Pre-Service Teachers' Attitudes Towards The Use of Zoom Meetings for Microteaching Class

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ABSTRACT

Microteaching for pre-service teacher's instruction has traditionally been face-to-face as these teachers are prepared to teach in secondary schools. However, these pre-service teachers were also aware of the requirement for teaching synchronously via online platforms if face-to-face classes were not possible for example like in time COVID-19. The objective of this study is to investigate pre-service teacher's or students' perspectives of utilizing the Zoom meeting application for online microteaching classes from pedagogical, socio-cultural, and technical perspectives. This study's population comprised of twenty (20) students from the Faculty of Teacher Training and Education who had enrolled in microteaching lessons and were, of course, permitted to express their thoughts and opinions. It can be stated that students have a favorable opinion of the Zoom meeting application for online microteaching classes. The study's findings indicate a beneficial outcome in the delivery of microteaching lectures online. Even though the courses are delivered online, they follow the usual format. Students appear to prefer the Zoom Meeting application as a learning medium for interactive learning applications because, in addition toward being practical and straightforward, zoom meetings rarely bring difficult-to-manage problems.

Keywords : *Microteaching, Pre-service teacher's and Zoom*

ABSTRAK

Microteaching untuk calon guru umumnya dilakukan secara tatap muka karena guru-guru ini dipersiapkan untuk mengajar di sekolah menengah. Namun, calon guru ini juga menyadari perlunya mengajar secara daring jika kelas tatap muka tidak memungkinkan misalnya seperti saat COVID-19. Tujuan dari penelitian ini adalah untuk mengetahui perspektif calon guru atau mahasiswa dalam memanfaatkan aplikasi Zoom meeting untuk kelas microteaching secara online dari perspektif pedagogik, sosial budaya, dan teknis. Populasi penelitian ini terdiri dari dua puluh (20) orang mahasiswa Fakultas Keguruan dan Ilmu Pendidikan yang telah mengikuti pelajaran microteaching dan tentunya diperbolehkan untuk mengungkapkan pikiran dan pendapatnya. Dapat dikatakan bahwa mahasiswa memiliki pendapat yang baik terhadap aplikasi Zoom meeting untuk kelas microteaching online. Temuan penelitian menunjukkan hasil yang bermanfaat dalam penyampaian kuliah microteaching secara online. Meskipun Mata kuliah disampaikan secara online, mereka mengikuti format biasa. Mahasiswa terlihat lebih memilih aplikasi Zoom Meeting sebagai media pembelajaran aplikasi pembelajaran interaktif karena selain praktis dan lugas, zoom meeting juga jarang menimbulkan masalah yang sulit diatur.

Kata kunci: Pengajaran mikro(microteaching), calon guru dan Aplikasi Zoom

INTRODUCTION

Education today is not the same as it was in previous decades. It has changed Pre-Service Teachers' s' independence in the use of information and communication technologies and has profoundly affected learning processes. The education is then conducted not only in the offline mode, but also online in alternative, by incorporating the use of technology into education. It entirely transforms the educational experience to be a teaching and learning process that is conducted online (Rakhmanina & Melati, 2022). In other circumstances, this phenomena must be further adapted to make a positive input to the current educational model. Online learning is often regarded as a superior solution for situations that make traditional classroom learning impractical (Almaiah, 2018).

Internet access is required for online learning (e-learning) to be completely operational (Barron, 2020). Utilizing a variety of resources can facilitate the use of online learning. For example, online classes like Edmodo, Google Classroom, and Coursera, instant messaging services like Telegram, Line, and Whatsapp, and video conferences for educational purposes like Google meet and Zoom meeting. English teachers and Pre-Service Teachers' can use the Zoom Meeting as an alternative virtual media for Work from Home (WFH) or Teaching from Home (TFH) teaching and learning English language in COVID-19 Condition (Melati, 2020). Micro teaching is one of the courses that integrates virtual class learning media with Zoom Meeting. Before beginning their careers full-time in classrooms, Pre-Service Teachers' teachers should complete an important foundational experience called microteaching. Essentially, microteaching is applied as a learning approach to help pre-service teacher or Pre-Service Teachers' teacher improve their teaching skills during the learning process, so that they are prepared to manage all aspects of teaching, including teaching materials and time management (Roza, 2021).

Microteaching should presumably be practiced immediately in the classroom. In consideration of the rules regarding the limitation of activities since covid 19 and technologies development, however, some educational activities must be conducted online. Pre-Service Teachers' s were tasked with recording lectures and presenting them during class time. Pre-Service Teachers' s enrolled in microteaching courses are required to understand some of the learning outcomes in the lesson plans, such as teaching skills, designing lesson plans, and conducting classes, as well as teaching various materials according to the curriculum; however, this is deemed inappropriate and a solution must be found.

Zoom meeting is one of the platforms or programs frequently used to facilitate the learning process. This program is used to facilitate long-distance communication by combining video conferencing, chat, online meetings, and mobile collaboration. This program can support a large number of participants in a single virtual meeting. Teachers may connect visually with their pupils on a variety of subjects and provide them with clear instructions via Zoom. According to (Helda & Zaim, 2021), the Zoom application is less able to practice teaching effectively because it is connected to a network, just like microteaching lectures are small-scale teaching exercises. In the meantime, (Roza, 2022) investigated microteaching learning with a zoom application incorporated with YouTube during the Covid 19 pandemic. There, it is claimed that the zoom meeting produced

positives when it is collaborated with YouTube. Additionally, according to Mankar et al. (2022) the usage of online applications throughout the sessions prevented Pre-Service Teachers' s from getting a chance to practice their skills and awareness in a real classroom setting, which is something that microteaching learning should be able to do.

Currently, and based on preliminary observations, Pre-Service Teachers' s have not been able to do microteaching practice courses as usual. This course was once taught directly; now it's taught indirectly. Implementing lectures through Zoom Meeting can train and explore Pre-Service Teachers' s by the microteaching lecture's aims. This issue generates new issues, such as how to teach and organize classes.

The Pre-Service Teachers' s have different ideas and thoughts about how to solve this problem. Some of them also feel less sure of themselves because they will have to teach in the real world later. In short, there needs to be an in-depth evaluation. Not only is the current method being evaluated, but also the good and bad things it brings about. (Littlefield, 2018) How well distance learning works will depend on three things. Technology is the first thing. In this case, Pre-Service Teachers' s must be able to get on the network quickly and without much trouble. The second thing is what the teacher is like. Online learning works best when teachers are a big part of it. The third thing is what the Pre-Service Teachers' s themselves are like. Puspaningtyas and Dewi (2020) say that the success of a model or learning medium depends on how the Pre-Service Teachers' s are. Different people will always have different ideas about something.

Pre-Service Teachers' s must be prepared and proficient in all aspects of the science of teaching practice, (Hill, 2012). In contrast, it is not possible to conduct lecture activities using the traditional method due to unexpected circumstances. This troublesome topic has generated a variety of ideas and attitudes among Pre-Service Teachers' s, particularly those who are currently delivering or have previously delivered micro-teaching lectures. In conclusion, they will feel less confident in their abilities if they say they do not grasp the knowledge and are not confident in the abilities they acquire during online lectures.

METHODOLOGY

This is a descriptive qualitative research method that employs an instrument in the form of a questionnaire in the form of a Google form that is distributed to Pre-Service Teachers' s who are chosen to be the study sample, as well as a Focus Group Discussion (FGD) interview. The questionnaire was completed by 20 third-year Faculty Teacher Training and Education Pre-Service Teachers' s at Universitas Prof Dr Hazairin SH who had taken a microteaching class and could surely offer their views and opinions. It was a closed-ended questionnaire that was assessed using a Likert scale as an indicative of the participants' agreement with each item on the questionnaire. According to (Hertanto, 2017), the 5-point Likert scale is used to help respondents distinguish answers and obtain information. The 5-point Likert scale also allows for neutral or hesitant responses from respondents. The closed-ended questionnaire included 25 statements graded on a 5-point scale: 1 (Strongly Disagree), 2 (Disagree), 3 (Neutral), 4 (Agree), and 5 (Strongly Agree) (Strongly Agree).

FINDINGS AND DISCUSSIONS

The questionnaire has three parts, Statements 1–10 were about pedagogical indicators in an online microteaching class, statements 11–18 were about sociocultural indicators, and statements 19–25 were about technical indicators in an online microteaching class.

a) Pre-Service Teachers' s' Perspectives of Zoom Meeting in Terms of Pedagogical

Pre-Service Teachers' perceptions on using zoom meeting for English microteaching. 10 statements or items on this indicator answered research questions about Pre-Service Teachers' s' perceptions of educational parameters.

Table 1 Pre-Service Teachers' s' Perspectives of Zoom Meeting in Terms of Pedagogical

No	Statement	N%					Mean	Category
		S	D	N	A	SA		
1	I understand the lecture material, even though microteaching is conducted by online.	0%	2%	23%	42%	33%	3.89	Positive
2	Even though lectures are online, I can design lesson plans, teaching materials, learning media, and Pre-Service Teachers' assessments.	0%	3%	24%	47%	26%	3.79	Positive
3	Even if courses are online, I can teach theory through opening, core, and closing lessons.	0%	4%	12%	46%	38%	4.05	Positive
4	I master the online microteaching lectures' basic teaching skills.	0%	3%	12%	72%	14%	3.89	Positive
5	I may create online lesson plan,instructional materials, media, and assessments while in college.	0%	0%	31%	36%	32%	3.84	Positive
6	Even though it's an online lecture, I can work on my basic teaching skills.	0%	4%	21%	54%	20%	3.79	Positive
7	Even though the lectures are conducted online, I can still use learning media to teach lessons.	0%	0%	14%	43%	42%	4.21	Positive

8	Even though they are online, lecture activities are running according to lecture standards, such as review 5learning, material explanation, learning basic skills to teach, and practicing how to teach correctly.	0%	3%	15%	45%	38%	4.00	Positive
9	Even though the classes are online, I can still get feedback from the lecturers and suggestions from friends about how to improve my teaching.	0%	2%	3%	37%	57%	4.32	Positive
10	I can organize and run learning activities based on what I've learned in lectures and microteaching.	0%	0%	15%	60%	25%	3.95	Positive

Table 1 reveals that 33% of respondents highly agreed and 42% agreed that they still comprehend the microteaching class topic despite the online delivery method. Even though the class is conducted online, 26% of participants strongly agreed, 47% agreed, and just 3% disagreed that they can create lesson plans, teaching materials, learning media, and assessments for junior high school/high school Pre-Service Teachers' s. Participants who disagreed with the proposition were confused because they were assigned homework without first getting instructions in the lecture. 38% of participants strongly agreed that they can practice teaching theory through the learning phases comprising the introduction, the heart of the teaching process, and the conclusion of the lesson, even if the course is conducted online.

In addition, 72% of participants stated that they have mastered the fundamental teaching abilities taught in online microteaching class sessions, despite the fact that the program was held online. The participants said that, despite practicing teaching assignments through an online microteaching method, they were quite competent at practicing, including how they opened the class, planned the class, managed the class, reviewed lessons, and concluded the class. In addition, 36% of the participants strongly agreed that they were able to develop learning tools (lesson plan, teaching materials, teaching media, and assessment) despite the online nature of the class, and 54% of the Pre-Service Teachers' s who took the online microteaching class said they were able to practice fundamental teaching skills despite the online nature of the class. Even though the session was held online, they indicated that they can use learning media to present lessons, indicating that 43% agreed with the conclusion. 45% of Pre-Service Teachers' s reported that, despite being conducted online, class activities adhere to class standards, including learning reviews, material explanations, acquiring fundamental teaching skills, and practicing correct teaching methods.

Furthermore, even if the class is taken online, 57% of participants strongly agreed with this statement, and 37% agreed, that participants can still get feedback on their teaching

methods from lecturers and peer recommendations. It was backed up by the participants, who said that they felt lecturers' and friends' input was extremely helpful in assessing their talents and helped them to become more aware of where their prior mistakes had occurred. 60% of participants said they could plan and supervise educational activities in accordance with the standards covered in microteaching lectures, and 25% said they could do so effectively.

Finally, it was discovered that Pre-Service Teachers' s had positive views of employing zoom-in pedagogical criteria. When asked how their online microteaching class went, a vast majority of respondents agreed, and many strongly agreed, that even though it was done online, most were able to comprehend and apply what they had learned. They can also create effective learning tools and comprehend teaching strategies. Evaluation in the form of comments and ideas from academics who teach and friends makes running online microteaching classes more efficient.

b). Pre-service Teacher's ' Perspective of Zoom Meeting in Terms of Sociocultural Criteria

In socio-cultural criteria, there were eight statements to see Pre-Service Teachers' perspectives of using Zoom meetings for English microteaching class

Table 2 Pre-service Teacher's ' Perspective of Zoom Meeting in Terms of Sociocultural Criteria

No	Statement	N%					Mean	Category
		S	D	N	A	SA		
1	Even though the lectures are online, I was able to interact and communicate with the lecturer about the lectures in a smooth, comfortable, and pleasant way.	1%	2%	7%	33%	57%	4.32	Positive
2	Effective social interaction between the lecturer, my friends and I occurred while we were together in the class	0%	2%	7%	33%	58%	4.32	Positive
3	Implementing online microteaching lectures gives me the chance to understand and get along with my friends and teachers (tolerance, solidarity, and empathy).	1%	0%	20%	59%	20%	3.79	Positive
4	Online lectures and microteaching make me feel more confident and capable. Improve my abilities to explore myself.	0%	9%	8%	62%	21%	3.78	Positive
5	The process is transparent during online microteaching lectures, for example, the process in	0%	0%	19%	50%	31%	4.00	Positive

	lectures is highly open and nothing is covered.							
6	There was never any cheating that affected me during the online microteaching lessons.	0%	2%	14%	28%	55%	4.11	Positive
7	Online microteaching lectures help me come up with innovative ways to do my teaching practice assignments.	0%	5%	19%	25%	51%	3.95	Positive
8	Online interactive learning application used for lectures Microteaching is simple and effective.	0%	0%	11%	47%	43%	4.26	Positive

The results of the Pre-Service Teachers' s' evaluation of the use of zoom meeting for English microteaching are presented in Table 2, categorized according to socio-cultural factors. 57% of participants strongly agreed that even if the class is taught online, interaction and communication between Pre-Service Teachers' s and lecturers flow easily, comfortably, and positive. Additionally, 33% of participants stated that social interaction between Pre-Service Teachers' s and lecturers works efficiently. As many as 59% of those who conducted the survey agreed with the statement that the adoption of an online microteaching class enabled them to comprehend the material and socialize with their peers and teachers (tolerance, solidarity, empathy). 62 % who took part in the study indicated that taking part in an online microteaching class makes them feel more secure and enables them to develop their capacity to explore their abilities. Although 11% and 8% of them gave contrasting responses. 50 percent of respondents said they agreed, and 31 percent said they strongly agreed, that there is transparency in the process during online microteaching classes. For example, there are no secrets, and the lecture process is entirely open and accessible to all Pre-Service Teachers' s. In addition, 55% of respondents strongly agreed, while 28% of respondents agreed, that during the course of the online micro-teaching, there has never been a scam that has affected them.

In addition, 48% of participants agreed and strongly disagreed that online microteaching courses support them to be more innovative and creative in presenting practical teaching assignments. 43% strongly agreed and 47% agreed that the online learning interactive application used for microteaching lectures is quite simple and practical. Some of them also said that the zoom application is the only application used in online microteaching classes because, in addition to its simple use, this application also has many features that are very helpful to support the lecture process.

Based on the data presented above, it is possible to conclude that Pre-Service Teachers' s' perceptions of using Zoom meetings for microteaching classes in socio-cultural criteria were positive. Several variables point to a favorable outcome, such as how the Zoom meeting tool supports easy social connections to guarantee that classes run smoothly. This

program also includes a number of features that are quite valuable to kids. These functions are important to the smooth functioning of the online microteaching class.

c. Pre-Service Teachers' s' Perspective of Zoom Meeting Use in Technical Criteria.

The following criterion is technical criteria. It was divided into 7 statements, which are listed in Table 3 below.

Table 3. Pre-Service Teachers' s' Perspective of Zoom Meeting Use in Technical Criteria

No	Statement	N%					Mean	Category
		S	D	N	A	SA		
1	I understand the material in microteaching courses, even if they're conducted online	0%	3%	19%	40%	37%	4.00	Positive
2	Microteaching lectures that are conducted online using interactive online learning software can still accomplish the target academic outcomes.	1%	3%	19%	47%	30%	3.84	Positive
3	I have no problems getting used to the interactive online learning tools that are used for lectures.	1%	0%	10%	54%	35%	4.16	Positive
4	In my experience, the interactive online learning application used is an application that is quite effective for carrying out microteaching lectures (because it can share videos, documents, photos, whiteboards, set learning dates)	0%	0%	18%	29%	54%	4.21	Positive
5	Interactive applications for online learning lectures that are used for online microteaching lectures are quite efficient to use	0%	3%	19%	46%	32%	4.00	Positive
6	The interactive online learning application that is used is able to support the online microteaching lecture process.	0%	0%	15%	49%	37%	4.11	Positive

7	I feel safe carrying out online micro teaching lectures through interactive applications for learning (such as: Whatsapp, Google classroom, Zoom meeting, etc.) because the security level of the application is updated and of high quality.	0%	0%	15%	60%	25%	4.16	Positive

As shown in Table 3 above, 40% agreed and 37% strongly agreed that the interactive online learning tools used during online microteaching lectures rarely present problems that are difficult for the Pre-Service Teachers' s to resolve. During the interview session, participants addressed the issues that typically occur, such as devices that do not connect, an unstable internet network, and delays in sharing screens, but they can deal with these problems. As many as 47% of participants agreed, and 30% strongly agreed, that the interactive online learning apps used for the microteaching class might still help the class reach its goal of completing lectures. One participant disagreed with the statement that they quickly adapt to interactive online learning tools like the zoom meetings utilized for the lecture process, even if 54% agreed and 35% strongly agreed with it.

According to the feedback provided, zoom meeting, an interactive online learning program that allows users to exchange videos, documents, images, whiteboards, and establish learning dates, is very useful for conducting online microteaching class. Even though just 29% of Pre-Service Teachers' s answered "disagree," 54% of Pre-Service Teachers' s said "definitely agree," and the remaining 7% were neutral. Many participants (46%) find the interactive programs used for microteaching lectures online to be useful (32%) and find them to be extremely useful (2%).

Overall, 49% of Pre-Service Teachers' s agree and 37% are in full agreement with the assertion that the online learning interactive program employed can support the online microteaching class process. Moreover, there is still a favorable response to the final question. 60% of participants agree, and 25% strongly agree, that they feel safe doing online microteaching classes through interactive applications for learning (such as WhatsApp, Google classroom, Zoom meeting, etc.). This is because the security level of the application is updated and of high quality.

In general, the Pre-Service Teachers' s' impression of zoom fitting technical criteria was positive. Rarely do Pre-Service Teachers' s encounter major challenges that are difficult to manage. With their creativity and novelty, they are also easily adaptable to interactive learning apps such as zoom meetings, making Pre-Service Teachers' s comfortable utilizing the zoom meeting application.

The findings of the Focus Discussion Group (FDG) interview showed that the first criterion for Pre-Service Teachers' s' perception of using Zoom Meeting for pedagogical microteaching was good. Teachers are change agents, so a potential teacher needs to have the correct level of self-confidence to improve, it is like what Suryani & Rismiyanto (2021) stated. In addition, Sihotang & Simorangkir (2021) and Chowdhary (2019) both agreed that a teacher's effectiveness is determined by the number of Pre-Service Teachers' s who comprehend his

lessons. Pre-Service Teachers' s will learn a variety of rules and knowledge through microteaching lectures. Of course, the lesson must be understood and mastered by every pupil. After the researcher collected data from the participants, the Pre-Service Teachers' s' opinions about using Zoom meetings for English microteaching lessons were largely favorable. Some of the attendees, however, had some negative opinions about using Zoom sessions for in-class microteaching.

Table 4. Negative Opinions About Using Zoom Sessions For In-Class Microteaching.

No	Statement
1	Do you understand the material taught by the lecturer when the lecture is taking place or you understand better when you see direct presentation friend? Explain!
2	How do you put the material and teaching methods you learned in college to use?
3	What media and teaching techniques did you master during online microteaching lectures?
4	How does your lecturer pack learning into the online microteaching courses that you attend? Is it a pleasant experience overall?
5	Can you explain on the feedback you receive? Do you consider this to be an effective way to assess your own abilities?
6	In your opinion, what teaching activities can be improved through this online process?
7	During online microteaching lectures, what technical problems did you encounter? How do you work around this?

The first criterion for evaluating the effectiveness of zoom meeting from an educational perspective is how Pre-Service Teachers' s perceive its use. According to questionnaire and interview data analysis, the majority of Pre-Service Teachers' s comprehend better when the lecturer explains the material. To illustrate the situation, there were participant quotes:

Possibly because of the lecturer's comments, when the lecturer makes comments, friends do not always provide the same explanations or modifications. – R3 In my experience, the lecturer's explanations make the online microteaching class more accessible - R1.

However, some of them have a deeper appreciation for education after watching the work of their peers in presentations. Several participant quotations were used to highlight the situation: I find it clearer and easier to understand than when a friend presents. A friend shows a video of him teaching Pre-Service Teachers' s or other Pre-Service Teachers' s before explaining it in a Zoom meeting, so that you can see what other friends say afterward. – R1

I agree with the person who said that I would understand the subject better if I had seen a friend give a presentation. This is because the lecturer says something about each part to show which ones fit and which ones don't. After my friends see them and say what they think about them, I will understand them better and remember more useful information. – R2

Almost all participants said that they were able to practice teaching therewith the learning steps consisting of the opening, the core, to the closing of the lesson even though the lectures were conducted online, some of them said that:

It feels like how to start the class, end the class activities, repeating the lesson is good enough. – R2, While Helda and Zaim (2021) found that online learning material had little success with Zoom, other researchers have found that the program can be useful as a learning aid. When applied to microteaching, however, its efficacy diminishes. Participants at the time of the interview believed that creating learning tools was the best way to acquire fundamentals of teaching. Because lecturers and peers will provide feedback when Pre-Service Teachers' s practice for teaching assignments, helping them to identify and correct any erroneous approaches and develop their practices over time. Comments and suggestions are included in specific sections; for instance, "if that fits, this component does not fit - R2."

Secondly, there is the cultural aspect to consider. In our microteaching session, Pre-Service Teachers' s and teachers communicated using Zoom meeting. Since Zoom meeting is a very efficient and straightforward program to support the lecture process, the Pre-Service Teachers' s had no prior exposure tolearning on other platforms. The flow of data and communication between instructors and Pre-Service Teachers' s is also smooth and efficient. They concluded that this Zoom webinar could help people better their communication and social skills based on the research of Roza (2021). In addition, 60% of participants agreed and 21% of participants strongly agreed that online microteaching lectures boost self-assurance and open doors to further personal growth and development.

Research by Dixon, et al. (2019) found outcomes similar to those of this study, including that the use of technology in microteaching sessions increased Pre-Service Teachers' s' self-assurance and provided a supportive setting in which they could reflect on their own teaching methods. The opposite was true for 11% of respondents. Despite the fact that 5% of participants were not convinced that online microteaching lectures helped them be more original and creative in presenting practical teaching assignments, the vast majority (25%) were convinced and (51% were very convinced). It is clear from the following claims that.We taught microteaching topics for junior high and high school on our own; it will be posted on zoom. – R1, R2 Material is recorded for junior high, but offline for high school. – R4, R5.

The final criterion is technical. Learning apps also help Pre-Service Teachers' s by making it easier to learn certain subjects (Mahmud., 2019). In line with this, Rismiyanto and Suryani (2021) say that using online teaching platforms has a number of benefits, such as helping teachers grow professionally and helping Pre-Service Teachers' s learn. They also say that Zoom meeting is the best application for giving online microteaching lectures. Based on the research data, 41% agree and 38% strongly agree with the statement that interactive online learning applications rarely cause problems that are hard for them to handle during online microteaching learning. Still talking about Roza (2021), the results of her research show that Pre-Service Teachers' s have a positive view of the technical side, thinking that the program is easy to use and that they rarely have serious problems. Some 3% of Pre-Service Teachers' s admitted to having issues while the lecture was happening. Common issues included the following.

When a video isn't working in class, it's possible to get around this problem by just uploading it to YouTube and playing it there. Playing videos that haven't been posted to

YouTube, however, can cause issues with playback and zooming. – R4, R5. Unfortunately, getting disconnected is the most common issue with the app, therefore we constantly look for new study locations so as not to miss any of our lecturers' classes. – R1

Perhaps the video is playing a little bit late because when we share the screen, our laptop already has it open but other people's haven't. – R1

As a result of the data analysis, it is possible to draw the conclusion that every indication in the questionnaire and the interview for the Focus Discussion Group exhibits excellent and highly favorable outcomes. If the lecturer explains the course material, the majority of the Pre-Service Teachers' s comprehend it better. However, when they observe presentations from their friends, some of them also comprehend the value of learning more clearly. Nearly all of the Pre-Service Teachers' s reported being able to do the teaching practice along with the learning processes, which include opening, leading, and concluding the session. The flow of information and communication between Pre-Service Teachers' s and lecturers is also smooth and effective. Finally, practically all of the Pre-Service Teachers' s concur that using Zoom Meeting as a medium rarely results in issues that are challenging to resolve.

CONCLUSION

Pre-Service Teachers' s usually view the usage of zoom meetings for English microteaching in class, according to the study and data presented. Pre-Service Teachers' s are still able to understand the material, learn teaching methods, put them into practice, and develop learning tools even though lectures are presented online. While receiving constructive criticism for their performance and encouraging reviews for their abilities and personal growth, Pre-Service Teachers' s can also practice teaching fundamentals.

Additionally, a sizable portion of the class thought that social interaction was beneficial even though the course was online as long as the information and communication lectures went easily and comfortably. The Pre-Service Teachers' s believe that the decision to use the zoom meeting application as a tool to aid in the implementation of the study was a wise one because it is easy to use, practical, and packed with tools that help learning so that the lecture's intended goal is still achieved. Even said, Pre-Service Teachers' s who participate in online microteaching classes may always work around technological issues that they frequently encounter, such as disconnects and other issues like lags when using the application.

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