

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

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Abstract

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, behavior, 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.

Key Words: 8 Teaching skills, Microteaching, Competence test

Introduction

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. 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). 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, re-plan, re-teach and re-recriticize" (Ramadhanti & Yanda, 2021). 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).

The second ability is explaining skills, which aim is to give students, especially those who intend to become teachers as 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). 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). Teachers can practice making adjustments by offering games or icebreakers to break up the monotony of the classroom (Putra et al., 2023).

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 next ability is class management skills. 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 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 by Amanda 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 remodelled 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.

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

Research Methodology

This research employed a qualitative descriptive method. Marlina & Fachruddin, 2020 used qualitative research because it refers to research about persons' lives, behavior, 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. With information gathered directly from people who experienced the course of Microteaching (Hunter et al., 2019). The researcher uses qualitative descriptive design to examine the implementation of 8 teaching skills in Microteaching when students presenting Microteaching. The subjects of this research were the year of 2021 English Education students who joined in the Microteaching course in semester 6 in Universitas Muhammadiyah Bengkulu at 2024.

The instruments used in this research are the observation method. Information is gathered by observation to collect the data, the researchers employed an observation checklist as a tool. (Nyoman Padmadewi & Putu Artini, 2019). Additionally, the researchers used video recordings of their sounds, actions, and movements in the classroom that they were unable to see or hear on the observation checklist. The

observation checklist contains indicators to the video sample of the students' presentation of Microteaching test to determine the implementation of the 8 teaching skills in Microteaching course. The questionnaire used in this study was only distributed to students as a sample with the aim to collecting data that related to their experience of challenges and strategies in implementing 8 teaching skills. Every stage of the research methodology involved the application of multiple data collection methodologies (Padmadewi N & Artini P, 2019). The data were triangulated in multiple ways to ensure reliability. In the "Define Stage," all participants watched and used an observation checklist or guide to help identify and explore the needs.

The researcher's method of data analysis in this study is qualitative. In qualitative research, data analysis is a challenging and time-consuming procedure. It is the procedure by which researchers methodically look through and organize their data to better comprehend it and make it possible for them to share the findings to other people. A. Mayasari, 2021. The phases or steps performed by teachers were then assessed based on their responses. In analyzing data, researcher used the following steps: Data reduction, data display, and draw conclusion.

Finding and Discussion

Finding

1. opening and closing skills

the skills of opening and closing are separated into 2 which are activity in the skill of opening and activity in the skill of closing and the result as below:

Activity	Bad	good	Very good
Skill of opening			
Check how students are sitting and their attitudes.	2	5	7
begin the lesson when students are prepared to learn	3	9	2
Describe the significance of the topic being covered in the lesson.		11	3
Perform apperception (making connections between previously learned and new content).		12	2
The connection between the lesson's introduction and core is interesting.	1	5	8
Skill of closing			
appropriate closure of the instructional and learning process	3	8	3
carrying out written and spoken assessments	3	3	8
Giving remedial or enrichment assignments	3	1	10

From the table above, researcher concludes the finding of opening and closing skill into opening skill and closing skills with the reasoning below:

- Opening skills

- a. 8.57% of students get "bad" marking due to the lack of attention in class, such as the readiness of students or the connection when introducing a topic to the students
 - b. 60% of students get "good" are result of their attention to the classroom condition, explain about the topic and apperception at the beginning of class
 - c. 31.4% Students who get "very good" markings are students who give attention at the very beginning of the class, make small talk, and give motivation to interest the class at the beginning of the learning session.
- Closing skills
 - a. 21.4% Students who get "bad" markings are the result of inappropriate closing at the end of the learning session, such as closing without giving a conclusion, quiz, exercise homework
 - b. 28.6% of students get "good" markings are the result of appropriate closing, summarizing of the material, and giving assignments related to the topic.
 - c. 50% of students that get "very good" markings are the students who give appropriate closing such as asking if the students all understand the overall material, summarizing the material, giving assignments related to the topic and giving motivational quotes before closing the learning session.

2. explaining skills

the skill of explaining has 8 activities to indicate the students.

Activity	bad	Good	Very good
guidance or orientation regarding the topic		12	2
Clarifying with simple language	3	6	5
Use of examples		10	4
Use of illustrations	2	9	3
The connection between the lesson's introduction and core is interesting.		8	4
Using different teaching methods to highlight the key ideas and concepts	3	7	6
utilizing the presentation structure to highlight the key ideas or concepts	1	7	6
Giving pupils the chance to provide input	1	12	1

From the table above, researcher concludes the finding of explaining skills with the reasoning below:

- a. 8.93% of students marked with "bad" are students who are unable to use simple language when explaining, stutter a lot or blanking when explaining the material, and do not ask for the class to give their input.
- b. 63.4% of students marked with "good" are students who are able to use simple language when explaining, with minimal stutter when explaining the material.

- c. 27.7% of students marked with "very good" are students able to use simple language, explain the material clearly without stuttering and get provide great highlights of the material.

3. questioning skills

the skill of questioning has 6 activities to indicate the students.

Activity	bad	Good	Very good
The clarity of the questions asked		10	4
The degree to which the content being delivered and the questions are related.		7	7
The class is asked questions, and one student is chosen at the end		3	11
giving people time to consider their questions and responses		10	4
All students receive the same number of questions.		6	8
giving requests for the inquiries to be answered	5	5	5

From the table above, researcher concludes the finding of questioning skills with the reasoning below:

- 5.88% of students with "bad" marks did not give a request of inquiries to be answered, which makes the class skip a question without burden,
- 48.2% of students with "good" marks are able to ask the class question related to the material, have time to respond and give fair chances.
- 45.9% of students who get "very good" marks are able to ask a very related question, and gives all students the same number of question

4. variation skills

the skill of variation have 7 activity to indicate the students

Activity	bad	good	Very good
Teacher creativity		13	1
The teacher gives signals with their hands, bodies, and faces.		9	5
variation in the teacher's voice, including adjustments to intonation, loudness, and speed	1	7	6
concentrating on students by emphasizing key points with words and body language		11	3
Use of interaction patterns between groups, between professors and students, and within student groups	1	11	2
Using pauses or quiet, allowing students to reflect, highlighting key ideas, and drawing attention	1	12	1
replacement of senses through use of media for learning that involves sight or hearing		10	4

From the table above, researcher concludes the finding of variation skills with the reasoning below:

- a. 3.66% of students with "bad" marks are students who are unable to adjust their voice such as to fast and bad intonation, not interacting, and not draw the class's attention.
- b. 69.5% of students with "good" marks are able to use good media, can draw students' attention, have intonation and interact.
- c. 26.8% of students with "very good" marks are able to have class attention, use body language, have loud clear voice and actively interact with the class.

5. reinforcement skills

reinforcement skill is divided into 2 categories which are verbal and non-verbal reinforcements.

Activity	bad	good	Very good
Verbal reinforcements			
Positive remarks like "good," "right," or "exactly" should be said when students engage in discussion or pose inquiries.		6	8
Saying supportive things or providing constructive criticism, like praising students' efforts		7	7
Non-verbal reinforcements			
Making pleasant gestures or positive facial expressions like smiling, nodding, or looking kindly		6	8
Approaching learners to provide encouragement		11	3
using physical contact as a means of reinforcement	7	6	1
including enjoyable exercises as a form of reinforcement	1	11	2

From the table above, researcher concludes the finding of reinforcement skills with the reasoning below:

- a. 9.52% of students with "bad" marks are students who did not use physical contact as reinforcement and with none enjoyable activities
- b. 56% of students with "good" marks are students who provide both verbal and non-verbal reinforcement such as positive remarks, praising. Encouragement, and include fun exercises
- c. 34.5% of students with "very good" marks are students who provide reinforcement such as positive remarks, praise. Encouragement, including enjoyable exercises and have very positive gesture

6. class management skills

class management skills are also divided into preventative class management and curative class management

Activity	bad	good	Very good
Preventive Class Management			
Exhibiting receptiveness	1	12	1
focusing both vocally and visually		7	7
concentrating the group	1	11	2

Providing precise directions	1	7	6
Giving sensible reprimands	1	6	7
Providing support		10	4
Curative Class Management			
Changing one's conduct		9	4
Solving problems in groups	1	11	2
Identifying issues and finding solutions		10	4

From the table above, researcher concludes the finding of reinforcement skills with the reasoning below

- a. 3.7% of students with "bad" marks are students who did not provide direction and demands on how the class should be, and did not participate in the group
- b. 68.9% of students with "good" marks are students who are students who follow standard class management activities such as asking for attention, concentrating at the group, and finding solutions if necessary
- c. 24.% of students with "very good" marks are students who able to perform better than standard, such as managing the classroom condition well

7. small group and individual teaching skills
the small group and individual teaching skills have 8 activity to indicate the students

Activity	bad	good	Very good
Taking a personal approach		8	6
Putting together educational activities such as giving a general overview of the goals, assignments, and protocols prior to the execution of the learning activities, Diverse pursuits, assembling suitable teams, organizing tasks observing the assignments and requirements of students, Concluding assignments with a summary	7	3	4
assisting students	4	6	4
Overcoming the learning challenges of students	1	11	1
Establish learning objectives for the students		13	1
Including students in the process of creating learning activities that include steps, success criteria, required time and supplies	1	8	5
Giving guidance to students who encounter challenges		8	6
assisting students in evaluating their own learning results		12	2

From the table above, researcher concludes the finding of reinforcement skills with the reasoning below

- a. 11.7% of students with "bad" marks are students who did not assist, and include grouping for discussion or practice during the learning session
- b. 62.2% of students with "good" marks are students who able to assist, give guidance and use grouping at the learning session
- c. 26.1% of students with "very good" marks are students who assist giving clear guidance and able to create successful learning activities

8. discussion skills

the discussion skills have 6 activity to indicate the students

Activity	bad	Good	Very good
concentrating efforts when the group leader falters	2	10	2
Elucidating concerns or viewpoints	1	9	4
Examining the opinions of students		12	2
increasing involvement from students		7	7
distributing involvement among students evenly		8	6
Bringing discussions to a close with recommendations		8	6

From the table above, researcher concludes the finding of reinforcement skills with the reasoning below

- a. 3.57% of students with "bad" marks are students who are unable to concentrate to fail group and did not untie the situation
- b. 64.3% of students with "good" marks are students who not necessarily able to mark group leader but the classroom in general, and bring involvement with discussion and distribute the discussion
- c. 22.1% of students with "very good" marks are students who able to bring better involvement to the class, and bring a good recommendation when closing the discussion

The results of observation conducted on the students of semester 6 English education, researcher found that at the opening skill that the majority of students have a great start when teaching including looking at the classroom condition, giving apperception and quotes. But the rest of the students did not give homework or proper closing at the end. Aida W, 2019 who conduct a microteaching skills it can be concluded that in education students of FKIP in Universitas Pasir Pengaraian also in good category of 58,82 %. With the skill of explaining, one can give good or even great explanations on the topic such as giving examples, trying to explain using simple language and giving a chance for others to provide opinions but some students still stutter when explaining and provide zero different way of explaining to the students or provide structure when explaining the material are marked with "good" or "very good" With questioning skills, allowing a different student to remark, asking for a specific example from the material, allowing the student to participate, detailed example from the material, guess the answer, student's comprehension, and determining the student's readiness to receive the material.

(Widiyati, 2020) When performing skill of reinforcement all of the students are able to implement great verbal reinforcement, but at non-verbal reinforcement. Because efficacy beliefs impact teacher behavior based on the degree of trust the teacher maintains, teacher competency is the most significant determinant of teacher behavior. (Pagarra et al., n.d.) Variation skill is one skill most students are capable of implementing their voice, body language, and media that have been used, in interaction with the students individually or within groups. Small group and individual teaching are more varied in result as the students can approach personally but some are unable to put together activities beyond giving material. Mujais & Haryani, 2019 mention not implement the grouping activities, students get disrupted learning activities them was less optimal. Lastly is the skill of discussion, some interact with students to spark a discussion at the beginning of the material but some also ask opinions regarding the material and make students more involved.

CONCLUSION AND SUGGESTION

Conclusion

Based on the results of the previous research and discussion researcher concluded that on the competency test microteaching performance. 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".

Suggestion

Based on the results of the discussion of the conclusions above, researcher provided some suggestions as follows.

1. Students need to improve strategies to better map their learning session by ask for their advisor or even peer when performing microteaching
2. Students can also record their practice teaching and self-reflect on what they should improve
3. Try to include all teaching skills when performing microteaching and improve their style when using 8 teaching skills in microteaching especially grouping students for discussion or other activities

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