

Prospective Teachers' Barriers during Microteaching Course

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Abstract. Microteaching is one of the methods for mastering teaching skills in a teaching institution. In conducting microteaching, teachers and students may experience difficulties or barriers. Barriers that will be discussed in this discussion are those prospective teachers with less teaching experience may encounter. This study aims to know about the barriers or problems faced by the students in the seventh semester of the English Education Study Program of IAIN Palangka Raya in conducting a microteaching course. The study uses a descriptive qualitative method. Interviews are used as a data collection technique to conduct preliminary research to find barriers. Eleventh student teachers were selected as participants by using purposive sampling. This study showed that student teachers faced specific problems during microteaching courses. The barriers were revealed from their interview result. The barriers faced by student teachers were categorized based on Bartell's procedural, managerial, psychological, instructional, professional, cultural, and political categories. From the data collected, teacher students faced three main barriers during microteaching. The barriers are Managerial (time management, class management), Psychological (anxiety, nervous), and Instructional (Instructional practice, strategy of teaching). The other barriers, such as professional (appropriate limits and relationships between teachers and students) and cultural (language differences), were briefly discussed.

Keywords: Microteaching, Prospective Teachers Barriers, English Education, Student Teachers

1. Introduction

As English teacher candidates, students are required to carry out teaching practices helpful in dealing with field situations working as competent English teachers [1]. English education is one of the field studies in IAIN Palangka Raya that organizes the educational process for preparing students as human resources to become English teachers [2]. Knowledge is gained through various theories related to the teaching profession, and teaching skills are developed through practical experience [3]. As mentioned above, microteaching is one of the methods for mastering teaching skills in a teaching institution. Allen set microteaching in the middle of 1963 at Universitas Stanford, and then microteaching was widely used to develop teaching skills in teaching institutions [4]. Doing microteaching practice lessons in the classroom can help teachers students meet several types of students in learning and have to use different strategies [5]. Therefore, during microteaching, teachers and student trainees acquire many skills, experience, and knowledge about teaching [6].

According to Bağatur, Microteaching is a prospective teacher's teaching practice for a reduced time and class size in front of their peers and the mentors, tutors, or professors under their supervision [7]. Microteaching is conducted in the classroom for 15-20 minutes with 5-10 students. The skills developed in microteaching are not how long the teaching time is and how much content is delivered but instead prioritize teaching skills [8]. Because teaching skills that students want to master, microteaching requires steps to implement and choose which skills to be learned in teaching practice [9]. The general steps of microteaching include guiding and directing, teaching, viewing, dialoguing and discussing, re-teaching, evaluating, and transitioning into integrated education. The teaching practice program is carried out in 2 stages [10]. PM I (*Praktik Mengajar I*), carried out in the institute environment with classmates. Suppose students meet the requirements and pass the PM I course. In that case, students can continue PM II (*Praktik Mengajar II*), commonly called PPL (*Praktik Pengalaman Lapangan*), which is carried out at junior high school and senior high school, which the PM II executive committee has determined. Furthermore, students who followed the PM II or PPL Program or *teaching practice* program are called *prospective teachers*. In the English Education Study

Program of IAIN Palangka Raya, all students in the seventh semester will join the PPL program as one of the learning subjects and one of the requirements to finish their studies.

In English teaching, teachers always use strategy because it is beneficial to help the teacher and the student understand the material [11]. Many teachers are still confused about education; they want the students to understand, but some may use the strategy or not. According to Rebecca Oxford, learning strategies are steps taken by students to enhance they are learning [12]. The main aim of language strategies is to make learning more accessible, faster, enjoyable, self-directed, effective, and transferable to new situations. The strategy has become one of the ways of teaching. According to Brown, strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, and planned designs for controlling and manipulating certain information [13]. Based on that explanation, it can be concluded that the strategies can control and manage the teacher's knowledge of students in the classroom and learning process.

Moreover, talking about the teaching practice program or *PPL* mentioned by the researcher, it can be denied that seventh-semester students of the English Education Study Program of IAIN Palangka Raya who participated in the PPL Program as prospective teachers will face learning loss problems during the program [14]. In fact, without the learning loss problem that comes after the COVID-19 pandemic, curriculum change means there are differences in some curricula between certain periods caused by deliberate efforts that change educators, students, principals, parents and the general public related to education. Future teachers will generally face some barriers during their PPL or teaching practice program (microteaching course) [15]. According to Bartell in Sahardin, prospective teachers may encounter several issues. Some are procedural, managerial, psychological, educational, occupational, cultural, and political [16].

The implementation of online learning has raised concerns about the degradation in the quality of students' cognitive knowledge, vocational skills, and social skills [17]. Starting from the delivery of material that is not free, difficulties in asking questions or consulting with the teacher, as well as interference with the smooth running of the internet connection [18], [19]. In addition, the online learning process organized by teachers has not found a suitable format in many schools, so its effectiveness is often questioned [20]. On the other hand, the school also has difficulties with the limitations in teaching students materials. Moreover, teaching and learning hours are shortened because of the importance of students' health conditions, causing the subject matter not to be delivered properly and the difficulty of teaching suitable material, creating a sense of anxiety among educational actors and observers [21], [22].

Based on the explanation above, due to a degradation in the quality of knowledge caused by learning loss, prospective teachers generally face some barriers during their microteaching course [23], [24]. The researcher was interested in analyzing the barriers [25]. This research urgently raises a problem among students with barriers to carrying out microteaching courses. The research object chosen by this researcher is based on interviews and surveys and describes the barriers students face when undertaking a microteaching course. This research also aims to determine factors influencing students' difficulties conducting microteaching courses [26]. This research seeks to address barriers faced by seventh-semester students of the English Education Study Program of IAIN Palangka Raya during the microteaching course. The results of this research can provide information about the factors that cause students to experience difficulties in facing microteaching courses. They were confronted by seventh-semester students of the English Education Study Program of IAIN Palangka Raya as prospective teachers during their microteaching course. It is crucial because as a future teacher or prospective teacher, students must know every problem they face and might face fixing those problems in the future, especially in the current condition [27].

The Barriers discussed in this discussion are those prospective teachers with less teaching experience may encounter. Because they frequently do not know what they need or how to prepare for teaching, future teachers often lack the knowledge necessary to become competent teachers [28], [29]. The challenges that would-be teachers face have been extensively studied recently. One of those studies, Bartell in Sahardin, examined prospective teachers' challenges in various contexts [16]. The categories are procedural, managerial, psychological, educational, professional, cultural, and political because of their inexperience, prospective teachers have particular criteria [30]. Bartell presented instances of problems along with those categories, which are shown in the table below:

Table 1. New Teachers' Needs Addressed in Education Program

Category	Examples
Procedural	Knowledge of the district's and school's rules and requirements for employees.
Managerial	Classroom management techniques include time management, planning, gathering materials and supplies, scheduling, taking attendance, grading procedures, and keeping records.
Psychological	We are dealing with disappointments and seatbacks, transitioning from student to teacher, and caring for one's physical and mental health.
Instructional	Lesson planning, teaching materials, assessing student progress and using the results to develop instruction, using a variety of instructional tactics, curriculum requirements, and grade-level goals; adjusting instruction to meet each student's needs
Professional	Teaching conventions and practices, appropriate limits and relationships between teachers and students, legal challenges, the functions of professional organizations, professional development opportunities, etc.
Cultural	Gaining cultural competency, appreciating diversity, using community resources, and comprehending and respecting the environment.
Political	It understands the bigger picture of teaching and reform initiatives, getting to know colleagues, participating in extracurricular activities, and building relationships with coworkers, staff, and administrators.

2. Method

Qualitative research was chosen as the type of research used in this study [31]. Qualitative research is an approach to exploring and understanding the meaning individuals or groups ascribe to a social or human problem [32]. Qualitative research is selected because several factors are preferred in elaborating and explaining a phenomenon to be studied. The approach in this study is phenomenology, which in qualitative research explains, describes, and analyzes more using an inductive approach [33]. Appropriate research must use the correct method to provide information that is considered accurate.

Phenomenology is an alternative approach to be implemented in conducting research and educational scientific studies [34]. The phenomenological approach develops an understanding or explains the meaning of an event experienced by a person or group [29], [35]. The qualitative approach is considered the most appropriate to answer this research problem. The qualitative research method of this type seeks to understand, explain, describe, and analyze the difficulties or barriers faced by seventh-semester students of the English Education Study Program of IAIN Palangka Raya during the microteaching course.

Table 2. Blue Print Interview

Indicators	Question
Procedural	Do you struggle with following the school rules that apply while undergoing PM 2? Please explain!
Managerial	Do you experience difficulties in terms of class management that you hold, for example, such as class management strategies, time management, preparing classrooms, teaching materials, scheduling attendance, and even assessments? If so, what did you experience during PM 2?
Psychological	Do you have difficulty controlling yourself? Like nervous, not confident, stressed? If yes, what did you experience?
Instructional	Do you have difficulty giving instructions to students? Examples of this heart lesson plan, being an instructional resource in the classroom, and using instructional practices?
Professional	Do you have any difficulties when trying to act professionally? Like the typical teacher and student relationship, giving feedback or reprimanding students?
Political	Do you participate and find it difficult in extracurricular programs?
Cultural	Do you have difficulty with cultural differences in the class? Like differences in language and religion?

This current study utilizes two data sources, interviews and documentation, to support the data. Qualitative research does not use the term population [36] [37]. However, Spradley called it a “social situation” or a social situation consisting of place, actors, and activities that interact synergistically. This current study utilizes two data sources, interviews and documentation, to support the data. Qualitative research does not use the term population [38]. However, Spradley called it a “social situation” or a social situation consisting of place, actors, and activities that interact synergistically [20].

3. Findings

Data was collected through non-structural interviews with participants who were considered to be experiencing barriers in conducting microteaching. The table below is a display of data compiled from interviews. This data shows the bar of student teachers and categories following the theory, the signs they are talking about. These findings suggest several factors that may contribute to students’ teacher barriers in their microteaching. This interview also shows that these factors do not only come from teachers’ students but also from students. Based on the findings, factors contributing to difficulties can be classified as follows:

Table 3. Interview Result

Interview	Participants’ Answer / Barriers to Microteaching
1st interview (BND)	It is challenging to manage the class to create conditions conducive to learning, and it is not easy to get closer to students, and a little difficulty with designing learning materials that lead to their respective majors. (Managerial) Limited facilities and infrastructure, such as projectors, often hamper the implementation of learning. (Instructional)
2nd interview (N)	I have a little difficulty approaching students who treat them like peers, and students experience a little delay in understanding the material given when teaching. (Professional) The most common problem is when giving assignments, like homework, that cannot be completed immediately. (Managerial)
3rd interview (WAL)	The lack of learning facilities at school makes it difficult for me to teach practice. (Instructional) Another thing is when students perceive them as their peers. It’s hard to pay attention when I teach. (Professional)
4th interview (MFA)	I experienced when students could not follow the material I taught because they did not understand and were not interested in learning English from the start. (Managerial) I felt a little nervous when teaching because I was under direct supervision from the subject teacher. (Psychological)
5th interview (IH)	I had difficulty teaching using English initially because the tutor asked me to teach in English. I felt that the time in teaching was lacking because I thought I had not been optimal in giving material. (Psychological) The materials used extensively decreased to the actual level because the students struggled to understand. (Managerial) The students I teach don’t like English, so I’m a little overwhelmed in building interest in learning English. (Professional)
6th interview (MQW)	I had difficulty following the subject teacher’s arrangements because I could not use learning media such as PPT. (Instructional) I lacked time to teach, so all the material was not conveyed and had to be continued the next day. (Managerial) I felt insecure because I got a placement at a well-known school in the field of learning. (Psychological)
7th interview (ZH)	The problem in managing time is preparing lesson plans and learning media. (Managerial)

	In personal management, there was little difficulty in dealing with the pressure and role of the cooperating teacher with the standards set between personal and school criteria, which were classified as good. (Psychological)
8th interview (HS)	Everything is guaranteed, but to follow the student's mood, especially in the vocational school, children are boys, and I am a girl. (Managerial) Also, I think the teaching materials are many kinds of material because they are vocational school students with different majors. (Instructional)
9th interview (Nrh)	I experienced a little difficulty managing the time of students' discipline so that their time was wasted waiting. I also had trouble making lesson plans because they followed the template from school. (Managerial) I felt nervous because I had just met the students and didn't know their characteristics. (Psychological) In behaving professionally, I experienced a little difficulty because they were seen more as siblings, and I felt less appreciated because they only saw me as an intern. (Professional) There is a little difficulty in communicating due to language differences because most students are Dayakness, and they often use regional languages between fellow students to talk to me. (Cultural)
10th interview (FI)	I experienced problems in classroom management and creating conditions conducive to starting learning. (Managerial) I feel a little nervous when teaching because I don't understand the material, especially since my public speaking is not yet good. (Psychological) Another difficulty I felt was the lack of learning media, such as LCDs, which were not yet available at the school. Therefore, I had to use other media. (Instructional)
11th interview (Nr)	They were having difficulty making the classroom atmosphere conducive to starting learning. (Managerial) Facilities and infrastructure are so lacking that they become an obstacle to learning. (Instructional)

In the findings,[39] some factors cause difficulties for student teachers conducting microteaching courses in their schools. This also shows that the factors experienced come from themselves and external factors where students are the cause. From these findings, discussions, and categories can be drawn according to the theory used (Bartell, 2004) regarding possible difficulties experienced by student teachers in conducting microteaching courses.

a. Managerial skills such as classroom management techniques include time management, planning, gathering materials and supplies, scheduling, taking attendance, grading procedures, and keeping records.

1) Time management is a skill for managing existing time effectively to increase productivity and achieve intended targets. Time management must involve setting priorities, scheduling, and determining essential tasks.

1st Participant (BND) said, "It is challenging to manage the class to create conditions conducive to learning, and it is not easy to get closer to students, and a little difficulty with designing learning materials that lead to their respective majors."

6th Participant (MQW) said, "I lacked time to teach, so all the material was not conveyed and had to be continued the next day."

7th Participant (ZH) said, "The problem in managing time is preparing lesson plans and learning media."

9th Participant (Nrh) said, "I experienced a little difficulty managing the time of students' discipline so that their time was wasted waiting. I also had trouble making lesson plans because they followed the template from school."

- 2) Planning skills are functional daily competencies that facilitate managing workloads, completing activities, and working with people. Planning skills include various things, such as communication, critical thinking, and attention to detail.

8th Participant (HS) said, “Everything is guaranteed, but to follow the student’s mood, especially in the vocational school, children are boys, and I am a girl.”

10th Participants (FI) said, “I experienced problems in classroom management and creating conditions conducive to starting learning.”

11th Participant (Nr) said, “They had difficulty making the classroom atmosphere conducive to starting learning.”

- 3) Gathering materials and supplies in the learning process allows teachers to filter which material is essential and increase efficiency during learning. It is necessary to prepare teaching materials so that learning is more effective and does not deviate from the competencies they want to achieve.

4th Participant (MFA) said, “I experienced when students could not follow the material I taught because they did not understand and were not interested in learning English from the start.”

5th Participant (IH) said, “The materials used extensively decreased to the actual level because the students struggled to understand.”

- 4) By scheduling a regular schedule, we can increase productivity. We can complete more tasks in less time. We were increasing students' learning effectiveness so that later learning objectives could be achieved maximally and as effectively as possible.
- 5) Taking attendance at teaching and learning activities is closely related to student success. This is a crucial indicator of a student’s level of engagement with their course of study. It also serves as a first-order indicator of student retention, well-being, or academic progress.
- 6) Assessments are used to evaluate and provide feedback on student work by grading procedures and keeping records. In this way, instructors communicate to students how they perform in the course and where they need further help to achieve course goals.

2nd Participant (N) said, “The most common problem is when giving assignments, like homework, that cannot be completed immediately.”

- b. Psychological means we are dealing with disappointments and setbacks, transitioning from student to teacher, and caring for one’s physical and mental health. Psychological is a time of dealing with disappointments and setbacks, transitioning from student to teacher, and maintaining physical and mental health. Not infrequently, we also experience problems in the psychological field, namely nervousness when teaching, lack of confidence, and stress in dealing with students.

4th Participant (MFA) said, “I felt a little nervous when teaching because I was under direct supervision from the subject teacher.”

5th Participant (IH) said, “I had difficulty teaching using English initially because the tutor asked me to teach in English. I felt that the time in teaching was lacking because I thought I had not been optimal in giving material.”

6th Participant (MQW) said, “I felt insecure because I got a placement at a well-known school in the field of learning.”

7th Participant (ZH) said, “In personal management, there was little difficulty in dealing with the pressure and role of the cooperating teacher with the standards set between personal and school criteria, which were classified as good.”

9th Participant (Nrh) said, “I felt nervous because I had just met the students and didn’t know their characteristics.”

10th Participant (FI) said, “I feel a little nervous when teaching because I don’t understand the material, especially since my public speaking is not yet good.”

- c. Instructional is a teaching strategy for how instructors approach a topic and determine their methods. Lesson planning, teaching materials, assessing student progress, and using the results to develop instruction, using a variety of instructional tactics, curriculum requirements, and grade-level goals; adjusting instruction to meet each student’s needs.

1st Participant (BND) said, “Limited facilities and infrastructure, such as projectors, often hamper the implementation of learning.”

3rd Participant (WAL) said, “The lack of learning facilities at school makes it difficult for me to teach practice.”

6th Participant (MQW) said, “I had difficulty following the subject teacher’s arrangements because I could not use learning media such as PPT.”

8th Participant (HS) said, “Also, I think the teaching materials are many kinds of material because they are vocational school students with different majors.”

10th Participant (FI) said, “Another difficulty I felt was the lack of learning media, such as LCDs, which were not yet available at the school. Therefore, I had to use other media.”

11th Participant (Nr) said, “Facilities and infrastructure are so lacking that they become an obstacle to learning.”

- d. Professional Teaching conventions and practices, appropriate limits and relationships between teachers and students, legal challenges, the functions of professional organizations, and professional development opportunities.

2nd Participant (N) said, “I have a little difficulty approaching students who treat them like peers, and students experience a little delay in understanding the material given when teaching.”

3rd Participant (WAL) said, “Another thing is when students perceive them as their peers. It’s hard to pay attention when I teach.”

5th Participant (IH) said

“The students I teach don’t like English, so I’m a little overwhelmed in building interest in learning English.”

9th Participant (Nrh) said, “In behaving professionally, I experienced a little difficulty because they were seen more as siblings, and I felt less appreciated because they only saw me as an intern.”

- e. Cultural barriers are comprised of situations that are grounded in cultural factors that obstruct the workings of educational programs. These barriers are often highly complex and, as noted above, are based on the values and beliefs of groups of people.

9th Participant (Nrh) said, “There is a little difficulty in communicating due to language differences because most students are Dayakness, and they often use regional languages between fellow students to talk to me.”

4. Discussion

Table 4. Result of Interview Answer

	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th
Procedural											
Managerial	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
Psychological					✓	✓	✓		✓	✓	
Instructional	✓		✓			✓		✓		✓	✓
Professional		✓	✓	✓	✓				✓		
Cultural									✓		
Political											

This section presents the study's findings regarding [40] efforts to identify obstacles and barriers in microteaching courses faced by teaching students. We focus on issues related to teaching English and problems often encountered in the educational environment (File & Gullo, 2002; Early & Winton, 2001; Stipek & Byler, 2004). The findings, discussion, and categories can be drawn according to the theory used (Bartell, 2004) regarding possible difficulties experienced by student teachers in conducting micro teaching courses.

The majority of students experience difficulties in the managerial field. Managerial skills such as classroom management techniques include time management, planning, gathering materials and supplies, scheduling, taking attendance, grading procedures, and keeping records. Time management is a skill for managing existing time effectively to increase productivity and achieve intended targets. Time management must involve setting priorities, scheduling, and determining essential tasks. Student teachers experience difficulties in time management because they feel that the time spent teaching is minimal. And also student feel through the advent of the internet, students now have the ability to access a wide array of educational resources from all corners of the globe, opening up opportunities that were once unimaginable. Apart from the lack of experience in utilizing time, maintaining and creating conducive conditions is also very time-consuming because of the large number of students in the class.

Moreover, planning skills are functional daily competencies that facilitate managing workloads, completing activities, and working with people. Planning skills include various things, such as communication, critical thinking, and attention to detail. Student teachers face problems in classroom management, creating conditions conducive to starting learning and difficulty making the classroom atmosphere conducive to beginning education. Besides that, gathering materials and supplies in the learning process allows teachers to filter which material is essential and increase efficiency during learning. It is necessary to prepare teaching materials so that learning is more effective and does not deviate from the competencies they want to achieve. Student teachers experienced when students could not follow the material, the materials used extensively decreased to the actual level because the students struggled to understand. The most common problem is when giving assignments, like homework, that cannot be completed immediately.

Psychological means we are dealing with disappointments and setbacks, transitioning from student to teacher, and caring for one's physical and mental health. Psychological is a time of dealing with disappointments and setbacks, transitioning from student to teacher, and maintaining physical and mental health. Not infrequently, we also experience problems in the psychological field, namely nervousness when teaching, lack of confidence, and stress in dealing with students. Most students were nervous and felt insecure because of difficulty coping with the pressure and role of the cooperating teacher with the standards set between personal and school criteria, which were classified as good.

Instructional is a teaching strategy for how instructors approach a topic and determine their methods. Lesson planning, teaching materials, assessing student progress, and using the results to develop instruction, using a variety of instructional tactics, curriculum requirements, and grade-level goals; adjusting instruction to meet each student's needs. Student teachers felt the difficulty because limited facilities and infrastructure, such as projectors, often hamper the implementation of learning. Conversely, teaching materials are many kinds because they are vocational school students with different majors.

Professional Teaching conventions and practices, appropriate limits and relationships between teachers and students, legal challenges, the functions of professional organizations, and professional

development opportunities. Student teachers have a little difficulty approaching students who treat them like peers, and students experience a little delay in understanding the material given when teaching and it is hard to pay attention when the teaching-learning activity. Cultural barriers are comprised of situations that are grounded in cultural factors that obstruct the workings of educational programs. These barriers are often highly complex and, as noted above, are based on the values and beliefs of groups of people. There is a little difficulty in communicating due to language differences because most students are Dayakness, and they often use regional languages between fellow students to talk.

5. Conclusion

This research attempts to answer the research question: what are the obstacles for student teachers in carrying out microteaching based on the categories in Bartell's theory. Therefore, it is hoped that the results of this research can help us see the problems student teachers face in practicing microteaching courses at schools so that they can carry out microteaching as a graduation requirement for students in English education study programs. After analyzing data from interviews and documentation, I found that student teachers faced several problems in the microteaching class during the practical microteaching course. These difficulties will be categorized into Bartell's seventh category (2004) problems found in student teachers' teaching journals. There are three biggest problems revealed in the interview results, namely managerial, psychological, and instructional issues. Another problem that is also an obstacle but is not too big for students when carrying out microteaching is professional and cultural.

The significant barriers faced by students are:

- a. Managerial about time management, student teachers find managing time in classroom learning challenging. Teaching time usually runs out because it is done to attract the attention of students who are not paying enough attention to teaching. Apart from that, I have planning skills, manage workloads, complete activities, and work with people. Planning skills include various things, such as communication, critical thinking, and attention to detail.
- b. Psychological In terms of psychology, student teachers experience nervousness when they start learning, such as speaking less fluently and stuttering when explaining the material. Another thing is that they feel insecure about the students they are teaching because they think that these students are superior in English lessons. The last is experiencing pressure from the surrounding environment from school teachers and lecturers
- c. Instructional, the student teachers experienced a few difficulties regarding instructional matters, such as inadequate school facilities for learning, such as no LCDs, and less comfortable infrastructure, such as when conducting microteaching exercises on campus. The condition forces student teachers to look for and use other media so that learning can be carried out effectively.

Implications are drawn from the research findings. The research found that significant difficulties are seen among student teachers when facing microteaching course II. This research implies that students' teachers' personalities experience most difficulties. Considering the conclusions drawn above, managerial difficulties are the most significant difficulty for student teachers in microteaching courses. It is hoped that from these findings, student teachers will better prepare themselves both mentally and with teaching materials to face the difficulties that will be encountered in meeting microteaching course 2.

Therefore, student teachers must make thorough preparations when they want to face microteaching course II, which is also one of the requirements for completing their studies. This is because fluency in carrying out microteaching can be a factor in students getting satisfactory results and experiencing minimal obstacles in carrying out microteaching course II, and also to help students achieve learning goals and create enthusiasm for the learning process so that learning process competency standards can be achieved.

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