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# Exploring the Effectiveness of Feedback in Microteaching Classes among Seventh-Semester English Education Students at UIN Jakarta

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***Abstract***

*This study investigated the effectiveness of feedback in Microteaching classes among seventh-semester English Education students at UIN Syarif Hidayatullah Jakarta, drawing on the frameworks of Rod Ellis, Krasen, and Jeremy Harmer on feedback in language teaching. Employing a mixed-method approach integrating classroom observations, questionnaires, and interviews, the research aimed to explore how feedback influenced students' teaching performance, reflective learning, and professional development. Sixteen students participated in the questionnaire, and three students were interviewed to provide in-depth insights. The findings revealed that feedback significantly improved instructional clarity, classroom management, and learning engagement. Specific, constructive, and reflective feedback helped students identify weaknesses in lesson planning, adjust teaching strategies, and enhance confidence in their instructional delivery. Supportive and non-judgmental feedback, including peer interactions, reduced anxiety and promoted active participation. Students preferred guided and discussion-based feedback over direct correction alone, which aligned with sociocultural principles of scaffolded learning. Despite generally positive perceptions, challenges were noted, including vague feedback and inconsistent corrective guidance. Overall, the study highlights the critical role of feedback in bridging theoretical knowledge and practical teaching skills, emphasizing clarity, emotional sensitivity, and structured delivery. The research offers practical implications for teacher educators, suggesting strategies to enhance both lecturer and peer feedback to foster reflective, competent, and confident pre-service English teachers.*

## INTRODUCTION

English teachers assume multiple roles that are essential in supporting learner-centered language education. These roles include acting as controllers, assessors, managers, resource persons, tutors, participants, investigators, role models, prompters, editors, instructors, activators, supporters, and facilitators. Together, these functions create an interactive, student-focused learning environment. Although an overemphasis on the controller role may lead to unfavorable outcomes, the effective implementation of other roles, such as assessor, manager, resource provider, tutor, participant, investigator, role model, prompter, editor, instructor, activator, supporter, and facilitator, plays a significant role in enhancing the learning process. By adopting these roles, teachers can promote learner autonomy, increase motivation, and encourage self-directed language learning (Khanh, 2024).

A scholarly review of the literature by Yeşil (2025) found that microteaching contributes to the development of reflective practice and enhances teacher candidates' awareness of feedback regarding their instructional performance. Through active participation in teaching simulations and observation of peers' microteaching practices, EFL pre-service teachers demonstrate noticeable professional growth. Moreover, microteaching serves as a practical preparatory approach by equipping future teachers with essential pedagogical skills and practical teaching experience before they enter real classroom settings. Experiential learning within microteaching contexts further provides a supportive environment that facilitates the professional development and maturation of pre-service teachers.

Microteaching in the English Education Department at UIN Jakarta has not been widely studied. The microteaching sessions we observed were conducted in a structured classroom setting, where student teachers practiced teaching techniques in front of their peers and received feedback from instructors. Despite the structured format, variations in teaching strategies and student interaction patterns were apparent, indicating the need for more systematic research to understand how microteaching contributes to the development of teaching skills in this context.

Lack of teacher feedback has been shown to affect students. Research by Nguyen, A. N. T., & Nguyen, H. D. T. (2023) revealed that 61% of students at Nguyen Tat Thanh University received no feedback. Students were expected to receive feedback from the teacher. But as teachers, they also need to know how to give positive feedback. Negative feedback can reduce students' motivation to learn (Nguyen & Nguyen, 2023). The research also revealed that 90% teachers at Nguyen Tat Thanh University did not pinpoint strengths or weaknesses when they gave feedback to their students. Not only that, a study by Blanka Klimova (2015) found that feedback is essential for enhancing students' EFL proficiency. The researcher stated that effective feedback can motivate students to improve their skills.

Another previous study involving undergraduate and graduate students at a large public university in the United States found that students often ignore or reject teacher and peer feedback due to unclear messages, a negative tone, a lack of trust, or strong confidence in their own performance (Lipnevich et al., 2025). Similar concerns have been identified in the United Kingdom, where national survey data reveal widespread student dissatisfaction with assessment and feedback practices across higher education institutions. This dissatisfaction is frequently linked to miscommunication, inconsistent feedback practices, and a lack of shared understanding between lecturers and students, leading scholars to characterize feedback as a complex or "wicked" problem requiring multifaceted solutions (Deeley et al., 2019).

Issues related to feedback are further exacerbated by delayed grading and insufficient communication. Survey findings reported by student media indicate that delayed feedback

negatively affects students' academic performance, motivation, and well-being, leaving learners feeling uncertain and inadequately guided in their educational development (Donlon et al., 2025). Moreover, studies conducted in Asian higher education contexts, including Hong Kong, highlight a persistent lack of clarity and shared understanding of feedback among both students and instructors, which limits its potential to support learning improvement (Espasa et al., 2018; Attiogbe et al., 2025). Collectively, these findings suggest that while feedback is widely recognized as a crucial component of effective teaching and learning, its implementation remains problematic across diverse educational contexts, underscoring the need for more precise, more timely, and pedagogically grounded feedback practices.

From the above phenomenon, we cannot generalize that every lecturer at every university does not give any feedback to their students. Still, it comes to the researcher's mind to explore the effectiveness of input at UIN Jakarta, especially in the Microteaching class for students in the English Education Department.

Drawing from the issues outlined in the introduction and problem statement, this study seeks to answer the following research questions:

1. In what forms and types do lecturers or classmates provide feedback in the 7th-semester Microteaching class for English Education students at UIN Jakarta?
2. What are the students' perceptions of the effectiveness of the feedback they received in improving their teaching skills and fostering reflection?
3. To what extent does the feedback students received impact their teaching performance?
4. What factors support or hinder the effectiveness of feedback in the Microteaching learning process?

This study aims to provide a deeper understanding of the effectiveness of feedback in microteaching classes among seventh-semester English Education students at UIN Jakarta. Although numerous studies in English Language Teaching (ELT) have examined feedback in general classroom contexts and highlighted the benefits of microteaching in developing instructional skills such as lesson planning, classroom communication, and confidence building, the specific role and effectiveness of feedback within microteaching settings remain underexplored. In particular, limited attention has been given to how pre-service teachers deliver, receive, and respond to feedback during microteaching sessions, where teaching skills are practiced and refined before real classroom experience.

By addressing this gap, the present study contributes to a more nuanced understanding of how feedback supports the professional growth and teaching competence of pre-service English teachers. It highlights the role of input in fostering reflective practice, helping student teachers identify strengths and areas for improvement, and enhancing confidence in lesson planning, classroom management, and instructional approaches. Furthermore, the findings offer practical implications for teacher educators and training institutions by demonstrating how structured, constructive, and supportive feedback in microteaching programs can promote reflective learning and professional readiness.

## LITERATURE REVIEW

### Microteaching

Microteaching was developed by Dwight W. Allen and his colleagues at Stanford University in the early 1960s as a scaled-down teaching technique for teacher training. It breaks down complex teaching into short, focused lessons conducted in a controlled environment, allowing pre-service teachers to practice specific teaching skills and receive immediate feedback before teaching in real classrooms.

In language education, microteaching plays a crucial role in developing essential teaching competencies. First, it supports skill development by enabling teachers to focus intensively on particular language skills such as pronunciation, grammar, and vocabulary, thereby improving instructional accuracy and effectiveness (Iliasova et al., 2025). Second, microteaching provides a safe space to practice error correction, helping teachers refine strategies for delivering timely, constructive feedback to learners (Murphy Odo, 2021).

Furthermore, microteaching allows pre-service teachers to experiment with different teaching methodologies, including communicative and task-based approaches, to identify methods that best suit learners' needs (Ledger & Fischetti, 2020; Murtafiah et al., 2022). It also contributes to classroom management skills, such as giving clear instructions, managing time, and maintaining student engagement, which are essential to effective language-learning environments (Prabowo et al., 2022). Finally, microteaching encourages the use of authentic language materials, exposing learners to natural language use and cultural contexts that support meaningful language acquisition (Perihan, 2021).

### Aspects of Microteaching

Microteaching involves a set of essential teaching skills that prospective teachers need to apply various instructional methods effectively. According to Barnawi and Arifin (2016), as summarized in Rohmah's (2021) book, Microteaching: Preparation and Performance, these aspects include skills in opening and closing lessons, explaining, creating variation in teaching to maintain students' attention, and providing reinforcement to strengthen positive learning behaviors. In addition, teachers are required to master questioning skills to stimulate interaction and critical thinking, classroom management skills to maintain optimal learning conditions, and the ability to teach small groups and individual learners by considering students' needs and differences. Another vital aspect is guiding small-group discussions, which helps teachers keep them focused, meaningful, and aligned with learning objectives. Collectively, these aspects represent the core competencies developed through microteaching to prepare teachers for effective classroom practice.

### Microteaching Cycles

According to the Microteaching Handbook (Government College of Education, 2019), Microteaching is a systematic and reflective process designed to develop specific teaching skills in a controlled learning environment by reducing the complexity of real classroom teaching. It begins with modeling, in which an experienced teacher or supervisor demonstrates effective teaching practices. This is followed by planning, during which the student teacher prepares a short, focused lesson targeting specific teaching skills. The teaching stage involves delivering the lesson to a small group, after which peers or supervisors observe and critique to provide

constructive feedback. Based on this feedback, the student teacher engages in re-planning to revise the lesson, then proceeds to re-teach by implementing the improvements.

The cycle concludes with re-observation and re-critique, allowing further reflection and refinement. Through this continuous cycle of practice, feedback, and reflection, microteaching supports the gradual development of teaching competence, confidence, and professional growth among pre-service teachers.

**Feedback**

According to Ellis (2009), feedback plays an essential role in most theories of second language (L2) learning and pedagogy. Within behaviorist and cognitive frameworks, feedback is viewed as a key contributor to language learning. At the same time, in both structural and communicative approaches, it functions to foster learners' motivation and ensure linguistic accuracy. Corrective feedback (CF), as a specific type of negative feedback, refers to responses to learner utterances containing linguistic errors. Such responses may include indicating that a mistake has been made, providing the correct target form, offering metalinguistic information, or combining these strategies (Ellis, Loewen, & Erlam, 2006). However, scholars differ regarding CF's role in acquisition.

Krashen (1982) considered error correction a "serious mistake," whereas researchers within the interactionist framework argue that CF facilitates acquisition by promoting form-meaning connections. Current research, therefore, focuses less on whether CF is effective and more on which types of CF work best. Ellis (2009) further distinguishes between two key dimensions of oral corrective feedback: explicit versus implicit and input-providing versus output-prompting, forming a taxonomy that underpins empirical studies on the relative effectiveness of each feedback type.

**Corrective Feedback**

Ellis (2010 & 2013) explains that the theoretical importance of corrective feedback (CF) lies in its ability to test and differentiate among competing theories of second language acquisition (SLA). In Universal Grammar (UG)–based theories, language acquisition is believed to occur solely through exposure to positive evidence; therefore, CF, as a form of negative evidence, is considered unnecessary. Conversely, cognitive-interactionist theories view CF as facilitative because it helps learners connect linguistic forms with their meanings during communication. Similarly, skill-learning theories regard CF as a mechanism that enables learners to proceduralize their declarative knowledge, turning explicit understanding into fluent performance.

From a sociocultural theory (SCT) perspective, however, there is no single best form of CF. Instead, effective feedback occurs when teachers provide scaffolded support, prompting learners to self-correct through guided interaction. This perspective emphasizes the social and developmental nature of learning, in which teachers adjust their feedback to match learners' current level of understanding. Overall, Ellis concludes that while SLA theories differ in the perceived role and form of CF, most acknowledge its potential contribution to language development when appropriately tailored to learners' needs and learning contexts.

**Peer Feedback**

Peer feedback is widely recognized as an effective instructional strategy that supports students' cognitive, social, and affective development. Research shows that students generally

perceive peer feedback as meaningful, valuable, and essential for improving academic performance, particularly in writing and teaching-related tasks. Students tend to view both giving and receiving peer feedback as essential skills that contribute to their learning autonomy and reflective ability. Studies indicate that peer feedback enhances learning by exposing students to alternative perspectives, helping them identify weaknesses they may overlook in their own work.

Face-to-face peer feedback or dialogue has been found to offer additional benefits compared to written feedback alone. Dialogue allows students to clarify comments, ask questions, and understand the rationale behind feedback, leading to improved comprehension and more actionable revisions. It also encourages students to elaborate on feedback, provide more balanced comments, and highlight both strengths and areas for improvement. As a result, peer dialogue supports not only feed-back and feed-forward processes but also deeper reflective learning (Schillings et al., 2021).

**Feedback In Language Teaching**

Harmer (2001) defines feedback as an essential pedagogical process that helps learners identify the gap between their current performance and the target language norm. He stresses that feedback is not only about correcting errors but also about guiding learners toward awareness and self-regulation. In oral activities, Harmer differentiates between accuracy and fluency work. During accuracy-focused tasks, teachers can provide immediate and explicit correction to reinforce correct linguistic forms. However, in fluency activities, correction should be delayed until after communication ends to avoid interrupting learners' flow of expression.

For written feedback, Harmer distinguishes between direct feedback (where teachers supply the correct form) and indirect feedback (where teachers indicate the presence of an error but let students self-correct). He highlights that the effectiveness of feedback depends on learners' proficiency and the communicative context. The purpose of feedback, according to Harmer, is to help learners notice errors, reflect on them, and internalize correct forms, while maintaining their motivation and reducing anxiety. Thus, feedback should be delivered in a balanced, supportive manner that promotes confidence and long-term learning autonomy.

**The Role of Feedback Types**

Feedback affects learning outcomes in different ways—many studies comparing form-focused and content-focused feedback show that each supports various aspects of writing. Content-focused feedback affects students' motivation, while form-focused feedback affects students' accuracy. Shobeiry (2020) stated that combining both can produce more balanced and effective writing outcomes.

In the language-learning context, corrective feedback helps learners focus on their errors and on communication. Yu (2022) found that explicit corrective feedback can enhance students' willingness to build self-confidence and reduce anxiety, both of which are essential for developing speaking skills.

Shakki (2023) emphasizes that motivation and confidence influence how students engage and perform. Supportive feedback is not only focused on mistakes but also on emotional well-being. According to Zhang (2024), his reports stated that positive peer interactions can reduce emotional inhibition and that teacher and peer support together create a safe and motivating learning atmosphere.

While teacher remarks have been widely acknowledged as an essential academic device, earlier inquiries have often focused more on their linguistic accuracy, writing quality, or cognitive engagement than on their evident influence on learners' emotional involvement. For instance, Patra et al. (2022) analyzed written and verbal corrective feedback regarding academic anxiety and outcomes. Yet, their project remained confined to male learners residing in Iran and did not directly discuss emotional factors as a multidimensional construct. Similarly, Naeem and Abrar (2025) emphasized the role of written responses in handling syntactic errors, suggesting that their effects are often overlooked across domains. Previous studies from Mulyadin (2024) and Nhac (2022) have mainly focused on their forms and delivery methods. Turns out, they often overlook how such spoken comments can affect students' emotional engagement.

Yang et al. (2021) and Javaid et al. (2024) highlighted the connection between teacher feedback and student engagement. Still, they underlined the need for more detailed exploration of how verbal feedback can influence students' emotional engagement. Bigverdi and Sabet (2024) noted that while many previous studies discuss cognitive and behavioral feedback, few address how learners actually understand and apply teacher support to students' emotional engagement.

**Teaching Methods and Principles**

Harmer (2001) presents a comprehensive overview of the primary teaching methods and principles that have shaped modern language pedagogy. The Behaviorist Approach, including the Audio-lingual Method, views learning as habit formation through repetition, reinforcement, and correction. Accuracy is prioritized, and errors are minimized. However, this method is often criticized for ignoring creativity and communicative competence.

The Cognitive and Constructivist Approaches focus on learners' mental processes, rule discovery, and meaningful learning. Learners are active participants who internalize language structures through understanding rather than mechanical repetition.

The Communicative Language Teaching (CLT) approach emphasizes the functional use of language for honest communication. Fluency is valued as much as accuracy, and teachers act as facilitators, creating opportunities for authentic interaction. Similarly, Task-Based Learning (TBL) centers on completing meaningful tasks where learners use language purposefully; feedback is usually given after the task to consolidate learning outcomes.

Humanistic Methods such as *Community Language Learning, Suggestopedia, The Silent Way, and Total Physical Response* (TPR) highlight the emotional and psychological dimensions of learning. These approaches aim to lower the affective filter, increase motivation, and create a supportive classroom atmosphere.

Harmer also points to more contemporary perspectives, such as the Lexical Approach, which prioritizes the learning of chunks and collocations as the foundation of fluency, and Discovery Learning or Noticing, where learners observe and deduce language rules through guided awareness. Across all these methods, Harmer maintains that successful teaching balances exposure, motivation, and opportunities for language use, while being sensitive to individual learner needs and contexts.

**Characteristics of an Effective EFL Teacher**

When discussing what makes a brilliant EFL teacher, students often have diverse perspectives. However, traits are consistently essential. According to Sakkir et al. (2021), the four main competencies are personality, pedagogical, social, and professional. Based on those

competencies, students observed that personality competencies, such as being respectful, patient, cheerful, creative, and humble, are the main factors in creating a positive learning environment. This is because pedagogical competence includes clear explanations of the material, such as the ability to communicate well in the classroom.

## METHODS

### Methodology and Design

This study employed a mixed-method research design to explore the effectiveness of feedback in Microteaching classes among seventh-semester English Education students at UIN Syarif Hidayatullah Jakarta. The mixed-methods approach was chosen because it enabled the researcher to integrate quantitative and qualitative data to address the research questions comprehensively. Quantitative data obtained from questionnaires provided measurable trends regarding students' perceptions of feedback, while qualitative data from classroom observations and interviews offered in-depth insights into students' experiences, emotional responses, and reflective practices during microteaching sessions. The combination of these data sources allowed the study to capture both the extent and the nature of feedback effectiveness, thereby strengthening the validity of the findings through triangulation.

This research was designed as a case study, focusing on a specific educational context, namely Microteaching classes within the English Education program. This design was considered appropriate because it enabled a detailed, contextually grounded examination of feedback practices as experienced by pre-service teachers. The study aimed to investigate not only how feedback influenced teaching performance but also how it affected students' confidence, anxiety, reflective learning, and professional development.

### Participants and Instruments

The participants in this study were seventh-semester students in the English Education major at UIN Syarif Hidayatullah Jakarta enrolled in the Microteaching course. A purposive sampling technique was employed to select students who met the research criteria, namely those who had actively participated in microteaching sessions and received feedback from both lecturers and peers. A total of 16 students completed the questionnaire based on their availability and willingness to participate during the data collection period. From this group, three students were selected for in-depth interviews using criterion-based purposive sampling, based on their varied levels of engagement and responses during microteaching sessions to capture diverse feedback experiences. All participants participated voluntarily, provided informed consent, and were assured of confidentiality and anonymity throughout the research process.

This study employed three research instruments: classroom observation, a questionnaire, and semi-structured interviews. Classroom observations were conducted during Microteaching sessions in classes A1, A2, B2, and C1 to document authentic feedback practices, instructional delivery, classroom management, and student engagement. The questionnaire was administered via Google Forms and consisted of Likert-scale items ranging from strongly disagree to agree strongly. The questionnaire was developed through a data-driven process based on classroom observation findings, which consistently revealed four dominant dimensions characterizing microteaching practices in this context: Instructional Clarity, Classroom Management, Learning Engagement, and Feedback & Assessment. These dimensions served as the analytical framework

for constructing the questionnaire items, ensuring alignment between observational data, research questions, and quantitative measurement.

The questionnaire items were theoretically grounded in feedback frameworks proposed by Ellis (2009, 2013), Krashen (1982), and Harmer (2007). To ensure content validity, the items were reviewed for clarity, relevance, and consistency with the research objectives. The use of a Likert-type scale was considered appropriate as it allowed respondents to express degrees of agreement clearly and systematically (Tanujaya et al., 2022). To complement the quantitative data, semi-structured interviews were conducted with three selected participants to explore their perceptions of feedback in greater depth, particularly regarding emotional responses, anxiety, confidence, and reflective learning, while allowing flexibility for elaboration within the scope of the research objectives**.**

**Technique of Data Analysis**

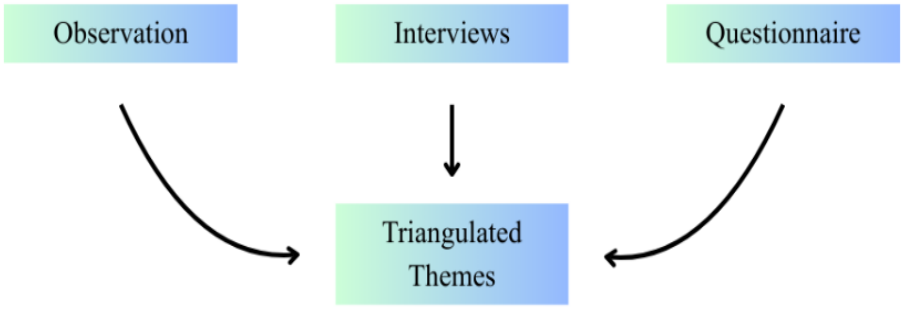


**Figure 1.** Triangulation of data sources in microteaching feedback analysis

This study employed thematic analysis to identify key concepts and recurring themes emerging from the data (Nfor, 2023). The analysis began with classroom observations of Microteaching sessions in classes A1, A2, B2, and C1, the transcriptions of which were presented in the Findings section. All qualitative data were reviewed repeatedly to ensure a comprehensive understanding of participants' statements and experiences. Relevant words, phrases, and ideas from observation notes, questionnaire responses, and interview data were then highlighted and coded as initial codes representing meaningful aspects such as motivation, anxiety, or teaching difficulties. These initial codes were subsequently grouped into broader themes, for example, classroom management or instructional clarity. Each theme was carefully reviewed and refined to reflect participants' experiences accurately. Some themes were merged or revised when necessary.

The final themes were used to address the research questions by capturing the participants' dominant pedagogical and affective experiences. To strengthen the credibility of the findings, direct quotations from interview participants were included to provide authentic representations of their perspectives. In addition, triangulation was applied by integrating data from observations, questionnaires, and interviews to minimize potential bias and enhance the trustworthiness of the analysis (Donkoh & Mensah, 2023). This combination of thematic analysis and triangulation allowed for a more comprehensive and reliable interpretation of feedback practices in microteaching contexts.

## RESULTS AND DISCUSSION

### Result

Table 1 presents the findings from the microteaching sessions conducted in classes A1, A2, B2, and C1. We found Instructional Clarity, Classroom Management, Learning Engagement, and Feedback & Assessment organized from observations aligned with the microteaching aspects. Each entry includes the open coding, a representative quote, and the corresponding participant/class. The table provides a descriptive overview of teaching practices and student responses observed during the sessions.

**Table 1.** Coding of Microteaching Feedback (Classes A1, A2, B2, C1)

| *Theme* | *Open Coding* | *Quote* | *Participants/Classes* |
|---|---|---|---|
| **Instructional Clarity** | Unclear objective | "The objective must be clearer." | Hani (A1) |
| | Inappropriate level adjustment | "The ice-breaking must be level-appropriate for Grade 7 students." | Sultan (C1) |
| | Oversimplified delivery | "Your explanation sounds like kindergarten-level." | Haura (C1) |
| | Teacher dominating reading | "Why are you still reading the text yourself? Let the students read." | Najmi (A2) |
| | Weak lesson planning | "RPP is not feasible… doesn't follow school pattern." | Zuhdi (B2) |
| | Advanced topic level in middle-grade school | "Careful that the topic would be too difficult for middle school students." | (Teacher) |
| **Classroom Management** | Weak time control | "Remember the time limit." | Haura (C1) |
| | Good monitoring | "Monitoring activity was neat." | Yusuf (A2) |
| | Tense delivery | "High-pitched voice all the time." | Lilis (A2) |
| | Calm incident handling | "Taking care of the class gently… handled well." | Zuhdi (B2) |
| | Momentary chaos | "Playtime was chaotic… just need to manage it." | Najmi (A2) |
| **Learning Engagement** | Positive motivational strategy | "The game was fun; good choice for starting the lesson." | Haura (C1) |
| | High engagement | "The engagement was good; the whole class was active." | Jasmine (B2) |
| | Balanced instruction | "Already balanced, not teacher-centered." | Yusuf (A2) |
| | Limited involvement | "Group practice was good, but only a few presented in front." | Melva (A2) |
| | Relevant hook | "Hook was good, favorite day activity." | Lilis (A2) |
| **Feedback & Assessment** | Mixed performance feedback | "Your intonation was good; add more body language." | Haura (C1) |
| | Missing evaluation/assessment | "There was no final evaluation." | Eka (A1) |

| *Theme* | *Open Coding* | *Quote* | *Participants/Classes* |
|---|---|---|---|
| | Overlooked error | "Mistakes in writing left uncorrected." | Melva (A2) |
| | Weak student pronunciation | "Students need pronunciation practice." | Yusuf (A2) |
| | insufficient motivational reinforcement | "Could have praised more for motivational support." | Jasmine (B2) |

The data show recurring issues in Instructional Clarity, including unclear lesson objectives, level adjustment, and lesson planning. Classroom Management findings reflect variations in time control, delivery style, and classroom monitoring. Learning Engagement was generally positive, particularly when motivational strategies and relevant lesson hooks were applied, although student participation was sometimes uneven. Finally, Feedback & Assessment findings indicate that while performance-related feedback was provided, elements such as evaluation, error correction, and motivational reinforcement were not consistently addressed.

**Table 2.** Summary of Interview Coding Results (Classes A1, A2, B2, C1)

| *Theme* | *Sub-theme* | *Key Interview Findings (Synthesized)* |
|---|---|---|
| **Instructional Clarity** | Confidence & role awareness | Participants reported that feedback helped them realize issues related to confidence, teacher identity, and role clarity. Increased confidence led to more precise explanations in subsequent performances. |
| | Voice, intonation, and delivery | Feedback on tone, volume, and delivery was perceived as helpful, although some participants initially struggled to implement it consistently. |
| **Classroom Management** | Teacher-centered vs student-centered | Some feedback was confused, particularly when participants were asked to shift from teacher-centered to student-centered approaches without concrete examples. |
| | Classroom environment | A supportive and non-judgmental classroom atmosphere reduced anxiety and encouraged openness to feedback. |
| **Feedback Clarity & Specificity** | Specific vs vague feedback | All participants preferred specific feedback, as it helped them directly identify weaknesses and areas for improvement. |
| | Timing of feedback | Participants disliked interruptions during teaching but preferred feedback delivered after teaching sessions. |
| **Learning Engagement** | Motivation and participation | Feedback generally increased motivation and willingness to participate, especially when combined with appreciation and constructive suggestions. |
| **Affective Responses** | Emotional reactions | Initial feelings of disappointment or anxiety were common, but these emotions often shifted to motivation and self-improvement after reflection. |

Table 2 summarizes the interview findings from participants in classes A1, A2, B2, and C1, showing that feedback played an important role in improving instructional clarity, particularly in terms of confidence, role awareness, and teaching delivery. Participants generally found

feedback on voice, intonation, and classroom presence helpful, though some struggled to apply it consistently. Regarding classroom management, feedback was sometimes unclear, especially when encouraging a shift from teacher-centered to student-centered approaches without concrete examples. In contrast, a supportive, non-judgmental environment helped reduce anxiety. Overall, participants preferred feedback that was specific and delivered clearly after teaching sessions, as it increased motivation, participation, and willingness to improve, despite initial feelings of nervousness or disappointment.

**Table 3.** Summary of Questionnaire Results on Feedback in Microteaching Classes (n = 16)

| *Theme* | *Questionnaire Items* | *General Response Tendency* | *Key Interpretation* |
|---|---|---|---|
| **Instructional Clarity** | Q2, Q4, Q10, Q11 | Mostly Agree–Strongly Agree | Feedback helps students become more aware of their language errors and improves understanding when teachers explain corrections and guide self-correction rather than giving answers directly. |
| **Classroom Management** | Q6, Q8, Q19 | Generally agree on supportive tone; Mixed responses on overcorrection | Supportive, non-judgmental feedback fosters a positive classroom atmosphere, whereas excessive correction may discourage some students during speaking activities. |
| **Learning Engagement** | Q1, Q5, Q12, Q14, Q17 | Mostly Agree–Strongly Agree | Feedback is perceived as motivating, increases confidence, supports participation, and helps learners monitor their language use, especially during natural classroom interaction. |
| **Feedback & Assessment** | Q3, Q7, Q9, Q15, Q16, Q18, Q20 | Generally agree with varied preferences | Corrective feedback is considered necessary for long-term accuracy. Students tend to value guided, implicit, and discussion-based feedback over direct correction alone. |

Table 3 presents a summary of questionnaire results from 16 respondents, indicating generally positive perceptions of feedback in microteaching classes. Participants typically agreed that feedback contributed to instructional clarity by increasing awareness of language errors and improving understanding through guided explanation and self-correction. In terms of classroom management, supportive and non-judgmental feedback was viewed positively, although responses varied regarding the frequency of error correction during speaking activities. The results also show that feedback played a significant role in enhancing learning engagement, motivating students, increasing confidence, and supporting active participation. Overall, respondents perceived corrective feedback as essential for long-term language accuracy, with a preference for guided, implicit, and discussion-based feedback rather than direct correction alone**.**

## Discussion

This study aimed to explore the effectiveness of feedback in Microteaching classes among seventh-semester English Education students at UIN Jakarta. The findings from classroom observations, questionnaires, and interviews indicate that feedback plays a critical role in

improving teaching performance, supporting reflective learning, and enhancing students' confidence in instructional skills. These results are consistent with prior research emphasizing the importance of feedback in teacher education (Danday, 2019; Reynolds et al., 2022; Ellis, 2009).

First, the findings highlight the role of feedback in improving instructional clarity aligned with explanatory skills. Participants reported that specific and detailed feedback helped them identify weaknesses in lesson planning, instructional objectives, and delivery methods. For instance, students noted the need to clarify lesson objectives, adjust content levels to match student abilities, and use more interactive strategies rather than teacher-centered approaches (Tables 1 and 2). These findings align with Harmer (2001), who argues that effective feedback helps learners bridge the gap between current performance and target goals, guiding them to notice errors and reflect on their teaching practices. Similarly, Ellis (2010, 2013) emphasizes that corrective feedback facilitates proceduralization of declarative knowledge, enabling student teachers to translate theoretical understanding into practical classroom skills.

Second, feedback also contributed to classroom management skills. While some participants initially struggled to shift from teacher-centered to student-centered approaches, feedback provided actionable suggestions that helped them monitor time, manage student engagement, and handle classroom incidents more effectively. This supports prior studies showing that microteaching allows pre-service teachers to practice classroom management in a controlled environment, thereby reducing anxiety and enhancing their preparedness for real classrooms (Iliasova et al., 2025; Prabowo et al., 2022). The qualitative data further indicated that supportive feedback, delivered in a non-judgmental manner, helped students overcome performance anxiety, echoing Schillings et al. (2021), who found that peer dialogue and supportive feedback positively influence motivation and emotional engagement.

The study also revealed the motivational and affective impact of feedback on students' learning engagement, aligned with the Skills to create a variation in teaching. Respondents reported increased confidence, willingness to participate, and motivation to improve after receiving feedback, particularly when it highlighted both strengths and areas for improvement (Table 2). This finding corresponds with Yu (2022) and Shakki (2023), who emphasize that explicit, supportive feedback can enhance self-confidence, reduce anxiety, and increase learners' active participation in language tasks. Moreover, positive peer interactions and encouragement from lecturers created a safe learning environment, consistent with Zhang (2024), suggesting that feedback is not merely corrective but also emotionally and socially supportive.

Regarding the types of feedback, the results suggest that participants preferred guided and discussion-based feedback over direct correction alone (Table 3). This preference aligns with the principles of sociocultural theory (Ellis, 2010; Krashen, 1982), which posit that scaffolded feedback that encourages self-correction is more effective than mere provision of correct answers. Participants valued feedback that was specific, actionable, and delivered after teaching, rather than interrupting lessons, which corresponds with Harmer's (2001) distinction between accuracy-focused and fluency-focused feedback. In terms of peer feedback, students recognized its role in exposing alternative perspectives, supporting reflective thinking, and developing autonomy in learning (Schillings et al., 2021).

The findings further underscore the importance of feedback in professional skill development. Microteaching is designed to allow pre-service teachers to practice teaching in a safe environment before entering real classrooms (Murtafiah et al., 2022; Ledger & Fischetti, 2020). By receiving structured feedback, students can iteratively improve lesson planning, instructional clarity, classroom management, and student engagement. This iterative process

highlights the reciprocal relationship between input and reflective practice, as feedback not only identifies errors but also provides guidance for improvement, reinforcing theoretical knowledge and practical skills (Ellis, 2009; Harmer, 2001).

Despite the overall positive perceptions, the study revealed some challenges. Some feedback was found to be unclear or overly general, particularly regarding shifts in teaching approaches. Additionally, although corrective feedback was recognized as essential, its implementation varied among lecturers and peers, highlighting the need for more standardized, systematic feedback mechanisms in microteaching sessions (Nguyen & Nguyen, 2023). These gaps reflect prior research showing that feedback effectiveness depends on its clarity, specificity, timing, and emotional support (Patra et al., 2022; Naeem & Abrar, 2025). These confirmed that feedback is a central component of microteaching that supports both cognitive and affective aspects of teacher development. Effective feedback enhances instructional clarity, classroom management, student engagement, and professional confidence. The results suggest that combining lecturer and peer feedback in a structured, scaffolded, and emotionally supportive manner can optimize learning outcomes in microteaching. Furthermore, this study highlights the need for teacher education programs to prioritize feedback training for both lecturers and students, ensuring feedback is not only corrective but also constructive, motivational, and reflective. The findings provide practical implications for curriculum designers and educators seeking to enhance teacher preparation in English language teaching contexts, particularly in microteaching settings.

## CONCLUSION

This study examined the effectiveness of feedback in Microteaching classes among seventh-semester English Education students at UIN Jakarta. The findings demonstrate that feedback plays a central role in improving key aspects of microteaching skills, particularly instructional clarity, classroom management, learning engagement, and pre-service teachers' professional confidence. These areas align with core microteaching aspects, including explanatory, classroom management, questioning, and reinforcement skills, as well as the use of variation in teaching. Across observations, questionnaires, and interviews, students consistently perceived specific, supportive, and well-timed feedback as instrumental in helping them reflect on their teaching practices and translate theoretical knowledge into practical classroom skills.

The study further highlights that guided, discussion-based feedback is perceived as more effective than direct correction alone, especially when delivered in a non-judgmental, emotionally supportive manner. This type of feedback supports the development of microteaching skills, such as opening and closing lessons, managing classroom interactions, and guiding small-group discussions. Moreover, effective feedback increases learner engagement by encouraging the use of varied teaching techniques, meaningful questioning, and positive reinforcement. These findings confirm that feedback functions not only as a cognitive support for improving teaching skills but also as an affective mechanism that fosters confidence and motivation in microteaching practice.

The results suggest several practical implications for microteaching courses. Teacher educators are encouraged to provide feedback that is clear, specific, and aligned with observable microteaching aspects, including explanatory skills, classroom management, questioning strategies, and reinforcement. Integrating lecturer and peer feedback in a structured and scaffolded manner can strengthen reflective learning and help pre-service teachers systematically improve each microteaching component. Additionally, explicit training in giving and receiving

constructive feedback can enhance the effectiveness of microteaching by ensuring that feedback directly supports the development of essential teaching skills.

The author realized its limited sample size and focus on a single institutional context, which may restrict the generalizability of the findings. Future research could involve larger, more diverse participant groups, examine specific microteaching aspects in greater depth, or explore the long-term impact of feedback on teaching competence during teaching practicums and in early professional careers.

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