

CHAPTER I

INTRODUCTION

This chapter is the introduction of the research. It contains the following sections: background of the research, limitation of the research, formulation of the research, purpose of the research, significance of the research, and definition of key terms. The background section explains the setting and the reason for the study. Furthermore, the limitation and formulation of the research specify the focus of this research and the questions being investigated. The final sections describe the research objectives, its significance, and the contributions expected from the research.

1.1. Background of the Research

Microteaching is an integral part of teacher education programs aimed at training students to teach in real classrooms. For students in the Faculty of Teacher Education and Training, this course is a mandatory prerequisite to join the teaching practicum program in schools in the sixth semester. This course is a bridge between theory and practice. Microteaching is carried out in a simulated environment where teaching time, learning objectives, open materials, and the number of students are deliberately controlled.

The microteaching learning environment gives students an opportunity to focus on practicing specific teaching skills without having to worry about the complexity of a real classroom situation such as large class sizes, variations in

student personality, as well as various administrative and curriculum requirements. Students can perform repeated teaching simulations to try out, revise, and progressively improve their teaching methods. This process helps students to reflect on their teaching performance in terms of the presentation of material, classroom management, and interaction with students. Moreover, the feedback from the teachers and peers is the most important learning resource that assists students to find out their strengths and weaknesses in the teaching field.

Muluk et al., (2020) mentioned that microteaching has an important role in enhancing students' teaching skills, especially in acquiring basic teaching skills. However, students may have different levels of proficiency in each skill depending on their backgrounds and abilities. Microteaching allows students to concentrate on certain teaching practices, without the complications of real classroom situations. Repeated teaching simulations allow students to reflect on their performance and to develop further their teaching competence based on feedback from lecturers and peers.

Basic teaching skills are an important pedagogical competence in support of classroom teaching. Basic teaching skills are a core set of instructional skills that form the foundation of teaching practice. These skills help teachers to design, implement, and assess learning activities in an organized manner. Basic teaching skills are very crucial in developing teaching competencies because they consist of fundamental instructional components that affect classroom interactions and the learning process (Sugihartini et al., 2020).

Teaching skills generally consist of eight components: questioning skills, reinforcement skills, variation skills, explaining skills, opening and closing lesson skills, small group discussion skills, classroom management skills, and small group and individual teaching skills. These components are interrelated and function as a whole set of skills in classroom instruction. Often one component requires support from other components. Thus, to support meaningful and interactive learning activities, the eight components of basic teaching skills must be fully mastered.

Students who are in the sixth semester and take microteaching courses are students who are in the process of developing teaching skills more deeply, especially in mastering the 8 main components of teaching skills. At this stage, students have enough theory of learning and pedagogy and can combine all the basic elements of teaching skills in their teaching practice. Microteaching is a platform for the sixth semester students to practice and test their ability in applying the eight components of basic teaching skills before facing the real learning situation in schools. Through teaching simulations in microteaching activities, students are given the opportunity to integrate these skills so that their preparation and ability to apply basic teaching skills can be observed and assessed before proceeding to the stage of teaching practice in schools.

Previous studies have reported that microteaching, while offering valuable opportunities for students to develop their teaching competence, has a number of teaching skills that are difficult to master. Lee & Wu (2024) also found that many students showed a tendency to use limited instructional variations and

monotonous teaching methods, which caused lower student engagement in microteaching practice. Likewise, Kusmiyati & Merta (2024) found that although students tried to use different instructional media, the media were often not in line with the learning objectives and mostly used as visual aids, rather than as instructional tools that supported meaningful classroom interaction. The findings suggest that variation skills remain one of the teaching components that need improvement.

However, preliminary reports from microteaching practices show that students do not have the same competency in the eight basic teaching skills. Many students can perform well in introducing and closing lessons, explaining the learning materials, asking questions, providing reinforcement, and applying teaching variations. However, there are still students who have difficulties in managing the classroom, facilitating small group discussions, and providing the appropriate guidance to individual students or small groups. These differences suggest that students possess different competency levels in executing the eight basic teaching skills. The variances indicate the strengths and weaknesses, which need to be identified and analyzed in order to obtain a comprehensive understanding of students' teaching competence during microteaching practice.

Variations in students' teaching performance suggest that the mastery of the eight basic teaching skills is a gradual process that requires continuous practice, feedback, and reflection. Microteaching enables the students to develop these competencies within a controlled learning environment. Not all students are able to demonstrate the same level of performance in each component of teaching.

Therefore, it is important to identify the strengths and weaknesses of students to assess the teaching competence of students and to identify the teaching components that need to be improved further.

The implementation of teaching skills in microteaching has been studied in several previous studies. Annisa et al., (2023) showed that the students performed satisfactorily in several teaching components, but Classroom Management Skills and some other teaching skills still need to be improved. Similarly, Wahida et al., (2022) found that Classroom Management Skills was still one of the most difficult teaching components since many students had difficulties in maintaining classroom interaction, involving students' participation, and responding to classroom situations effectively. The results indicate that although microteaching plays a significant role in developing teaching competence, there are still a number of teaching components that require continuous practice and improvement.

Based on the differences in the students' mastery of the eight basic teaching skills in microteaching practice, and supported by previous research, it can be seen that most of the previous studies have focused on teaching competence in general or only on specific components of the eight basic teaching skills. Few research works have used observation, interviews, and questionnaires to analyze the strengths and weaknesses of students in all eight basic teaching skills. Therefore, it is necessary to analyze more on the implementation of the eight basic teaching skills by students in microteaching practice. This research was conducted with sixth-semester students in the Microteaching course. They

had completed pedagogical courses and were applying their pedagogical knowledge and teaching skills by means of teaching simulations. This research aims to analyze the students' strengths and weaknesses in the eight basic teaching skills during microteaching practice. The results of this research are expected to provide empirical evidence about students' teaching competence. They can be used as a reference for the improvement of the quality of microteaching learning and the implementation of teaching practice in the English Language Education Study Program.

1.2. Identification of the Research

From the background of the research, it can be seen that the students of English Education in the microteaching practice have not been consistent in mastering the eight basic teaching skills. Microteaching is intended to develop the students' competence in teaching by giving them teaching simulations. However, there are still differences in the way students apply the eight basic teaching skills. These differences show that students have different teaching competence levels in microteaching practice. The research problems are:

1. The students have different levels of mastery in microteaching practice in the application of the eight basic teaching skills.
2. Students do not practice all of the components of the eight basic teaching skills equally in the teaching simulations, indicating that some components of teaching are more difficult to implement than others.

3. The differences in the teaching performance of the students show the existence of different strengths and weaknesses in the execution of the eight basic teaching skills. Hence, it is necessary to analyze the students' strengths and weaknesses comprehensively in each component of the eight basic teaching skills during microteaching practice.

1.3. Limitation of the Research

The research is limited to the analysis of students' strengths and weaknesses in the eight basic components in microteaching skills; namely Set Induction and Closure Skills, Explanation Skills, Questioning Skills, Reinforcement Skills, Variation Skills, Classroom Management Skills, Guiding Small Group Discussion Skills, and Teaching Small Group and Individual Skills. The subjects of this research were the students of the English Language Education Study Program in the sixth semester who took the Microteaching course at the University. The analysis is centered on the teaching performance of students in the microteaching practice.

The research is limited to the identification and description of strengths and weaknesses of the students in each of the eight basic teaching skill components. It does not investigate the factors affecting the students' teaching performance, nor does it evaluate the students' learning outcomes other than the application of the eight basic components of microteaching skills.

1.4. Formulation of the Research

1. What are the strengthness of English Department Students in eight basic component at microteaching skills ?
2. What are the weaknesses of English Department Students in eight basic component at microteaching skills?

1.5. The Purpose of the Research

The purposes of this research are:

1. To identify the strengthness of English Department Students in eight basic component at microteaching skills.
2. To identify the weaknesses of English Department Students in eight basic component at microteaching skills.

1.6. Significance of the Research

This research is expected to provide benefits to various parties as follows:

1. For Students

The research is expected to give students more insight into their strengths and weaknesses in applying the eight basic teaching skills while doing microteaching practices. This research assists students to reflect on their teaching performance and improve their pedagogic skills for future teaching practice.

2. For Lecturers

This research is expected to provide valuable input for English lecturers, particularly for those who teach microteaching courses, about the difficulties and strengths of students in applying the eight basic teaching skills. The research results can be used as a reference in improving instructional strategies and guidance in microteaching classes.

3. For Further Researchers

It is hoped that the research can be a reference for future researchers who want to conduct studies related to students' basic teaching skills and microteaching practices. Moreover, it may offer useful insights for other quantitative or related research in the field of English teacher education.

1.7. Definition of Key Term

To avoid misunderstandings and ensure clarity in this research, some key terms are defined as follows:

1. Eight basic components of microteaching

The eight basic components in microteaching skills refer to the fundamental teaching competencies that are expected to be demonstrated by students of the English Language Education Study Program during microteaching practice. These components include Set Induction and Closure Skills, Explanation Skills, Questioning Skills, Reinforcement Skills, Variation Skills, Classroom Management Skills, Guiding Small Group Discussion Skills, and Teaching Small Group and Individual Skills.

In this research, these components serve as the basis for analyzing the students' strengths and weaknesses in their teaching performance during microteaching practice.

2. Microteaching

Microteaching is a teaching practice conducted in a simplified and controlled setting that allows students to practice specific teaching skills within a limited time, material scope, and number of learners.

3. Strengthness

According to Fahriana & Huda (2019), strengths are internal advantages or abilities that add value and support the achievement of goals. In this research, strengths refer to students' ability to master basic teaching skills during microteaching, such as explaining material, using a variety of methods, and managing the classroom effectively.

4. Weaknesses

Weaknesses are limitations or shortcomings that can hinder the achievement of optimal results (Fahriana & Huda 2019)

In this research, weaknesses are defined as students' difficulties in applying basic teaching skills during microteaching, such as poor classroom management, explaining material, and using varied teaching methods, among others.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter discusses the theories that might be associated with the research. The researcher explains several theories related to this research. The researcher receives the concepts from other applicable resources. This chapter includes an evaluation of related theories, an overview of associated findings, and a conceptual framework.

2.1. Review of the Related Theories

This section discusses theoretical concepts that underpin the present research. The theories reviewed focus on teaching skills, basic teaching skills, microteaching, and the eight basic components, which serve as the main analytical framework of this research.

1. Teaching Skills

Teaching skills are a set of professional abilities that allow teachers to design, carry out, and evaluate learning activities effectively for the achievement of educational objectives. are basic skills in the design of effective learning experiences that promote the cognitive, affective, and psychomotor development of the students. Teaching skills can deliver material clearly, manage classroom interaction, and respond appropriately to students' needs along the learning process.

In the implementation of teaching skills, effective communication plays one of the important supporting roles, especially in the explanation of skills. To

make effective learning happen, teachers need to present learning materials in a clear, confident, and understandable way. In this regard, the ability to convey ideas, opinions, and knowledge in front of an audience is considered crucial (Do & Dang, 2012, as cited in Rahayu, Eripuddin, & Ramadhani, 2024).

Good communication in teaching, besides that, also helps to develop students' self-confidence and competence to express ideas during the learning process (Harahap & Rozimela, 2021, as cited in Rahayu, Eripuddin, & Ramadhani, 2023). This aspect is important in microteaching activities because students are required to show their teaching performance, manage classroom interaction, and deliver material properly. Therefore, communication skills as part of teaching skills can influence students' strengths and weaknesses in performing teaching skills during microteaching practice.

Sugihartini et al., (2020) state that teaching skills are core competencies that prospective teachers must master in order to teach effectively in the classroom. This competency is not limited to mastery of subject matter, but also includes pedagogical aspects such as lesson planning, classroom management, communication skills, and the ability to interact constructively with students. Teachers with good teaching skills tend to be able to create a pleasant and supportive learning atmosphere, which has a positive effect on student motivation and understanding.

Furthermore, Coşanay & Karali (2022) highlighted that teaching skills remain one of the essential competencies required of teachers in the 21st century. They found that primary education teachers generally demonstrated a

good level of 21st-century teaching skills. Among the measured dimensions, approving skills were the most frequently demonstrated. In addition, the findings showed that the application of teaching skills varied based on gender, educational background, and professional preference. Teachers who voluntarily chose the teaching profession demonstrated higher levels of 21st-century teaching skills across all measured dimensions. These findings indicate that professional interest and commitment play an important role in the development of effective teaching competence. Teachers who voluntarily chose the teaching profession demonstrated higher levels of 21st-century teaching skills across all the measured dimensions, pointing to the importance of professional interest and commitment in the development of effective teaching competence.

The present research is supported by these findings as they highlight that teachers' motivation and professional commitment are important factors influencing teaching competence and not only pedagogical knowledge. Although the research was not about microteaching but rather about 21st-century skills for teachers, it provides further evidence that good teaching skills are essential for good classroom practice and should be developed continuously in teacher education programs.

Besides, teaching skills are the ability of the teacher to use appropriate teaching methods and strategies in accordance with learning objectives and the needs of the classroom. This ability involves the selection of appropriate methods of teaching; asking appropriate questions; reinforcement; management

of classroom activities; and effective use of lesson time. Having a strong understanding of the subject matter alone is not enough. Teachers also need good teaching skills to deliver the material clearly, engage students, and help them achieve the expected learning outcomes.

Teaching skills are very important in teacher education because they prepare students to be good teachers. Hence, teacher education programs should offer students chances to develop and exercise these skills before they step into actual classrooms. Teaching practice gives students the opportunity to apply teaching methods, receive feedback from lecturers and peers, and evaluate their own performance for further development. As stated by Muluk, Habiburrahim, and Ardiansyah (2020), teacher education students need to continuously develop their teaching skills to be better prepared for their future teaching careers.

From the above discussion, it can be said that the ability to present material, clear communication, and managing the classroom effectively are very important teaching skills. Effective communication skills help students understand the material and improve their self-esteem. These skills need to be further developed in students, e.g. through microteaching, so that they are better prepared to teach in the classroom.

2. Microteaching

Microteaching is a method of teaching that intends to train students to develop teaching skills through a simpler and controlled learning environment. This is often used in teacher education programs as an important stage of

preparation before students go out and teach in real classrooms. The main purpose of microteaching is to reduce the teaching activities so that the students can concentrate on the effective practice of particular teaching skills. In microteaching, the teaching length, learning objectives, teaching contents, and number of students are intentionally limited.

According to Thangaraju & Medhi, (2023), micro-teaching is a systematic method of training in which students practice a particular teaching skill systematically and repeatedly. In microteaching, students concentrate on one or more teaching skills at a time, such as explaining material, questioning, class management, or closing the lesson. This way, students can gradually build up their performance as teachers with less anxiety and less cognitive load than is often the case in real classroom situations.

According to Annisa et al., (2023), microteaching helps students to transform the theoretical knowledge obtained from lectures into practical teaching simulations. In this way, students experience how teaching theory, instructional strategies, and principles of classroom management work in a realistic teaching context. This experiential process of learning enhances students' understanding of teaching concepts and supports the internalization of pedagogical knowledge.

Furthermore, microteaching provides opportunities for students to practice reflective teaching. The microteaching course has a significant impact on students' teaching skills through repeated teaching practices, observation, and reflection (Muluk, Habiburrahim and Ardiansyah 2020). Students get feedback

from lecturers and peers during microteaching sessions, which helps them to assess their teaching performance critically. Reflection activities help students to recognize their strengths as teachers and identify areas in which they can improve their skills. Microteaching also acts as a link between pedagogical theory and teaching practice.

Microteaching also helps in improving the pedagogical skills of the students through continuous practice. Microteaching courses enable students to clearly show their teaching competencies in teaching practice (Kusmiyati & Merta, 2024). Research shows that students have different levels of mastery of various teaching skills, and this shows that microteaching is an effective platform to observe and analyze student teaching performance in detail. This variation shows the importance of microteaching in determining students' strengths and weaknesses in teaching.

Moreover, microteaching provides a positive learning atmosphere where active student participation is promoted. Nasution et al., (2023) found that the participation of students in the microteaching sessions had a significant contribution to the improvement of their teaching skills. Students are more likely to practice communication, interaction, and classroom management through active teaching simulations. Microteaching provides this opportunity for students to develop confidence and professionalism in teaching.

Microteaching is still effective if it is applied together with other alternative learning methods. Istiq'faroh,(2022) stated that microteaching still gives meaningful opportunities for students to practice and assess their teaching

skills through blended learning. Regardless of the mode of learning, observation, feedback, and reflection remain the key elements of microteaching. The results indicate that microteaching is a flexible teaching method, which can be adapted to different educational settings without losing its effectiveness.

Another important aspect of microteaching is that it contributes to the development of classroom management and student interaction skills. In a simulated environment, microteaching offers students opportunities to practice managing classroom situations, student behavior, and fostering a positive learning atmosphere. Such experiences will better prepare and give students the confidence to face the challenges in real classrooms.

Microteaching can be broadly conceptualized as a comprehensive teaching strategy within teacher education that promotes the development, assessment, and improvement of students' teaching skills. Microteaching is a training technique that enables students to develop professional teaching skills gradually through simplified teaching practices, systematic training, and reflective learning activities. This understanding is consistent with the focus of this research, which investigates students' teaching performance in microteaching for the purpose of identifying their strengths and weaknesses in the application of teaching skills. The research aims to give some insights into the preparedness of students for teaching in real classrooms through the analysis of microteaching practices.

Recent research has also demonstrated that the effectiveness of microteaching can be enhanced through the implementation of innovative learning models. Arifmiboy (2021) introduced the Tadaluring Microteaching Learning Model, which integrates three forms of teaching practice, namely face-to-face classroom practice, online practice, and offline practice. The goal of this integrated model was to offer prospective teachers a wider range of opportunities to teach in diverse educational settings, while also providing systematic support and feedback throughout the learning process.

The research found that the Tadaluring microteaching learning model had a significant positive effect on the mastery of basic teaching skills of prospective teachers. The average achievement of students who participated in the Tadaluring model was above the expected standard, which indicates that the model was very effective in improving teaching competence. These findings are consistent with the view that microteaching could be an effective way to develop prospective teachers' pedagogical competence and to improve their mastery of basic teaching skills before actual classroom practice if it is combined with appropriate instructional models.

Sihite et al., (2024) also pointed out the importance of microteaching in improving the teaching competence of prospective teachers. The result of the quantitative descriptive research with sixth-semester student teachers of English Education at PGRI Palembang University showed that students felt that microteaching had a positive effect on their teaching ability. This research revealed that microteaching can improve student teachers' lesson preparation,

explanation of content, time management, and self-confidence in teaching with observations, questionnaires, interviews, and documentation. The participants also felt that microteaching helped them to develop better teaching strategies through repeated teaching practice and reflection.

The present findings support this by suggesting that microteaching provides opportunities for students to practice teaching skills and helps them to recognize and improve their teaching competence. This research focuses on the identification of the strengths and weaknesses of students in the eight basic teaching skills, and the positive perceptions reported by student teachers reinforce the role of microteaching as an appropriate setting for evaluating and developing teaching performance before entering real classroom practice.

From the explanation above, it can be concluded that microteaching is a way of helping students learn to teach in a simplified and focused way. Repeated practice with feedback and reflection allows students to gradually develop their teaching skills in delivering content, managing the classroom, and working with students. Microteaching also assists students in understanding how theory can be put into practice. Thus, microteaching is required in preparing students to be better prepared and confident when teaching in a real classroom setting.

3. The Eight Basic Components of microteaching

The eight basic elements are key teaching skills which form the basis of effective teaching practice. These skills are observable teaching behaviors that are supportive of content delivery, classroom interaction, and student

engagement. These eight basic components are systematically taught, practiced, and assessed in teacher education programs, particularly in microteaching courses, in order to prepare the students for actual classroom teaching (Sugihartini et al., 2020).

Microteaching creates a controlled setting in which the student can focus on the mastery of each teaching skill separately. Students can recognize their strengths and weaknesses in applying these skills through teaching simulations, observation, and feedback. Therefore, the eight basic teaching skills are not only teaching competencies, but also analytical indicators for evaluating student teaching performance in a microteaching context.

3.1. Set Induction and Closure

Set induction and closure skills are a teacher's ability to open and close a lesson in a planned and pedagogical way. These skills are essential in the structure of the learning process because they help in the formation of a clear learning path from the beginning to the end of the teaching session. Effective teaching practice includes opening lessons to get students cognitively and emotionally ready to learn and closing lessons to reinforce understanding and assess learning outcomes.

Set Induction skills are the teacher's ability to gain students' attention, motivate students to learn, activate students' prior knowledge, and clearly communicate the objectives of learning. The opening is effective in setting a positive learning environment and helping students see the importance of the lesson to their real-life experiences or context. Tantu & Christi (2020) state that

a good lesson opening can increase students' readiness to learn and make the learning experience more meaningful and organized. The opening in microteaching shows how well students can create an attractive introduction in a short period of time, revealing their pedagogical awareness and teaching planning skills.

Also, lesson openings are closely related to students' motivation and cognitive involvement. If teachers do not make the introductions clear and interesting, students can become confused, lose focus, or lack motivation. This situation can have a negative effect on the whole learning process as students may not understand the lesson goals or the learning results expected. In microteaching practice, the effectiveness of lesson openings is often seen as an early indicator of teaching quality.

Meanwhile, closing skills highlight the teacher's ability to close a lesson in a structured and reflective way. At the end of a lesson, important points are reviewed, key concepts are reinforced, students receive feedback, and students' understanding of the material is assessed. A strong closing of a lesson helps students to organize the new knowledge they have learned and to reflect on what they have learned. Tantu & Christi (2020) stress the importance of a good lesson closing to reinforce learning memory and ensure that teaching objectives are achieved.

The last activities in microteaching may include a summary of the lesson content, reflective questions, short evaluation, or follow-up tasks. These activities show the ability of the students to take control of the time of the

lesson and to make sure that learning does not stop abruptly. Ineffective lesson closings, such as not summarising or assessing a lesson at the end of class, can result in incomplete understanding and lower the effectiveness of the learning process.

Opening skills and closing skills are two important parts of the eight basic teaching skills, generally speaking, because they form the whole teaching process. A poor opening to a lesson can lead to low student engagement and a lack of clarity in the direction of learning. A weak closing to a lesson can impede students' understanding and retention of learning material. Thus, the acquisition of skills in opening and closing is a significant indicator of students' preparedness for effective teaching, particularly in the context of microteaching.

Based on the explanation above, the criteria of Set Induction and Closure Skills in this research include gaining students' attention, motivating students to learn, activating students' prior knowledge, explaining the learning objectives, reviewing the learning material, summarizing the main points of the lesson, checking students' understanding, and closing the lesson appropriately.

3.2. Explaining Skills

The skill of explaining is the ability of a teacher to present learning materials in a clear, systematic, and logical way so that the students can understand the material well. Good explanation is marked by systematic presentation, proper use of language, logical sequencing of ideas, and use of examples or illustrations. Istiq'faroh (2022) stated that the ability to explain is

one of the main indicators of competence in teaching in microteaching training. "Good explainers are usually more confident and more structured in the way they deliver lessons. Microteaching also shows students' mastery of the material and their ability to organize teaching materials through explanatory skills.

Poor explanations of skills are usually due to unclear explanations, poorly organized presentations, or a lack of good examples. These deficiencies can interfere with student understanding and reduce the effectiveness of teaching. Therefore, in assessing student teaching performance in microteaching, the emphasis is on the skills of explaining.

Based on the explanation above, the criteria of Explaining Skills in this research include presenting learning materials clearly, systematically, and logically, using understandable language, organizing ideas in a logical sequence, providing relevant examples or illustrations, and using instructional media to support students' understanding.

3.3. Questioning Skills

Questioning skills are the ability of teachers to plan, formulate, and deliver questions effectively to stimulate students' thinking, participation, and understanding. Questions are considered one of the most basic elements of good teaching in that they serve as an assessment tool as well as a way to direct learning. Well-formed questions help teachers to focus students' attention, stimulate active engagement and encourage deeper cognitive processing of learning materials.

An effective question is clear, relevant, of an appropriate level of difficulty, and varies in type. Teachers are expected to ask questions that are appropriate for students' cognitive levels, from simple recall questions to higher-order thinking questions that promote analysis, evaluation, and creativity. By asking targeted questions, teachers can determine what students already know, assess their progress while they learn, and identify confusion while they teach. Hence, the skills of questioning are important for generating meaningful interaction in the classroom as well as the attainment of instructional objectives.

According to Nasution et al., (2023), questioning skills are very important to improve students' participation performance in microteaching sessions. Their results suggest that students who are able to ask good questions tend to create more interactive and communicative learning environments. By asking questions, student-teachers can elicit responses, opinions, and discussions, and promote active participation among learners. Questioning skills, within the framework of microteaching, also indicate students' ability to handle classroom interaction patterns and sustain the learning flow in a limited time of instruction.

Questioning skills also relate closely to classroom management and student engagement. By using a variety of questioning techniques such as probing questions, prompting questions, and follow-up questions, teachers can maintain students' attention and encourage them to explore learning topics more deeply. In the microteaching practice, these techniques reflect the

pedagogical awareness of the students and their ability to respond constructively to students' responses.

However, weaknesses in questioning skills are often evident when students ask questions that are vague, repetitive, or too closed-ended and do not allow students the opportunity to express their ideas. Engagement can be reduced, and short answers or yes-no questions can hinder critical thinking. Likewise, not taking enough time to wait after asking questions can hinder students' ability to process information and generate meaningful responses. Such limitations can adversely affect classroom interaction and impede the attainment of instructional objectives. Thus, questioning skills are an important indicator of teaching competence of students in microteaching practice. Students who have mastered this skill can facilitate interactive learning, promote critical thinking, and control classroom communication effectively. On the other hand, the lack of questioning skills could be a sign of the need for more pedagogical training and practice before venturing into the real classroom.

Based on the explanation above, the criteria of Questioning Skills in this research include asking clear and relevant questions, activating students' prior knowledge, encouraging students' participation, checking students' understanding, using follow-up or probing questions, varying the level and type of questions, and giving students sufficient time to respond.

3.4. Reinforcement Skills

Reinforcement skills are the ability of teachers to respond appropriately to students' learning behavior to improve motivation and maintain active participation. Verbal reinforcement can be praise, encouragement, or positive comments, while non-verbal reinforcement can be smiling, nodding, or supportive gestures. Effective reinforcement creates a positive emotional climate for learning.

Sugihartini et al., (2020) stated that reinforcement skills are important to improve students' confidence and to stimulate positive learning behavior. In microteaching, reinforcement skills show the student's sensitivity to the efforts and responses of learners. When students receive enough reinforcement, they feel appreciated and are more likely to participate actively.

However, the lack of adequate or appropriate reinforcement can decrease students' motivation and engagement. In microteaching practice, reinforcement skills are often flawed as student teachers either do not respond to contributions of learners or respond inconsistently. Hence, reinforcement skills are an important part of evaluating students' strengths and weaknesses in teaching performance.

Based on the explanation above, the criteria of Reinforcement Skills in this research include giving verbal reinforcement such as praise, encouragement, and positive comments, using non-verbal reinforcement such as smiling, nodding, and appropriate gestures, responding positively to

students' answers or participation, and providing reinforcement appropriately and consistently.

3.5. Variation Skills

The variation skills are the teachers' ability to use different teaching strategies, instructional media, voice intonation, movement, and interaction patterns to maintain students' attention and to avoid their boredom. Variation is important in creating a dynamic learning environment and in catering to students' different learning styles.

Kusmiyati & Merta (2024) stated that variation skills are important in effective teaching practice in microteaching courses. Students with high variation skills are better able to manage classroom activities and keep learners interested during the whole lesson. Variation also encourages student-centered learning through its ability to promote active involvement.

Weaknesses in variation skills are often seen when the teaching becomes monotonous, e.g., one teaching method or the same interaction pattern during the whole lesson. Limited variation in microteaching often leads to lower student attention and engagement, thus making variation skills an important indicator of teaching effectiveness.

Based on the explanation above, the criteria of Variation Skills in this research include varying teaching methods and learning activities, using appropriate instructional media, varying voice intonation, using facial expressions and body movements, varying classroom interaction patterns, and maintaining students' attention and participation during the learning process.

3.6. Classroom Management Skills

Classroom management skills mean the teachers' capability to arrange instructional activities, control students' behavior, and create a learning environment that supports effective teaching and learning. Skills include planning classroom routines, establishing clear rules and expectations, managing time efficiently, and responding appropriately to student behaviors. Classroom management is important to successful instruction because it helps teachers maintain order while actively engaging students.

When classrooms are well-managed, instructional activities are carried out without unnecessary interruptions, and teachers and students are able to concentrate on instructional goals. Good classroom management is more than just behavior management. It also involves creating a positive and supportive climate to encourage participation, co-operation and respect. Good classroom managers know how to balance authority and approachability so students feel safe and motivated to learn.

Tai (2023) stresses the importance of classroom management in language classrooms where interaction, communication and collaborative activities are frequently used. Language learning often involves pair work, group discussions and oral practice, which can become ineffective quickly if not well managed. In this situation, teachers should be able to organize interactive activities, but at the same time, maintain discipline and focus on learning. Microteaching practice of classroom management skills reflects

students' readiness to handle dynamic classroom situations and respond to diverse learner behaviors in a limited instructional timeframe.

Moreover, classroom management skills in microteaching are based on the students' ability to merge instructional planning and real-time decision-making. Student-teachers are expected to be able to manage transitions from one activity to another, to manage time effectively, and to deal with minor disruptions without disturbing the flow of learning. These skills demonstrate students' ability to teach and their readiness for real classroom teaching.

Poor classroom management skills can lead to disorganized learning activities, ineffective use of instructional time, and reduced student engagement. Common problems include unclear directions, inconsistent classroom policies, and delayed responses to disruptive behaviors. These weaknesses may negatively affect instructional effectiveness and potentially hinder the accomplishment of the learning objectives. The poor classroom management in microteaching often leads to lower teaching performance evaluation.

Thus, classroom management skills are an important part of evaluating students' teaching strengths and weaknesses. Mastering this skill shows students' ability to create a structured, supportive, and productive learning environment. Deficiencies in classroom management, on the other hand, are areas that need additional training and practice before students are ready to provide effective teaching in real classroom settings.

Based on the explanation above, the criteria of Classroom Management Skills in this research include maintaining students' attention and discipline, organizing classroom activities, giving clear instructions, managing classroom interaction, managing teaching time effectively, responding appropriately to students' behavior, managing transitions between activities, and creating a supportive learning environment.

3.7. Small Group Discussion skills

Small group discussion skills are the teachers' ability to lead discussion, encourage participation, and manage group dynamics to facilitate collaborative learning activities. These skills promote student-centered learning and help students develop communication and co-operation skills.

Saidah & Ngazizah (2022) suggested that guiding small group discussions enables learners to express their ideas actively and participate in meaningful interactions. In microteaching activities, small group discussion skills reflect the students' capacity to control the interaction among students and to attain the discussion objectives. Weaknesses in this skill could be observed in student teachers not giving clear instructions or not effectively managing the interaction in a group. Therefore, small group discussion skills are important indicators of instructional competence for students.

Based on the explanation above, the criteria of Guiding Small Group Discussion Skills in this research include organizing students into groups, explaining discussion procedures clearly, monitoring group activities, encouraging active and balanced participation, managing discussion time,

providing guidance when needed, responding to students' difficulties, and giving timely feedback to the groups.

3.8. Teaching Small Group and Individual Skills

The capacity of teachers to plan and implement instructional activities that meet the needs of a small number of students or individual learners is a teaching skill in small groups and individuals. These skills are important in supporting differentiated instruction because they enable teachers to provide more targeted guidance, feedback, and support based on students' learning abilities and characteristics. In teacher education, these skills are typically introduced and practiced in microteaching courses as part of the training for real classroom teaching.

According to Saidah & Ngazizah (2022), small group and individual teaching skills help teachers to make learning more effective as teachers can adapt instructional strategies to the specific needs of learners. Small group teaching can help teachers to promote collaboration, interaction, and active participation among students, whereas individual teaching enables teachers to offer personalized support and directly address learners' difficulties. These practices are especially important in heterogeneous classrooms with students at different levels of understanding and with different learning styles.

In microteaching settings, small group and one-to-one teaching skills allow students to practice handling teaching activities on a smaller scale. This allows the student teachers to concentrate more on facilitating learning, observing the progress of learners, and replying to the learners' questions. In

the safe space of microteaching, students practice and gain confidence and competence in delivering instruction to small groups or individuals before facing the complexity of teaching the whole class.

Effective small group and individual teaching skills are demonstrated through clear instructions, appropriate task organization, active monitoring of learners, and constructive feedback. Student teachers who are proficient in these skills can establish supportive learning interactions and ensure that the learning objectives are met. Rather, this skill may be lacking when student teachers give ambiguous instructions, do not monitor students' progress, or give a one-size-fits-all lesson, ignoring individual differences.

Small group and individual teaching skills are also important in supporting student-centered learning. Focusing on learners' needs helps teachers to create more meaningful learning experiences and develop learners' autonomy and engagement. The analysis of these skills in microteaching practice helps to identify the students' strengths and weaknesses in the provision of differentiated instruction and the management of focused teaching interactions.

Based on the explanation above, the criteria of Teaching Small Group and Individual Skills in this research include organizing small-group or individual learning activities, giving clear instructions, providing appropriate guidance, monitoring students' progress, giving individual attention, responding to students' questions and difficulties, providing constructive feedback, and giving balanced attention to students according to their needs.

2.2. Review of the Related Findings

The section reviews relevant findings from prior studies in microteaching environments concerning the acquisition of basic teaching skills. These studies provide empirical evidence on the application of the eight basic teaching skills by students and reveal common strengths and weaknesses in their teaching performance. Therefore, this part is the foundation of the present research, especially for the analysis of students' strengths and weaknesses in each component of basic teaching skills.

First, Annisa et al., (2023) conducted research on the mastery of the eight basic teaching skills of English Education students in microteaching practice through systematic observation of teaching performance. The purpose of this research was to explore the degree to which students demonstrated each of the eight basic teaching skills in a simulated classroom setting. The results showed that most of the students had a relatively good ability to perform the opening and closing of lessons and explain the learning materials. The results indicated that students were able to organize lessons and convey the learning materials clearly in general. However, the research also found weaknesses in some teaching skills, especially questioning skills, reinforcement skills, and variation skills. The weaknesses were a lack of probing questions, inadequate reinforcement, and monotonous teaching strategies that could have reduced students' participation during the learning process.

Furthermore, the results showed that microteaching provides a controlled environment for practicing teaching skills; students did not achieve the same level

of mastery in all eight basic teaching skills. Hence, students needed continuous practice, guidance, and feedback to improve their teaching skills.

This research is highly relevant to the present research because both focus on the implementation of the eight basic teaching skills during microteaching practice. However, Annisa et al. (2023) only presented students' mastery level on each teaching skill without a comprehensive analysis of students' strengths and weaknesses. Moreover, the research relied on observation as the primary source of data. Therefore, the present research fills this gap by analyzing students' strengths and weaknesses in all eight basic teaching skills through observation, questionnaires, and interviews, providing a more comprehensive understanding of students' teaching performance during microteaching practice.

The second, Muluk, Habburahim, and Ardiansyah (2020) investigated the role of microteaching in improving the teaching competence of students through simulated teaching practice and reflective activities. The research aimed to find out how microteaching improves students' teaching skills by practicing instructional techniques in a simplified and controlled classroom environment. The findings showed that microteaching has a significant effect in improving students' teaching skills, especially by creating opportunities for students to practice repeatedly, reflect on their performance, and get feedback from lecturers and peers. However, the research also showed that the proficiency level of each teaching skill differed among the students based on their previous experience, confidence, and their own teaching styles.

The results further indicated that microteaching is effective in improving general teaching competence. However, not all students acquire each of the basic teaching skills at the same rate. Some students perform better on some skills while other students struggle with other parts of the instruction. The variation suggests the need for a more detailed analysis of specific teaching skills, rather than only general measures of teaching competence.

This research is relevant to the present research because it demonstrates that microteaching provides an effective learning environment for developing students' teaching competence. However, Muluk, Habburahim, and Ardiansyah (2020) discussed the general contribution of microteaching to teaching competence, instead of discussing each of the eight basic teaching skills individually. Thus, this research bridges the gap in analyzing the strengths and weaknesses of the students in each of the eight basic teaching skills in microteaching practice. It is anticipated that such an intensive analysis would offer a more thorough understanding of students' teaching performance and identify the teaching skill components that require additional enhancement.

Third, Sugihartini et al., (2020) analyzed students' skills in reinforcement and assessment in microteaching practice by using an observation rubric as the main instrument for data collection. The study focused on reinforcement strategies and assessment in the simulated teaching sessions led by students. Results showed that students could provide reinforcement and perform assessment activities, but their application of these skills was mostly not specific. Reinforcement was often restricted to simple verbal praise, and assessment practices were largely concerned

with summative assessment, such as written tests or end-of-lesson questioning, rather than continuous formative assessment.

In addition, this research found many students who did not fully utilize reinforcement and assessment as a tool to support the learning process. The limited variety and clarity of reinforcement and feedback suggested a need for more explicit guidance and more structured practice of these skills during microteaching sessions. The research also found that the use of an observation rubric was important for evaluating students' teaching performance consistently and objectively based on well-defined indicators and criteria.

The relevance of this research to the present research is that reinforcement skill is one of the eight basic teaching skills analyzed in the present research. Moreover, the explicit observation indicators serve as a useful guide to evaluate students' teaching effectiveness. However, Sugihartini et al., (2020) only focused on reinforcement and assessment skills, which provided limited information about students' performance in the other components of the eight basic teaching skills. Therefore, the present research fills this gap by means of a comprehensive analysis of students' strengths and weaknesses in all eight basic teaching skills through observation, questionnaires, and interviews, providing a more complete understanding of students' teaching performance in the microteaching practice.

The fourth, Istiq'faroh (2022) analyzed the students' questioning and explaining skills in classroom observation and the teaching-learning process in microteaching practice. The research aimed to understand how students constructed questions and instructional explanations in teaching simulations. The

findings revealed that the students' questions were often inappropriate for the students' cognitive levels, and thus less effective in stimulating students' thinking and classroom interaction. Also, the students' explanations were often poorly structured, with less organization of ideas, limited examples, and insufficient clarity of important concepts.

The research also found that the lack of questioning and explaining skills could hinder the students' understanding and involvement in the learning process. The mismatch of the cognitive levels of the students and the questions indicated that systematic training was needed to develop appropriate questioning techniques. Weaknesses in explaining skills also showed that students needed more guidance in organizing and delivering instructional content effectively during microteaching practice.

This research is relevant to the present research as questioning skills and explaining skills are two of the eight basic teaching skills analyzed in this research. However, Istiq'faroh (2022) only focused on these two teaching skills and did not examine the other components of the eight basic teaching skills. Thus, the present research tries to fill this gap by focusing on the strengths and weaknesses of the students in detail for all the eight basic teaching skills during microteaching practice. This more comprehensive analysis should give a better understanding of students' teaching competence and identify the components of teaching skills that need to be further improved.

The fifth study, Wahida et al.,(2022) examined the students' classroom management skills and reinforcement skills during their microteaching practice.

The present research aimed to analyze the students' ability to manage classroom situations and to apply reinforcement strategies in simulated teaching activities. The findings showed that the students were generally effective in managing active and responsive learners, particularly in keeping the lesson flowing, organizing learning activities, and stimulating student participation. The findings show that microteaching practice played a significant role in the development of various aspects of classroom management skills.

However, the research also found that students had problems in coping with passive learners and minor classroom disruptions such as lack of attention, little participation, and off-task behavior. Many students had few strategies for involving quieter learners or for dealing with disruptions without breaking the flow of the lesson. Findings revealed that students still needed more structure and practice in handling diversified classroom behaviors in microteaching practice.

Finally, the research showed that reinforcement was not provided consistently throughout the teaching process. Reinforcement was mainly restricted to isolated verbal praise and was not distributed equally among students. This limited and uneven reinforcement limited the opportunities to motivate students and encourage positive learning behaviors. This impacted the overall classroom interaction and learning environment. The results also indicated that classroom management and reinforcement were related teaching skills. Appropriate and consistent reinforcement led to more effective classroom management.

This research is relevant to the present research because classroom management skills and reinforcement skills are two important components of the

eight basic teaching skills analyzed in the present research. However, Wahida et al.,(2022) only looked at these two teaching skills and did not explore students' performance in the remaining components of the eight basic teaching skills. Therefore, the present research seeks to fill this gap by providing an in-depth analysis of the strengths and weaknesses of students in all eight basic teaching skills during microteaching practice. This in-depth analysis is expected to provide a wider insight into students' teaching competence and the teaching skill components that need to be further enhanced.

Based on the previous research discussed above, it can be concluded that microteaching has an important role in the development of students' teaching competence and basic teaching skills. The previous research reported that students generally show satisfactory teaching performance in microteaching practice, but weaknesses are still found in several components of teaching skills. However, most of the previous research was focused on the assessment of students' teaching competence, mastery of specific teaching skills, or specific components of the eight basic teaching skills, rather than a comprehensive analysis of students' strengths and weaknesses in all eight components.

Thus, there is still very little information about students' strengths and weaknesses in all eight basic components. Thus, the present research attempts to fill this gap by conducting comprehensive research on the strengths and weaknesses of the students in all eight basic components throughout microteaching practice through observation as the main source of data, supported by questionnaires and interviews. research is expected to be able to provide a

more complete description of students' teaching performance and components of teaching skills that need to be improved.

2.3. Conceptual Framework

This conceptual framework illustrates the relationship between the concepts underlying this research. This research is conducted in the context of the Microteaching course, where sixth-semester students of the English Language Education research Program at the University of Pasir Pengaraian demonstrate their teaching performance through teaching simulations. Microteaching provides students with opportunities to implement the eight basic components of microteaching skills in a controlled learning environment before conducting teaching practice in schools.

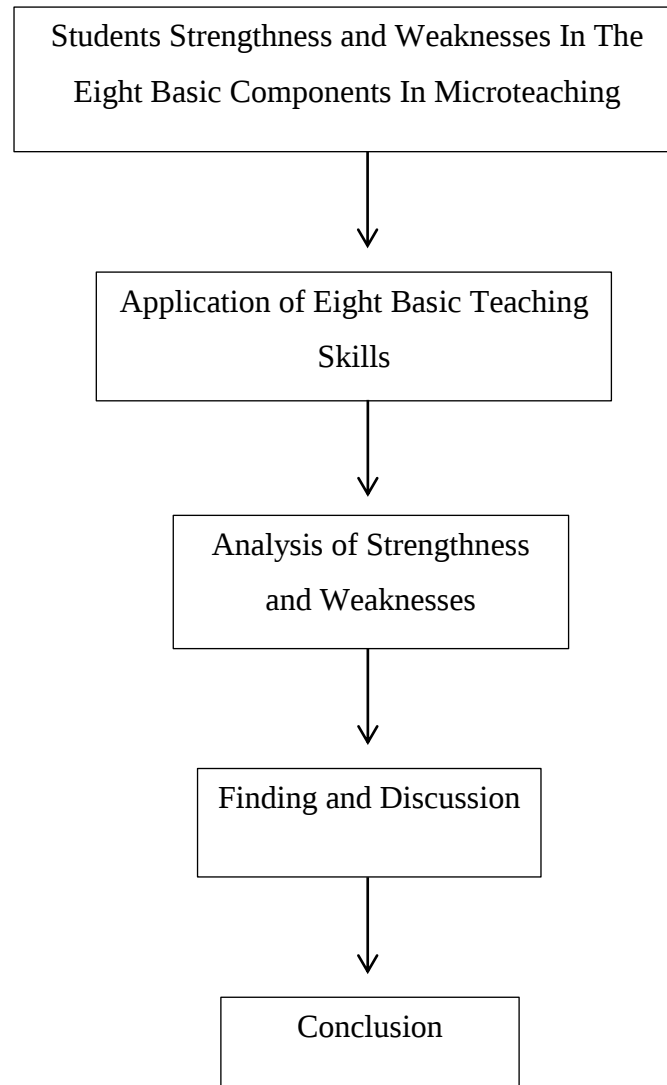
The eight basic components in microteaching skills are the main focus of this research. They consist of Set Induction and Closure Skills, Explanation Skills, Questioning Skills, Reinforcement Skills, Variation Skills, Classroom Management Skills, Guiding Small Group Discussion Skills, and Teaching Small Group and Individual Skills. These eight components represent the basic teaching competencies demonstrated by students during microteaching practice.

In this research, the implementation of the eight basic components in microteaching skills is analyzed to identify the students' strengths and weaknesses in each teaching component. The analysis is based on data collected through observation, questionnaires, and interviews. The triangulation of these data

sources provides a comprehensive description of the students' teaching performance during microteaching practice.

This conceptual framework assumes that students demonstrate different levels of performance in implementing the eight basic components in microteaching skills. Therefore, this research identifies and describes the students' strengths and weaknesses in each teaching component based on the findings obtained from the four research instruments. The findings of this research are expected to provide empirical information regarding students' teaching competence and serve as a reference for improving the implementation of the Microteaching course in the English Language Education Study Program.

Figure 1. Conceptual framework



Based on the figure of the conceptual framework above, the researcher aims to find out the students' strengths and weaknesses in the eight basic teaching skills during microteaching activities. These skills are then applied and analyzed to generate findings, which are subsequently discussed to arrive at the research conclusions.

CHAPTER III

RESEARCH METHODOLOGY

This chapter explains the research methodology used in this research. It describes the research design, setting of the research, population and sample, instrumentation of the research, used for technique of collecting the data and technique of analyzing the data. The participants in this research are sixth-semester students in the English Department at the University of Pasir Pengaraian who have completed a microteaching course. Through this chapter, the researcher aims to provide a clear and comprehensive explanation of how the research is conducted to ensure the validity, reliability, and depth of the results.

3.1. Research Design

This research used a descriptive quantitative research design because the research was designed to explore and describe the strengths and weaknesses of English Education students in applying the eight basic teaching skills during microteaching practice. The research was conducted among the sixth-semester students of the English Education Study Program, Faculty of Teacher Training and Education. According to Sugiyono (2018), quantitative research is a research method used to investigate phenomena by collecting and analyzing numerical data to obtain objective information about the research object.

Therefore, a descriptive quantitative approach was considered appropriate because this research was not intended to test a hypothesis or examine the

relationship among variables, but to describe the students' strengths and weaknesses in applying the eight basic teaching skills during microteaching practice based on the data obtained. The data were collected through observation, questionnaires, interviews, and documentation to provide a comprehensive description of students' teaching performance, particularly in applying questioning skills, reinforcement skills, variation skills, explaining skills, opening and closing lesson skills, classroom management skills, small group discussion skills, and small group and individual teaching skills.

3.2. Setting of the Research

This research was conducted at the English Education Study Program, Faculty of Teacher Training and Education, at the university where the researcher conducted the research. The research setting was the microteaching classroom used for sixth-semester students during microteaching practice sessions.

The participants of this research were sixth-semester students of the English Education Study Program who were enrolled in the Microteaching course in the academic year 2026. The microteaching class served as the instructional context in which students' teaching performances were observed and analyzed.

3.3. Population and Sample

Before determining the research sample, it was necessary to define the research population and its characteristics clearly. According to Sugiyono (2018), population is a generalization area consisting of objects or subjects that have

certain qualities and characteristics determined by the researcher to be studied and from which conclusions are drawn.

The population of this research consisted of all sixth-semester students of the English Education Study Program who took the Microteaching course in the academic year 2026. All students in this population participated in microteaching practice by performing simulated teaching sessions in the classroom.

This research used a total sampling technique. According to Sugiyono (2018), total sampling is a sampling technique in which all members of the population are used as the research sample, particularly when the population is relatively small. Therefore, all students enrolled in the sixth-semester microteaching class were included as the research participants.

3.4. Instrumentation of the Research

Research instruments are tools used by the researcher to collect data in accordance with the objectives of the research. According to Sugiyono (2018), quantitative research uses research instruments to collect measurable data from a particular population or sample. In quantitative research, instruments are important tools for obtaining data that can be analyzed systematically to describe the phenomenon being investigated. In this research, the data were collected through observations, questionnaires, interviews, and documentation. The questionnaire was used as the main instrument to obtain quantitative data regarding students' perceptions of their teaching performance and their application of the eight basic teaching skills during microteaching practice.

Meanwhile, observation, interviews, and documentation were used as supporting instruments to provide additional information about students' teaching performance, strengths, and weaknesses.

The observation was conducted by observing the participants' teaching performance during microteaching practice. The research focused on the students' application of the eight basic teaching skills during their teaching practice. Based on the research indicators, the researcher observed questioning skills, reinforcement skills, variation skills, explaining skills, opening and closing lesson skills, classroom management skills, small group discussion skills, and small group and individual teaching skills. The observation focused on students' teaching behaviors, teaching strategies, classroom interactions, and their overall teaching performance. The results of the observations were used to identify and describe the students' strengths and weaknesses in applying the eight basic teaching skills.

In addition to the observation, the participants conducted self-reflection after completing their microteaching practice. Through self-reflection, the students described their own teaching performance, including the skills they considered as their strengths, the aspects they considered as weaknesses, the difficulties they experienced, and the areas they needed to improve. The self-reflection data were used to support the observation results and to provide information about the students' perceptions of their own teaching performance.

The questionnaire was used to obtain quantitative data regarding students' perceptions of their teaching performance in applying the eight basic teaching

skills. The questionnaire consisted of statements developed based on the indicators of the eight basic teaching skills. The respondents rated each statement using a five-point Likert scale consisting of Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD). The questionnaire focused on students' perceptions of their ability to apply the eight basic teaching skills, their confidence during microteaching practice, the difficulties they experienced, and their awareness of their strengths and weaknesses. The results of the questionnaire were used to support and strengthen the findings obtained from the observations and interviews. The interview was used to obtain additional information about the students' experiences and perceptions during their microteaching practice. According to Sugiyono (2018), an interview is a data collection technique that involves direct interaction between the researcher and the participants through questions and answers. The current research used semi-structured interviews to enable participants to express their experiences, opinions, strengths, weaknesses, and difficulties in applying the eight basic teaching skills. The interview questions were still oriented toward the objectives and indicators of the research.

The interview questions were aimed at students' experience in using the eight basic teaching skills, the strengths and weaknesses of these skills, the difficulties they encountered in microteaching practice, and the ways they tried to improve their teaching performance. The interviews provided additional information that could not be obtained fully by questionnaire and observation. The results of the interview were also triangulated with the results of the observation

and questionnaire to provide a more complete description of the students' teaching performance.

Documentation was used to support and corroborate the data collected through observation, questionnaires, and interviews. The documentation included microteaching teaching materials, students' self-reflection, recorded interviews, and other materials connected with the research. The documentation provided evidence of students' teaching performance and their use of the eight basic teaching skills in microteaching practice. The documented materials were also used to support the analysis and interpretation of research results.

3.5. Technique of Collecting the Data

According to Sugiyono (2018), the technique of data collection is an important step in research, because the main purpose of research is to obtain data. In descriptive quantitative research, data collection can use several techniques such as observation, questionnaires, interviews, and documentation. Therefore, this research applied observation, questionnaires, interviews, and documentation to obtain complete data on students' strengths and weaknesses in applying the eight basic teaching skills during microteaching practice.

Observation was carried out during the students' microteaching practice. The researcher observed the teaching performance of the participants and focused on the application of the eight basic teaching skills. The skills observed were questioning skills, reinforcement skills, variation skills, explaining skills, opening and closing lesson skills, classroom management skills, small group discussion

skills, and small group and individual teaching skills. The observation was aimed at students' teaching behavior, teaching strategies, classroom interaction, and their overall teaching performance. The result of the observation was used to find out the students' strengths and weaknesses in the implementation of eight basic teaching skills.

After the microteaching practice, the researcher interviewed the participants in semi-structured interviews. Interviews were conducted to collect additional information on students' experiences, perceptions, and difficulties in applying the eight basic teaching skills. In the interviews, the participants were asked to describe the skills they regarded as their strengths, the aspects they considered weaknesses, the difficulties they faced, and the efforts they made to improve their teaching performance. The interview data were used to support and supplement the findings from the observation and questionnaire.

The participants were asked to fill out a questionnaire to provide quantitative data on their perceptions of their own teaching performance during microteaching practice. The questionnaire was composed of statements developed based on the indicators of the eight basic teaching skills. The results of the questionnaire were used to support and confirm the results obtained from the observation and interviews.

During the research process, documentation was collected to support the data obtained from observation, interviews, and questionnaires. Documentation included microteaching materials by the students, self-reflection, interview recordings, questionnaire results, and other documents relevant to the research.

These documents were used as supportive evidence for research findings and assisted the researcher in organizing and verifying data obtained from other data collection techniques.

3.6. Technique of Analyzing the Data

According to Sugiyono (2018), data analysis is an important process in research because it is carried out after all data from the respondent or other data sources have been collected. The analysis process is done in a systematic way to organize, interpret, and understand the data that has been collected. The data obtained from observation, questionnaires, interviews and documentation This research systematically analysed the data obtained from observation, questionnaires, interviews, and documentation to answer the research questions. The data were systematically analyzed in this research to answer the research questions. The purpose of the analysis was to explain the students' strengths and weaknesses in applying the eight basic teaching skills during microteaching practice.

Data condensation is the process of sorting, focusing, simplifying, abstracting and transforming the data that The process of sorting, focusing, simplifying, abstracting and transforming the collected data is known as data condensation. collected during the research. In this research, the researcher is to select and arrange the data collected by observation, questionnaires, interviews, and documentation. The researcher identified and classified the data related to the eight basic teaching skills, which are skills of questioning, skills of reinforcement,

skills of variation, skills of explaining, skills of opening and closing lessons, skills of classroom management, skills of small group discussion, and skills of small group and individual teaching. The questionnaire data were organized according to the participants' answers, and the observation and interview data were selected according to information relating to students' strengths and weaknesses. This process enabled the researcher to concentrate on the pertinent information required to answer the research questions.

Data display is the process of presenting organized data systematically so that the data can be easily understood and interpreted. In this research, the data were presented by descriptive explanation, a table of the results of the questionnaire, excerpts of the interview, the results of the observation, and documentation. The questionnaire results were presented in the form of frequencies and percentages so as to describe the participants' responses to the statements related to the eight basic teaching skills. The findings of the observations and interviews were presented descriptively to provide more information about students' teaching performance. The data presented facilitated the researcher to identify the patterns, similarities, and significant findings related to students' strengths and weaknesses in applying the eight basic teaching skills.

Conclusion drawing and verification: This is the process of interpreting the analyzed data and making conclusions on the basis of research findings. The researcher analyzed and interpreted the data obtained from observation, questionnaires, interviews, and documentation in this research to answer the research questions. The researcher identified the teaching skills that demonstrated

students' strengths and the ones that showed weaknesses from the overall findings. The results of the questionnaire were compared with those of the observation and interview in an effort to support the interpretation of the data. Finally, the researcher ended up with the students' strengths and weaknesses in applying the eight basic teaching skills in the microteaching practice. The results obtained from the different data collection techniques were compared to assess the consistency and completeness of the research results.