

ENHANCING EFL STUDENT TEACHERS' TEACHING PRACTICE THROUGH MICROTEACHING LESSON STUDY

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ABSTRACT

EFL student teachers are categorized as inexperienced teachers. Most of them have never taught before and do it for the first time in microteaching course. Therefore, they usually encounter some problems in teaching practices but unfortunately are not always able to cope with those problems. Microteaching lesson study enables the student teachers to work collaboratively in teaching practices through its steps of collaborative lesson planning, teaching and observing, and reflecting and revising. Those steps give opportunity for student teachers to recognize their problems as well as deal with them well. The aim of this study is to investigate the impact of microteaching lesson study on the EFL student teachers' teaching practice. The method is descriptive with the subjects of the study the EFL student teachers enrolling in microteaching course at the English Education Department of Muria Kudus University. This study used the quantitative and qualitative microteaching scoring rubric as the instrument. The result shows that microteaching lesson study has impact on the teaching practices of the EFL student teachers.

Keywords: EFL student teachers, microteaching, teaching practice, microteaching lesson study.