

Reflective Microteaching Practice for Developing Pedagogical Competence among Pre-Service English Teachers”

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ABSTRACT

This study investigated the implementation of reflective microteaching practice in developing pedagogical competence among pre-service English teachers at Universitas Indraprasta PGRI. The study employed a mixed-method research design involving 162 fourth-semester students of the English Education Study Program during the academic year 2025/2026. The quantitative data were collected through questionnaires, while the qualitative data were obtained from classroom observations, reflective journals, and semi-structured interviews. The findings revealed that reflective microteaching practice contributed positively to the development of students' pedagogical competence, particularly in classroom management, lesson planning, instructional delivery, communication skills, and teaching confidence. The questionnaire results indicated that 78% of students strongly agreed that reflective activities improved their pedagogical competence, while 81% reported increased teaching confidence through reflective teaching practices. In addition, the qualitative findings showed that reflective activities such as peer feedback, self-evaluation, and reflective journals enabled students to identify instructional strengths and weaknesses and improve their future teaching performance. However, several students still experienced difficulties in conducting deep critical reflection during teaching practice. Overall, the study concluded that reflective microteaching practice was effective in supporting the development of pedagogical competence and professional readiness among pre-service English teachers. Therefore, reflective activities should be integrated systematically into microteaching courses in teacher education programs.

Keywords: Reflective Practice, Microteaching, Pedagogical Competence, Pre-Service English Teachers, TEFL

INTRODUCTION

Pedagogical competence has become one of the most essential competencies that should be mastered by pre-service teachers in higher education, particularly in English teacher education programs. In the context of English as a Foreign Language (EFL), prospective

teachers are expected not only to possess sufficient knowledge of English language skills and teaching theories but also to demonstrate the ability to implement effective teaching practices in classroom situations. The increasing demands of modern education require English teachers to be competent in designing instructional activities, managing classrooms, selecting appropriate teaching strategies, integrating learning media, and assessing students' learning outcomes effectively. Therefore, teacher education institutions play a significant role in preparing professional and competent future teachers through various academic and practical teaching experiences.

One of the important components commonly implemented in teacher education programs is microteaching practice. Microteaching is considered an effective teaching training activity that enables pre-service teachers to practice basic teaching skills in a simplified and controlled learning environment. Through microteaching activities, students are given opportunities to simulate real teaching practices by delivering lessons, applying teaching methods, interacting with learners, and managing classroom activities. According to Dwight W. Allen and Ryan (1969), microteaching is designed to improve teaching competence through repeated teaching practices, observation, feedback, and reflection. It allows prospective teachers to focus on specific teaching skills before conducting actual classroom teaching.

Furthermore, microteaching serves as a bridge between theoretical understanding and practical teaching experiences. In many teacher education programs, students learn various theories and approaches related to English language teaching; however, theoretical understanding alone is not sufficient to prepare students for real teaching situations. Through microteaching practice, pre-service teachers can apply pedagogical theories into practical classroom instruction. They can learn how to explain materials clearly, organize classroom activities, ask effective questions, use teaching media appropriately, and manage student interaction. As a result, microteaching is often viewed as an essential stage in developing professional teaching competence among prospective English teachers.

In recent years, reflective practice has gained considerable attention in teacher education because it is believed to contribute significantly to professional growth and teaching improvement. Reflective practice encourages pre-service teachers to critically evaluate their teaching experiences, identify their strengths and weaknesses, and make improvements for future teaching performance. Donald Schön (1983) explained that reflection is an important aspect of professional learning because individuals can learn from their experiences through continuous self-evaluation and critical thinking. Reflection enables teachers to become more aware of their instructional decisions, classroom behaviors, and teaching effectiveness.

Reflective practice in microteaching activities may involve self-evaluation, peer feedback, classroom observation, and reflective journals. Through these reflective activities, students can analyze their teaching performance and identify areas that need improvement. Richards and Farrell (2005) argued that reflective teaching helps teachers understand their classroom practices more deeply and supports continuous professional development. Similarly, Farrell (2015) emphasized that reflective practice enables teachers to connect teaching theories with classroom realities, thereby improving their

pedagogical awareness and instructional competence. Therefore, integrating reflective activities into microteaching practice is expected to support the development of pedagogical competence among pre-service English teachers.

Despite the importance of reflective microteaching practice, many pre-service English teachers still experience difficulties during teaching practice activities. In many cases, students feel anxious and lack confidence when teaching in front of their peers. Some students encounter difficulties in organizing lesson plans, managing classroom interaction, selecting suitable teaching strategies, and maintaining students' engagement during learning activities. In addition, several students tend to focus more on completing teaching assignments rather than reflecting critically on their teaching performance. As a result, students may not fully recognize the weaknesses and strengths of their instructional practices, which may affect the development of their pedagogical competence.

Another issue found in microteaching practice is the limited implementation of reflective activities during teaching sessions. In some cases, reflective activities are conducted only as a formality without encouraging students to critically evaluate their teaching experiences. Consequently, students may receive limited opportunities to improve their teaching performance through reflective learning processes. This condition indicates that reflective practice should be integrated more effectively into microteaching activities to maximize students' pedagogical development and professional readiness.

Several previous studies have investigated the implementation of microteaching in teacher education programs. Previous research generally reported that microteaching contributes positively to the improvement of teaching skills, classroom management, instructional strategies, and teaching confidence among pre-service teachers. Other studies also highlighted the importance of reflective practice in promoting professional development and self-awareness in teaching. However, limited studies have specifically explored reflective microteaching practice in developing pedagogical competence among pre-service English teachers in the Indonesian EFL context, particularly at the university level. Therefore, this study attempts to fill the research gap by examining the role of reflective microteaching practice in developing pedagogical competence among pre-service English teachers.

This study was conducted at the English Education Study Program of Universitas Indraprasta PGRI involving fourth-semester students in the academic year of 2025/2026. The study aims to investigate how reflective microteaching practice contributes to the development of pedagogical competence among pre-service English teachers. In addition, this study is expected to provide valuable insights into the implementation of reflective teaching practices in English teacher education programs and contribute to the improvement of microteaching activities in higher education contexts.

Literature Review

Pedagogical Competence

Pedagogical competence is considered one of the essential competencies that should be mastered by pre-service teachers, particularly in English teacher education programs. Pedagogical competence refers to teachers' ability to manage teaching and learning

processes effectively, including lesson planning, classroom management, instructional delivery, assessment, and understanding students' characteristics. In English as a Foreign Language (EFL) contexts, pedagogical competence is highly important because English teachers are expected to create interactive, communicative, and student-centered learning environments that support students' language development.

According to Lee Shulman (1987), pedagogical knowledge enables teachers to transform subject matter knowledge into instructional practices that can be understood by students. Although Shulman's theory remains foundational in teacher education, recent studies have further emphasized the importance of pedagogical competence in preparing professional teachers for contemporary classrooms. For example, Suhirman et al. (2021) stated that pedagogical competence significantly influences teachers' effectiveness in classroom instruction and students' learning engagement. Similarly, Rahman (2020) found that pre-service teachers with strong pedagogical competence tend to demonstrate better classroom management and instructional organization during teaching practice.

Microteaching Practice

Microteaching is widely implemented in teacher education programs as a teaching training activity that allows pre-service teachers to practice basic teaching skills in a simplified learning environment. Through microteaching activities, students are trained to conduct teaching simulations, apply instructional strategies, manage classroom interaction, and improve communication skills before entering actual classroom settings. Although the concept of microteaching was initially introduced by Dwight W. Allen and Ryan (1969), recent studies continue to highlight its effectiveness in developing teaching competence among pre-service teachers.

In addition, microteaching enables pre-service teachers to develop communication skills and professional confidence. According to Remesh (2019), microteaching creates a supportive environment where students can practice teaching without facing the full complexity of real classroom situations. This controlled teaching environment helps reduce teaching anxiety and allows students to focus on improving specific teaching skills. Furthermore, feedback obtained from lecturers and peers during microteaching sessions encourages students to recognize their strengths and weaknesses in teaching performance.

Reflective Practice in Teacher Education

Reflective practice has become one of the important concepts in teacher professional development because it encourages teachers to critically analyze their teaching experiences for continuous improvement. Reflective practice involves self-evaluation, critical thinking, and professional awareness that enable teachers to improve their instructional performance. Donald Schön (1983) explained that reflection allows professionals to learn from their experiences and improve future practices through critical evaluation. Although Schön's theory remains influential, recent research has expanded the discussion of reflective practice in teacher education contexts.

In addition, reflective practice can improve students' confidence and self-awareness in teaching. Marlina (2023) reported that reflective journal activities help pre-service teachers become more confident in evaluating their teaching performance and identifying pedagogical weaknesses. Reflective activities also encourage students to become independent learners who actively participate in their own professional development process. Therefore, reflective practice should be integrated effectively into teaching practice activities, particularly in microteaching courses.

Reflective Microteaching and the Development of Pedagogical Competence

The integration of reflective practice into microteaching activities is believed to contribute significantly to the development of pedagogical competence among pre-service English teachers. Reflective microteaching combines teaching practice with critical reflection, allowing students to improve teaching performance through continuous evaluation and feedback. In reflective microteaching, students are encouraged not only to perform teaching simulations but also to critically analyze their instructional practices, classroom interaction, and teaching effectiveness.

Moreover, reflective microteaching contributes to the development of teaching confidence and professional readiness. Odo (2023) explained that reflective activities help pre-service teachers reduce teaching anxiety and improve self-confidence during classroom instruction. Reflective feedback also encourages students to become more open to constructive criticism and continuous improvement. Consequently, reflective microteaching is considered an effective approach for preparing prospective English teachers for real teaching experiences.

However, several challenges remain in implementing reflective microteaching activities effectively. Some students may provide only descriptive reflections without critically analyzing their teaching practices. Others may still experience difficulties in identifying pedagogical weaknesses and implementing improvements in future teaching performance. Therefore, lecturers play an important role in guiding students to conduct meaningful and critical reflection during microteaching practice. Through effective reflective guidance, pre-service English teachers are expected to develop stronger pedagogical competence and professional readiness for future teaching careers.

RESEARCH METHOD

Research Design

This study employed a mixed-method research design to investigate the implementation of reflective microteaching practice in developing pedagogical competence among pre-service English teachers. Mixed-method research combines quantitative and qualitative approaches in order to obtain comprehensive data and deeper understanding of the research problem. According to Creswell and Creswell (2018), mixed-method research enables researchers to integrate numerical data with participants' experiences and perspectives. In this study, the quantitative data were obtained through questionnaires, while the qualitative data were collected through observation, reflective journals, and interviews.

The use of mixed-method design was considered appropriate because this study aimed not only to measure students' perceptions of reflective microteaching practice but also to explore their experiences and challenges during teaching practice activities. Therefore, the integration of quantitative and qualitative data was expected to provide more comprehensive findings regarding the development of pedagogical competence among pre-service English teachers.

Research Setting and Participants

This study was conducted at the English Education Study Program of Universitas Indraprasta PGRI during the even semester of the academic year 2025/2026. The participants of this study consisted of fourth-semester students who were enrolled in TEFL and microteaching-related courses.

The total number of participants involved in this study was 162 students. The participants were selected because they had experienced microteaching practice activities as part of their teaching preparation program. In addition, several students were selected purposively for interviews in order to obtain more in-depth information regarding their experiences and perceptions of reflective microteaching practice.

Research Instruments

Several instruments were used to collect the data in this study, including questionnaires, observation checklists, reflective journals, and interviews.

Data Collection Procedures

The data collection process was conducted in several stages. First, the researcher distributed questionnaires to the participants after the completion of microteaching activities. Second, classroom observations were conducted during students' teaching practice sessions to evaluate their pedagogical performance. Third, students were asked to write reflective journals after completing their teaching practice. Finally, semi-structured interviews were conducted with selected participants to gain deeper insights into their reflective experiences and teaching development.

During the research process, the researcher also documented several teaching activities and collected supporting documents related to microteaching practice. All participants were informed about the purpose of the study, and their participation was voluntary.

Data Analysis Technique

The quantitative data obtained from the questionnaires were analyzed using descriptive statistics, including percentages, means, and frequency distributions. The statistical

analysis aimed to describe students' perceptions of reflective microteaching practice and pedagogical competence development.

Meanwhile, the qualitative data obtained from observations, reflective journals, and interviews were analyzed using thematic analysis. According to Braun and Clarke (2006), thematic analysis is used to identify, analyze, and interpret patterns or themes within qualitative data. In this study, the researcher analyzed the qualitative data through several stages, including data reduction, coding, categorization, and theme interpretation.

The integration of quantitative and qualitative findings was conducted to provide comprehensive understanding regarding the role of reflective microteaching practice in developing pedagogical competence among pre-service English teachers.

Trustworthiness of the Data

To ensure the validity and trustworthiness of the data, the researcher applied triangulation by comparing data obtained from questionnaires, observations, reflective journals, and interviews. Member checking was also conducted by confirming several interview results with the participants to ensure the accuracy of the interpretations. In addition, peer discussion was conducted to minimize researcher bias during data analysis.

Ethical Consideration

This study considered ethical aspects throughout the research process. The participants were informed about the objectives of the study and their rights as research participants. Participation in this study was voluntary, and the confidentiality of participants' personal information was maintained. All collected data were used only for academic research purposes.

RESULT AND DISCUSSION

Results

Students' Perceptions toward Reflective Microteaching Practice

The questionnaire results showed that reflective microteaching practice contributed positively to the development of pedagogical competence among pre-service English teachers. Based on the responses from 162 fourth-semester students of the English Education Study Program at Universitas Indraprasta PGRI, the majority of participants demonstrated positive perceptions toward reflective teaching activities conducted during microteaching sessions.

The findings indicated that 78% of the students strongly agreed and 17% agreed that reflective microteaching practice helped them improve their pedagogical competence. Only 5% of participants reported neutral responses, while none of the students expressed

disagreement. These results suggest that reflective activities played an important role in enhancing students' teaching development.

In terms of classroom management skills, 74% of students strongly agreed that reflective activities helped them manage classroom interaction more effectively, while 20% agreed and 6% provided neutral responses. Students explained that peer feedback and self-reflection enabled them to recognize weaknesses in classroom control, time management, and student engagement during teaching practice.

The questionnaire results also revealed that 81% of the students strongly agreed that reflective microteaching improved their teaching confidence, whereas 14% agreed and 5% remained neutral. Many participants admitted that they initially experienced nervousness and anxiety during teaching practice; however, reflective feedback from lecturers and peers helped them become more confident in delivering learning materials and interacting with students.

Regarding lesson planning and instructional delivery, 76% of participants strongly agreed that reflective practice helped them organize lesson activities more effectively. Approximately 18% agreed, while 6% reported neutral responses. Students stated that reflective journals encouraged them to evaluate lesson organization, teaching strategies, and instructional explanations critically.

Furthermore, 79% of the students strongly agreed that reflective activities increased their awareness of pedagogical strengths and weaknesses, while 16% agreed and 5% gave neutral responses. These findings indicate that reflective microteaching practice successfully promoted students' self-awareness and professional growth during teaching practice activities.

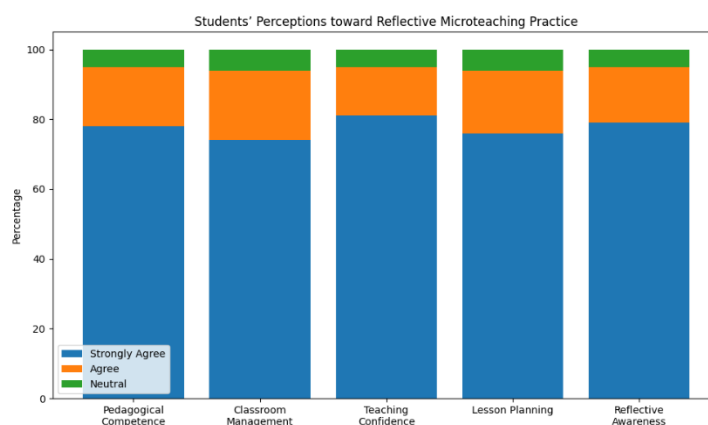


Figure 1. Students' Perceptions toward Reflective Microteaching Practice

Figure 1 illustrates students' responses toward reflective microteaching practice in developing pedagogical competence. The findings demonstrate that most participants showed positive perceptions regarding the contribution of reflective activities to

classroom management, teaching confidence, lesson planning, and pedagogical awareness. Teaching confidence obtained the highest percentage of strongly agree responses (81%), followed by reflective awareness (79%) and pedagogical competence development (78%).

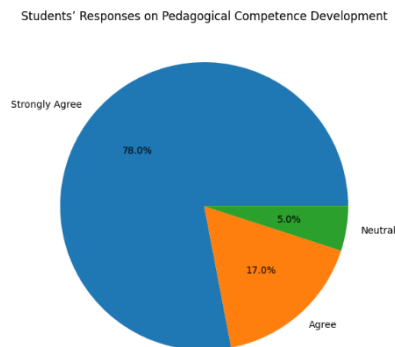


Figure 2. Students' Responses on Pedagogical Competence Development

As presented in Figure 2, the majority of participants strongly agreed that reflective microteaching practice contributed positively to the development of pedagogical competence. Only a small percentage of students reported neutral responses, while no participants expressed disagreement. This finding indicates that reflective activities were perceived positively by most pre-service English teachers.

Observation Findings

The classroom observation findings also demonstrated significant improvement in students' teaching performance throughout the microteaching sessions. During the initial teaching practice, many students appeared anxious and less confident in conducting classroom instruction. Approximately 68% of students experienced difficulties in classroom management, particularly in maintaining classroom interaction and controlling learning activities effectively.

In addition, around 64% of students showed weaknesses in instructional delivery during the early teaching sessions. Some participants experienced difficulties in explaining materials clearly, organizing learning sequences, and applying appropriate teaching strategies. Several students also relied heavily on lecture-based teaching methods and demonstrated limited interaction with learners.

However, after participating in reflective activities such as peer feedback, reflective journals, and self-evaluation, considerable improvement was observed. Approximately 83% of students demonstrated better classroom interaction and teaching confidence in subsequent microteaching sessions. Students became more active in engaging learners, using instructional media, and organizing classroom activities effectively.

Moreover, 77% of the students showed improvement in questioning techniques and communication skills after receiving reflective feedback from peers and lecturers. The observation findings suggest that reflective microteaching practice enabled students to recognize instructional weaknesses and apply improvements in future teaching performances.

Discussion

The findings of this study indicate that reflective microteaching practice contributes positively to the development of pedagogical competence among pre-service English teachers. The quantitative findings revealed that most students perceived reflective activities as beneficial for improving classroom management, instructional delivery, teaching confidence, and communication skills. These findings support the theory proposed by Donald Schön (1983), who emphasized that reflection is an important aspect of professional learning and continuous improvement.

The improvement in classroom management and instructional delivery observed during microteaching sessions suggests that reflective activities enabled students to become more aware of their teaching behaviors and pedagogical decisions. These findings are consistent with Erdemir (2021), who reported that reflective feedback in microteaching supports the development of teaching awareness and instructional competence among pre-service teachers.

Furthermore, the findings demonstrated that peer feedback played an important role in supporting students' professional development. Students who received constructive feedback from classmates showed greater improvement in teaching confidence and classroom interaction. This result aligns with Odo (2023), who found that peer feedback encourages collaborative learning and reflective awareness in teacher education programs.

The findings also revealed that reflective journals contributed positively to students' self-awareness and critical thinking. Through reflective writing, students were able to identify teaching challenges and evaluate their instructional performance more critically. This finding is similar to Park (2022), who argued that reflective practice helps pre-service teachers develop greater pedagogical awareness and professional readiness.

Despite these positive findings, some students still experienced difficulties in conducting deep reflective analysis. Several participants tended to provide descriptive reflections without critically examining their teaching performance. This finding supports Farrell (2018), who argued that reflective practice requires guidance and continuous support to help teachers develop meaningful reflective thinking.

Overall, the findings suggest that reflective microteaching practice is an effective approach for developing pedagogical competence among pre-service English teachers.

Reflective activities not only improve teaching performance but also promote professional awareness, confidence, and continuous learning. Therefore, reflective practice should be integrated systematically into microteaching courses in teacher education programs to prepare prospective English teachers for future teaching experiences.

CONCLUSION

This study investigated the implementation of reflective microteaching practice in developing pedagogical competence among pre-service English teachers at Universitas Indraprasta PGRI. The findings revealed that reflective microteaching practice contributed positively to the development of students' pedagogical competence, particularly in classroom management, lesson planning, instructional delivery, communication skills, and teaching confidence.

This study concludes that reflective microteaching practice is an effective approach for developing pedagogical competence among pre-service English teachers. The integration of reflective activities into microteaching courses can support students' professional growth, improve teaching performance, and prepare prospective teachers for real classroom experiences. Therefore, teacher education programs are encouraged to implement reflective teaching practices systematically in order to enhance the quality of teacher preparation programs in English language education.

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