THE IMPLEMENTATION OF INNOVATIVE LEARNING IN ENGLISH LANGUAGE TEACHING CLASSROOM

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ABSTRAK

Studi ini mengkaji bagaimana calon guru di Kelas A Universitas Negeri Medan menerapkan strategi pembelajaran inovatif dalam pengajaran mikro Bahasa Inggris. Dengan menggunakan teori konstruktivis dan kerangka kerja Pembelajaran Visible Hattie, penelitian ini mengidentifikasi strategi yang digunakan dan bagaimana strategi tersebut diimplementasikan. Melalui observasi kualitatif dan wawancara, studi ini menemukan bahwa guru menggunakan visual PowerPoint, permainan interaktif, kehadiran kreatif, penjelasan kontekstual, tugas eksploratif, dan kerja kelompok. Strategi-strategi ini mendorong pembelajaran aktif dan interaksi sosial. Efektivitasnya meningkat melalui tujuan pembelajaran yang jelas, kriteria keberhasilan, umpan balik, dan penilaian berkelanjutan. Studi ini menyimpulkan bahwa menggabungkan konstruktivisme dengan Pembelajaran Visible menciptakan praktik pengajaran mikro yang efektif dan menarik.

Kata Kunci: Pengajaran, Inovasi, Teknologi.

ABSTRACT

This study examines how pre-service teachers in Class A at Universitas Negeri Medan applied innovative learning strategies in English micro teaching. Using constructivist theory and Hattie's Visible Learning framework, the research identifies the strategies used and how they were implemented. Through qualitative observation and interviews, the study found that teachers used PowerPoint visuals, interactive games, creative attendance, contextual explanations, exploratory tasks, and group work. These strategies encouraged active learning and social interaction. Their effectiveness increased through clear learning goals, success criteria, feedback, and continuous assessment. The study concludes that combining constructivism with Visible Learning creates effective and engaging micro teaching practices.

Keywords: *Teaching, Innovation, Technology.*

A.   INTRODUCTION

In current English language learning, teachers face the enormous challenge of creating a learning process that is meaningful, interesting, and relevant to students' real lives. Technological developments and paradigm shifts towards student-centered learning require teachers to apply innovative learning strategies. Innovative strategies are considered important because they can transform the classroom atmosphere into a more lively one, foster learning motivation, and improve students' critical thinking skills. Richards and Rodgers (2014) explain that innovation in language teaching involves designing learning activities that enable students to construct their own knowledge through experience, reflection, and interaction. However, in Indonesia, English language learning practices still tend to focus on memorization and grammatical structure, so that students are often passive and do not participate actively in the learning process. This shows the importance of applying innovative learning strategies to create learning that is more interactive, contextual, and student-centered.

Theoretically, this research is based on the constructivist theory developed by Jean Piaget and Lev Vygotsky. Both emphasize that learning is an active process in which students construct their own knowledge through experience and social interaction. Piaget, through his theory of cognitive constructivism, explains that learning occurs through two main processes, namely assimilation and accommodation, in which students connect new information with their existing knowledge structures and adjust them to fit their new experiences (Piaget, 1970). In the context of English language learning, this process is evident when students discover language patterns independently through exploratory activities such as discovery learning. Meanwhile, Vygotsky (1978), through his social constructivism theory, emphasizes the importance of social and cultural interaction in shaping the learning process. He highlights that knowledge is constructed through communication, collaboration, and shared experiences among learners. Based on this view, innovative learning based on constructivism places students as active learners who construct meaning through experience, collaboration, and reflection on their learning environment.

Additionally, this research also draws upon John Hattie's Visible Learning theory (2008), which emphasizes the importance of making learning visible and measurable through clear instructional practices. Hattie's framework provides essential parameters for understanding how innovative learning strategies are effectively implemented in teaching practice. The theory highlights five key elements that contribute to successful learning implementation: clear learning intentions that communicate what students will learn, explicit success criteria that help students understand what achievement looks like, effective feedback that guides improvement, teacher clarity in presenting materials, and assessment for learning that monitors understanding rather than merely assigning grades. These principles are particularly relevant for understanding how pre-service English teachers at Universitas Negeri Medan implement innovative learning strategies in their micro teaching practice, as they provide concrete indicators of effective strategy implementation.

Initial observations in the micro teaching sessions of English Education students in Class A at Universitas Negeri Medan show that pre-service teachers have implemented several innovative learning strategies, such as the use of humor, contextual examples, and linking the material to the students' regional languages. These strategies have succeeded in creating an interactive learning atmosphere and encouraging active student involvement. Students appear more confident and motivated to participate in discussions. However, there is still a research gap in understanding how these innovative strategies are planned, implemented consistently, and impact student involvement and understanding. Most previous studies only reviewed learning innovation from a theoretical perspective without highlighting empirical practices in micro teaching contexts, especially in the context of Indonesian pre-service teacher education (Hafidurrahman & Dwiaryanti, 2024). This gap is the important basis for conducting this study to provide a deeper understanding of the actual application of innovative learning strategies.

This study focuses on analyzing the application of innovative learning strategies in micro teaching practice by pre-service teachers in Class A at Universitas Negeri Medan. The main objective is to identify the types of strategies used by pre-service teachers and describe how these strategies are applied to create interactive and meaningful learning experiences. Specifically, this study seeks to answer two main questions, namely: (1) what

innovative learning strategies are applied in micro teaching practice, and (2) how are these strategies implemented by pre-service teachers in the teaching and learning process.

Previous studies have shown that innovative learning approaches can improve the effectiveness of English language teaching. Rafiqa et al. (2024) found that discovery learning promotes critical thinking skills and grammar comprehension through exploratory activities. Ampa and Nurqalbi (2021) proved that collaborative learning increases students' motivation and confidence in communicating in English. In addition, Hafidurrahman and Dwiaryanti (2024) emphasized that the integration of digital media such as Padlet and Canva is in line with the principles of constructivism because it encourages creativity, collaboration, and reflection among students. However, most of these studies have not explained in detail how these innovative strategies are applied in the context of micro teaching in Indonesian pre-service teacher education. Therefore, this study attempts to fill this gap by providing empirical evidence on the practical application of innovative constructivist-based learning strategies in micro teaching at the university level.

B.   LITERATURE REVIEW

Constructivism is one of the most influential learning theories in the development of modern educational paradigms. This theory emphasizes that learning is an active process in which learners construct their own knowledge through experience, interaction, and reflection on their environment. From the constructivist perspective, learning does not occur through the passive reception of information provided by the teacher, but through the learner's process of discovering meaning independently. The teacher's role is not as the primary source of knowledge but as a facilitator who helps students connect new experiences with their existing understanding. This concept serves as an essential foundation for innovative learning in English Language Teaching (ELT), as it places students at the center of the learning process and views language as a tool for thinking, expressing, and engaging in social interaction.

Jean Piaget, through his theory of cognitive constructivism, explains that learning occurs through two main processes: assimilation and accommodation. In assimilation, learners connect new information with existing knowledge structures, while in accommodation, they adjust their thinking structures to comprehend new experiences.

The balance between these two processes is called equilibration, a stable condition that signifies successful cognitive adaptation. In the context of English learning, this concept can be observed when students learn new grammar or vocabulary through exploration and pattern discovery activities. For example, in discovery learning, the teacher provides authentic texts or simple dialogues without directly explaining grammatical rules. Students are asked to observe word patterns, infer grammatical functions, and then discuss their findings in groups. Such an approach encourages students to think critically and construct their own understanding of language structures. Rafiqa et al. (2024) found that exploratory activities of this kind foster curiosity and enhance conceptual understanding because students experience meaningful and independent learning processes.

Meanwhile, Lev Vygotsky developed the theory of social constructivism, which emphasizes the importance of interaction and cultural context in shaping the learning process. According to Vygotsky (1978), knowledge is built through communication, collaboration, and shared experiences, in which language becomes the primary tool for constructing thought. In English language learning, this can be implemented through activities emphasizing cooperation and social interaction, such as group discussions, peer feedback, or role-play. For instance, when students work in pairs to write a conversation or conduct an interview simulation, they not only practice linguistic structures but also co-construct meaning through the exchange of ideas. Ampa and Nurqalbi (2021) found that collaborative learning strategies based on social interaction strengthen students' motivation and confidence in speaking English, as they learn from peers and feel they play an active role in the learning process. Thus, Vygotsky's theory provides a strong foundation for innovative learning that focuses on social interaction and communication as the keys to constructing language knowledge.

In addition to cognitive and social aspects, constructivism also highlights the importance of context and authentic experience in learning. Learning environments that are relevant to students' real-life situations help them connect language concepts to practical usage. Hafidurrahman and Dwiaryanti (2024) emphasize that learning integrating digital technology aligns with modern constructivist views because it enables contextual, collaborative, and reflective learning. For example, using media such as Padlet, Canva, or Google Classroom allows students to upload ideas, discuss, and present

language projects creatively. In this context, technology functions as a mediating tool that expands the space for interaction and allows students to experiment with language in real-life situations. The teacher acts as a facilitator who provides guidance, open-ended questions, and feedback rather than a sole instructor. Thus, technology-based learning becomes a manifestation of constructivism that combines cognitive, social, and cultural activities within a dynamic learning ecosystem.

The parameters of constructivist theory include several key elements that serve as the foundation for innovative learning design. High student activity levels demonstrate their engagement in constructing meaning independently, while social interaction becomes the main medium for knowledge exchange and meaning negotiation. Reflection plays an important role as it enables students to understand their own thinking processes and improve their learning strategies. The teacher acts as a facilitator who creates an open and supportive learning atmosphere for exploration. Furthermore, the use of digital media and interactive learning resources enriches students' experiences and promotes cross-context collaboration. The combination of these five elements makes constructivist theory relevant for English learning focused on participation, experience, and meaningful communication.

Based on constructivist theory, various types of innovative learning strategies have been developed to support more effective and engaging English instruction. Strategies such as discovery learning, project-based learning, collaborative learning, and flipped classroom are consistent with constructivist principles because they position students as active learners who discover and construct meaning for themselves. In discovery learning, students are encouraged to analyze texts and identify grammar rules independently, while project-based learning promotes real-world application of English through tasks such as creating promotional videos, podcasts, or tourism brochures. Collaborative learning fosters social cooperation that strengthens communication skills, and the flipped classroom allows students to learn independently through videos before engaging in in-class discussions. Hafidurrahman and Dwiaryanti (2024) demonstrate that combining these strategies can enhance students' intrinsic motivation, strengthen interaction, and create more contextual and meaningful learning experiences.

While constructivism provides the philosophical foundation for designing student-centered, active learning experiences, John Hattie's Visible Learning theory (2008) offers

a complementary framework for understanding how innovative learning strategies are effectively implemented in teaching practice. This theory is based on meta-analyses of over 800 studies involving millions of students, identifying teaching practices that have the greatest impact on student achievement. Hattie emphasizes that effective teaching occurs when learning is made visible to both teachers and students, meaning that the learning process, progress, and outcomes can be clearly seen, understood, and evaluated. The core principle of Visible Learning is that teachers must be evaluators of their own teaching, while students must become their own teachers. This aligns with the constructivist view that students should be active in constructing knowledge, but Visible Learning adds the dimension that this active learning must be guided by clear goals, success criteria, and continuous feedback. In the context of implementing innovative learning strategies in micro teaching, Visible Learning theory provides concrete parameters that can be used to assess whether the implementation of these strategies is truly effective.

The five key elements of Visible Learning that are particularly relevant to the implementation of innovative learning strategies provide practical guidelines for ensuring meaningful learning outcomes. First, learning intentions refer to the clear communication of what students will learn and what they are expected to achieve. Pre-service teachers must explicitly state the learning objectives at the beginning of each micro teaching session, ensuring that students understand the direction and purpose of the learning activities. For example, when implementing project-based learning, the teacher should clearly explain that students will learn to use descriptive language to create a tourism brochure, not just "make a brochure." This clarity helps students focus their efforts and understand why they are doing particular activities. When learning intentions are clearly communicated, students can direct their attention and energy toward achieving specific goals, making the learning process more purposeful and efficient.

Second, success criteria provide students with a clear picture of what successful learning looks like. These criteria describe the characteristics of good work and help students self-assess their progress. In innovative learning contexts, success criteria might include specific language features (e.g., "Your dialogue must include at least three expressions of giving suggestions"), quality indicators (e.g., "Your pronunciation should be clear enough for listeners to understand"), or process indicators (e.g., "You should

contribute ideas in your group discussion"). By knowing these criteria, students can monitor their own learning and understand whether their work meets the expected standards. Success criteria transform abstract learning goals into concrete, measurable targets that students can work toward and teachers can use to evaluate progress objectively.

Third, effective feedback is information given to students about their performance relative to the learning intentions and success criteria. Hattie identifies feedback as one of the most powerful influences on learning. Effective feedback answers three key questions: Where am I going? (related to learning intentions), How am I going? (related to progress), and Where to next? (related to improvement strategies). In implementing innovative learning strategies, pre-service teachers should provide timely, specific, and actionable feedback that helps students improve. For instance, instead of simply saying "Good job," effective feedback would be "Your role-play showed good use of polite expressions, but try to vary your intonation to sound more natural." This type of feedback guides students toward specific improvements and helps them understand not just what they did well or poorly, but how they can enhance their performance.

Fourth, teacher clarity refers to the organization and presentation of lessons in ways that are easy for students to follow and understand. This includes clear explanations, logical sequencing of content, appropriate examples, and language that matches students' comprehension levels. When implementing innovative strategies such as discovery learning or flipped classroom, teacher clarity becomes even more critical because students may be working more independently. Pre-service teachers must provide clear instructions, scaffolding, and models to guide students through complex learning activities. Teacher clarity ensures that even when students are engaged in exploratory or self-directed learning, they have sufficient guidance to navigate the learning process successfully without becoming confused or frustrated.

Fifth, assessment for learning emphasizes using assessment to check understanding and inform teaching decisions, rather than merely assigning grades. This formative approach to assessment allows teachers to identify gaps in student understanding and adjust their instruction accordingly. In innovative learning contexts, assessment for learning might include quick checks for understanding during lessons, observation of student collaboration, analysis of student questions, or review of draft work. The goal is

to gather evidence of learning that can be used to improve teaching and support student progress. When teachers use assessment for learning, they can respond flexibly to student needs, providing additional support where necessary and accelerating learning where students are ready to move forward.

The integration of constructivist theory and Visible Learning principles creates a comprehensive framework for implementing innovative learning strategies in English language micro teaching. When pre-service teachers combine constructivist approaches that foster active knowledge construction with Visible Learning practices that ensure clarity, feedback, and assessment, they create optimal conditions for meaningful language learning. For example, in a collaborative project where students create educational videos in English (constructivist approach), the pre-service teacher who clearly states learning intentions, provides success criteria, offers constructive feedback throughout the project, maintains clarity in instructions, and uses formative assessment to monitor progress (Visible Learning approach) is more likely to achieve positive learning outcomes than one who simply assigns the project without these supportive structures. Hattie's research shows that when teachers implement these visible learning practices, students become more engaged, more aware of their own learning, and more able to regulate their learning strategies. This is particularly important in micro teaching contexts within pre-service teacher education, where future teachers need to develop both the pedagogical knowledge to implement innovative strategies and the practical skills to make those strategies effective.

In practice, pre-service teachers in Class A at Universitas Negeri Medan can apply this integrated framework systematically. Teachers can begin by providing exploratory experiences through texts, images, or communicative situations that challenge students (constructivist principle). However, these exploratory activities must be framed with clear learning intentions and success criteria (Visible Learning principle) so students understand what they are discovering and why it matters. Students are then encouraged to analyze, ask questions, and draw conclusions from linguistic data they discover, but throughout this process, the teacher provides effective feedback that guides their thinking and helps them improve (Visible Learning principle). Next, students can apply their understanding in real contexts, such as creating dialogues, videos, or collaborative projects (constructivist principle). The teacher maintains clarity in instructions and

expectations (Visible Learning principle) while allowing students freedom to construct meaning collaboratively (constructivist principle). Finally, the teacher uses assessment for learning (Visible Learning principle) to monitor student progress, identify difficulties, and adjust instruction, while also encouraging student reflection on their own learning processes (constructivist principle).

In the flipped classroom approach, for example, teachers assign learning videos before class so students are prepared for deeper discussions during face-to-face sessions (constructivist approach). However, to make this effective, teachers must clearly communicate what students should learn from the videos (learning intentions), provide questions or tasks that help students assess their understanding (success criteria), and use in-class time to give feedback and assess whether students actually understood the pre-class content (Visible Learning practices). Project-based learning also benefits from this integration, as it allows students to apply language in projects relevant to their lives, such as creating educational vlogs or local cultural interviews in English (constructivist principle), while the teacher ensures students have clear goals, understand quality standards, receive ongoing feedback, and are assessed formatively throughout the project (Visible Learning principles). Findings from Hafidurrahman and Dwiaryanti (2024) support the effectiveness of constructivist approaches that integrate reflective, collaborative, and digital activities. When these approaches are combined with Visible Learning practices that make learning goals, progress, and achievements transparent, the result is not only increased student motivation and autonomy but also more consistent and measurable learning outcomes. Therefore, the integration of constructivism-based innovative learning strategies with Visible Learning principles promotes a dynamic, participatory, and meaning-oriented learning environment in which students become both creators and discoverers of their own language knowledge, guided by clear expectations and effective teaching practices

C. RESEARCH METHODS

This study used a descriptive qualitative design. The purpose of this method was to describe clearly how innovative learning strategies were applied in micro teaching practice by pre-service teachers in Class A at Universitas Negeri Medan. The data of this study were spoken and written information taken from micro teaching sessions and an

interview with pre-service teachers. The data source was Class A of the English Education Study Program, Faculty of Languages and Arts, Universitas Negeri Medan. The data were in the form of complete sentences from teacher explanations, classroom instructions, and interview responses. Sentences were used because they show complete ideas that can be analyzed to understand how innovative strategies were applied in micro teaching.

The instruments used in this research were micro teaching observation and pre-service teacher interview. Observation was conducted to see how pre-service teachers in Class A applied innovative learning in their micro teaching sessions. The researcher directly took notes during the micro teaching lessons to get accurate and authentic data. The interview was used to find out how pre-service teachers planned, applied, and evaluated innovative teaching strategies in their micro teaching practice.

The techniques of data collection included micro teaching observation and a semi-structured interview. Observation focused on pre-service teacher actions, peer student responses, and how innovative learning was used during micro teaching sessions. The interview provided additional information about the pre-service teachers' experience and challenges in applying the approach during their micro teaching practice in Class A.

The data analysis was done in several steps. First, the observation and interview results were written in text form. Second, the data were grouped based on the findings related to innovative learning strategies (research question 1) and their implementation following Visible Learning principles (research question 2). Third, the patterns of application were analyzed to see how students were involved and how teachers ensured clarity, feedback, and assessment. Finally, the results were interpreted to describe how innovative learning strategies were applied in micro teaching practice by pre-service teachers in Class A at Universitas Negeri Medan.

D.   RESULTS AND DISCUSSION

Results

This chapter presents the findings of the study based on classroom observations and interviews with the participating teacher. The findings are organized according to the two research questions. Each research question is analyzed using the theoretical framework chosen for the study. Constructivism is used to interpret and describe the innovations implemented in the classroom, while the Visible Learning framework by Hattie (2008) is

employed to examine how the teacher used these innovations during the lesson. This chapter aims not only to describe what occurred in the classroom but also to interpret these events through theory and connect them to broader principles of effective and innovative teaching.

1.   Innovations Used in the Classroom

Constructivism emphasizes that learning is an active process in which students build understanding through engagement, interaction, and meaningful experiences. Based on the observations conducted in the classroom, several instructional practices emerged as innovations because they departed from purely traditional, teacher-centered approaches and instead supported student-centered, participatory learning. These practices include the use of PowerPoint slides, learning games, interactive attendance strategies, collaborative group work, and creative explanation techniques.

The first innovation observed was the teacher's use of PowerPoint slides. Rather than functioning as a minimal visual aid, the slides served as a structured learning scaffold. They displayed key points, essential explanations, simple examples, and visuals that helped students connect prior knowledge with new information. The PowerPoint presentation guided the flow of the lesson in a way that allowed students to gradually build understanding. Through visual cues and sequential organization, the students were provided with a cognitive pathway to follow. From a constructivist perspective, such use of PowerPoint supports students in constructing mental representations of new concepts because the tool offers structure, clarity, and multimodal information. The visuals and explanations encourage students to process information more deeply, relate it to previous experiences, and internalize new knowledge in a meaningful way.

Another notable innovation was the use of classroom learning games. These games encouraged students to participate actively, move, and respond spontaneously to the teacher's prompts. During the game activities, students demonstrated excitement, curiosity, and engagement. They interacted with one another, tested their understanding of vocabulary and grammar, and negotiated meaning with peers. In constructivist terms, games function as experiential learning environments where students learn by doing and by interacting with others. The game offered an opportunity for students to engage in playful experimentation, where they could test ideas, make mistakes, and refine their understanding in a low-pressure setting. Through these experiences, students constructed

meaning through action rather than memorization, which is central to constructivist learning.

A third innovation was the teacher's use of an interactive attendance strategy. Instead of calling names in a mechanical manner, the teacher encouraged students to respond creatively as their names were called. This simple but effective method created a positive atmosphere and energized the students at the outset of the lesson. It helped create an emotionally supportive environment, which is essential for constructivist learning because students are more likely to participate and construct knowledge when they feel comfortable, motivated, and socially connected. The attendance method therefore acted as a form of social and emotional priming, preparing students to engage in subsequent learning tasks.

Collaborative group work also appeared as a significant innovation in the classroom. Students worked together in small groups where they discussed questions, corrected one another's errors, shared ideas, and attempted to complete tasks collectively. The students' interactions demonstrated negotiation of meaning, co-construction of answers, and mutual assistance. From a social constructivist perspective, group work embodies the idea that learning takes place through interaction with others. Students build understanding not only individually but also socially, by articulating thoughts, listening to peers, and resolving differences in their interpretations. The group discussions encouraged students to take ownership of their ideas and refine them collectively, which aligns strongly with constructivist principles.

Finally, the teacher employed creative explanation strategies during the lesson. Instead of relying on abstract definitions or complex terminology, the teacher explained concepts using simple language, everyday examples, and relatable scenarios. This approach made the lesson more accessible to students and allowed them to connect new content with familiar experiences. Constructivism stresses that new knowledge must be linked to learners' existing mental frameworks in order to be meaningful. The teacher's use of simplified, contextualized explanations facilitated this process by ensuring that learners could internalize the material more easily and integrate it with what they already knew.

Taken together, these innovations demonstrate a learning environment that supports active, meaningful knowledge construction. The use of PowerPoint, games, interactive

activities, group work, and relatable explanations collectively allowed students to participate actively, engage socially, and construct understanding in ways that extend beyond traditional instructional practices.

2.   How the Teacher Implemented Innovative Learning

The second research question explores how the teacher used the identified innovations during instruction. To analyze this, the study applies the Visible Learning framework by John Hattie (2008), which emphasizes the importance of making learning goals, success criteria, feedback processes, teacher clarity, and assessment practices transparent and intentional. These indicators help explain how the innovations were embedded within pedagogical decisions and how they contributed to the learning process.

One of the clearest applications of the Visible Learning framework was the teacher's communication of learning intentions. At the beginning of the lesson, the teacher explicitly explained what the students were going to learn and what skills they were expected to practice. By stating the learning goals at the outset, the teacher ensured that students understood the purpose of the activities they would be engaging in. This clarity helped students recognize how each innovation such as games, group work, and PowerPoint explanations related to the overall learning outcome. Learning intentions contributed to a sense of direction and coherence, which supports students in monitoring their own progress.

In addition to learning intentions, the teacher used success criteria to help students understand what successful performance looked like. The provision of examples displayed on the PowerPoint slides functioned as concrete models for students to follow. By visually illustrating correct responses and acceptable formats, the teacher allowed students to evaluate their own work and compare it with the expected standard. This transparency helped students regulate their own learning and provided a reference that guided their participation in the activities. Success criteria made the innovations more effective because students were able to identify whether they were completing tasks correctly.

Another important element observed in the classroom was the consistent use of effective feedback. Feedback occurred not only through teacher–student interaction but also through peer feedback. A clear example of this was seen when Yuma corrected

Husen's word choice during one of the group activities. This demonstrated that the learning environment encouraged peer correction and collaborative improvement, which aligns with the Visible Learning emphasis on feedback as a tool for guiding learning. The teacher also offered feedback throughout the lesson, responding to students' answers, clarifying misunderstandings, and reinforcing correct responses. The integration of feedback into innovative activities such as games and group discussions helped ensure that students were not only participating but also refining their understanding continuously.

Teacher clarity was another major indicator evident in the lesson. The teacher explained the content using simple, accessible language and provided step-by-step explanations supported by visuals. This clarity allowed students to understand the instructions for the game, the expectations for group work, and the meaning behind the content displayed on the PowerPoint slides. Clear explanations ensured that students could participate confidently in the innovative tasks without confusion. Teacher clarity strengthened the effect of all innovations because it provided the foundation for successful engagement.

Finally, the teacher made extensive use of assessment for learning throughout the lesson. Instead of waiting until the end of the session to assess student understanding, the teacher continuously checked comprehension by asking questions, monitoring group discussions, and observing students' responses during activities. These ongoing assessments allowed the teacher to identify areas of confusion and adjust instruction accordingly. The constant monitoring ensured that the innovative learning tools were aligned with students' actual progress and needs. Continuous assessment made learning visible not only to the teacher but also to the students themselves, helping them to recognize what they understood and where they needed further support.

In summary, the teacher's use of innovations was strongly supported by the principles of Visible Learning. The teacher made learning goals clear, provided success criteria through visual examples, offered effective feedback through both teacher and peer interactions, maintained high levels of teacher clarity, and used ongoing assessments to guide learning. These practices ensured that the innovations observed were not used randomly but were integrated purposefully into the instructional process, enhancing their

effectiveness and contributing to a more engaging and meaningful learning experience for studnts.

Discussions

The discussion of this study shows that the implementation of innovative learning strategies in the micro teaching session not only reflects the principles of constructivism but also integrates strongly with the parameters of Visible Learning, resulting in a learning process that is active, structured, and meaningful. Innovations such as the use of PowerPoint slides, interactive games, creative attendance routines, collaborative group work, and contextual explanations demonstrate that the pre-service teacher was able to create learning experiences that allowed students to build knowledge both independently and through social interaction. From Piaget's constructivist perspective, the visualizations and examples provided through PowerPoint supported students' processes of assimilating new information and accommodating it within their existing cognitive structures, while exploratory activities like language games created opportunities for students to adjust their understanding through active engagement. These findings align with Rafiqa et al. (2024), who emphasize that visual and exploratory support enhances students' ability to identify language patterns independently. At the same time, Vygotsky's view that learning is constructed through social interaction was evident in the students' discussions, group work, and peer corrections, such as when Yuma assisted Husen with lexical choices. This seemingly simple interaction reflects the Zone of Proximal Development, in which learners progress through collaborative assistance from more capable peers. The learning observed here therefore did not rely solely on teacher explanation but emerged through natural co-construction of meaning in the classroom.

Interestingly, these innovations were not isolated techniques but were strengthened systematically through the teacher's use of Visible Learning principles. Learning intentions were clearly communicated so that students understood the purpose behind each activity, a practice that contrasts with many Indonesian classrooms where learning objectives are often read without meaningful explanation. Examples displayed on PowerPoint served as success criteria that helped students recognize the standards they were expected to meet, supporting research by Sari and Suryani (2022), who argue that visible success criteria improve focus and accuracy. Feedback occurred in multiple forms, including teacher-to-student, student-to-teacher, and student-to-student. Peer feedback is

particularly significant in this data because typical Indonesian classrooms tend to be hierarchical, making such reciprocal learning rare. Clear instructions allowed students to participate confidently in games and group tasks, which echoes findings from Utami and Mardana (2022) who highlight the importance of clarity in innovative learning settings. Furthermore, the teacher conducted continuous assessment for learning through real-time questioning, process monitoring, and observation of group activities. This allowed immediate instructional adjustments, contrasting sharply with the predominance of summative assessment in traditional Indonesian classrooms.

Viewed holistically, the findings indicate that constructivism and Visible Learning are not separate approaches but mutually reinforcing. Innovations such as games, discussions, and contextual explanations offer opportunities for active meaning-making, yet without clear learning intentions, explicit success criteria, timely feedback, and ongoing assessment, these activities risk becoming directionless and merely entertaining. Conversely, the structural elements of Visible Learning become effective precisely because they are enacted through constructivist strategies that engage learners authentically. In essence, innovation provides activity, while Visible Learning provides direction and structure, and their integration produces a powerful instructional model. This integrated approach differs significantly from the common conditions of English classrooms in Indonesia, which often fall into two extremes: either innovative activities without pedagogical purpose or structured instruction that is monotonous and teacher-centered. The micro teaching observed in this study offers an ideal alternative in the form of a classroom that is active yet structured, collaborative yet measurable, enjoyable yet conceptually rigorous.

These findings have wider implications for English language education in Indonesia. They demonstrate that pre-service teachers have strong potential to modernize instructional practices through interactive and theory-driven strategies. The integration of constructivism and Visible Learning in this study shows that meaningful innovation requires clarity, structure, and ongoing formative evaluation. This suggests that micro teaching courses should focus not only on training teachers to perform innovative activities but also on helping them manage these activities with clear pedagogical frameworks. As a result, the learning that takes place becomes not only creative but also effective, measurable, and academically grounded.

E.   CONCLUSION

Based on the findings of this study, several innovative learning strategies were identified in the micro teaching practices of pre-service teachers in Class A at Universitas Negeri Medan. These strategies included the use of visual media through PowerPoint slides, interactive language games, creative attendance routines, collaborative group discussions, contextual explanations, and exploratory learning activities. All of these strategies reflected the core principles of constructivist theory, allowing students to build new knowledge through both independent exploration and social interaction. The learning environment created by these strategies proved to be active, engaging, and meaningful, showing that pre-service teachers have strong potential to design student-centered English learning experiences that promote curiosity, participation, and deeper cognitive processing.

The implementation of these strategies was further strengthened through the integration of Visible Learning principles, particularly through clear learning intentions, explicit success criteria, effective feedback, teacher clarity, and ongoing assessment for learning. These elements ensured that innovative activities were not merely entertaining, but purposeful and pedagogically structured. Students understood what they were expected to achieve, how to achieve it, and how to improve through continuous feedback from both peers and the teacher. Real-time assessment allowed the teacher to adjust instruction during the lesson, ensuring that learning remained focused and measurable. Therefore, the integration of constructivist innovation with Visible Learning practices resulted in a classroom dynamic that was collaborative yet structured, creative yet academically grounded, demonstrating an effective model of how innovative learning strategies can be meaningfully implemented in micro teaching to improve English language learning.

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