



Pre-Service Teachers' Perspectives on Teaching Media in Microteaching Classes

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Abstract

Teaching media are essential in microteaching as they help clarify lesson content, foster student engagement, and enhance teaching performance. This study aims to investigate pre-service teachers' perspectives on the use of teaching media in microteaching classes at the English Education Department of a private university in Indonesia, focusing on their perceptions of the role, challenges, and impact of media use as well as their readiness, strategies, and reflections. Employing a qualitative case study approach, data were collected from 41 seventh-semester students through questionnaires and semi-structured interviews, and then analyzed using coding, categorization, and thematic analysis, with credibility ensured through member checking. The findings reveal that pre-service teachers generally perceive teaching media as valuable tools for improving explanation clarity, capturing students' attention, and stimulating participation. They reported using both conventional media, such as flashcards, real objects, and worksheets, as well as digital platforms, including PowerPoint, YouTube, Canva, Quizizz, and Wordwall. Nevertheless, they faced challenges such as facilities, time constraints, and technical difficulties. To overcome these challenges, they employed strategies that included preparing alternative media, practising beforehand, and seeking feedback from peers or lecturers. In conclusion, the study emphasizes that effective selection and preparation of teaching media not only improve microteaching practices but also demonstrate pre-service teachers' professional readiness to adapt to real classroom contexts. The findings imply the need for more structured training and guidance from lecturers, greater creativity and experimentation among pre-service teachers, and further research on the long-term impacts of teaching media use.

Keywords: Pre-service Teachers' Perspectives; Teaching Media; Microteaching

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INTRODUCTION

The use of teaching media plays a vital role in English as a Foreign Language (EFL) learning, particularly in microteaching contexts where pre-service teachers practice essential teaching skills. Media not only help clarify content and facilitate understanding but also foster student engagement and make learning more interactive (Harmer, 2007; Heinich et al., 2002; Hasan et al., 2020; Mayer, 2021). When integrated thoughtfully, media not only enhances learners' comprehension but also strengthens pre-service teachers' confidence as they experiment with diverse ways of presenting information and

managing classroom interactions.

Despite its pedagogical value, in the contexts of Indonesian teacher education, pre-service teachers in microteaching classes often rely on limited, conventional, or poorly integrated media as well as experience problems in developing accessible, engaging media, which may constrain the development of essential teaching competencies (Wahyuningsih et al., 2022 and Apriyani et al., 2025). This gap between theoretical expectations and actual classroom practice highlights the need to investigate how pre-service teachers perceive media use during microteaching, the challenges they encounter, and how they navigate the demands of instructional design in a realistic teaching simulation. Understanding these experiences is particularly important in an era when digital literacy and media-based pedagogy are increasingly recognized as fundamental teacher competencies (Tondeur et al., 2020; Seels & Richey, 2012). This highlights the urgency of exploring how pre-service teachers perceive and utilize teaching media during their microteaching practices.

Given this context, the present study investigates pre-service teachers' perceptions of teaching media use in microteaching classes. Specifically, it explores (1) how pre-service teachers view the role and impact of media on teaching effectiveness, (2) the challenges they face and the strategies they employ in media selection and integration, and (3) their readiness, creativity, and reflective engagement in designing media-supported instruction. Focusing on microteaching practices at the English Education Department of Muria Kudus University during the 2024/2025 academic year, this study provides a comprehensive understanding of how media influences microteaching practices.

This study contributes to the field of EFL teacher education by addressing the gap between the theoretical emphasis on media integration and its practical implementation in microteaching. Previous research has examined teaching media in broader classroom contexts (Bakır & Erdem, 2012), but few studies have specifically explored microteaching in Indonesian EFL settings. Therefore, the findings are expected to enrich pedagogical practices, inform curriculum development in teacher education, and encourage pre-service teachers to adopt more innovative and reflective approaches in their future teaching.

RESEARCH METHODS

This section outlines the research methods employed to investigate pre-service teachers' perspectives on the use of teaching media in microteaching classes. The methodological choices were guided by the aim of capturing both the breadth of students' experiences and the depth of their reflections on media use during teaching practice. To achieve this, the study adopted a qualitative case study design conducted within a specific institutional and temporal context, involving participants who were directly engaged in microteaching activities. The procedures, instruments, and data analysis techniques were systematically arranged to ensure methodological rigour, enabling the collection of rich descriptive data and the identification of meaningful themes. The following subsections describe the research design, setting, participants, data collection procedures, instruments, and analytic strategies used throughout the study.

Research Design

This study employed a qualitative approach with a case study design to explore pre-service teachers' perspectives on the use of teaching media in microteaching classes. A case study was considered appropriate because it allows for an in-depth examination of authentic experiences in a specific context, focusing on how pre-service teachers prepare, apply, and reflect on their use of media during teaching practice.

Time and Place of Research

The research was carried out at the English Education Department of Muria Kudus University during the academic year 2024/2025. The microteaching course was chosen as the research setting because it provides a controlled environment where pre-service teachers can practice teaching before entering real classrooms, making it highly relevant to the study's focus on media use.

Research Subject

The subjects of this research were forty-one seventh-semester students enrolled in the microteaching course. They were selected because they had direct experience in designing and implementing teaching media as part of their practice teaching. Among them, five students were purposively selected for interviews, representing a diverse range of teaching strategies and media choices. This purposive sampling ensured that different perspectives and experiences were captured in more detail.

Research Procedure

The research procedure consisted of two stages: data collection and analysis. First, questionnaires were distributed to all participants to obtain an overview of their perceptions, challenges, and strategies in using teaching media. Then, semi-structured interviews were conducted with five selected students to gain deeper insights and clarify issues that emerged from the questionnaires. This step-by-step procedure ensured both breadth and depth of data.

Instruments and Data Collection Techniques

Two instruments were used in this study. The first was a questionnaire, which aimed to gather descriptive data about the students' experiences with teaching media. The second was an interview guide, which allowed for flexible yet focused semi-structured interviews. The combination of these instruments provided complementary data: questionnaires captured general trends, while interviews offered detailed narratives and explanations.

Data analysis technique

The data were analyzed through several stages, including coding, categorization, and thematic analysis. Coding was used to label relevant information, categorization grouped similar codes, and thematic analysis revealed key themes related to media use in microteaching. During the coding stage, the interview transcripts were carefully read and segmented into initial codes based on relevant topics related to media use in microteaching. Those initial codes, which had conceptually relevant and similar concepts, were then grouped into categories. The themes emerged from the categories that contained the essence of several related categories.

To strengthen the trustworthiness of the findings, member checking was conducted by sharing the interpretations with participants and confirming the accuracy of the analysis. This ensured that the results genuinely reflected the participants' perspectives.

RESULTS AND DISCUSSION

Selection of Teaching Media

The findings indicate that pre-service teachers selected a variety of teaching media based on the suitability of the material and learning context. They combined conventional tools, such as flashcards, worksheets, and realia, with digital platforms, including PowerPoint, YouTube, Canva, Quizizz, and Wordwall.

M shared his reason for selecting the teaching media.

"I used many media such as YouTube videos, Canva PPT, worksheets, and when I wanted to give a specific example of fruits, I brought the actual fruit. I really used fruit as an example and explained the material, so that my classmates could understand more easily because they could directly see and touch it, so that students would understand that we were going to describe it and which made them more active in class."

Similarly, W emphasized the importance of visual appeal,

“I used YouTube videos and pictures because they matched my teaching material. I prefer using YouTube videos or pictures because I think they can make the students more interested and focused. Using those media made my lesson more visually engaging and helped students understand better through illustrations that suited my topic.”

Some participants used combinations of visual media (images, PPT) and interactive digital tools (Quizizz, Wordwall, YouTube videos), which they believed could make lessons more engaging and help students better retain the material. In addition, Zhen (2016) notes that the use of various multimedia not only significantly stimulates students’ interest in learning but also makes teaching vivid and lively. D explained,

“In my microteaching, I used PPT, YouTube videos, worksheets, and pictures. The reason was that these media provided a balanced variety between visual explanations, written exercises, and audio-visual illustrations so that students could understand the material from many perspectives.”

This pattern demonstrates an awareness that instructional media should be aligned with learning objectives and the needs of students. Such practices reflect early integration of the TPACK framework, where technological, pedagogical, and content knowledge interact to enhance learning outcomes (Mishra & Koehler, 2006).

Readiness and Support

Most participants reported being confident in operating the media they had prepared, particularly when adequate facilities, such as projectors and internet access, were available. Nevertheless, technical issues such as unstable internet or a lack of equipment were recurring challenges.

Interview data reinforced these findings. For example, M described how her preparation started well before the microteaching session,

“I prepared my media a week before my teaching schedule, making sure everything was ready—PPT, videos, and realia—so I would not face technical problems in class.”(M)

Similarly, D highlighted the role of access to facilities in her readiness,

“Because the classroom is equipped with a projector and internet, I can use YouTube videos and PPT.”(D)

Peer and lecturer support was considered valid, although several participants noted the absence of structured training on media integration, as W mentioned.

“Before teaching, I consulted with my peers and my lecturer to ensure the media I planned to use would be suitable and effective for the lesson.”(W)

However, several participants pointed out the need for more precise guidance, as A explained,

“Sometimes I felt unsure whether I was using the media to its full potential because we did not get detailed training on how to integrate it into the lesson.”

The finding aligns with Husnaini (2022), who underscores the use of various learning media in microteaching as a means to improve pre-service teachers’ teaching readiness and confidence. Readiness in microteaching is fundamental in preparing pre-service teachers to face the challenges and realities of teaching in authentic classroom settings (Mardiyah & Purwianingsih, 2025). This suggests that readiness in microteaching goes beyond technical proficiency and requires structured microteaching experiences or pedagogical scaffolding (Widiastuti et al., 2025). From a Vygotskian perspective, peer and mentor guidance provided the necessary support for pre-service teachers to refine their use of media.

Impact on Teaching and Student

Teaching media were perceived to contribute positively to lesson clarity, delivery, and student involvement. For example, realia such as fruits helped students understand descriptive tasks more concretely,

while interactive games like Quizizz created a lively and competitive atmosphere. Visual aids such as PPT and images also supported the systematic delivery of material.

M explained the use of realia,

“I used real fruits as examples and explained the material, so that my classmates could understand more easily because they could directly see and touch it, so that students would understand that we were going to describe it and which made them more active in class.”

Similarly, A noted,

“When I used interactive games like Quizizz, the students immediately became more enthusiastic and competitive, so the lesson atmosphere was more lively.”

The pre-service teachers collectively acknowledged the positive contribution of instructional media to their teaching performance. W emphasized the positive effect on her own performance,

“Media like PPT and pictures helped me deliver the material more systematically, so I did not lose track during teaching.”

D highlighted the connection between media and lesson objectives,

“The video I used supported the lesson goals because it illustrated the exact situation I wanted the students to learn about. That made it easier for them to grasp the main points.”

MR also pointed out the role of varied media in maintaining engagement, as she said,

“Combining games, videos, and worksheets kept the students focused and interested throughout the lesson.”

These findings affirm that media not only support comprehension but also transform classroom dynamics by stimulating active participation. This aligns with Erbas, Cipuri, and Joni (2021) and Hasan et al. (2020), who observed that multimedia tools increase motivation and understanding, as well as with Piaget’s view that concrete and visual experiences enhance cognitive development. Moreover, Astuti et al. (2024) noted that the media have considerable potential in enhancing *the quality of learning*.

Reflection, Creativity, and Initiative

Reflection emerged as a consistent practice among participants, who regularly evaluated which media worked effectively. Ineffective media were either modified or replaced with new alternatives, such as redesigning slides using Canva or experimenting with Wordwall and Kahoot. Some participants even created original worksheets and flashcards when suitable materials were not available.

M explained the reflection he did,

“After teaching, I always thought about which media worked and which did not. For example, some videos took too long, so I learned to shorten them for the next session.”

W emphasized how reflection guided her creativity,

“I evaluated my teaching media after every class. If a game or PPT slide was not effective, I modified it or searched for new ideas for the next lesson.”

A highlighted that exploration often followed reflection:

“When I realized my PPT lacked visual appeal, I started using Canva to redesign it and make it more attractive for students.”

These practices demonstrate that reflection stimulates creativity and initiative among pre-service teachers, enabling them to develop plans for change and enhance their teaching practice (Boerboom et al.,

2011; Mathew et al., 2017; and Suryani, 2024). In the academic context, this suggests that microteaching can foster not only technical ability but also innovative and adaptive skills in media use.

Overall Interpretation

Overall, the findings demonstrate that teaching media in microteaching serves multiple purposes: clarifying content, engaging students, building teaching confidence, and encouraging reflective growth. Although challenges such as limited facilities and a lack of structured training remain, pre-service teachers demonstrated a strong awareness of media relevance and an initiative to experiment with new tools. Academically, this study contributes by showing how microteaching can function as a bridge between theoretical knowledge and practical readiness, preparing future teachers to adapt their media use to diverse classroom contexts.

CONCLUSION

This study explored pre-service teachers' perspectives on the use of teaching media in microteaching classes. The findings revealed that teaching media were perceived as essential for clarifying lesson content, fostering student engagement, and enhancing teaching performance. Pre-service teachers selected both conventional media (e.g., flashcards, realia, worksheets) and digital platforms (e.g., PowerPoint, YouTube, Canva, Quizizz, Wordwall), demonstrating readiness in preparing and operating them. However, technical limitations and a lack of structured training continued to be challenges. Reflection and creativity also emerged as important practices, encouraging teachers to refine and innovate their use of media.

These results directly address the research objectives by showing that pre-service teachers not only value the role of teaching media but also actively develop strategies to integrate them, despite contextual challenges. The study suggests that microteaching can serve as an effective platform for developing technological and pedagogical competence, aligning with frameworks such as TPACK. It emphasizes the importance of reflective practice in teacher preparation.

In practical terms, the findings suggest the need for more structured guidance and training from microteaching supervisors to help pre-service teachers effectively utilize media. Microteaching supervisors should provide step-by-step support on selecting, designing, and integrating instructional media into teaching scenarios. This includes helping the pre-service teachers identify learning objectives, match these objectives with appropriate media types, and demonstrate how to embed the chosen media into the lesson flow. Teacher education programs should also encourage creativity and experimentation with diverse media to better prepare students for real classroom contexts. Microteaching supervisors can model how to adapt or design media that aligns with the content, student needs, and classroom constraints, as well as encourage student teachers to combine media formats, such as pairing a brief video with interactive slides or digital flashcards, to maintain attention and accommodate different learning preferences. By embedding these concrete strategies into microteaching practice, teacher education programs can help pre-service teachers strengthen their pedagogical reasoning and media literacy for future classroom use.

However, this study is limited to a single department and relies primarily on self-reported data from questionnaires and interviews. Future research could be expanded to different institutions, compare media use across various contexts, and investigate the long-term effects of teaching media on teaching effectiveness and student learning outcomes.

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