

CHAPTER 1

INTRODUCTION

A. Background of the study

Teacher education programs emphasize practical teaching experience to prepare student teachers for real classroom teaching. Microteaching has emerged as a fundamental practice in teacher education programs to enhance the effective teaching skills of student teachers (Kourieos, 2016). It was developed in 1963 at Stanford University in California (Allen & Cooper, 1972) called "micro" teaching because it entails teaching a short lesson to a small number of people in a simulated classroom situation (Lou & Li, 2024). Usually, student teachers (STs) teach for around 15-20 minutes with 3-10 students. This course entails STs planning their lesson plan, teaching the topic, and receiving feedback from their classmates and the lecturer to improve their teaching practice. Microteaching has primary purposes in teacher training education, such as improving student teacher teaching skills (Adhikari, 2020), implementing theory into teaching practice (Mergler & Tangen, 2010), helping STs to gaining confidence in teaching (Bakır,2014; Bulut, 2024), and allowing STs to receiving feedback from their fellows and lecturer for teaching improvement (Woods,2023). Microteaching plays a crucial role in preparing STs for their teaching practice.

Several studies have identified common issues when STs conduct a teaching practice, such as STs feeling less confident when teaching (Botha & Reddy, 2011; Bozdogan & Özen, 2014; Gorospe, 2022; Haciomeroglu, 2013; Mavuru & Pila, 2021) because of a lack of teaching experience (Bates et al., 2013; Ma & Cavanagh, 2018; Nilsson, 2008), and they felt anxious (Asare, 2021; Karima & Nurjati, 2023; Trotsenko et al., 2020). Therefore, they have to be prepared to face unpredictable situations that might happen both when teaching and managing the class.

In light of this issue, microteaching provides a controlled setting for developing teaching abilities, gaining experience, and increasing confidence. This is linked to the concept of self-efficacy, pioneered by Bandura (Lemke et al., 2022). Microteaching helps STs develop their self-efficacy (Arsal, 2015; Marlina et al., 2024; Mergle & Tangen, 2010; Tulgar, 2019; Yerdelen et al., 2019). Microteaching

is not a new discussion in academic research. Previous studies have examined how microteaching fosters STs with pedagogical content knowledge (Aimah et al., 2020; Boz & Belge, 2020; Ünver, 2020), the benefits of microteaching for student teachers by focusing on their confidence and self-efficacy (Bulut, 2024; Tulgar, 2019), and benefits in teaching skills and teaching practice (Amran et al., 2023; Sari, 2020; Sihit et al., 2024; Natasya & Firdaus, 2022). In the Indonesian context, there is still a lack of study on self-efficacy indicators gained through microteaching to assist STs' teaching practice. To fill this gap, the focus of this study is to explore the benefits that student teachers gained from microteaching in fostering their self-efficacy for teaching practice.

B. Formulation of the Problem

Based on the background of the present study mentioned previously, the current research attempts to address the following research question:

What are the benefits of microteaching in building self-efficacy among English student teachers?

C. Operational Definitions

To prevent misinterpretation of this research, these are the operational definitions for each keyword:

1. Microteaching

A teacher training course that facilitated student teachers to play the role of teachers and teach in front of their classmates on a scale of 3-10 students, and teach for around 15-20 minutes. After teaching, a student teacher receives feedback that can be used as a guide to make improvements.

2. Self-efficacy

Individuals' beliefs about their ability to achieve particular goals by themselves in managing any potential situation also influence the way they think, feel, and the way they act.

3. Student teachers

Educational students who engage in teaching practice and teach real students in real-world conditions.

D. Aim of the Study

This study aim to explore the benefits of a microteaching course in building self-efficacy among English student teachers.

E. Significant of the Study

The empirical contribution of this study is to provide new insight into how microteaching becomes a learning platform for English student teachers to support their self-efficacy in real teaching situations.