hm just make the joke in the class like that not make ee make the students become active like a what ee want at that time (...) because at that time is fasting month fasting month haha so I'm not too comfortable (Jocelyn, a female EFL Pre-Service Teacher who has GPA 3.48)

She expressed on microteaching implementation in Balairung, the *facility was so lack*. *Mentor just spoke*, then ineffective condition for her that was on *fasting month* also supported her not to feel relaxed too in training. Furthermore, Felicia stated that was *not effective* way. As her reflection,

(...) is **not effective** way (Felicia, a female EFL Pre-Service Teacher who has GPA 3.69)

On the other hand, EFL pre-service teacher also stated in Balairung there was *only one speaker who directed more than five hundred participant*. That was not effective in training for her that *sat at the back got nothing* in Balairung. She *did not pay attention with speaker*. *Further, none of controller*, in training at Balairung *gave special contribution for pre-service teachers*. They *were free to talk each other, play with friend, play games then take picture*. She reflected,

(...) ee I have to say that what we done in what we did in **balairung** is something that **useless I got nothing** from that (...)yeah because ee there are **there is only one ee speaker there** and **meanwhile the participant is more than five hundred I guess**(...)ee I just ee mengira-ngira (...) and **I think it's not effective** to talk one one person talk to that many to many people and ee I think only one only they that sit in front that focused on what they said and meanwhile I and my friend sat at the back of the balairung and we get nothing we play there (...) on balairung I chat with my friends I look at my friends ee playing they play eat bulaga and I were I was lefing with them only that go to balairung sit leaving and bring nothing (...) of course a pictures of me and my friends only that not really (...) but the games when microteaching is really good really interesting than what what the speaker said in front (...) there is no lecturer or supervisor at that time so we are free to play at the back of the (...)Yeah (...) actually **okay there is one speaker** and some other in front when they are ee approaching us we keep silent and when they go back at front we keep playing (...) because like what I said before it's not effective may be there ee what they want to do is really good because of course they want to help the students to face the teaching practice but in fact because ee the reality checks said that **it doesn't effective one person talk to many people thousands of people** (Kellyn, a female EFL Pre-Service Teacher who has GPA 3.55)

Moreover, EFL pre-service teacher expressed same thing that he *couldn't be focus* in Balairung. Because *audio was not good quality*, then *crammed full of participant* through him *did not listen a lot to mentor*, without a doubt he *played with his friend* since he *couldn't be focus and couldn't listen what mentor talked for him who sat at the backside*. He reflected,

(...) ee in the balairung pak Min pak Min or pak Min I don't know ee because **the audio and the so many crowded people so I couldn't focus** on what what he talked about (...) honestly I didn't listen to the mentor so much you know ee I was playing with my friend so we can't we can't sat we sat at the back of the balairung so no no **the audio was not very good** so I couldn't listen to the mentor (Marfin, a male EFL Pre-Service Teacher who has GPA 3.38)

Furthermore, training in *Balairung* was *useless and exhausted*. *Sitting more than six hours without accomplishing anything besides paying attention to mentor* made him *get nothing* in Balairung. How *he could get a little of mentor's explanation if he did not enjoy* the training in Balairung. He reflected,

(...) yeah if you ask me that way I will say yeah **I'm tired** especially when I have to joint **in balai balairung where I have to sit about six hours more than six hours** I mean that **I have to sit without doing nothing just pay attention** to the students ee to the teachers to the lecturer to the mentor in in in front of me and it's quiet tired in fact in fact I did get anything from them them you know I just spend my time for nothing (...) **I didn't enjoy my class in Balairung at all and I believe all of my friends feel the same thing** like what I feel right now we didn't enjoy at all we just spend our time for nothing you know (Devlin, a male EFL Pre-Service Teacher who has GPA 3.5)

They *liked training* in classroom because they had already known *well known* with *participant* since the participants were their classmates. They didn't feel *exhausted* anymore in classroom, moreover they *could also share their knowledge each other*. Hence, they were *pleased* to classroom *training*. Furthermore, EFL pre-service teachers were not only pleased in classroom because they had already known participants, *but the room was also good room, and there were not crowded participant* through them to state in *classroom was amusing training*. He reflected,

(...) oh **in small class aa I'm more enjoy** that I think because ee I already knew my friends because ee when I start to ee start to teaching practice uhm ee it **it was fun** yeah my students were my friends (...)it was good because we were in the room ee very nice room(...) because we at the class didn't have too much students too many students so there was twenty or twenty four of us I guess so **it was nice** (Marfin, a male EFL Pre-Service Teacher who has GPA 3.38)

In addition, EFL pre-service teacher *enjoyed training in classroom* because there was *air conditioner, fan and good light* during training. As the reflection,

(...) classroom hm **because ee in the classroom** I get ee the class **with air conditioner with fan with good light I think that's good** (Callestine, a female EFL Pre-Service Teacher who has GPA 3.20)

On the other hand, EFL pre-service teacher expressed that she enjoyed training in classroom even she did not use infocus on her teaching presentation. These are several interpretations of EFL pre-service teachers on lack of multimedia in microteaching as teaching training in their university. They reflected,

(...) **facilities is just infocus** (Felicia, a female EFL Pre-Service Teacher who has GPA 3.69)

She underestimated on the only one facility on microteaching, which was infocus.

(...) Hahah (...) ok **I think** is ee kurang (...) **kurang memuaskan** like ee we have apo? Get **infocus** but we didn't **didn't have** and yeah like that (...) yeah I think like ee for my

first ee my first microteaching **when I teach I want to use apa? infocus by but it didn't** (Cheryll, a female EFL Pre-Service Teacher who has GPA 3.20)

She expressed her university had infocus, but she could not use it on her first teaching practice in classroom. Hence, it was less satisfied for her.

(...) ee the facilities on microteaching ee I think ee actually all of them are good but still we have still many ee still ee apa all of **the facilities still not not good because** when I have to teach in front of the class **there is no infocus** so it cannot support my explanations (Christella, a female EFL Pre-Service Teacher who has GPA 3.5)

She explained there was not infocus when she did teach practice in classroom, besides she had hoped it could help her in explaining material on her training. Further, the other EFL pre-service teacher also explained similar trouble that they couldn't use infocus eventhough the university had it. But for her it was not big trouble since she got tutorial handbook, and that was quite good for her. She reflected,

(...) I think **it's good enough** for us because we teach in infocus right ee we we do infocus and I give the paper and I think it's enough for me yes (...) yes (...) yes **we don't use infocus but I but we have infocus why we not use infocus hahha we have infocus but we don't use (...)**it's problem (Jane, a female EFL Pre-Service Teacher who has GPA 3.35)

On the other hand, another EFL pre-service teacher expressed her explanation on facility by telling her story before teaching practice in classroom until the point of facility in her university. She reflected,

(...) **facilities** I think (...) **it's not good enough because** (...) because yeah **we just come to the class prepare the lesson plan practice teaching** with aa.. **with whiteboard the spidol** (...) **it's not really enough** I think we **need infocus** it's it's **to make better media** (...) yes now we have new curriculum (...) so aa as I know the students should the students should be more active than the teacher but if we just if we just prepare to teach them **by whiteboard and spid boardmarker it's just traditional teaching I think** (Eveline, a female EFL Pre-Service Teacher who has GPA 3.04).

She explained clearly that she just came to class then prepared lesson plan and then taught with board marker and whiteboard. That was conventional teaching; she needed to involve media like infocus to increase her teaching competency. Further, another EFL pre-service teacher has similar understanding on facility in microteaching which was conventional. For him, for anyone who wanted to use infocus could use it in teaching practice in classroom. But, he felt that using whiteboard and board marker was quiet good. The tutorial handbook or called by handout was not appropriate with modern era. That was old; it could be seen by font and presentation which did not use computer but typewriter. On the other hand, several EFL pre-service teachers did not read *tutorial handbook* because of *no more fascinating* on it made them did *not to have motivation to read* it. In addition, several EFL pre-service teachers also stated, *tutorial handbook facilitated* them by giving several teaching strategies, but that still need to be improved.

mentor in microteaching facilitated them well by directing, giving advice and suggestion for being success in teaching training. But mentor should give relevant explanation with their needs. As shown

(...) on my lecturer my lecturer ee in that time learn **direct us well** because they they give us **lecturer in simply way but but that's the best** how be good teacher (...) yeah **simple lecturer** (Callestine, a female EFL Pre-Service Teacher who has GPA 3.20)

(...) Yes (...) yes **they just talk about last** just ee their **their experience and in their and in their S1 degree** (...) because at that time they just talk about that their experience

at that time **not talking about this era area this this era** (Jocelyn, a female EFL Pre-Service Teacher who has GPA 3.48)

Several positive feelings were felt by pre-service teacher on microteaching process that they had followed in their university. On the contrary, negative feeling on microteaching process in a public university also felt by several EFL pre-service teachers in this study. They reflected,

(...) hm for the first time I co could **confuse** ee how to teach how teach and the second aa hm I see aa I comprehend ee how to how to be a teacher from that ee and then the second I understand (...) ok that's the disadvantages okay ee I think because the material yeah it's **not enjoyable** so yes I think yes **boring** aa and then **make me sleepy** ok that's so boring sleepy and **make me tired** just sit okay just sit in the balairung for so many hours and I learn see anything because ee because the presenter just blabalabla with the small voice so when I sit in the back I can't hear what the presenter said (Jocelyn, a female EFL Pre-Service Teacher who has GPA 3.48)

(...) I think it **help me but not much** not too much because I think ee the sub the tefl subject help me more than microteaching (...) because I learn much I learn more how to teach in tefl rather than in microteaching because the time for microteaching is is this short time and **it's not effective for us (...) not really** (...) yeah I'm enjoy (...) **yeah just boring really boring** (Felicia, a female EFL Pre-Service Teacher who has GPA 3.69)

EFL students have full positive feeling on tutorial handbook. Because by analyzing her statement, she stated that *tutorial handbook* was *good quality but not enough* that was so clearly statement. As shown on their reflection,

(...) ok that's the disadvantages okay ee I think because the material yeah **it's not enjoyable** so yes I think yes **boring** aa and then make me **sleepy** ok that's so boring sleepy and make me **tired** (Jocelyn, a female EFL Pre-Service Teacher who has GPA 3.48)

(...) it was **really boring** activity for me and my friends so I didn't get a attention to that print out and I just then I just forget where there I put that that one thing so when to the small class I listen to my lecturer what my lecturer said and it is easier to it understand rather than I have to read that one (...) because ee it's a bit different what the what the lecturer in balairung said with in what our lecturer said because (Felicia, a female EFL Pre-Service Teacher who has GPA 3.69)

(...) **no just a paper** (hhaha) (...) yes (Cheryll, a female EFL Pre-Service Teacher who has GPA 3.20)

Based on the statement from participants, it can be concluded that they did *not feel pleasant* with that tutorial handbook then they felt *uninterested* moreover they feel *really boring* till they felt *exhausted* then *underestimated* by stating it just paper.

EFL pre-service teacher stated that he *did not feel anxious* on his teaching presentation.

(...) **in a minute yess** in a minute just a minute (...) just a second just a second (..) in the first first (Cheryll, a female EFL Pre-Service Teacher who has GPA 3.20)

(...) of course **of course feel nervous** because like of preparation of course I'm nervous I was nervous (...)of course of course feel nervous because like of preparation of course I'm nervous I was nervous (Kellyn, a female EFL Pre-Service Teacher who has GPA 3.55)

(...) **I feel bored really bored** yes hahaha (...) because we we we spent many times right much times (...) in microteaching (Jane, a female EFL Pre-Service Teacher who has GPA 3.35)

Based on the reflections above, it was clearly that EFL pre-service teachers *felt anxious on teaching presentation in the beginning*, and they felt *bored* as they explained clearly on reflection. On the other hand, lesson plan was significant thing that must be prepared well for

their teaching. In order to be ready in teaching, with clear step in pre activity; main activity and post activity to achieve the goal of learning.

(...) no I didn't plan anything (...) no just do like usual just do like usual just do like I am do, hm I did in ee tefl (...) just **just read text** (...) yeah (...) yes and like ee like I said just before I don't feel I am teaching I just presentation like usual (...) yes so like like usual I read the text and **comprehend the text** and share with my friends (Cheryll, a female EFL Pre-Service Teacher who have GPA 3.20)

Another EFL pre-service teacher stated different way in preparing material on microteaching, which was prepared in her TEFL performance. So, she did not really prepared it for microteaching because she used same material both in her TEFL and microteaching. Otherwise, EFL Pre-Service Teachers expressed, practice before performing in mocking teaching on microteaching performances was significant to be done. They reflected,

(...) and **prepare it little in mirror see the reflexion of my attitude my way and my style** (Jocelyn, a female EFL Pre-Service Teacher who has GPA 3.48)

She showed her way in preparing her teaching before her teaching performance in front of their friends in mocking teaching. Further, another participant explained that by looking teaching performance before teaching practice on microteaching was necessity. As the reflection,

(...) And after that ee we **have to see our teachers' performances** and after that we will have also teaching practice in front of them (...) (Christella, a female EFL Pre-Service Teacher who has GPA 3.5)

(...) and **a bit practice** practice how to how to deliver the the material to my friends only that (...) (Kellyn, a female EFL Pre-Service Teacher who has GPA 3.55)

Hence, observing in front of mirror needed to be done to acquire their mistakes that should be improved both on their teaching performance in classroom, and real teaching in the school.

5. Discussion

EFL pre-service teachers had to apply theories that had been gotten of their study in college for more than six semesters, into practiced on microteaching until they had been ready and could do the best of them on real teaching practice at school, since microteaching improved teaching skill (Saban & Coklar, 2013). Moreover, EFL pre-service teachers also claimed that microteaching was a set of preparation which prepared anything of what was going to teach for becoming a new teacher at school by getting clue during the implementation of microteaching. Hence, microteaching was a set of becoming a teacher preparation which needed training to be practiced by transferring knowledge into action. Microteaching gave special feeling to EFL pre-service teachers who joint during training course. Findings showed microteaching was interesting training since they met with their colleagues in the same classroom. Besides, a number of them enjoyed and felt fun during the implementation of microteaching. It was relevant with another research that microteaching helped pre-service teachers by presenting comfortable and relaxed training (Saban & Coklar, 2013) Further, they were glad, fine and like to microteaching since it helped them during teaching practice at school. This result was relevant with Ismail (2011), student teachers enjoyed the microteaching knowledge, besides they found it to be advantageous training device. Additionally, pre-service teachers' feelings were enthusiastic toward microteaching (Ismail, 2011).

The main point that microteaching helped pre-service teachers prepared their teaching practice. Microteaching had been believed significant trick to train pre-service teachers to be an educator since 1960's at Stanford Teacher Education Program (Shah & Masrur, 2011). These findings were similar with another research; microteaching was efficient treatment in increasing

pre-service teachers' behavior (Kilic, 2010). However, there were several specific advantages on findings of this study towards microteaching, for instance: giving knowledge, training, as authentic guidance, experience, motivation, and gave inspiration to EFL pre-service teachers. Microteaching was beneficial training that helped by giving extensive knowledge to EFL pre-service teachers concerning teaching preparation (Saban & Coklar, 2013) since they did not have broad experiences and knowledge toward teaching and been a teacher. So, every single knowledge and information that given by university during microteaching was really guided them to be a teacher in preparing anything that needed to be an educator. Otherwise, the disadvantages uttered by showing annoyance during the implementation of microteaching in college. A number of them stated that microteaching not too important, whereas there was limited research which stated toward disadvantages of microteaching. Besides, most of researchers' finding showed that microteaching contributed positively for teaching practice skills (Saban & Coklar, 2013); however, finding in this study expressed that microteaching gave a little contribution since TEFL class had given more about teaching preparation than microteaching. Besides, microteaching was formality for them. In contrast, the rest of EFL pre-service teachers stated that microteaching was not important. It wasted their time by getting nothing besides handout, and it was boring activity that made them sleepy and exhausted during its implementation. Moreover, it was required by a university who had teaching training and education faculty, since to decrease, minimize and avoid any problem that faced by pre-service teachers at school during teaching practice. Besides, elimination was to make sure that a pre-service teacher was able or not to face teaching practice by having limited knowledge and experience on teaching. So, microteaching should implement and organize professionally by an educational institution of university, then it should be constructive and helpful (Saban & Coklar, 2013) to keep away from any unpredictable problem that faced by pre-service teachers during teaching practice in school. Second, EFL pre-service teachers stated microteaching would better if training on microteaching in large scope (Balairung) skipped and moved to classroom in order to provide more chances on teaching for pre-service teachers since that needed by them.

The information about technical and pshycal condition of microteaching looks liked and its preparation needed by EFL pre-service teachers in following the implementation of microteaching as a teacher training device. They needed to prepare it well by obtaining information concerning the reasons of doing microteaching. Further, they needed clear tricks to be an appropriate pre-service teacher during the implementation of microteaching, since in order to help them fixed with teaching theory to teaching practice (Mergler & Tangen, 2010). The information could come from pre-microteaching course and on microteaching course. A number of EFL pre-service teachers got information about microteaching from senior who had experiences. Further, the rest of them got information from friends. And then from TEFL course which as a rich source for EFL pre-service teachers where presented large information to pre-service teachers about teaching preparation and any aspect that should be prepared as a teacher before joining with microteaching.

Microteaching also done in a large scope at a public university, which could accommodate many participants to joint with training, as followed by ten EFL pre-service teachers in this study. The implementation of microteaching in large scope was less well-organized. EFL pre-service teachers did not enjoy training in large scope, it was so boring, sleepy and exhausted. The main point was because of lack facility, whereas facilities needed to be improved for transmitting education value (Shah & Masrur, 2011). However on findings found, mentor was only one who stood in front whereas the quantity of participant more than five hundred. Thus, EFL pre-service teacher who sat at the back did not pay attention with mentor who talked in front since none controller that reminded them and that condition

supported by indecorum of audio too. It was not effective training since pre-service teachers talked free each other's and did what they liked such played and took pictures.

EFL pre-service teachers were unsatisfied in the implementation of microteaching in classroom since they could not use infocus on their teaching performances. They knew a teacher had to be able taught in any condition; further a teacher should be creative, innovative and dynamic. Unfortunately, fasting month emerged uncomfortable atmosphere for fasting participants who implemented long training duration in the implementation of microteaching. On the other hand, EFL pre-service teachers felt no more exhausted in the implementation of microteaching in classroom since they had known participants, and they could share knowledge each other. Further, classroom provided opportunities for EFL pre-service teachers to examine and communicate with their colleagues until made them enjoyed toward training and also free of stress (Ismail, 2011) in the implementation of microteaching.

Since, handout was very significant written guidance which transmitting knowledge simply (Kilic, 2010) for EFL pre-service teachers in facing teaching practice. Thus, no more disadvantage of handout for them besides advantages. They learned teaching strategies on facing teaching practice in real teaching environment. However, findings stated handout was not appropriate with today's world whereas educational institution should have excellent material resources in the form of equipment, building, textbook and curricula (Shah & Masrur, 2011). Further, EFL pre-service teachers stated that handout was old; it could be seen by font and presentation which did not use computer layout but type writer whereas continuous education not only to up to date subject proficiency and reorganize methods but also to develop as human beings and professionals in variety of techniques (Shah & Masrur, 2011). Moreover, the figure of handout showed that, it copied from old decade until today's world. Consequently, EFL pre-service teachers did not read it because of less interesting. However, a number of EFL pre-service teachers stated, handout was quiet good although unsatisfactory because of limited information.

Source of information became crucial for EFL pre-service teachers to get any knowledge about teaching and to be a teacher as new comer in educational environment. As handout which gave written knowledge, mentor (lecturer) was significant source to obtain extensive information becoming a new teacher base on theory that had learned and experiences. Mentor prepared and conveyed a sample session then leaded microteaching process in order to make pre-service teachers knew the elements needed to be prepare for their own microteaching experiences (Mergler & Tangen, 2010). Further, mentor could be a written and spoken sources too, which very possible to direct pre-service teachers to be ready for being a teacher. On findings of this study showed, mentor facilitated EFL pre-service teachers well by directing, giving advice and suggesting to success them in teaching practice in the real teaching educational environment. Besides, EFL pre-service teachers got much knowledge without needed to read any thick book because of mentor. Further, he evaluated pre-service teachers' teaching performances as an instructor (Sen, 2009) who analyzed and suggested their teaching performances during the implementation of microteaching in classroom (Saban & Coklar, 2013).

6. Conclusion

Demonstrating microteaching as a teacher training device which has given many positive contributions for EFL pre-service teachers' teaching skill maturity. Much theoretical and practical knowledge were given by microteaching. Further, broader information about many significant aspects which related with the implementation of microteaching were also supported its success. Moreover, evaluation of teaching performance in classroom was the most

significant achievement during microteaching. Whereas, before teaching practice was held many preparations that should be organized well by student teachers' to face any challenging on microteaching. However, facility was beneficial during microteaching since it influences EFL pre-service teaching skill maturity. Therefore, how significant microteaching as factual phenomenon which related with lots of perspectives which effected expectations towards microteaching implementation for future since it was fundamental for pre-service teachers' preparation.

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