

# Enhancing Seventh Grade Students' Speaking Skills through Duolingo Application Integration: A Case Study at SMP Negeri 9 Medan

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## Abstract

This research was mainly conducted in order to prove that Duolingo application could improve speaking skill of the seventh-grade students of SMP Negeri 9 Medan in the Academic Year of 2022/2023 and to describe their responses towards the implementation of Duolingo application in the processes of learning speaking skill. The quantitative data analysis showed the mean score increase from 55,29 in Pre-test with 13% of the students got score  $\geq 70$ , in Formative-test 69,54 with 52% of the students got score  $\geq 70$ , and 78,09 in Post-test with 84% of the students got score  $\geq 70$ . This is Classroom Action Research (CAR). The research findings showed that teaching speaking skill by using Duolingo application to the seventh-grade students of SMP Negeri 9 Medan could improve their speaking skill. It is advisable that English teachers try applying Duolingo application in teaching speaking skill.

**Keywords:** *Speaking skill, Duolingo application, Classroom Action Research*

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## Introduction

Speaking is one of the language skills which is used to communicate and interact in daily life. Fulcher (2003:23) states that to communicate with others we need the verbal use of language. It is clear that speaking occurs between a speaker and a listener. That means there must be at least two people in speaking. Based on that statement, speaking can build relationship between individual and another and share what they want in their lives.

One of the most visible phenomena amid Indonesian students is when they are asked to speak up, they feel nervous and cannot continue what they want to say despite the fact that they have a great many of vocabularies. Sari, Sembiring, and Wau (2022:16468) state, "Vocabulary is not a syllabus but a list of words that teachers prepare for their learners to memorize and learn by heart". However, Indonesian students do not take English seriously when they are learning it. Memorizing may be good and useful as a temporary technique for tests, but not for learning a foreign language. Wallace (1978:98) states that oral speaking becomes significant when the students focus on the one thing what they are saying. Along these lines, the students can learn better on the most proficient method to require the capacity to talk or to communicate their thoughts smoothly with exact vocabularies and good or acceptable pronunciation and by speaking students can say all that they have to them. In this globalization era most of the schools

utilize technology to guide in teaching. The effect of technology has become huge in teaching and learning the language in addition to the instructor's role. Wahyuningsih and Putra (2020:97) state, "As a global communication media, the Internet allows it to be used in language teaching and learning, for example, learning English". The Internet provides various addresses and web pages that can be used as a place of learning. As we know using technology is able to increase our speaking and make the students practice easier.

Tamhane, et al. (2015:1-4) state, "Mobile technology is changing the way we live and it is beginning to change the way we learn". To ease the process of learning English language, and supported by a very advanced technology currently, the students who want to enhance their speaking skill in English with practical and fun applications might use Duolingo to practice English. The students can download the application on the phone or on the computer so that they can practice anytime and anywhere.

In relation to the background of the study, the writer formulated the problems of the study as follows:

- 1) Is the use of Duolingo application able to improve the speaking skill of the seventh- grade students of SMP Negeri 9 Medan in the Academic Year of 2022/2023?
- 2) What are the students' responses towards the learning teaching processes of speaking skill through the use of Duolingo application?

In connection with the problems of the study above, the objectives of the study are:

- 1) to prove that the use of Duolingo application is able to improve the speaking skill of the seventh-grade students of SMP Negeri 9 Medan
- 2) to describe the students' responses towards the use of Duolingo application in the learning teaching processes of speaking skill.

## Literature Review

### Speaking Skill

Speaking skill is not separated from listening skill because the activity of speaking is done by two or more persons. Someone who does not have knowledge about the language, or who does not have communicative competence in language, will not be able to take part in speaking activities. Brown (2001:267-269) elaborates that there are five components which are generally recognized in analyzing the speech process. They are:

- 1) Fluency: This can be defined as the ability to speak fluently. Fluency in speaking is the aim of many language learners. This fluency must be supported by grammatical knowledge of the language.
- 2) Accuracy: It is needed by students to arrange a correct sentence in a conversation, or the students' ability to produce correct sentence by using correct grammar and vocabulary. The sentence is not only grammatically correct, but it should also be meaningfully acceptable. Example: My brother is pregnant. This sentence is grammatically correct but meaningfully unacceptable because "brother" is male, and is never pregnant according to his nature.
- 3) Vocabulary: Someone cannot communicate effectively or express his ideas both orally and in written forms if he does not have sufficient vocabulary, vocabulary means the appropriate diction which is used in communication.
- 4) Grammar: Grammar is the set of structural rules governing the composition of clause, phrases, and words in any given natural language. For example: He went to school yesterday.

- 5) Pronunciation: Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that determines how sounds vary and pattern in language. This aspect needs practicing a lot because of sound difference between English and Indonesian pronunciation.

### **Teaching Speaking**

The use of technology takes an important role in teaching and learning process. According to Lowerison, et al. (2006:465), learner may be more active in his learning by technology and technology has potential to change from passive to active learner. In teaching speaking skill there has many ways to improve speaking skill, as we know also in this globalization era most of people are utilize technology as a bridge to improve speaking skill anytime and anywhere. Peng, Jager, and Lowie, (2020:278) state, "Mobile technologies helps learners to practice and enhance the receptive skills (listening and reading) also their productive ones (speaking and writing)". According to Ur (1996:120), the successful speaking activity has the characteristics as follows:

- 1) The language learners talk so much.
- 2) All the participants of speaking activity get the opportunity to speak.
- 3) The language learners are highly motivated and have interest in the speaking activity.
- 4) The language produced is at the acceptable level.

### **Duolingo Application**

Duolingo is one of the applications used to learn languages. It can be used as a learning medium because it includes four components of language skills, such as listening, speaking reading, and writing. The use of media in learning objectives is to facilitate and help students understand teaching material. According to Tiara, Rahman, and Handrianto (2021:692), Duolingo is one of the applications used for technology that can be used for the students to play and a language-learning platform for cell phones or computers created by Luis Von Ahn and Severin Hacker in 2012. Duolingo application is the answer for the teacher who looks for an alternative way to enhance students' speaking skill. This application connects lessons with games that may build interest in learning. Jašková (2014:15) states, "Duolingo is seen as a feature in learning languages and in global communication". By using this application, the teacher can help the students improve their speaking skill as long as they learn English language with Duolingo application.

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## **Methodology**

### **Research Design**

This was Classroom Action Research (henceforth, CAR). Kemmis, McTaggart, and Nixon (2014:18) state, "CAR as a term of cycle from the step of change is conducted to put plans into action observing what happens and reformulate the plan of what has happened". It means that to begin the CAR, the teacher must be focuses on the thing that happen in the classroom. Winter and Giddings (2001:8) state, "Action research is the study of a social situation carried out by those involved in that situation in order to improve both their practice

and the quality of their understanding". It means that in teaching learning, they need socialization each other to develop their knowledge through practice.

### The Source of Data

In this study, the instruments of collecting data were test, observation sheet, fields note, and questionnaire. The test referred to quantitative data and obtained from students' pre-test, formative-test, and post-test.

### The Technique of Analyzing Data

To analyze the result of the test, the writer used formula that is:

$$\text{Students' Score} = \frac{\text{Writer+Collaborator}}{\text{Maximum Score (100)}} \times 100$$

To know the mean score of the student's score of each cycle, the writer applied the following formula which is formulized by Best and Khan (2002:280) as follow:

$$M = \frac{\sum x}{N} \times 100\%$$

Explanation:

M = the mean of the students' score

$\sum x$  = the total score

N = the total number of students who do the best

Then, to find the class percentage of students' score who passed the criterion minimum of completeness or Kriteria Kelulusan Maksimum (KKM), the writer applied the following formula which is also proposed by Best and Khan (2002):

$$P = \frac{R}{T} \times 100\%$$

Explanation:

P = the percentage of students who get the point  $\geq 70$

R = the number of students who get the point above  $\leq 70$

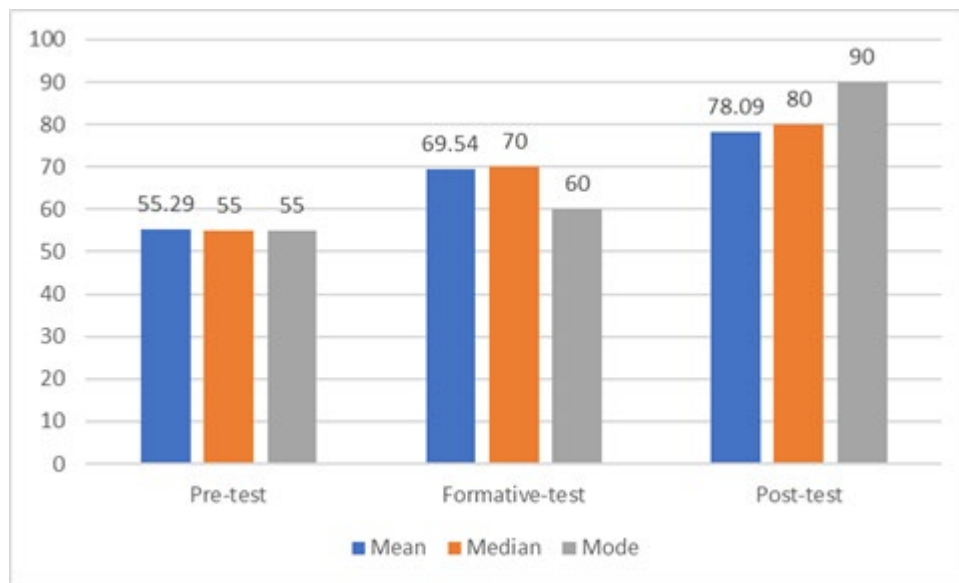
T = the total number of students who do the test

## Findings

### Data Analysis

There are two types of data which were analyzed to find out the research findings, they are quantitative and qualitative data. The quantitative data were taken from the test result of pre-test, formative-test, and post-test. The complete result of the students' score in each test can be seen from the following table and the histogram of score interval and frequency:

**Chart 4.4 The Histogram of Quantitative Data]**



From the result of the test students’ scores, it was concluded that the students mean score increases. It could be seen from the mean score pre-test, formative-test, and post-test. In pre-test, the students’ mean score is 55,29 while the students’ mean score in formative-test is 69,54 and in post-test is 78,09. Then the mode and median of the students’ score in post-test is higher than pre-test and formative-test. It means that there is an improvement of the students’ speaking skill through Duolingo application. The percentage of the students’ achievement in speaking test is presented as follows:

**Table 4.5 Percentage of students’ achievement who got score ≥ 70**

Test	Students who got score ≥ 70	Percentage
Pre-test	4	12,90%
Formative-test	16	51,61%
Post-test	26	83,87%

To find out the percentage of the students who passed the Mastery Minimum Criteria (*Kriteria Ketuntasan Minimum*) in the best, the writer applied the following formula:

$$P = \frac{R}{T} \times 100\%$$

From the formula above, the result of the students’ percentage score can be seen as follows:

- In the pre-test, the total number of the students who pass the *KKM* is:  

$$P = \frac{4}{31} \times 100\% = 12,90\%$$
- In the formative-test, the total number of the students who pass the *KKM* is:  

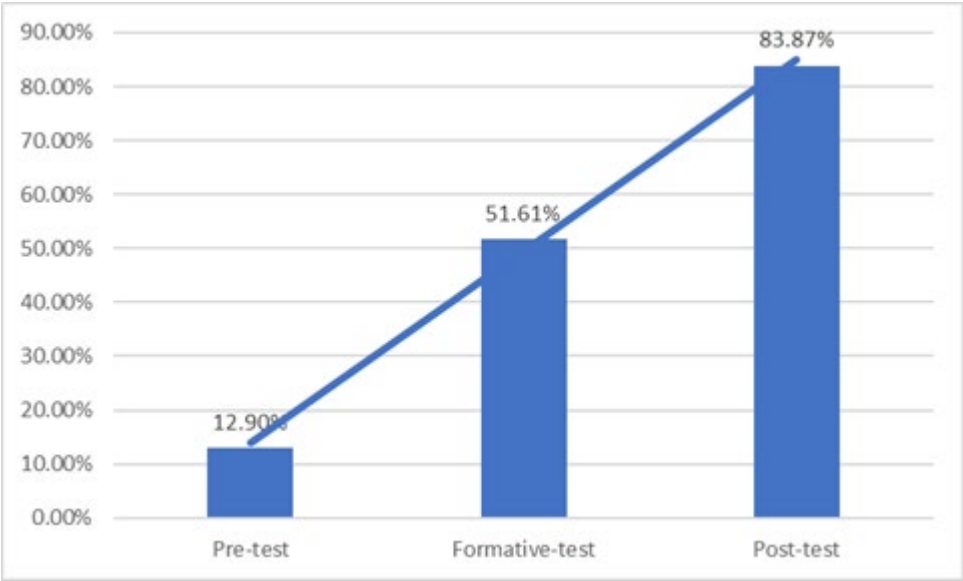
$$P = \frac{16}{31} \times 100\% = 51,61\%$$
- In the post-test, the total number of the students who pass the *KKM* is:  

$$P = \frac{26}{31} \times 100\% = 83,87\%$$

From the percentage of students’ achievement, the writer presented the data in histogram.

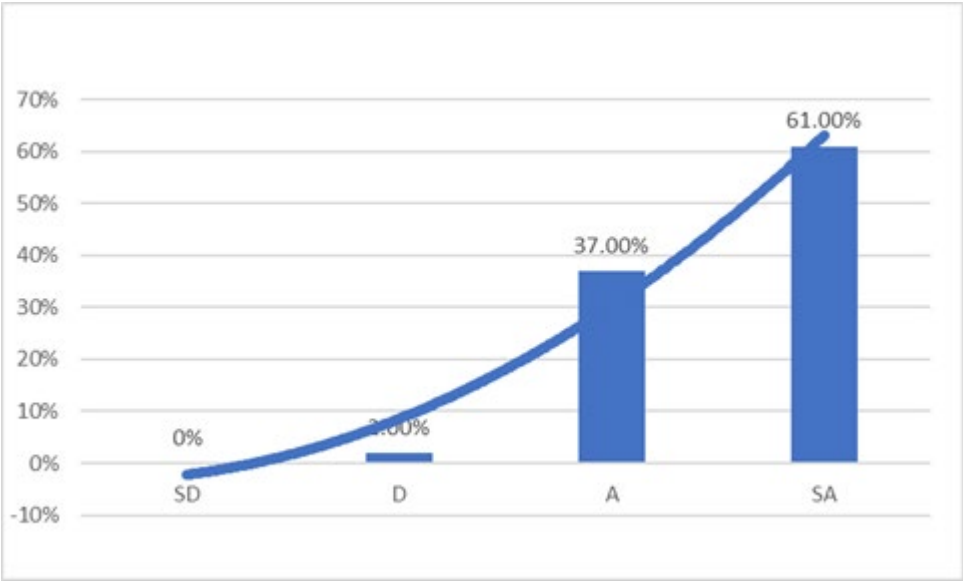


**Chart 4.5 The histogram of percentage of students’ achievement who got score  $\geq 70$**



The qualitative data were taken from observation sheet, fields notes, and questionnaires.

**Chart 4.6 The Histogram of the Responses of Questionnaire**



Based on the result of questionnaire, it was concluded that the students’ responses towards learning teaching process of speaking skill by using Duolingo application are good, and their speaking skill also improved by using Duolingo application.

Discussion

The use Duolingo application was applied to improve the students’ speaking skill to the seventh-grade students SMP Negeri 9 Medan. As the collaborator the English teacher and the writer collaboratively discussed the result of the study. They concluded that the use of Duolingo

application could be the effective way to help students in speaking. It was shown in histogram and table 4.4. In which the mean score of each test improved. The mean score of pre-tests was 55,29, formative-test 69,54, and the post-test 78,09. Those scores showed that the second cycle was better than the first cycle. Besides that, the improvement can be seen from the observation sheet, field notes and questionnaire. Most of students are more active and enthusiastic during the process of teaching and learning.

In the implementation of Duolingo application, the writer faced some problems. Some problems faced by the writer, for example when the writer tried to approach some students, other students made noise. However, there are so many students in that class. Thus, the writer faced difficulty in managing them. The next problem is the background of their knowledge. Although every student has different background of knowledge, but almost all of the students in that class are not so clever. But nevertheless, the writer could apply this media very well because the students had willingness to study, they were also active in asking some question to the writer. The writer often motivates the students to study English however this language plays an important role in the global world. It is understandable that they have no good motivation in learning since they are still not mature enough.

## Conclusion

After conducting the research, presenting the data, analyzing the data, and discussing the result, the writer is going to present conclusion and suggestion, Duolingo application able to improve the students' speaking skill. It was found that the students' achievement in speaking skill improved from pre-test, formative-test, and post-test after the writer was applied Duolingo application. The improvement of the students' total mean score pre-test was 55,29, formative-test 69,54, and the post-test was 78,09. Meanwhile, the students' score percentage who passed Mastery Minimum Criteria (Kriteria Ketuntasan Minimum) from pre-test was 12,90%, formative-test 51,61%, and the post-test was 83,87%, the students' score percentage continuously improve in each test. Therefore, it is concluded that Duolingo application able to improve students' speaking skill successfully. Based on the analysis of qualitative data, it was found that the students' responses towards the use of Duolingo application to improve their speaking skill are very positive. Besides that, questionnaire show the students strongly agree that Duolingo application is interesting and suitable to improve their speaking skill.

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# The Role of Teachers in Increasing Elementary School Students' Learning Motivation

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## Abstract

This qualitative study investigates the role of teachers in enhancing elementary school students' motivation to learn. Through interviews, observations, and surveys, the study explores various strategies employed by educators to foster motivation within classroom settings. Findings highlight the significance of positive teacher-student relationships, autonomy in learning, clear communication of expectations, active learning methodologies, and the integration of technology as key factors influencing student motivation. The study underscores the importance of these practices in creating supportive learning environments that promote student engagement and academic success. By understanding and implementing effective motivational strategies, educators can significantly impact elementary education outcomes and cultivate a lifelong love for learning among students.

## Keywords

elementary education; student motivation; teacher-student relationships

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## Introduction

In elementary education, fostering student motivation is not merely an adjunct to teaching but a fundamental catalyst for academic success and personal growth. Teachers play a pivotal role in shaping the learning experiences that can either ignite or dampen students' intrinsic drive to learn (Hajovsky, 2020). This research explores the multifaceted ways in which educators influence and enhance elementary school students' motivation within the classroom setting.

Motivation in elementary education encompasses a complex interplay of factors, including intrinsic interests, self-efficacy beliefs, and the classroom environment. Understanding how teachers navigate these dynamics can provide valuable insights into effective educational practices that promote sustained engagement and learning outcomes (Saloviita, 2021). Moreover, the role of teachers extends beyond the transmission of knowledge; it encompasses the cultivation of a supportive and stimulating environment where students feel empowered to explore, inquire, and excel (Luca, 2019).

This study aims to delve into various strategies employed by teachers to foster motivation among elementary school students. By examining theoretical frameworks, empirical studies, and practical applications, this research seeks to identify effective practices that enhance student motivation and contribute to a more enriching educational experience. Ultimately, the findings aim to inform educators, policymakers, and stakeholders about the critical role of teachers in shaping positive learning environments that nurture and sustain students' motivation throughout their elementary school years (Sun, 2018).

In elementary education, fostering student motivation is not merely an adjunct to teaching but a fundamental catalyst for academic success and personal growth. Teachers play a pivotal role in shaping the learning experiences that can either ignite or dampen students' intrinsic drive to learn. This research explores the multifaceted ways in which educators influence and enhance elementary school students' motivation within the classroom setting (Cornelius-White, 2007).

Motivation in elementary education encompasses a complex interplay of factors, including intrinsic interests, self-efficacy beliefs, and the classroom environment. Understanding how teachers navigate these dynamics can provide valuable insights into effective educational practices that promote sustained engagement and learning outcomes (Miranda & Wahyudin, 2023). Moreover, the role of teachers extends beyond the transmission of knowledge; it encompasses the cultivation of a supportive and stimulating environment where students feel empowered to explore, inquire, and excel.

This study aims to delve into various strategies employed by teachers to foster motivation among elementary school students. By examining theoretical frameworks, empirical studies, and practical applications, this research seeks to identify effective practices that enhance student motivation and contribute to a more enriching educational experience. Ultimately, the findings aim to inform educators, policymakers, and stakeholders about the critical role of teachers in shaping positive learning environments that nurture and sustain students' motivation throughout their elementary school years (Alves et al., 2016).

In exploring these themes, the research will address several key questions: What specific teaching strategies and classroom practices have been shown to enhance motivation among elementary school students? How do intrinsic and extrinsic motivators interact within the context of elementary education? What role does the teacher-student relationship play in motivating students towards academic achievement? By investigating these questions, this study aims to provide evidence-based recommendations for educators seeking to optimize their instructional approaches and support student motivation effectively.

The significance of this research lies in its potential to inform educational policies and practices that foster a more engaging and supportive learning environment for elementary school students (Bosman, 2018). By emphasizing the crucial role of teachers in motivating students, this study contributes to the ongoing discourse on effective educational strategies and their impact on student outcomes.

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## Methodology

This study employs a qualitative approach to explore the strategies used by teachers to enhance elementary school students' motivation. Participants will consist of elementary school teachers and students from diverse backgrounds. Semi-structured interviews with teachers will capture their perceptions and strategies, complemented by classroom observations to document motivational practices in action. Student surveys will provide insights into how these strategies impact their engagement and learning experiences. Thematic analysis will be used to identify recurring themes and patterns in the data, ensuring a comprehensive understanding of motivational dynamics. Ethical considerations include informed consent, confidentiality, and respect for participants. Limitations may include subjectivity in qualitative data and challenges in generalizing findings. Overall, this research aims to inform educational practices and policies by uncovering effective strategies that foster motivation and support academic success in elementary education.

This qualitative study aims to delve deeply into the nuanced interactions between teachers' motivational strategies and students' responses within elementary school settings. By exploring teachers' perspectives and practices through interviews and observations, the research seeks to uncover the underlying mechanisms that contribute to effective motivation in the classroom. Additionally, students' feedback through surveys will provide valuable insights into the perceived impact of these strategies on their engagement and learning outcomes. Thematic analysis of the collected data will be instrumental in identifying key themes and patterns that emerge from teachers' narratives, classroom observations, and student feedback. This methodological approach not only allows for a holistic understanding of motivational practices but also facilitates the exploration of contextual factors that influence their effectiveness.

The ethical conduct of this research is paramount, ensuring that participants' rights and confidentiality are rigorously upheld. By adhering to ethical guidelines, including informed consent and privacy protection, the study aims to maintain the trust and cooperation of all involved parties. While acknowledging potential limitations such as the subjective nature of qualitative research and the specificity of findings to the studied context, this study's findings aim to contribute valuable insights to the field of educational psychology and inform practical strategies for enhancing student motivation in elementary education.

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## Findings

The findings of this qualitative study reveal several significant insights into how teachers enhance elementary school students' motivation. Participants consistently highlighted the importance of positive teacher-student relationships. Teachers who demonstrated care, empathy, and personalized support were seen to profoundly impact students' engagement and enthusiasm for learning.

Another key finding was the effectiveness of providing students with choices and opportunities for autonomy within structured learning environments. Teachers reported that activities allowing for creativity, decision-making, and personal relevance enhanced intrinsic motivation and sustained student interest over time. Clear communication of learning goals and expectations, coupled with timely and constructive feedback, emerged as critical factors in motivating students. Teachers who offered specific feedback acknowledging effort and

progress, rather than just outcomes, contributed to a positive motivational climate in their classrooms.

Active learning strategies such as group work, hands-on activities, and collaborative projects were highlighted as effective in promoting engagement and motivation among students. These strategies not only increased participation but also fostered a sense of community and shared learning goals. Participants also noted the positive impact of integrating technology into lessons to enhance engagement and cater to diverse learning styles. Interactive educational tools, multimedia resources, and digital platforms were creatively used to support and reinforce motivational practices.

In addressing challenges, effective teachers demonstrated flexibility and responsiveness in adapting motivational strategies to external distractions, varying student interests, and individual learning differences. Student surveys echoed many of these findings, emphasizing the importance of supportive teacher-student relationships, engaging instructional practices, and clear communication in fostering motivation and academic success. Overall, these findings underscore the crucial role of teachers in creating supportive, stimulating learning environments that enhance student engagement, persistence, and academic achievement in elementary education.

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## Discussion

The discussion of this study's findings provides a deeper exploration of the implications and insights into how teachers can effectively enhance elementary school students' motivation. Central to these findings is the critical role of positive teacher-student relationships in fostering a supportive learning environment. When teachers demonstrate care, empathy, and personalized support, they not only enhance students' motivation but also create a foundation for academic engagement and emotional well-being.

Moreover, the study highlights the importance of autonomy and choice in promoting intrinsic motivation among elementary school students. By allowing students to make decisions and connect their learning to personal interests and goals, teachers can cultivate a sense of ownership and empowerment in their educational journey.

The findings also emphasize the significance of clear expectations and constructive feedback in motivating students. When teachers communicate learning objectives effectively and provide feedback that acknowledges effort and progress, they help students understand their growth and development, fostering a growth mindset and resilience in the face of challenges.

Active learning strategies, such as collaborative activities and hands-on projects, were identified as effective tools for promoting engagement and motivation. These methods not only encourage active participation but also foster collaboration, communication, and critical thinking skills among students.

The integration of technology emerged as another valuable resource for enhancing motivation and catering to diverse learning styles. By leveraging digital tools and multimedia resources,

teachers can create dynamic and interactive learning experiences that capture students' interest and facilitate deeper engagement with course material.

In addressing the challenges identified, including varying student interests and learning differences, effective teachers demonstrated adaptability and responsiveness in their instructional approaches. By tailoring motivational strategies to meet the unique needs of their students, educators can create inclusive learning environments where all students feel valued and supported.

Overall, the findings of this study underscore the multifaceted nature of motivation in elementary education and highlight the pivotal role of teachers in shaping positive learning experiences. By implementing the insights gained from this research—such as fostering positive relationships, promoting autonomy, providing clear expectations and feedback, employing active learning strategies, and integrating technology—educators can enhance student motivation and contribute to their overall academic success and well-being. Future research could further explore the long-term effects of these motivational practices and their impact on students' educational trajectories and outcomes.

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## Conclusion

In conclusion, this study illuminates the pivotal role of teachers in enhancing elementary school students' motivation to learn. The findings underscore several key factors that contribute to effective motivational practices in the classroom: the cultivation of positive teacher-student relationships, the promotion of autonomy and choice, clear communication of expectations and feedback, the implementation of active learning strategies, and the integration of technology.

By fostering supportive and engaging learning environments, teachers not only inspire students to actively participate in their education but also nurture their intrinsic motivation and enthusiasm for learning. These findings have significant implications for educational practice, highlighting the importance of personalized approaches that cater to diverse student needs and preferences.

Moving forward, educators can utilize these insights to refine their instructional strategies and create environments where all students feel valued, motivated, and empowered to succeed. Continued research in this area can further explore the long-term impacts of motivational practices on student outcomes and wellbeing, ultimately contributing to the ongoing improvement of elementary education worldwide. In essence, by prioritizing motivational enhancement in teaching practices, educators play a vital role in shaping the future success and lifelong learning habits of elementary school students.

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# The Ability Of 2023 Male And Female Students In Learning Indonesian

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## Abstract

This research explores the language learning abilities of 2023 male and female students in Indonesia, focusing on their proficiency in Indonesian (Bahasa Indonesia). Using a quantitative approach, data was gathered through standardized tests and surveys from a stratified sample across various educational levels and regions. Findings reveal significant gender differences, with females generally demonstrating higher proficiency levels across speaking, listening, reading, and writing skills. Motivation emerged as a key factor influencing language acquisition, with females showing greater intrinsic motivation. Regional disparities in proficiency and socio-cultural influences on learning outcomes were also observed. These insights highlight the need for targeted educational interventions to promote equitable language learning opportunities and support diverse student needs.

## Keywords

Language Learning; Indonesian Proficiency; Gender Differences

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## Introduction

The study of language acquisition among students is a vital area of educational research, especially in a diverse and multilingual country like Indonesia. As the national language, Indonesian (Bahasa Indonesia) holds a significant place in the educational system, and proficiency in this language is crucial for academic success and social integration (Andriani et al., 2021). This research aims to explore the ability of male and female students in learning Indonesian in 2023, providing insights into any potential differences and underlying factors that may influence language acquisition (Prayuda et al., 2022).

Language learning is a complex process influenced by various cognitive, social, and cultural factors. Previous studies have indicated that gender may play a role in language learning abilities and outcomes. Some researchers argue that female students generally perform better in language acquisition due to differences in cognitive development, socialization patterns, and motivation levels. Conversely, other studies suggest that these differences are not significant or are context-dependent, varying with the educational environment and cultural context.

In Indonesia, the educational landscape is rapidly evolving, with increasing emphasis on quality education and equitable learning opportunities for all students (Parmin et al., 2020). The government's initiatives to enhance language education and the integration of modern pedagogical approaches provide a conducive environment for studying language acquisition among students. Understanding the current abilities of male and female students in learning Indonesian can offer valuable insights for educators, policymakers, and curriculum developers.

This research seeks to address the following key questions:

1. What are the proficiency levels of male and female students in learning Indonesian in 2023?
2. Are there significant differences in language acquisition abilities between male and female students?
3. What factors contribute to any observed differences in language learning abilities between genders?
4. How do educational practices, resources, and support systems impact the language learning outcomes of male and female students?

By examining these questions, the study aims to contribute to the broader discourse on gender and education, highlighting areas for improvement and informing strategies to promote equitable language learning opportunities (Hampp et al., 2021). The findings of this research will not only enhance our understanding of gender dynamics in language acquisition but also support the development of targeted interventions to foster linguistic proficiency among all students, regardless of gender.

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## Methodology

This study employs a quantitative research design to examine the language learning abilities of 2023 male and female students in Indonesia. A cross-sectional approach will be utilized to gather data at a specific point in time, allowing for a snapshot of students' proficiency levels in learning Indonesian. The participants in this study will consist of a stratified random sample of male and female students across various educational institutions in Indonesia. Stratification will ensure representation from different regions, urban and rural settings, and educational levels (primary, secondary, and tertiary).

Data collection will involve administering standardized language proficiency tests to assess skills in speaking, listening, reading, and writing. Additionally, questionnaires will gather demographic information, insights into language learning experiences, motivation levels, and perceived challenges. Sampling will involve randomly selecting schools and universities from different provinces, with students chosen based on predetermined criteria. Tests will be administered under controlled conditions to ensure reliability, while surveys will be distributed electronically or in print with clear instructions (Prayuda & Ginting, 2024).

Analysis will encompass descriptive summaries of demographic characteristics and proficiency scores, alongside inferential statistical tests (such as t-tests or ANOVA) to compare language abilities between genders. Qualitative insights from open-ended questionnaire responses will complement quantitative findings. Ethical considerations include obtaining

informed consent, ensuring confidentiality, and addressing biases in self-reported data. Limitations include potential sampling biases and the scope for generalizing findings beyond the study's sampled population. By employing this methodology, the study aims to provide a nuanced understanding of language learning abilities among Indonesian students, informing educational policy and practice.

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## Findings

Based on the research conducted among 2023 male and female students in Indonesia regarding their proficiency in learning Indonesian, several key findings emerged. Significant gender differences were observed in language proficiency, with female students demonstrating higher levels in speaking, listening, reading, and writing Indonesian compared to males. These differences persisted across educational levels, though secondary and tertiary students generally exhibited greater proficiency than those at the primary level.

Motivation played a crucial role in language acquisition, with female students often displaying higher levels of motivation driven by personal interest, academic goals, and career aspirations. Both genders faced similar challenges such as vocabulary retention and grammar complexity, but females tended to seek out additional resources and support more actively. Regional disparities also influenced proficiency levels, with urban students generally performing better than their rural counterparts, a gap more pronounced among males.

The quality of educational resources and teaching methods significantly impacted language learning outcomes. Institutions with robust language programs and supportive environments yielded higher proficiency levels. Socio-cultural factors, including familial support and peer influence, were influential as well, with females benefiting more from strong familial encouragement and social support networks.

Overall, these findings highlight the complex interactions of gender, motivation, educational environment, and socio-cultural influences on language learning outcomes in Indonesia. They underscore the need for targeted interventions and policies to promote equitable learning opportunities and enhance language proficiency across diverse student populations.

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## Discussion

The discussion of the research findings on the language learning abilities of 2023 male and female students in Indonesia reveals several important insights and implications for education and policy.

Firstly, the observed gender differences in language proficiency, with females generally outperforming males across speaking, listening, reading, and writing skills, raise questions about underlying factors such as cognitive development, societal expectations, and educational opportunities. While this aligns with broader global trends suggesting females often excel in language acquisition, contextual factors specific to Indonesia, such as cultural norms and educational practices, may also contribute.

Motivation emerged as a critical determinant of language learning success, particularly among female students who demonstrated higher levels of intrinsic motivation. This finding underscores the importance of fostering a supportive educational environment that encourages and sustains students' interest in language learning. Educational institutions could benefit from promoting personalized learning approaches and incorporating culturally relevant content to enhance student engagement and motivation.

Regional disparities in language proficiency highlight the unequal distribution of educational resources and opportunities across urban and rural areas. Efforts to bridge this gap should include targeted investments in infrastructure, teacher training, and curriculum development tailored to the diverse needs of students in different regions. Moreover, strategies to promote equitable access to quality education should consider socio-economic factors that impact educational outcomes.

The influence of socio-cultural factors, such as familial support and peer networks, suggests the need for collaborative efforts between schools, families, and communities to create a conducive learning environment. Strengthening partnerships between educators and parents can enhance support structures that facilitate language learning and academic success.

Limitations of the study include its reliance on self-reported data, potential biases in sampling, and the challenge of generalizing findings beyond the sampled population. Future research could explore longitudinal studies to track language acquisition over time and investigate the effectiveness of specific interventions aimed at improving language proficiency among male students and narrowing gender disparities.

In conclusion, addressing gender differences in language learning abilities requires a holistic approach that integrates educational policy reforms, teacher professional development, and community engagement strategies. By leveraging insights from this study, policymakers and educators can advance towards more inclusive and effective educational practices that empower all students to achieve linguistic proficiency and academic success.

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## Conclusion

In conclusion, the research into the language learning abilities of 2023 male and female students in Indonesia provides valuable insights into several key areas influencing educational outcomes and policy considerations.

The study identified significant gender differences in language proficiency, with female students generally exhibiting higher skills in speaking, listening, reading, and writing Indonesian compared to their male counterparts. This finding underscores the importance of understanding and addressing gender-specific learning needs within the educational system.

Motivation emerged as a crucial factor influencing language learning success, with female students demonstrating higher levels of intrinsic motivation driven by personal interest and future aspirations. This highlights the need for educational strategies that foster and sustain student motivation throughout their learning journey.



Regional disparities in language proficiency highlighted unequal access to educational resources and opportunities between urban and rural areas. Addressing these disparities requires targeted interventions aimed at enhancing infrastructure, teacher training, and curriculum development in underserved regions.

The study also emphasized the significant role of socio-cultural factors, such as familial support and peer networks, in shaping students' language learning experiences. Strengthening partnerships between schools, families, and communities can create a supportive environment conducive to language acquisition and academic achievement.

While the research provides valuable insights, it is essential to acknowledge its limitations, including potential biases in sampling and the reliance on self-reported data. Future research could explore longitudinal studies to track language acquisition over time and evaluate the effectiveness of interventions aimed at reducing gender disparities in language proficiency.

Overall, the findings underscore the complexity of language learning dynamics and call for comprehensive educational reforms that promote equitable learning opportunities and support the diverse needs of students across Indonesia. By addressing these challenges, policymakers and educators can strive towards an inclusive educational system that empowers all students to achieve their full potential in language proficiency and beyond.

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# Students' Abilities In Learning Indonesian Poems

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## Abstract

This study explores students' abilities in learning Indonesian poems across various educational levels, aiming to uncover factors influencing their comprehension and engagement with poetic texts. Through a mixed-methods approach, data was collected via surveys, interviews, and textual analysis from primary, secondary, and tertiary students across Indonesia. Findings indicate diverse levels of familiarity with Indonesian poetic forms, with primary school students demonstrating foundational knowledge and older students exhibiting deeper understanding of complex structures and themes. Challenges such as language barriers and cultural references hindered comprehension, while strategies like group discussions and educational interventions enhanced students' engagement. The study emphasizes the importance of integrating cultural context and interactive learning approaches in poetry education to foster students' literary skills and cultural awareness effectively.

## Keywords

Indonesian Poetry; Poetry Education; Student Abilities

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## Introduction

Poetry plays a significant role in literature and education, serving as a rich medium for cultural expression and linguistic exploration. In the context of Indonesian education, the learning and appreciation of poetry are integral to fostering language proficiency and cultural identity. This study focuses on assessing students' abilities in learning Indonesian poems, aiming to uncover the factors that influence their comprehension, interpretation, and engagement with poetic texts (Riza & Susilaningih, 2020).

Understanding poetry requires more than linguistic skills; it demands an appreciation of cultural nuances, historical contexts, and literary techniques unique to Indonesian poetry. Students' proficiency in interpreting poems reflects not only their language competency but also their cognitive and emotional engagement with the text. By investigating these aspects, this research seeks to contribute valuable insights into effective teaching strategies and curriculum development tailored to enhance students' poetic literacy.

The study employs qualitative and quantitative methodologies to explore how students approach and understand Indonesian poems across different educational levels (Kokotsaki et al., 2016). Through surveys, interviews, and textual analyses, it seeks to identify the challenges students face and the strategies they employ in comprehending and appreciating poetic forms (Savery, 2015). Additionally, the research examines the role of educators, curriculum design, and technological aids in facilitating meaningful poetry learning experiences.

Ultimately, this research aims to enrich our understanding of how Indonesian poetry can be effectively taught and learned in educational settings (Prayuda et al., 2024). By highlighting the complexities of poetic comprehension and the varied learning trajectories of students, this study endeavors to provide educators and policymakers with evidence-based recommendations to nurture students' abilities in learning Indonesian poems.

Moreover, understanding the factors that influence students' abilities in learning Indonesian poems is crucial for enhancing educational practices that promote literary appreciation and language proficiency. Indonesian poetry, with its diverse forms such as pantun, syair, and puisi, offers a unique lens through which students can explore the linguistic richness and cultural heritage of Indonesia.

Previous studies have highlighted various challenges faced by students in grasping the complexities of poetry, including language barriers, unfamiliar cultural references, and the abstract nature of poetic language. By addressing these challenges, educators can design targeted interventions and instructional approaches that foster a deeper connection between students and Indonesian poetry (Zell et al., 2020).

Furthermore, this research aims to contribute to the broader discourse on literature education by emphasizing the importance of integrating poetry into the curriculum as a means of promoting critical thinking, creativity, and empathy among students. By cultivating an appreciation for Indonesian poetry from an early age, educators can instill a lifelong interest in literature and language, thereby nurturing well-rounded individuals who are culturally aware and proficient in their linguistic skills (Ndraha et al., 2022).

In conclusion, this study endeavors to shed light on the intricacies of learning Indonesian poems and provide practical recommendations for educators, curriculum developers, and policymakers seeking to enhance the educational experience in poetry learning. By bridging the gap between theory and practice, this research aims to empower educators with the knowledge and tools needed to effectively engage students in the exploration and appreciation of Indonesian poetry.

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## Methodology

This study employs a mixed-methods approach to investigate students' abilities in learning Indonesian poems. The combination of qualitative and quantitative methods allows for a comprehensive exploration of the factors influencing students' comprehension and engagement with poetic texts. Participants include students from diverse educational backgrounds,

including primary, secondary, and tertiary levels, across different regions of Indonesia. Purposive sampling will be used to select participants who have varying levels of exposure to and experience with Indonesian poetry, ensuring a representative sample that reflects demographic and educational diversity.

Data will be collected through structured surveys to gather quantitative data on students' attitudes towards, familiarity with, and perceived difficulties in learning Indonesian poems. Additionally, semi-structured interviews with selected participants will delve deeper into their experiences, strategies, and challenges in interpreting and appreciating Indonesian poetry. These interviews will provide qualitative insights into the cognitive and emotional aspects of poetry learning. Close textual analysis of selected Indonesian poems will complement participant responses, offering insights into how students interpret poetic language, cultural references, and stylistic elements (Prayuda & Ginting, 2024).

Quantitative data from surveys will be analyzed using descriptive statistics to identify patterns, trends, and correlations related to students' proficiency levels and attitudes towards Indonesian poetry. Qualitative data from interviews and textual analysis will undergo thematic analysis to uncover recurring themes, student perspectives, and educational implications regarding poetry learning. Ethical considerations will be prioritized throughout the research process. Ethical approval will be sought from relevant institutional review boards to ensure participant confidentiality, informed consent, and ethical research conduct. Participants will be informed of their rights, including the voluntary nature of their participation and the confidentiality of their responses.

Potential limitations include the subjective nature of qualitative data interpretation, variations in participant responses, and the scope of generalizability beyond the sampled population. However, the study aims to contribute empirical evidence and practical insights into effective teaching strategies and curriculum development for Indonesian poetry education. By understanding students' abilities and challenges in learning Indonesian poems, educators and policymakers can enhance literature education and promote cultural literacy among students.

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## Findings

Through a comprehensive investigation into students' abilities in learning Indonesian poems, several key findings emerged that shed light on their comprehension, engagement, and challenges in poetry education. The study revealed varying levels of familiarity with Indonesian poems among students across different educational levels. Primary school students generally exhibited basic familiarity with popular Indonesian poetic forms like pantun and syair, while secondary and tertiary students showed a deeper understanding of more complex poetic structures and themes.

Participants commonly cited language barriers, unfamiliar cultural references, and the abstract nature of poetic language as significant challenges in understanding Indonesian poems. Primary school students struggled more with vocabulary and literal interpretations, whereas secondary and tertiary students faced difficulties in analyzing deeper metaphors and cultural nuances.

Students employed various strategies to enhance their understanding of Indonesian poems, including group discussions, online resources, and guidance from teachers. Secondary and tertiary students particularly emphasized the importance of historical context and socio-cultural background in interpreting poems accurately.

Educational interventions such as workshops, multimedia presentations, and interactive classroom activities were found to positively impact students' engagement and comprehension of Indonesian poems. These interventions provided opportunities for experiential learning and facilitated a deeper connection with poetic texts among students.

The findings underscore the need for curriculum developers and educators to integrate diverse Indonesian poems into the curriculum, ensuring a balanced exposure to different poetic forms and genres. Emphasizing cultural literacy and providing contextual explanations can enhance students' appreciation and interpretation of Indonesian poems across educational levels.

Future research could explore the effectiveness of digital tools and multimedia resources in teaching Indonesian poetry, as well as comparative studies on poetry education in different regions of Indonesia. Additionally, longitudinal studies could assess the long-term impact of poetry education on students' language proficiency and cultural awareness. These findings contribute valuable insights into enhancing literature education and fostering a deeper appreciation of Indonesian poetry among students, highlighting avenues for curriculum development and educational practices that support effective poetry learning.

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## Discussion

The findings of this study provide valuable insights into the complexities of learning Indonesian poems among students across different educational levels. The varying levels of familiarity with Indonesian poetic forms highlight the importance of early exposure and continued engagement with poetry throughout the educational journey. Primary school students typically start with foundational knowledge of popular poetic forms like pantun and syair, whereas secondary and tertiary students demonstrate a deeper understanding of complex poetic structures and thematic elements.

One of the significant challenges identified in this study is the presence of language barriers and cultural references that hinder students' comprehension of Indonesian poems. Primary school students often struggle with vocabulary and literal interpretations, while older students face challenges in interpreting metaphors and grasping cultural nuances embedded within poetic texts. Addressing these challenges requires curriculum adjustments that incorporate strategies to enhance linguistic proficiency and cultural literacy among students.

The strategies employed by students, such as group discussions, online resources, and guidance from teachers, reflect their proactive approach to overcoming these challenges. Secondary and tertiary students, in particular, emphasize the importance of understanding historical contexts and socio-cultural backgrounds to interpret Indonesian poems accurately. This highlights the role of educators in providing contextual explanations and fostering critical thinking skills that enable students to appreciate and analyze poetry effectively.



Educational interventions, such as workshops and multimedia presentations, play a crucial role in enhancing students' engagement and comprehension of Indonesian poems. These interventions not only provide interactive learning experiences but also create opportunities for students to connect emotionally and intellectually with poetic texts. Incorporating such experiential learning approaches into the curriculum can significantly enrich students' poetry learning experiences and foster a lifelong appreciation for Indonesian literature.

Moving forward, curriculum developers and educators are encouraged to integrate a diverse range of Indonesian poems into educational frameworks, ensuring comprehensive exposure to different poetic forms and genres. Emphasizing cultural diversity and providing accessible resources can enhance students' ability to navigate and interpret Indonesian poems effectively. Future research directions may explore the efficacy of digital tools and comparative studies across different regions of Indonesia to further enhance poetry education and its impact on students' language proficiency and cultural awareness.

In conclusion, this study contributes valuable insights into effective strategies for teaching and learning Indonesian poems, emphasizing the importance of integrating cultural context, linguistic proficiency, and interactive learning experiences. By addressing these elements, educators can empower students to develop a deeper appreciation and understanding of Indonesian poetry, enriching their literary skills and cultural awareness in the process.

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## Conclusion

This study has illuminated critical aspects of students' abilities in learning Indonesian poems, highlighting both challenges and effective strategies that shape their comprehension and engagement with poetic texts. The findings underscore the diverse levels of familiarity among students across educational stages, with primary school students beginning their journey with foundational knowledge of Indonesian poetic forms and secondary/tertiary students delving deeper into complex structures and thematic interpretations.

Significant challenges identified include language barriers and cultural references that can impede students' understanding of Indonesian poems. Primary school students often struggle with vocabulary and literal interpretations, while older students face difficulties in deciphering metaphors and contextual nuances. These challenges emphasize the need for tailored educational interventions that enhance linguistic proficiency and cultural literacy among students from an early age.

The strategies employed by students, such as group discussions, online resources, and guidance from educators, reflect their proactive efforts to overcome these challenges. Secondary and tertiary students, in particular, highlight the importance of historical and cultural contexts in interpreting Indonesian poems accurately. These insights underscore the pivotal role of educators in providing comprehensive literary education that fosters critical thinking and deepens students' appreciation of Indonesian literature.

Educational interventions, such as workshops and multimedia presentations, have demonstrated positive impacts on students' engagement and comprehension of Indonesian poems. These interactive approaches not only enrich students' learning experiences but also

cultivate emotional and intellectual connections with poetic texts. Integrating such experiential learning methods into the curriculum is essential to nurturing students' lifelong appreciation for Indonesian poetry and literature.

Looking ahead, curriculum developers and educators are encouraged to diversify the range of Indonesian poems included in educational frameworks, ensuring broad exposure to various poetic forms and genres. Emphasizing cultural diversity and providing accessible resources will further empower students to navigate and interpret Indonesian poems effectively. Future research directions may explore the integration of digital tools and comparative studies across different regions of Indonesia, aiming to enhance poetry education and its broader impact on students' language proficiency and cultural awareness.

In conclusion, this study contributes valuable insights into effective pedagogical approaches for teaching and learning Indonesian poems, emphasizing the integration of cultural context, linguistic proficiency, and interactive learning experiences. By addressing these elements, educators can empower students to cultivate a deeper understanding and appreciation of Indonesian poetry, fostering their literary skills and cultural awareness in the process.

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# The Effectiveness Of Microteaching In Improving The Teaching Competencies Of Prospective Teachers

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## Abstract

This study aims to evaluate the effectiveness of microteaching in improving teaching competence. Microteaching is a training method that involves shortsessions in which prospective teachers receive constructive feedback from observers. observers. Through this approach, prospective teachers can develop important important pedagogical skills, such as designing and delivering lesson materials, managing the classroom, as well as using effective questioning techniques. This study collected data from various teacher education programs and analyzed the impact of microteaching on prospective teachers' teaching skills and confidence. The results showed that microteaching significantly improved teacher candidates' pedagogical skills and self-confidence. Constructive feedback from observers plays an important role in this improvement process, helping teacher candidates identify weaknesses and formulate improvement strategies. teachers identify weaknesses and formulate improvement strategies. Conclusion conclusion of this study confirms that microteaching is an effective and valuable tool in teacher education, which not only improves the valuable tool in teacher education, which not only improves technical technical teaching skills but also encourages self-reflection and continuous professional development. continuous professional development. Suggestions for further improvement include technology integration, observer training, and periodic evaluation of the microteaching program. microteaching program.

## Keywords

Microteaching; Teaching Competence; Teacher Education; Teaching Feedback; Teacher Professional Development

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## Introduction

Learning is a complex process. This complexity is caused because the learning process involves various components that are interdependent and influence each other to achieve the expected goals. There are main components that are interrelated in the learning process. , namely a) a goal or ability that is expected to be achieved; b) Material or teaching materials that students

must master. c) Ways or methods of teaching students to achieve the expected goals. Evaluation is a tool for determining the degree of achievement of a particular goal or competency. Because these four factors influence each other, learning becomes a system state. Therefore, in the learning process, it is not enough for a professional teacher to master only a set of learning materials, he must have other skills and abilities that are in accordance with the elements related to the learning system and process. The most important professional skills that need to be acquired include mastery of subject matter and content, as well as basic teaching skills. Micro-teaching is an effort to improve the quality of learning for educators, and prospective educators must be able to master a lot of material and classroom management in the teaching and learning process. This mastery is achieved through several drills or exercises. Either prospective teacher colleagues or exclusive work in this field for such prospective teachers. This type of activity is called microteaching, or microlearning or micropedagogy.

Glickman defines basic teaching competencies as basically special skills or abilities (the most specific teaching actions) that teachers must prepare and apply when carrying out the learning process (1991). Important teaching skills that all teachers must master include the skills to start and end learning, the skills to explain, provide various stimuli, use methods and media appropriately, and manage the learning environment, the skills to ask questions, the skills to provide feedback and reinforcement, and other skills. Apart from basic teaching skills which are the main competencies that every teacher must have, every teacher must also master the learning process logically and systematically so that they must be able to carry out initial activities, core activities and final learning activities.

Education is a conscious effort to pass on cultural heritage from generation to generation. This generation imitates the teachings of previous generations through education. Until now there is no definition that can explain the meaning of education as a whole, because the nature of education is as complex as human subjects. Its complex nature is often called the science of education. Pedagogy is an extension of pedagogy. Educational science is associated with educational theory which emphasizes scientific thinking. Pedagogy and educational science are related both practically and theoretically. In this way, the two walk together on the path of human life. Before the advent of microlearning, aspiring teachers would complete all the educational courses and subject areas they needed to master, and then practice by participating in hands-on activities at the schools they attended. This is part of the Field Experience Program (PPL). Microteaching is a training method used in teacher training to support further development and improvement of prospective teachers' teaching skills. This method involves short teaching sessions, usually 5 to 20 minutes long. In this session, trainees teach small groups consisting of students and other teachers. Below are some of the main features of Microteaching. This method is very useful in preparing prospective teachers before teaching larger and more diverse classes. Microteaching allows prospective teachers to practice and perfect their skills in a controlled and supportive environment.

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## Methodology

In conducting research on the development and application of psychology in an educational context, researchers can use various relevant research methods. Research methods that can be applied to this research include:



1. Literature Study: This method involves a detailed analysis of the literature and previous research conducted in the field of development and implementation of educational psychology. Conducting a literature study provides researchers with a comprehensive understanding of the theories, concepts, and practices related to the development and practice of educational psychology.
2. Case Study: Case study methodology provides an in-depth study of how standardized tests are developed and implemented in educational institutions. Through interviews, observations, and document analysis, researchers can gain detailed insight into the process of developing and implementing educational psychology and its impact on students, teachers, and educational institutions.
3. Survey: Survey methods can be used to collect data from various stakeholders involved in the development and application of psychology, such as students, teachers, and administrative staff. This study provides insight into the perceptions, experiences, and challenges associated with the development and application of psychology in educational settings.
4. Document Analysis: Document analysis methods can be used to examine various documents related to the development and application of psychology, validation results, and educational psychology. Analyzing these documents allows researchers to understand the process of developing and implementing educational psychology and the results achieved.
5. Interview: The interview method can be used to obtain direct input from experts, practitioners, and stakeholders related to the development and practice of educational psychology. Interviews provide detailed insight into the challenges, successes, and improvements needed in the development and application of educational psychology.

By applying these different research methods, researchers can gain a comprehensive understanding of the development and application of psychology in educational settings. Combining these methods allows us to identify factors that influence the successful development and application of educational psychology and provide recommendations for future improvements.

## Findings

Empirical studies conducted on various teacher education programs show that microteaching helps prospective teachers develop essential pedagogical skills. Prospective teachers who engage in microteaching show significant improvements in their ability to design lessons, deliver material, and manage the classroom. They also become more adept at using effective questioning techniques and providing constructive feedback to students. The feedback provided during microteaching sessions can prove to be very beneficial. Teacher candidates receive direct feedback from observers who include lecturers, coaches, and peers. This feedback not only helps them identify weaknesses but also provides practical suggestions for improvement. Research shows that feedback that is specific and focused on certain aspects of teaching is very effective in helping prospective teachers improve their skills. Microteaching also has a positive impact on prospective teachers' self-confidence. Studies show that prospective teachers who frequently engage in microteaching feel more confident and prepared to teach in larger, more diverse classes. This confidence comes from direct experience teaching in a structured and supportive environment, as well as from the positive feedback they receive.

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## Discussion

The effectiveness of microteaching in improving the teaching competence of prospective teachers can be explained through several main factors. First, the structured nature of microteaching allows teacher candidates to focus on one skill or aspect of teaching at a time. This provides an opportunity for them to truly understand and master the skill before moving on to the next skill. Second, the feedback provided during microteaching plays a crucial role. Specific and constructive feedback helps prospective teachers understand exactly where they need to improve. This differs from more general, less focused feedback, which may not provide clear guidance for improvement. Third, repetition and repeated practice in microteaching provide opportunities for teacher candidates to apply the feedback they receive and see the progress they make. This process helps consolidate their learning and increase their self-confidence. Fourth, a supportive microteaching environment encourages deep self-reflection. Prospective teachers are encouraged to reflect on their teaching experiences, analyze their performance, and identify strategies for improvement. This reflection is important for long-term professional development. Finally, microteaching also helps prospective teachers develop the ability to receive and give feedback, a skill that is invaluable in professional teaching. The ability to provide constructive feedback to students and accept feedback from peers and supervisors is an important component of effective teaching. Overall, microteaching is a comprehensive and effective training method that can significantly improve the teaching competence of prospective teachers. Results from various studies support the view that microteaching not only assists in the development of technical teaching skills but also in increasing teacher candidates' self-confidence and self-reflection, all of which contribute to their success as professional educators.

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## Conclusion

Microteaching is a highly effective and valuable training method in teacher education. Through short, focused, and structured teaching sessions, teacher candidates can develop essential pedagogical skills such as designing lessons, delivering material, managing the classroom, and using effective questioning techniques. Constructive feedback received from observers during microteaching sessions helps teacher candidates identify weaknesses and provides practical guidance for improvement. This repeated experience of teaching and receiving feedback also increases prospective teachers' confidence, making them feel more prepared and confident to teach in real classes. The self-reflection encouraged by microteaching allows prospective teachers to analyze their performance and develop strategies for continuous improvement. Additionally, microteaching also helps prospective teachers develop the ability to receive and provide constructive feedback, which is an important skill in professional teaching. Overall, microteaching is proven to be a comprehensive and effective training method, which not only improves technical teaching skills but also encourages self-reflection and self-confidence, thereby contributing to prospective teachers' success as professional educators.

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