

**THE EFL STUDENTS' PERCEIVED IMPACTS OF THE
MICRO TEACHING COURSE DURING SHORT SEMESTER ON
THEIR TEACHING COMPETENCIES**

THESIS

Submitted by

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**FACULTY OF TARBIYAH AND TEACHER TRAINING
AR-RANIRY STATE ISLAMIC UNIVERSITY
BANDA ACEH
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ABSTRACT

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Main supervisor : Chamisah, S.Ag., M. Ed
Keywords : Micro Teaching, Short Semester, Student Perceptions, Teaching Competencies

This study explores EFL students' perceptions of the Micro Teaching course conducted during a short semester and its impact on the development of their teaching competencies. A qualitative descriptive design was employed, involving nine purposively selected students who had completed the course and gained teaching experience. Data were collected through semi-structured interviews via WhatsApp voice messages, allowing participants to provide flexible and reflective responses. The findings indicated that the short semester format encouraged students to maintain higher levels of focus, discipline, and confidence in their teaching practice. The intensive and practice-oriented structure enabled them to develop essential teaching skills, including lesson planning, classroom management, and interaction strategies. Participants reported that the condensed format pushed them to quickly adapt and apply pedagogical knowledge, which strengthened their readiness for real classroom situations. Nonetheless, students faced challenges, such as limited opportunities for in-depth reflection, insufficient feedback, and minimal chances to revise their teaching performance, which they perceived as constraints on the long-term development of their pedagogical competence. Despite these limitations, the students appreciated the course as a meaningful preparation for professional teaching. To improve future short semester implementations, the study recommends structured feedback sessions, clearer demonstration of teaching procedures, and more opportunities for reflective practice. These enhancements are expected to help pre-service teachers optimize learning outcomes and achieve comprehensive teaching competencies within the time-limited structure of a short semester.

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CHAPTER I

INTRODUCTION

This chapter thoroughly explains five key parts that are essential for understanding the context of this research. These parts include the background of the study, the research questions, the aim of the study, the significance of the study, and the terminologies.

A. Background of the Study

Micro teaching is a compulsory course in teacher education programs designed to improve the teaching skills of future educators through planned and targeted learning experiences. This course permits teacher candidates to practice instruction in a supportive atmosphere, typically in small groups, facilitating the development of pedagogical skills without encountering the complete intricacies of an actual classroom setting. Candidates may rehearse conveying a particular concept or skill briefly to peers simulating students, emphasizing strategies such as instruction delivery, feedback provision, or classroom interaction management. The course enables candidates to focus on acquiring essential teaching abilities, hence enhancing their confidence in handling classroom dynamics (Jannah et al., 2023).

The micro teaching course aids aspiring educators in honing technical skills and enhancing their professional preparedness prior to entering actual classrooms. Engaging in a regulated setting enables them to discern strengths and weaknesses while obtaining immediate feedback from teachers and peers serving as observers. This positive feedback fosters self-reflection and inspires aspiring educators to enhance their pedagogical methods. Consequently, the course refines pedagogical

skills and bolsters the self-efficacy of prospective educators, equipping them to confront authentic classroom issues and fostering a learning environment that promotes student achievement (Deneme, 2020).

The micro teaching course is specifically structured to streamline class size, course length, and topic intricacy, thereby facilitating enhanced skill development. In this course, teacher candidates instruct for a brief duration (often 5–20 minutes) with a reduced number of students. The primary emphasis is on particular abilities, including good explanations, nonverbal communication, and questioning tactics that promote student engagement. Lecturers or peers generally provide observations after each session, concluding with instant feedback that enables candidates to swiftly assess and enhance their teaching methods (Jannah et al., 2023).

A considerable number of students in the English Education Department (EED) enroll in the micro teaching course during the short semester to expedite their academic progress. Compressing this course into a short semester has obstacles, chiefly owing to time limitations that may affect the efficacy of learning and teaching skills. According to Sönmez (2019), time constraints hinder teacher candidates' ability to thoroughly engage with teaching approaches, including cognitive constructivism and Bloom's Taxonomy, which are crucial for effective lesson planning. As a result, opportunities for intensive practice in teaching abilities are constrained, resulting in inadequate preparation and diminished confidence in fundamental teaching competences.

The short semester duration also limits possibilities for reflection and feedback for aspiring educators. The absence of organized reflection practices and

feedback systems in the course impedes teacher candidates' ability to assess their teaching methods effectively, obstructing professional development. This constraint undermines their confidence and self-efficacy, consequently influencing their future teaching effectiveness (Deneme, 2020). These limits may result in a restricted comprehension of effective pedagogical practices and reflective practice, which are essential for cultivating robust teaching skills (Mukomana, 2019).

The insufficiency of practical teaching time in the micro teaching course has been recognized as a substantial obstacle hindering teacher candidates' comprehension and proficiency in teaching methodologies. Research by Lebala et al. (2024) indicates that this constraint hampers the application of theoretical information in actual classroom environments, resulting in difficulties in effective teaching. With adequate practical experience, teacher candidates more readily cultivate critical pedagogical skills, which can eventually influence the quality of instruction.

High-quality learning experiences within the micro teaching course are crucial for equipping teacher candidates to be proficient and prepared for actual classroom scenarios. This encompasses impactful educational experiences that cultivate problem-solving abilities, appreciation for individual differences, and the establishment of a nurturing learning atmosphere. This training enables candidates to effectively navigate different classrooms and address students' needs, facilitating the creation of an equitable and supportive learning environment (Margevica-Grinberga & Laganovska, 2023).

Research is therefore required to assess the influence of abbreviated time on the learning quality of EED students within the framework of the micro teaching course. An enhanced comprehension of the impact of diminished practice time on learning can assist educational institutions in formulating more effective pedagogical strategies, particularly during abbreviated semesters. This study is essential for guiding educational institutions in enhancing decision-making over the use of the micro teaching course during short semesters, enabling students to refine their skills despite time constraints.

B. Research Question

How do EFL students perceive the impact of taking the micro teaching course during a short semester on the development of their teaching competencies?

C. Aim of Study

To explore the perceptions of EFL students regarding the impact of taking the micro teaching course during a short semester on the development of their teaching competencies.

D. Significance of the Study

This study is expected to provide useful contributions for various stakeholders in the field of education. The findings may enrich knowledge and understanding regarding the implementation of the micro teaching course in short semesters, particularly in relation to its challenges, strategies, and impact on students' teaching competencies. The results are anticipated to serve as a reference for researchers in developing further studies, for lecturers in improving guidance and instructional strategies, for students in maximizing their practice and readiness

despite limited time, and for educational institutions in formulating policies to ensure the effectiveness of micro teaching programs. Moreover, the insights gained from this study may foster innovation in teacher education curricula, encouraging the design of more adaptive and flexible learning models that can still maintain instructional quality under time constraints. In this way, the study not only addresses current issues faced by EFL students but also contributes to the broader discourse on preparing competent and reflective educators in diverse and challenging learning contexts.

E. Research Terminologies

This section is required to briefly define key terms that will be used throughout the study. This is done in an effort to prevent miscommunications and ambiguous interpretations. Based on the study's title, the terms that will be covered are as follows:

1. Students' Perception

Student perceptions denote the perspectives or views of students concerning several facets of their educational experience, especially the influence of micro-teaching on the quality of their learning (Simarmata, 2014). This study focuses on exploring students' assessments of the advantages and challenges they encounter within the compressed course format, including aspects such as the development of lesson planning skills, classroom management, instructional delivery, questioning techniques, and reflective practices. Their perceptions highlight both the benefits of engaging in intensive training within a limited timeframe and the constraints that may hinder the full optimization of teaching practice.

2. Micro Teaching Course during Short Semester

Micro-teaching course during short semester denotes a teacher training format wherein micro-teaching is conducted throughout a condensed academic timeframe. Micro teaching, as articulated by Reddy (2019), is a condensed instructional practice wherein teacher candidates design and present short lessons (generally 5–20 minutes) to a limited cohort of peers, subsequently receiving feedback and engaging in reflection, to enhance particular teaching skills within a regulated setting. This study incorporates the micro-teaching component within a compressed course framework—an expedited learning format typically spanning approximately six weeks, as opposed to the standard 16-week semester (Miller & Bliss, 2023). As a result, all 16 sessions, usually distributed throughout the semester, are compressed into merely one and a half months. During this constrained period, students must swiftly comprehend pedagogical principles, apply teaching methodologies, and participate in peer instruction under heightened educational circumstances. In this study, researchers want to see the perceptions of students who have taken micro-teaching courses in short semesters related to the impact of course compaction on the quality of their learning.

3. Teaching Competencies

According to Hermoso et al., (2023), teaching competencies are the skills and knowledge that assist a teacher in becoming effective in their career, encompassing personal competencies like motivational and cognitive skills, as well as professional competencies such as communication skills and teaching ability. Building on this perspective, the present study seeks to evaluate how the

implementation of the micro teaching course in a short semester influences the development of these competencies among EFL students. In particular, the study focuses on aspects such as students' depth of understanding, teaching skills, and pedagogical reflection, while also considering how these outcomes may differ compared to the traditional course format.

