

THE EFFECT OF USING QUESTION-ANSWER RELATIONSHIP (QAR) STRATEGY ON GRADE ELEVEN STUDENTS' ABILITY IN READING COMPREHENSION OF NARRATIVE TEXT AT SMA NEGERI 5 PEMATANG SIANTAR

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Abstrak

Penelitian ini bertujuan untuk melihat Pengaruh Penggunaan Strategi Question-Answer Relationship (QAR) terhadap Kemampuan Siswa Kelas Sebelas dalam Membaca Pemahaman Teks Narasi di SMA Negeri 5 Pematang Siantar. Dalam penelitian ini menggunakan metode yang disebut desain eksperimen semu yang memungkinkan peneliti mengumpulkan data numerik. Populasinya adalah seluruh siswa kelas XI SMA Negeri 5 Pematang Siantar tahun pelajaran 2023/2024 yang berjumlah 10 kelas. Jumlah siswa tiap kelas berbeda-beda, sehingga totalnya 360 siswa. Pengambilan sampel penelitian ini melibatkan dua kelas yaitu XI PMIA-1 dan XI PMIA-3. Analisis data menunjukkan bahwa kelas eksperimen memperoleh nilai rata-rata post-test sebesar 86,52, dibandingkan dengan nilai rata-rata kelas kontrol sebesar 80,13. Standar deviasi post-test kelas eksperimen sebesar 6,95, sedangkan kelas kontrol memiliki standar deviasi sebesar 3,77. Selain itu, kesalahan standar dari perbedaan rata-rata dihitung sebagai 3,22. Dengan taraf signifikansi 5%, nilai T-hitung melebihi nilai T-tabel ($1,8 > 1,672$), sehingga dapat disimpulkan bahwa T-hitung lebih besar dari T-tabel. Hal ini juga menunjukkan bahwa (H_0) ditolak dan (H_a) diterima.

Kata kunci: Hubungan Tanya Jawab (QAR); Kemampuan Siswa; Pemahaman Membaca

Abstract

This research aims to see the effect of using the Question-Answer Relationship (QAR) strategy on the ability of eleventh grade students in reading comprehension of narrative texts at SMA Negeri 5 Pematang Siantar. In this study, researchers used a method called quasi-experimental design, which allows researchers to collect numerical data. The population is all class XI students of SMA Negeri 5 Pematang Siantar for the 2023/2024 academic year, totaling 10 classes. The number of students in each class varies, so the total is 360 students. This research sampling involved two classes, namely XI PMIA-1 and XI PMIA-3. Data analysis shows that the experimental class obtained an average post-test score of 86.52, compared to the control class's average score of 80.13. The post-test standard deviation for the experimental class was 6.95, while the control class had a standard deviation of 3.77. Additionally, the standard error of the mean difference was calculated as 3.22. With a significance level of 5%, the T-count value exceeds the T-table value ($1.8 > 1.672$), so it can be concluded that the T-count is greater than the T-table. This also shows that (H_0) is rejected and (H_a) is accepted.

Keywords: Question-Answer Relationship (QAR); Students' Ability; Reading Comprehension

INTRODUCTION

Reading is a fundamental aspect of English language acquisition. It is of utmost significance in enhancing students' comprehension of the text's substance, significance, and overall structure.

According to Boardman, et al (2021), reading can be defined as the process of perceiving and comprehending the textual content, whether audibly or silently. Reading serves as a pivotal skill that facilitates students' profound comprehension of the core essence of the material.

According to Pourhosein Gilakjani and Sabouri (in Merlin & Toneva, 2022), reading comprehension can be perceived as cognitive process that delves into the intricate depths of text, giving rise to profound meaning. From that understanding students must be able to understand of the text and can make create the text. In this research students must understand question about narrative text. There are some importance of reading comprehension, especially in National Examination and other formal exam (Trainin & Okundate, 2022). Reading comprehension is of great significance as it equips students with the ability to comprehend, evaluate, and express their thoughts in response to various textual materials. Furthermore, the mastery of reading comprehension paves the way for enhanced writing proficiency, enabling students to express their ideas with utmost clarity and effectiveness. Moreover, it nurtures sustained concentration on reading, thereby fostering a profound and lasting impact. The benefits of reading comprehension for students are manifold, primarily due to the fact that reading permeates every facet of life. Additionally, it serves as a source of immense pleasure and serves as an invaluable tool for acquiring knowledge and information (Aimah, Rukmini, Saleh, & Bharati, 2020).

Based on researcher's experience while doing the teaching learning practice (PPL) in SMA Negeri 5 Pematang Siantar, the students had difficulties when the teacher gave long question or story-shaped question. Based on the students reading score, the percentage of the students who passed the students minimum score (KKM) was 36.11% or there were 13 of 36 students who successfully answered the questions. The students had difficulties in understanding the content of the text, answer the task given by the teacher and less motivation. The inability of students to respond adequately to teacher's inquiries can be attributed to their lack of attentiveness during instructional sessions. Regrettably, not all students devote their full concentration to the teacher's elucidation, often engaging in whispered conversations with their peers. Such behavior not only disrupts the learning environment but also hinders fellow students who earnestly desire to grasp the valuable insights shared by the teacher (Bavi, 2018).

The students looked like they felt bored when teacher asked to read the text, then the students should do an exercise based on the content, and the students did not understand the question because they had not some strategy to do exercise. The students could only cheat from their friends when the teacher left the room for a while (Arafah, 2018).

In order to address the aforementioned issue effectively, it is essential for the teacher to employ a strategic approach that facilitates students' comprehension of the subject matter and enables them to answer task-related questions. Question-Answer Relationship (QAR) strategy is a suitable method for teaching reading comprehension as it actively engages students in the learning process. As affirmed by Kinniburgh & Shaw (2020) , this strategy effectively assists students in understanding the correlation between questions and answers. By implementing this strategy, teachers can provide students with the necessary tools to easily identify and respond to questions.

Moreover, this strategy serves as a valuable assessment tool, allowing teachers to gauge students' level of comprehension. Notably, QAR is divided into four distinct types, namely Right There, Think and Search, Author and Me, and On My Own, as outlined by Raphael (2019). These categories can be further classified into In the Book (Right There and Think & Search) and In My Head (Author & Me and On My Own). By tailoring questions that are clear and comprehensible to students, teachers can facilitate a more expedient discovery of answers (Sari, 2020).

In the previous research about Question Answer – Relationship (QAR) strategy had been conducted by Widiantari et al, (2020) from the researchers it is known that QAR is effective for improving students' ability in reading comprehension of narrative text. Therefore, I as a researcher want to try QAR strategy to improve students' ability in reading comprehension. Therefore, this research entitled, "The Effect of Using Question-Answer Relationship (QAR) Strategy on Grade Eleven Students' Ability in Reading Comprehension of Narrative Text at SMA Negeri 5 Pematang Siantar".

METODE

In this research, researcher employed a method known as quasi-experimental design, which allows researcher to gather numerical data. As Ary et al. (in Koval, 2019) suggest, quantitative research is particularly valuable as it utilizes objective measurements to address specific inquiries or test predetermined hypotheses. Within this design, researcher distinguished between the manipulated variable (experimental treatment) or independent variable, and the observed and measured variable, known as dependent variable. It is important to note that experimental design encompasses three types: pre-experimental, quasi-experimental, and true-experimental (Gao, Wang, & Lee, 2020b). As Ary et al. (2010:270) highlight, experiments involve two groups - experimental and control groups. Due to the restricted number of participants and the alignment of the population with researcher's anticipated sample, quasi-experimental methodology was employed in this research. Moreover, given the commendable organization of class participants, the researcher choose to adopt quasi-experimental research (T. N. Fitria, 2021). This research employed experimental approach, taking into account potential threats to both internal and external validity. The research methodology involved pre-test and post-test assessment to ascertain the effect of QAR strategy on reading comprehension of eleventh-grade students at SMA Negeri 5 Pematang Siantar in narrative text. To conduct the experiment, the participants were divided into two groups: control group and experimental group. The experimental group received instruction using QAR strategy (S. Fahmi & Rachmijati, 2021).

This research is held in SMA Negeri 5 Pematang Siantar on grade eleventh students which that located in Medan Street, Km. 6.8, Tanjung Tengah, Siantar Martoba sub-district, Pematang Siantar city, North Sumatera, 21138. This research was going to carry out in the academic year 2023/2024. The subjects of this research are the students at grade XI PIIS 2 and XI PIIS 4. And the object is the learning process in the classroom. This research is held in SMA Negeri 5 Pematang Siantar on grade eleventh students which that located in Medan Street, Km. 6.8, Tanjung Tengah,

Siantar Martoba sub-district, Pematang Siantar city, North Sumatera, 21138. This research was going to carry out in the academic year 2023/2024. The subjects of this research are the students at grade XI PIIS 2 and XI PIIS 4. And the object is the learning process in the classroom. Therefore, the population encompasses all students in the eleventh grade of SMA Negeri 5 Pematang Siantar for the academic year 2023/2024, which includes a total of 10 classes. The number of students in each class varies, resulting in total of 360 students. The sampling for this research involved two classes, namely XI PMIA-1 and XI PMIA-3. XI PMIA-1 is chosen as control group, consisting of 36 students, while XI PMIA-3 is selected as experimental group, also consisting of 36 students. The researcher selected these classes based on specific characteristics that align with the research objectives. To measure the improvement in students' reading comprehension, the researcher has chosen to administer a multiple-choice test comprising 20 items for both the pre-test and post-test. This format has been selected for its ability to effectively gauge students' understanding of narrative texts.

RESULT AND DISCUSSION

Data Analysis

The data was collected through the administration of designed test. The participants were students of eleventh grade at SMA Negeri 5 Pematang Siantar. The test focused on assessing their reading comprehension using multiple-choice questions. Researcher employed Question-Answer Relationship (QAR) strategy in experimental class, while control class followed conventional teaching method. The researcher then analyzed students' scores using the formula outlined in chapter III.

According to the findings presented in Table 45, the total square of post-test time in the control class amounted to 497,7380. This result was crucial in calculating the standard deviation of post-test results in control class and subsequently comparing it with the data obtained from the experimental class.

The Students' Scores of Pre-Test and Post-Test in Experimental Class

The experimental class for this research consisted of 36 students in class XI PMIA-3 of SMA Negeri 5 Pematang Siantar. Question-Answer Relationship strategy used to teach an experimental class.

Table 1. Score of the Pre-Test and Post-Test in Experimental Class

No.	Name of Students	Pre-Test (X)	Post-Test (Y)
1.	Sinta	35	90
2.	Stefani	35	90
3.	Rustomi	30	80
4.	Davandem	50	100
5.	Tamara	45	95
6.	Armansyah	30	75
7.	Marwan	25	80

No.	Name of Students	Pre-Test (X)	Post-Test (Y)
8.	Jihan	35	80
9.	Ayu	35	85
10.	Chelsea	30	80
11.	Ines	40	90
12.	Sarah	40	80
13.	Rado	40	90
14.	Winner	45	90
15.	Zean	50	100
16.	Meisya	35	80
17.	Glen	40	85
18.	Jose	40	85
19.	Rut Natalia	45	95
20.	Indryani	35	80
21.	Fauzia	40	90
22.	Cindy	35	80
23.	Dela	45	90
24.	Dian	45	90
25.	Karissa	40	90
26.	Baharudin	40	90
27.	Fazri	40	90
28.	Azriel	35	85
29.	Manna	45	95
30.	Ferdi	25	75
31.	Aulia	35	85
32.	Diva Anggun	30	85
33.	Nailah	35	85
34.	Dina	30	75
35.	Diah	35	80
36.	Nabila	50	100
	Σ	1365	3115
	MEAN	37.91	86.52

Based on Table shows that students' pre-test scores do not reach the KKM limit where the students' scores are below 75 but after treatment, the students' scores reaches the KKM limit. The table shows a total pre-test score is 1365 with an average score of 37,91. While the post-test score showed that out of 36 students only 3 students did not exceed the KKM score limit or only scored 75 and 33 other students scored above KKM. The table also shows the total post-test scores in experimental class 3115 with an average score of 86,52.

The Students' Scores of Pre-Test and Post-Test in Control Class

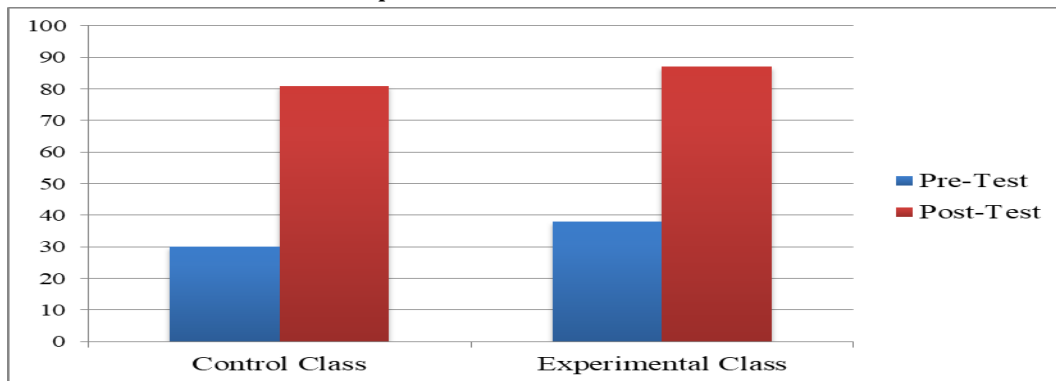
The control class for this research consisted of 36 students in class XI PMIA-1 of SMA Negeri 5 Pematang Siantar. Question-Answer Relationship strategy used to teach an experimental class.

Based on Table shows that students' pre-test scores also do not reach the KKM limit, where student scores are below 75 but when conventional teaching learning is carried out by teachers, students' scores reach the KKM limit. The table shows a total pre-test score of 1080 with an average score of 30. While the post-test score showed that out of 36 students there were 10 students who did not exceed the KKM score limit or only got a score of 75 and 26 other students got a scored above KKM. The table also shows the total score of post-test in control class 2885 with an average score of 80,13.

Table 2. The Differences Of Mean Score In Experimental And Control

No.	Class	Pre-Test	Post-Test	Difference Score
1.	Control	30	80,13	50,13
2.	Experimental	37.91	86.52	48,61

Based on table, the difference between control and experimental classes shows a number that is not too significant or not too far apart between the control class and experimental class. It shows that control classes taught using conventional teaching learning methods are still successful and experimental classes conducted using Question-Answer Relationship (QAR) strategies are also successful. Although there is not too significant a difference between class control and experimental, QAR strategy can improve students' ability in reading comprehension. The difference between control and experimental classes is 1.52.



Gambar 1. the Average Score in Control and Experimental

Diagram 4.1 shows clearly the difference between control and experimental classes. Before the treatment in control class, students still get an average score of 30. However, after treatment, their scores rose significantly with the average 80,13. In experimental class before treatment, students get score with the average 37,91, while after treatment, students get an average 86,52. The difference between the control and experimental classes is only 1,52.

This result was crucial in calculating the standard deviation of post-test results in experimental class and subsequently comparing it with the data obtained from the control class.

Research Findings

According to the data analysis, grade eleven students at SMA Negeri 5 Pematang Siantar can read narrative texts with greater comprehension by adopting the Question-Answer Relationship (QAR) technique. The researcher discovered some of the following findings:

1. Students in the experimental class who are taught utilizing the Question-Answer Relationship (QAR) technique perform better than those in the control group. The average post-test score for the experimental class is 86,52, while the average score for the control class is 80,13, which serves as evidence.
2. There are 3115 responders in the post-test experimental class's squares.
3. There are 2885 respondents in the square for the post-test control group.
4. The experimental post-test class has a standard deviation of 86,52.
5. The post-test control class's standard deviation is 81,13.
6. The standard error of experimental class and control class was 3,22.
7. The t-table at a level significance of 5% for a two-tailed test was 1,672 and the degree of freedom (df) was 70.
8. The testing hypothesis is accepted which t-test is higher than t-table ($1,8 > 1,672$) at the level of significance 5%. It shows that using Question-Answer Relationship (QAR) strategy on grade eleven students was significantly effect at SMA Negeri 5 Pematang Siantar.

Discussions

After conducting research at SMA Negeri 5 Pematang Siantar, the researcher discovered profound discrepancy among students. It became evident that the students' proficiency in comprehending narrative texts was significantly influenced by the implementation of the Question-Answer Relationship (QAR) strategy. To ascertain the effect of this strategy, the researcher conducted pre-test and post-test assessments (Yerdelen, Osmanoglu, & Tas, 2019). However, due to time constraints, the researcher found it challenging to fully utilize QAR strategy as intended. This time limitation hindered thorough completion of crucial learning processes such as previewing, click and clunk, getting the gist, and closing up. By addressing this issue, learning can be expedited and rendered more efficient (R. A. Fitria, Sabarun, & Miftah, 2022).

The researcher also uncovered the merits and limitations of employing the Question-Answer Relationship (QAR) strategy as a educational strategy. One drawback identified was the potential for students with a weak grasp of the topic (question) to resort to dishonest practices with their peers. To address this vulnerability, a time constraint was implemented. This research revealed that students' engagement significantly increases when Question-Answer Relationship (QAR) Strategy is utilized. To cultivate a stimulating learning environment, it is crucial to foster effective communication, interactive learning activities, and an overall interest in active participation throughout the educational process (Fitriana & Nurazni, 2022).

The researcher conducted a research involving two classes, each consisting of 36 students. One class was designated as experimental group and received the Question-Answer Relationship

(QAR) Strategy as part of their treatment. Meanwhile, the control group underwent a different treatment method or did not utilize the QAR Strategy (Jayanti, 2019).

The researcher administered pre-test and post-test to the students, in order to ascertain the efficacy of the Question-Answer Relationship (QAR) Strategy in enhancing their reading for comprehending narrative texts. Each test comprised of 20 multiple-choice questions. The researcher examined the students' proficiency in the domain of literal and interpretive reading comprehension, encompassing pivotal skills such as identifying main idea, drawing inferences from the text, retrieving factual information, discerning locating references, and comprehending the textual meaning through an extensive vocabulary repertoire (Pham, 2022).

After analyzing the gathered data, the researcher made a discovery. The mean of pre-test of experimental class was 37.91, while mean of post-test soared to 86.52. In comparison, control class exhibited pre-test mean of 30 and post-test mean of 80.13. These findings demonstrated the significant effect of Question-Answer Relationship (QAR) Strategy in reading comprehension for eleventh-grade students at SMA Negeri 5 Pematang Siantar. The results were found to be statistically significant ($1.8 > 1.672$) at significance level of 9% with degree of freedom of 70, further solidifying the validity and persuasiveness of this research (M. A. Fahmi & Cahyono, 2021).

Upon implementing Question-Answer Relationship (QAR) Strategy in the experimental class and implemented conventional strategy in the control class, the researcher made a discovery. The QAR Strategy proved to be highly effective in empowering students to confidently express their opinions, regardless of their correctness. This was made possible through ample time for sharing and the teacher's efforts in explaining each response in simplified manner. Conversely, only a few of students in the control class using the conventional strategy were able to effectively demonstrate their understanding (Zulfikar, 2020). However, the researcher acknowledged that there were still some shortcomings in this strategy (Mariana, Purnomo, & Firdaus, 2018). Due to the large class size, the discussions between pairs of students became quite noisy, presenting a challenge for the teacher to maintain control. As a result, it is recommended that future researchers further refine this method by extending the duration of their research in order to achieve more satisfactory outcomes in enhancing reading comprehension (Suryani, 2018).

CONCLUSION

The researcher's findings demonstrated that the implementation of Question-Answer Relationship (QAR) strategy as learning technique significantly enhances students' reading comprehension, particularly in areas such as vocabulary acquisition, identifying the main idea, making inferences, locating factual information, and understanding narrative text of grade eleven at SMA Negeri 5 Pematang Siantar. Furthermore, the utilization of the QAR strategy facilitates students' comprehension of learning materials, promotes active participation in class, encourages collaborative discussions, and fosters an engaging learning environment. Data analysis revealed that the experimental class achieved mean post-test score of 86.52, compared to the control class's mean score of 80.13. The standard deviation for experimental class's post-test was 6.95, while the

control class had a standard deviation of 3.77. Additionally, the standard error of the mean difference was calculated as 3.22. With significance level at 5%, the T-test value surpasses T-table value ($1.8 > 1.672$), leading to the conclusion that T-test is greater than T-table. It also showed that (H_0) was rejected and (H_a) was accepted.

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