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IMPACT OF MICRO TEACHING PROGRAM ON ENGLISH EDUCATION FRESH GRADUATES' TEACHING SKILLS

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Abstract: Microteaching must give important teaching skills to EFL students. Some studies have investigated its impacts on EFL students' teaching skills but no study has been focused on fresh graduates. This study was a descriptive qualitative study with the aim to find out the impact of micro teaching on teaching skills of the fresh graduates of the English Education study program of Sriwijaya University. The participants were six of the fresh graduates in English Education study program of Sriwijaya University. The instruments were questionnaire on Google Form and a semi-structured interview. The collected data were analyzed descriptively in the form of percentages for the questionnaire and the data from interview were analyzed through the methods of data reduction, data display, and conclusion drawing or verification. The findings showed that the microteaching class had given positive impacts on the teaching skills of the fresh graduates. The program improved the teaching skills and teaching set such as (lesson plan, material, teaching media, students' worksheet and assessment. It also enhanced the way the class is managed and handled effectively, including how to open and close it. To put it briefly, this program helped freshly graduated students adjust to life in the real classroom.

Keywords: *fresh graduates, micro teaching, teaching skills*

INTRODUCTION

A teacher is one of the most important components of teaching and learning activities. Their main tasks are: to educate, to teach, to train, to guide, to direct assessment and evaluation of students at school (Pambudi & Gunawan, 2020). Therefore, preparing EFL students in educational institutions to be good English teachers must be planned well because these prospective teachers will play important roles in teaching and learning activities. They are required to be able to improve students' abilities in all aspects to be better in their studies. They guide the students to gain knowledge and build students' characters. Thus, teachers are needed to be able to change the class into a comfortable place to study and they are also required to be more innovative and creative to create the high quality of teaching (Sata & Erna, 2020). To achieve a good quality of teaching, it is necessary for pre-service teachers to have the knowledge and competence to do their jobs English teachers. Microteaching is one of the compulsory subjects they have to take since this subject

will provide them with knowledge and skills to be professional teachers (Salman et al., 2022).

Micro teaching was first introduced in 1960 by DR. Dwight Allen at Stanford University. It was named "Microteaching" in 1963. Since then, it has continued to be implemented as a training method to produce qualified teachers across the world (James et al., 2022). In the English Education Study Program at Sriwijaya University, it is a subject offered to the sixth-semester English students to improve their teaching skills. Essentially, a micro-teaching class recruits five to 10 students who are designed to train or sharpen the abilities of students to become future teachers. As stated in Reddy (2019), micro teaching is focusing and concentrating on peer feedback and discussion to improve the teaching skills. Through micro-teaching classes, it is hoped that students will become future educators prepared to teach and to develop teaching skills to ensure effective learning. Thus, Micro teaching is the method designed to improve the teaching skills and to develop professional teachers, especially skills in teaching.

There have been several studies investigating microteaching as their main investigations. Some of them were done overseas and one of them was done in Indonesia. The first research was conducted by Onwuagboke et al. (2017) entitled "the impact of micro teaching in developing teaching skills among pre-service teachers in Alvan Ikoku College of Education Owerri, Nigeria". This study focused on the impact of microteaching on pre-service teachers' teaching skills. The second research was done by Sa'ad et al. (2015) entitled "the impact of micro-teaching on the teaching practice performance of undergraduate agricultural education students in College of Education, Azare". Similar to previous study above, this study was focused on the impact of micro-teaching on students' teaching practice performance. Another study was done by Sagban et al. (2021) entitled "the effect of micro teaching technique of Iraqi EFL student teachers on their teaching performance and attitudes". This study was similar to the previous two studies above on the impact of microteaching on pre-service students' teaching performance. The last study was carried out by Salman et al. (2022) entitled "students' perception toward microteaching subject in supporting the students teaching skill". Again, this study was similar to the other three studies.

Based on the related studies stated above, it looked that they all focused on the impact of micro-teaching on pre-service teachers while they were still students at the universities. It seems there has been no study focused on the impact of microteaching on the teaching skills of the freshly graduates who are performing their first year as teachers. It is expected that this study will give new ideas or insights for freshly graduates about teaching experiences in a language classroom from diverse characteristics and condition. It is then important to investigate whether microteaching class gave positive impacts on the students after they freshly graduate from universities. This is the reason to conduct this study, that is, to investigate the impact of microteaching on the teaching skills of the freshly graduates of English Education Study Program of a state-owned university in South Sumatra. Therefore, the research question of this study was "What is the impact of the micro teaching program on teaching skills of the fresh graduates of English Education Study Program Sriwijaya University?".

METHODOLOGY
Site and Participants

This study involved six students as the participants of this study. They are fresh graduates of English Education at Sriwijaya University and are already teaching at some schools.

Design and Procedures

This study used qualitative research. Qualitative research is the research that aims to understand the phenomenon experienced by the research subject (Sidiq et al., 2019). It is for answering about experience, meaning and perspective of the subject. This research design employed descriptive qualitative research based on the problems of this study, which was to find out the impact of micro teaching on teaching skills of the sixth semester of English Education at Sriwijaya University. According to Sukardi (2003, as cited in br Sembiring et al., 2024), descriptive qualitative is a research method that systematically describes the characteristics of objects to be properly examined.

Data Collection and Analysis

Questionnaire and interview were the data collection techniques used for this study. The study used questionnaires and interviews as research instruments to deal with the study issue. Data from questionnaire were collected online and while data from interviews were collected both online and offline interviews, which included an electronic questionnaire to collect data. In order to make the interviewee feel safe and comfortable during the face-to-face meeting, the writer met them personally at their home or on campus. Zoom Meeting and WhatsApp were the platforms for the online interview.

Questionnaire

A questionnaire is an instrument to collect the data in which respondents are required to give answers to a collection of statements or questions. The respondents to this study were sent a Google Form, which served as the survey instrument. The questionnaire was in the form of four-point Likert Scale (strongly agree, agree, disagree, strongly disagree) for the purpose of knowing respondents' opinion of the impact of micro teaching program on their teaching skills.

Interview

The second way to collect the data was an interview. According to Esterberg (2002), an interview is a conversation between two or more people consisting of interviewee and interviewer with the aim of obtaining the desired information and data. The type of the interview for this study was a semi-structured interview. The interview used an in-depth interview category since this type was more flexible than the structured interview. The purpose of this type of interview was to explore respondents' deep opinions related to the impact of micro teaching program on teaching skills.

Data Analysis

Data analysis is the process of analyzing processed data in a way to make conclusions about that information (Bhatia, 2017). The process of data analysis

comes next after data collection. The results of the Google form were directly used to analyze the data. The data were subsequently described or analyzed by the researcher. In addition, the data from the interview were analyzed through the methods of data reduction, data display, and conclusion drawing/verification. According to Miles and Huberman (1994), the methods of data reduction, data display, and conclusion drawing/verification were applied to the analysis of the interview data.

FINDINGS AND DISCUSSION
Findings
Result of the Questionnaire

The results of the questionnaire given to the participants were provided in Tables 1 to 4 below. There were 20 questions about the impact of micro teaching on teaching skills of the fresh graduates of English education study program of a state-owned university in South Sumata. The researcher distributed the questionnaire link to six respondents via WhatsApp group. Their responses were in the form of Likert-scale comprising: (1) strongly agree (2), agree (3), disagree (4) and strongly disagree. In order to reduce calculating errors caused by human error, the data for the questionnaire is collected directly from the Google form.

Table 1. The impact of micro teaching on teaching skills of the fresh graduates

No	Statements	SA	A	D	SD	Total
1	I can apply teaching strategies I have learnt before.	2 / 33,3%	3 / 50%	1 / 16,7%	0 / 0 %	6 / 100%
2	I can apply the components contained in the lesson plan.	2 / 33,3%	4 / 66,7%	0 / 0%	0 / 0%	6 / 100%
3	I can formulate the indicators of competency achievement in accordance with the learning syllabus.	2 / 33,3%	4 / 66,7 %	0 / 0%	0 / 0%	6 / 100 %
4	I can achieve learning objectives of lesson plan.	3 / 50%	3 / 50 %	0 / 0%	0 / 0%	6 / 100%
5	I can apply teaching set (lesson plan, material, teaching media, student's worksheet and assessment) well.	2 / 33,3%	4 / 66,7%	0 / 0%	0 / 0%	6 / 100%

Table 1 contains responses related to the impact of micro teaching on teaching skills of the fresh graduates of English Education Study Program Sriwijaya University. In the first statement, two participants (33,3%) stated that they agree that they can apply teaching strategies that they have learnt. Then, a half of participants (50%) stated that they strongly agreed with the statement. Additionally, one participant (16,7%) stated that they disagreed, and no one stated that they strongly disagreed. In conclusion: After analyzing the results of the questionnaire, most respondents (83,3%) felt that they apply teaching strategies that they have learnt before.

In the second statement, (33,3%) of participants stated that they strongly agreed that apply the components contained in the lesson plan. More than half of the total participants (66,7%) agreed with the statement and no one stated that they agree and strongly disagreed. Based on the results of the questionnaire, it can be concluded that most participants (100%) can apply the components contained in the lesson plan.

In the third statement, more than a quarter of participants (33,3%) strongly agree that they can formulate the indicators of competency achievement in accordance with the learning syllabus. 66,7% of participants agreed with this statement, and no one participants disagree or strongly disagree. Based on the results of the survey, it can be concluded that the majority of respondents (100%) agree with the statement.

In the fourth statement, a half of participants (50%) stated that they strongly agreed and a half of participants (50%) agree that they can achieve learning objectives of lesson plan. Then, no participant that stated disagree or strongly disagree. Based on the results of the questionnaire, it can be concluded that most participants (100%) agree with the statement.

In the last statements, two participants (33,3%) strongly agree that they can apply teaching set (lesson plan, material, teaching media, student's worksheet and assessment) well. Then, four participants (66,7%) stated agree with that statement and no one participant that stated disagree or strongly disagree. Based on the results of the survey, it can be concluded that the majority of respondents (100%) agree that they apply teaching sets well.

Table 2. The impact of micro teaching on teaching skills of the fresh graduates

No	Statements	SA	A	D	SD	Total
1	I understand the way how to open the class.	3	3	0	0	6
		50%	50%	0%	0%	100%
2	I give apperception before starting the learning process.	2	4	0	0	6
		33,3%	66,7 %	0%	0%	100%
3	I know how to motivate students before the learning process begins.	2	4	0	0	6
		33,3%	66,7%	0 %	0%	100%
4	I can explain the learning objectives to students before starting learning.	2	4	0	0	6
		33,3%	66,7%	0%	0%	100%

Table 2 contains responses about the impact of micro teaching on teaching skills of the fresh graduates of English Education Study Program Sriwijaya University. In the first statement, three participants (50%) stated that they strongly agree and three participants (50%) stated that they agree that they understand the way how to open the class. Then, no participant that stated disagree or strongly disagree. In conclusion: After analyzing the results of the questionnaire, most respondents (83,3%) agree that they know the way how to open the class.

In the second statement, two participants (33,3%) strongly agree that they give apperception before starting the learning process. Then, four participants (66,7%) stated agree with that statement and no one participant that stated disagree or strongly disagree. Based on the results of the questionnaire, it can be concluded that

most participants (100%) give apperception before starting the learning process in the classroom.

In the third statement, (33,3%) of participants stated that they strongly agreed that they know how to motivate students before the learning process begins. More than half of the total participants (66,7%) agreed with the statement and no one stated that they agree and strongly disagreed. Based on the results of the survey, it can be concluded that the majority of respondents (100%) agree that they know how to give motivation before the class start.

The last statement, two participants (33,3%) strongly agree that they can explain the learning objectives to students before starting learning. Then, four participants (66,7%) stated agree with that statement and no one participant that stated disagree or strongly disagree. Based on the results of the questionnaire, it can be concluded that most participants (100%) agree with that statement.

Table 3. The impact of micro teaching on teaching skills of the fresh graduates

No	Statements	SD	A	D	SD	Total
1	I encourage the students to involve actively during teaching and learning activities.	2 33,3%	4 66,7%	0 0%	0 0%	6 100%
2	I can select appropriate teaching media during the teaching and learning activities.	3 50%	3 50%	0 0%	0 0%	6 100%
3	I can use relevant teaching media to achieve the learning objectives.	2 33,3%	4 66,7%	0 0 %	0 0%	6 100%
4	I can facilitate group work during the learning process to enhance student understanding.	3 50 %	3 50 %	0 0 %	0 0%	6 100%
5	I always supervise the students when they are working in groups.	3 50 %	3 50 %	0 0 %	0 0%	6 100%
6	I give students the opportunity to give answers or share opinions to the questions.	4 66,7%	2 33,3%	0 0 %	0 0%	6 100%
7	I give appreciation to students who are actively involved in the learning process.	4 66,7%	2 33,3%	0 0%	0 0%	6 100%
8	I can handle the class during the teaching and learning process.	3 50%	3 50%	0 0%	0 0%	6 100%
9	I encourage the students to summarize the material that they have learned during the learning activities.	3 50%	3 50%	0 0%	0 0%	6 100%

Table 3 contains responses about the impact of micro teaching on teaching skills of the fresh graduates of English Education Study Program Sriwijaya

University. The first statement, (33,3%) of participants stated that they strongly agreed that they encourage the students to involve actively during teaching and learning activities. More than half of the total participants (66,7%) agreed with the statement and no one stated that they agree and strongly disagreed. Based on the results of the questionnaire, it can be concluded that most participants (100%) that agree with the statement.

The second statement, three participants (50%) stated that they strongly agree and three participants (50%) agreed that they agreed that they can select appropriate teaching media during the teaching and learning activities. Then, no participant that stated disagree or strongly disagree. In conclusion: After analyzing the results of the questionnaire, most respondents (100%) agreed that they they can select appropriate teaching media during the teaching and learning activities

The third statement, two participants (33,3%) strongly agree that they can use relevant teaching media to achieve the learning objectives. Then, four participants (66,7%) stated agree with that statement and no one participant that stated disagree or strongly disagree. Based on the results of the questionnaire, it can be concluded that most participants (100%) agree with the statement.

The fourth statement, a half of participants (50%) stated that they strongly agreed and a half of participants (50%) agree that they can facilitate group work during the learning process to enhance student understanding. Then, no one participant that stated 'disagree' or 'strongly disagree'. Based on the results of the questionnaire, it can be concluded that most participants (100%) agree that they can facilitate group work during the learning process to enhance student understanding.

The fifth statement, three participants (50%) stated that they strongly agreed and three participants (50%) agreed that they always supervise the students when they were working in groups. Then, no participant that stated disagree or strongly disagree. Based on the results of the survey, it can be concluded that the majority of respondents (100%) agreed that they always supervised the students when they were working in groups.

The sixth statement, more than half of the total participants (66,7%) stated that they strongly agreed and two participants (33,3%) agreed that they give students the opportunity to give answers or share opinions to the questions. Then, no participant that stated disagree or strongly disagree. Based on the results of the questionnaire, it can be concluded that most participants (100%) agreed with that statement.

The seventh statement, four participants (66,7%) stated that they strongly agree and two participants (33,3%) agree that they give appreciation to students who are actively involved in the learning process. Then, no participant that stated disagree or strongly disagree. In conclusion: After analyzing the results of the questionnaire, most respondents (100%) agree that they give appreciation to students who are actively involved in the learning process.

Next statement, a half of participants (50%) stated that they strongly agreed and a half of participants (50%) agree that they can facilitate group work during the learning process to enhance student understanding. Then, no participant that stated disagree or strongly disagree. Based on the results of the survey, it can be concluded that the majority of respondents (100%) agree with that statement.

The last statement, three participants (50%) stated that they strongly agree and three participants (50%) agree that they encourage the students to summarize the material that they have learned during the learning activities. Then, no participant

that stated disagree or strongly disagree. In conclusion: After analyzing the results of the questionnaire, most respondents (100%) agree with that statement.

Table 4. The impact of micro teaching on teaching skills of the fresh graduates

No	Statements	SD	A	D	SD	Total
1	I know how to give the test to measure the student's abilities at the end of the learning process.	3	3	0	0	6
		50%	50%	0%	0%	100%
2	I know the way how to close the class properly at the end of learning process.	4	2	0	0	6
		66,7%	33,3%	0%	0%	100%

Table 4 contains responses about the impact of micro teaching on teaching skills of the fresh graduates of English Education Study Program Sriwijaya University. The first statement, a half of participants (50%) stated that they strongly agreed and a half of participants (50%) agree that they know how to give the test to measure the student's abilities at the end of the learning process. Then, no participant that stated disagree or strongly disagree. In conclusion: After analyzing the results of the questionnaire, most respondents (100%) agree that they know how to test the students at the end of the learning process.

The second statement, more than half of the total participants (66,7%) stated that they strongly agree and two participants (33,3%) agree that they know the way how to close the class properly at the end of learning process. Then, no participant that stated disagree or strongly disagree. Based on the results of the survey, it can be concluded that the majority of respondents (100%) agree that they know the way how to close the class properly at the end of learning process in the classroom.

Result of the Interview

This part presents data from an interview that has been conducted. The interview consisted of four questions that addresses the impact of micro teaching on teaching skill of the fresh graduates of English education study program of a state-owned university in South Sumatra. The interview involved six participants. The researchers chose them based on their responses to the questionnaires. An interview was done to get specific information regarding their experiences. The following table shows the interview questions.

Table 5. Questions for Interview

No	Questions
1	What benefits did you get after taking micro teaching class?
2	Have you applied all the teaching skills, knowledge of the learning material and teaching set (lesson plan, material, teaching media, students' worksheet and assessment) that you have learned before?
3	What are the challenges that you face in implementing the micro teaching program in the classroom?
4	What are the solutions to overcome those challenges?

1. What benefits did you get after taking micro teaching class?

The first question asked participants what benefits that they get after taking micro teaching class. All participants say that micro teaching program have big benefits for them. As participants said:

"I start to manage not only the way I teach but also the materials and my skill set in handling and managing the classroom. So, by having micro teaching class we have a pre-practice before jumping into the real teaching zone on the school. So, it's actually very beneficial for me." (PARTICIPANT 1)

"Actually, when I took micro-teaching class, I got a lot of benefits. And to be honest, I don't have any experiences in teaching. So, micro-teaching class is a new insight for me. (PARTICIPANT 2)

The participants stated that micro teaching has a lot of benefits as a teacher in handling and managing the classroom and a new insight experience in teaching.

"*So far, micro teaching class of course provides several benefits for me as a teacher right now*... So, in short, micro teaching class provides me with all the things that I need in the classroom Like for example, before starting a new semester, I need to collect, I need to make I need to prepare the teaching media, I need to prepare the students' LKPD And also in micro teaching class, of course, it provides me with experience in teaching Which is essentially honing my skills in teaching in the classroom. "(PARTICIPANT 3)

"*After taking the micro teaching class, I gained several benefits. First, it helped me improve my teaching skills and techniques*" (PARTICIPANT 4)

The next participants stated that micro teaching has several benefits as a teacher needs to prepare a teaching set and improve the teaching skills.

"*After I took the micro teaching class course, I gained various understandings and lessons that I had never learned before, including I dared to appear confident in front of the class to convey the material.*" (PARTICIPANT 5)

The participants stated that after taking micro teaching program they are confident in front of the class and can handle the class well.

"*After taking micro teaching class, I can handle my class well, better than before, such as I can choose the right method of learning process.* And when I know how my students' character and how their ability, I can choose which tasks I will do with them. (PARTICIPANT 6)

2. Have you applied all the teaching skills, knowledge of the learning material and teaching set (lesson plan, material, teaching media, students' worksheet and assessment) that you have learned before?

Another question explained that they applied all the teaching skills, knowledge of the learning material and teaching set (lesson plan, material, teaching media, students' worksheet and assessment).

"Yes, I applied what I have learned from the micro teaching because there's also the materials that we should give and how we see the students that they discuss within the materials and also the worksheet. So, yes, I have applied them." (PARTICIPANT 1)

I also planned what media should I use in the class and then students' worksheet. *So,yeah, I applied all the teaching skills.* "(PARTICIPANT 2)

"*Of course, I applied all the teaching skills and teaching set that I have learned in micro teaching class* like what I said before Because all the things related

to LKPD, teaching media, and students' LKPD are of course very related to teachers*".* (PARTICIPANT 3)

"Yes, I have applied all the teaching skills and knowledge that I learned in the micro teaching class. I have utilized the lesson plans, teaching materials, teaching media, students' worksheets, and assessments effectively in my classroom.*"* (PARTICIPANT 4)

"Yes, I have applied all the teaching skills, knowledge of the learning material and teaching set (lesson plan, material, teaching media, students' worksheet and assessment) that I have learned before.*"* (PARTICIPANT 5)

"Yes, I have applied most of the teaching skill and especially for the assessment and student work sheets. (PARTICIPANT 6)

From the result of an interview with all the participants they stated that they applied all the teaching skills, knowledge of the learning material and teaching set (lesson plan, material, teaching media, students' worksheet and assessment) during their teaching.

3. **What are the challenges that you face in implementing the micro teaching program in the classroom?**

Next questions are the challenges that they face in implementing the micro teaching program in the classroom.

"...they are hyperactive but sometimes I cannot coop up or I cannot be in the same level of their excitement which is why the hardest part is trying to make all the classroom a calmest way for them to learn so we need to be we need to understand the classroom and where we and where if they are active we must be active and if they are going to be active we must be active and if they are going to be active we must be active and quiet we also need to make them more active so the issue that i'm actually facing is actually the students because the students are mostly too active so yeah that's my challenges.*"*(PARTICIPANT 1)

The first participant stated that the challenges that face in implementing the micro teaching program in the classroom is that the students are hyperactive and the teacher needs to be more active to handle the class.

"we just did online and in the classroom itself, I need to face the real students, so, it's very new for me. And then the challenge, another challenge is that *it's not easy* to come back to, you know, *to organize a class.* And you know that *there's a time limit to teach English*. (PARTICIPANT 2)

Based on the result of the interview with the participant the first challenges are when the participant takes the micro teaching class, they do it online and when the participant comes to real teaching and real students it's very new for the participant. Then, another challenge is not easy to handle the class and also have limited time to teach in the classrooms.

*"Oh, so many but the challenges that I face in implementing the micro teaching program in the classroom *First, to prepare the lesson plan*, *the loss is definitely on the student because of the time limitation* then, another challenge that I face the *new curriculum, with the lecturer what was taught was how to teach using the curriculum in 2013* but when I was already in that phase, when I suddenly came to the field the school that was applied was *the curriculum of Merdeka*. A challenge for a newbie teacher like me especially for the newbie of course, to teach in class there are a lot of concerns that arise when *teaching is the performance already good? is the material*

already delivered?is it all the teaching activities that have been arranged in the lesson plan have already been carried out or not? of course, concerns like that." (PARTICIPANT 3)

From the result of the interview with the three participants, the first challenges were preparing the lesson plan, the limitation time to teach the students. Then, another challenge was when the participants taking the micro teaching program used the curriculum in 2013 but when the participants teaching, the Merdeka curriculum was used. Additionally, the participants were afraid of the performance in teaching because of the different atmosphere of the class.

"One of the challenges I faced in implementing the micro teaching program in the classroom was managing time effectively. It can be challenging to cover all the planned activities within the given time frame. Another challenge was adapting the teaching techniques to suit the diverse learning styles and abilities of my students." (PARTICIPANT 4)

Based on the interview the challenges that face the participant are to manage the class effectively and adapt the teaching techniques.

"The challenge I faced when I implemented micro teaching in class was that at first, I felt nervous because it was the first time I felt how to teach in front of a class even though the students at that time were my friends, not only that, I also had to look for learning media that suited the material to be taught." (PARTICIPANT 5)

Based on the interview result, the participant felt nervous when entering the real class and preparing the learning media before the class started.

"The challenge and the struggle that I have experienced when I applied the micro teaching program in the classroom are how I can handle my students to study and I think I have to be a patient, to be patient when they tell that they are feel bored and they are lazy to do the assignment."(PARTICIPANT 6)

Based on the interview, the result is the participants know how to handle the students during the learning process and the students that are lazy doing the assignment so, the participants give the reward to students.

4.What are the solutions to overcome those challenges?

The last questions are the solutions to overcome those challenges.

"My solution is, since there are classrooms that are hyperactive and there are classrooms that are not hyperactive, I try to apply some games. So, the class that is not hyperactive, I usually apply an ice break for them so that they can be more active in the classroom that I will be teaching. And for the classroom that is hyperactive, I do not play games because they are already ready to study because they are already active. So, those are the one solution that I have applied to them and the rest, thankfully I can easily coop up and I can easily resolve the issue. So, yeah, that's about it. I think I can solve the challenges." (PARTICIPANT 1)

Based on the interview, the participant uses the games to handle the class. For the students that are not hyperactive use an ice break to make the students more active in classrooms and for the students that are hyperactive not use the games because they are ready to study.

"So how I overcome these challenges is that I practice more. Yeah, I think the solution is practice." (PARTICIPANT 2)

Based on the result of the interview the solution from the participant is practice more.

"one of the solutions among others among them *is never ever to stop learning, give a little ice breaking* so that the learning process isn't that bored so the students become more energetic become *more active in following the learning* and learning in the class so it's not too boring." (PARTICIPANT 3)

Based on the result of the interview, the participants give the solutions to overcome the challenges and never stop learning, giving ice breaking to make the students more energetic and more active during the learning process.

"To overcome the challenges, I have implemented strategies such as proper *time management* by prioritizing essential activities and adjusting the pace of the lesson accordingly. I have also *incorporated differentiated instruction techniques to cater to the diverse needs of my students*." (PARTICIPANT 4)

Based on the result of the interview, the participants give the solutions to overcome the challenges of time management and use the different techniques for teaching.

"To overcome these challenges, I always practice with my friends in front of the class, I also often practice *in front of the mirror, and* look at good and correct teaching methods *on YouTube*, then for difficulties in determining the teaching media that I use I look for examples of lesson plans that are appropriate to the material. What I will teach and match the material to get the appropriate teaching media." (PARTICIPANT 5)

Based on the result of the interview, the participants give the solutions to overcome the challenges are practice in front of the mirror and practice with YouTube. Then, prepare the teaching media well before the class starts.

"So far I give them *the reward and the applause* and when they success in doing what I ask to do." (PARTICIPANT 6)

Based on the result of the interview, the participants give the solutions to overcome the challenges and give the rewards and applause after the students that are doing the assignment.

Discussions

As stated in the introduction, the research question of this study was whether the micro teaching program gave impacts on the teaching skills of the fresh graduates of a state-owned university in South Sumatra. The results of both questionnaire and interview showed that the respondents (freshly graduated students) perceived that the micro teaching program they took during their undergraduate study gave positive impacts on their teaching skills after graduating from the university. Those positive impacts can be seen from each of the statements in Tables 1, 2, 3 and 4.

As seen in the first statement on Table 1, most participants (83,3%) agreed that they applied teaching strategies that they had learnt before. Then, the second statement showed most of participants (100%) agreed that they applied the components contained in the lesson plan. All of the participants (100%) agreed that they could formulate the indicators of competency achievement in accordance with the learning syllabus. Next, all of the participants (100%) agreed that they achieved learning objectives of lesson plan. In addition, all the participants (100%) agreed that they achieved learning objectives of lesson plan.

Next, in Table 2, the researchers found that in the first statement all the participants (100%) agreed that they understood the way how to open the class. In addition, all the participants (100%) agreed that they give apperception before

starting the learning process. Then, they knew how to motivate students before the learning process began. Lastly, all the participants (100%) could explain the learning objectives to students before starting learning.

Moreover, in Table 3, the researchers found that in the first statement, all the participants (100%) agreed that they encouraged the students to involve actively during teaching and learning activities. The second statement showed (100%) they could select appropriate teaching media during the teaching and learning activities. The third statement showed (100%), they could use relevant teaching media to achieve the learning objectives. The fourth statement showed they (100%) agreed that they could facilitate group work during the learning process to enhance student understanding. The fifth statement showed that they (100%) agreed that they always supervised the students when they were working in groups. The sixth statement showed they (100%) agreed that they gave students the opportunity to give answers or share opinions to the questions. Next, all the participants (100%) agreed that they gave appreciation to students who were actively involved in the learning process. Then, all participants (100%) stated that they agreed they could handle the class during the teaching and learning process. Lastly, all the participants (100%) agreed that they encouraged the students to summarize the material that they had learned during the learning activities.

Furthermore, all the participants (100%) in Table 4 agreed that they knew how to give the test to measure the student's understanding of a lesson at the end of the learning process and they knew the way how to close the class properly at the end of learning process. In addition, from the interview, the researchers found that by taking micro teaching program the students got a lot of benefits.

All of the findings above showed that the micro teaching program that students took during their undergraduate study really gave positive impacts on their teaching skills. They could open and close the class properly. They knew how to design lesson plans and all its teaching materials, media, worksheet, and run all the teaching and learning activities well. Although they faced some challenges but they could solve any problems appeared. All these findings seemed to be relevant to the ones found by previous researchers (Onwuagboke et al., 2017; Sa'ad et al., 2015; Salman et al., 2022), such as, handling and managing the classroom and a new insight in teaching. Then, they could prepare a teaching set well (lesson plan, material, teaching media, students' worksheet and assessment) and improved the teaching skills. Additionally, they felt confident in front of the class well after taking micro teaching program.

The freshly graduated students also applied all the teaching skills, knowledge of the learning material and teaching set (lesson plan, material, teaching media, students' worksheet and assessment) well. These findings were also the same as the ones found by Sa'ad et al., (2015). Then, they also had the challenges in implementing the micro teaching program in the classroom but they could overcome the challenges that they face in the classroom well. By taking micro teaching program they could handle the class well because in micro teaching program they learned more and they also learned how to solve the problem in the classroom. In short, micro teaching helped them to improve their teaching skills and the way how to teach well.

CONCLUSION AND SUGGESTION

Conclusions

Based on the findings and discussion above, micro teaching gave positive impacts on teaching skills of the fresh graduates of English education study program of a state-owned university where this study was conducted. They found that by taking micro teaching program, they got a lot of benefits. They could improve the teaching skills and teaching set such as (lesson plan, material, teaching media, students' worksheet and assessment) then, they also knew the way how to open and close the class properly, managed and handled the class well. Moreover, they knew how to solve the problem that came into the learning process. Freshly graduates were exposed to a different teaching situation that is referred to time and students.

Suggestions

Based on the research results and conclusions, the researchers could suggest the following. For the preservice students, the researchers suggest that they can utilize the micro teaching class to improve the teaching skills and designing the teaching set such as (lesson plan, material, teaching media, students' worksheet and assessment). The researchers hope that this study will be useful for future research. It is suggested that future researchers use this research as a reference for researchers who are interested in discussing topics related to the impact of micro teaching on teaching skills of the fresh graduates of English education study program. In addition, future researchers are also expected to be able to further investigate this research to get better results.

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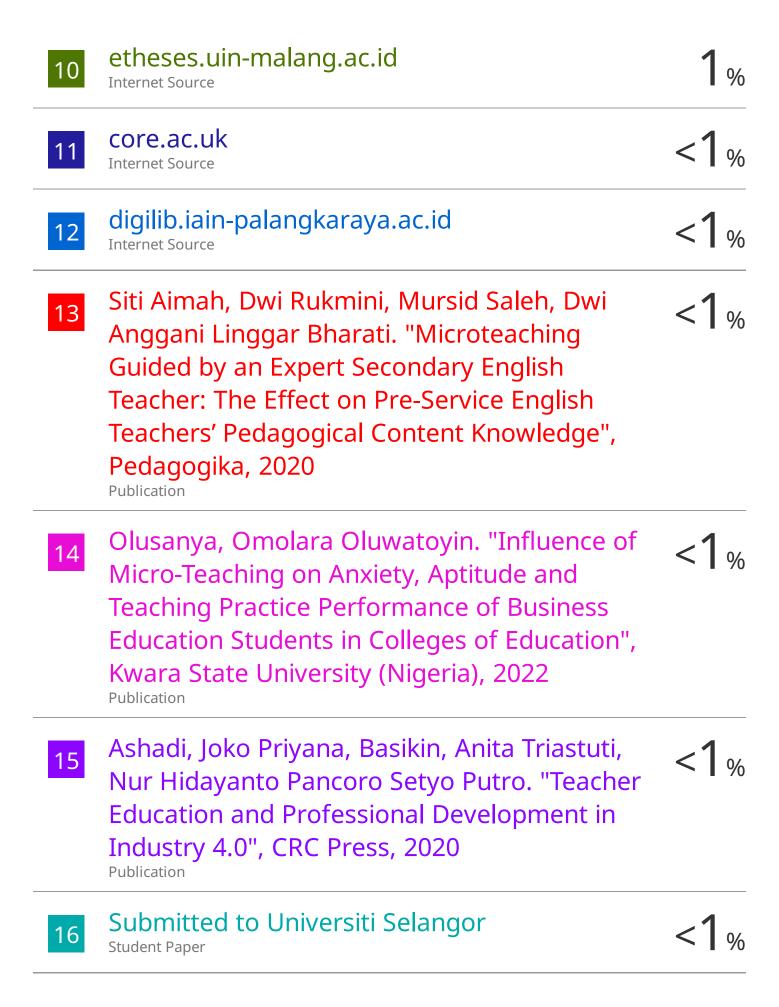
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