

**THE IMPLEMENTATION OF MICROTEACHING
APPLICATION IN THE EIGHT BASIC COMPONENTS
OF MICROTEACHING SKILLS**

A THESIS

*Intended to Fulfil One of the Requirements
for the Award Sarjana Degree
in English Study Program*



BY:

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**ENGLISH EDUCATION PROGRAM
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APPLICATION IN THE EIGHT BASIC COMPONENT OF
MICROTEACHING SKILLS

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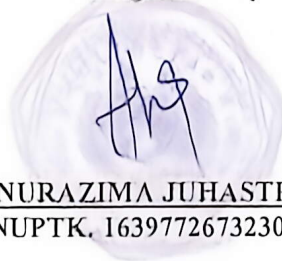
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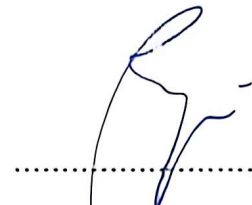
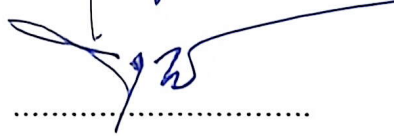
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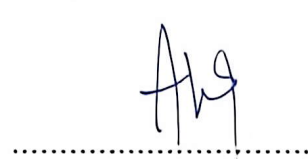
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State that the thesis I have written Entitled "The Implementation Of Microteaching Application In 8 Basic Components Of Microteaching Skills" to meet one of the requirements for Sarjana Degree in English Study Program in Faculty of Teacher Training and Education, University of Pasir Pengaraian is my own work. While the material in this thesis quoted from other resources have been clearly stated on the norms and ethics of scientific writing. However, if later discovered that all or some parts of the thesis are not my own work or I have committed plagiarism, I will take the consequence my degree is removed as well as taking other sanction to the existing law.

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ABSTRACT

Nise Oyagi Molla Defreta, 2026, The Implementation of Microteaching Application in the Eight Basic Components of Microteaching Skills.

The use of technology in education provides opportunities to support teaching practice, particularly in Microteaching courses. The microteaching application is used as a learning medium to provide learning materials, facilitate the submission of teaching practice videos, and support the implementation of the eight basic components of microteaching skills. This study aims to describe the implementation of the microteaching application in the Microteaching course and to identify students' and lecturers' perceptions of the application and the eight basic components of microteaching skills. This study employed a descriptive quantitative method. The participants consisted of 16 sixth-semester students and 4 lecturers of the English Study Program at the University of Pasir Pengaraian. The data were collected through a five-point Likert-scale questionnaire, while observation and documentation were used as supporting data.

The results showed that the microteaching application had been implemented well in the Microteaching learning process. This was demonstrated by the use of the application features to support students' learning activities and teaching practices, as well as the positive perceptions expressed by both students and lecturers. The mean score for the highest score was obtained for the objectives of Microteaching skill indicator, with a mean score of 4.83 based on the lecturers' perceptions of the eight basic components of microteaching skills. Regarding the microteaching application, the highest mean score from the lecturers was 4.45 for the features indicator. Meanwhile, the students gave the highest mean score of 4.29 for the functions indicator of the microteaching application. These findings indicate that the microteaching application can be effectively used as a supporting medium for the implementation and practice of the eight basic components of microteaching skills.

Keywords: Microteaching Application, Microteaching Skills, Eight Basic Components, Perceptions, Descriptive Quantitative.

ABSTRAK

Nise Oyagi Molla Defreta, 2026, The Implementation of Microteaching Application in the Eight Basic Components of Microteaching Skills

Penggunaan teknologi dalam pendidikan memberikan peluang untuk mendukung praktik mengajar, khususnya pada mata kuliah Microteaching. Aplikasi microteaching digunakan sebagai media pembelajaran untuk menyediakan materi pembelajaran, memfasilitasi pengumpulan video praktik mengajar, serta mendukung pelaksanaan delapan komponen dasar keterampilan microteaching. Penelitian ini bertujuan untuk mendeskripsikan implementasi aplikasi microteaching dalam mata kuliah Microteaching serta mengetahui persepsi mahasiswa dan dosen terhadap aplikasi dan delapan komponen dasar keterampilan microteaching. Penelitian ini menggunakan metode deskriptif kuantitatif. Partisipan penelitian terdiri dari 16 mahasiswa semester enam dan 4 dosen Program Studi Pendidikan Bahasa Inggris Universitas Pasir Pengaraian. Data dikumpulkan melalui kuesioner dengan skala Likert lima poin, sedangkan observasi dan dokumentasi digunakan sebagai data pendukung.

Hasil penelitian menunjukkan bahwa aplikasi microteaching telah terimplementasi dengan baik dalam proses pembelajaran Microteaching. Hal ini ditunjukkan melalui penggunaan fitur aplikasi untuk mendukung kegiatan pembelajaran dan praktik mengajar mahasiswa, serta adanya persepsi positif dari mahasiswa dan dosen. Nilai rata-rata pada indikator untuk Skor tertinggi diperoleh pada indikator objectives dengan nilai rata-rata 4,83 berdasarkan persepsi dosen terhadap delapan komponen dasar keterampilan microteaching. Pada aplikasi microteaching, skor rata-rata tertinggi dari dosen adalah 4,45 pada indikator features. Sementara itu, mahasiswa memberikan skor rata-rata tertinggi sebesar 4,29 pada indikator functions aplikasi microteaching. Temuan tersebut menunjukkan bahwa aplikasi microteaching dapat digunakan secara efektif sebagai media pendukung dalam pelaksanaan dan praktik delapan komponen dasar keterampilan microteaching.

Kata kunci: Aplikasi Microteaching, Keterampilan Microteaching, Delapan Komponen Dasar, Persepsi, Deskriptif Kuantitatif.

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Ultimately, the researchers realized that this thesis is not perfect. Therefore, criticism and suggestions are expected to make it even better. The researchers hope this research can be beneficial to various parties.

Pasir Pengaraian, 2026

Nise Oyagi Molla Defreta

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