THE IMPLEMENTATION OF 8 TEACHING SKILLS IN MICROTEACHING COMPETENCE TEST IN ENGLISH EDUCATION PROGRAM AT UNIVERSITAS MUHAMMADIYAH BENGKULU



THESIS

WRITTEN BY:

Restu Rianti

NPM. 2088203014

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM FACULTY OF TEACHING TRAINING AND EDUCATION UNIVERSITAS MUHAMMADIYAH BENGKULU

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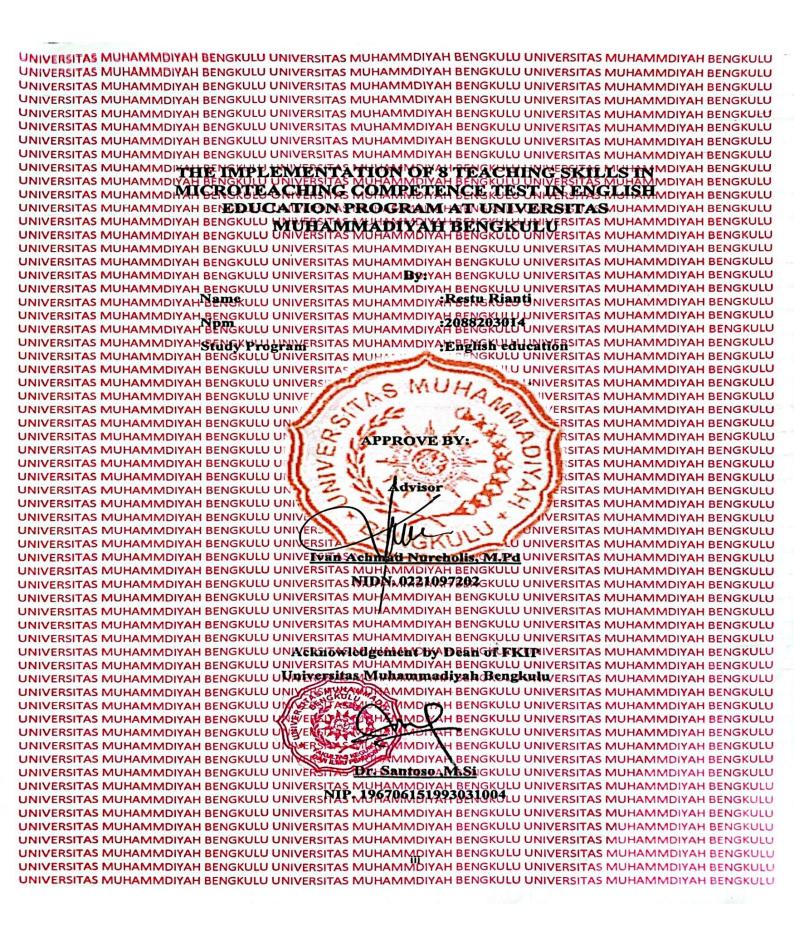
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Restu Rianti

NPM. 2088203014

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM FACULTY OF TEACHING TRAINING AND EDUCATION UNIVERSITAS MUHAMMADIYAH BENGKULU

2024



UNIVERSITAS MUHAMMDIYAH BENGKULU UNIVERSITAS MUHAMMONAL BETMPLENVENTATION OF 8 PEACHTNOESKOENSHMIMDIYAH BENGKULU UNIVERSITAS MUHAMMONAH BENGKULU UNIVERSITAS MUHAMMONAH BENGKULU UNIVERSITAS MUHAMMONAH BENGKULU UNIVERSITAS MUHAMMONAH BENGKULU ONIVERSITAS MUHAMMONAH BENGKULU UNIVERSITAS MUHAMMONAH BENGKULU UNIVERSITAS MUHAMMDIYAH BENEDUOADIONAPROGRAMATNUNIVERSISTAS MUHAMMDIYAH BENGKULU UNIVERSITAS MUHAMMDIYAH BENGKULU MUHATIYATATI ATATA BENGKUUWERSITAS MUHAMMDIYAH BENGKULU UNIVERSITAS MUHAMMDIYAH BENGKULU ÜNIVERSITAS MUHAMMDIYAH BENGKULU UNIVERSITAS MUHAMADIYAH BENGKULU UNIVERSITAS MUHAMMDIYAH BENGKULU UNIVERSITAS MUHAMMDIYAH BENGKULU UNIVERSITAS ML**Restu:Rianti**bengkulu UNIVERSITAS MUHAMMDIYAH BENGKULU UNIVERSITAS MUHAMMDIYAH BENGKULU UNIVERSITAS MU2088203014 BENGKULU UNIVERSITAS MUHAMMDIYAH BENGKULU UNIVERSITAS MUHAMMDIYAH BENGKULU UNIVERSITAS MUHAMMDIYAH BENGKULU UNIVERSITAS MUHAMMDIYAH BENGKULU UNIVERSITAS MUHAMMPHAS BEEN EXamined By The Board of Examiners of the English Language Divan Bengkulu UNIVERSITAS MUHAMMDIYAH BENGKULU UNIVERSITAS MUHAMMDIYAH BENGKULU UNIVERSITAS MUHAMMDIYAH BENGKULU UNIVERSITAS MUHAMMDEAucation Study Reogram of Teachery Training and Education Beculty MDIYAH BENGKULU UNIVERSITAS MUHAMMDIYAH BENGKULU UNIVERSITAS MUHAMMADIYAH BENGKULU UNIVERSITAS MUHAMMDIYAH BENGKULU UNIVERSITAS MUHAMMDIYAH BENGKULU UNIVERSITAS MUHAMMDIYAH BENGKULU UNIVERS **MIVERSITAS MUHAMMDIYAH BENGKULU** IVERSITAS MUHAMMDIYAH BENGKULU UNIVERSITAS MUHAMMDIYAH BENGKULU UNIVE Examiners: UNIVERSITAS MUHAMMDIYAH BENGKULU UNIV **ERSITAS MUHAMMDIYAH BENGKULU** UNIVERSITAS MUHAMMDIYAH BENGKULU UN RSITAS MUHAMMDIYAH BENGKULU Signature MUHAMMDIYAH BENGKULU UNIVERSITAS MUHANNADIYAH BENGKULU UN UNIVERSITAS MUHAMMDIYAH BENGKULU U MUHAMMDIYAH BENGKULU 41 UNIVERSITAS MUHAMMDIYAH BENGKULU U UHAMMDIYAH BENGKULU UNIVERSITAS MUHAMMOIYAREA Augraini, M.Hum UHAMMDIYAH BENGKULU UNIVERSITAS MUHAMMDIYAH BENGK BLU U MUHAMMDIYAH BENGKULU UNIVERSITAS MUHAMMDIYAL Examiners UNI ITAS MUHAMMDIYAH BENGKULU UNIVERSITAS MUHAMMDIYAH BENGKULU UNIVERSITAS AS MUHAMMDIYAH BENGKULU UNIVERSITAS MUHAMMDIYAH BENGKULU UNIVER S MUHAMMDIYAH BENGKULU UNIVERSITAS MUHAMMDIYA Washirachim Safitri M.Pd RSITAS MUHAMMDIYAH BENGKULU UNIVERSITAS MUHAMMDIYAH BENGKULU UNIVERSITAS MUHAMMDIYAH BENGKULU UNIVERSITAS MUHAMMDIYAH BENGKULU GKUILLI VERSITAS MUHAMMDIYAH BENGKULU U VERSIZ AS MUHAMMDIYAH BENGKULU UNIVERSITAS MUHAMMDIYAH BENGKULU UNIVERSITAS MUHAMMDIYAH BENGKULU U HERSTAS MUHAMMDIYAH BENGKULU WERSITAS MUHAMMDIYAH BENGKULU UNIVERSITAS MUHAMMDIYAH BENGKULU UNIVERSITAS MUHAMMDIYAH BENGKULU U UNIVERSITAS MUHAMMD24AI VERICACED BODINGEROUS MARAMDIYAH BENG(ULU U WERSITAS MUHAMMDIYAH BENGKULU UNIVERSITAS MUHAMMDIYAH BENGKULU UN VERSION PARABEMENT DYA DEEN GLUEKIR IVERSITAS MUHAMMDIYAH BENGKULU UNIVERSITAS MUHAMMDIYAH BENGKULU UNIVERSITAS MUHAMMDIYAH BENGKULU UNIVERSITAS MUHAMMDIYAH BENGKULU UN UNIVERSITAS MUHAMMDIYAH BENGKULU UNIVERSITAS MUHAMMDIYAH BENGKULU UK H BENGKULU UNIVERSITAS MUHAMMDIYAH BENGKULU UNIVERSITAS MUHAMMDIYAH BENGKULU U ALL AS E/ER BENGKULU UNIVERSITAS MUHAMMDIYAH BENGKULU UNIVERSITAS MUHAMMDIYAH BENGKULU U H BENGKULU UNIVERSITAS MUHAMMDIYAH BENGKULU MDIY UNIVERSITAS MUHAMMDIYAH BENGKULU UN AMDIYA BENGKULU UNIVERSITAS MUHAMMDIYAH BENGKULU UNIVERSITAS MUHAMMDIYAH BENGKULU UNIVER antoso GKULU UNIVERSITAS MUHAMMDIYAH BENGKULU 1293031004 UNIVERSITAS MUHAMMDIYAH BENGKULU UNIVERSITAS MUHAMMDIYAH BENGKULU UNIVERSITAS UNIVERSITAS MUHAMMDIYAH BENGKULU UNIVERSITAS JLU UNIVERSITAS MUHAMMDIYAH BENGKULU UNIVERSITAS MUHAMMDIYAH BENGKULU

MOTTO AND DEDICATION

MOTTO:

- Do your best and pray every time, don't give up because Allah will always be with you.
- When you feel so weak and sad, remember your parent's struggle and imagine their face. It will give you power and make you stronger.
- ***** You do something good, Allah gives you everything great.

DEDICATION :

With gratitude and love, this thesis is proudly dedicated to :

- ✤ Allah SWT for the miracles and the mercy that help me finish this research.
- * Rasulullah Muhammad SAW as my inspiration.
- My dearest parents, my beloved mother (Susilawati) and my beloved father (Endik Risnandi) who always support me, for all the patience, for your pray, and love that you give. I will try to be a better person, and make you both proud and happy. I love you from my deepest heart.
- My beloved brother and sisters. Thank you Ridho, Rara and Dang Vievi who always give me support and motivation. Thanks for loving me and believing in me. You will always be my strength. Let's make our parents happy and proud of us.
- My dearest best friends (Deyut, Ocay, Meilan, Luna, Ridho) and my favorite person (Ajie Ihza Fahendras). Thank you for supporting me in this journey.

SURAT PERNYATAAN KEASLIAN SKRIPSI

Yang bertanda tangan dibawah ini:

Nama	:Restu Rianti
Npm	:20882030
Program studi	:Pendidikan Bahasa Inggris
Fakultas	:FKIP

dengan ini menyatakan bahwa skripsi saya yang berjudul " THE IMPLEMENTATION OF 8 TEACHING SKILLS IN MICROTEACHING COMPETENCE TEST IN ENGLISH EDUCATION PROGRAM AT UNIVERSITAS MUHAMMADIYAH BENGKULU "

adalah karya dari saya sendiri, apabila dikemudian hari ternyata karya tulis ini beridikasi sebagai karya plagiat, saya bersedia menerima sanksi yang berlaku di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Bengkulu

Bengkulu, Agustus 2024

Mengetahui

Ketua program studi

HIM SAFITRI, M.Pd. NIDN.0230058702

Yang membuat pernyataan

Restu Rianti Npm: 20882030

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Dipindal dengan

PREFACE

First of all, the researcher would like to say thanks to Allah SWT, the lord of universe, because has blessed me in this work. The greatest thanks for my beloved father and mother, the greatest parents all over the world, for the support to finish this thesis, then for my lovely brother, you all are my inspirations and my friends, thank you so much.

The researcher realizes that this thesis still has many mistake because of that the researcher hopes suggestion and critics to make a better one in the future. Finally, the researcher hopes this thesis can be used by the readers, especially English Education Study Program and English Lecturers.

Bengkulu, Agustus 2024

<u>Restu Rianti</u> NPM. 2088203014

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Firstly, the researcher would like to say Alhamdulillah for giving his knowledge and health to conduct this thesis, titled: "*THE IMPLEMENTATION OF 8 TEACHING SKILLS IN MICROTEACHING COMPETENCE TEST IN ENGLISH EDUCATION PROGRAM AT UNIVERSITAS MUHAMMADIYAH BENGKULU*".

The researcher would like to thank both of his parents and brothers, who had given vigorous spiritual encouragement during his study at Universites Muhammadiyah Bengkulu. Finally, the researcher realized that this thesis is still far from being perfect. Therefore, any suggestions and constructive critics are always welcome.

Bengkulu, Agsutus 2024

<u>Restu Rianti</u> NPM. 2088203014

CURRICULLUM VITAE



Name
Place/ Date of Birth
Religion
Nationality
Address
riddie35

: Restu Rianti : Bengkulu, 28 mei 2003 : Muslim : Indonesia : Suka Maju, kel kandang mas

Restu Rianti is the first child of Endik Risnandi and Susilawati. she graduated in Elementary School (SD Negeri 38 Kota Bengkulu) in 2014, then she graduated in Junior High School (SMP Negeri 5 Kota Bengkulu) in 2017, and graduated from Vocational High School (SMK Negeri 1 Kota Bengkulu) in 2020. Next, she continued her education in Muhammadiyah University of Bengkulu (UMB) and took an English Study Program.

Dipindai dengan

ABSTRACT

Restu Rianti 2024 "THE IMPLEMENTATION OF 8 TEACHING SKILLS IN MICROTEACHING COMPETENCE TEST IN ENGLISH EDUCATION PROGRAM AT UNIVERSITAS MUHAMMADIYAH BENGKULU"

Advisor : Ivan Achmad Nurcholis, M.Pd

the purpose of this research was to find out how the students implemented the 8 teaching skills in Microteaching competence test. The method used in this research used qualitative research because it refers to research about persons' lives, behaviour, and stories, but also organizational functioning, social movement or interactional relationships. The researcher used a descriptive qualitative method by compiling or classifying, analyzing, and interpreting the data and using observation as the instrument of the research the subjects of this research are sixth-semester English Education students of Universitas Muhammadiyah Bengkulu who joined the Microteaching course in 2024. the information was gathered directly from people who had experienced the course of Microteaching. The result the student's 8 teaching skills overall marks result are 9.28% bad, 52.4% good, and 38.3% very good. With the individual and grouping skill at 11.7% of students mark with "bad", and with discussion skill at 64.3% marked "good" and 21.1% marked "very good". And suggested students need to improve strategies, self-reflect on what they should improve, Try to include all teaching skills when performing microteaching.

Keyword: Microteaching, 8 Teaching skills, Competence test

ABSTRAK

Restu Rianti 2024 "IMPLEMENTASI 8 KETERAMPILAN MENGAJAR UJI KOMPETENSI MICROTEACHING PADA PROGRAM PENDIDIKAN BAHASA INGGRIS DI UNIVERSITAS MUHAMMADIYAH BENGKULU"

pembimbing : Ivan Achmad Nurcholis, M.Pd

Tujuan penelitian ini adalah untuk mengetahui bagaimana siswa mengimplementasikan 8 keterampilan mengajar pada uji kompetensi Microteaching. Metode yang digunakan dalam penelitian ini menggunakan penelitian kualitatif karena mengacu pada penelitian tentang kehidupan seseorang, perilaku, dan cerita, tetapi juga fungsi organisasi, gerakan sosial atau hubungan interaksional. Peneliti menggunakan metode deskriptif kualitatif dengan menyusun atau mengklasifikasikan, menganalisis, dan menafsirkan data serta menggunakan observasi sebagai instrumen penelitian dan subjek penelitian ini adalah mahasiswa Pendidikan Bahasa Inggris semester enam universitas muhammadiyah bengkulu yang mengikuti mata kuliah microteaching pada tahun 2024. Dengan informasi yang dikumpulkan langsung dari orang-orang yang berpengalaman dalam kursus Microteaching. Hasil nilai keseluruhan 8 keterampilan mengajar siswa adalah 9,28% buruk, 52,4% baik, dan 38,3% sangat baik. Pada keterampilan individu dan kelompok sebesar 11,7% siswa mendapat nilai "buruk", dan pada keterampilan berdiskusi sebesar 64,3% siswa mendapat nilai "baik" dan 21,1% siswa mendapat nilai "sangat baik". Dan disarankan siswa perlu memperbaiki strategi, melakukan refleksi diri terhadap apa yang harus mereka tingkatkan, Cobalah untuk memasukkan seluruh keterampilan mengajar saat melakukan microteaching.

Keyword: Microteaching, 8 Teaching skills, Competence test

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CHAPTER I INTRODUCTION

This chapter discussed the background of the study, research question, objectives of the research, significance of the research, limitations of research, and definition of key terms.

1.1 Background of Study

The term Microteaching comes from two words, the first is the word "micro" which means small, limited, narrow, and the like. Then there is the word "teaching" which means teaching or giving knowledge to learners. As seen from the form of the word, this term has a definition as a teaching activity in which all aspects in it are then minimized or simplified. Introduced in the 1960s by Dwight W. Allen and his colleagues at Stanford University as a training method designed to help prospective teachers develop and perfect their teaching skills in a controlled, focused environment. In Indonesia Microteaching was brought out as an attempt to rise the quality of teachers quality, Microteaching has been implemented to numerous universities since 1977 (Isnaini et al., 2021). As an exercise method that aims to enhance the professional experience of teachers and improve their ability to teach specifically, the method focuses on improving teaching skills by simplifying or reducing aspects of learning, such as the number of students, time, and focus of teaching materials, and by limiting the application of certain teaching skills. This allows teachers to accurately identify the strengths and weaknesses of the teacher.

The concept of Micro-teaching is one that educators are familiar with. To provide a meaningful teaching and learning process, a variety of techniques can be used. Ultimately, gaining more substantial benefits from it is the ultimate objective that can be accomplished. Students are urged to practice according to how they are actually teaching in the classroom. Based on the learning performance plan (RPP), students are only allotted ten to fifteen minutes to explain the expected learning objectives (Amanda et al., 2024). Several standard methods are used in microteaching, such as the procedures that consisted of "plan, teach, criticize, replan, re-teach and re-recriticize" (Ramadhanti & Yanda, 2021). Moreover, Microteaching can be broken down into three stages: the transfer phase, the interactive and integrated skill-learning phase, and the knowledge-acquisition phase. Student-teachers learn fundamental teaching techniques throughout the knowledge-acquisition phase. They also learn instructional components through lectures, group discussions, teaching component demonstrations, and examples. In order to promote creative learning, these skills are provided to teachers in training. this several aspects in practicing Microteaching are the skills a teacher must have related to the extent to which the teachers are able to apply a variety of teaching methods (Isnaini et al., 2021). Also, when teaching English as a foreign language there's also four basic English skills that young teacher must aquired which are: Reading, Listening, Speaking, and Writing (Sihite et al., 2024). English teachers must not only be able to successfully teach but also know and understand the point of their teaching material.

One of the most important aspects of Microteaching is are various skills related to teaching techniques. Amanda et al., 2024 mention that the basic techniques of Microteaching consist of 8 teaching skills specifically: opening and closing skills, explaining skills, questioning skills, variation skills, reinforcement skills, class management skills, discussion skills, and small group and individual teaching skills. The first ability is a skill to open and close a lesson. It entails paying attention, inspiring students, offering references through a variety of means, and establishing connections or links between the knowledge that students have mastered and the material being learned (Sihite et al., 2024). When opening and finishing a class, there are a few indicators to look out for. These include greeting the students, asking about their learning situations, and finding out about any absent students. and then the teacher can then demonstrate an in-depth understanding by reminding them of the material they had previously learned.

The second ability is explaining skills, which aim is to give students, especially those who intend to become teachersas many opportunities as possible to assess their skills and abilities (Sihite et al., 2024). Teachers need to be able to convey the material in a way that is appropriate for the students' level of understanding in terms of tone, emotion, and word choice, all while explaining it systematically (Amanda et al., 2024). In conclusion, these skills are interpreted as teacher/educator skills presenting verbal information that is systematically organized to show relationships between material that have been collected and mastered and prepared for served.

The third ability is questioning skills, which is a verbal statements by teachers/educators who ask for responses from students. The responses given can range from knowledge to certain things as a result of consideration. Thus asking is an effective stimulus that encourages abilities students to think. The goals for learning will be achieved more efficiently when the teacher uses better questioning techniques with the students (Blegur et al., 2023). Curiosity itself is a necessary quality to ascertain a condition, occurrence, or assertion, which is why asking effective questions is crucial. By using this technique of asking questions, the teacher can determine how well the class has understood the material that has been covered.

The fourth ability is skills in using variations. The skill of using variations is defined as the actions of teachers/educators in the context of the teaching and learning process which aims to overcome students' boredom so that in the teaching and learning process, students always show perseverance, and enthusiasm and participate actively. Teachers can practice making adjustments by offering games or icebreakers to break up the monotony of the classroom (Putra et al., 2023). Furthermore, a variety of instructional resources, including presentations, tests, video series, and more, can be used. Considering how simple it is to learn these days through a variety of media, educators need to be able to offer educational services.

The fifth ability is the skill of providing reinforcement. The skill of giving reinforcement is the actions of teachers responding positively to students' certain behaviours in enabling behaviour to happen again Research results showed that students who participated in Microteaching felt favorably about the way reinforcement techniques were applied. Jonaria & Ardi, 2020 found the advantages of providing positive reinforcement to boost students' enthusiasm for learning English The teacher candidates used both verbal and nonverbal types of reinforcement in their instruction. Between lessons, teachers can practice the ability to offer reinforcement, which includes inspiring students to study and fostering a sense of enthusiasm and encouragement to make them more eager to complete the learning process.

The next ability is small group and individual teaching skills. Small group and individual teaching skills are defined as teacher/educator actions in the context of the process of teaching and learning that only serves 3 - 8 participants. Park, 2022 mention to facilitate small group conversations, it is important to take into account a number of aspects, including problem clarification, attentional focus, student dynamism, chances for student participation, and the capacity to end the discussion.

The next ability is class management skills. Class management skills is where the teacher can create and maintain appropriate learning conditions optimal condition and return to optimal conditions if it occurs which may interfere with activities, both with how to discipline or carry out remedial activities. Aida W, 2019 found that the activities that will occur in the classroom, who carries out the lesson plan using student-owned materials and topics, who chooses and selects the tactics to be applied in different classroom exercises, and simultaneously, the instructor will also find alternate ways to get around problems and difficulties. The next ability is skills in guiding small group discussions. The skill of guiding small group discussions is an orderly process involving a group of participants educated in optimal cooperative face-to-face interactions to take various information or experiences decisions or solve a problem. The following elements should be taken into account when leading a small group discussion: (1) drawing students' attention to the topic, (2) making the problem clear, (3) assessing students' perspectives, (4) evoking students' active roles, (5) giving students chances to contribute, and (6) being able to appropriately conclude the discussion (Hidayah & Indriani, 2021).

Researcher also find similar research byAmanda et al., 2024 titled "analysis of Micro-teaching Course Implementation to Improve 8 Basic Teaching Skills for Accounting Education Students and concluded that beginning with the given 15 minutes, challenges to the study challenge presented by students who are bored, and the newly remodeled space. Nevertheless, the obstacles were effectively surmounted. Students successfully completed 15 minutes of Microteaching, which included instruction, opening lessons, subject explanation, and closing lessons are hard to include all 8 teaching skills at once. In Universitas Muhammadiyah Bengkulu, Microteaching is a course that English language education students need to take in the sixth semester In English Education program, the Microteaching course consists of theory and implementing Microteaching. A study conducted by Yolandari, 2020 in Universitas Muhammadiyah Bengkulu found that there's a negative view on Microteaching performance for the Microteaching process,

students receive evaluations for planning and preparation, the classroom environment, and instruction.

Therefore, this study examines deeply the previous studies above on performance of students when implementing 8 teaching skills in Microteaching course and how to improve the english education students of universitas Muhammadiyah bengkulu's performance in implementing 8 teaching skills at Microteaching course.

1.2 Research Questions

Based on the background above, the research questions have been formulated, namely: "How did the students implement the 8 teaching skills in Microteaching competence test?"

1.3 Objective of Research

The objective of this research was to find how the students implemented the 8 teaching skills in Microteaching competence test.

1.4 Significance of Research

This research is expected to provide great benefits for students and lecturers.

- 1. For the students to better implement 8 teaching skills in Microteaching competence test
- 2. For the lecturers, to be cognized of their Microteaching course students who may still be unable to perform 8 teaching skills or need guidance when implementing 8 teaching skills in their Microteaching competence test.

 For future researcher when conducting similar research area to provide data and picture on how previous students perform 8 teaching skill in Microteaching competence test

1.5 Limitation of Research

This research was limited to the sixth-semester English education students of Universitas Muhammadiyah Bengkulu's performance when implementing 8 teaching skills in Microteaching competence test.

1.6 Definition of Key Terms

A quick definition of some of the study's major words is provided in the section that follows to help prevent misunderstandings of the concepts used.

- competence tests: are the process of assessing Microteaching performance through teaching presentations to determine whether students are competent or not yet competent.
- 2. 8 teaching skills: are frequently place emphasis on the 8 fundamental teaching abilities. Effective teaching requires certain abilities, which are frequently practiced and honed during Microteaching sessions.