

**AN ANALYSIS OF STUDENTS STRENGTHNESS AND WEAKNESSES
IN THE EIGHT BASIC COMPONENTS IN 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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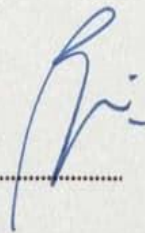
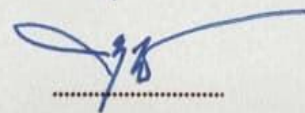
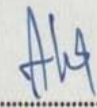
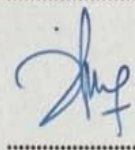
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State that the thesis I have written entitled "An Analysis of Students Strengthness and Weaknesses in the Eight Basic Components in Microteaching Skills" to meet one of the requirement for Sarjana Degree in English Study Program in Faculty of Teachers Training and Education University of Pasir Pengaraian in my own work. While the material in this thesis quoted from others 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.

Rokan Hulu, July 2026

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ABSTRACT

Wahyuningsih (2026). An Analysis of Students Strengthness and Weaknesses in the Eight Basic Components in Microteaching Skills

This research aims to analyze the strengths and weaknesses of sixth-semester students in applying eight basic teaching components during microteaching practice. This research used a descriptive quantitative design involving sixth-semester students of the English Education Study Program at the University of Pasir Pengaraian. Data were collected through questionnaires, observations, interviews, and documentation and analyzed descriptively. The findings showed that five components were students' strengths: Set Induction and Closure, Explaining, Questioning, Reinforcement, and Variation Skills. Meanwhile, three components were weaknesses: Classroom Management, Guiding Small Group Discussion, and Teaching Small Group and Individual Skills. Students generally demonstrated good ability in delivering lessons, asking questions, providing reinforcement, and using varied teaching techniques, but experienced difficulties in classroom management, group discussions, and providing balanced guidance to individuals and small groups. In conclusion, five components were satisfactorily mastered, while three require continuous practice, feedback, and reflection to improve teaching competence.

Keywords: microteaching, basic teaching skills, strengths, weaknesses

ABSTRAK

Wahyuningsih (2026). Analisis Kekuatan dan Kelemahan Mahasiswa dalam Delapan Komponen Dasar Keterampilan Microteaching

Penelitian ini bertujuan untuk menganalisis kekuatan dan kelemahan mahasiswa semester enam dalam menerapkan delapan komponen dasar keterampilan mengajar selama praktik microteaching. Penelitian ini menggunakan desain deskriptif kuantitatif yang melibatkan mahasiswa semester enam Program Studi Pendidikan Bahasa Inggris Universitas Pasir Pengaraian. Data dikumpulkan melalui kuesioner, observasi, wawancara, dan dokumentasi, kemudian dianalisis secara deskriptif. Hasil penelitian menunjukkan bahwa lima komponen menjadi kekuatan mahasiswa, yaitu keterampilan membuka dan menutup pelajaran, menjelaskan, bertanya, memberikan penguatan, dan mengadakan variasi. Sementara itu, tiga komponen menjadi kelemahan, yaitu keterampilan mengelola kelas, membimbing diskusi kelompok kecil, serta mengajar kelompok kecil dan perorangan. Secara umum, mahasiswa mampu menyampaikan pembelajaran, mengajukan pertanyaan, memberikan penguatan, dan menggunakan teknik yang bervariasi, tetapi masih mengalami kesulitan dalam mengelola kelas, membimbing diskusi, dan memberikan bimbingan kepada individu maupun kelompok kecil. Kesimpulannya, lima komponen telah dikuasai dengan memuaskan, sedangkan tiga komponen masih memerlukan latihan, umpan balik, dan refleksi secara berkelanjutan untuk meningkatkan kompetensi mengajar.

Kata kunci: microteaching, keterampilan dasar mengajar, kekuatan, kelemahan

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Rokan Hulu, July 2026

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