

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF PERSONAL COMPETENCE OF EFL LEARNERS IN
TEFL II COURSE DURING MICROTEACHING**



By:

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**This thesis is written to fulfill part of the requirements to obtain a Bachelor
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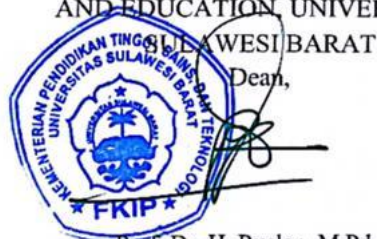
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ABSTRACT

IRMA (H0121022): An Analysis of Personal Competence of EFL Learners in TEFL II Course During Microteaching. Thesis. Majene: English Education Study Program, Faculty of Teacher Training and Education, Universitas Sulawesi Barat, 2025.

This study aims to analyze the personal competencies of EFL learners in the TELF II course during microteaching. In this study, the researcher used a qualitative research method with a case study approach, and data were collected through observation and interviews. Data analysis was conducted through data reduction, data display, verification, and conclusion drawing. This research was conducted at the Universitas Sulawesi Barat campus. The respondents in this study were students of the English Education study program, class D, Universitas Sulawesi Barat, class of 2022. The results of the study showed two main findings. First, the personal competencies of students were seen to include aspects of Believing in and fearing Allah the Almighty, possessing noble character, honesty, and being a role model, emotional awareness and maturity, work ethic, responsibility and self-confidence, application of the code of ethics. Second, the diverse experiences of students show nervousness, jitters, or anxiety even though they have practiced before conducting microteaching.

Keywords : Personal competence, EFL learners, TEFL II, Microteaching

ABSTRAK

IRMA (H0121022): Analisis kompetensi kepribadian peserta didik Bahasa Inggris sebagai Bahasa Asing (EFL) dalam mata kuliah TEFL II pada saat microteaching. Skripsi. Majene: Program Study Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sulawesi Barat, 2025.

Penelitian ini bertujuan untuk menganalisis kompetensi kepribadian peserta didik Bahasa Inggris sebagai Bahasa Asing (EFL) pada mata kuliah TEFL II selama microteaching. Dalam penelitian ini peneliti menggunakan metode penelitian kualitatif dengan pendekatan studi kasus, data dikumpulkan melalui observasi dan wawancara. Data analisis melalui proses reduksi data, data display, serta verifikasi dan penarikan kesimpulan. Penelitian ini dilaksanakan di kampus Universitas Sulawesi Barat. Responden dalam penelitian ini adalah mahasiswa prodi Pendidikan Bahasa Inggris kelas D Universitas Sulawesi Barat Angkatan 2022. Hasil penelitian menunjukkan dua temuan utama. Pertama kompetensi personal mahasiswa terlihat meliputi aspek Beriman dan takut kepada Allah Yang Maha Kuasa, memiliki akhlak mulia, jujur, dan menjadi teladan, kesadaran emosional dan kedewasaan, etos kerja, tanggung jawab, dan kepercayaan diri, penerapan kode etik. Kedua, pengalaman beragam mahasiswa menunjukkan gugup, grogi, nervous meskipun sudah berlatih sebelum melakukan microteaching.

Kata Kunci : Kompetensi kepribadian, Peserta didik bahasa Inggris sebagai bahasa asing, TEFL II, Mictoteaching

CHAPTER I INTRODUCTION

A. Background

In the educational context, personal competence refers to abilities related to a teacher's personal attitude. A teacher should have high moral values that are reflected in their daily behavior. This is one of the most vital competencies that every prospective teacher and teacher teaching in educational institutions must have in order to perform their duties well. Although it is not included in the material taught to students, personal competence is an important element that every teacher must have in order to guide students to become educated citizens. An intelligent teacher will be less influential if they do not have a commitment to teaching. To become a teacher, one must know how to create lesson plans, prepare classes, and deliver material to students. All of these aspects can be studied in the Microteaching course.

Microteaching is a learning method that involves small classroom exercises where working teachers developing teaching skills can practice and receive feedback from their colleagues or classmates. In microteaching, students teach for a short period of time and focus on one specific aspect of the lesson. Microteaching serves not only to improve technical skills in teaching, but also to build students' character and personality. This experience also provides an opportunity to reflect on the professional behavior and ethics required of future teachers. Through this short teaching training, students learn how to overcome challenges in managing a class, communicate effectively, and address issues with creative and adaptive approaches.

However, in practice, there are still many challenges and obstacles encountered in developing students' personalities during microteaching. Available data indicate that many students struggle to build self-confidence, lack creativity in teaching, and are ineffective in communicating with simulated students or peers. Additionally, there are cases where students exhibit

undisciplined behavior, inadequate preparation of materials, and difficulties in controlling the classroom and managing time during microteaching sessions.

These issues indicate that although microteaching has been proven to improve several aspects of prospective teachers' competencies, there are still many challenges that hinder the optimization of its role in shaping and strengthening personality competencies. This underscores the need for a more in-depth analysis to understand how effective microteaching is in the TEFL II course in developing students' personalities, the factors that support or hinder this process, and how students' personality characteristics evolve during this process.

A detailed analysis of students' personal competence during microteaching is expected to provide a comprehensive picture of the actual state of development of prospective English language teachers. Additionally, the findings from this study are expected to serve as a foundation for the development of more innovative curricula, mentoring programs, and microteaching learning strategies. With an understanding and strengthening of personality aspects, it is hoped that graduates of the English Language Education program will not only be competent and professional in pedagogical terms but also become mature, inspiring individuals who can serve as good role models in educational settings and society at large.

Based on a study conducted on the understanding of personality competencies in PGSD FIP UNP student education, the results show that 74% are in the very good category, 14% are in the good category, 10% are in the fair category, and 2% are in the poor category. These findings indicate that students have not yet fully understood the personal competencies that prospective teachers must possess. There is still a need to enhance the personal competencies that prospective teachers must possess as one of the important aspects of the teaching profession. Teachers' perspectives will influence how they interact with others, including their relationships with students, the subject matter they teach, and their teaching methods.

Considering the background described above, the researcher was motivated to investigate how students demonstrate and develop their personal competence during microteaching sessions in the TEFL II course. This study will highlight several aspects of personal competence, such as (a) Believing in and fearing Allah the Almighty, (b) Noble character, honesty, and exemplary behavior, (c) Emotional awareness, maturity, and authority, (d) Work ethic, responsibility, self-confidence, and (e) Application of the code of ethics.

The subjects of this study are sixth-semester students from the English Education Study Program at the Universitas Sulawesi Barat. This group of students is considered to be at a critical phase of their academic journey, where the transition from theory to practical classroom application is reinforced through microteaching activities. By analyzing their personal competence during this practice, this study aims to uncover the strengths and challenges faced by prospective teachers in developing the personal traits essential for successful teaching. Based on the above explanation, this study is titled “*An Analysis of Personal Competence of EFL Learners in TEFL II Course During Microteaching*”. It is hoped that the results of this study can provide useful insights for improving the microteaching process, developing more targeted guidance strategies, and enhancing professional readiness among English Education students at the Universitas Sulawesi Barat.

B. Problem Identification

Microteaching in the TEFL II course aims to provide students with smallscale teaching practice experience before they face real classrooms. One key aspect of teacher readiness is personal competence, which is entrusted to Allah SWT. Possessing noble character, Honesty, and being a role model, Emotional Awareness, Maturity, Authority, Work Ethic, Responsibility, Self-confidence, and Application of the code of ethics. However, the reality on the ground shows that students' personal competencies still vary and are not yet fully optimized during microteaching. This issue underscores the importance

of analyzing students' personal competencies to better prepare them as future teachers.

C. Research Focus

Considering the scope of the issue, the research questions decided by the researcher are:

1. How are the personal competences of EFL learners evident during microteaching in the TEFL II course?
2. What are the experiences of EFL learners during microteaching in the TEFL II course?

D. Research Objective

Based on the research focus above, this research has the following research objectives:

1. To determine the personal competence of EFL learners as demonstrated during microteaching in the TEFL II course.
2. To explore the experiences of EFL learners during microteaching activities in the TEFL II course.

E. Research Benefits

The researcher expected that by conducting this study, the findings would provide useful information to all. The findings of this study are expected to be helpful in the following categories:

1. For students'

This research will help improve students' teaching skills. Microteaching practices allow students to develop the teaching skills they need in the real world and improve their understanding of course material. This research will help improve students'.

2. For English teacher/lecturer

This research will help teachers/lecturers to provide to develop more effective microteaching methods that focus on building students' personal competencies, so that the educational output of prospective English teachers becomes more optimal and meets standards.

3. For future researchers

Contribute significantly to future researchers in understanding the development of personal competencies of English Education students during microteaching practice. This study also plays a role in revealing how effective microteaching is in building personal competencies that support improved teaching performance. Therefore, future researchers can continue this study by exploring the factors that influence the success of microteaching practices in the context of developing students' personal competencies.

4. For campus

This research can be used as a reference for students with similar titles, and can be one of the supporting factors for improving campus accreditation.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the problem formulation and the results of research conducted on the personal competencies of English Education students in the TELF II course during microteaching, the following conclusions can be drawn. The first, English Education students demonstrated personal competence when conducting microteaching practice in the TEFL II course. This includes aspects of faith and devotion to Allah SWT, which are reflected in a calming religious attitude and the creation of a positive atmosphere, noble character and honesty, which are manifested in polite behavior and integrity when facing difficulties, as well as emotional awareness and maturity in managing nervousness. In addition, the students' work ethic, responsibility, and confidence were evident in their thorough preparation and use of interesting learning media. The application of the professional code of ethics for teachers was evident during the microteaching process.

The second, students' experiences during microteaching showed unstable confidence, with their emotional dynamics gradually improving from a phase of nervousness and awkwardness as time went on. Structured learning planning, good emotional management, problem-solving skills, and the use of digital media and technology support the success of microteaching. Active learning methods that involve students' physical and mental participation also improve communication and classroom management skills. Thus, this study successfully answered both research questions by showing that students' personal competencies were evident in microteaching practices and that students' experiences demonstrated a dynamic and evolving learning process.

B. Suggestion

Based on the conclusion above, the researcher would like to give some suggestion related to this research for the students, English teachers or lecturers, and future researchers. The suggestions are as follows:

1. For students'

Students can use the results of this study as a reference for developing personal competencies, particularly by considering several important aspects before conducting microteaching practices in order to create mature and professional personal competencies in teachers. These aspects are: a) believing in and fearing Allah the Almighty, b) possessing noble character, honesty, and being a role model, c) emotional awareness and maturity, d) work ethic, responsibility, and self-confidence, and e) application of the code of ethics. By internalizing and developing these aspects thoroughly before and during microteaching practice, prospective teachers can improve their readiness to become not only technically competent but also possess strong character and personality qualities.

2. For English teachers or lecturers

Teachers and lecturers should implement and develop interactive microteaching training programs that focus on character development based on competencies set by the government and educational institutions. Teachers and lecturers are encouraged to choose training methods that involve collaboration and are relevant to the needs of students as future teachers. This will improve the quality of teacher graduates who are ready to teach with adequate skills that can meet the demands of the curriculum and the needs of students.

3. For future researchers

It is recommended that future researchers use the results of this study as a basis for developing and refining microteaching practices for prospective teachers. Future researchers should not only focus on personality competencies but also delve deeper into various other competencies such as pedagogical, professional, and social competencies, which are an important part of national teacher education standards. Using a quantitative or mixed method approach is highly recommended in order to gain a more comprehensive and in-depth understanding, thereby making a significant contribution to improving the quality of teacher education and learning in the future.

The strength of this study is its focus on answering the research question regarding the personality competencies of English education students. Therefore, in Chapter IV, the researcher presents findings related to personal competence, such as a) believing in and fearing Allah the Almighty, b) possessing noble character, honesty, and being a role model, c) emotional awareness and maturity, d) work ethic, responsibility, and selfconfidence, and e) application of the code of ethics. The weakness of this study is that the researchers still encountered limitations in obtaining more in-depth data. Some respondents were unable to critically reflect on their microteaching experiences, resulting in limited information. As a solution, future studies are advised to use probing techniques to elicit more in-depth and detailed responses from respondents.

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