



Department of Digital Business

**Journal of Artificial Intelligence and Digital Business (RIGGS)**

Homepage: <https://journal.ilmudata.co.id/index.php/RIGGS>

Vol. 5 No. 2 (2026) pp: 9838-9845

P-ISSN: 2963-9298, e-ISSN: 2963-914X

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## Analyzing Students' Feedback on Pre-Service Teachers' Teaching Strategies in Eenglish as a Foreign Language Classrooms

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### Abstract

*The effectiveness of teaching strategies plays a crucial role in facilitating students' learning experiences, particularly in English as a Foreign Language (EFL) classrooms where exposure to English is often limited. As part of their professional preparation, pre-service teachers are expected to implement instructional strategies that support students' engagement and comprehension during teaching practicum programs. However, previous studies have predominantly focused on quantitative evaluations of teaching performance, providing limited insight into students' detailed perspectives regarding the teaching strategies employed by pre-service teachers. Therefore, this study aimed to analyze students' feedback on pre-service teachers' teaching strategies in EFL classrooms. This study employed a qualitative descriptive design involving senior high school students who attended EFL classes taught by pre-service teachers during their teaching practicum. Participants were selected through purposive sampling. Data were collected through open-ended questionnaires and semi-structured interviews and analyzed using thematic analysis. The findings revealed four major themes influencing students' perceptions: clarity of material delivery, teacher-student interaction, student engagement techniques, and the use of varied teaching methods. Students generally responded positively to instructional strategies that encouraged active participation, interactive communication, and meaningful learning experiences. Activities such as group discussions, games, and question-and-answer sessions were perceived as effective in enhancing motivation and classroom engagement. Nevertheless, some students reported difficulties in understanding lessons when complex English expressions were used. This study contributes to the field of EFL pedagogy and teacher education by highlighting the importance of student feedback as a valuable source for evaluating and improving teaching practices.*

**Keywords:** *Students' Feedback, Pre-Service Teachers, Teaching Strategies, EFL Classroom, Qualitative Study, Teaching practicum.*

### 1. Introduction

The quality of teaching is a fundamental factor influencing students' learning outcomes, particularly in English as a Foreign Language (EFL) classrooms where students have limited exposure to English outside school environments. In such contexts, the effectiveness of teaching strategies plays a crucial role in facilitating students' comprehension, engagement, and language acquisition. Pre-service teachers, as prospective educators, are required to demonstrate pedagogical competence during their teaching practicum, including the ability to implement appropriate instructional strategies that meet students' needs. The relevance of this issue is increasingly important in today's educational landscape, where student-centered learning and reflective teaching practices are strongly emphasized. Recent educational practices also highlight the importance of feedback as a tool for improving teaching quality, with students being recognized as key contributors to evaluating classroom practices (Park & Lee, 2019).

Previous studies have explored various aspects of teaching performance and students' perceptions in educational settings. Research indicates that effective teaching strategies, such as clear instruction, interactive activities, and engaging learning environments, significantly influence students' motivation and achievement (Lee & Lee, 2020). In addition, studies on pre-service teachers emphasize the importance of teaching practicum as a critical phase in developing pedagogical competence (Nguyen & Hoang, 2021). However, most existing research tends to rely on quantitative methods, focusing on measuring students' perceptions through structured questionnaires and numerical data (Smith & Brown, 2018). While these studies provide valuable insights, they often overlook the depth and richness of students' experiences and interpretations regarding teaching strategies used in the classroom.

Despite the growing body of research, there remains a gap in the literature concerning the qualitative exploration of students' feedback on pre-service teachers' teaching strategies, particularly in senior high school EFL contexts. Many studies focus on in-service teachers or general teaching effectiveness without specifically examining how students interpret and describe the instructional strategies implemented by pre-service teachers. Furthermore, limited attention has been given to analyzing students' feedback in a qualitative manner that captures their lived experiences and perspectives in detail. This gap highlights the need for research that goes beyond numerical evaluation and provides a deeper understanding of students' viewpoints regarding teaching strategies (Patil & Sukumar, 2022).

In the context of EFL learning, students' feedback is increasingly recognized as an essential source of information for evaluating and improving instructional practices. Feedback provides insights into how students perceive classroom experiences, how they respond to particular teaching methods, and which aspects of instruction facilitate or hinder their learning. Unlike formal assessments that primarily measure learning outcomes, feedback allows educators to understand the processes that shape those outcomes. Through students' perspectives, teachers can gain a clearer understanding of classroom dynamics and identify areas that require improvement. For pre-service teachers, who are still developing their professional identities and pedagogical skills, such feedback can serve as a valuable resource for reflection and professional growth.

The concept of reflective teaching has gained significant attention in teacher education programs around the world. Reflective teaching refers to the process through which teachers critically examine their instructional practices, evaluate their effectiveness, and make informed decisions for future improvement. Student feedback plays a central role in this process because it offers direct evidence of how teaching practices are experienced by learners. According to educational theorists, effective reflection requires teachers to consider multiple perspectives, including those of students, colleagues, and mentors. Therefore, gathering and analyzing student feedback can help pre-service teachers become more aware of the impact of their instructional decisions and encourage continuous professional development.

Moreover, the shift toward learner-centered education has strengthened the importance of understanding students' voices in educational research. Traditional teacher-centered approaches often position students as passive recipients of knowledge, whereas contemporary educational paradigms emphasize active participation, collaboration, and shared responsibility for learning. Within this framework, students are viewed not only as learners but also as stakeholders whose opinions and experiences can contribute to the improvement of educational practices. Consequently, investigating students' feedback on teaching strategies can provide meaningful insights into the extent to which instructional practices align with learners' expectations and needs.

In EFL classrooms, teaching strategies are particularly significant because language learning involves complex cognitive, social, and affective processes. Students are required to develop various language skills, including listening, speaking, reading, and writing, while simultaneously building confidence in using a foreign language. Effective teaching strategies can support these processes by creating opportunities for meaningful communication, encouraging active participation, and reducing anxiety associated with language learning. Conversely, ineffective instructional approaches may limit students' engagement and negatively affect their motivation to learn. Therefore, understanding how students perceive different teaching strategies is crucial for enhancing the quality of EFL instruction.

Teaching practicum programs provide pre-service teachers with opportunities to apply theoretical knowledge in real classroom settings. During this period, they are expected to demonstrate their ability to plan lessons, manage classrooms, deliver instructional content, and assess student learning. However, many pre-service teachers encounter challenges as they transition from theory to practice. They may struggle to adapt teaching materials to students' proficiency levels, manage diverse classroom behaviors, or select appropriate instructional methods. These challenges highlight the importance of examining students' feedback, as it can reveal how teaching strategies are received and interpreted by learners in authentic educational contexts.

Research suggests that students often evaluate teaching effectiveness based on several factors, including clarity of explanation, classroom interaction, teacher enthusiasm, and opportunities for participation. Teachers who communicate clearly and provide understandable explanations are generally perceived as more effective because they help students comprehend complex concepts more easily. Similarly, teachers who foster interactive learning environments tend to receive positive evaluations because they encourage students to become actively involved in the learning process. Such findings indicate that students are capable of providing valuable observations regarding instructional quality and classroom experiences.

Furthermore, classroom interaction has been identified as a key component of successful language learning. Interaction allows students to negotiate meaning, practice language use, and receive immediate feedback from teachers and peers. Through discussions, collaborative activities, and question-and-answer sessions, students are able to develop both linguistic competence and communicative confidence. Consequently, teaching strategies that promote interaction are often associated with higher levels of student engagement and motivation. Investigating students' feedback on these strategies can therefore contribute to a better understanding of effective EFL teaching practices.

Another important aspect of teaching strategies is the use of varied instructional methods. Contemporary classrooms are characterized by diverse student populations with different learning preferences, abilities, and backgrounds. As a result, teachers are encouraged to employ a range of teaching techniques to accommodate these differences. The use of multimedia resources, cooperative learning activities, educational games, and project-based tasks can help create more engaging and inclusive learning environments. Students' feedback regarding these methods can provide useful information about which approaches are most effective in supporting their learning and maintaining their interest.

The present study is situated within this broader educational context and seeks to contribute to existing literature by focusing specifically on students' feedback regarding the teaching strategies of pre-service teachers. Rather than relying solely on numerical ratings or predetermined survey categories, this research adopts a qualitative approach that allows students to express their thoughts, experiences, and perceptions in their own words. This approach is particularly valuable because it captures nuances and complexities that may not be evident through quantitative measures alone. By exploring students' perspectives in depth, the study aims to generate a richer understanding of how teaching strategies are experienced in EFL classrooms.

In addition, the study recognizes that students' feedback is influenced by contextual factors such as classroom culture, teacher-student relationships, and individual learning experiences. Therefore, qualitative investigation is well suited to examining these contextual dimensions and uncovering patterns that might otherwise remain unnoticed. Through thematic analysis, the study seeks to identify recurring themes and insights that reflect students' evaluations of instructional practices. These findings may contribute to the development of more effective teacher education programs and support pre-service teachers in refining their pedagogical approaches.

Ultimately, understanding students' feedback is essential for promoting educational quality and fostering continuous improvement in teaching. By listening to students' voices, educators can gain valuable perspectives on what works well in the classroom and what aspects require further attention. For pre-service teachers, such insights can inform reflective practice and help bridge the gap between theoretical preparation and classroom reality. As educational systems continue to emphasize accountability, learner-centeredness, and evidence-based practice, research on students' feedback becomes increasingly relevant and necessary.

Therefore, this study not only addresses an existing gap in the literature but also responds to contemporary educational priorities that emphasize the importance of student perspectives in evaluating and enhancing teaching effectiveness. Through a detailed exploration of students' feedback on pre-service teachers' teaching strategies in EFL classrooms, the research aims to provide meaningful contributions to both theory and practice, ultimately supporting the preparation of competent, reflective, and responsive future educators.

Based on this gap, this study aims to analyze students' feedback on pre-service teachers' teaching strategies in EFL classrooms. The novelty of this research lies in its focus on qualitative thematic analysis to explore students' perspectives in depth, providing a more nuanced understanding of instructional practices compared to traditional quantitative approaches. This study is expected to contribute theoretically by enriching the discourse on EFL pedagogy and teacher education, particularly in relation to the role of students' feedback as an evaluative tool. Practically, the findings may provide valuable insights for teacher education institutions in improving teaching practicum programs and supporting pre-service teachers in developing more effective and responsive teaching strategies.

## **2. Research Methods**

### **Research Design**

This study employed a qualitative descriptive research design to analyze students' feedback on pre-service teachers' teaching strategies in EFL classrooms. A qualitative approach was chosen because the study aims to explore students' perspectives, experiences, and interpretations in depth rather than to quantify variables. Qualitative descriptive design enables the researcher to present a comprehensive and straightforward description

of participants' views in their natural setting. This design is particularly suitable for understanding how students perceive and evaluate instructional strategies implemented during teaching practicum (Creswell & Poth, 2018).

### **Population and Sample**

The population of this study consisted of senior high school students who were enrolled in EFL classes taught by pre-service teachers during their teaching practicum. The sample was selected using purposive sampling, which involves selecting participants who have direct experience with the phenomenon being studied. The inclusion criteria required students to have attended multiple teaching sessions conducted by the pre-service teacher to ensure they had sufficient exposure to the instructional strategies being analyzed. No specific exclusion criteria were applied except for students who did not participate in the practicum sessions. The number of participants was determined based on data saturation, meaning that data collection was continued until no new themes or significant information emerged (Palinkas et al., 2017).

### **Data Collection Procedures**

Data were collected through both indirect and direct methods, namely open-ended questionnaires and semi-structured interviews. Initially, the researcher distributed an open-ended questionnaire to students after several teaching sessions had been completed. This allowed participants to provide written feedback regarding the teaching strategies used by the pre-service teacher. Following this, semi-structured interviews were conducted with selected participants to gain deeper insights into their responses and to clarify emerging themes. The interviews were conducted in a comfortable setting within the school environment and were audio-recorded with participants' consent. All collected data were documented and organized systematically for further analysis.

### **Research Instruments**

The instruments used in this study included an open-ended questionnaire and an interview guide. The questionnaire was designed to elicit students' perceptions of various aspects of teaching strategies, such as instructional clarity, classroom interaction, engagement techniques, and overall effectiveness of teaching practices. The interview guide consisted of open-ended and probing questions aimed at exploring students' responses in greater depth. The instruments were developed based on relevant literature in EFL teaching strategies and pedagogical competence. To ensure validity, the instruments were reviewed by experts in English education, and necessary revisions were made based on their feedback.

### **Data Analysis Procedures**

The data obtained from the questionnaires and interviews were analyzed using thematic analysis. The analysis process consisted of several stages: data familiarization, coding, theme development, and interpretation. First, all interview data were transcribed verbatim, and data from the questionnaires were compiled into a single document. Second, the researcher conducted an initial coding process by identifying units of meaning relevant to students' perceptions of teaching strategies. Third, codes with commonalities were then grouped into broader categories and themes. Finally, these themes were interpreted to draw conclusions regarding the characteristics and effectiveness of the learning strategies used. To enhance data validity, member checking and peer debriefing techniques were employed (Braun & Clarke, 2022; Nowell et al., 2017).

### **Implementation Procedures**

This research was conducted in several stages. First, the researcher sought permission from the school and coordinated with pre-service teachers. Second, the researcher conducted initial observations of the learning process during teaching practice to understand the classroom context. Third, after several learning sessions had taken place, an open-ended questionnaire was distributed to the students. Fourth, the questionnaire results were preliminarily analyzed to identify key themes and determine which participants would be interviewed. Fifth, semi-structured interviews were conducted according to a predetermined schedule. Throughout the research process, the researcher also took field notes to document conditions and situations that could influence the research results.

### **Ethical Considerations**

This study was conducted in accordance with the ethical principles governing research involving human participants. Prior to data collection, the researcher obtained permission from the school. Participants were provided with an explanation of the study's objectives, as well as their rights as participants. Informed consent was obtained before the study began. Participant confidentiality and anonymity were maintained by using pseudonyms and removing information that could identify participants. Participation in the study was voluntary, and participants had the right to withdraw at any time without consequences. All data were stored securely and used solely for research purposes.

### **3. Results and Discussions**

#### **Presentation of Research Findings**

The results of this study were obtained from open-ended questionnaires and semi-structured interviews administered to high school students enrolled in EFL classes taught by pre-service teachers. The collected data consisted of written responses and interview transcripts, which were then analyzed using thematic analysis. Based on the analysis, several main themes were identified regarding students' perceptions of the teaching strategies used by pre-service teachers, namely: (1) clarity of material delivery, (2) teacher-student interaction, (3) student engagement techniques, and (4) the use of varied learning methods.

Most students reported that the strategies used were quite helpful in helping them understand the material, especially when teachers used concrete examples and simple explanations. In addition, students also highlighted the importance of two-way interaction in enhancing the learning environment in the classroom. The research findings are presented in a descriptive narrative format to provide an in-depth account of the students' experiences and perceptions.

#### **Result by Research Objective**

Based on the research objective which was to analyze students' feedback on pre-service teachers' teaching strategies in EFL classrooms the results indicate that students have varied perceptions of the strategies employed.

First, regarding the clarity of material delivery, most students felt that the pre-service teachers were able to explain the material clearly enough, although some students still had difficulty understanding certain terms in English.

Second, regarding classroom interaction, students stated that teachers who actively engage students in discussions and provide opportunities to ask questions tend to be more popular. This indicates that interactive strategies have a positive impact on student engagement.

Third, regarding student engagement, the use of activities such as games, group discussions, and Q&A sessions was found to enhance student participation in learning.

Fourth, variety in teaching methods is also a key factor; students reported feeling more engaged when teachers employed diverse approaches rather than relying solely on lectures.

#### **Statistical Test Results or Data Analysis**

Because this study employed a qualitative approach, no statistical tests such as hypothesis testing or p-value calculations were conducted. Data analysis was carried out through a process of coding and thematic grouping. From this process, general patterns emerged that describe students' perceptions of pre-service teachers' teaching strategies. The frequency of theme occurrence indicates that the aspects of student interaction and engagement were most frequently cited by participants as important factors in learning.

#### **Key Findings**

The main findings of this study indicate that teaching strategies focused on student interaction and engagement have a significant impact on students' positive perceptions. In addition, clarity in presenting the material and variety in teaching methods are also important factors in supporting the effectiveness of learning. Conversely, strategies that do not sufficiently engage students tend to receive less positive responses.

#### **Discussion**

The results of this study indicate that students pay close attention to how teaching strategies are implemented in the classroom. Clarity in presenting material, active interaction, and student engagement are the primary factors influencing their perceptions of learning effectiveness. These findings suggest that student-centered teaching strategies are more effective in creating positive learning experiences. Thus, the results of this study address the research objective, which is to understand how students evaluate the teaching strategies of pre-service teachers in EFL classrooms.

The findings of this study are consistent with previous research indicating that interactive and communicative teaching strategies can enhance student motivation and participation in language learning (Lee & Lee, 2020). Furthermore, research by Nguyen and Hoang (2021) also indicates that pre-service teachers' ability to manage classroom interactions significantly influences learning success. However, unlike previous quantitative studies that merely measured student satisfaction levels, this study provides a more in-depth understanding of students' experiences during the learning process.

Some findings in this study also indicate results that do not fully align with expectations. Although the majority of students provided positive feedback, some students found it difficult to follow the lessons due to the use of overly complex English. This suggests that the ability to adapt language difficulty to students' proficiency levels remains a challenge for pre-service teachers. Additionally, limited teaching experience may also affect the effectiveness of the strategies employed.

Theoretically, this study contributes to the advancement of EFL research and teacher education, particularly in understanding the role of student feedback as a source of learning assessment. Practically, the findings of this study can serve as a guide for educational institutions in improving the quality of teaching practicum programs and assist pre-service teachers in developing more effective teaching strategies that are responsive to students' needs.

However, this study has several limitations. First, the limited number of participants may affect the generalizability of the findings. Second, this study was conducted in only one school setting, so the results may not necessarily be applicable to different contexts. Third, the data obtained rely entirely on students' subjective perceptions.

Given these limitations, future research is recommended to involve a larger number of participants and use a mixed-methods approach to obtain more comprehensive results. Additionally, future research could also explore the relationship between teaching strategies and student learning outcomes in greater depth.

## Discussion

The findings of this study highlight the importance of teaching strategies in shaping students' learning experiences in EFL classrooms. Students' feedback demonstrates that the effectiveness of teaching is not solely determined by the teacher's mastery of the subject matter but also by the ability to deliver the material in a way that is understandable, engaging, and responsive to learners' needs. The positive responses toward pre-service teachers who used interactive and varied teaching approaches suggest that students value learning environments where they can actively participate rather than passively receive information.

One of the most prominent findings concerns the clarity of material delivery. Students generally appreciated teachers who explained concepts using simple language, concrete examples, and step-by-step instructions. This finding can be understood through the perspective of constructivist learning theory, which emphasizes that learners build knowledge based on their prior experiences and understanding. When teachers provide clear explanations and relatable examples, students are better able to connect new information with existing knowledge structures. In EFL contexts, where students are learning a foreign language, the importance of clarity becomes even greater because linguistic barriers may hinder comprehension. Therefore, pre-service teachers need to develop the ability to simplify complex concepts without reducing the academic value of the content.

The study also reveals that classroom interaction plays a crucial role in influencing students' perceptions of teaching effectiveness. Students expressed a preference for teachers who encouraged discussions, invited questions, and responded actively to students' contributions. This finding supports communicative language teaching principles, which emphasize interaction as a fundamental component of language learning. Through interaction, students are not only exposed to language input but are also given opportunities to practice language use in meaningful contexts. The positive perception of interactive teachers suggests that students view learning as a collaborative process rather than a one-way transfer of knowledge. Consequently, pre-service teachers should be encouraged to create learning environments where communication flows freely between teachers and students.

Another significant finding relates to student engagement. Activities such as games, group work, and question-and-answer sessions were frequently mentioned as factors that increased students' participation and interest in learning. This result indicates that engagement is closely linked to the use of active learning strategies. Educational research has consistently shown that students learn more effectively when they are actively involved in the learning process. By participating in discussions, solving problems collaboratively, or engaging in educational games, students become more motivated and attentive. In the context of EFL learning, active engagement is particularly important because language acquisition requires continuous practice and meaningful interaction. The findings suggest that pre-service teachers who successfully involve students in classroom activities are more likely to create positive learning experiences.

The importance of varied teaching methods also emerged as a major theme. Students reported that lessons became more enjoyable and less monotonous when teachers combined different instructional techniques. This finding aligns with theories of differentiated instruction, which emphasize the need to accommodate diverse learning preferences and abilities. Since students possess different learning styles, relying exclusively on lectures may not effectively address the needs of all learners. By integrating discussions, multimedia resources, games, collaborative tasks, and individual activities, teachers can create a more inclusive learning environment. The

positive responses toward varied teaching methods indicate that students appreciate instructional flexibility and innovation in the classroom.

At the same time, the findings reveal certain challenges faced by pre-service teachers. Some students reported difficulties in understanding lessons when teachers used English that was too advanced for their proficiency level. This issue highlights the delicate balance that teachers must maintain between providing authentic language exposure and ensuring comprehensibility. According to Krashen's Input Hypothesis, language learning occurs most effectively when learners are exposed to input that is slightly above their current level of competence but still understandable. If the language used is excessively difficult, students may become confused, frustrated, or disengaged. Therefore, pre-service teachers need to carefully assess students' language abilities and adjust their instructional language accordingly.

The challenge of adapting language use may also be connected to the limited teaching experience of pre-service teachers. Unlike experienced educators who have developed classroom management skills and pedagogical flexibility through years of practice, pre-service teachers are still in the process of refining their professional competencies. As a result, they may encounter difficulties in selecting appropriate teaching strategies, responding to unexpected classroom situations, or modifying lessons based on students' needs. Nevertheless, the generally positive feedback obtained in this study suggests that despite these challenges, many pre-service teachers demonstrate considerable potential in creating effective learning experiences.

Furthermore, the findings underscore the value of student feedback as an important source of information for teacher development. Student feedback provides direct insights into how teaching strategies are perceived and experienced by learners. Unlike formal assessments that primarily measure academic achievement, feedback captures students' perspectives regarding classroom processes, teacher behavior, and learning experiences. By reflecting on student feedback, pre-service teachers can identify strengths and areas for improvement in their instructional practices. This reflective process is essential for professional growth because it encourages teachers to become more aware of the impact of their actions on student learning.

From a teacher education perspective, the findings emphasize the importance of preparing pre-service teachers to implement student-centered instructional approaches. Teacher preparation programs should not only focus on theoretical knowledge but also provide opportunities for prospective teachers to practice interactive teaching strategies, classroom communication skills, and adaptive instructional techniques. Practical experiences such as microteaching sessions, teaching practicums, and reflective discussions can help pre-service teachers develop the competencies required to respond effectively to diverse classroom situations. In addition, teacher education institutions should encourage future teachers to view student feedback as a valuable tool for continuous improvement rather than merely as an evaluation mechanism.

The findings also have implications for schools that host teaching practicum programs. Schools play a significant role in supporting pre-service teachers by providing mentoring, guidance, and constructive feedback. Collaboration between mentor teachers and pre-service teachers can facilitate the development of effective teaching practices and help bridge the gap between educational theory and classroom reality. By creating supportive learning environments for both students and pre-service teachers, schools can contribute to the overall quality of teacher preparation.

Overall, the findings of this study reinforce the idea that effective EFL teaching requires more than content knowledge alone. Successful teaching depends on the ability to communicate clearly, foster meaningful interaction, engage students actively, and employ a variety of instructional methods. Students' feedback demonstrates that these elements significantly influence their perceptions of learning effectiveness and classroom satisfaction. Consequently, pre-service teachers should continue developing these competencies to enhance their professional readiness and improve the quality of EFL instruction. The results ultimately confirm that student-centered and interactive teaching strategies are essential components of successful language learning environments and should remain a central focus of teacher education programs.

#### **4. Conclusion**

This study aims to analyze student feedback on the teaching strategies used by pre-service teachers in EFL classrooms. Based on the results, it was found that students placed great emphasis on the clarity of material delivery, classroom interaction, student engagement, and the variety of teaching methods. Interactive and student-centered strategies were found to elicit more positive perceptions, as they were able to enhance participation, understanding, and comfort in learning. Thus, the results of this study indicate that the effectiveness of pre-service teachers' teaching strategies is strongly influenced by their ability to create communicative learning experiences

that are responsive to students' needs. This study aims to analyze student feedback on the teaching strategies used by pre-service teachers in EFL classrooms. Based on the results, it was found that students placed great emphasis on the clarity of material delivery, classroom interaction, student engagement, and the variety of teaching methods. Interactive and student-centered strategies were found to elicit more positive perceptions, as they were able to enhance participation, understanding, and comfort in learning. Thus, the results of this study indicate that the effectiveness of pre-service teachers' teaching strategies is strongly influenced by their ability to create communicative learning experiences that are responsive to students' needs. The results of this study also indicate that the research objectives have been achieved, namely to gain a deeper understanding of how students evaluate and respond to teaching strategies in EFL classrooms. Nevertheless, this study has limitations, particularly regarding the small number of participants and the fact that the research was conducted in only one school; therefore, the results cannot yet be widely generalized. Furthermore, the data obtained relies on students' subjective perceptions. Therefore, future research is recommended to involve a more diverse group of participants, employ a mixed-methods approach, and explore the relationship between teaching strategies and student learning outcomes more comprehensively.

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