

CHAPTER I. INTRODUCTION

This chapter presents the discussion the research is the implementation of microteaching application in 8 basic component of microteaching skills For Sixth Semester Student of English Department at Pasir Pengaraian This chapter explains more detail and more focuses on making the reader easy to understand how to fix the problem. This chapter consists of background of the research, identification of the research, statement of the research, limitation of the research, formulation of the research, purpose of the research, significance of the research and definition of key terms.

1.1 Background of Research

Microteaching is a compulsory subject in teacher education programs, particularly in the Faculty of Teacher Training and Education (FKIP), which aims to prepare prospective teachers before they engage in real classroom teaching. This subject is designed to provide students with structured teaching practice in a simplified and controlled environment, enabling them to develop pedagogical competence gradually. Through microteaching activities, students learn how to plan lessons, deliver instructional content, manage classroom interactions, and evaluate their own teaching performance. As a foundational subject in teacher education, microteaching serves as an initial stage for students to internalize essential teaching behaviors that will later be applied in real classroom contexts. Therefore, the effectiveness of the microteaching subject is closely related to how well students are able to develop and demonstrate specific teaching skills during the learning process.

According to Syaputra (2021) explain that Microteaching is a compulsory course that must be taken by education students before participating in the Teaching Practice Program (PPL) or the third internship. This course should be followed

seriously so that students can achieve optimal results and gain sufficient preparation to become professional teachers. Therefore, lecturers who teach microteaching are expected to be innovative in delivering strategies and methods to develop students into competent future teachers. In relation to the effectiveness of microteaching activities, students are required to master eight basic components of microteaching skills, which function as indicators of teaching competence. These components include opening and closing lessons, explaining, questioning, reinforcement, variation of teaching, classroom management, and teaching small groups or individual students. Mastery of these components reflects students' pedagogical and communication abilities in conducting teaching practices. However, in the context of English department of Faculty of Teacher Training and Education (FKIP) students, the implementation of microteaching does not always run optimally. Many students still face challenges in applying pedagogical concepts into practice, such as delivering explanations clearly, managing classroom interactions, and providing appropriate reinforcement. These conditions indicate that students are not only expected to understand pedagogical theories but are also required to demonstrate mastery of the eight basic components of microteaching skills consistently through teaching practice. This situation highlights the need for learning support that can facilitate practice, observation, and reflection more effectively in microteaching subjects. Responding to the need for more effective learning support in microteaching subjects, the integration of digital learning media has become increasingly relevant.

One form of digital learning support is the use of microteaching applications as learning platforms that facilitate teaching practice activities. These platforms allow students to record their teaching performances, review their instructional practices, and receive structured feedback from lecturers. Through systematic observation and documentation, microteaching applications can support the analysis of students' mastery of each of the eight basic components of microteaching skills. Furthermore, the use of microteaching applications provides opportunities for repeated practice and self-reflection, which are essential for the development of pedagogical competence. Therefore, analyzing the implementation of a microteaching application as a learning medium is important to understand how the platform is used in microteaching subjects and how it supports students in mastering the eight basic components of microteaching skills. Responding to the need for more effective learning support in microteaching subjects, the integration of digital learning media has become increasingly relevant in teacher education programs. One form of digital learning support is the use of microteaching applications as learning platforms that facilitate teaching practice activities. In this context, a web-based microteaching platform is used as a learning medium to support microteaching subjects in a more systematic and structured manner.

This platform provides microteaching modules that are oriented toward the eight basic components of microteaching skills, enabling students to understand and practice each teaching skill in accordance with pedagogical standards. In addition, the platform allows students to upload video recordings of their teaching practices, which can be observed, reviewed, and evaluated by lecturers. Through video-based teaching practice, students are able to reflect on their instructional performance,

while lecturers can analyze students' mastery of each of the eight basic teaching components more objectively. Therefore, this research focuses on analyzing how the microteaching platform is implemented as a learning medium in microteaching subjects and how the use of this microteaching application supports students in mastering the eight basic components of microteaching skills.

The use of micro teaching application platforms provides various benefits for both students and lecturers. Students are able to record their teaching practices, review their performances, and receive feedback from lecturers and peers. In addition, digital platforms allow students to conduct self-reflection independently on their teaching skills. For lecturers, these platforms facilitate the assessment process, as students' teaching performances can be analyzed more thoroughly through recorded videos that can be replayed. The integration of technology in learning, such as the use of video recording, various digital platforms, and specialised learning applications, has had a positive impact on the implementation of microteaching. This technology can increase the level of realism and clarity in teaching activity simulations, allowing prospective teachers to see their teaching performance in greater detail. In addition, the use of technology also helps speed up the process of providing relevant feedback, enabling prospective teachers to reflect on and improve their teaching skills more effectively (Ginting et al., 2024).

Based on the explanation above, it can be concluded that although micro teaching application platforms have been implemented in the teaching and learning process, their effectiveness in implemented students' basic micro teaching skills has not yet been clearly determined.

1.2. Identification of the Research

Based on the research background, the issues identified in this research are as follows:

1. English department students show varying levels of mastery and application of the eight basic components of microteaching skills in the microteaching subject.
2. The conventional implementation of microteaching provides limited opportunities for repeated practice, systematic observation, and reflective learning related to students' basic teaching skills.
3. The implementation of a web-based microteaching application as a learning medium in microteaching subjects has not been sufficiently examined, particularly in relation to how the platform is used to support students' mastery of the eight basic components of microteaching skills.

1.3. Limitation of the Research

This research is specifically focused on examining the use of micro teaching application platforms to identify students' basic micro teaching skills. The participants of the research are sixth semester students and 4 lecturers of the English Education Study Program at Pasir Pengaraian University. The research emphasizes several fundamental micro teaching skills, such as opening and closing lessons, explaining instructional materials, questioning techniques, reinforcement strategies, classroom management, and variations in teaching activities. The discussion is confined to digital micro teaching applications implemented in the micro teaching course.

1.4. Formulation of the Research

1. How are microteaching applications used in the microteaching subject?
2. What are the students' and lecturers' perceptions of the use of microteaching applications in the microteaching subject?

1.5. The purpose of the Research

Based on the formulation of the research, this research aims to:

1. To find how microteaching applications are used as a learning medium in the microteaching subject.
2. To know students' and lecturers' perceptions of the use of microteaching applications in the microteaching subject.

1.6. Significance of the Research

1.) For Lecturers

This research is expected to help lecturers assess students' micro teaching practices in a more structured and objective way. By using micro teaching application platforms, lecturers can observe and evaluate each basic teaching skill in detail, give clearer and more focused feedback, and improve the overall assessment process in the micro teaching course.

2. For Student

This research is expected to assist students in gaining a better understanding of their mastery of basic micro teaching skills. Through the identification of their strengths and weaknesses in each teaching skill, students can improve their teaching performance, develop self-reflection habits, and prepare themselves more confidently before joining the School Field Introduction Program.

2). For Researchers

The results of this research are expected to be useful for future researchers who are interested in micro teaching, digital learning platforms, and teacher education. This research may provide practical information and empirical findings that can be used as a reference for further studies, especially those focusing on the use of digital platforms to identify and develop basic teaching skills.

1.7. Definition of Key Term

1.) Micro Teaching

Micro teaching is a teacher training technique that was first developed by Allen and Ryan (1969) at Stanford University. According to Allen and Ryan, micro teaching is a scaled-down teaching encounter designed to develop specific teaching skills in a controlled and simplified teaching situation. The simplification includes reduced class size, shortened teaching time, and limited teaching objectives, allowing pre-service teachers to focus on mastering particular teaching skills.

2. Micro Teaching Application Platforms

Micro teaching application platforms refer to digital tools used to support teaching practice in the micro teaching course. In this research, these platforms include online meeting applications, learning management systems, and video recording media that enable students to carry out teaching practices, record their performances, and review them afterward.

2). Basic Component in Microteaching Skills

Basic Component in Microteaching Skills are essential teaching skills that need to be mastered by pre-service teachers. These skills cover the ability to open and close lessons, explain materials clearly, ask effective questions, provide

reinforcement, manage the classroom, and apply variations in teaching methods. Basic teaching skills in microteaching are a set of specific abilities that prospective teachers or educators must master in order to create an effective, efficient, and engaging learning process.

CHAPTER II. REVIEW OF LITERATURE REVIEW

This chapter discusses several theories and concepts that are relevant to this research entitled “Implementation of Microteaching application in the eight basic component of microteaching skills” The purpose of this chapter is to provide a theoretical basis that supports the analysis carried out in this research. The discussion focuses on the concept of micro teaching, basic micro teaching skills, and the use of micro teaching application platforms in English Department student. These theories are used to explain and analyze the implementation of micro teaching application platforms and their role in identifying students’ mastery of basic micro teaching skills.

2.1. Review of Related the Theories

1. Micro Teaching Application Platforms

According to Juhasri et.al (2026) The implementation of web-based microteaching has improved students’ pedagogical skills, particularly in lesson planning, clarity of material delivery, and classroom management. Meanwhile, Yuwandira & Fitri (2025) state that Advances in digital technology have had a significant impact on the world of education, including the training of prospective teachers through microteaching activities. The integration of technology into microteaching makes the teaching practice process more flexible, interactive, and effective through the use of web-based applications or platforms that support teaching practice, feedback.

Advances in digital technology have driven innovation in the implementation of microteaching as part of pre-service teacher training. The use of digital microteaching applications supports the teaching practice, documentation, and

evaluation of learning, making the implementation of microteaching more effective, efficient, and accessible (Putra et.,al 2022)

According to Kustandi et.,al (2023) The integration of virtual reality into microteaching remains limited, as this technology has not yet been widely implemented in teaching and learning activities. Although virtual reality offers an immersive learning environment, its potential has not been fully utilized in preparing pre-service teachers. By incorporating virtual reality into microteaching, students can engage in more realistic teaching simulations that support the development of their instructional skills and confidence. This gap presents an opportunity for researchers to develop virtual reality-based instructional media that can enhance the effectiveness of microteaching and provide a more interactive learning experience for students.

Meanwhile, the microteaching application used by the researcher for microteaching is web-based. Microteaching application it is an application created by English lectures from English department, it was created produced in 2025. The microteaching platform is designed as a website called the *Microteaching Platform*, which serves as an online learning environment for microteaching activities. It provides microteaching modules that cover the eight basic teaching skills. Within this platform, students are required to upload their teaching practice videos, which are then used for observation, evaluation, and feedback as part of the microteaching learning process. The microteaching application is a web-based learning medium used to facilitate microteaching practice through the recording and uploading of teaching videos. This application allows pre-service teacher students to conduct

structured teaching practice without always having to be physically present in a conventional classroom.

Through video recordings, lecturers can observe and evaluate the implementation of the eight components of basic microteaching skills, while students are able to reflect on their own teaching practices. Therefore, the microteaching application functions as a medium for practice, documentation, and systematic evaluation of microteaching learning.

Through the utilization of application platforms, including video conferencing tools, video recording media, and learning management systems, micro teaching activities can be documented, revisited, and examined in a more structured manner. Consequently, micro teaching application platforms contribute significantly to the process of identifying students' basic component micro teaching skills and improving the overall effectiveness of micro teaching practices.

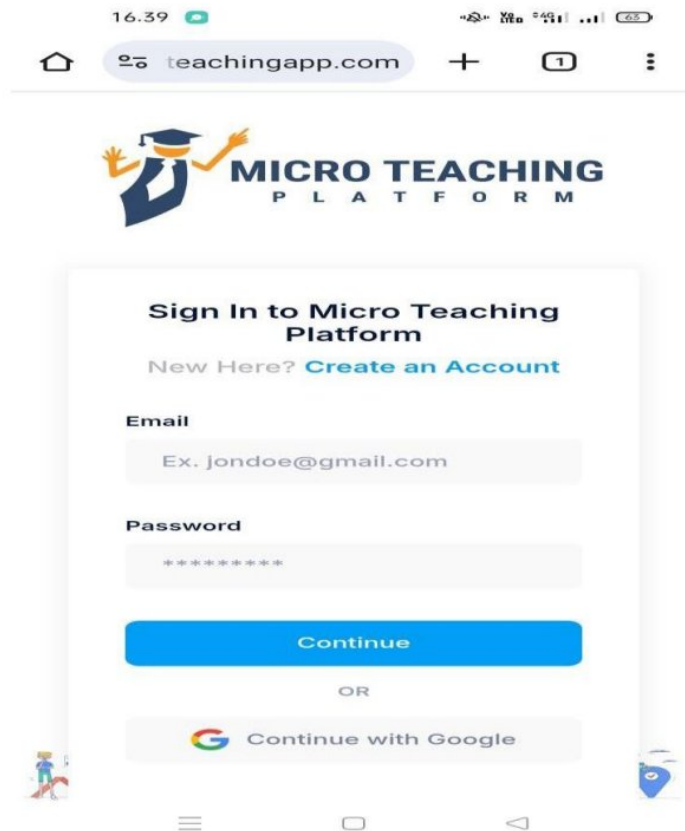
The development of digital technology has brought about various changes in life, including in the field of education. In the digital age, the teaching and learning process needs to be adjusted to keep pace with technological advances and the needs of the current generation. One form of digital technology utilisation in education is the application of microteaching. Microteaching in the digital era serves as a learning resource that provides many benefits, one of which is through the use of video recordings of teaching activities that can be used for more in-depth analysis and reflection. Microteaching in the digital era also uses technologies such as video recording and digital platforms to improve teaching simulations and provide feedback for prospective teachers (Astuti et al., 2024).

Microteaching is a teaching practice method that emphasises the mastery of specific skills through short teaching practice sessions, followed by evaluation and feedback. In the context of online learning, microteaching simulations are typically conducted through various digital platforms (Cahya et al, 2024).

Online microteaching is considered to be as effective as, or even more effective than, face-to-face microteaching in supporting the development of teaching competence, self-confidence, and learning motivation. In addition, it offers greater flexibility and convenience, allows more effective evaluation and feedback, and encourages higher levels of engagement and enjoyment in the learning process (Sezaki et al., 2023). In addition, according to (Siregar, 2021), through microteaching activities, students have the opportunity to improve their teaching skills. In microteaching, students can also apply various teaching methods by utilising digital media, such as teaching via Zoom or sending video recordings of presentations as part of their teaching practice.

The application of microteaching in the digital age has brought about significant changes in educational practice. The use of technology, such as video recording, digital platforms, and specialised learning applications, makes teaching simulations more realistic and detailed. In addition, technology also supports faster and more relevant feedback for prospective teachers. Through the use of this technology, the learning process can be tailored to individual needs and encourage more interactive collaboration among participants (Rahmadani et al, 2024).

Picture 1. Capture of micro teaching application web



The following figure shows the microteaching application. To use this website, students are required to log in first. The application provides microteaching modules covering the eight basic teaching skills. Within the platform, students upload their teaching practice videos as part of the microteaching learning process. Based on these explanations, digital-based microteaching has been proven to contribute positively to improving students' competence, confidence, and teaching skills through the use of technology and digital platforms. Therefore, this research focuses on the application of digital-based microteaching as a means of Implementation of Microteaching application in 8 basic component microteaching skills.

2. The Use of Application Platforms in Implementation of Microteaching application in 8 basic component microteaching skills

To use this website, students are required to log in first. The application provides microteaching modules covering the eight basic teaching skills. Within the platform, students upload their teaching practice videos as part of the microteaching learning process.

In addition, Microteaching supplemented with digital feedback can help overcome various challenges in teaching practice by providing a structured and reflective approach. This activity is carried out through short, focused teaching sessions followed by specific feedback from peers, supervising lecturers, and digital technology. Through this process, prospective teachers can reflect on their learning strategies, classroom management, and the level of student engagement in learning activities (Zhumabayeva & Aitenova, 2025)

The use of application platforms in micro teaching has changed the way teaching practices are observed and evaluated. Through digital platforms such as video conferencing applications and video recording media, students' teaching performances can be recorded and reviewed after the teaching practice is completed. This allows the teaching process to be observed more carefully compared to conventional micro teaching, which depends mainly on direct observation during the practice.

According to Alamri & Alfayez, n.d, (2023) they explain that the use of self-recorded videos influences the microteaching experience and helps identify areas for development, analyze strengths and weaknesses, and support reflective practice. The results also indicated that preservice teachers have positive perceptions and experiences of using self-recorded videos to improve their competencies based on the

Saudi National Professional Teaching Standards through self-reflection and a video-based learning community. Recorded teaching performances provide opportunities for lecturers to observe each component of students' basic teaching skills in more detail. By watching the recorded videos, lecturers can focus on specific teaching aspects, such as how students open and close the lesson, explain learning materials, ask questions, manage the classroom, give reinforcement, and apply variation in teaching. This process helps lecturers identify which teaching skills have been mastered and which still need improvement based on real teaching evidence.

For students, the use of application platforms also supports self-reflection in micro teaching activities. By watching their own teaching performances, students can become more aware of their teaching behavior and evaluate their strengths and weaknesses. This reflection process encourages students to improve their basic teaching skills in subsequent teaching practices.

In this research, micro teaching application platforms are viewed as tools that support the identification of students' basic micro teaching skills through recorded teaching performances and systematic observation. Therefore, the use of application platforms is considered relevant for providing a clearer and more detailed description of students' mastery of basic teaching skills, particularly for sixth semester students of the English Education Study Program at Pasir Pengaraian University.

1. Definition of Microteaching Application

A microteaching application is a technology-based learning platform designed to facilitate the implementation of microteaching activities. It provides an online environment where prospective teachers can prepare lesson plans, access learning materials, upload teaching practice videos, receive feedback, and evaluate

their teaching performance. Through the integration of digital technology, the application supports the teaching and learning process by making learning activities more accessible, organized, and flexible.

Microteaching itself is defined as a scaled-down teaching practice that allows prospective teachers to develop specific teaching skills in a controlled learning environment. According to Microteaching, microteaching is a teacher training technique that simplifies classroom teaching by reducing class size, lesson duration, and teaching objectives, enabling student teachers to practice individual teaching skills effectively. The integration of digital applications into microteaching extends this concept by allowing teaching practice to be conducted, documented, and evaluated through online platforms.

From the perspective of educational technology, learning applications function as media that facilitate the delivery of instructional content and interaction between lecturers and students. educational technology involves the ethical practice of facilitating learning and improving performance through the appropriate use of technological resources. Likewise, Bates (2019) emphasizes that digital learning technologies enable more flexible, interactive, and learner-centered educational experiences. Therefore, a microteaching application can be understood as an educational technology tool that supports the implementation of teaching practice through digital media.

2. Characteristics of Microteaching Application

A microteaching application possesses several characteristics that distinguish it from conventional learning media. First, the application should be easy to use so that students and lecturers can operate its features without experiencing significant technical difficulties. Ease of use is one of the primary factors affecting users' acceptance of educational technology.

Second, the application promotes an interactive learning process. Students not only receive learning materials but also actively participate in teaching practice, submit assignments, and communicate with lecturers through the platform. Interactive learning encourages active engagement and meaningful learning experiences.

Third, the application functions as technology-based learning media. It integrates multimedia resources, digital communication, and online assessment into a single learning environment. According to Bates (2019), technology-enhanced learning provides opportunities for collaboration, independent learning, and continuous feedback.

Fourth, the application offers flexibility in learning. Students can access learning materials, upload teaching videos, and review lecturer feedback regardless of time and location, provided they have internet access. Flexible learning supports self-paced learning and increases learning accessibility.

Finally, an important characteristic of a microteaching application is its support for feedback. Feedback enables students to identify their strengths and weaknesses after completing teaching practice. Schön (1983) explains that reflection supported by feedback is essential for developing professional teaching competence because it encourages continuous improvement through reflective practice. Microteaching application is to support teaching practice activities. The platform assists prospective

teachers throughout the teaching practice process, from preparation to evaluation. Students can organize learning materials, record teaching demonstrations, upload videos, and receive comments from lecturers.

Another important function is facilitating learning activities. Learning materials, assignments, instructional guidelines, and teaching resources are organized systematically within the application, making the learning process more efficient and structured.

Furthermore, the application supports the improvement of teaching performance. By reviewing recorded teaching practices and receiving constructive feedback, students can identify aspects that require improvement, such as questioning skills, classroom management, reinforcement, and explanation techniques. The application also functions as a feedback system. Constructive feedback provided by lecturers enables students to evaluate their teaching performance objectively and develop reflective teaching practices. Reflection is considered an important component in teacher professional development.

In addition, the application supports independent learning. Students can repeatedly access learning materials, observe their own teaching performance, and practice independently outside classroom sessions. According to Bates (2019), digital learning environments encourage learner autonomy by allowing students to regulate their own learning process.

3. Features of Microteaching Application

A microteaching application generally includes several essential features that support teaching practice. One important feature is the learning materials feature, which provides instructional resources related to teaching methods, lesson planning, and the eight basic teaching skills.

Another feature is the video upload function, allowing students to submit recordings of their teaching practice. Video recordings enable repeated observation and self-reflection, making it easier for both students and lecturers to evaluate teaching performance.

4 .Definition of Micro Teaching Skills

Micro teaching is an important part of teacher training as it provides an initial means of systematically practising teaching skills. Through micro teaching, prospective teachers have the opportunity to practise the learning process in a controlled situation, enabling them to gradually develop their pedagogical, communication and classroom management skills. This activity also serves as a bridge between the educational theory learned in the classroom and the actual teaching practice in the field. This activity also serves as a bridge between the educational theory learned in the classroom and the actual practice of teaching in the field. Definition of microteaching according to Allen & Ryan (1969) explain that Microteaching originated in the 1960s when it was developed as a method to improve and modify the teaching behavior of pre-service teachers, alongside the availability of portable video technology. A major role in the development of microteaching was played by Stanford University, which used video technology to record examples of effective teaching and provide detailed feedback on teaching practice. Meanwhile, according to Ramli (2021), state that Microteaching is a teaching approach that has been used since the 1960s, especially in teacher education and other learning environments. This approach has been shown to strongly influence teachers' classroom behavior across various education programs. Through microteaching, teachers are able to improve their teaching skills and classroom performance. Brown, as cited in Padmadewi, explains that microteaching can be

applied for different purposes, including pre-service teacher education, teacher recruitment, and in-service training programs. The term *microteaching* comes from the words *micro* and *teaching*. *Micro* means small or limited, while *teaching* refers to the act of teaching. Therefore, microteaching can be defined as a teaching practice conducted on a small scale, where teaching components are simplified.

According to Kuntarto & Eko (2021), state that microteaching comes from two words, namely *micro*, which means small or limited, and *teaching*, which means to teach. Thus, microteaching refers to a teaching activity carried out by simplifying or reducing all aspects of learning, such as the number of students, time, teaching materials, and limiting certain teaching skills. In addition, (Maria et al., 2025) also state is Microteaching can be used to accurately identify the strengths and weaknesses of prospective teachers. Microteaching is a teaching training technique designed to provide prospective teachers with practical experience in mastering basic teaching skills separately and in simplified situations. Then, Tiro (2018) also explain Micro Teaching is a method of training prospective teachers to become teachers who are competent in conducting lessons through mastery of teaching skills in their respective fields, making them prospective teachers who have strong confidence in conducting learning activities.

According to Astuti et,al (2024) they stated that Microteaching is a teaching training method designed in the context of small-scale learning, where teaching activities are carried out in a relatively short period of time with a focus on mastering specific teaching skills, so that prospective teachers can practise, evaluate, and improve their teaching abilities in a more focused and systematic manner. Microteaching is a form of teaching activity carried out in a limited learning environment, involving a relatively small number of students, generally ranging from

three to ten people, and held for a short period of time, approximately five to twenty minutes, so that the learning process can be focused on developing specific teaching skills. Meanwhile, according to Rafi'I explain that Microteaching is designed to give prospective teachers opportunities to practise teaching English in front of their peers. Through this activity, microteaching helps develop students' confidence, teaching skills, and overall readiness as preparation for real classroom teaching in schools.

In addition According to Ledger & Fischetti (2019) microteaching is conducted with small groups of students in a school environment as a training method to practise delivering short lesson plans and effectively applying classroom behaviour management strategies. Meanwhile, according to (Khairinnisa et al, 2025) is For English education students, the use of English throughout the microteaching session is mandatory as it reflects the authentic context of teaching English as a foreign language. Therefore, students' ability to speak fluently during microteaching is a key indicator of their readiness to become professional English teachers.

Based on the theoretical perspectives above, microteaching can be understood not only as a teaching practice activity but also as a pedagogical training process that involves observation, reflection, and assessment of teaching skills in a planned manner. Therefore, the use of technology-based learning media becomes important in supporting microteaching activities. The use of a microteaching application as a learning platform enables students to record their teaching practices, conduct self-reflection, and receive more structured feedback from lecturers. Accordingly, this research aims to analyze how a microteaching application is used in microteaching learning and how the platform supports students in mastering the eight basic components of microteaching skills.

5. Characteristics of microteaching skills

According to Ambili (2013), microteaching can be conducted using short lessons or focusing on a single concept with a limited number of students, thereby reducing the complexity of teaching in a real classroom and allowing immediate feedback to be obtained after each practice session. Meanwhile, (Flaherty et al., 2024) explain that Microteaching focuses on developing teaching skills through modelling by experts while beginners observe, analyse, and imitate. In addition, This idea has been developed by identifying several practice focuses, including classroom observation, discussion, video observation, dialogic teaching, and formative assessment practice.

Micro teaching is a simplified pedagogical technique used in conditions where class size, time and students are limited, allowing teachers to focus on specific aspects of teaching practice, including video observation and evaluation.

According to Msimanga (2021), describe that The characteristics of micro teaching are micro lessons (micro teaching) in teacher education, which provide controlled practical experience and enable prospective teachers to acquire professional skills, including lesson planning, reflection, and time management .It means it can be concluded that micro teaching emphasises simplified teaching practice, focused skill development, and reflective evaluation through observation and feedback. Meanwhile, According to (Amirah,2020) describe about the Characteristic of Microteaching,here are some characteristic of micro teaching as follows :

1. All components of basic teaching skills can be mastered more easily when each component is first learned separately, one at a time.
2. Simplifying the training situation and conditions allows the trainee to focus

their attention on the specific skill being practiced.

3. Simplified training conditions, supported by the use of video recording tools, make observation easier and provide useful feedback.

In addition, According to Arifmiboy (2019) The main characteristic of microteaching is simplification. This simplification refers to reducing the amount of time, learning content, teaching skills, and the number of students involved as follows :

1. Real teaching

Microteaching involves actual teaching practice; however, it focuses on developing specific teaching skills.

2. Scaled-down teaching

Microteaching is conducted in a simplified teaching situation, which includes:

- a) reducing the class size to about five to ten students,
- b) shortening the teaching duration to approximately five to ten minutes,
- c) limiting the scope of the teaching material, and
- d) focusing on particular teaching skills.

3. Individualized training tool

Microteaching functions as a highly individualized method of teacher training.

4. Providing feedback

Microteaching offers feedback to help trainees evaluate and improve their teaching performance.

5. Teacher preparation tool

Microteaching serves as an effective method for preparing competent and

professional teachers.

Based on these characteristics, microteaching can be regarded as an effective teaching training method for systematically developing and assessing the mastery of the eight basic components of teaching skills. The implementation of microteaching emphasizes observation, reflection, and feedback as core elements of the learning process. Therefore, the support of technology-based learning media becomes essential to enhance the implementation of microteaching. The use of a microteaching application as a learning platform enables the provision of basic teaching skills modules, video recording of teaching practice, as well as more structured and focused observation and evaluation processes. Accordingly, this research aims to examine how a microteaching application is implemented in microteaching courses and how the use of the platform supports students' mastery of the eight basic components of microteaching skills

5). Basic Component of Microteaching Skills

These skills form the basis for teaching activities, particularly in microteaching practices that emphasise focused and systematic training, observation, and evaluation of teaching abilities. Therefore, this section will discuss the definition of basic teaching skills and the types of basic microteaching skills as the theoretical basis for this study. Microteaching is considered one of the most effective training methods in teacher education. It serves as a practical approach for applying theoretical knowledge and for developing teaching skills among teacher trainees. However, traditional microteaching faces several limitations. The most common challenges include limited opportunities for practice due to time constraints and insufficient self-reflection on teaching performance (Deneme, 2020).

In addition, according to Merta et,al (2025) their explain Basic component microteaching skills cannot be learned solely through theory; they must be practised directly in front of a class. Through the Microteaching course, students are accustomed to practising basic teaching skills within a limited time frame, generally around 30 minutes, so that they can develop their teaching abilities more effectively. In addition, According to (Fitria, 2022) types of basic teaching skills that must be mastered by every teacher include the skill of opening and closing learning, skills of explaining, skills of providing a variety of stimuli, skills of using the method and media appropriately, skills in managing the learning environment, questioning skills, providing feedback and reinforcement, and other skills. meanwhile according to expert is (Helmiati, 2013) that Basic teaching skills refer to essential abilities that teachers or prospective teachers must possess and master as a primary requirement for conducting effective learning processes. These skills involve a range of teaching actions that play an important role in classroom activities and need to be developed systematically through microteaching practice.

Furthermore, according to Nasution et al., (2023) emphasise that mastery of basic teaching skills is very important because these skills help prospective teachers increase their confidence, manage classes well, deliver material clearly, and create an effective and engaging learning atmosphere through microteaching practice. Basic teaching skills are fundamental teaching competencies that must be mastered by prospective teachers to conduct effective learning activities. In addition, still discussing according to (Nasution et al., 2023), these skills include opening and closing lessons, explaining materials, questioning skills, variation skills, and verbal and non-verbal reinforcement, which function as the basic foundation for successful teaching performance in microteaching practice. Based on the explanations from the

experts above, it means basic teaching skills are viewed as a set of essential competencies that must be systematically developed through microteaching practice. These skills play an important role in supporting teachers' confidence, classroom management, clarity of instruction, and the overall effectiveness of the learning process. Since basic teaching skills consist of observable teaching behaviors, their mastery can be identified through careful observation of teaching practice.

5.Types of Basic component in Microteaching Skills

According to Helmiyati, (2013) state that As a teacher or educator, mastery of basic teaching skills is an important requirement in supporting the success of the learning process, in addition to other professional requirements. These basic teaching skills are the main provision for teachers in carrying out teaching and learning activities effectively and purposefully. The basic teaching skills that need to be mastered include the following aspects.

1. Skills in opening and closing lessons

Refer to the teacher's ability to prepare students mentally and academically before the lesson begins and to conclude the learning activities in a meaningful way. When opening a lesson, the teacher helps students develop mental readiness, establishes effective and conducive communication, and captures students' attention toward the topic to be learned, often by connecting the material to students' daily experiences or prior knowledge. This initial stage is important because it sets the tone of the lesson and motivates students to actively engage in the learning process. Meanwhile, closing a lesson involves summarising the key points that have been discussed, reviewing the main concepts, and evaluating students' understanding of the material. At this stage, the teacher may also reflect on the effectiveness of the teaching process and provide reinforcement to ensure that learning objectives have

been achieved. Through effective opening and closing skills, the learning process becomes more structured, meaningful, and conducive to student understanding.

Closing lessons is an activity carried out by the teacher in an effort to end teaching and learning activities (KBM). What is meant by closing the lesson is not only saying a closing greeting or prayer at each completion of the learning activity but by restating the main points of the lesson that has been learned and providing an overview of the material to come so students get a complete picture of the subject matters and the results (Hawa, 2021)

2. Explanation skills

The ability of teachers to convey information verbally in a systematic and clear manner, so that the relationship between materials can be well understood by students. The explanations provided are intended to assist students' thinking processes and encourage understanding, rather than simply imparting information in a one-way manner. In beginning a lesson, teachers often carry out routine activities such as checking attendance, maintaining classroom order, and asking students to prepare their books and writing materials. Although these activities are necessary, they cannot be considered as effective lesson openings because they do not necessarily help students focus their attention on the learning material and activities to be conducted. Opening a lesson refers to the teacher's efforts at the start of the learning process to create students' mental, physical, psychological, and emotional readiness, so that their attention is directed toward the subject matter and learning activities ahead. The initial actions and opening statements used by the teacher play a crucial role in determining the success of the entire learning process. The achievement of learning objectives largely depends on the teacher's teaching strategies at the beginning of the lesson, as even well-prepared lesson plans and

teaching materials may become ineffective if the teacher fails to capture students' interest and focus their attention at the start of instruction.

3. Questioning skills

The ability of teachers to ask questions verbally to elicit responses from students, whether in the form of knowledge, opinions, or thoughts. Through appropriate questions, teachers can stimulate thinking skills and increase student activity in learning.

4. Variation skills

Relate to the teacher's ability to utilise various methods, media, or teaching styles to reduce student boredom. With variation, the learning process becomes more interesting so that students continue to show enthusiasm, attention, and active participation.

5. Reinforcement skills

Refer to the teacher's ability to respond positively to student behaviour or learning outcomes, both verbally and non-verbally, with the aim of encouraging the repetition of such positive behaviour.

6. Skills in teaching small groups and individuals

Refers to the ability of teachers to facilitate learning activities involving a small number of students, usually between three and eight, so that attention and guidance can be provided more intensively.

7. Classroom management skills

This refers to the teacher's ability to create and maintain conducive learning conditions, as well as restore the classroom to optimal conditions in the event of disruption, either through the enforcement of discipline or remedial activities.

8. Small group discussion guidance skills

This refers to the teacher's ability to guide a structured discussion process by encouraging active interaction among students, so that they can exchange information, make decisions, or solve problems together.

It should be emphasised that in the context of training, these complex teaching skills can be broken down into several basic components so that they can be practised separately. However, in actual classroom teaching, teachers are required to be able to apply all of these skills holistically and in an integrated manner.

Furthermore, According to Pagarra (2019) state that teachers are required to possess the necessary abilities and fundamental teaching skills to ensure that the learning process runs smoothly, effectively, and efficiently. These teaching skills include the ability to open and close lessons, explain learning materials clearly, ask appropriate questions, provide reinforcement to students, guide small group discussions, manage the classroom, apply variations in teaching, and conduct individual as well as small group instruction. In addition, The teaching skills measured in this study included the skills of opening and closing lessons, explaining, asking questions, providing reinforcement, using learning media, providing variety, guiding discussions, and managing the classroom. Data on students' basic teaching skills were obtained through a basic teaching skills observation sheet instrument (Sumarjan & Dewi, 2021)

According to Munthe & Sinaga (2024) explain that Basic teaching skills are a set of abilities that a teacher or educator must possess in order to carry out teaching activities effectively. These skills encompass various technical and practical aspects of the teaching process, designed to create an optimal learning experience for pupils.

Mastery of basic teaching skills helps teachers to create a conducive learning environment, manage the classroom effectively, and facilitate pupils' learning processes more effectively. Overall, basic teaching skills are essential competencies that a teacher must master to carry out teaching effectively. Mastery of these skills helps to create effective, efficient, and enjoyable learning, and facilitates students in achieving the expected learning outcomes.

It means basic teaching skills consist of various interconnected components that must be mastered by teachers or prospective teachers to ensure effective and well-managed learning activities. These skills cover observable teaching behaviors, such as opening and closing lessons, explaining materials, questioning, providing reinforcement, managing the classroom, and guiding group discussions. In microteaching practice, these complex teaching skills can be trained separately in simplified teaching situations, allowing each component to be evaluated more clearly.

In Addition, According to Syafitri et al., (2021) The skill of opening and closing a lesson refers to the teacher's ability to prepare students mentally and focus their attention so they are ready to engage with the material being presented. This skill plays an important role in creating a learning process that is effective, efficient, engaging, and enjoyable. Then, A skill is the ability or competence to perform an action so that a process runs smoothly and objectives are achieved. In the context of learning, teaching skills refer to a teacher's ability to deliver content effectively in a way that motivates pupils to engage with the learning process. Questioning skills refer to a person's ability to obtain information by asking questions. These skills involve choosing the right type of question and the way it is phrased, so that pupils engage actively, think critically and gain a better understanding of the subject matter.

Meanwhile, The ability to introduce variety refers to a teacher's capacity to create variety during the learning process in order to reduce boredom, boost motivation, cater to students' different learning styles, and encourage their active participation. Reinforcement skills refer to a teacher's ability to provide positive feedback on pupils' behaviour or learning outcomes. Such reinforcement may take the form of a smile, praise or other forms of recognition to encourage good behaviour. then, Small-group and one-to-one teaching skills refer to a teacher's ability to guide pupils' learning in small groups, typically comprising between three and eight pupils, so that the learning process is more effective and focused. and, The skill of leading small-group discussions refers to a teacher's ability to manage a structured discussion process that involves direct interaction between pupils to share information, draw conclusions and solve problems.

Furthermore, According to Sollisa (2024) explain Eight Essential Teaching Skills :

1. Questioning skills → encouraging students to think critically and actively.
2. Reinforcement skills → providing positive feedback to boost student motivation.
3. Variation skills → preventing boredom in the classroom.
4. Explanation skills → conveying material clearly and in an easily understandable manner.
5. Skills in opening and closing lessons → preparing and concluding lessons effectively.
6. Skills in leading small-group discussions → fostering cooperation and problem-solving.
7. Skills in classroom management → creating a conducive learning environment.

8. Skills in teaching small groups and individuals → supporting students according to their individual needs.

5). Teaching Practice

In Teaching, determining the material to be taught, the order of delivery, and the allocation of time are important parts of lesson planning. Therefore, microteaching can be used as initial training for students before they conduct lessons on a larger scale (macro teaching). Through microteaching, students have the opportunity to try out various teaching techniques, anticipate problems that may arise in class, and practise their classroom management skills (Julhijah, 2017)

In addition, according to Bada & Akinbobola (2022) is Teaching practice is an important part of the teacher education curriculum that focuses on practical activities. This activity must be undertaken by prospective teachers as the final stage before they graduate and are ready to become professional teachers. Through teaching practice, prospective teachers carry out learning activities directly in a real school environment as a form of applying the teaching skills they have learned.

Teaching practice is one of the important requirements to become a teacher. Through this activity, prospective teacher students gain direct experience in real learning situations. During teaching practice outside the campus, prospective teachers are given the opportunity to try and develop their teaching skills before actually entering the teaching profession (Annan-brew & Arhin, 2022).

Teaching is a complex profession. It requires a balance between three things: mastery of the subject matter, good teaching skills, and the ability to manage a classroom. To create engaging and inclusive learning, we need to improve teaching skills and support continuous professional development. One common training method is microteaching, which lets teachers practice teaching techniques, try out

different strategies, and get feedback in a controlled setting (Iliasova., et al, 2025).

Meanwhile, according to Rahayu & Sulistyawati (2022) stated that The quality of a teacher's performance is closely related to their competencies. Without good competencies, a teacher will not be able to perform optimally. In carrying out their duties in the classroom, teachers must have at least four main competencies, namely pedagogical, social, personal and professional competencies.

2.2. Review of Related the Findings

In this research, the researcher puts some of the previous related researcher to compare them with this research. Some of the researcher is follows:

The First Cahya et al., (2024) with their research entitled “Exploratory study of the application of online learning in teaching skills and microteaching courses” This research aims to describe the implementation of online learning in Teaching Skills and Microteaching courses from the aspects of preparation, implementation, and evaluation of learning, as well as to identify the obstacles that arise, particularly those related to student engagement in the MBKM programme.

The second Supardi (2023) with his research entitled “Microteaching based blended learning university” This research aims to develop and implement microteaching with a blended learning approach that combines face-to-face learning and e-learning.

In addition, the third Raharjo al., (2025) with their research entitled “Analysis of the online microteaching practice of undergraduate physical education students” This research also aims to determine students' understanding, level of satisfaction, and ability to utilise online applications in microteaching activities, while also examining the differences in students' teaching skills between online and face-to-face learning

The Fourth Dewi & Sumarjan (2021) with their research entitled “Profile of basic student teaching skills through online learning models using peer assessment on microteaching lectures” This research also aims to identify and describe the basic teaching skills of Biology Education students during online microteaching lectures using a peer assessment model.

The fifth Zhumabeyava et al.,(2025) with their research entitled “Enhancing teaching skills through digital feedback in microteaching : A study with prospective primary teachers” This research aims to examine the effect of microteaching accompanied by digital feedback on improving the teaching skills of prospective teachers. In addition, this research also aims to examine how digital feedback plays a role in developing self-reflection, lesson planning, and classroom management skills.

The Sixth Rakhmania et al., (2022) With their research entitled “Pre service teachers' attitudes towards the use of zoom meetings for microteaching class” this research aims to The purpose of this research was to determine prospective teachers' views on the use of the Zoom application in conducting online microteaching, reviewed from pedagogical, socio-cultural, and technical aspects.

The Seventh Riyanti, (2021) With her research entitled “The use of google meet for online microteaching” this research aims to to reveal prospective teachers' perspectives on the use of Google Meet as an online learning platform in microteaching courses, as well as to identify the benefits and obstacles they faced during microteaching implementation during the pandemic.

The Eighth, kumawan (2017) with his research entitled “Online microteaching : A multifaceted approach to teacher professional development” this research aims to examine the application of microteaching through online media and to explore

teachers' views on the effectiveness of online microteaching in improving self-reflection, critical thinking, self-confidence, and teaching professionalism.

The Ninth, Yuliani (2018) With her research entitled “Classroom Applications of Microteaching : An analysis of students perspectives” This research aims to examine students' views on the implementation of microteaching. This research also focuses on understanding students' experiences during microteaching and the role of these activities in helping to improve their teaching skills and readiness to face real teaching conditions.

The Tenth Sata & Erna (2020) with their research entitled “An analysis of the teaching skills of English students in microteaching course at Madako University” this research aims to identify and describe the types of teaching skills applied by students in microteaching courses, particularly the basic teaching skills that emerge during microteaching practice.

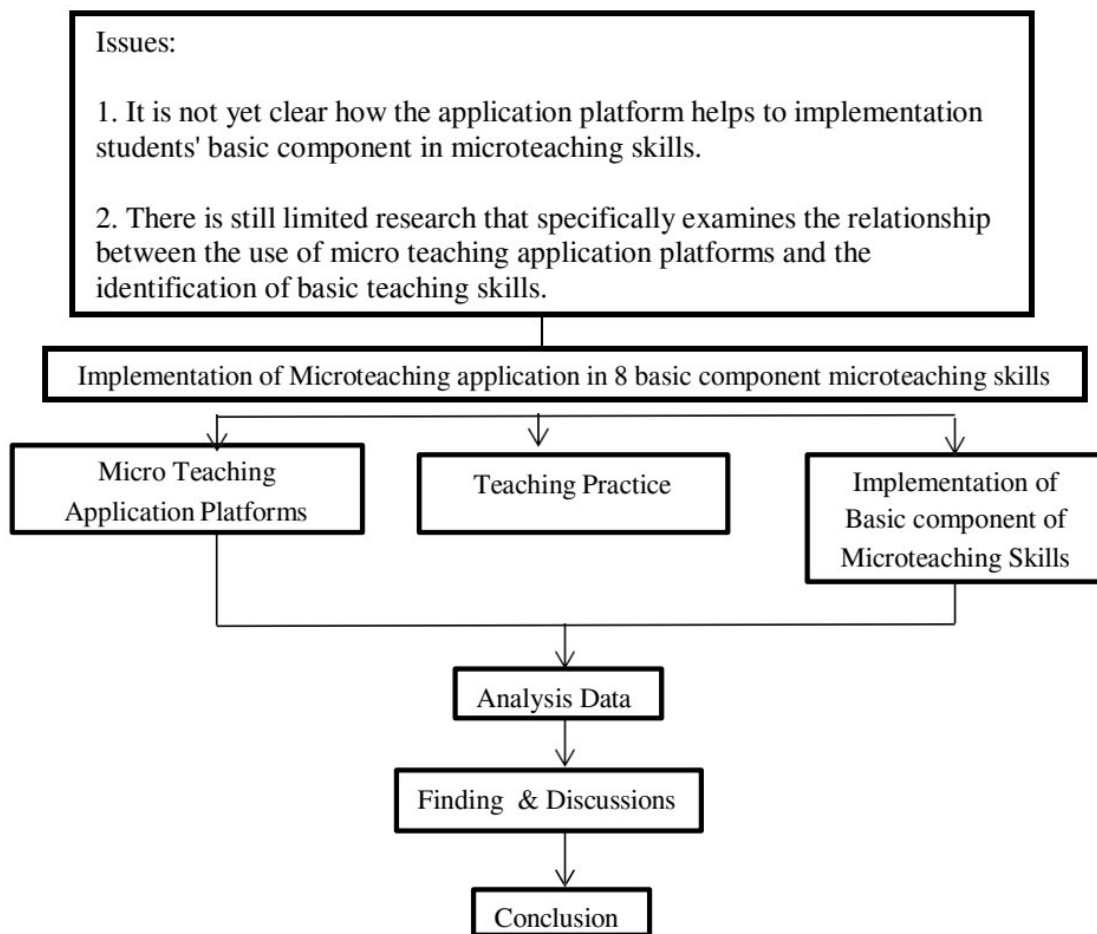
Meanwhile, the eleventh Ginting et al., (2024) With their research entitled “Analisis Microteaching sebagai sumber belajar di era digital” this research aims to explore the potential and challenges of applying microteaching as a learning resource centre in the digital age, particularly in the use of digital technology to improve the quality of teaching simulations, feedback, and the development of teaching skills for prospective teachers.

Based on previous research, most research on microteaching has focused on the application of online learning, student perceptions, or attitudes towards the use of digital platforms. Other research have also examined students' basic component microteaching skills, but have not specifically linked them to the use of microteaching application platforms. There is still little research examining how microteaching application platforms are used to implementation the components of

students' basic component of microteaching skills. Therefore, this research focuses on analysing the role of microteaching application platforms in implementation the basic teaching skills of sixth-semester students in the English Education Study Program in Pasir Pengaraian.

2.3. Conceptual Framework

A conceptual framework is a concept used by researcher as a basis for designing research. The conceptual framework serves as an analytical tool that helps researchers organise ideas and explain the relationships between concepts used in research.



Based on the Figure of conceptual framework above, this research focuses on Implementation the use of microteaching application platforms in identifying the components of basic teaching skills of sixth-semester students in the English Education Study Program in Pasir Pengaraian. In this conceptual framework, microteaching application platforms function as teaching practice media that display students' teaching practice and teaching performance. Through recorded and observed teaching activities, researcher can identify various basic teaching skills of students. The data obtained is then analysed to provide a clear picture of students' mastery of basic teaching skills.

CHAPTER III. RESEARCH METHODOLOGY

This chapter discussed the research methodology. It consisted of the research design, research setting, research instruments, research procedures, population and sample. This chapter also discussed the techniques of data collection and data analysis. The research methodology was described as follows:

3.1. Research Design

This research utilised a descriptive quantitative research design. This approach was chosen because the research aimed to describe and analyse the use of the microteaching application platform in identifying students' mastery of basic teaching skills. Qualitative methods are research approaches that produce descriptive data in the form of words, both spoken and written, as well as observable behaviour from research subjects (Citriadin, 2020). This research will not emphasise numerical calculations but rather will focus on the process of observation, interpretation, and understanding of data obtained from students' microteaching practices..

3.2. Setting of the Research

This research was conducted at the English Education Study Program, Pasir Pengaraian University. The research subjects were sixth-semester students who were taking the Microteaching course and 4 lecturers of English education study program. The research was conducted during the current semester, focusing on microteaching practice activities using application platforms.

3.3. Population and Sample

A. Population

The population of this research consisted of all sixth-semester students and 4 lecturers of the English Education Study Program at Pasir Pengaraian University. This population was selected because sixth-semester students had taken or were

currently enrolled in the Microteaching course, making them relevant participants for examining the implementation of microteaching applications in mastering the eight basic components of microteaching skills.

B. Sample

The sample of this research included all sixth-semester students & 4 Lecturers of the English Education Study Program at Pasir Pengaraian University. This research used purposive sampling as the sampling technique. Purposive sampling was applied because the research participants were selected based on specific criteria relevant to the research objectives. The criteria included sixth-semester students of the English Education Study Program at Pasir Pengaraian University who had taken or were taking the Microteaching course and had experience using the microteaching application. Therefore, these participants were considered appropriate sources of data to analyse the implementation of the microteaching application in developing basic teaching skills.

3.4. Instrumentation of the Research

Research instruments were tools used by researchers to collect and obtain data related to the research objectives. In this research, the instruments used to collect data were observation sheets and questionnaires. In addition, video recordings of students' microteaching practices were used as documentation and as the main source of data for observing the implementation of the eight basic components of microteaching skills.

The observation sheet was used to observe and identify students' basic teaching skills based on their microteaching video recordings. The observation focused on the eight basic components of microteaching skills, namely opening and closing skills, explaining skills, questioning skills, reinforcement skills, variation skills, classroom

management skills, small group discussion skills, and individual and small group teaching skills. The observation sheet helped the researcher record the presence and implementation of these teaching skills during students' microteaching practices.

A questionnaire was also used to collect data regarding students' and lecturers' perceptions of the use of the microteaching application in the Microteaching course. The questionnaire was distributed to sixth-semester students who took the Microteaching course and the lecturer involved in the course. The questionnaire consisted of statements related to the use of the microteaching application and the implementation of the eight basic components of microteaching skills. The questionnaire used a Likert scale to obtain respondents' responses to each statement.

Video recordings were used as documentation to support the observation process. The videos were obtained from the microteaching application platform with permission from the lecturer and students. The researcher accessed and reviewed the recorded teaching performances repeatedly in order to identify the implementation of the eight basic components of microteaching skills. Important findings from the videos were recorded based on the observation sheet. Thus, the observation sheet, questionnaire, and video recordings were used to obtain and support the data required to answer the research questions.

3.5. Technique of collecting the Data

A. Questionnaire

The questionnaire was used to obtain data regarding students' and lecturers' perceptions of the use of the microteaching application in the Microteaching course. The questionnaire was distributed to sixth-semester students who took the Microteaching course and to the microteaching lecturer. The questionnaire contained statements related to two main aspects. The first aspect concerned the use of the

microteaching application, including its features, accessibility, learning materials, video upload facilities, feedback features, and its use in supporting microteaching activities. The second aspect concerned the implementation of the eight basic components of microteaching skills through the use of the application.

The questionnaire used a Likert scale to measure the respondents' responses to each statement. The responses obtained from the questionnaire were used to describe the perceptions of students and lecturers regarding the use of the microteaching application in the Microteaching course.

B. Observation

The observation involved directly attending the microteaching class to observe the students' teaching practices. Additionally, the researcher observed the students' recorded teaching performances uploaded to the Microteaching Application platform. The focus of the observation was to identify the implementation of the eight basic components of microteaching skills. The researcher used an observation sheet to record the students' performances. These included opening and closing skills, explanation skills, questioning skills, reinforcement skills, variation skills, classroom management skills, small group discussion skills and individual and small group teaching skills. During the classroom observation, the researcher observed the students' teaching activities directly and recorded the relevant findings on the observation sheet. They also reviewed the students' recorded teaching videos to obtain additional information and examine the implementation of the eight basic components in greater detail. Findings obtained from direct classroom observation and students' recorded teaching performances were recorded on the observation sheet and used as supporting data for further analysis.

C. Documentation

Documentation was used to collect supporting data in the form of video recordings of students' microteaching practices. The video recordings were obtained from the microteaching application platform with permission from the lecturer and students. The researcher accessed and reviewed the recorded teaching performances to identify the implementation of the eight basic components of microteaching skills. The videos were watched repeatedly, and important findings were recorded based on the observation sheet. The documentation data supported the observation process and provided evidence of students' microteaching practices.

3.6. Technique of Analyzing the Data

The analysis will be conducted on the data obtained from observations, video documentation, and questionnaires ,documentation. The data analysis in this research was conducted based on the types of data collected. The researcher analyzed the data through questionnaire, observation, and documentation.

1. Questionnaire Data Analysis

The questionnaire data were analyzed using descriptive statistical analysis. The questionnaire used a five-point Likert scale consisting of Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), and Strongly Disagree (1). The data were analyzed by calculating the mean score of each statement and indicator to identify students' and lecturers' perceptions of the Microteaching Application and the Eight Basic Components of Microteaching Skills.

The mean score was calculated using the following formula:

$$M = \Sigma X / N$$

Categories:

M = Mean score

ΣX = Total score obtained

N = Number of respondents

The obtained mean scores were then interpreted based on the following criteria:

Mean Score Interval Interpretation

4.21 – 5.00	Very Positive
3.41 – 4.20	Positive
2.61 – 3.40	Moderate
1.81 – 2.60	Negative
1.00 – 1.80	Very Negative

2. Observation and Documentation Data Analysis

A. Data Reduction

The researcher selected and focused on relevant data obtained from the observation and documentation of the Microteaching Application. The data were reduced based on the use of application features, learning activities, teaching practice processes, video submission, and feedback activities.

B. Data Display

The reduced data were organized and presented in the form of descriptions and tables to provide a clear explanation of how the Microteaching Application was implemented during the Microteaching course.

C. Conclusion Drawing/Verification

The researcher interpreted the displayed data to draw conclusions regarding the implementation of the Microteaching Application and its role in supporting teaching practice activities.