

The Students' Difficulties in Identifying the Five Verb Forms on the News Item Text at NHU Pematangsiantar

*Melda Veby Ristella Munthe

English Department, Teacher Training and Education, Universitas HKBP Nommensen Pematangsiantar, Indonesia

*Corresponding author: Melda Veby Ristella Munthe (meldavebyristellamunthe@gmail.com)

Article history: received May 28, 2024; revised June 19, 2024; accepted June 30, 2024

This article is licensed under a Creative Commons Attribution 4.0 International License



ABSTRACT. The way people communicate is communication. Communication needed meaning. The meaning which contained of the sentence has the differences of meaning form. The problem of this research is the difficulties of the students' in identifying the five verb forms in English. The aimed of this research is identifying the findings of the students' errors in stating which formed contained of it. It can be Base (Regular): (To) laugh, Past tense: Laughed, Past Participle: Laughed, Present Participle: Laughing and Third-Person Singular: Laughs. The method applied qualitative research. The subject is the students in the third semester. The instrument of the data is a written test. The researcher made steps how to analyse the data namely: Counted the vocabulary which contained of the verb forms, Classified it by making them a code into their groups, Founded the variant of the difficulties in identifying verb forms that written by the students mostly, and described it. The student's difficulties in identifying the five verb forms on the text entitled "Hundreds of thousands affected by floods, landslides as heaviest rain in 60 years hits southern China" got the highest one is very good category with 48 students with 81,3%, then followed by the good category with 5 students on the 8,4%, 2 students with low category namely 3,3%, and the last fair category with 4 students on the 6,7%. It found the dominantly applied by the students in identifying the difficulties is stated to the Nouns became Verbs, The Preposition became Verbs, and the most of the students' difficulties in differentiate the correct verb forms, if it's a V2 (Preterit) or V3 (Past Participle) form.

Keywords: *Difficulties, Identifying, Verb Forms*

I. INTRODUCTION

Language has become an aspect of life that couldn't be separated from human being. People create them together as the way of life in society. All activities can be done by language. Language is important ways which used to communicate with other people (Farooq et al., 2020). Talk about language automatically talked about communication. Language is the main instrument of communication (Altinyelken & Le Mat, 2018). The information can be received from the other place by language which is printed in paper, magazines, internet and books (Menon & Ngugi, 2022). Based on the way language is communicated, it divided into spoken language, written language, and gesture. As learning about the other languages especially English, people should mastery in four skills (Endo, 2018). Those are very important in learning language. But not only master of four language skills, people should mastery the language components such as grammar, vocabulary, pronunciation, spelling, punctuation, etc. Regarding with the importance of grammar proficiencies, it was important for us to know what grammar is about (Ducar & Schocket, 2018). There are some verb forms which connected to tenses which has different meaning in its form. Namely: Base (Regular): To laugh, Past Tense: Laughed, Past Participle: Laughed, Present Participle: Laughing and Third-Person Singular: Laughs form. So, it was necessary to students in understanding the function of word in the sentences (Yuliani, 2018). The grammar of verb forms cannot be separated in English learning teaching because Verb forms has differences meaning and usage of the tenses which hold an important role for one to master the language skill in English. Such as writing English sentences, it must be used grammar (Moreno & Swales, 2018).

The differences between two languages cause problems to students. The problems can also be caused by the interference of the students' first language. For example, "Bahasa Indonesia" does not have tense like

those in English. For example in Indonesia "saya makan nasi" this sentence is different with English where in English "makan" for present, past, and future are different. Further, when we use for present it must be "I eat rice now", for past "I ate rice yesterday", for future "I will eat rice tomorrow". All those made students confuse and had errors for it (Giulianelli et al., 2018). These differences constitute problems in learning English. It is formulated by the students' difficulties in identifying verb forms on a written test. After elaborating the material and taking the test, the researcher took the result of their difficulties. It meant that after teaching them about verbs form, they still have some difficulties in identifying it (Stewart & Ivala, 2017). So, based on the phenomena above, the researcher tried to identify their ability by testing them (Moorkens, 2018b). The researcher tried to conduct a research entitled "The Students' Difficulties in Identifying the Five Verb Forms on the News Item Text at NHU Pematangsiantar" (Moorkens, 2018a). The researcher made the limitation of the analysis (Arafah, 2018). That was vocabulary which focused on the vocabulary mastery on the Verb forms, Namely: Base, Past Tense, Past Participle, Present Participle, and Third-Person Singular. All English verbs (except *to be*) have five forms: *base*, *past tense*, *past participle*, *present participle*, and *third-person singular*. The way these forms are constructed (specifically *past tense* and *past participle*) depends on whether the verb is regular or irregular; regular verbs follow typical patterns, while irregular verbs do not (Tunmer & Hoover, 2019b).

1. Base (Regular): (*To*) *laugh*
2. Past tense: *Laughed*
3. Past Participle: *Laughed*
4. Present Participle: *Laughing*
5. Third-Person Singular: *Laughs*

All verbs (except *to be*) have five different forms. When to use these different forms depends on the subject and context of the sentence. Namely:

1. Base (Infinitive)

The *base form* of a verb (also known as *root form*) is the verb as is—with no changes or conjugations. In other words, no suffixes have been added to it. Examples of verbs in their base form include: *run*, *enjoy*, *talk*, *giggle*, *hang*, *love*, *jump*, *clap*, *cuddle*, *scream*, *watch*, *travel*, *cough*, *sing*, and many more (Zulfikar et al., 2020).

I run five miles every day.

The *base form* is the major ingredient that's needed to create all other forms. However, whether it is altered or not to create other forms (*past tense* and *past participle*) depends on if the verb is [regular or irregular](#).

2. Past Tense

The *simple past tense* indicates that an action occurred in the past. When a verb is regular, all you have to do to conjugate it to the *simple past tense* is add a "–d" or "–ed."

Vanka adored her puppy.

He jumped on the bed.

But when a verb is irregular, the simple past tense form doesn't follow these patterns. Examples of irregular simple past tense verbs are:

- a) *know* → *knew*
- b) *ring* → *rang*
- c) *see* → *saw*
- d) *give* → *gave*
- e) *drive* → *drove*

Stefano rang the doorbell.

3. Past Participle

The *past participle* can be found in perfect tenses and in passive constructions. When a verb is regular, the *past tense form* and *past participle* are identical—all you have to do is add "–d" or "–ed." Consider the verb *clean*. Both the *past tense* and *past participle* are *cleaned* (Tunmer & Hoover, 2019a).

I cleaned the bathroom.

I have cleaned the bathroom.

As with *past tense*, irregular verbs do not follow these patterns. Some examples of irregular *past participles* are *chosen*, *shaken*, *spoken*, *torn*, and *fallen*.

- a) *choose* → *chose* → *chosen*
- b) *shake* → *shook* → *shaken*
- c) *speak* → *spoke* → *spoken*
- d) *tear* → *tore* → *torn*
- e) *fall* → *fell* → *fallen*

Caesar has chosen not to go back to school.

Aside from helping create a perfect verb tense, *past participles* (as well as *present participles*) can also help form a *participial phrase*, which is when the *participle form* of a verb acts like an adjective in a sentence.

Having walked all day long, Robert found himself out of breath.

Keep in mind: past participles are essential when forming the [passive voice](#).

4. Present Participle

The *present participle* (or gerund) form of a verb is constructed by adding “-ing” to the *base verb*. For instance, the *present participle* of *stand* is *standing*. The *present participle* form is used in the past, present, and future progressive tenses to indicate that something is happening (or has happened) over a period of time.

We are standing by the door.

Of course, there are some rare exceptions to this rule of creating a present participle. Take *die* as an example. Its present participle form is *dying* (Fuchs et al., 2018).

5. Third-Person Singular

To create the *third-person singular* form (sometimes known as “-s” form), simply add “-s,” “-es,” or “-ies” to the base verb. As the name suggests, this verb form accompanies all third-person singular nouns and pronouns (like *she*, *he*, and *it*).

She orders a large coffee.

He wishes he could travel abroad.

It denies anyone the possibility of leaving early.

Keep in mind that this formula doesn’t apply to the verbs *(to) be* and [\(to\) have](#).

Some suffixes adding to a third-person singular form.

- a. Verbs that end in “-ch”, “-s”, “-sh”, “-x”, or “-z” get an “-es” added to it (*watches, presses, smashes, fixes, buzzes*).

For verbs that end in a consonant + “y”, remove the “y” and add “-ies” (*cries, complies, defies, hurries, testifies*).

II. METHODS

The research topic here is about identifying of news item text by knowing the students’ difficulties in identifying verb forms as a qualitative research. Research design refers to the schema or plan that constitutes the entire research study (Smidts et al., 2018). In conducting this research, the researcher used Descriptive Qualitative Research. Qualitative Research describes phenomena in the form of words (Jewad et al., 2020). This research belongs to qualitative because Bogdan (2002:3) defines that qualitative research is a research which yields the descriptive data in the form of written or oral words from observing people and their behaviour (Lindemann, 2022). The researcher made the subject of the research as a participant namely the third semester student of teachers training college (Sari, 2020). Namely group: PIA1 and PIA2. The instrument of the data is a test, namely a written test that design by the researcher to the participants (van Valkengoed & Steg, 2019). In collecting the data, the researcher collected the data based on the students’ difficulties in identifying verb forms. Firstly, the researcher conducted the text which contained of verb forms. Secondly, the researcher tested them by giving them a written test. Thirdly, the researcher explained the instruction of analysing the data. Fourthly, the researcher gave 30 minutes to read the text. Latest, the researcher gave 60 minutes to analyse the verb forms based on the text. After collecting the data, the researcher made steps how to analyse the data . Firstly, the researcher counted the vocabulary which contained of the verb forms. Secondly, the researcher classified it by making them a code into their groups. Thirdly, the researcher found the variant of the difficulties in identifying verb forms that written by the students mostly (Darheni, 2018). Fourthly, the researcher described the findings. Afterwards, the researcher took the conclusion of that finding (Clark & Roberts, 2018).

III. RESULT AND DISCUSSION

Data Analysis

The subject of the research is the students in class PIA1 and PIA2 amount $29 + 30 = 59$ students come from the third semester student in 2 classes of teachers training college of NHU Pematangsiantar. The researcher held on NHU Pematangsiantar for a day taking the data. The source of the data was analyzing the passage entitled “Hundreds of thousands affected by floods, landslides as heaviest rain in 60 years hits southern China” in 90 minutes (Souzane & Soumia, 2019). The instrument of supporting the data was a script which is contained of the 304 words in the 10 sentences. The researcher used post-test in finding their difficulties by

identifying the five verb forms. Based on classified by using Arikunto's standard degree of mastery as stated below (Wexler et al., 2018).

Figure 1. Standard degree of mastery

Range	Category	Criteria of ability stage
80-100	A	Very good
66-79	B	Good
56-65	C	Fair
40-55	D	Low
0-39	E	Very Low

Findings

Based on the passage, the researcher found 304 words included into 10 sentences which contained of the five verb forms. In this research, the Object of the research was the students did the test by identifying the tenses on the text which contained of the five verb forms. The researcher made the acronym of those vocabularies became Base (Regular): *(To) laugh* → V1, Past tense: *Laughed* → V2, Past Participle: *Laughed* → V3, Present Participle: *Laughing* → Ving, and Third-Person Singular: *Laughs* → Vs/es. The display of identifying the five verb forms can be seen as followed:

Figure 2. The Display of identifying the five verb forms

No	Sentences of the news item text	The amount of the five verb forms				
		V1	V2	V3	Ving	Vs/es
1	<i>Almost half a million people have been affected (passive-past perfect) by floods and landslides in the Chinese province of Guangdong, according to authorities, after parts of southern China were hit (passive-s.past) by the heaviest downpours in 60 years over the weekend.</i>	-	1	1	-	-
2	<i>Flooding caused by the torrential rain has forced 177,600 people to relocate, destroyed 1,729 houses, damaged 27.13 hectares of crop and caused losses of more than \$250 million, Guangdong's Department of Emergency Management said Tuesday.</i>	1	5	1	-	-
3	<i>Guangdong is one of at least seven provinces where the record rainfall has caused severe landslides and flooded roads, according to state media.</i>	-	1	-	-	-
4	<i>In southwestern Guizhou province, swollen rivers spilled over roads, sweeping away cars and homes, videos on social media showed.</i>	-	2	-	1	-
5	<i>The downpours come amid warnings (n) by experts that extreme weather is becoming more frequent.</i>	1	-	-	1	-
6	<i>Precipitation in Guangxi, Guangdong and Fujian reached its highest since 1961, local weather bureaus said on Saturday, as those areas recorded an average rainfall of 621 millimeters (24.4 inches) in the 46 day period from May 1 and June 15, according to state news agency Xinhua.</i>	-	3	-	-	-
7	<i>That figure(n) is equal to more than 90% of the countrywide average of 672.1 millimeters for the whole of 2021, based(n) on data by the National Climate Center.</i>	-	-	-	-	-

8	<i>Weather experts say conditions are ripe for further heavy rainstorms in the south of the country and heatwaves in the north.</i>	1	-	-	-	-
9	<i>“Cold and warm air has converged over southern China, and the two sides have entered a deadlock and a tug of war,” Wang Weiyue, an analyst at weather.com.cn, an arm of the China Meteorological Administration, told Reuters.</i>	-	2	-	-	-
10	<i>Heavy rain is forecast to persist until Tuesday in the southern provinces of Guizhou, Jiangxi, Anhui, Zhejiang and Guangxi and then move northward.</i>	2	-	-	-	-
		5	14	2	2	0
Totality 10 Sentences		Totality amount 23 VERBS				

Based on the figure 2 on Display of the five verb forms can be seen as above (Fogarty et al., 2017). The text contained of 304 words on the 10 sentences (Dixon et al., 2019). And the result of the students' difficulties in identifying the five verb forms can be seen as followed:

Figure 3. Result of the test in identifying the five verb forms

No	Code	Correct Answer	The totality of the five verb forms on the sentences	Score
1	P 01	20	23/10	86
2	P 02	20	23/10	86
3	P 03	20	23/10	86
4	P 04	20	23/10	86
5	P 05	20	23/10	86
6	P 06	20	23/10	86
7	P 07	20	23/10	86
8	P 08	20	23/10	86
9	P 09	20	23/10	86
10	P 10	20	23/10	86
11	P 11	22	22/10	95
12	P 12	20	23/10	86
13	P 13	20	23/10	86
14	P 14	20	23/10	86
15	P 15	20	23/10	86
16	P 16	20	23/10	86
17	P 17	11	11/10	48
18	P 18	20	23/10	86
19	P 19	20	23/10	86
20	P 20	20	23/10	86
21	P 21	10	10/10	43
22	P 22	10	10/10	43
23	P 23	20	23/10	86
24	P 24	20	23/10	86
25	P 25	20	23/10	86
26	P 26	20	23/10	86
27	P 27	20	23/10	86
28	P 28	20	23/10	86
29	P 29	20	23/10	86
30	P 30	20	23/10	86
31	P 31	13	13/10	56
32	P 32	20	23/10	86
33	P 33	20	23/10	86
34	P 34	20	23/10	86
35	P 35	20	23/10	86
36	P 36	20	23/10	86

37	P 37	20	23/10	86
38	P 38	20	23/10	86
39	P 39	22	22/10	95
40	P 40	17	17/10	73
41	P 41	17	17/10	73
42	P 42	13	13/10	56
43	P 43	21	21/10	91
44	P 44	21	21/10	91
45	P 45	22	22/10	95
46	P 46	21	21/10	91
47	P 47	21	21/10	91
48	P 48	17	17/10	73
49	P 49	17	17/10	73
50	P 50	17	17/10	73
51	P 51	21	21/10	91
52	P 52	22	22/10	95
53	P 53	22	22/10	95
54	P 54	21	21/10	91
55	P 55	21	21/10	91
56	P 56	22	22/10	95
57	P 57	22	22/10	95
58	P 58	11	11/10	48
59	P 59	22	22/10	95

Based on the result above found that dominantly the students at the third semester of teachers training college of NHU got the VERY GOOD category in identifying the text included the five verb forms with 48 students and GOOD category with 5 students then followed by FAIR category with 2 students, and LOW with 4 students. It is about 81,3% able in identifying the text in the high score with category A, about 8,4% on B category, 3,3% with C category, and the last 6,7% with D category (Park, 2022). In fact, there was no student which included to the VERY LOW category based on Arikunto's standard. Lastly, It can be seen where in the news item text didn't contain of the third-person singular verb form (Vs/es) at all (Zaid et al., 2019).

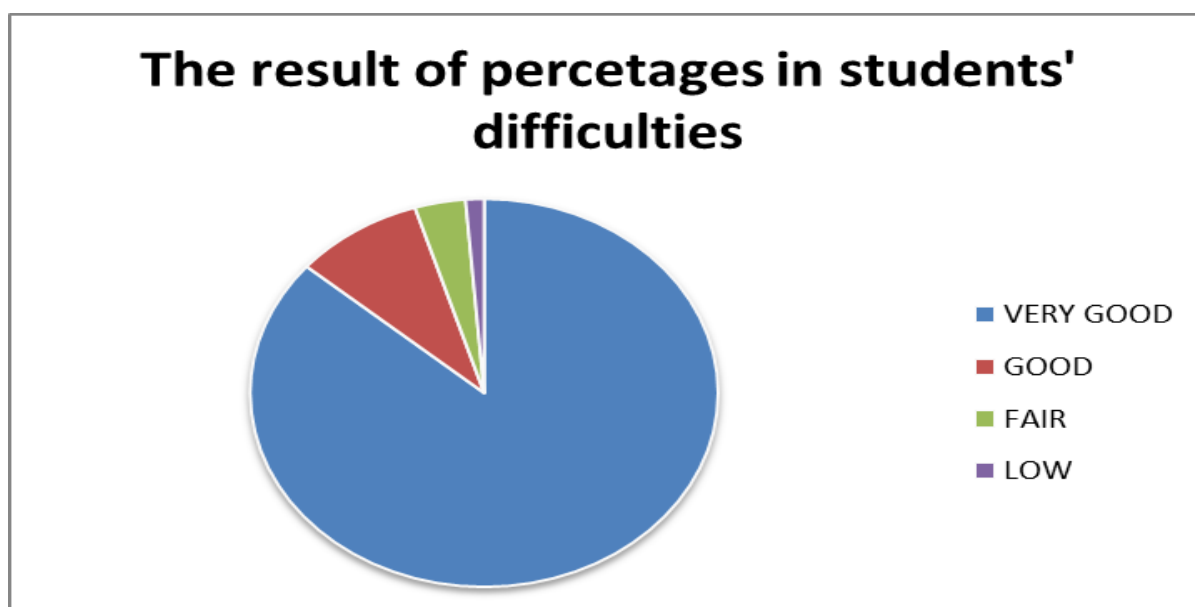


Figure 4. The percentages of identifying the five verb forms on a text

Discussion

Based on this research, the researcher found that most of their difficulties in identifying the five verb forms which contained of the Past form □ V2 and Past Participle form □ V3 (Carrington, 2021). However, both of

the form is almost same if we saw them with the bare eyes (Pham, 2022). Addition, it was able in differentiates them by reading the sentence before (Alpin, 2022). The researcher found most of the students state the word of “according to” as the verb, while in fact it’s a preposition based on the text. It can be seen in the 6th sentence. In the word of “warnings” in the 5th sentence and the word of “figure” and “based” on the 7th sentence as noun became verb, most of them thought it was verb (Carrington, 2021). The researcher found the dominantly applied by the students in identifying the difficulties is stated to the verb of V2 and V3 form. They sometimes felt difficult in differentiates where if it’s a Noun as a Verbs and a Preposition as a Verb.

IV. CONCLUSION

The conclusion of the research dealt with the answer of the statement. The conclusion is drawn by the following below

1. The student’s difficulties in identifying the five verb forms on the text entitle “Hundreds of thousands affected by floods, landslides as heaviest rain in 60 years hits southern China” applied at the third semester students of teachers training college of NHU Pematangsiantar got the highest one is very good category with 48 students with 81,3%, then followed by the good category with 5 students on the 8,4%, 2 students with low category namely 3,3%, and the last fair category with 4 students on the 6,7%.
2. The researcher found the dominantly applied by the students in identifying the difficulties is stated to the Nouns became Verbs. The Preposition became Verbs.
3. Most of the students’ difficulties in differentiate the correct verb forms, if it’s a V2 or V3 form.

REFERENCES

- Alpin, A. (2022). An Annalysis of directive speech act in You, Me and Dupree Movie. *Abstract of Undergraduate Research, Faculty of Humanities, Bung Hatta University*, 1(2). <http://creativecommons.org/licenses/by/4.0/>
- Altinyelken, H. K., & Le Mat, M. (2018). Sexual violence, schooling and silence: teacher narratives from a secondary school in Ethiopia. *Compare: A Journal of Comparative and International Education*, 48(4), 648–664. <https://doi.org/10.1080/03057925.2017.1332517>
- Arafah, N. (2018). *The Implication of Microteaching Course on Student Teacher’s Competences in Teaching*. UIN Ar-Raniry Banda Aceh. <https://repository.ar-raniry.ac.id/id/eprint/7206>
- Carrington, T. (2021). Using collocation to study the vibrational dynamics of molecules. *Spectrochimica Acta Part A: Molecular and Biomolecular Spectroscopy*, 248, 119158. <https://doi.org/10.1016/j.saa.2020.119158>
- Clark, R., & Roberts, I. (2018). A computational model of language learnability and language change. In *Diachronic and Comparative Syntax* (pp. 39–87). Routledge.
- Darheni, N. (2018). The Language Characteristic and Its Acculturation from Chinese Speakers in Losari, Cirebon Regency, West Java: The Acculturation of Chinese with Javanese Culture. *KnE Social Sciences*, 3(9), 663. <https://doi.org/10.18502/kss.v3i9.2731>
- Dixon, R. A., Hall, C., & Shawon, F. (2019). Using virtual reality and web conferencing technologies: Exploring alternatives for microteaching in a rural region. *Northwest Journal of Teacher Education*, 14(1), 4. [10.15760/nwjte.2019.14.1.4](https://doi.org/10.15760/nwjte.2019.14.1.4)
- Ducar, C., & Schocket, D. H. (2018). Machine translation and the L2 classroom: Pedagogical solutions for making peace with Google translate. *Foreign Language Annals*, 51(4), 779–795.
- Endo, Y. (2018). *The verbal system of classical Hebrew in the Joseph story: An approach form discourse analysis* (Vol. 32). Brill.
- Farooq, M. S., Uzair-Ul-Hassan, M., & Wahid, S. (2020). Opinion of second language learners about writing difficulties in English language. *South Asian Studies*, 27(1).
- Fogarty, M., Clemens, N., Simmons, D., Anderson, L., Davis, J., Smith, A., Wang, H., Kwok, O., Simmons, L. E., & Oslund, E. (2017). Impact of a Technology-Mediated Reading Intervention on Adolescents’ Reading Comprehension. *Journal of Research on Educational Effectiveness*, 10(2), 326–353. <https://doi.org/10.1080/19345747.2016.1227412>
- Fuchs, L. S., Gilbert, J. K., Fuchs, D., Seethaler, P. M., & N. Martin, B. (2018). Text Comprehension and Oral Language as Predictors of Word-Problem Solving: Insights into Word-Problem Solving as a Form of Text Comprehension. *Scientific Studies of Reading*, 22(2), 152–166. <https://doi.org/10.1080/10888438.2017.1398259>

- Giulianelli, M., Harding, J., Mohnert, F., Hupkes, D., & Zuidema, W. (2018). Under the hood: Using diagnostic classifiers to investigate and improve how language models track agreement information. *ArXiv Preprint ArXiv:1808.08079*. <https://doi.org/https://doi.org/10.48550/arXiv.1808.08079>
- Jewad, H. G., Ghapanchi, Z., & Ghazanfari, M. (2020). Investigating Leech's Politeness Principle in Conversational Verses in Three Surahs from The Holy Quran. *Asian Social Science*, 16(3), 1–29.
- Lindemann, V. (2022). *A Multiple Case Study: Exploration of the Writing Instruction Practices of Veteran High School English Teachers*. University of Nevada, Las Vegas.
- Menon, D., & Ngugi, R. (2022). Preservice secondary STEM teachers' reflective practice in microteaching: An analysis of journal writing and video-mediated reflections. *Teacher Education Quarterly*, 49(1), 29–52.
- Moorkens, J. (2018a). What to expect from Neural Machine Translation: a practical in-class translation evaluation exercise. *The Interpreter and Translator Trainer*, 12(4), 375–387.
- Moorkens, J. (2018b). What to expect from Neural Machine Translation: a practical in-class translation evaluation exercise. *The Interpreter and Translator Trainer*, 12(4), 375–387. <https://doi.org/10.1080/1750399X.2018.1501639>
- Moreno, A. I., & Swales, J. M. (2018). Strengthening move analysis methodology towards bridging the function-form gap. *English for Specific Purposes*, 50, 40–63. <https://doi.org/10.1016/j.esp.2017.11.006>
- Park, E. (2022). The reflectivity of EFL preservice teachers in microteaching practice. *International Journal of Learning, Teaching and Educational Research*, 21(4), 186–204.
- Pham, N. K. T. (2022). Vietnamese students' perspectives on online micro-teaching (OMT) as a technique in English teacher education in the 4.0 era. *AsiaCALL Online Journal*, 13(1), 40–72. <https://www.asiacall.info/acoj/index.php/journal/article/view/90>
- Sari, I. M. (2020). *An Analysis Of Perceived Benefits Of Students' Microteaching To Their Teaching Practicum Class*. UIN Ar-Raniry. <https://repository.ar-raniry.ac.id/id/eprint/13185>
- Smidts, D. P., Jacobs, R., & Anderson, V. (2018). The Object Classification Task for Children (OCTC): A measure of concept generation and mental flexibility in early childhood. In *Using Developmental, Cognitive, and Neuroscience Approaches to Understand Executive Control in Young Children* (pp. 385–401). Psychology Press.
- Souzane, B., & Soumia, L. (2019). *Enhancing EFL Students' Motivation to Speak through Short Silent Animated Films*. جامعة جيجل. <http://dspace.univ-jijel.dz:8080/xmlui/handle/123456789/7086>
- Stewart, K. D., & Ivala, E. (2017). Silence, voice, and “other languages”: Digital storytelling as a site for resistance and restoration in a South African higher education classroom. *British Journal of Educational Technology*, 48(5), 1164–1175. <https://doi.org/10.1111/bjet.12540>
- Tunmer, W. E., & Hoover, W. A. (2019a). The cognitive foundations of learning to read: A framework for preventing and remediating reading difficulties. *Australian Journal of Learning Difficulties*, 24(1), 75–93.
- Tunmer, W. E., & Hoover, W. A. (2019b). The cognitive foundations of learning to read: a framework for preventing and remediating reading difficulties. *Australian Journal of Learning Difficulties*, 24(1), 75–93. <https://doi.org/10.1080/19404158.2019.1614081>
- van Valkengoed, A. M., & Steg, L. (2019). Meta-analyses of factors motivating climate change adaptation behaviour. *Nature Climate Change*, 9(2), 158–163. <https://doi.org/10.1038/s41558-018-0371-y>
- Wexler, J., Kearns, D. M., Lemons, C. J., Mitchell, M., Clancy, E., Davidson, K. A., Sinclair, A. C., & Wei, Y. (2018). Reading Comprehension and Co-Teaching Practices in Middle School English Language Arts Classrooms. *Exceptional Children*, 84(4), 384–402. <https://doi.org/10.1177/0014402918771543>
- Yuliani, S. (2018). Classroom Application of Micro Teaching : An Analysis of Students' Perspectives. *J-SHMIC : Journal of English for Academic*, 5(1), 81–97. [https://doi.org/10.25299/jshmic.2018.vol5\(1\).1112](https://doi.org/10.25299/jshmic.2018.vol5(1).1112)
- Zaid, C. M., Ismail, Z., Ab Majid, M. R., Othman, M. A., & Salleh, A. W. (2019). The effect of physical learning environment on students' achievement, and the role of students' attitude as mediator. *International Journal of Innovation, Creativity and Change*, 7(9), 197–209. <http://www.ijicc.net/>
- Zulfikar, T., Nidawati, N., Khasinah, S., & Mayangsari, I. (2020). Indonesian students' perceived benefits of the micro-teaching course to their teaching internship. *Indonesian Journal of Applied Linguistics*, 10(1), 242–250.