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THE USE OF TEACHERS' QUESTIONING TECHNIQUE IN TEACHING ENGLISH: ITS EFFECT ON STUDENTS' MOTIVATION IN CLASSROOM ACTIVITIES AT SMP IT TAHFIDZ SHOHIBUL QUR'AN, KAMPAR

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Thesis

Submitted as partial fulfillment of the Requirements
for Bachelor's Degree of English Education
(S.Pd)

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ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the most Gracious and the most Merciful, praise belongs to Allah the Almighty, the Lord of Universe. Through His guidance and blessing, the researcher has accomplished the final research paper entitled "The Use of Teachers' Questioning Technique in Teaching English: Its Effect on Students' Motivation in Classroom Activities at SMP IT Tahfidz Shohibul Qur'an, Kampar". It is a scientific writing to fulfill one of the academic requirements to finish the bachelor degree (S.Pd) at Department of English Education Faculty of Education and Teacher Training State Islamic University of Sultan Syarif Kasim Riau. Then the researcher says peace be upon to Prophet Muhammad SAW.

Appreciation and sincere thanks to my beloved parents, Researcher's Mother **Mrs. Salbiah**, Researcher's Father **Mr. Sidik (alm),** who always given me love, advices and supports. Thank you so much for your praying all days and all nights also for both material and spiritual to accomplished this thesis. May Allah SWT always bestow grace, health and blessing to my Mom in the world and hereafter. May Allah SWT place my father in the most beautiful place in heaven. Dad, I miss you so much. No words can describe how much I love you Mom and Dad.

The researcher would like to express the great thanks and gratitude to those who have given the researcher a lot of things that the researcher is able to finalize this research. They are:

1. Prof. Dr. Leny Nofianti MS, SE, MSi, Ak, CA., the Rector of State Islamic University of Sultan Syarif Kasim Riau. Prof. H. Raihani, M.Ed.,Ph.D as Vice Rector I, Dr. Alex Wenda, ST, M.Eng as Vice Rector II, Dr. Harris Simaremare, M.T as Vice Rector III, and all staff. Thanks for the kindness and the encouragement.
2. Prof. Dr. Amirah Diniaty, M.Pd., Kons., the Dean of Faculty of Education and Teacher Training, State Islamic University of Sultan Syarif Kasim Riau. Dr. Sukma Erni, M.Pd. as the Vice Dean I; Prof. Dr. Zubaidah Amir,

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MZ, M.Pd., as The Vice Dean II; Dr. Ismail Mulia Hasibuan, S.Pd., M.Si., as the Vice Dean III and all the staff. Thanks for the kindness and the encouragement.

3. Roswati, S.Pd.I., M.Pd., the Head of Department of English Education, who has given me correction, suggestion, support, advice and guidance in completing the thesis.
4. Cut Raudhatul Miski, S.Pd., M.Pd., the Secretary of Department of English Education, for her guidance to the students.
5. Roswati, S.Pd.I., M.Pd., the Academic Supervisor, thank you so much for the guidance.
6. Dedy Wahyudi, M.Pd my beloved supervisor who has given correction, support, guidance, critics, advice, encouragement and motivation to the researcher from the beginning of writing the thesis until the completion of it.
7. All lecturers of English Education Department of State Islamic University of Sultan Syarif Kasim Riau, who have given knowledge and information of this Thesis through the meeting in the class or virtually.
8. Wahyu Iskandar, S.Pd.I., as the foundation advisor SMP IT Tahfidz Shohibul Qur'an. And Novialdi, S.Pd., as the Principal of SMP IT Tahfidz Shohibul Qur,an. Thank you for given the writer guidance, kindness, support, advice and place to the writer conducted this research.
9. Rizki Abibur Hansyah, S,Pd., as the English teacher of SMP IT Tahfidz Shohibul Qur,an, Kampar. who has given the writer guidance, kindness, support, advice and place to the writer conducted this research.
10. My beloved all of my family. Thank you so much for supports, suggestions and motivation.
11. The researcher's favorite person, my beloved boy friend, Megi, who has always given support, advice, material and thank you so much for always being there for me whatever the condition is.
12. The researcher's lovely Besties. Rara Arwani, S,Ak., Melati, S.Pd and Putri malisa, Mariana S.Pd., Elsy Gustini S.Pd., Hanum Salsabiela S.Pd,

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Thanks for sincerely patient accompany and listening the researcher problems and stories. For always being researcher's sides everytime and everywhere, thanks for spend the good time together.

13. For all people who have given the researcher great support in carrying out finishing this thesis. That cannot be written one by one.

Finally, the researcher realizes that there are many shortcomings in this thesis. Therefore, constructive critiques and suggestions are needed in order to improve this thesis. May Allah Almighty, the Lord of universe bless you all. Aamiin.

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ABSTRACT

Disa Oktora Sakinah, (2025) : The Use of Teachers' Questioning Technique in Teaching English : Its Effect on Students' Motivation in Classroom Activities at SMP IT Tahfidz Shohibul Qur'an, Kampar.

This study aimed to determine students' learning motivation before and after the application of questioning techniques and to analyze the significant difference between the two conditions. This research used quantitative method with pre-experimental design of one group pre-test post-test type. The research sample consisted of 23 of the eighth-grade students selected through purposive sampling technique. The research instrument was a motivation questionnaire given at the pre-test and post-test, while the treatment was carried out for four meetings through the application of questioning technique in the learning process. Data were analyzed using descriptive statistics and paired sample t-test through SPSS. The results showed an increase in learning motivation from an average value of 71.04 in the pre-test to 82.47 in the post-test. Statistical tests also showed a significant difference between the results before and after treatment. Thus, questioning techniques proved effective in increasing students' learning motivation in learning English at SMP IT Tahfidz Shohibul Qur'an, Kampar.

Keywords: Questioning Technique, Learning Motivation, English Language Learning, Pre-experimental.

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ABSTRAK

Disa Oktora Sakinah, (2025) : Penggunaan Teknik Guru Bertanya dalam Mengajar Bahasa Inggris : Pengaruh terhadap Motivasi Siswa dalam Kelas Bahasa Inggris di SMP IT Tahfidz Shohibul Qur'an, Kampar

Penelitian ini bertujuan untuk mengetahui motivasi belajar siswa sebelum dan sesudah penerapan questioning techniques serta untuk menganalisis perbedaan signifikan antara kedua kondisi tersebut. Penelitian ini menggunakan metode kuantitatif dengan desain pre-experimental tipe one group pre-test post-test. Sampel penelitian terdiri dari 23 siswa kelas VIII yang dipilih melalui teknik purposive sampling. Instrumen penelitian berupa angket motivasi yang diberikan pada pre-test dan post-test, sementara perlakuan dilakukan selama empat pertemuan melalui penerapan questioning techniques dalam proses pembelajaran. Data dianalisis menggunakan statistik deskriptif dan uji paired sample t-test melalui SPSS. Hasil penelitian menunjukkan adanya peningkatan motivasi belajar dari nilai rata-rata 71,04 pada pre-test menjadi 82,47 pada post-test. Uji statistik juga menunjukkan perbedaan signifikan antara hasil sebelum dan sesudah perlakuan. Dengan demikian, questioning techniques terbukti efektif dalam meningkatkan motivasi belajar siswa dalam pembelajaran Bahasa Inggris di SMP IT Tahfidz Shohibul Qur’an, Kampar.

Kata Kunci: Questioning Techniques, Motivasi Belajar, Pembelajaran Bahasa Inggris, Pre-experimental.

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ملخص

دِيسا أكتورا سكينة، (٢٠٢٥): استخدام أساليب طرح الأسئلة من قبل المعلّم في تدريس اللغة الإنجليزية وأثره في دافعية التعلّم لدى الطلاب في نشاط التعلّم داخل الصفّ في مدرسة تحفيظ صاحب القرآن المتوسطة الإسلامية المتكاملة كمبر

يهدف هذا البحث إلى معرفة دافعية التعلّم لدى الطلاب قبل وبعد تطبيق أساليب طرح الأسئلة، وكذلك تحليل الفروق الدالّة بين الحالتين. استخدم هذا البحث المنهج الكمي بتصميم تجريبي قبلي–بعدي من نوع مجموعة واحدة (الاختبار القبلي–الاختبار البعدي). يتكوّن عيّنة البحث من ٢٣ طالبًا من الصفّ الثامن، وقد اختيروا باستخدام تقنية العيّنة القصدية. أما أداة البحث فهي استبانة الدافعية التي وُزّعت في الاختبار القبلي والاختبار البعدي، بينما استمرّ التطبيق أربع جلسات تعليمية من خلال استخدام أساليب طرح الأسئلة في عملية التعلّم. جرى تحليل البيانات باستخدام الإحصاء الوصفي واختبار ت للعينات المزدوجة من خلال برنامج الحزمة الإحصائية للعلوم الاجتماعية. أظهرت النتائج وجود زيادة في دافعية التعلّم من متوسّط ٧١،٠٤ في الاختبار القبلي إلى ٨٢،٤٧ في الاختبار البعدي. كما أظهر الاختبار الإحصائي وجود فروق دالّة بين النتائج قبل وبعد التطبيق. وبذلك ثبت أنّ أساليب طرح الأسئلة فعّالة في تعزيز دافعية التعلّم لدى الطلاب في تعلّم اللغة الإنجليزية في مدرسة تحفيظ صاحب القرآن المتوسطة الإسلامية المتكاملة كمبر.

الكلمات المفتاحية: ***أساليب طرح الأسئلة، دافعية التعلّم، تعلّم اللغة الإنجليزية، بحث قبلي–بعدي***

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English is learnt through the process of teaching. English has become an international language that functions as a primary medium for global communication, education, science, and technology. As a result, the teaching of English has gained increasing importance worldwide, particularly in countries where English is taught as a foreign language (EFL). Mastery of English enables learners to access global information, pursue higher education, and participate in international academic and professional communities (Crystal, 2003). The main objective of teaching English is to develop learners' communicative competence, which includes grammatical knowledge, sociolinguistic awareness, discourse competence, and strategic competence (Canale & Swain, 1980).

However, several challenges persist in the teaching of English in EFL classrooms. Many learners experience difficulties in using English communicatively despite prolonged exposure to the language. These difficulties are often associated with teacher-centered instructional practices, limited opportunities for classroom interaction, low learner motivation, and anxiety in using the target language (Harmer, 2007; Richards, 2015). Consequently, students may become passive learners and rely heavily on memorization rather than meaningful language use. Teachers play a crucial role in creating a supportive learning environment through the use of

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questioning techniques, feedback, and communicative activities that stimulate students' thinking and language production (Brown, 2007).

Several previous studies have examined classroom activities in English teaching. Amrida (2023) found that running dictation technique improves students' activity and listening outcomes in middle school EFL learners. Kustiningsih (2021) reported that the Think-Talk-Write model enhanced both learning results and student participation in secondary-level English classes Other research showed that group discussions and scientific learning models increased student engagement in English lessons, while extensive reading activities were positively perceived by learners and supported reading skill development.

Its was also due to the preliminary study that the researcher conducted in SMP IT Tahfidz Shohibul Qur'an, Kampar, Students have unequal motivation and knowledge due to differences in training. Therefore, in the learning process, students have different levels of understanding of the material presented. The researcher conducted a preliminary interview with an English teacher in SMP IT Tahfidz Shohibul Qur'an, Kampar. During the interview, the teacher stated that there was an imbalance in students ability in learning English. Some students who learn English in primary school have better command of English. In addition, they have higher motivation when learning English in the classroom. On the contrary, students who have never learnt English in primary school have lower motivation and anxiety in learning English in class. Based on the primary study, the researcher got that the

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students have the problem in motivation in English Classroom Activity. Therefore, the researcher identified several symptoms that appeared, namely some students felt that English was very difficult to learn, some students felt anxious and bored in learning, some students still felt confused in understanding the teacher's explanation in English, some students felt sleepy during English teaching and learning activities, and some students were silent during speaking activities.

Teachers need to know the level of student motivation so that he is able to determine the appropriate steps to increase student motivation. To use certain method and strategies to motivate the students during learning interaction between teachers and students is one of the most important activities in the classroom. According to Gattis as noted by Sujariati, Rahman and Mahmud (2016) questions are one of the most important tools in guiding and extending student learning, whether to help students acquire basic skills or better understanding in solving problems, or to engage in higher-order thinking such as evaluation, questions are essential. For teachers, questioning is a key skill that anyone can learn to use well. Similarly, ways to help teachers develop their own ability to ask and formulate questions can also be learned. Asking questions and knowing the right questions to ask are important teaching skills that need to be taught to teachers. A recent study by Chaudron (1988) on questioning in English language teaching, based on teacher questioning techniques in learning interactions, states that "the tendency of teachers to ask a lot of questions has been reported in many

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studies". Hence, questioning technique used by the teacher can stimulate students to actively participate in the language learning process. That is why it is necessary to consider and apply the teacher's questioning techniques in order to achieve the learning objective, as teacher's questioning techniques is one of the factors that teachers should consider for effective teaching and learning process. Thus, it is necessary to conduct a study related to questioning interaction in the classroom.

Teacher questioning technique refer to the strategies and types of questions used by teachers during classroom instruction to guide learning, assess students' understanding, and promote interaction. Questioning is a fundamental instructional tool that helps teachers stimulate students' thinking, encourage participation, and support the learning process. According to Brown (2007), teacher questions play a crucial role in language classrooms because they provide opportunities for learners to practice the target language, process information, and develop communicative competence. Similarly, Richards and Lockhart (1994) state that questioning technique are essential for managing classroom interaction, checking comprehension, and encouraging meaningful communication between teachers and students. In English language teaching, teacher questioning techniques include various forms such as display questions and referential questions, open-ended and closed-ended questions, as well as lower-order and higher-order questions. Long and Sato (1983) argue that referential questions, which require students to produce original responses, are more effective in promoting language use and extended learner

output than display questions, which typically have predetermined answers. Therefore, effective teacher questioning techniques contribute significantly to students' engagement, critical thinking, and language development in the classroom.

Teachers' questioning technique play a significant role in influencing students' motivation in the classroom. Effective questioning can stimulate learners' curiosity, encourage active participation, and create a supportive learning environment, all of which contribute to increased motivation. According to Deci and Ryan's (1985) Self-Determination Theory, students' motivation is enhanced when learning activities support autonomy, competence, and relatedness. Teachers' questioning techniques that allow students to express opinions, share ideas freely, and think critically, such as open-ended and referential questions can foster a sense of autonomy and competence, thereby increasing intrinsic motivation. According to Gardner (1985), students' motivation in language learning involves the desire to learn a language, the effort made to achieve this goal, and positive attitudes toward the learning process. In the context of second or foreign language learning, motivation is considered a key factor that determines learners' success in acquiring the target language.

In summary, while there was evidence suggesting that effective questioning technique can positively impact student motivation in English language classrooms, the significance of this effect may vary depending on the specific context, learner characteristics, and the interplay of other instructional

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factors. Further research is needed to establish a more comprehensive understanding of the relationship between questioning technique and motivation in diverse language learning settings. Therefore, based the above explanation the writer was interest in conducting this research.

B. Identification of the Problem

Based on the background above, the researcher identified several problems encountered by students in learning English. Some students perceived English as a difficult subject, which caused them to feel anxious and bored during the learning process. In addition, several students had difficulty understanding the teacher's explanation in English. Some students also felt sleepy during English teaching and learning activities, and others tended to be passive and silent during speaking activities. To solve the problem, the teacher use teachers questioning technique in teaching English. Because, teachers' questioning technique play an important role in addressing problems in learning English. Effective questioning might students' motivation, reduce anxiety, and promote active classroom interaction, while ineffective questioning may contribute to disengagement and learning difficulties. Therefore, the appropriate use of questioning technique was essential for improving English language learning.

C. Limitation of the Problems

This research is limited to the use of teachers' questioning technique in English classroom activities and their influence on students' motivation in learning English. The study focuses on the types of questions used by the

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teacher during the teaching and learning process and how these questioning technique affect students' motivation.

D. Formulation of the Problems

Based on the limitation of the problem above, the research questions of this study are formulated as follows:

1. How is the students' motivation in English classroom learning activity at SMP IT Tahfidz Shohibul Qur'an, Kampar, before being taught using Questioning Technique?
2. How is the students' motivation in English classroom learning activity at SMPIT Tahfidz Shohibul Qur'an, Kampar, after being taught using Questioning Technique?
3. Is there any significant difference between the students' motivation in English classroom learning activity at SMP IT Tahfidz Shohibul Qur'an, Kampar, before and after being taught using Questioning Technique?

E. Objectives of the Research

1. To find out the students' motivation level in English classroom learning activity at SMP IT Tahfidz Shohibul Qur'an, Kampar, before being taught using Questioning Technique.
2. To find out the students' motivation level in English classroom learning activity at SMP IT Tahfidz Shohibul Qur'an, Kampar, after being taught using Questioning Technique.
3. To examine there is a significant difference between the students' motivation in English classroom learning activity at SMP IT Tahfidz

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Shohibul Qur'an, Kampar before being taught using Questioning Technique and after being taught using Questioning Technique or not.

F. Significances of the Research.

The findings of this research are expected to contribute to the development of theories in English language teaching, particularly those related to teachers' questioning technique and students' motivation. This study provides empirical evidence on how questioning technique influence students' motivation in English classroom activities, which may enrich existing literature and serve as a reference for future research in the field of English education.

Practically, the results of this research are expected to be beneficial for English teachers, especially at the junior high school level. The findings can provide feedback for teachers regarding the implementation of questioning technique in the classroom and help them design more effective questions that encourage students' participation and motivation. In addition, this research may serve as a reference for schools and educators in improving the quality of English teaching and learning activities.

G. Definition of the Term

1. Teachers' Questioning Technique.

Teachers' questioning technique help manage classroom interaction, assess students' comprehension, and guide learners toward lesson objectives (Richards and Lockhart, 1994). Teachers' questioning technique refer to the strategies, types, and ways teachers use questions during

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classroom instruction to facilitate learning, check students' understanding, stimulate thinking, and promote classroom interaction. Questioning is considered a fundamental teaching skill because it shapes the flow of classroom discourse and influences students' participation and engagement teachers' questioning technique play a vital role in creating interactive and meaningful English classroom activities. Effective questioning can improve students' motivation, participation, and language development.

2. Students' Motivation

Students' motivation refers to the internal and external forces that initiate, direct, and sustain learners' engagement in learning activities. It influences students' willingness to participate, their persistence in completing tasks, and their overall achievement in learning. According to Gardner (1985), motivation in language learning is defined as the combination of effort, desire, and positive attitudes toward learning a second or foreign language. This definition emphasizes the role of learners' attitudes and goals in sustaining learning behavior.Dörnyei (2001) states that students' motivation is a key factor determining success, as motivated learners are more actively involved in classroom activities, more willing to communicate, and more persistent in overcoming learning difficulties. Teacher must be good at using innovative, active, effective and comfortable methods in the learning process. In this research, students' motivation can be improved through teacher questioning technique in the learning activity.

3. Classroom Activities

Classroom activities refer to the planned tasks, interactions, and instructional practices conducted by teachers and students during the teaching and learning process to achieve specific learning objectives. These activities are designed to engage learners cognitively, socially, and linguistically. According to Harmer (2007), classroom activities are the core of teaching practice, as they provide learners with opportunities to practice language, interact with others, and apply what they have learned in meaningful contexts. In English language teaching, classroom activities may include questioning and answering, group discussions, role plays, problem-solving tasks, and individual exercises. These activities encourage student participation and support the development of language skills such as speaking, listening, reading, and writing (Brown, 2007).

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CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Teachers' Questioning Technique

Cotton (2001) defined a question as any sentence that has an interrogative form or function. In classroom settings, teacher questions are defined as instructional cues or stimuli that convey to students the content elements to be learned and directions for what they are to do and how they are to do it. Brown (1975) has given a general definition of question. He states that a question would be any statement which tests or creates knowledge in the learner. Long & Sato (1983) states that question is a linguistic expression used to make a request for information, or the request made using such an expression.

Dymoke and Harrison (2008) further strengthened that questions posed in classrooms are seen as the backbone of communication between students and teachers. Researchers in the early 1900's started off with describing and evaluating teachers' use of questions in classrooms, then to observation and analysis of teacher questioning behaviours. Starting about 1970, researchers identified specific questioning behaviours, generally referred to as process-product research; the findings gave teachers hints on how to apply effective teaching that was contribute significant value and gains in students' achievements. Questions serve to regulate and direct the immediate scope of classroom talk, to open up or shut down student

contributions, and to support student comprehension or stunt student inquiry.

Questioning is a teacher's most used, and arguably most powerful, talk move. Questioning helping students in learning target language and improving students' achievement. A question is any sentence in the interrogative form that can arouse learners' interest to the content elements to be learned and create knowledge of them. The idea of using questions came up as the result of creating active and interactive classroom activities so that the teachers can use students' knowledge to lift their understanding toward the lesson to develop their speaking skills and can improve the students' motivation in learning English.

Questioning is the essential component of many instructional methods including, of course, discussion and recitation. The influence of teachers' questions in the classroom is well documented by research and experience. Teachers use questions more than any other activity, they are central to such techniques as recitation, review, discussion, inquiry, and problem solving. Hilda Taba (1966) described questions as "the single most influential teaching act" because of the power of questions to impact student thinking and learning. As Taba pointed out, the form of the teacher's question signals the student as to the expected level of response, thus controlling the student thought or response pattern.

Questioning is an important component of the teaching/learning process and is embedded in quality instruction and strategic thinking. Questions are used to teach as well as to assess student understanding, and

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thus questioning plays a critical role in the overall success of a classroom. Questions are stimulants which activate students‟ cognitive skills and they have functioned as a primary educational tool for centuries (Aydemir and Çiftçi, 2008). According to Linch (1991), a question is a command or interrogative expressions used to elicit information or a response or to test knowledge. In other words, when the people produce sentences to other people when it involves command and interrogative expression to get any information or responses means a question.

Harvey (2000) states that questioning technique are most effective when they allow pupils to become fully involved in the learning process. Similarly, Guest (1985) stated, "Questioning technique is one of the important tools to extending students' learning which can help teachers develop their own techniques to enhance the students work and thinking". Questioning to students must be applied in questioning technique. Questioning technique are the ways which are used to ask something to the students in gaining a purpose in teaching. In teaching learning process, the teachers need to know the ability of the students and how far the students understand the material which has been taught. Furthermore, the teachers have to know the output of the students before or after teaching by giving questions. So there must be an interaction between teacher and students and then followed by feedback from the students. Mackey (1999) has suggested lecturers systematically plan and manage their questioning techniques not only to make students participate but also to lead them to

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think critically. In teaching learning process, sometimes a teacher only teaches without questioning.

The Types of Questions

Teachers in the EFL classrooms employ different types of questions to make teaching effective and enhance learners' proficiency in the target language. As it has been explained by Richards and Lockharts (1994), there are three types of questions. First, Procedural Questions, Which the following questions usually occur in classrooms while teachers are checking the assignments have been completed, that instructions for a task is clear, and that student are ready for a new task. Second, Convergent Questions, Need the responses "yes" or "no" or short statements. Third, Divergent Questions, Encourage students' responses which are not short answers and which require students to engage in higher level thinking.

The Role of Teacher Questioning

Yang (2006), cited in Cakmak (2009), states that the teachers' questions can be considered as the most powerful device to lead, extend and control communication in the classroom, pointing the significance of questioning in the process of improving and leading classroom conversation. A teacher's questioning technique are pivotal to the instructional process because questioning is the most frequently used instructional tool (Wassermann, 1991, cited in Moyer and Milewicz, 2002). Teachers' questions may serve different functions, including focusing attention, exercising disciplinary control in the course or an

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instruction, encouraging students' participation and moving the lesson forward among others (Shomoossi, 2004, cited in David, 2007).

The purpose of teachers' questioning technique is to develop interest and motivate students to become actively involved in lessons, to evaluate students' preparation and check on homework or seatwork completion, to develop critical thinking skills and inquiring attitudes , to review and summarize previous lessons, to nurture insights by exposing new relationships, to assess achievement of instructional goals and objectives, to stimulate students to pursue knowledge on their own. Through questions, teachers encourage students' talk and facilitate verbal interaction in the classroom, whether students' production is a single word, a sentence or longer utterances in conversational patterns. (Brown and Wragg (2001), Cotton (2003), Richard (1996), Morgan (1991), stated that following functions that teacher questioning serves in the classroom; asking questions helps teachers to follow up and elaborate on what a student has said, students can openly express their ideas through answering teacher questions, asking questions enhances students' interest and keep them actively involved, the act of questioning let students benefit from various explanations of the material by their peers, questioning is a good tool for evaluating student learning and reviewing the lesson as necessary, asking questions enables teachers to control class discipline and student behavior.

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Additionally, Donald & Paul (1989) grouped the functions of teacher questioning into three main areas: diagnostic, instructional and motivational. As a diagnostic tool, classroom questions allow the teacher to find out what the students know and how they think about the topic, so teachers can evaluate the current states of students thinking. There are some reasons why questioning technique is important. Shaunessy (2005) states that questioning technique are essential to the growth of critical thinking skills, creative thinking ability, and higher-level thinking skills. Questioning technique are the ways which are used by teacher to know the ability of the students and how far the students understand the material which has been taught. In brief, questioning technique is one of the important technique that can improve students' ability. Additionally, teacher can also use questioning technique to measure students' thinking ability.

So that, the role of teacher questioning technique are for interactions between teacher and students and questions for responses, for controlling, for discussion the material in the classroom activity and for develop creitical thinking for give more information about the material.

The Steps of Using Questioning Technique

Questioning technique are a vital component of effective English language teaching. By utilizing strategic questioning, instructors can foster active student engagement, promote critical thinking, and deepen their students' understanding of the target language. This artifact outlines the

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key steps for implementing questioning techniques in the English classroom. (Anderson & Krathwohl, 2001).

1) Step 1: Prepare Diverse Questions

Develop a range of questions that target different levels of cognition, from remembering and understanding to analyzing and evaluating. Use Bloom's Taxonomy as a framework to guide the creation of questions that challenge students at various levels (Anderson & Krathwohl, 2001).

2) Step 2: Establish a Questioning Routine

Integrate questioning technique throughout the lesson, not just at the end. Allocate specific times for posing questions, encouraging students to respond, and providing feedback. This consistent questioning routine helps students anticipate and engage with the learning process.

3) Step 3: Employ Effective Questioning Technique

Utilize various questioning technique to promote student participation and critical thinking. These may include:

a) Open-ended questions that encourage longer responses and deeper exploration
b) Probing questions that ask students to clarify, elaborate, or justify their answers
c) Redirecting questions that direct the discussion to other students or back to the original question

d) Reflective questions that encourage students to self-evaluate their understanding

4) Step 4: Allow Wait Time

Provide ample wait time after posing a question, allowing students to process the information and formulate their responses. This pause gives students the opportunity to think more deeply and encourages more thoughtful, substantive answers.

5) Step 5: Provide Constructive Feedback

Offer constructive feedback on student responses, highlighting strengths and providing guidance for improvement. This feedback should focus on the quality of the response, not just the correctness of the answer, to foster a supportive learning environment.

6) Step 6: Encourage Student-Generated Questions

Invite students to formulate their own questions, either during the lesson or as a follow-up activity. This empowers students to take an active role in their learning and helps the instructor identify areas that require further clarification or exploration.

By following these steps, educators can effectively incorporate questioning technique into their English language instruction, ultimately enhancing student engagement, critical thinking, and language proficiency.

The Application of Questioning Technique

There have been some studies about teachers' questioning technique. Durkin (1979) reveals that most teachers asked students questions after

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they had taught. Another study conducted in the late 1990s(Pressley, et al. 1998) revealed that despite the abundance of research supporting questioning before, during, and after teaching to help comprehension, teachers still frequently used questions in post teaching to comprehend the material. Eble (1988), in additions, argues that teachers' questions can be applied in three sessions: (1) questions play at the beginning, (2) questions play at the middle of teaching, (3) and the questions play at the end after teaching in the classroom. The questions are used frequently at the end of the lesson, but sometime at the beginning and the middle of teaching the questions are also used. Furthermore, the questions are applied in each section based on the functions.

1) Questioning at the Beginning

Addressing questioning before teaching and studying material is effective for students who are high ability, and known to be interested in the subject matter. Eble (1988) argues that some teachers apply questioning in the classroom early to help students who have questions about previous lectures, readings and exam preparations (as cited Sujiarti et al, 2016). In the beginning of a class, giving question as opening questions in a conversation can make easy for the students to answer, and does not force them to reveal too much about themselves. The questions before teaching can be in written forms as a quiz or oral question.

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2) Questioning in the Middle of the Class.

Questioning in the middle of the class is very effective in producing achievement, it gains more than instruction carried out without questioning students. According to Eble (1988), students perform better on lesson items that are previously asked as recitation questions than on items they have not been exposed to before. An oral question is suitably used during teaching and learning processes because it is more effective in fostering learning than are written questions. Questions which are focused student attention on silent elements in the lesson result in better lesson comprehensions than no questions. Asking questions during teaching and learning processes is positively related to learning facts. Based on the functions, the question in this session can be as confirmation checks and classification requests (as cited in Sujariati et al, 2016).

3) Questioning at the end of the class.

Questioning students at the end of the class teaching is mostly used by teachers because it is essential to know students' understanding, to assess students' learning, to test students input and evaluate both teachers' teaching quality and the teaching learning process whether they have been running well or not. In this section, it is essential for teachers to apply recall question, a referential question to check students' understanding. Eble (1988) argues that open/closed questions, or other types of questions can also be used by teachers in completing the target learning (as cited in Sujariati et al, 2016).

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There are 3 steps to apply the questioning technique. First questioning at the beginning for prepares students before the lesson started. The second is questioning at the middle of the class for control the students in English teaching. The last is questioning in the end of the class for evaluated the student about the material have been taught.

Students' Motivation in English classroom learning

Motivation is one of the most significant things in learning process. Without motivation, the purposes of learning is tough to be achieved. When learners have it in learning process, they will more understand with the materials, especially English. Hayikaleng, Nair & Krishnasamy (2016), motivation is regarded as an important component to make students success in their English learning. According to Lai (2011), motivation refers to reasons that underlie behaviour that us characterized by willingness and volition. Motivation involves a constellation of closely related beliefs, perceptions, values, interests, and actions However, by getting motivation students will be spirited in learning, so they will be motivated to study English well. Teachers should be aware of significance of motivation in learners' language learning and through some changes they can help learners increase their motivation (Alizadeh, 2016). Teachers should support their learners to figure out the motivation and also to search for their own motivational processes.

Motivation is crucial in learning other languages. Pinter (2006) stated that "when we learn our first language, it is all a natural part of

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growing up". People who learn a new language, their motivation to learn are related to wanting to fit in with people in their new community. An interesting study by Nikolov (1999), a Hungarian teacher, trainer, and researcher, shows that children as they get older typically draw on different sources of motivation to learn English. Some of the children are intrinsically motivated which means that they want to learn because they enjoy the process of learning English for its own sake.

Types of Students' Motivations

Learning a language is depending on the pupil's social and psychological factors, Learners' mindset and how is learners' environment in learning English (Ely, 1986). In line with the statement above Long, Ming, and Chen (2013) stated that Motivation has an important role in foreign language learning, it can be the pupil's itself and the environment that might be motivated the pupil.

Ellis (1997) identified various kinds of motivation that are instrumental, integrative, resultative, and intrinsic. Based on instrumental motivation, learners may make effort to learn an L2 for some functional reasons such as pass an examination, to get a better job, or to get a place at university and those reasons are related in determining success in L2 learning. Integrative motivation deals with learners who choose to learn a particular L2 because they are interested in the people and culture represented by the target language. Resultative motivation is referred to motivation that is the cause of L2 achievement since it is possible that

motivation is the result of learning. The last is intrinsic motivation that involves the arousal and maintenance of curiosity and can ebb and flow as a result of such factors as learner's particular interests and the extent to which they feel personally involved in learning activities. Motivation is such a complex phenomenon that should be seen as complementary rather than as oppositional because they are related each other.

Based on Brophy and Good (1987), there are two types motivation, extrinsic motivation and intrinsic motivation.

1) Extrinsic motivation

The extrinsic motivational techniques are in some ways simple, most direct and most adaptable of the methods recommended for dealing with the 3 value aspects of classroom motivation. First, Offer reward as incentives for good performance, second, Call attention to the instrumental value of academic, the last, Activities Structure appropriate competition.

2) Intrinsic motivational techniques

The intrinsic motivation approach is based on the idea that teachers should select or design academic tasks that students will find inherently interesting and enjoyable, so that they will engage in these asks willingly for extrinsic incentives. Opportunities for active response, the inclusion of high-level objectives and divergent questions, Feedback features , opportunity for students to create finished products, the Inclusion of fantasy or simulation elements,

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opportunities for students to interact with peers are essential characteristics of instructional tasks that support intrinsic motivation in learning.

Learning has some goals such as promoting, guide, and maintain learning activities and expressing a wide interest in learning, and can focus attention in class to master knowledge. In light of those statements, Hanan (2016) said that the big role of motivation plays is influencing students' achievement in any subject, including a foreign language. According Gardner (1982) there are 2 types of motivation,

1) Intrinsic Motivation

Santrock stated that intrinsic motivation involves the internal motivation to do something because of encouragement of desire or feeling from inside. According Gardner (1982) intrinsic motivation is perceived to be composed of three elements. These are effort, desire, and attitude . People do certain activities because it gives them pleasure and develops a particular skill based on their internal desire. Thus a person might be motivated by the enjoyment of the learning process itself or by desire to make themselves feel better (Harmer, 2007). This means that intrinsic motivation is the willingness that often arises from within a person in an effort to achieve the desired goals. When students have intrinsic motivation, they were show their attitude in the classroom like they want to learn English because they like and enjoy learning it. After knowing some definitions of intrinsic

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motivation then there are several factors that affect intrinsic motivation, including:

First, Self-Desire, Motivation arises because of need, as well as interest. So, it is appropriate that interest is the principal motivational tool. The learning process ran well if accompanied by desires and interests. For example, students learned because of their own willingness and the results tended to be better because they came from themselves. Second, Satisfaction was the feeling experienced when someone achieved the result of an effort made. Based on intrinsic motivation, which referred to motivation that came from within an individual without any external encouragement. a person tended feel greater satisfaction with his or her achievement.

Third, Challenges/ Competition, can be used as a motivation in support students' learning. Studies have shown that individuals are more likely to select challenging task when intrinsically motivated than when motivated to obtain an extrinsic reward. Fourth, Good Habits, intrinsic motivation was more likely to help you develop and build good habits because it requires no justification to work on those habits. You don't need to have a reason. So, it makes building habits much easier to accomplish as you can see by the following examples: a person was more likely to focused on a relevant task to build a habit. Fifth, Awareness Self-Awareness was the process of identifying our motivations, choices and personality and then realizing the influence of these factors on our judgments, decisions and interactions with others.

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Self-awareness was the basis of emotional intelligence, which is the ability to monitor feelings from time to time

2) Extrinsic Motivation

Harmer stated that extrinsic motivation is the result of any number of outside factors, for example the need to pass an exam, the hope of financial reward or the possibility of future travel. Furthermore, this type of motivation appears from outside and gives some influences to a person like give incentives, social pressure and punishment (Harmer, 2007). According Gardner (1982) Extrinsic motivation is driven by external factors such as parental pressure, the role of teacher, environment. Many sources of extrinsic motivation are inaccessible to the influence of the teacher, for example, the desire of students to please some other authority figures such as parents, their wish to succeed in an internal exam, or peer groups influences (Gardner, 1982). Seen from the understanding above, conclusions can be drawn that extrinsic motivation is influenced or stimulated from the outside individual. Factors affecting extrinsic motivation among others:

First, Praise, when in the teaching and learning process there are students who are successful and successful in completing the assignment and the assignment is done well, then these students need to be given praise. The praise given is a form of positive motivation and good motivation. Second, Advice is ordering or prohibiting

someone from doing something, which is balanced with motivation or threat. For example, in the learning process there are students who have low motivation and are encouraged by giving advice so that the child has even better motivation.

Third, teacher, parents, environment, Teacher a factor in continue of a student's motivation is the teacher. Parents a part from the culture of the world around students, their attitude to language learning great affected by the influence of people who are close to them. Environment outside any classroom there are attitudes to language learning and the English language in particular. Fourth, reward was one of motivation that can strength student behavior. Many from reward can give to the students to increase their achievement in learning process. Such give verbally reward, score, prize and praise. At the classroom level, the teachers can increase students' motivation to learn by using reward sparingly. Fifth, Punishment was one of the factors to motivate students. it's just that motivation was turn into something negative if it's not right. Therefore, the teacher must understand the principles in each punishment.

Motivation could be assessed in some ways as Gardner (1985) in his research stated that the Attitude/Motivation Test Battery (AMTB). Using AMTB is related to the paradigm of socio-educational of second and foreign language acquisition, this AMTB also includes two measures of a reason in learning a language (Gardner, 1985). Attitude

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toward learning situations refers to the individual reaction of anything in the context of language learning and This AMTB test could be conducted by using questionnaires.

B. Relevant Research

There are some researchers who had conducted the researches by finding out the Teacher' Questioning Technique to Improve Students' Motivation in English Classroom Learning Activity.

First, research from Syarifah Rahmah (2018) did the research about Teachers' Questioning Technique to Improve Students' Motivation in English Classroom Learning Activity. This study aimed to examine the questioning technique used by English teachers at SMPN 8 Banda Aceh and their impact on students' motivation in learning English. The study employed a qualitative approach and involved 3 English teachers and 10 students as participants. Data was collected through recordings, observations, and interviews, and analyzed using narrative analysis. The findings revealed that teachers utilized various types of questions and incorporated them into their teaching. Probing and factual questions were found to be the most frequently used, while divergent and higher-order questions were less commonly used. Additionally, teachers employed other techniques such as repeating questions, emphasizing them, translating them into Bahasa Indonesia, mixing questions, and establishing a close relationship with students. The study also found that these questioning techniques had a positive impact on students' motivation and learning

outcomes. In conclusion, the teachers' questioning technique were deemed effective and well-received by both teachers and students.

Second, research by Ganesan Shanmugavelu, Khairi Ariffin, Manimaran Vadivelu, Zulkufli Mahayudin, and Malar Arasi R.K. Sundaram, (2020), in this research about Questioning Technique and Teachers' Role in the Classroom. This research is to discuss the efficacy of questioning technique of the teachers in the classroom. Proper questioning technique are important in the teaching and learning process. Proper questioning technique was made it easier for teachers to get feedback from students whether or not they understand the subject. This article describes some of the questioning techniques that a teacher needs to know to possess in classroom teaching and learning sessions such as attention, suitable voice. Pause, question content, and distribution of questions. This is important for enhancing student motivation and promoting positive, critical, and creative thinking among students and to improve the teaching and learning process in the classroom.

Third, based on Sujariati, Rahman, Mahmud, (2016) English teachers' Questioning Technique in EFL Classroom at SMAN 1 Bontomarannu the research findings showed that the teacher used questioning technique by applying some type of questions and performing the type of questions were the session of teaching. The open/closed questions and display questions were dominant; it depends on the material that the teacher transferred to the students. Otherwise, the recall and referential questions, it used only a few times by teacher. The researcher used purposive sampling to get the sample.

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The objectives of this research are to find out the teachers' questioning technique, the reasons of using the questioning technique, and the effects of the questioning technique on student's learning activities. Data collection of this research was conducted through recording, transform, identified, selected and analysis.

Forth, Wahyudi (2017) conducted the research which the title the use of Questioning Technique to Enhance Students' Speaking Ability, this study aims to improve students' speaking ability in English by using questioning technique in two cycles of classroom action research. New students of the English Education Department were the participants in this study. The results showed that the use of questioning techniques can improve students' speaking skills in accent, grammar, vocabulary, fluency, and comprehension, with the greatest improvement occurring in speaking fluency. In addition, the use of questioning techniques can also increase students' confidence and participation in the classroom. Thus, the more students use questioning techniques, the better the students' speaking ability. This research is important because questioning is an activity that cannot be separated from daily communication, and the problems in English speaking experienced by pre-service English teachers need to be addressed.

Fifth, Davidovitch & Dorot (2023) conducted the research which title The Effect of Motivation for Learning Among High School Students and Undergraduate Students—A Comparative Study, this study aims to analyze the differences in motivation between high school students who are required to

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attend school and undergraduate students who actively choose to study at college. In addition, the study also explored how this motivation affects the achievement of these two groups as well as whether motivation is related to their personal, family, socio-economic background and gender. In this study, 121 participants completed a questionnaire consisting of 22 questions about learning motivation. The results showed that undergraduate students have higher learning motivation than high school students. It was found that learning motivation increased with age and the average level of students' grades. However, there was a significant difference in motivation levels between students with average socioeconomic status and students with above average socioeconomic status. No difference in motivation was found between the genders of the students. The findings emphasize the importance of motivation in high school education, which may affect learning motivation in future academic studies.

Sixth, from Rahima & Nurlaila Kadariyah (2023), they conducted research with the title The Use of Questioning Strategy in Promoting Students' Critical Thinking and they stated that this study aims to analyze the questioning strategies used by English teachers in MTsN 2 Banjarmasin City in facilitating students to think critically. The results showed that the teachers used different types of questioning strategies that included repetition, simplification, parsing, and probing strategies. The most widely used questioning strategy is the probing strategy, which encourages students to think critically. These teachers use questioning strategies at various stages of

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learning, from the beginning, middle, to the end of learning. In using questioning strategies, the teachers understand the importance of getting students actively involved and building deep understanding. This research provides a theoretical overview of the types of questioning strategies used by teachers and how they are applied in the learning context. Knowing these questioning strategies can help teachers facilitate students to think critically and improve the quality of education in Indonesia.

Seventh, Apriani & Kurniasari (2021) conducted research with the title Students' Motivation in Reading English text: A survey of Junior High School in Palembang, they stated that this study aims to investigate students' reading motivation in English texts at SMP N 7 Pemulutan in Palembang. This study used quantitative method using survey and descriptive analysis. The participants in this study were 104 students who were randomly drawn from nine classes in the school. The researcher used the Motivation Reading Questionnaire (MRQ) as the data collection instrument. The questionnaire consisted of 53 questions covering eleven indicators. The results showed that the factors of students' reading motivation include self-efficacy, intrinsic factors such as students' enjoyment and interest in reading, as well as extrinsic factors such as to complete assignments, get praise, and get high grades. Thus, this study can provide an understanding of the factors of students' reading motivation that can be used as a basis for increasing students' interest and motivation in reading English texts.

Eighth, Shanmugavelu et al. (2020) conducted research with the title Questioning Technique and Teachers' Role in the Classroom, and stated that the purpose of this study is to discuss the efficacy of questioning techniques used by teachers in the classroom. Proper questioning techniques are important in the teaching and learning process. The right questioning technique was made it easier for teachers to get feedback from students whether they have understood the subject matter or not. This article explains some questioning technique that a teacher needs to know in a classroom teaching and learning session such as attention, appropriate voice. Pause, question content, and question distribution. These are important to increase student motivation and encourage positive, critical and creative thinking among students and improve the teaching and learning process in the classroom.

Next, Astrid et al. (2019), they conducted the research with the title The Power of Questioning: Teacher's Questioning Strategies in the EFL Classrooms, and they stated that this study aims to investigate the questioning strategies used by English teachers in madrasahs in Palembang. A qualitative research method with a case study approach was used to look at the questioning strategies used by teachers and the reasons behind the use of these strategies. The participants in this study were English teachers. Data were collected through observation and interview. Observations were used to see the types of questions used by teachers in daily teaching in English classes, while interviews were used to understand the reasons behind the use of certain

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questioning strategies. The research findings show that there are three types of questioning strategies used by teachers, namely convergent, divergent, and procedural questions. Teachers tend to use convergent questions that involve short answers. The study also found five reasons why teachers choose the strategy, such as to ensure students' understanding, attract students' attention, evoke higher-order thinking, and involve students in the learning process. Implications and recommendations are also discussed in this study.

And the last, Omar (2009) conducted research with the title Teachers' Questioning Technique and Their Potential in Heightening Pupils' Inquiry and he stated that The question-based inquiry method is an important approach in meaningful teaching and learning of Science. This method involves teachers asking questions that trigger students' curiosity and provide motivation to seek new knowledge. However, this method has not been widely researched in Singapore, causing misunderstanding among educators. Project IBL Ignite is a professional development project carried out at Punggol Primary School to assist teachers in integrating inquiry methods in teaching science in the classroom. This project focuses on teacher questioning techniques and student probing. Evaluation of this project shows that it successfully increased positive teacher perceptions, encouraged a student-centered classroom approach, and resulted in successful implementation. This book synthesizes the research findings of this project and provides empowerment for teachers at the primary school level. This book aims to help teachers make the right decisions to improve classroom questioning behavior in science teaching.

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This research was different from previous studies such as, the location of this research, the material used of this research, the problem of the research, the population of the research and the instruments that are used. In this study the researcher examined the Teachers' Questioning Technique to Improve Students' Motivation in English Classroom Learning Activity at SMPIT Tahfidz Shohibul Qur'an, Kampar.

C. Operational Concept

The operational concept is the concept to explain the theoretical framework to avoid misunderstanding and misinterpretation in this research. Syafi'i (2004) stated that the operational concept is derived related to the theoretical concepts on all of the variables that should be practically and empirically operated in the academic writing of a research paper. The operational concept is the main element to avoid misunderstanding and misinterpreting in a specific study, derived from related theoretical concepts on all of the variables that should be practically and empirically operated in academic writing. The operational concept in this research was pre-experimental research which focused on knowing effect of Teachers' Questioning Technique to Improve Students' Motivation in English Classroom Learning Activity at SMP IT Tahfidz Shohibul Qur'an, Kampar. The operational concepts of the variable in this research can be seen in the description below:

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1. The Indicator of Teachers' Questioning Techniques (Variable X)

Anderson & Krathwohl, (2001) argues that teachers' questions can be applied in some steps:

a. Prepare Diverse Questions
b. Establish a Questioning Routine
c. Employ Effective Questioning Strategies
d. Allow Wait Time
e. Provide Constructive Feedback
f. Encourage Student-Generated Questions

2. The Indicator of Students' Motivation in English Classroom Learning Activity (Variable Y)

According Gardner (1982) there are 2 types of motivation,

a. Intrinsic Motivation
    1) Self-Desire, the inner willingness of students to learn based on their own interests and personal goals.
    2) Satisfaction, the positive feeling students experience when they successfully complete a task or achieve learning goals.
    3) Challenges/ Competition, students' motivation which push them to improve their abilities and perform better.
    4) Good Habits, students' positive learning behaviors, such as discipline and responsibility, that support effective learning.
    5) Awareness, students' understanding of importance and benefits of learning for their future.

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b. Extrinsic Motivation

1) Praise, positive feedback given by teachers or others to encourage students' learning behavior.
2) Advice, provided by teachers or parents to help students improve their learning.
3) Teacher, parents, environment, external support from teachers, parents, and the learning environment influences students' motivation to learn.
4) Reward was an external incentive, such as grades or gifts, given to motivate students to achieve better results,
5) Punishment, a consequence used to correct behavior and encourage students to follow learning rules.

D. Assumption and Hypothesis

1. Assumption

In this research, the researcher assumes that there is any significant different of using Teachers' Questioning Technique on Students' Motivation in English Classroom Learning Activity in SMP IT Tahfidz Shohibul Qur'an, Kampar.

2. Hypothesis

Based on the assumption above, the hypothesis for this research can be forwarded as follows:

Ho : to < there is no significant difference of the students' motivation between before and after being taught by using Teachers' Questioning Technique.

Ha : to > there is a significant difference of the students' motivation between before and after being taught by using Teachers' Questioning Technique.

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CHAPTER III

RESEARCH METHOD

A. Research Design

This study used quantitative research. Quantitative research is a methodological approach that emphasizes the collection and analysis of numerical data to understand and explain phenomena (Creswell & Creswell, 2018). This type of research is grounded in the positivist paradigm, which assumes that reality can be objectively measured and that causal relationships can be established through empirical investigation. One of the defining features of quantitative research is its focus on hypothesis testing and the use of statistical methods to draw conclusions (Babbie, 2016).

This research was conducted with a pre-experiment research design. According to Ary (2010) experimental research is research conducted to systematically seek the effect of manipulating one variable on another. This research uses a type of pre-experimental research with a quantitative approach with a one group pretest-posttest design because there is no random assignment of subjects to groups or other techniques to control outside variables.

Therefore, in this study the researcher only took one group or class to use a pretest and posttest design to determine the results of the treatment. This research was classified as a pre-experimental design because there was little or no control over outside variables. In one group pretest-posttest design, one group was measured or observed not only after being subjected to treatment

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but also before. Pre-experimental research involves giving a pre-test for the dependent variable, applying the experimental treatment to the subjects, and giving a post-test. The results of the treatment are compared with the pretest and posttest scores. The research design can be described as follows:

Table III.1
The Treatment of Research Design

Pre-test	Independent variable	Post-test
Students' Motivation Questionare	Using Questioning Techniques (X)	Students' Motivation Questionare

B. Subject and Object of the research

The subject of this research were the teacher and the eighth grade students of SMP IT Tahfidz Shohibul Qur'an, Kampar. The object of this research was questioning technique to improve students' motivation in English classroom learning activity.

C. Location and Time of the Research

The location of this research was conducted at SMP IT Tahfidz Shohibul Qur'an, Kampar. It is located in jl. Kubang Raya, Gg. H. Sulastri, Tarai Bangun., Riau Province. Then, the research was conducted from January to February 2025.

D. Population and Sample of the Research

The population of this research included the English teacher and all students of SMP IT Tahfidz Shohibul Qur'an, Kampar. According to Ary (2010) population is all members of any well-defined class of people, events

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or object. From the definitions given by expert above, the researcher takes human population only because the problem solved related with human being.

Table III.2
The Population of this research

No.	Class	Class member
1	VII	25 students
2	VIII	23 students
3	IX	24 students
	TOTAL	72 students

The sample of the research was eighth-grade class, which consisted of 23 students. The researcher used purposive sampling to take sample from population and it represents the entire population. Ary (2010) stated "Purposive sampling-also referred to as judgment sampling-sample elements judged to be typical, or representative, are chosen from the population." In purposive sampling, the researcher used expert judgment to take some representatives or typical cases from population.

E. Technique of Collecting the Data

The data were collected by using pretest and posttest. Pre-test was given to the students in the beginning of the research. The pretest and post test Items used in this research consisted of 20 items with 5 optional answers. The questionare focused on students' motivation in English classroom learning activities. Then, the post-test was administered to the students at the end of the research. The procedures of collecting data are as follows:

1. Pre-test, The pretest was conducted before the treatment to obtain students' motivation questionare. Items use for pre-test consists of 20 items with 5

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optional answers. The questionare is about students' motivation in English classroom learning activity. The questionnaire was adopted from Gardner (1982) and Deci & Ryan (1985). Intrinsic motivation and self-determination in human behavior. Springer Science & Business Media which needs to be tested validity and reliability.

2. Treatment, The treatment used in this research was questioning technique to increase students' motivation in English classroom learning activities. The time to apply these techniques are about four meetings. There are the steps of treatment:
   a) The teacher prepared the class and conducted brainstorming activities by asking several questions related to the material before explaining it.
   b) Teacher presented and explained the material to students.
   c) After explaining the material, the middle of the class, the teacher provided exercises consisting of several questions related to the material, and the students answered the questions.
   d) At the end of the class, the teacher gave students an oppurtunity to ask questions about parts of the explanation that they did not understand.
   e) If the students had already understood the material, the teacher asked them to provide a summary of the lesson.
   f) Teacher closed the meeting.
3. Post-test, The post-test was administered at the end of research. Items used for post-test consists of 20 items with 5 optional answers. The questionare measured students' motivation in English classroom learning activities.

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The questionnaire was adopted from Gardner (1982) and Deci & Ryan (1985).

F. Technique of Analyzing the Data

The result of the data compared between the first data (pre-test) and the second test (post-test) to know whether there is a significant students' motivation scores before and after being taught by using questioning techniques. The researcher analyzed the collected data quantitatively. In this research, quantitative data analysis technique were used. The quantitative data were analyzed using statistical methods to identify significant differences in student's scores after the implementation of questioning techniques. This data analysis technique belonged to quantitative data analysis, and the data was analysis by using SPSS version 20.0.

1. To find out the students' motivation score and level using or without using questioning technique, the researcher used percentage formula. In according to Evroro and Sylvanus (2015), utters that we use the formula to find out the percentages and the level or scores. The data analysis was initially conducted by using Microsoft Excel 2019. After the data were submitted and completed, they were further analyzed by using SPSS (Statistic Product and Statistics Solution) version 22 from IBM Corporation (2013). The researcher used descriptive statistics to determine student's scores. Descriptive statistical analysis incuded the mean, standard deviation, and range of the pre-test and post-test results in both measurements (Creswell, 2014).

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2. To examine whether there was a significant difference in students' motivation in English classroom learning activity at SMP IT Tahfidz Shohibul Qur'an, Kampar, before and after being taught using Questioning Technique, inferential statistical analysis was applied. In analyzing the data, the researcher used the pre-test and post-test scores. To answer this research question, the researcher analyzed the data using Paired Samples *t*-Test formula. An paired sample t-test determined whether there was a statistically significant difference in the mean scores for the two tests. Statistically, this analysis tested the probability that the two sets of the data terms it means that the researcher is testing the probability that the two sets of data came from the same population.

The researcher used SPSS (Product and Service Solution) version 22 to obtain the complete results, including the mean, the variance, and the accuracy of the test. After that, the researcher used Paired Samples t-Test. Statistically, the hypotheses were formulated as follows:

$$\mathbf{H_o : t_o < t_t}$$

$$\mathbf{H_a : t_o \geq t_t}$$

Description:

H_o is accepted if $t_o < t_t$ or there is no significant difference of the students' motivation between before and after being taught by using Teachers' Questioning Technique SMP IT Tahfidz Shohibul Qur'an, Kampar.

H_a is accepted if $t_o \geq t_t$ or there is a significant difference of the students' motivation between before and after being taught by using Teachers' Questioning Technique of SMP IT Tahfidz Shohibul Qur'an, Kampar.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of this research, the conclusions can be drawn as follows:

1. The students' pre-test motivation scores were classified in the "Good" category, indicating a moderate level of enthusiasm and engagement in English learning before the intervention.
2. The students' post-test motivation scores improved significantly, reaching the "Excellent" category, after the implementation of questioning technique.
3. The questioning technique applied during the learning process successfully enhanced the students' motivation and engagement in English language learning. The statistical analysis showed a significant difference between pre-test and post-test motivation scores. It confirming the effectiveness of questioning technique in improving students' motivation.

B. Suggestion

Based on the conclusions above, the suggestions are as follows:

1. For Teacher

a. Teachers should consistently apply questioning technique to stimulate critical thinking and increase classroom interaction.

b. Varied types of questions should be used, balancing between lower-order and higher-order thinking prompts.

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c. Teachers are encouraged to build a supportive classroom environment where students feel safe to answer and ask questions.
d. Continuous reflection and professional development regarding questioning technique are necessary to maximize their impact.

2. For School

a. Schools should facilitate regular workshops and training programs focusing on interactive teaching strategies, including questioning technique.
b. Classroom settings should be designed to encourage discussion and inquiry, promoting the effective use of questioning strategies.
c. Academic supervision should include assessments of teachers' use of questioning in evaluating teaching performance.
d. Schools should invest in educational materials and resources that support active, inquiry-based learning.

3. For Other Researchers

a. Future studies should involve larger and more diverse participant groups to strengthen the generalizability of findings.
b. Researchers are encouraged to study the long-term effects of questioning technique on broader academic performance indicators.
c. Comparative studies examining different types of questions (e.g., open vs. closed) in motivating students should be conducted.
d. Cross-cultural research should be explored to analyze how questioning technique impact learners in different educational environments.

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APPENDICES

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APPENDIX 1
Lesson plan

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RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMP IT TAHFIDZ SHOHIBUL QURA'N, KAMPAR
Mata Pelajaran : Bahasa Inggris
Kelas : VIII
Materi Pokok : Teks peristiwa sedang terjadi/sedang dilakukan. (present continuous)
Alokasi waktu : 4X40 menit

A. Kompetensi Inti (KI)

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, Negara dan kawasan regional.
KI 3 : Memahami dan menerapkan pengetahuan faktual, konseptual, procedural dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
KI 4 : Menunjukkan keterampilan menalar, mengolah, dan menyajikan secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif dalam ranah konkret dan ranah abstrak sesuai dengan yang di pelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.5 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang sedang di lakukan/ terjadi pada saat ini	• Mengidentifikasi beberapa kejadian, kegiatan, yang sedang berlangsung pada saat ini. • Melengkapi kalimat dengan jawaban berupa ungkapan- ungkapan yang di ambil teks, dengan ejaan dan tanda baca yang benar. • Mengajukan pertanyaan dan jawaban tentang kegiatan/peristiwa yang sedang berlangsung pada saat ini.

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Kompetensi Dasar	Indikator Pencapaian Kompetensi
sesuai dengan konteks penggunaannya (perhatikan unsur kebahasaan present continuous).	• Mengidentifikasi kesibukan beberapa orang dalam teks-teks pendek dan sederhana dengan menyebutkan apa yang sedang di lakukan saat ini.
4.5 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang sedang di lakukan/terjadi pada saat ini dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	

C. Tujuan Pembelajaran

- Mengidentifikasi social function, structure dan languange features kalimat present continuous tense.
- Memberi dan meminta informasi terkait keadaan/kegiatan yang sedang berlangsung pada saat ini (present).

D. Materi Pembelajaran

Fungsi Sosial

Mendeskripsikan dan menjelaskan tentang beberapa kejadian melalui gambar. Dapat mencakup penggunaan kalimat positive, negative and introgative dalam present continuous tense.

Topik

Kegiatan dan kejadian yang sedang berlangsung di rumah, sekolah dan sekitarnya.

E. Metode Pembelajaran

- Brainstorming
- Tanya jawab siswa dan guru
- Lembar kerja peserta didik

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F. Media/alat, Bahan, dan Sumber Belajar

1. picture and ppt.
2. Alat : Infocus
3. Sumber Belajar : Buku siswa

G. Kegiatan Pembelajaran

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan Meeting 1. Pre-test	1. Peserta didik merespon salam dan sapaan Pendidik 2. Pendidik mengecek kesiapan peserta didik dan ruangan dalam melakukan pembelajaran. 3. Peserta didik berdo'a. 4. Pendidik mengecek absensi. 5. Pendidik memberikan ice breaking 6. Pendidik memberikan kata motivasi 7. Pendidik memberikan brain storming terkait materi menggunakan media gambar.	10 menit
Meeting 2 Meeting 3 Meeting 4 Post-test	Sebelum memulai pelajaran guru bertanya kepada siswa secara acak, terkait materi yang akan di sampaikan. 1. Pendidik menampilkan beberapa gambar, dan peserta didik membuat dialog dengan teman sebangku, menggunakan key expression - What are you doing? - What is he/she doing? - What are they doing? 2. Teacher memberikan penjelasan about present continuous tense. Explain pattern and example of present continuous tense. 3. Teacher bertanya tentang materi yang telah di sampaikan kepada siswa dengan lisan, siapa yang tercepat akan di beri nilai tambahan. 4. Teacher memberi pertanyaan secara tertulis dan siswa menjawab secara cepat dengan maju ke depan kelas. 5. Terakhir teacher bertanya di end of the class tentang semua materi yang sudah di sampaikan. Dan siswa menjawab secara berebutan. Dan teacher memberi tugas terakhir secara berkelompok.	4 meetings

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H. Penilaian

1. Sikap

   Observasi siswa dalam belajar dan memahami pelajaran.

2. Pengetahuan

   a. Tes lisan

   b. Tes tulis

3. Keterampilan

   Praktek membuat kalimat positif,negatif dan pertanyaan dari present continuous tense.

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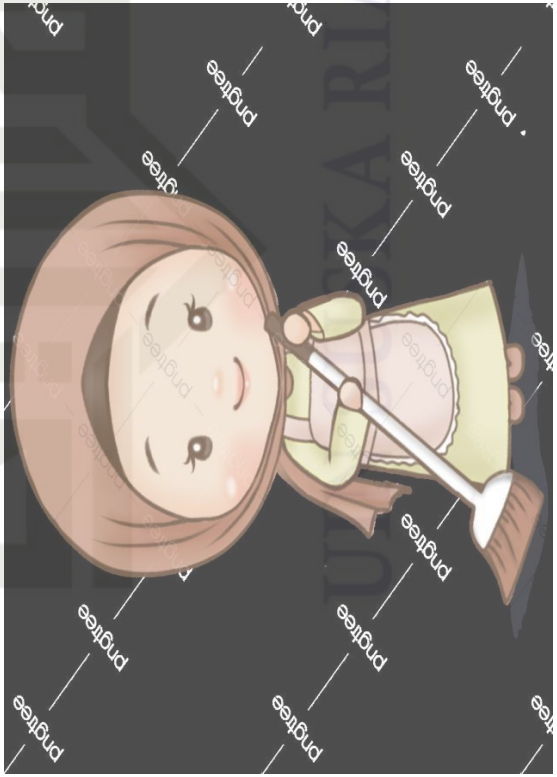
LAMPIRAN BAHAN AJAR

PRESENT CONTINUOUS TENSE



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A. LKPD 1

Fill in the blank with correct form of be (am,are,is)!!

1. Anisa….. Cooking fried rice in the kitchen.
2. …. You writing a letter right now?
3. I … listening the music at the moment.
4. Susan and lira… not watching television.
5. Nabila and I … cleaning the house.

B. LKPD 2

Fill in the blank with correct answer on the side!!

1. I …… TV at the moment.
2. We a book.
3. She the piano.

4 are talking very loudly!

5. My sister The bathroom.
6. They In the pool.
7. We…… English at the moment.
8. I In the car now.
9. His brother A test at the moment.
10. I …… breakfast now.

C. Answer :

- Are reading
- They
- Is cleaning
- Am waiting
- Are speaking
- Am watching
- Am making
- Is writing
- Is playing
- Are swimming

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APPENDIX 2
Instrument of the research

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INSTRUMENT OF THE RESEARCH

Questionnaire Table: Motivation in Learning English

This questionnaire is designed to assess the intrinsic and extrinsic motivations for learning English, based on Gardner's (1982) framework. Please indicate your level of agreement with each statement below.

Name :

Indicator	Statement	Strongly Agree (SA) (Sangat setuju)	Agree (A) (Setuju)	Neutral (N) (Netral)	Disagree (D) (Tidak setuju)	Strongly Disagree (SD) (Sangat tidak setuju)
Intrinsic Motivation	1. Self-Desire - I enjoy learning English because I genuinely want to improve my skills. (saya senang belajar bahasa inggris karna saya sungguh sungguh ingin meningkatkan keterampilan saya.)					
	2. Self-Desire - I study English even when it is not required because I find it interesting. (saya belajar bahasa inggris bahkan ketika tidak di wajibkan karena saya menganggapnya menarik).					
	3. Satisfaction - I feel a sense of achievement when I successfully understand English lessons. (saya merasakan suatu pencapaian ketika saya					

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Indicator	Statement	Strongly Agree (SA) (Sangat setuju)	Agree (A) (Setuju)	Neutral (N) (Netral)	Disagree (D) (Tidak setuju)	Strongly Disagree (SD) (Sangat tidak setuju)
	berhasil memahami pelajaran bahasa inggris)					
	4. Satisfaction - Learning English gives me personal satisfaction regardless of my grades. (belajar bahasa inggris memberikan saya kepuasan pribadi tanpa memperdulikan nilai saya.)					
	5. Challenges/Competition - I enjoy challenging myself to learn more difficult aspects of English. (saya senang menantang diri saya untuk belajar aspek yang lebih sulit dari bahasa inggris)					
	6. Challenges/Competition - Competing with my peers in learning English motivates me to improve my performance. (bersaing dengan teman sebaya dalam belajar bahasa inggris memotivasi saya untuk meningkatkan prestasi).					
	7. Good Habits - I consistently allocate time to practice English because it is part of my routine. (saya konsisten mengalokasikan waktu untuk berlatih bahasa inggris karena itu adalah					

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	bagian dari rutinitas saya).					
	8. Good Habits - I regularly read English texts or watch English videos to build a positive learning habit. (saya teratur membaca teks bahasa inggris dan menonton video dalam bahasa inggris untuk membangun kebiasaan belajar yang postif.)					
	9. Awareness - I recognize the importance of learning English for my personal and professional future. (saya menyadari pentingnya belajar bahasa inggris untuk diri saya dan masa depan yang professional).					
	10. Awareness - I am aware that improving my English skills will open up more opportunities for me. (saya sadar bahwa meningkatkan kemampuan bahasa inggris saya akan membuka lebih banyak peluang bagi saya.)					
Extrinsic Motivation	1. Praise - I feel motivated when my teacher praises my performance in English.					

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	(saya merasa termotivasi ketika guru saya memuji penampilan saya dalam bahasa inggris).					
	2. Praise - Positive feedback from others motivates me to put more effort into learning English. (umpan balik yang positif dari orang lain memotivasi saya untuk lebih berusaha dalam belajar bahasa inggris).					
	3. Advice - I am encouraged to study English when my teacher gives constructive advice. (saya termotivasi untuk belajar bahasa inggris ketika guru saya memberikan nasehat yang membangun.					
	4. Advice - Advice from my parents or friends inspires me to learn English. (nasehat dari orang tua saya atau teman teman saya menginspirasi saya untuk belajar bahasa inggris).					
	5. Teacher, Parents, Environment - My teacher's enthusiasm for teaching English motivates me to learn. (antusias guru saya dalam mengajar bahasa					

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Indicator	Statement	Strongly Agree (SA) (Sangat setuju)	Agree (A) (Setuju)	Neutral (N) (Netral)	Disagree (D) (Tidak setuju)	Strongly Disagree (SD) (Sangat tidak setuju)
	inggris memotivasi saya untuk belajar.)					
	6. Teacher, Parents, Environment - My family and friends support my efforts to improve my English skills. (keluMarga dan teman saya mendukung usaha saya saya untuk meningkatkan kemampuan bahasa inggris saya).					
	7. Reward - I am motivated to perform better in English when I know there is a reward involved. (saya termotivasi untuk berprestasi lebih baik dalam bahasa inggris ketika saya tahu ada imbalan/hadiah).					
	8. Reward - Receiving rewards for good performance in English encourages me to work harder. (menerima penghargaan untuk penampilan yang baik dalam bahasa inggris mendorong saya untuk bekerja lebih keras.)					
	9. Punishment - I study English more seriously to avoid punishment or criticism. (saya belajar bahasa inggris lebih serius untuk menghindari hukuman dan kritik).					

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	10. Punishment - Fear of failing in English motivates me to put in more effort. (takut gagal dalam bahasa inggris memotivasi saya untuk berusaha lebih keras.)					

References

Gardner, R. C. (1982). Social psychology and second language learning: The role of attitudes and motivation. Edward Arnold Publishers.

Deci, E. L., & Ryan, R. M. (1985). Intrinsic motivation and self-determination in human behavior. Springer Science & Business Media.

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APPENDIX 3
Recommendation later

APPENDIX 4
Documentation

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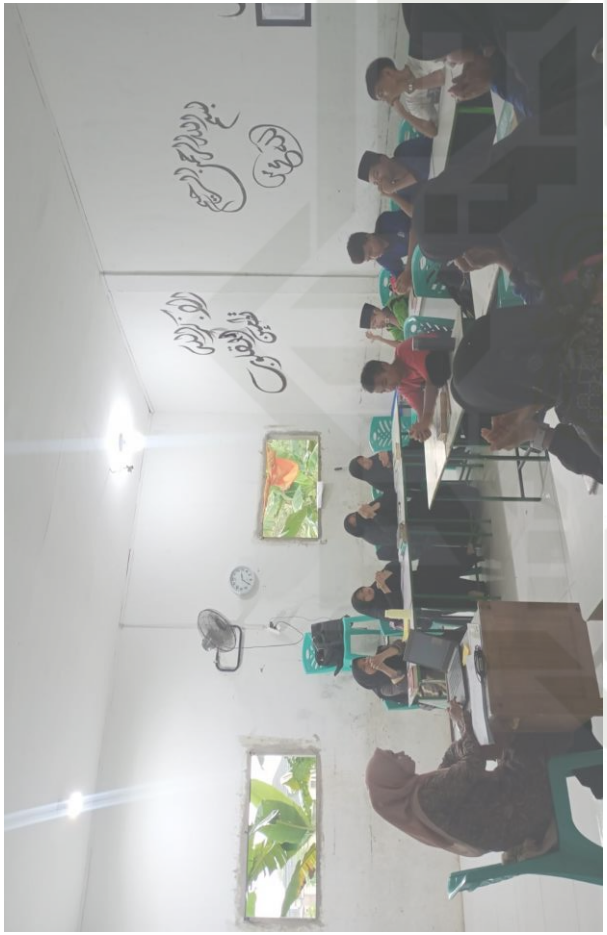
DOCUMENTATION



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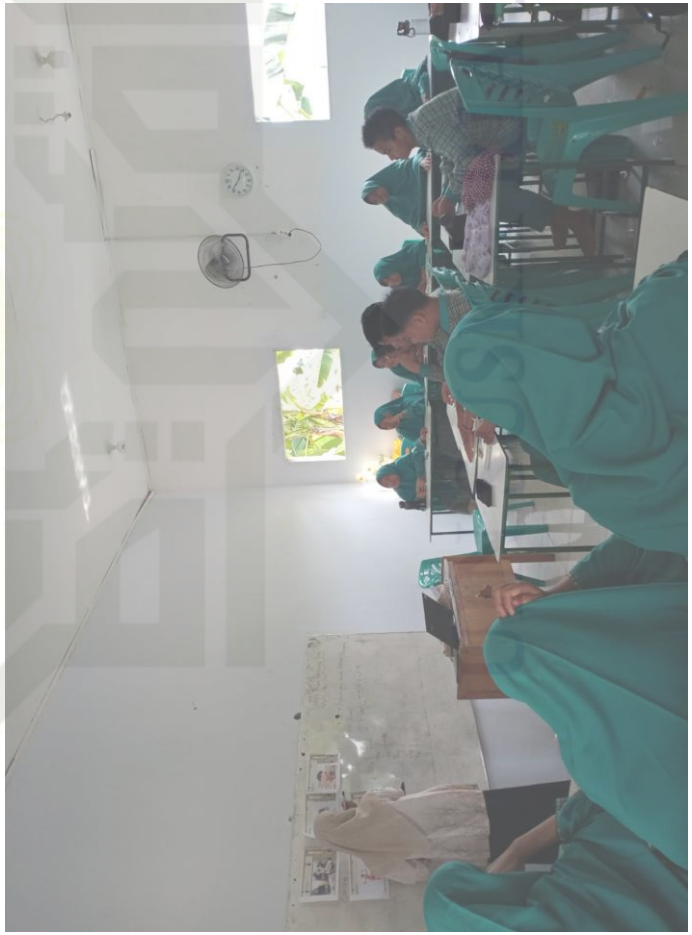

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APPENDIX 5
Curriculum Vitae

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CURRICULUM VITAE

Disa Oktora Sakinah was born in Pendalian IV Koto, Rohul, October 7th 2000. She is the first daughter of Mr. Sidik (alm) and Mrs. Salbiah. In 2013, she has finished her study at SDN 001 Pendalian IV Koto. In 2016, she finished her study at SMPN 1 Pendalian IV Koto. And continued to SMAN 2 Bangkinang Kota.

In 2019, she was accepted to become one of the students in Department of English Education, Faculty of Education and Teacher Training, Uin Suska Riau. In 2022, she did KKN program in Kampung Bunga, Indragiri Hulu. Then, she did teach practice program (PPL) at Mts Negeri 3 Pekanbaru, on September-December 2022. To fulfill one of the requirements for bachelor degree in Department of English Education, she conducted the research on February 2025 by the thesis entitled "*The Use of Teachers' Questioning Technique in Teaching English: Its Effect on Students' Motivation in Classroom Activities at SMP IT Tahfidz Shohibul Qur'an, Kampar.*"

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