

An Analysis of Students' Ability in Implementing Basic Teaching Skills in The Micro Teaching Class at Fkip Unram

Tania Anazmi Anggraini¹, I Made Sujana², Amrullah, Muhamad Amin³

¹ English Education Departmet, Faculty of Teacher Training an Education, University of Mataram, Indonesia.

Received : 27 January 2026

Revised : 21 March 2026

Accepted : 30 March 2026

Published: 30 March 2026

Corresponding Author

Author Name*: Tania anazmi anggraini

Email*: taniaanazmi@gmail.com

DOI:

© 2024 The Authors. This open access article is distributed under a (CC-BY

License)



Phone*: +62 87852372350

Abstract: This study analyzes the basic teaching skills applied by English Education students at FKIP UNRAM. The subjects of this study were 12 sixth-semester English Education students. A qualitative approach was used in this research. The instruments employed included semi-structured interviews and microteaching video analysis. The researcher used observation sheets to analyze each teaching skill and employed frequency to determine how often each aspect appeared. For the interviews, the researcher used the Zoom application on a laptop to record the interview sessions. The results of the study indicate that the students applied all eight basic teaching skills, with varying levels of proficiency, and the skill most applied by the students were set-induction, explanation, reinforcement, and stimulus variation. The inhibiting factors identified were divided into two categories: internal factors, which include, nervousness, lack of mastery of teaching skills, lack of self-confident, anxiety, introversion, limited vocabulary/English proficiency, and forget lesson plan. External factors, which include limited time and being observed by others student. Future research is recommended to explore other factors affecting the effectiveness of applying the eight basic teaching skills in the context of microteaching.

Keywords: *Basic teaching skills, microteaching, pre-service teacher students.*

INTRODUCTION

Brown (2000) defines teaching as the process of guiding and assisting learners in acquiring new skills through structured instruction. He further emphasizes that teaching is closely connected to learning because it involves creating an environment that supports effective knowledge acquisition. In this sense, a teacher's instructional strategies, philosophy, and methods play a significant role in determining how well students understand a subject. Since students possess diverse cognitive abilities and learning styles, educators are required to adopt varied teaching approaches to ensure effective learning for all learners (Bates, 2015).

The effectiveness of teaching largely depends on the teacher's ability to apply appropriate teaching skills so that students can understand and absorb the material effectively during the classroom learning process. Therefore, mastery of teaching skills becomes a key factor in transforming theoretical understanding into practical actions that have a real impact on students' learning outcomes. This perspective is supported by Stronge (2018), who states that teaching skills are abilities that can be learned, practiced, and continuously improved. Likewise, Milkova (2012) argues that teachers who master basic teaching skills are more likely to exert a greater influence on students' academic achievement. Hence, it is essential for prospective teachers to understand and develop these skills through structured practice, such as in microteaching courses. Microteaching is a teacher training method specifically designed to help prospective teachers develop particular teaching skills through direct experience in a small-scale teaching setting. In a microteaching class, students take on the

role of the teacher, while their peers act as students. This concept aligns with Allen, Cooper, and Poliakoff's (1976) definition of microteaching as a scaled-down teaching encounter aimed at building teaching competencies in a controlled and supportive environment. It also prepares prospective teachers to experience what it feels like to become real teachers in classrooms with students of diverse characteristics. Similarly, Allen (1969) explains that microteaching serves as a platform for prospective teachers to practice and apply the theories they have learned in college about becoming effective teachers who can deliver lessons clearly and understandably.

Mastery of basic teaching skills is crucial for creating effective and high-quality learning. Therefore, it is not sufficient for future teachers to understand these skills only at the theoretical level; they must also refine them through direct experience, particularly through practical learning in microteaching classes (Kusmiyati & Merta, 2024). Teaching skills refer to the pedagogical abilities that enable teachers to deliver lessons and manage the learning process effectively while fostering positive interactions with students.

According to Gultom, Hutauruk, and Ginting (2020), basic teaching skills consist of eight essential components: questioning skills, reinforcement skills, variation skills, explaining skills, set induction and closure skills, guiding small-group discussions, classroom management skills, and teaching small groups as well as individual learners.

Therefore, this study is important because it aims to identify English students' ability to implement basic teaching skills during a microteaching class in the English Education Department. Specifically, this study explores how English

students at the University of Mataram apply these basic teaching skills in practice during microteaching sessions. The findings are expected to contribute to the development of a more effective microteaching curriculum that is aligned with the real demands of the teaching profession.

RESEARCH METHOD

This study employs a descriptive qualitative research design aimed at analyzing students' ability to implement basic teaching skills in the Micro Teaching course at the Faculty of Teacher Training and Education (FKIP), University of Mataram (UNRAM).

Descriptive qualitative research is intended to provide a comprehensive picture of a phenomenon based on non-numerical data, such as analysis video and Interviews. Through this method, the researcher aims to gain an in-depth understanding of the extent to which students master the basic teaching skills and the challenges they face during teaching practice in the micro teaching class.

In this research, the convenience sampling techniques was used to select participants from the population of 223 six-semester students enrolled in Micro Teaching course at the Faculty of Teacher Training and Education, UNRAM. According to Etikan, Musa, and Alkasim (2016), convenience sampling is non-probability sampling techniques in which participants are selected based on their availability, accessibility, and willingness to take a part in this research. And the researcher selected 12 students were considered appropriate participants.

To achieve the objectives of this study, the following criteria were used for participant selection:

1. Registered as six-semester students
2. From English Education

The data were analyzed using thematic analysis, as guided by Guest, MacQueen, and Namey's (2011) perspective on qualitative thematic analysis. Thematic analysis was a qualitative analytic method used for identifying, analyzing, and reporting patterns or themes within data.

RESULT AND DISCUSSION

Result

After gathering the data using the data instruments and doing the data analysis, it was found that all the participants in this study had applied the basic teaching skill but they had difference challenges to applied.

The data were analyzed using sugiyono's (2013) qualitative research is descriptive in nature and emphasizes meaning, understanding, and in-depth analysis of complex social phenomena. The presentation of findings is organized based on the research question: (1) What types of basic teaching skills are applied by students during the micro-teaching class? And (2) What challenges do students face in applying and implementing basic teaching skills during micro teaching practice?

Observation Data

From the analysis of 12 micro teaching videos by English Education students who have conducted teaching practice, data were obtained as shown in the table below regarding the application of eight basic teaching skills along with their aspects.

1. Table of observation data

| SKILLS | KINDS/ASPECTS | FREQUENCY | COMMENTS |
|-------------------------|-----------------------------------|-----------|---|
| Set Induction & Closure | Set Induction | | Improving two aspects, namely connecting and reinforcing, during the opening and closing of the learning process |
| | a. Gaining attention | 11/12 | |
| | b. Creating interest | 9/12 | |
| Closure | | | Paying attention to the aspects of clarification, justification, extension, and redirecting during the implementation of probing questions. |
| | a. Summarizing | 10/12 | |
| | b. Reinforcing | 0/12 | |
| Probing Questions | c. Connecting | 3/12 | There are two aspects that need further improvement, namely connecting to prior knowledge and summarizing |
| | a. Clarification | 1/12 | |
| | b. Justification | 1/12 | |
| | c. Extension | 1/12 | |
| Explanation | d. Redirecting | 1/12 | Overall, the aspects within this skill have been applied effectively by the students, only the aspect of focusing still needs improvement. |
| | a. Clarity | 10/12 | |
| | b. Logical Organization | 9/12 | |
| | c. Use of Examples & Illustration | 11/12 | |
| | d. Connecting to Prior Knowledge | 1/12 | |
| Stimulus variation | e. Summary | 1/12 | |
| | a. Movement | 7/12 | |
| | b. Gestures | 12/12 | |
| | c. Voice Modulation | 10/12 | |
| | d. Focusing | 4/12 | |
| | e. Change in Interaction Skills | 6/12 | |
| | f. Pausing | 6/12 | |
| g. Sensory Focus | 11/12 | | |

| | | | |
|---------------------------------------|--|-------|--|
| Reinforcement | a. Positive Verbal Reinforcement | 12/12 | The students largely ignored the aspects of activity reinforcement and tangible reinforcement, focusing only on positive verbal and non-verbal reinforcement. |
| | b. Positive Non-Verbal Reinforcement | 12/12 | |
| | c. Activity Reinforcement | 0/12 | |
| | d. Tangible Reinforcement | 0/12 | |
| Classroom Management | a. Establishing clear expectations and rules | 1/12 | This skill is one of the most difficult for students to apply, and as a result, it was not implemented optimally. In fact, two aspects were never applied at all. |
| | b. Organizing Physical Classroom Space | 0/12 | |
| | c. Managing Students' Behavior | 0/12 | |
| | d. Maximizing Instructional Time | 11/12 | |
| Teaching Small Groups and Individuals | a. Individualized Instruction | 0/12 | Similar to classroom management, out of the four aspects, only two were applied during the learning process, while the other two aspects were never implemented. |
| | b. Small Group Dynamic | 4/12 | |
| | c. Facilitation Skills | 5/12 | |
| | d. Assessment for Learning | 0/12 | |
| Guiding Group Discussion | a. Setting the Stage | 1/12 | The implementation of each skill is considerably low, so it is necessary to ensure that every aspect of these skills is applied to the fullest extent as intended. |
| | b. Facilitating Participation | 1/12 | |
| | c. Promoting Critical Thinking | 3/12 | |
| | d. Managing Discussion Flow | 3/12 | |
| | e. Summarizing and Concluding the Lesson | 0/12 | |

participants in this study had applied the basic teaching skills, which consist of eight core skills. However, each student demonstrated varying levels of mastery.

Set-induction (opening and closing) This skill is divided into two parts. In opening a class, there are three aspects involved, with the most prominent being gaining attention, followed by structuring, and finally creating student interest. Meanwhile, in closing a class (closure), there are four important aspects, with the most prominent being summarizing the material, followed by connecting. In the probing skills, there are four important aspect and among the four aspects of clarification,, justification, extension, and redirecting, only 1 out of 12 students applied each of these aspects.

One of the most important skills that students must master is the explanation. The most well-mastered aspect wa use of example and illustrator, which was applied by almost all students. However, the aspects that were applied the least were connecting to prior knowledge and summarizing the material, with only 1 out of 12 students implementing during the micro teaching practice.

Another skill is stimulus variation, is a skill that appears to be the most well-mastered by students. One aspect, gestures, was applied by 12 students during their teaching practice. This was followed by sensory focus, applied by 11 out of 12 students and then voice modulation and movement, each applied by 10 out of 12 students. Meanwhile, pausing and changing interactional style were applied by 6 out of 1 students. The least applied aspect was focusing, with only 4 out of 12 students implement during the micro teaching practice.

The next skill is reinforcement, which, based on the observation data, was applied at a neutral level. This is because among the four main aspects positive verbal and positive non-verbal reinforcement were applied by 12 of the students. However, the other two aspects, activity reinforcement and tangible reinforcement, were applied by 0 out of 12 of the students, it's mean no one implemented them during their teaching practice. Thus, two aspects were applied very well, while the other two were not applied at all.

Classroom management is one of the eight teaching skills that is rarely mastered and applied by students. However, there is one most applied aspect, namely maximizing instructional time, which was implemented by 11 out of 12 students. Other aspects, such as establishing clear expectations and rules, were applied by only 1 out of 12 students. The lowest, or not applied at all, were the aspects of organizing physical classroom space and managing students' behaviour.

Classroom management is one of the eight teaching skills that is rarely mastered and applied by students. However, there is one most applied aspect, namely maximizing instructional time, which was implemented by 11 out of 12 students. Other aspects, such as establishing clear expectations and rules, were applied by only 1 out of 12 students. The lowest, or not applied at all, were the aspects of organizing physical classroom space and managing students' behaviour.

Guiding group discussion, similar to the previous skill, is rarely applied during class sessions. Within this skill, the most commonly applied aspects were promoting critical thinking and managing discussion flow, each implemented by only 3 out of 12 students. Other aspects, such as setting the stage and facilitating participation, were applied by just 4 out of 12

Based on the results of the video analysis of students conducting micro-teaching practice, it was found that all the

students, or 1 out of 12. The remaining aspect, summarizing and concluding the lesson, was not applied at all, with a (0) implementation rate.

Basic Teaching Skills Applied by Students

The results of this study show that, based on Gultom, Hutauruk, and Ginting (2020), the basic teaching skills include set-induction, questioning skill, explanation, reinforcement, stimulus variation, classroom management, teaching small groups and individuals, and finally guiding group discussion. The findings indicate that among these eight skills, the students demonstrated greater mastery of stimulus variation, explanation, verbal and non-verbal reinforcement, and set induction (opening the class) compared to the other skills.

Furthermore, the skills that require classroom control and deeper interaction with students such as classroom management, guiding group discussion, probing questions, and teaching small groups and individuals were rarely or less frequently applied during the implementation of micro-teaching in class.

Similarly, for the probing question skill, formulating questions with a clear purpose and open-ended nature to stimulate higher-order thinking requires confidence and teaching experience that still need to be developed by prospective teachers (Nunan, 1991). In addition, the questions designed are also expected to increase engagement and participation in accordance with the learning objectives.

Two other skills that were rarely applied are guiding group discussion and teaching small groups or individuals. These two skills need more time and more complex teaching methods (Mills & Alexander 2013), as well as interactive discussions of ideas collected from individual opinions (Brookfield & Preskill, 1999). This makes it hard for students to use these skills well

Challenges in Implementing Basic Teaching Skills

To find out the challenges faced by the students while applying and implementing the basic teaching skills during micro-teaching, the researcher collected data by interviewing five English Education students. The researcher found that when implementing the eight basic teaching skills, the students faced various challenges, which the researcher classified into two factors: internal and external.

A. Internal Factors

The common challenges experienced and mentioned by all the students were related to internal factors such as nervousness, anxiety, introversion, English proficiency, and lack of self-confidence. Even though the class had already been set up with designated roles for teacher and students, the participants still felt nervous, as they were being observed by their peers during the teaching process.

Another obstacle was language. During the teaching practice, students were required to use 100% English to deliver the material from the beginning to the end of the class. One of the students mentioned "Another challenge was the lack of English communication skills, we have to use 100% English. If we accidentally use even a single word in Indonesian, our

plan will be reduced" So, that their limited vocabulary made it difficult for them to speak fluently while teaching

B. External Factors

In addition, the students also faced the challenge of lacking mastery of the basic teaching skills. As one student said, "the most challenging skill to implement was the skill of classroom management, it difficult to control the class atmosphere". To avoid this problem, it is expected that students practice repeatedly with their classmates before teaching practice so they can rehearse how to apply these skills in a real classroom.

An external factor that was often mentioned by the participants was time pressure or the limited time given. Since this was a teaching practice, the time provided was not as long as in a regular classroom setting.

Discussion

The result of this study show that, based on Gultom, Hutauruk, and Ginting (2020), the basic teaching skills included set induction, questioning skill, explanation, reinforcement, stimulus variation, classroom management, teaching small groups and individuals, and finally guiding group discussion. The findings indicate that among these eight skills, the students demonstrated greater mastery of stimulus variation, explanation, verbal and non verbal reinforcement, and set induction (opening the class) compared to other skills.

Furthermore, the skill that require classroom control and deeper interaction with students such as classroom management, guiding group discussion, probing question, and teaching small groups and individuals were rarely or less frequently applied during the implementation of micro teaching in class. This is consistent with Prihartin (2020), who explains that classroom management skills indeed require fairly complex and elaborate strategies to be able to manage a class effectively during learning. However, this findings is not in line with the study of Amanda, Sari, and Tarahita (2024), which reported that classroom management skills could be applied optimally; this study instead shows that such skills were still rarely implemented by the students.

Similarly, for the probing question skill, formulating question with a lear purpose and open-ended nature to stimulate higher-order thinking requires confidence and teaching experience that still need to be developed by prospective teachers (Nunan,1991). Two other skill that were rarely applied are guiding group discussion and teaching small group individuals. These skills need more time and more complex teaching methods (Mills & Alexander 2013), as well as interactive discussion of ideas collected from individual opinion (Brookfield & Preskill, 2012) . This make it hard for students to use these skills well.

Based on the above discussion, these findings have answered the first research objective, show that the

students were able to apply the eight basic teaching skills with varying levels of mastery where stimulus variation, explanation sil, set induction and verbal and non-verbal reinforcement were the most mastered skill.

The researcher found that when implementing the eight basic teaching skills, the students, faced various challenges, which the researcher classified in two factors: internal factor such as nervousness, limited vocabulary, and lack of confidence, as well as external factors such as limited time and being observed by other peers.

CONCLUSION

This study set out to identify and analyze the types of basic teaching skills applied by the students during the micro-teaching class, as well as to explore the challenges faced by the students in implementing basic teaching skills throughout the micro-teaching class at FKIP UNRAM. First, the findings indicated that the basic teaching skills had been applied by all students with varying levels of mastery. Second, the study revealed that the challenges faced by the students were divided into two categories: internal factors, which included, nervousness, lack of mastery of teaching skills, lack of self-confident, anxiety, introversion, limited vocabulary/english proficiency, and Forget lesson plan and external factors, which included limited time and being observed by other students.

REFERENCES

- Allen, D. W. (1969). *Micro-teaching: A description*. Stanford University Press.
- Allen, D. W., Cooper, J. M., & Poliakoff, L. (1976). *Microteaching* (No. 17). U.S. Department of Health, Education, and Welfare, Office of Education, National Center for Educational Communication.
- Bates, A. W. (2015). *Teaching in a digital age*. Tony Bates Associates Ltd. <https://irrl.umsl.edu/oer/6/>
- Brookfield, S. D., & Preskill, S. (2012). *Discussion as a way of teaching: Tools and techniques for democratic classrooms*. John Wiley & Sons.
- Brown, H. D. (2000). *Principles of language learning and teaching* (4th ed.). Pearson Education.
- Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. *American Journal of Theoretical and Applied Statistics*, 5(1), 1–4. <https://doi.org/10.11648/j.ajtas.20160501.11>
- Guest, G., MacQueen, K. M., & Namey, E. E. (2011). *Applied thematic analysis*. Sage Publications.
- Gultom, S., Hutauruk, A. F., & Ginting, A. M. (2020). Teaching skills of teacher in increasing student learning interest. *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, 3(3), 1564–1569.
- Kusmiyati, & Merta, I. W. (2024). Analysis of students' basic teaching skills on teaching practice of micro-teaching courses. *Jurnal Pijar MIPA*, 19(2), 235–239.
- Milkova, S. (2012). Strategies for effective lesson planning. *Center for Research on Learning and Teaching*, 1(1), 1–29.
- Mills, D., & Alexander, P. (2013). *Small group teaching: A toolkit for learning*. Higher Education Academy.
- Nunan, D. (1991). *Language teaching methodology: A textbook for teachers*. Prentice Hall.
- Prihartini, N. (2020). *Classroom management problems faced by students doing teaching practice of FKIP UNRAM in junior and senior high school in Mataram*.
- Stronge, J. H. (2018). *Qualities of effective teachers*. ASCD.
- Sugiyono. (2013). *Metode penelitian pendidikan: Pendekatan kuantitatif, kualitatif, dan R&D*. Alfabeta.