

**TEACHER QUESTIONING STRATEGIES: TO IMPROVE
STUDENTS' MOTIVATION IN ENGLISH CLASSROOM
LEARNING ACTIVITY**

THESIS



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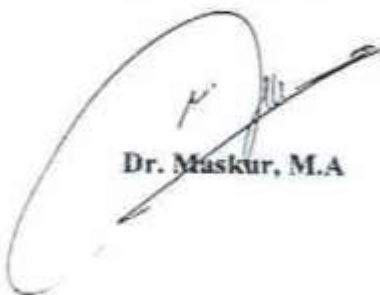
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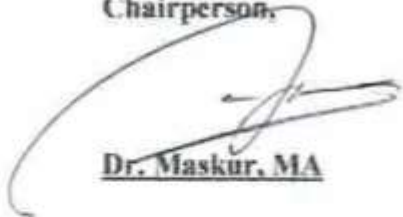
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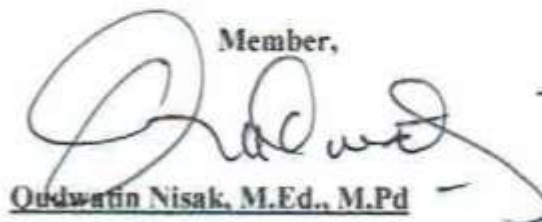
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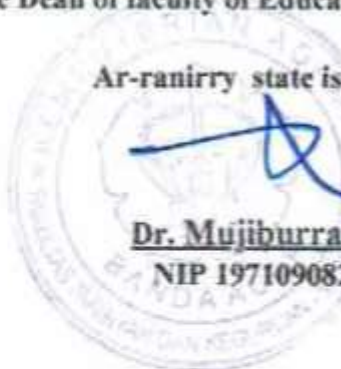
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The writer

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Motivation in English Classroom Learning Activity.

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ABSTRACT

Syarifah Rahmah :Teachers' questioning strategy: To improve students' motivation in English classroom learning activities. Theses department of English education, faculty of Tarbiyah and teachers training, Arraniry state islamic university, 2017.

Advisor : Dr. Maskur MA
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Keywords :English Teachers' question, Questioning strategy, and Students' motivation.

The objective of this research is to find out the teachers' questioning strategy in teaching English at SMPN 8 Banda Aceh and to know the improvement of students' motivation in learning English through teachers' questioning strategy. The approach of this research was qualitative one. The research took 2 subjects of participants; there were 3 English teachers and 10 students of SMPN 8 Banda Aceh. Data collection of this research was conducted through recording, observation and interview. The writer used narrative analysis to analyze the data. The result of data analysis showed that the teachers used questioning strategies by applying some types of question and performing the type questions in each season of teaching. Using probing and factual question in asking question were dominant. It depends on the material that teachers transferred to students. Otherwise, divergent and higher order question, it used only few time by teachers. The teacher also applied other strategies, it was repeated the questions, emphasis the question, translated into Bahasa Indonesia or mixed the questions, get closer to student, and gave reward to the students. The research finding also showed the positive effects from the use of questioning strategies which were applied by the teachers in English classroom learning activity and also improved students' motivation in learning English. It means teachers' questioning strategy are accepted by them, both teachers and students. The interpretation of data is teachers' questioning strategy : To improve students motivation in English classroom learning activities are more effective in improving students' motivation in learning English. Finally, based on the finding of the research the writer gave some suggestion. She hopes this research will be useful for improving of education in indonesia.`

CHAPTER I

INTRODUCTION

A. Background of Study

Using questions to teach is one of the strategies that has been applied for centuries. According to Gattis (2002:41, as noted by Sujariati, Rahman and Mahmud, 2016) a question is one of the most important tools in guiding and extending students' learning. It can help the teachers develop their own strategies to improve the students' work and thinking. Teachers often use questions to stimulate the recall of prior knowledge, to promote comprehension, and to build critical thinking skills during a teaching and learning process. That is why questions have become a popular way in teaching and learning activities. Indeed, questions are varied, but the right questions are to promote learning and to motivate students to learn more not to test them by asking the question when they are not ready. Poor questions can demolish learning, can create confusion, can intimidate students, and can reduce their creative thinking. That is why teachers need the strategy to create an effective question to motivate their students in a learning process.

In teaching and learning process, there are some strategies that can be applied by the teachers in improving students' motivation in learning English. One of the strategies is a questioning strategy. Questioning strategy is the question that is asked by the teachers to motivate the students in a learning activity. Harvey (2000) has

argued that “questioning strategy is most effective when it allows students to become fully involved in the learning process”. It means that the students would be motivated in a learning when teachers use a questioning strategy in learning activity.

This strategy has become an important strategy to help teachers to motivate their students during teaching and learning activities. By applying questioning strategy, the teachers know what they are going to ask to their students at a classroom learning activity. Moreover, the questions strategy the teachers apply must be interesting questions in order that students want to respond and to make them motivated in learning English. In order to be sure that questions would grab students’ attention, the questions should be open-ended, with more than one viable answer. Such the questions would stimulate thought and lead to discussion or debate, which in turn would lead students into learning new information.

Asking a good question in teaching and learning activity would motivate students to study hard if it is a good question given at an appropriate time. In this case, the students would prepare themselves and would follow teaching and learning process. But, in a reality, most questions asked in the classroom are not based on the real needs or interests of either teachers or students. Sometimes between teachers and students got nothing after asking and giving questions process. The effective questions are not just asked as stated by Chuska (1986). They have to be designed, much thought to be invested in planning questions to meet specific outcomes.

This also should happen at junior high school SMPN 08 Banda Aceh where teachers also should apply questioning strategies during teaching and learning process to improve students' knowledge and students' motivation in learning English. Recent research on questioning in teaching English based on teacher's questioning strategies in the classroom interaction by Chaudron (1988) said that "the tendency for teachers to ask many questions has been observed in many observation". It means the students are interested in learning process when teacher engaged the students by using teacher questioning strategies. Sujariati, Qasas and Mahmud also did a research about English teachers questioning strategy in ELF classroom at SMAN 1 Bontomarannu and the result of the observation showed that the teachers used questioning strategy by applying some type of question and performing the type of questions in each session of teaching. The research finding also showed the positive effect from the use of questioning strategy which was applied by the teachers in ELF classroom.

In this case the researcher also did a research at Junior high school of SMPN 08 Banda Aceh about teachers questioning strategy. But, in in this reseach, the reseacher used teachers questioning strtegy to know teachers questioning strategy at SMPN 08 Banda Aceh and the improvement of students' motivation when through questioning strategy in English classroom learning activity.

B. Research Questions

Research question is the main key to direct a research project; it takes place as guidelines in conducting research. According to background of study the research questions were briefly stated as follows:

1. What are the teachers' questioning strategies in teaching English at SMPN 8 Banda Aceh
2. Do the teachers questioning strategy improve students' motivation in learning English?

C. Research Aims

This research would be aimed at finding out:

1. To know teachers questioning strategy in teaching English at SMPN 8 Banda Aceh.
2. To find out the improvement of students' motivation in learning English through teachers' questioning strategy.

D. Significance of Study

The significance of the study is related to the result of this research that were expected two significant factors : first, the researcher hope this reseach provide useful

information which can give contribution in English teaching and learners. Second, this research can be used as a source of information to increase the teacher questioning strategy in teaching learning process and also the research can give knowledge of how to make teacher questioning more interesting and motivate students to study well

E. Research terminologies

To avoid possible misunderstanding and misinterpreting of this research, it necessary to clarify some of the term as following:

1. Question

A question is any sentence which has an interrogative form or function. In classroom learning activities, teachers' question are defined as instructional cues or stimuli that convey to students the contents elements to be learned and directions for what they are to do and how they are to do it.

A question in this study is the one which is applied by a teacher in teaching English at SMPN 08 Banda Aceh. This question is given orally or spoken.

2. Questioning Strategy

Questioning strategies are the ways which are used to ask something to the students in acquiring a purpose in teaching and learning process.

Questioning strategy in this study is the one which is applied by teacher in teaching and learning process at SMPN 08 Banda Aceh to improve students' motivation in learning English.

3. Motivation

Motivation is factor determining the extent of students' desire to do an activity.

The meaning of motivation in this study is an internal support that pushes students to learn English lesson when teachers apply questioning strategy in English classroom learning activity.

CHAPTER II

LITERATURE REVIEW

A. Definition of Question

A question is any sentence which has an interrogative form or function. In classroom learning activities, teachers' question are defined as instructional cues or stimuli that convey to students the contents elements to be learned and directions for what they are to do and how they are to do it. According Wragg and Brown (2001) question is an essential element in the design of instruction and facilitation learning. Farmer (2006) also stated that question is a skill to bridge the unknown to known knowledge route. That is why asking question in classroom learning activities is important things that should to do.

Asking question during teaching and learning process is popular method that used by teacher. Harlen and Qualter (2004) stated that teachers' question play a role in every phase of students' scientific investigation. It means questions could facilitate students' exploration of scientific phenomena and development process skill. Research has shown that teacher ask a high frequency of questions. In 1967, Schreiber found that fifth grade teachers asked about 64 questions each during 30-minutes social studies lesson. Floyd (1960) developed a study with 40 elementary teachers and found that these teachers asked 93 percent of all classroom questions as

stated in Albelgaria Patricia (2011). These numbers confirm the results obtained by Stevens in her precursor study about classroom questioning conducted in 1912. More recently, Kerry (2002) reinforces these numbers referring that if teachers ask an average of 43.6 questions per hour, in an average career they are likely to ask about 2 million questions.

Moreover, even question is most popular tool that always use by teacher in teaching learning process, even if teacher ask a huge number of question per class, the questions posed are consistently of the same kind. Teachers ask typically low level questions, requiring mainly memory. The finding of teacher's characteristic use of low cognitive level questions has been verified in all school level (from elementary school to university) and in a variety subject areas.

To sum up, teachers spend a large percentage of their communication time asking question it is pertinent to ask: why do teacher ask question? What the function of teacher's question? According to Brown and Edmonson (1985 as stated by Patricia-Almeda 2010) teachers used questioning fundamentally to check understanding and knowledge to aid teaching, to diagnose students' difficulties, to recall facts, to test knowledge, to direct attention, and to maintain control. Kerry (2002) argued that the most frequent function of teacher's question is recall – usually 60 percent or more of all teachers' question. Management questions may between 12 and 30 percent. Surprisingly, teachers seem to be not aware of this discrepancy and always ask the

same kind question in classroom learning activities and the result at the end of class, the students cannot improve their knowledge and ability.

B. Definition of Questioning Strategy

The term of questioning strategy comes from two worlds, question and strategy. Question means asking for something to get information. Moreover, Cotton, K (1998) defined question as any sentences which has interrogative form or function. In the other definition Linch (1991) defined that question is a command or interrogative expression used to elicit information or a response or to test knowledge. The term of questioning strategies have been long to be known in teaching and learning process. As a result there are several definitions about questioning strategy.

Questioning strategies are the ways which are used to ask something to the students in acquiring a purpose in teaching and learning process. Guest (1985) stated that questioning strategy is one of the important tools to convey students' learning which can help teachers develop their own strategies to enhance the students work and thinking. In the other word Harvey (2000) defined that questioning strategy is most effective when it allow students to become fully involved in the learning process.

According to Chin (2007) questioning strategy is characterized by flexibility as the teacher adjust questioning based on students respond in order to engage students in higher order thinking. Harvey (2000) explained that questioning strategy is most

effective when it allow students to become fully involved in learning process. It means teachers should think how to create the strategic questioning in their lesson plan before teaching and learning process.

C. Type of questioning strategy

The fundamental important of questioning strategy during class process is to make it easier to implement a variety teaching method and technique. There are varieties of questioning strategies to help students take more responsibility for their own learning and engage the teaching and learning process. The key of teachers questioning strategy is to create learning environment that are more interactive, active and collaborative. Teachers also used teachers questioning strategy as a part of the assessment of learning in order to determine how the best structure, organize and prevent new learning. However, research has found that many teachers wait for 0.9 seconds before seeking the answer. Developing questioning strategy require much greater emphasis on the time provided for students to think individually, collaboratively and deeply to enable them to develop answer and to share better answer. This will improve their skill and engagement. According to P.E Blosser (1975) the major type of questions fall into categories, they are

1. Managerial, question which keep the classroom operating moving.
2. Rhetorical, questions used to emphasize a point or to reinforce an idea or statement.

3. Closed, questions used to check retention or to focus thinking on a particular point.
4. Open, question used to promote discussion or student interaction.

There are many difference kind of question and that each is important. All of kind questions must balance to create an effective questioning process in classroom learning activity. Johns (2007) stated that teachers who are good questionnaire could motivate their students, stimulate high level thinking, encourage creativity and enhance self-concept in their students themselves.

According to P.E Blosser (1975) there are several questioning strategy that can be applied by the teacher during the class such as probing question, factual question, divergent question, and higher order question. This following list is the list of questions type that teachers can use to analyze their questioning strategies and develop a variety of question to think.

a. Probing question

Probing question is a series of question which require students to go beyond the first response. Subsequent teachers' questions are formed on the basic of the students' respond as stated by P.E Blosser (1975). In such a case Jacobsen and Dulany (1980)

define that probing is a question technique where students more active give the answer and supply much information to get more inclusive answer.

In applying this strategy, teachers have identified the redirection and the prompting technique. The former involves increase number of students and the latter deals with incorrect response. An additional situation arises when the students' reply is correct but insufficient because it lacks depth. Let's take a close look at this strategy in action.

The teacher begin, "do you think trees are important to the land" (pause)
"Amelia?"

"Yes."

"Why, Amelia?"

"Because they help hold things together."

The aim of this strategy is to get the students to justify or further explain their response thereby increasing the depth of the discussion. It also helps to move students away from surface responses. All too often, teachers do not take their students beyond the simple yes or no correct answer response. Teachers need to provide their students with increased opportunities to process information, to deal with the why, the how, and the best upon what. In other word the students not only

gains experience in dealing with higher level task, but also experience a greater feeling success.

In this strategy, probing question is divided into two technique, they are redirecting and prompting. According to Jacobsen and Dulaney (1980) redirection is a method which reduces teacher talk and seeks to eliminate individual domination of class discussion. In the other word, this technique allows for maximum students verbal interaction. In addition, it can be used to call non-volunteer, hence distributing the discussion even further. Let's take a close look at this technique in an action.

Teacher: "what are them of Hemingway old man and the sea?"

Samuel: "Its abound old man's courage in catching a fish."

Teacher: "ahmad do you agree?" or "Ahmad can you elaborate Samuel's answer."

In this case, the teacher will redirect the same question to other students to get various answers. This strategy can create an active classroom learning activity; also it can motivate students to show their confidence and ability. Difference with redirection, prompting is given a clue by the teachers to complete students answer. According to word reference.com (2006) prompting is providing hints or clues to elicit response. In classroom learning activity, not all of students will give a correct answer when teacher asked a question. Usually the student who was unable to respond often become confused and physiologically removes from the discussion. That is why teacher have stressed desirability of total involvement, but how can

teachers deals with students who cannot answer the question or whose response are wrong? The following sequence between a teacher and one student deal with this problem.

Teacher: "Sella, what is the square root of 94?"

Sella: "I don't know"

Teacher: "well, what is the square root of 100?"

Sella: "Ten"

Teacher: "then, what do we know about the square root of 94?"

Sella: "it's between nine or ten."

The above demonstrate the technique refer to as prompting and involves the use of hint or clues which are used to aid the students in responding successfully. This method can also be employed when a response is incorrect.

b. Factual question

Factual question is question which requires the students to recall specific information students have learned as stated by P.E Blosser (1979). This strategy is modeling simple exploratory question to gather information. In this type of questioning strategy teacher will use several type of question, such as what, who,

where, when and why to set out simple information gathering response base on the information provided.

The advantage of this questioning strategy is to encourage students to rehearse enquiry and comprehension, can extend into reasoning and hypothesis. And also it will create an inquisitive disposition and thinking or self-reflective approach to learning. In factual question there are two type of factual question they are simple bits of information and fact organize into logical order (sequence of event).

According to Jessica (2008) the function of factual question are to delivery simple bit information, and to answer fact organize into logical order. Here is the example.

a. Simple bit of information

Teacher: "Who was the leader of the Free French forces during W.W.II?"

"Who is the main character in Margaret Mitchell's novel, Gone with the Wind?"

"During which century did Shakespeare live?"

"What is the Spanish verb meaning to run?"

b. Fact organizes into logical order.

"What are the steps a bill goes through before it becomes a law?"

"How were the American and French forces able to bottle up Cornwall and the British at Yorktown?"

"How did Robinson Crusoe react when he discovered footprints in the sand?"

"What is the commercial method for producing hydrochloric acid?" Those example are taken from the book of Teachers' questioning strategy by Blosser (1980).

c. Divergent Question

According to Jacobsen and Dulaney (1980) divergent question is questions that allow students to arrive at a variety of unique response not completely determine by known and remember information. P.E Blosser (1979) also defined that divergent question as question with no right or wrong answer, but which encourage exploration of possibilities. Require both concrete and abstract thinking to arrive and appropriate response.

Example:

"What might happen if Congress passes a law preventing the manufacture and sale of cigarettes in the United States?"

"How would the story have been different if John had been a tall, strong boy instead of disabled?"

"If you were stuck on a desert island and the only tool you had was a screwdriver, what use might you make of it?"

"In what ways would history have been changed had the Spanish Armada defeated the English in 1588?"

In this strategy, teachers will notice that a number of students have responded in various ways to the questions posed by the instructor. The questions were such that it was impossible for the students to supply a single, correct response. None of the responses were exactly correct, yet none could be called incorrect. To sum up, divergent questions allow for a variety of acceptable and appropriate responses. In addition, they generally require a higher level of response.

d. Higher Order Question

According to P.E Blosser (1978) higher order questions are questions which require students to figure out answers rather than remember them. They require generalizations related to facts in meaningful patterns. The aim of using this strategy was pointed out in a study by Hunkin (1969) in which the use of these questions resulted in an increase in higher levels of achievement with no decrease in the lower levels. Let's take a look at a scenario and see how a teacher frames higher level questions.

Higher order questions require students to think at a deeper level and to elaborate on their oral response to literature as stated by Peterson and Taylor (2012). When a teacher asks a higher order question they may find that the questions are difficult for

students to answer or that students only give simple or two word answers. The teacher could then respond by modeling how to give a higher order response.

- a. Evaluation: Requires judgment, value or choice based upon comparing of ideas or objects to established standards.

Ex: "Which of the two books do you believe contributed most to an understanding of the Victorian era? Why?"

"Assuming equal resources, who would you, rate as the most skillful general, Robert E. Lee or Ulysses S. Grant? Why?"

- b. Inference: Requires inductive or deductive reasoning

Inductive: Discovery of a general principle from a collection of specific facts.

Deductive: Logical operation in which the worth of a generalization is tested with specific issues.

Ex: "We have examined the qualities these world leaders have in common. What might we conclude, in general, about qualities necessary for leadership? Why?" (Inductive)

"If the temperature of the gas remains the same, but gas is taken to an altitude of 4000 feet higher, what happens to the pressure of the gas? Why?" (Deductive). As stated by Blosser (1980) in his book teachers' questioning strategy.

- c. Comparison: Requires student to determine if ideas/objects are similar, dissimilar, unrelated, or contradictory.

Ex: "Is a mussel the same thing as a clam?"

"What similarities and differences exist between Lincoln's Gettysburg Address and Pericles' Funeral Oration?"

"What is the connection between Social Darwinism and the Supreme Court actions of the late nineteenth century?"

D. Teacher's questioning strategy

Asking students a question before beginning the class can encourage students to tap their existing mental models and build upon the previous knowledge. McKenzi (2005) had argued that asking the right question in a particular situation can improve a whole range of communication skill. For example, it can gathered better information, learned more, build stronger relationships, managed people more effectively and helped each other. Teachers can ask students questions to make students know and realize about the topic. In turn, it is hoped that student will ask the follow-up question and engage the discussion. Therefore, by encouraging students to ask questions, teachers provide opportunities for students to become actively engage in the learning process while also developing valuable Metacognitive skills that will benefit students the rest of their live.

Discussing about teacher questioning strategy in improve students motivation in English classroom learning process, Hilda taba (1966), in her book "In teaching strategies and cognitive functioning in elementary school children" she stated that instructional strategy should follow developmental sequence to enable students' cognitive functioning to exceed what typically is expected of them. In her work with the contra costa California, Taba carried out her three levels cognitive mapping approach to questioning.

1. Concept development, which emphasize the equal important of attention to content and learning how to apply content.
2. The interpretation of data, which involve analyzing cause and effect.
3. The application of generalization, which call for extending generalizations.
Identifying trends and making predictions

When teacher ask higher questions and encourage explanations they help their students develop important critical thinking skill. By modeling good questioning and encouraging students to ask question of them, teachers can help students learn independently and improve their learning. Betts (1910) also stated that asking good questions is central to learning and sometime can be more important than getting the answer, particularly when the questions encourage students to think critically.

According to Eble (1998) teachers' questioning strategy can be apply in three seasons: questions play at the beginning, questions play at the middle of teaching, and the question plays at the end after teaching in the classroom. It means question are

used frequently at the end of the lesson, but sometime at the beginning and the middle of teaching the question are also used. Furthermore the questions are applied in each section based on function.

Addressing questioning before teaching and learning process is to establish a mental set with which students' process the teaching and learning experience as stated by Marzano, Pickering and Pollock (2001). Questions should play a central role in learning process. On the other hand, students cannot develop their thinking abilities unless they feel safe. They need to know that they can share their feeling and their thought without being ridiculed.

Questioning at the middle is very effective in producing achievement, it gains more than instruction carried out without questioning students. An oral question is suitable used for during class teaching and learning process because it more effective in fostering learning than are written question. Oral question can create students' critical thinking. Critical thinking rest on students' ability to ask incisive and penetrating question that get beneath the surface of a topic and reveal its complexity and subtlety. According to Berman (2001) developing this skill means paying close attention to the students' question and modeling questioning ourselves.

According to Eble (1988) questioning at the end of 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 have been running well or not.

E. Why questioning strategy is used

Many reasons why teachers asked questions to their students, either the question are addressed to test students' ability or to engage them into class discussion. Elis (1992) proposed two reasons why teachers asked questions in their classroom. First, questions require respond. When students respond the question, teacher could give some feedback which can be used to adjust content and expression in subsequence teacher talk. Second, question serve as a device controlling the progress of the interaction through which a lesson is enacted.

Why do we ask question? According to Richard and Smith (2000) teachers asked question to their student are to access information, to analyze information and to draw some conclusion. Other factors why teacher should use questioning strategy in teaching and learning process because question not only as a thing to get an answer. But the function of question are also to motivate, to test, to assess, to revise, to explore, to explain, to encourage, to control and to students' understanding in learning process.

According to Mehan (1979) the traditional teachers used to ask questions by using recitation or the initiate-response-evaluate (I-R-E) model of questioning.

Although, this model can be an effective way to check for factual knowledge or recall, it typically does not encourage higher order thinking because this kind of model used to expect one right answer. When teachers ask a question to the students, teachers should ask to every student, get the right answer and then evaluate it. Each round of interaction involves one student at a time, with the teachers asking, evaluating and then moving on to other students. Cadzen (2001) explained that this model teachers typically talk about two-third of the time, spending an estimate 35-50 percent of their instructional time questioning students and asking one two three question per minutes.

A number of recent studies have begun to investigate the possibility of making classroom interaction more dialogic (e.g., Gibbon 2002; Nystrand 1997; Wells 1999). Learning is likely to more effective when students are active involved in a dialogue in which they are co-structor of meaning.

Teachers posed questions to students in order to engage them and elicit deeper-level thinking about the subject under discussion to art of asking question is the one of basic skill of good teaching as stated by Adler (2000). In other word question teachers used question to stimulate thinking about a concept and challenge students to attend to higher level of thinking appropriate to the content and learning outcomes. Dillon (1982) argued that teachers used question to develop critical thinking skills and nurture insight by exposing new or related relationship.

In conclusion, the purpose of teachers questioning in teaching and learning process are to engage students into discussion and to create an active class to make an effective teaching and learning process.

F. Definition of students motivation

In the simple definition, motivation is factor determining the extent of students' desire to do an activity. The term motivation is always use in the field of education. Because motivation is consider to be one of the most influential factors in learning and academic achievement. Maehr and Meyer as cited Brophy (2010) stated that motivation is an abstract and theoretical construct specifically to refer to the initiation, direction, intensity, persistence and quality of behavior, especially goal-directed behavior. Brown (1987) also defined that motivation it as inner drive, impulse, and emotion or desire that move one toward a particular action.

In various fields of study, such as social psychology, educational psychology and language learning, motivation has been well-researched and widely discussed. Moreover, since is a complex construct that appear to be simple on the surface, it has been impossible for theorist to reach consensus on single definition. William and Burden (1997) stated that motivation is a broad concept that cannot be easily condensed into one single definition. It becomes more complex when it comes language learning.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

According to James H. Mcmillan (2008) research is a process of gathering, investigating and analyzing the information or data systematically and directly from the specific source of data. In this research, qualitative approaches have been applied. Qualitative design was used to collect analyze the data. The data collected by using observation and interview.

The methods of this research is descriptive analysis which is used to get a systematic, factual, and accurate overview information about the fact, nature and relationship between the phenomena that are being investigated as stated by Goddard and Melville (2007).

The research took 2 subjects of participants; there were 3 English teachers and 10 students of SMPN 8 Banda Aceh. The teachers taught the English classes. They observed in two meetings and interview once and the students observed by using interview.

B. Brief descriptive of the location research.

SMPN 08 is the research location. Having his address Hamzah fansuri street number 1, kopelma darussalam, Banda Aceh, Aceh 23111. SMPN 08 Banda Aceh

since its establishment in 1979 is a superior school managed by Aceh education office with the vision of educating the future leaders of the nation who believe and piety to Allah SWT. The headmaster is Sawiyah. In additional, the school have twenty classes, included seven classes for first grade, seven classes in second grade and third grade have six classes. The student in SMPN 08 Banda Aceh have been 373 persons, included 194 males and 179 females.

C. Research Participants

The participants are those involved in a research. Mackey and Gass (2005) stated that the characteristics of the participants are depended on the kind of the research itself. In this research the participants are three English teachers and ten students from first grade at SMPN 08 Banda Aceh.

Three English teachers who taught English in the first grade at SMPN 08 Banda Aceh were Miss YL; who taught at class VII-3, Miss MR Y who taught at class VII-7 and Miss AW who taught at class VII-1. The researcher also chose ten students from the first grade at SMPN 08 Banda Aceh randomly.

D. Instrument for Data Collection

Schreiber and Abber-self (2011) have argued that an instrument is anything used to collect data. Instrument of the research is the tool or facility that is used by researcher for collecting data in order to get better result. To get an accurate data, this study used some instruments; classroom observation and interview.

1. Classroom Observation

According to Bailey (2001) as cited in Xiaoyan Ma (2008) classroom observation is the purposeful examination of teaching and/or learning events through the systematic processes of data collection and analysis. The main purpose of classroom observation is to know how often teacher use questioning strategy and the effect of teacher questioning strategy in classroom learning activity.

In this research, the researcher chose the observation to investigate teachers' questioning strategy in improving students' motivation in English classroom learning activity. The researcher observed three English teachers in three moving class for three meeting each class. In classroom observation were see real teacher teaching situation, look at students' enthusiasm, behavior, response and activity in teaching learning process. The researcher did observation in the class to collect the data by using recording and taking note.

2. Interview

Interviews are particularly useful for getting story behind a participant experience as stated by Mcnamara (1991). She added that by using interview method, the researcher can get the deepest information from the participants. In this research, the aim of interview is to collect information from the teacher about questioning strategies.

The result of interview analyzed by using theme and the researcher took the conclusion in each theme. Interviewing aimed to get the addition of information in response by implemented teacher questioning strategy to improve students' motivation in learning English. The results obtained determined to extent doing of the application of teacher questioning strategy to engage in the learning process and students' responses also teacher perception of using teacher questioning strategy during learning process.

In this research, the researcher gathered data by using three English teacher that have taught in moving class and 10 students to get information about their motivation in learning English. The researcher used semi-structure interview. It involved a series of open-ended question base on the topic areas the researcher want to cover.

According to Larsen-freeaman and Long (1991) the open-ended nature of the question defined the topic under investigation but provide opportunities for both interviewer and interviewee to discuss some topics in more detail. If the interviewee had difficulty answering the question or provided only a brief response, the interviewer could use clues to encourage the interviewee to consider the question further.

To conduct the interview, researcher had a list of standard questions that must be answer by all the interviewee and some additional questions base on the context of the participants' response. The interview was held face to face

and it was audio recorded easy to recall all information gained from the interviewee for later analysis.

E. Technique of Data Analysis

Data analysis is needed to know the result of the research. The technique of data analysis that was used in this research is narrative analysis. Narrative methods as a form of qualitative data analysis in which the researcher focus on how respondent execute order on the flow of strategy in their questioning strategy at English classroom learning activity. The researcher observed the teacher questioning strategy. In analyzing the interview data the researcher attempted to identify any information gained as the result of interview by interpreting the descriptive summaries of what participants have said or done.

CHAPTER IV

THE RESULTS AND DISCUSSIONS

A. Data analysis of classroom observation

According to Bailey (2001) as cited in Xiaoyan Ma (2008) classroom observation is the purposeful examination of teaching and/or learning events through the systematic processes of data collection and analysis. This section, describes the observation result of the implementing of using teachers questioning strategy to improve students' motivation in English classroom learning activity. In this study the researcher has revealed several points related questioning strategies based on observed classroom process in SMPN 08 Banda Aceh, namely:

Teacher I

In this research finding, the first subject as the first teacher was Mrs. YL she was an English teacher who taught at class VII-3. The observation was held on 17th and 27th October 2017 at SMP 08 Banda Aceh. Below are questioning strategy, questions type, teachers' question, the function and the activities during classroom observation.

Questioning strategy	Question type	Teachers' question	The function	The activities
probing	Open/closed question	Good morning, how are you students?	To refresh the students.	The teacher started the class.
Probing	Open/close	Did you don't	To make	Engaged the

	question	prayer subuh?	students focus on teacher.	students into discussion.
Probing	Open/close question	Do you still remember how to ask the day in English?	To brainstorm the whole class.	Engaged the students into learning process
Divergent question	Divergent question	What is birthday?	To get variety and unique response.	discussion
Factual question	Factual question	How do you ask your friends' birth day in English?	To recall specific information that students have learned.	Brains storming the students about the material that will explain at the day
Probing	Prompting	My name is YL and I was born in Banda Aceh at the twenty seven in 1973, so what is my birthday?	Teacher gave a clue to the students.	Checked students' understanding.
Probing	Prompting	If today is Thursday, what day is tomorrow lisa?	Teacher gave a clue to the students.	Assessed students' understanding.
Probing	Redirecting	How to say your friend birthday fauzan? How to say your friend's birthday siti?	Drilling students answered the question with the right answer.	Assessed students' ability.
Factual question	Factual question	What is month of today rani?	To get specific information	assessment
Factual question		What is ordinal number?	To recall specific information.	Assessment
Factual question		What is cardinal number?	To recall specific	Assessment

			information.	
Higher order question.	Comparison	What differences of cardinal and ordinal number?	To require students to determine if cardinal/ordinal are difference.	Assessment
Factual question	Factual	What day is after Sunday?	To get the true answer	Review the previous study
Factual question	Factual question	What day is before Friday?	To recall specific information	Review the previous study.
probing	Yes/no question	Have you finished answering the question?	To know students' activity	To check students work.
Divergent question	Divergent question.	What is your opinion about birthday in Islam?	To engage students into discussion.	Give some advised about birthday in Islam at the end of class.

The result of classroom observation described the use of teachers' questioning strategy in English classroom learning activity through applying several questioning strategy and using them in mostly season in the teaching process. The research finding showed that during teaching and learning process Mrs. YL used several questioning strategies. Probing; open/closed, prompting and redirecting and factual question were applied frequently in all season of teaching. But sometime Mrs. YL also used divergent and higher order question.. When she was questioning her students to know the students condition, she used open/closed question, for example she said: "good morning, how are you students?" (selamatpagianak-anak, apakabar?). The questioning was applied in the beginning to refresh the students. Before

beginning the class, the teacher also asked “did you don’t prayer subuh?” (apakah kamumelakukanshalat subuh?). The question included of open/closed question because the answer can be more than one answer or the students could respond by saying whatever they were fine or not, or they can also answer they did subuh prayer or not.

When teacher wanted to review the lesson that they have been learnt before, the teacher used prompting method, she gave a clue to make students remember what they have been learnt. For example, she asked “do you still remember how to ask the day in English?” (*siapa yang masih ingat bagaimana cara menanyakan hari dalam bahasa inggris?*). The question used to remind them what they had gotten from the previous lesson. If the students still did not remember, the teacher would give clues by using a song until students answered the question with the correct answer.

Then, the teacher continued questioning by asking “*bagaimana cara menanyakan ulang tahun kepada teman kita? Ada yang bisa menjawab?*” the teacher emphasized the question with certain topic which was about day, date, month and years which had been taught last meeting. Moreover, she repeated question by saying “my name is YL and I was born in Banda Aceh on May at the twenty seven in 1973, so what is my birthday? My birthday is on May at the twenty seven” (*namanya adalah YL, dan saya lahir pada tanggal 27 mai 1973, lalukah ulang tahun saya? Saya berulang tahun pada bulan mei tanggal 27*), the

teacher also wrote the sentences on the whiteboard. Then, she continued to ask the same question to the students by using redirecting strategy to get the different answer by asking the same question.

In this meeting, when Mrs. YL asked question to the students, she did not check students understanding, but she took the conclusion that the whole class understood about her question, for example she asked students “do you know what differences of cardinal and ordinal number?” (*apakah kalian tau apa perbedaan angka cardinal dan ordinal?*), but when students did not response to the question, she continued to other question such as “how to say your friend birthday fauzan?” (*bagaimana cara menanyakan ulang tahun temanmu Fauzan?*) In the other hand she did not explain clearly about the topic.

In the second meeting Mrs. YL also began the class by saying “good morning class, did you don't prayer today?” (*selamat pagianak-anak, apakah kalian melakukan shalat subuh tadi?*) And the whole class answered by various answer some of them answered yes they did prayer, and some of them also answered no with various reason. Before Mrs. YL asked about previous lesson, suddenly she got out from the class because one of her students gets trouble. So, in the second meeting she did not ask about previous lesson or brainstormed her students, and also she did not describe about the material that she would teach at the day

Based on research finding, Mrs. YL should repeat the questions to clarify the meaning sense of questions. To make students respond her question, she also had to mix the question by using Bahasa and Acehnese. Mrs. YL was good a teacher, she tried built students interest by using variety of question but when she tried hard, most of students did not get the sense of question that she asked. Mrs. YL also did not give opportunities to another student to correct the wrong answer and it minimized to create an active class.

Teacher II

In this research finding, the second subject as the next teacher was Mrs. MRY she was an English teacher who taught at class VII-7. The observation was held on 28th October 2017 and continued on 04th November 2017 at SMP 08 Banda Aceh. Below are questioning strategy, questions type, teachers' question, the function and the activities during classroom observation.

Questioning strategy	Question type	Teachers question	The function	The activities
Probing	Open/closed question	How are you today?	Checked students' condition	Greeting
Probing		How many boys in your class?		Checked students' attendance
Probing	Prompting	What is it (showed the book)	Brainstormed the students	Brainstorming
Factual	Factual	What is color	To get specific	Engaged

question	question	of this book?	information	students into discussion.
Factual question	Factual question	What the function of the book?	To recall specific information	Engaged students into discussion
Probing	Prompting	What is that? (showed the window)	Brainstormed the students about material that will teach at the day.	Brainstorming
Probing question	Open/closed question	Do you still remember how to say days in English?	To check students' ability	Asked students the previous lesson.
Factual question	Factual question	How many days in a week?	Recall specific information	Asked students the previous lesson
Probing question	Open/closed question	Do you still remember how to say birthday in English?	Checked students' understanding about previous material.	Asked students the previous lesson
Probing	Redirecting	Can you give me an example, how to ask your friend's birthday muhammad? Can you repeat what Muhammad said purnama?	Review the previous lesson	Review
Higher order question	Analysis	Look at the picture on your textbook, can you describe and identified each picture	To figure out the answer. To identify and analyze the answer.	Explaining

		on it?		
Higher order question	Analyze	What we are going to learn today?	To make students analyze by themselves	Checked students understanding.
Probing question	Redirecting	How do we spell kitchen in English?	To make students talk	Assessment
Probing question	Redirecting	How do we spell stove in English?	To make students talk	Assessment
probing	Yes/no question	Any question before we continue?	Checked students' understanding.	Before continue to the next material.
Probing	Yes/no question	Do you understand?	Checked students' understanding.	Before continue to the next material.

The result of classroom observation described the use of teachers' questioning strategy in English classroom learning activity through applying several questioning strategy and using them in mostly season in the teaching process. The research finding showed that during teaching and learning process. Mrs. MRY used question strategy to help her during teaching and learning process. Probing and factual question were applied frequently in all season of teaching. But Mrs. MRY also used higher order question to the whole class.

Based on research finding, Mrs. MRY asked question to the students, and the students can answer the questions correctly. In other word, Ms. MRY did not need to explain the question or to mix the question by using bahasa. All students at class VII-7 are understood what the teacher was going to ask. Mrs. MRY also supported her students when they had difficulties, in the first observation Mrs. MRY did not give opportunities to her students to help another student to answer the question, because

each students at class VII-7 could answer the correct answer by themselves. In the next meeting, when a student answered the question with incorrect answer, Mrs. MRY tried to support him and help her students by giving more explanation about material at the day.

To conclude the questioning strategies that used by Mrs. MRY in English classroom learning activity are to create an active class, to engage students into discussion and to help her during teaching and learning process.

Teacher III

In this research finding, the first subject as the third teacher was Mrs. AW she was an English teacher who taught at class VII-1. The observation was held on 21st October 2017 and continue on 12th November 2017 at SMP 08 Banda Aceh. Below are questioning strategy, questions type, teachers' question, the function and the activities during classroom observation.

Questioning strategy	Question type	Teachers question	The function	The activities
Probing	Open/closed question	Good morning, how are you class?	To refresh the students	Greeting
Probing	Open/closed question	Do you like English?	Brainstormed the students	Brainstorming

Probing question		Why you don't English?	Checked the students' reason.	Brainstorming.
Probing question	Redirecting	<ol style="list-style-type: none"> 1. How to say "we have to silent in the class" in English? 2. Do you agree with rezahana ? 3. Can you repeat what reza said rsaki? 	To eliminate individual domination of class discussion.	Discussion
Probing question	Open/closed question.	Did you study last night?	Checked students' activity at home.	Brainstorming
Divergent question		Look at the bottle on my hand, what is the written text exist in the bottle package?	To get variety answer.	Explaining
Factual question	Factual question.	What the ingredients of the ale-ale riska?	To recall specific information	Explaining
Factual question	Factual question	What is the color of this bottle?	To recall specific information	Explaining
Higher order question	Identified	Could you identify its written text on the	To assess students understanding.	Assessment

		package?		
Factual question	Factual question	Could you explain, What is the function of medicine?	To recall specific information	

The research finding showed that Mrs. AW started the class by using question. Mrs. AW said “good morning, how are you class?” she used probing question to get spontaneous response from her students. It means questions are very important tool in teaching and learning process. The result of classroom observation showed that Mrs. AW used several questioning strategies during teaching English in classroom learning activity. Probing and factual question were applied frequently in all season of teaching. But Mrs. AW also used divergent and higher order question.

In the first meeting, Mrs. AW used several questioning strategy such as probing and factual question to brainstorm the students. Mrs. AW also tried to make students active by asking divergent question to get a variety answer from the students, and then she also tried to make her students focus by asking higher order question. In this section Mrs. AW asked her students to identify all written text on the bottle’s package.

In the second meeting Mrs. Aw also used probing and factual question to brainstorm the student. In asking a question to the students, sometime Mrs. Aw also

mixed the language by using Bahasa and Acehnese to control the whole class. Then, to make students active she asked a question by brainstorming them. But at the end of the class, Mrs. AW also used higher order question to assess her students. As a teacher, Mrs. AW always supports her students. When her students answered with the wrong answer she tried to explain more then, when her students answer with the correct answer she always appreciate it by giving a good score or reward to the students.

In conclusion, the result of class room observation showed that three English teachers who teach in the first grade at SMPN 08 Banda Aceh used teachers questioning strategies during teaching English. But, probing and factual question was dominantly used, whereas they also used divergent and higher order question. Different with the latest research that conducted by Sujariati, Qasas and Mahmud (2013) about teachers questioning strategy at SMAN 1 Bontomaru, the result showed that English teacher at SMAN 1 Bontomaru used questioning strategy by using open/closed and open/ended question to create positive effect of teaching and learning process.

B. Data analysis of Interview

1. Teachers' interview

In order to answer the research questions, researcher had divided the interview questions into three themes: the implementation of teachers' questioning strategy, the difficulties of implementation teachers' questioning

strategy in English classroom learning activity and teachers' perception on teachers' questioning strategy can improve students' motivation in learning English. Researcher start by each question in a theme will be elaborate to get the clear answer. Three informants participated in this study. They are three English teachers at SMP 08 Banda Aceh.

a. **Teachers' perception on the implementation of teachers questioning strategy in English classroom learning activity.**

According to the result of the interview session about the first topic, most of teacher implemented questioning strategy in English classroom learning activity. The researcher found that three English teacher in SMPN 08 Banda Aceh used questioning strategy in English classroom learning activity.

The teacher 1 said:

“Menurut saya pertanyaan itu sangat penting, karena pertanyaan dapat memotivasi siswa dalam proses belajar mengajar. Jadi, saya selalu menggunakan pertanyaan di setiap saya mengajar di dalam kelas, jika anak-anak tidak mau bertanya maka ibuklah yang akan bertanya”

Translation:

“In my opinion questioning is very important, because question can motivate students in teaching and learning process. So, I always use the question when I teach in front of class. And, if students did not ask a question then, I would ask question to them.”

Then, the teacher 2 also stated the important of the implementation teachers' questioning strategy in English classroom learning activity. She stated that:

“Pentingnya pertanyaan itu sendiri, ya untuk meningkatkan motivasi mereka dalam proses belajar. Dan yang paling penting untuk membuat mereka focus saat proses belajar mengajar sedang berlangsung”

Translation:

“The important of question in classroom learning activity is to increase students' motivation and the most important thing is to make them focus during teaching and learning process”

Then teacher 3 continued:

“Sebenarnya, fungsi dari pertanyaan tersebut adalah untuk menarik perhatian siswa pada saat proses belajar mengajar berlangsung. Dengan adanya pertanyaan, maka mereka akan termotivasi dalam belajar bahasa Inggris”

Translation:

“Actually, the function of question is to attract the students' attention in teaching and learning process. With the question, it can motivate them in learning English”

According to the result of the interviewed, the data showed that the teacher used teachers' questioning strategy in English classroom learning activity is to create the learning process more interesting and attractive.

b. Teachers' difficulty in implementing teachers' questioning strategy in English classroom learning activity.

According to the result the interview about this topic, revealed that teachers face any difficulties in implementing teachers' questioning strategy in English classroom learning activity.

Teacher 1 said:

“kesulitan yang sayaalamipadasaatmemberikanpertanyaankepadasiswaadalahsayaterbiasatidakmemberikanpertanyaan yang susahkepadasiswaepertimenyuruhsiswauntukmenganalisis. Hal ini pun terjadikarenasayaselalumengajaranakkelasatudanmerekabelumbisadanterbiasadenganhaltersebut.Makanyasayabertanyadenganmengunakanpertanyaan yang mudah, kenasaat sayamenanyakanpertanyaan yang mudasajamasihbanyasiswa yang belumbisamenjawabpertanyaansaya.”

Translation:

“The difficulties that I faced when I asked questions to the students during teaching and learning process is I used to not ask higher order

question. This case happened because I used to teach the first grade at junior high school. So, the kind of question that I always use to ask is the low question level. Why that I say, because when I ask a low question level to my students. They are still cannot response my question correct”

Then, the teacher 2 continues:

“Kesulitan yang saya hadapi saat bertanya kepada siswa adalah pronounciation saya. Hal ini terjadi karena factor usia, jadi banyak sekali kata yang sulit saya ungkapkan, dan saat saya bertanya banyak siswa yang tidak paham dengan apa yang ingin saya tanyakan.”

Translation:

“The difficulties that I face in asking question to my students are my pronounciation. It caused by age factors. So, there are some vocabularies that difficult I say and my students did not understand what I am asking about”

The teachers 3 also have difficulties in asking question in English classroom learning activity. She said:

“kesulitan yang saya hadapi dalam bertanya saat PBM sedang berlangsung adalah masih banyak nya siswa yang tidak mengerti dengan apa yang saya tanyakan. Padahal pertanyaan tersebut sudah sering saya tanyakan pada saat saya mengajar.”

Translation:

“The difficulties that I face in asking a question during teaching and learning process is there are still lots of students did not understand about my question. Even though the question that I used is always I asked when I teach them”

According to the all explanation above, the result of interview showed that every teacher in SMPN 08 Banda Aceh have their own difficulties in asking question in English classroom learning activity. Moreover, in this case the teachers also have their own strategy to solve their difficulties.

Teacher 1 said:

“Untuk menyelesaikan permasalahan tersebut, saya akan melatih dan menjelaskan dengan baik siswa saya bagaimana cara menjawab pertanyaan dengan menggunakan jawaban yang benar”

Translation:

“To solve the problem, I will drill them and explain them well how to answer the question by using correct answer”

Teacher 2 also stated that:

“untuk menyelesaikan masalah ini, saya akan menyuruh para siswa untuk membuka kamus dan menemukan pronunciation yang benar”

Translation:

“To solve the problem I will ask them to look the dictionary to get the correct pronunciation.”

Then, teacher 3 also said:

“Untuk menyelesaikan hal tersebut saya akan mengulang lagi pertanyaan yang ada jika mereka masih tidak paham maka saya akan menjelaskan lagi hingga mereka paham.”

Translation:

“To solve the problem I will repeat the question and if they still did not understand I will explain it again”

According to all of the explanation above, it can be concluded that all of the participants believed every single problem has the solution.

c. Teachers’ perception on the teachers questioning strategy can improve their students’ motivation in learning English.

Based on the result of the interview about this topic, most of teachers are implementing teachers’ questioning strategy in English classroom learning activity. The strategy used to improve their students’ motivation in learning English. Teacher 2 said:

“Tentu, strategi yang saya gunakan dapat meningkatkan motivasi siswa saya. Hal tersebut dapat dilihat mereka sangat antusias saat mengikuti proses belajar mengajar.”

Translation:

“Of course, my strategy can improve their motivation. For example, my students are enthusiasm in following teaching and learning process

Then, the teacher 3 also stated that:

“Alhamdulillah, merekamasih sangat antusiassaatsayamengajar. Dan, ituartinyasayamasihbisamemotivasimereka”

Translation:

“Alhamdulillah, they still enthusiasm when I teach them. It means they are motivated by me”

The result of interview showed that the teacher can improve students’ motivation in learning English by using questioning. Meanwhile, there is a teacher that did not take care about students’ motivation.

Teacher 1 said that:

“Sayatidakpernah focus kepadamotivasisiswa, bagisayasiswa yang mauaktivdalamkelas sudah cukup”

Translation:

“I never focused on students’ motivation. For me, the students want to be active in the classroom learning activity, it’s enough.”

2. Students interview

In order to answer the second research questions about teachers’ questioning strategy can improve students’ motivation. The researcher had divided the

interview into two themes: students' perception on the implementation teachers' questioning strategy in improving their motivation in learning English and students' perception on their motivation in learning English.

In this research, the researcher interviewed 9 students of SMPN 08 Banda Aceh in order to get their perceptions about the use of questioning in improving their motivation in learning English. The way of the researcher selected 10 students as the interviewees based on three of them are the highest score students, the next three students who have the middle test score, and the last four students who have the lowest score in English lesson.

1. Students' perception on the implementation teachers' questioning strategy in improving their motivation in learning English.

According to the result of the interviews session about this first topic, most of students are motivated in learning English when the teachers asked the questions in English classroom learning activity. Questions from the teachers can engage them into discussion. Seven from ten students stated that they can enjoy and relax in the learning process. But, the rest of students also feel anxiety when the teachers asked questions in English classroom learning activity.

The researcher found that several participants indicate and believe that teachers' question can improve their motivation in learning English even

though when they were asked by teacher they would feel nervous and scared if they could not answer the question correctly. In this case students 1 said:

“pada saat guru nanya kepada saya waktu sedang belajar bahasa inggris saya merasa Gugup karena takut kalau tidak bisa menjawab pertanyaan ibuk. Makanya saya selalu belajar sebelum masuk kelas. Dan pertanyaan-pertanyaan tersebut memotivasi saya.”

Translation:

“When teacher asking me a question in English classroom learning activity I feel nervous and scared if I cannot answer the question correctly. That is why before coming to the class I always study and the question that given by my teacher motivated me in learning English”

Then, students 3 continued:

“gaya mengajar ibuk tersebut selalu membuat saya termotivasi untuk belajar. Walaupun dia bertanya banyak pertanyaan selama didalam kelas tapi, saya merasa senang karena saya sangat menyukai bahasa inggris. Ketika ibuk bertanya kepada saya , saya akan berusaha untuk menjawab dengan benar”

Translation:

“The learning style of my teacher always motivated me in learning English, even though she asked a lot of question during teaching and learning process. But I feel happy because I love her and I love English. And when she

asked a question to me I will try hard to answer the question with correct answer”

Then, similarly the student⁴ and ⁶continued:

“Saya menyukai bahasa inggris karena itu adalah pelajaran favorit saya, dan pertanyaan tersebut tentu sangat memotivasi saya dalam belajar bahasa inggris”

Translation:

“I love English because English is my favorite subject. The question supposed motivate me in learning English”

“Saya menyukai guru saya saat ia sedang mengajar kami didalam kelas dengan menggunakan metode yang menyenangkan seperti nyanyi-nyanyi. Kadang ibuk juga memotivasi kami dalam belajar bahasa inggris . dan pada saat ia bertanya kepada saya karena ia tau saya bisa menjawab”

Translation:

“I love my teacher when she was teaches us by using fun method such as a song. Sometime she also motivated me in learning English well. And when she asked me a question in the class it means she knew I can answer the question because she knew I can.”

The students ⁵ also agree that question can motivate them in improving their motivation in English classroom learning activity. She said:

“Saya setuju kalau pertanyaan yang ditanyakan guru meningkatkan motivasi belajar saya karena ketika kita tau guru akan bertanya selama

proses belajar sedang berlangsung kita akan belajar dengan rajin pada malam sebelum kita memasuki kelas”

Translation:

“I agree that question asked by teacher can improve my motivation in English classroom learning activity. Because when we know the teacher will always ask question during teaching and learning process we will study hard in the night before we coming to the class.”

Then students 7 continued, he stated that”

“ini adalah kali pertama saya belajar bahasa inggris. Walaupun saya mendapat nilai yang jelek namun saya masih mau belajar. Sejujurnya saya sangat benci saat guru bertanya. Namun saya masih menyukai pelajaran ini karena saat saya memberi jawaban yang salah, ibuk tidak pernah marah dan itu memotivasi saya untuk terus belajar”

Translation:

“This is my first time in learning English. Even though I get the worth score but I still want to learn. To be honest I hate when teacher asked me question. But I still love this lesson because when I answer the question with the wrong answer the teacher never judges me. That is why my motivation in learning English.”

Meanwhile, there are two students said that they are not motivated when students asked the question in English classroom learning activity. But they feel forced to learn English. Students 2 and 9 stated that:

“Saya sangat benci pada saat guru bertanya, karena hal tersebut membuat saya merasa malu dan takut karena dilihatin sama seluruh orang. Saya nggak suka hal tersebut. Karena saat saya menjawab dengan salah ibuk akan marah-marah, bukan malah mengajari sebagaimana mestinya”

Translation:

“I hate when teacher asking me a question, because it makes me shy and scare. In the other word, the whole class will stare at me. And I hate that condition. I don’t like the way teacher teach me in the class, if I cannot answer her question she will angry with me, not teach me as well as teacher supposed to be”

“pertanyaan yang diberikan guru tidak meningkatkan motivasi saya dalam belajar bahasa inggris, karena sya memang tidak suka pelajaran ini”

Translation:

“Teachers’ question did not improve my motivation in learning English because I don’t like this lesson, in addition English is not my favorite subject.”

According to all of the explanation above about students’ perception on the implementation teachers’ questioning strategy in improving their motivation in learning English, the researcher can be concluded that all of the participants believed that the use of teacher question in English classroom learning activity can improve students’ motivation in learning English. Seven from ten students at SMPN 08 Banda Aceh are feel nervous when the

question that asked by teacher are directed to them. But that can make them actived and motivated during teaching and learning process. They assume that question that asked by teacher is the way that created by teacher to engage them into discussion. Therefore, by implementing teacher questioning strategy in English classroom learning activity it could improve their motivation in learning English. Meanwhile, three from ten students at SMPN 08 Banda Aceh also cannot improve their motivation in learning English because several factors; they have no motivation in learning; they do not get any support in learning.

2. Students' perception on their motivation in learning English.

The result of interview session of this topic revealed that the students' motivation in learning English. In this section, the researcher asked the students about their motivation in learning English. And the researcher found that they have some motivation differences in learning English.

There are similar motivation in learning English that stated by student 1, 3, 4, and 7.

“Motivasi saya belajar bahasa inggris adalah saya ingin bisa berbahasa inggris dengan baik, karena saya ingin keluar negeri”

Translation:

“My motivation in learning is to learn English well that I can speak English fluently. Because I want to go abroad”

“Motivasi saya belajar bahasa inggris adalah saya ingin menjadi orang pintar dan bisa keluar negeri suatu hari nanti”

Translation:

“My motivation in learning English is I want to be smart and go to abroad someday”

“Motivasi saya belajar bahasa inggris adalah saya ingin keluar negeri dan bisa berbicara dengan fasih dan lancar menggunakan british aksen”

Translation:

“My motivation in learning English I want to go abroad and I can speak English fluently with native speaker by using British accent”

“Motivasi saya belajar bahasa inggris adalah untuk melanjutkan pendidikan saya keluar negeri”

Translation:

“My motivation in learning English is to continue my study abroad”

The result of this interview showed that students’ motivation in learning English because of their ambition of going abroad. Meanwhile, the other students have the different motivation in learning English.

Student 3 stated that:

“Motivasi saya belajar bahasa inggris adalah saya ingin jalan-jalan dari sabang sampai maroke”

Translation:

“My motivation in learning English because I want to travel from Sabang to Maroke”

Then, students 5 continue:

“Motivasi saya belajar bahasa inggris adalah saya ingin menjadi orang ahli dalam bahasa inggris. Karena saya asli orang Batam, jadi ketika saya pulang saya ingin bisa berbahasa inggris pada saat saya berada dipesawat”

Translation:

“My motivation in learning English is I want to be master of English. Because I am originally from Batam, when I was on airplane, the crew communicated with me in English”

Students 8 and 9 stated that:

“motivasi saya belajar bahasa inggris karena saya ingin menjadi dokter, dan dalam buku kedokteran terdapat banyak bahasa inggis”

Translation:

“My motivation in learning English is because I want to be a doctor. Because in students’ medical textbook there are a lot of English languages”

“Motivasi saya belajar bahasa inggris adalah saya menyukai nyanyi dalam bahasa inggris dan saa ingin tau arti dari lagu-lagu tersebut”

Translation:

“My motivation in learning English is because I love English song and I want to know the meaning of the song”

Even though there are lots of motivation differences but still several students that have no motivation.

Students 6 stated that:

“Saya tidak memiliki motivasi apapun karena saya tidak pernah belajar bahasa inggris sebelumnya”

Traslation:

“I don’t have motivation in learning English because I never learn English before”

Other students stated that:

“Saya tidak memiliki motivasi belajar bahasa inggris karena bahasa inggris sangat sulit”

Translation:

“I don’t have motivation in learning English because English is very difficult for me”

From the result above, the researcher concluded that the students in SMPN 08 Banda Aceh have lots of motivation in learning English. Although they have differences motivation but, they still have motivation in learning English. The researcher found that seven from ten students at SMPN 08 Banda Aceh motivated trough teacher questioning strategy. But, there are also three students have no motivation in learning process. Dewaelsche (2015) also did a research about critical thinking, questioning and students engagement in Korean university courses. The result showed that teacher

questioning strategies improve students' participation in classroom learning activity. It also can impact participation in students-centered and critical thinking. it means students could improve their motivation trough teachers' questioning strategy.

C. Discussion

After conducting the research entitles teachers' questioning strategy in English classroom learning activity, researcher finally came at this discussion part. Researcher had collected the data through classroom observation and face to face interview; interviewed three English teacher and 10 students SMPN 08 Banda Aceh. There are two research questions in this research: teachers' questioning strategies in teaching English at SMPN 8 Banda Aceh and teachers questioning strategy improve students' motivation in learning English. Toward this, the researcher elaborated some important points as parts of the research findings in order to answer the research questions.

The first research question is asking about what are teachers' questioning strategies in teaching English at SMPN 8 Banda Aceh. The finding showed that three English teachers in SMPN 08 Banda Aceh used the similarly strategy in asking question in English classroom learning activity. They used two type of questioning strategy during teaching English process namely probing question and factual question. Although, they also used divergent and higher order questions it depend on

the material that they taught at the day. Three English teachers in SMPN 08 Banda Aceh stated that they also faced the problem in implementing high order question during in English classroom learning activity such as low experience in asking higher order question, students' low ability in answering the question and teachers' bad pronunciation.

Teachers at SMPN 08 Banda Aceh believed that every problem that they faced during teaching and learning process had a solution. Even, they got the problem in asking higher order question, they tried to improve their ability to ask a good question to their students by using probing and factual question, but sometime they also tried asking their students by using higher order question type. To make it clear, the teacher would drill and explain their students well. Teachers at SMPN 08 Banda Aceh also correct their pronunciations with their students by using dictionary.

In conclusion, teachers at SMPN08 Banda Aceh applied teachers questioning strategy in English classroom learning activity and they also tried to improve their ability and relieved their weakness in teaching.

The second research is asking about do teachers questioning strategy improve students' motivation in learning English. The result of the data collected showed that seven from ten of first grade students in SMPN 08 Banda Aceh improved their motivation through teachers' questioning strategies. Meanwhile the rest of students do not get motivation through teachers' questioning strategies.

Seven students who motivated in learning English through questioning strategy that applied by teacher because almost of them love English. Four from seven students want to go abroad and three other motivated in learning English because of their necessary; to realize the dream and life style. That is why they motivated in learning English. Then, when teachers asked question during teaching and learning process it made big responsibility to them to study harder.

Whereas three from ten students who did not get any motivation through teachers' questioning strategy, it happened because they did not love English as well as another student. Two from three students who did not have motivation in English because they did not get good support in learning from their environment, it made them unmotivated in learning English. Another factor is also comes from themselves, they did not have desire to learn of themselves.

To sum up, students at SMP 08 Banda Aceh could improve their motivation through teacher's questioning strategy. The result showed that seven from ten students are motivated and the rest of students are unmotivated.

CHAPTER V

CONCLUSSION AND SUGGESTION

A. CONCLUSSION

This research described two things they were teachers' questioning strategy at SMPN 08 Banda Aceh and the improvement of students' motivation in learning English through teachers' questioning strategy.

The researcher found that three English teachers at SMPN 08 Banda Aceh used teachers' questioning strategy during teaching and learning process in English classroom learning activity. They used probing and factual question type when they applied teachers' questioning strategies in asking questions to the students. It means, they used probing and factual questions dominantly. Although, sometimes they also used divergent and higher order questions depending on the material that they taught that day. Three English teachers at SMPN 08 also found some problems in applying teachers' questioning strategies, but they also tried to solve their problems by improving their abilities. The researcher also found that English teachers at SMPN 08 Banda Aceh also used another strategy to make students comprehend about the material. Sometimes they also mixed the questions into Bahasa and also translated into Acehese.

This research also described about teachers' questioning strategies in improving students' motivation in learning English. Teachers' questioning strategies used to improve students' motivation in English classroom learning, by using questions

teacher can engage the students into discussion. The researcher found that seven from ten students from the first grade at SMPN 08 Banda Aceh can improve their motivation in learning English when their teacher asked them question during teaching and learning process. Even, their motivation also comes from themselves. The result also showed that three from ten students their motivation do not affected trough teachers' questioning strategy.

In conclusion, three English teachers at SMPN 08 Banda Aceh applied teachers' questioning strategy in English classroom learning activity and 70% student from the first grade at SMPN 08 Banda Aceh improved their motivation trough teachers' questioning strategy.

B. SUGGESTION

After conducted this research, the researcher have any suggestion to all of English teacher and students who want to be a teacher in the future, they are.

1. The researcher recommended that English teacher should apply various teachers' questioning strategy in the all season of teaching process to create an active and effective teaching and learning process.
2. The researcher suggests the all of English teachers do not focus on students answer, but how it questions could motivate the students in learning English.
3. The researcher realized that if her research is not perfect. She hope that to another researcher who want to complete the research about teachers'

questioning strategy in improving students' motivation in English classroom learning activity, they have to add more sample and participants. They could not only use classroom observation and interview, may be they have to teach to know what kind of teachers' questioning strategy in improving students' motivation in learning English.

4. The researcher also hope this research is useful to all of side both teachers and students.

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TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

- Memandang**
- bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
 - bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat**
- Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
 - Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
 - Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
 - Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 21 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
 - Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
 - Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
 - Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
 - Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
 - Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
 - Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
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- Memerhatikan**
- Keputusan Sidang-Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 29 Desember 2016

MEMUTUSKAN

**Menetapkan
PERTAMA**

Menunjuk Saudara

1. Dr. Maskur, M.A

Sebagai Pembimbing Pertama

2. Drs. Lukmanul Hakim, MA

Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama : Syarifah Rahmah

NIM : 231324424

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : Teacher Questioning Strategies: to Improve Students' Learning Motivation in English Classroom Learning Activity

KEDUA

Pembayaran honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda-Aceh Tahun 2016;

KETIGA

Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2017/2018

KEEMPAT

Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh

Pada Tanggal: 10 Januari 2017

An. Rektor

Dekan



Tembusan

- Rektor UIN Ar-Raniry (sebagai laporan);
- Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
- Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
- Mahasiswa yang bersangkutan;



KEMENTERIAN AGAMA
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B-9143 /Un.08/TU-FTK/ TL.00/10/2017

10 Oktober 2017

Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : Syarifah Rahmah
N I M : 231 324 424
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : IX
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t : Jl. T. Nyak Arief Lt. Nyak Maqam No. 3, Jeulingke Banda Aceh

Untuk mengumpulkan data pada:

SMPN 8 Banda Aceh

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Teacher Questioning Strategies: to Improve Students' Learning Motivation in English Classroom Learning Activity

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Kepala Bagian Tata Usaha,
Sard Farzah Ali



BAG. HUKUM BAG. SARUNG



SURAT IZIN
NOMOR: 074/A4/9999

IZIN PENELITIAN

Dasar : Surat dari Kepala Bagian Tata Usaha Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh Nomor: B-9143/Un.08/TU-FTK/TL.00/10/2017 tanggal 10 Oktober 2017, hal Mohon Izin untuk Mengumpulkan Data Menyusun Skripsi.

MEMBERI IZIN

Kepada :
Nama : Syarifah Rahmah
NIM : 231324424
Program Studi : Pendidikan Bahasa Inggris
Untuk : Mengumpulkan data pada SMPN 8 Banda Aceh, dalam rangka penyusunan Skripsi dengan judul :

“ Teacher Questioning Strategies: to Improve Students’ Learning Motivation in English Classroom Learning Activity “

Dengan ketentuan sebagai berikut :

1. Harus berkonsultasi langsung dengan Kepala Sekolah yang bersangkutan dan sepanjang tidak mengganggu proses belajar mengajar.
2. Bagi yang bersangkutan supaya menyampaikan fotokopi hasil penelitian sebanyak 1 (satu) eksemplar ke Dinas Pendidikan dan Kebudayaan Kota Banda Aceh.
3. Surat ini berlaku sejak tanggal 12 Oktober s.d 10 November 2017.
4. Diharapkan kepada mahasiswa yang bersangkutan agar dapat menyelesaikan penelitian tepat pada waktu yang telah ditetapkan.
5. Kepala sekolah dibenarkan mengeluarkan surat keterangan telah melakukan penelitian hanya untuk mahasiswa yang benar-benar melakukan penelitian.

Demikian untuk dimaklumi dan terima kasih.

Banda Aceh, 12 Oktober 2017.

a.n. KEPALA DINAS PENDIDIKAN DAN
KEBUDAYAAN KOTA BANDA ACEH,
KABID PEMBINAAN SMP,


DRS. H. AMIRUDDIN
Pembina Tk.1
NIP. 19660917 199203 1 003

Tembusan :

1. Kabag Tata Usaha Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry
2. Kepala SMPN 8 Banda Aceh
3. Arsip.



PEMERINTAH KOTA BANDA ACEH
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SURAT KETERANGAN PENELITIAN

Nomor : 074/ 468 / 2017

Yang bertanda tangan dibawah ini

Nama : Dra Sawiyah
Jabatan : Kepala Sekolah

Dengan ini menerangkan bahwa

Nama : Syarifah Rahmah
NIM : 231324124
Program Studi : Pendidikan Bahasa Inggris
Jenjang : S1

Benar telah mengadakan Penelitian pada Sekolah Menengah Pertama Negeri 8 Banda Aceh pada tanggal 21 Oktober s d 04 November 2017 dengan judul " Teacher Questioning Strategies to Improve Studets, Learning Motivation in English Classroom Learning Activity ".

Demikian surat keterangan ini diperbuat agar dapat dipergunakan seperlunya, terimakasih

Banda Aceh, 29 November 2017
& Kepala Sekolah

Dra Sawiyah
Pembina Tk.I

NIP 19600801 198302 2 002

INTERVIEW GUIDE

A. TEACHER

1. Apapendapatanditentangpenerapan strategy bertanya dalam proses belajarmengajar?
2. Strategibertanyasepertiapa yang biasaandagunakanuntukmengajardidalamkelas?
3. Metodeapa yang andagunakanunukmenunjangstrategiandadalamberatanya?
4. Apakahstrategi yang andagunakantersebutdapatmemudahkanandaketikamengajardidepankelas?
5. Apakahsiswaterlibataktivdalam proses pembelajaran?
6. Bagaimanacaraandamengikutsertakansiswa agar terlibatdalamkelasanda?
7. Apakahstrategibertanyaandadapatmemotivasisiswauntuklebihmendalamipelajarananda?
8. Bagaimanacaraandamengetahuibahwasterategibertanyaandamampumeingkatkanmotivasisiswadalam proses belajarmengajar?
9. Apakahandamengalamikendalatertentusaatbertanyadidepankelas?
10. Apakahandamengalamikendalatertentudalampengaplikasianstrategibertanya yang andagunakan dalam proses belajarmengajar?
11. Jikaada, solusiapa yang andagunakanuntukmenyelesaikanya?

12. Apakah masih terdapat pendapat atau komentar tambahan yang ingin anda sampaikan?

B. STUDENTS

1. Apakah kamu menyukai pelajaran bahasa Inggris?
2. Apakah kamu menyukai gaya guru dalam mengajar bahasa Inggris?
3. Bagaimana perasaanmu saat guru tiba-tiba bertanya tentang materi yang sedang kamu pelajari?
4. Apakah kamu ikut terlibat dalam diskusi saat pelajaran sedang berlangsung?
5. Apakah kamu termotivasi dalam belajar bahasa Inggris dengan gaya guru mengajar?
6. Mengapa kamu menyukai pelajaran bahasa Inggris dan mengapa kamu tidak menyukainya?
7. Bagaimana jika ada pertanyaan tiba-tiba yang ditujukan kepadamu saat proses belajar mengajar sedang berlangsung?
8. Apakah kamu merasa nyaman atau tertekan saat guru bertanya di depan kelas?
9. Apakah kamu merasa nyaman atau tertekan saat guru bertanya di depan kelas?

Interview Transcript

A. TEACHERS' INTERVIEW

Guru I

Penulis : Apa pendapat anda tentang peranan pertanyaan dalam proses belajar mengajar?

Guru I : Menurut saya pertanyaan itu sangat penting, karena pertanyaan dapat memotivasi siswa dalam proses belajar mengajar. Jadi, saya selalu menggunakan pertanyaan disetiap saya mengajar didalam kelas, jika anak-anak tidak mau bertanya maka ibuklah yang akan bertanya.

Penulis : Strategi bertanya seperti apa yang anda gunakan saat mengajar didalam kelas?

Guru I : Untuk bertanya didalam kelas, yang paling simple ibu menggunakan pertanyaan 5w dan yang paling simple ibu menanyakan pertanyaan menggunakan what, contohnya menanyakan arti kosa kata. Misalnya what is kamus in English?

Penulis : Metode apa yang yang ibuk gunakan untuk menunjang strategi anda dalam bertanya?

Guru I : Untuk membuat siswa menjawab pertanyaan saya, saya selalu menggunakan kalimat informal dalam memanggil mereka, contohnya pemakaian kata-kata cut bang dan cut kak disetiap pertanyaan yang saya gunakan. Sehingga siswa menjawab pertanyaan saya dengan antusias, karena hal kecil tersebut menghilangkan sekat yang ada antara siswa dan

guru.

Penulis :Apakahstrategi yang anda gunakan tersebut dapat memudahkan anda ketika mengajar didepan kelas?

Guru I :ya, dengan bertanya memudahkan siswa saya dalam memahami pelajaran yang akan saya sampaikan. Walaupun tidak seluruh siswa mengerti dengan pertanyaan saya. Namun, itulah yang menjadi tugas saya sebagai seorang guru, meluruskan mereka agar mengerti dan tau apa saja yang seharusnya mereka pelajari.

Penulis :Apakah siswa terlibat aktif dalam proses pembelajaran?

Guru I : ya, siswa terlibat aktif dalam proses belajar mengaja. Namun, siswa laki-laki lebih aktif dan antusias saat proses belajar mengajar sedang berlangsung. Walaupun mereka terlibat aktif, saya sebagai seorang guru wajib mengarahkan mereka didalam kelas, karena jika tidak ada control keaktifan mereka bias menjadi kearah yang tidak baik. Contohnya mengganggu teman sebayanya yang kurang paham akan pelajaran. Hal sekecil apapun yang dilakukan siswa harus langsung kita respon, dan arahkan ketempat yang benar. Karena itu bias berdampak untuk masa depan sisiswa.

Penulis : Bagaimana cara anda mengikut sertakan siswa agar terlibat dalam kelas anda?

Guru I : cara melibatkan siswa supaya aktif dalam proses belajar

mengajar maka, ibuk sebagai seorang guru wajib memberi contoh terlebih dahulu, misalnya seperti materi happy birthday yang saya ajarkan tadi. Sebagai seorang guru saya wajib memberikan contoh mengungkapkan kalimat happy birthday dalam bahasa inggris, kemudian barulah saya meminta para siswa mengatakan birthday mereka menggunakan bahasa inggris.

Penulis :Apakah strategi bertanya anda dapat memotivasi siwa untuk lebih mendalami pelajaran anda?

Guru I :menurut pendapat saya, jika saya menggunakan metode seperti yang saya lakukan saat bertanya didepan kelas anak-anak lebih termotifasi dalam belajar. Karena mereka menganggap saya seperti teman yang mengayomi. Jadi disetiap ada pertanyaan mereka selalu antusias dan aktif dalam belajar bahasa inggris. Contohnya saja seperti siswa perempuan, walaupun mereka kurang terlibat aktif dalam proses belajar mengajar, saat saya datang mereka ingin terlibat aktif dan semangat mengikuti proses belajar mengajar.

Penulis :Bagaimanacara anda mengetahui bahwa sterategi bertanya anda mampu meningkat motivasi siswa dalam proses belajar mengajar?.

Guru I : sejauh ini ibuk tidak pernah mempersoalkan bahwa siswa ibuk harus termotivasi mengikuti pelajaran bahasa inggris. Karena bagi saya saat siswa mau membuka mulut dan berbicara artinya siswa sudah mau belajar. Yang menjadi focus saya adalah bagaimana membuat seluruh siswa saya

percaya diri dalam mengemukakan pendapat. Karena, didalam kelas VII-3 ada salah satu siswa yang kurang bias berbicara, mungkin karena anxiety. Namun, Alhamdulillah sekarang sudah lumayan dan saya yakin dia bisa.

Penulis :Apakah anda mengalami kendala saat bertanya didepan kelas? Jika ada solusi apa yang anda gunakan untuk menyelesaikanya?

Guru I : kesulitan yang saya hadapi dalam melakukan pertanyaan, saya belum bisa atau terbiasa menanyakan pertanyaan higher order question, itupun terjadi karena selama ini saya mengajar siswa kelas VII. Sehingga pertanyaan-pertanyaan yang sering saya gunakan adalah pertanya low level question. Karena saat saya beri pertanyaan yang mudah saja, masih banyak siswa yang tidak bisa menjawab. Padahal pertanyaan tersebut sudah sering saya ulang dan tanyakan kepada mereka. Jika sudah seperti maka, solusi yang saya lakukan adalah saya akan melakukan drilling kembali kepada mereka diakhir pembelajaran, untuk mengingatkan kembali para siswa hal-hal yang sudah pernah saya ajarkan.

Penulis : Apakah masih terdapat pendapat atau komentar tambahan yang ingin anda sampaikan?

Guru I : Semoga kamu menjadi guru yang baik dan semoga ilmu yang kamu peroleh barokah dan berguna banyak kepada orang lain.

Penulis :Apa pendapat anda tentang peranan pertanyaan dalam proses belajar mengajar?

Guru II :Peranan dari pertanyaan itu sendiri adalah untuk membangkitkan motivasi sianak. Jadi dengan adanya pertanyaan anak-anak akan focus pada saat proses belajar mengajar.

Penulis :Strategi bertanya seperti apa yang anda gunakan saat mengajar didalam kelas?

Guru II : Nah, biasanya ibu menggunakan metode divergent yaitu dengan menggunakan pertanyaan sebagai pancingan kepada para siswa. Lalu ibu biarkan mereka semua menjawab pertanyaan tersebut tanpa membenarkan atau menyalahkan jawaban mereka. Setelah semuanya menjawab barulah ibu berikan jawaban yang benar.

Penulis :Metode apa yang yang ibuk gunakan untuk menunjang strategi anda dalam bertanya?

Guru II :Untuk menunjang strategi ibuk dalam melakukan pertanyaan kepada siswa adalah ibuk selalu memberi semangat kepada mereka saat mereka tidak bisa menjawab. Sehingga, mereka memiliki kesadaran diri untuk belajar.

Penulis :Apakahstrategi yang anda gunakan tersebut dapat memudahkan anda ketika mengajar didepan kelas?

Guru II :Jelas, dengan demikian siswa akan merasa dihargai dan hal

tersebut dapat menunjang motivasi mereka dalam proses belajar mengajar.

Penulis :Apakah siswa terlibat aktif dalam proses pembelajaran?

Guru II :Aktif tidaknya para siswa itu tergantung pada kondisi gurunya. Jika gurunya aktif maka para siswa juga akan terlibat aktif dalam proses pembelajaran. Namun, jika gurunya pasif maka tak heran suasana kelas akan ikut menjadi pasif.

Penulis : Bagaimana cara anda mengikut sertakan siswa agar terlibat dalam kelas anda?

Guru II : ya dengan bertanya. Saat saya beri pertanyaan dan para siswa menjawab dengan aktif, itu artinya mereka sudah ikut serta dalam proses belajar mengajar.

Penulis :Apakah strategi bertanya anda dapat memotivasi siswa untuk lebih mendalami pelajaran anda?

Guru II :jelaslah. Hal tersebut dapat kamu lihat bagaimana antusiasnya mereka belajar saya memulai pembelajaran dan hal tersebut belum tentu mampu dilakukan oleh guru-guru lain. Bukan tidak mampu, mungkin karena kurang perhatian.

Penulis : Bagaimana cara anda mengetahui bahwa strategi bertanya anda mampu meningkatkan motivasi siswa dalam proses belajar mengajar?.

Guru II :itu sangat mudah untuk diketahui, contoh yang paling mudah

adalah saat saya beri tugas kepada para siswa, belum sampai 15 menit mereka sudah mengumpulkan tugas mereka. Itu artinya mereka antusias mengikuti kelas saya.

Penulis :Apakah anda mengalami kendala saat bertanya didepan kelas?
Jika ada solusi apa yang anda gunakan untuk menyelesaikanya?

Guru II :Sejauh ini kendala yang saya temui dalam pengaplikasian pertanyaan kepada para siswa yaitu cara pronounciation saya. Hal itu disebabkan karena factor usia. Jadi ada beberapa kata yang susah dimengerti karena pronounciation saya yang salah. Dan jika hal tersebut terjadi maka saya akan menyuruh para siswa membuka kamus dan memperbaiki pronoun saya yang salah.

Penulis :Apakah masih terdapat pendapat atau komentar tambahan yang ingin anda sampaikan?

Guru II :Saat kita mengajar, kita harus mengalahkan ego dalam artian, kita mengalah didepan para siswa untuk menang. Saat kita bertanya biarlah mereka memberi jawaban yang salah. Namun akan kita perbaiki kemudian dengan cara merangkul dan mengayomi.

Penulis :Apa pendapat anda tentang peranan pertranyaan dalam proses belajar mengajar?

Guru III :Sebenarnya pertanyaan itu sendiri fungsinya untuk menarik perhatian para siswa. Dengan pertanyaan para siswa juga termotivasi mengikuti proses belajar mengajar.

Penulis :Strategi bertanya seperti apa yang anda gunakan saat mengajar didalam kelas?

Guru III :untuk menjawab pertanyaan yang saya berikan yaitu dengan memberi pertanyaan yang bisa mereka jawab, hal-hal yang terdapat disekitar mereka. Sehingga mereka antusias dalam belajar. Terkadang hilang strategi-strategi saat mengaplikasikan pertanyaan karena mereka sangat susah dikontrol. Tapi itulah pr saya sebagai seorang guru.

Penulis :Metode apa yang yang ibuk gunakan untuk menunjang strategi anda dalam bertanya?

Guru III :metode yang saya gunakan untuk menunjang proses mengajar, saya selalu menggunakan kata “good job” atau “excellent” saat mereka menjawab pertanyaan saya. Walaupun jawaban mereka terkadang salah atau keliru, namun saya akan memperbaiki jawaban mereka bersama-sama. Kemudian saya juga memberikan reward dan punishment. Dan, punishment yang saya berikan berupa punishment yang mendidik. Contohnya, menghafal vocab atau membuat kalimat dari kosa kata yang ibu berikan.

Penulis :Apakahstrategi yang anda gunakan tersebut dapat memudahkan anda ketika mengajar didepan kelas?

Guru III :Kadang-kadang sangat terbantu. Namun ada juga saat-saat saya tidak menggunakan strategi sama sekali dan harus menggunakan bahasa aceh agar mereka paham.

Penulis :Apakah siswa terlibat aktif dalam proses pembelajaran?

Guru III : beberapa siswa terlibat aktif karena termotivasi, ada juga beberapa siswa yang biasa-biasa saja namun masih bisa saya control. Dan ada juga beberapa siswa yang memang tidak mau belajar.

Penulis :Bagaimanacara anda mengikut sertakan siswa agar terlibat dalam kelas anda?

Guru III :Ya dengan menjadi teman kepada mereka. Memberikan reward kepada mereka yang terlibat aktif. Sehingga mereka termotivasi mengikuti proses belajar mengajar.

Penulis :Apakahstrategi bertanya anda dapat memotivasi siwa untuk lebih mendalami pelajaran anda?

Guru III : Alhamdulillah, sejauh ini anak-anak masih mau belajar saat saya mengajar. Itu artinya, mereka termotivasi saat saya mengajar.

Penulis :Bagaimanacara anda mengetahui bahwa sterategi bertanya anda mampu meningkat motivasi siswa dalam proses belajar mengajar?.

Guru III :untuk mengetahui mereka termotivasi dalam belajar yaitu

dengan melihat banyak perubahan dan peningkatan dalam bahasa inggris.

Penulis :Apakah anda mengalami kendala saat bertanya didepan kelas?
Jika ada solusi apa yang anda gunakan untuk menyelesaikanya?

Guru III :Kendala tertentu yang saya hadapi saat saya mengajar yaitu jika jam bahasa inggris setelah jam olah raga. Itu adalah cobaan terberat bagi saya karena hamper 90% anak-anak tidak focus dalam proses belajar mengajar. Kendala dalam bertanya yaitu masih ada saja anak-anak yang tidak paham dan menjawab saat ibuk tanyai, walaupun hal tersebut sudah sering kali ibu ulangi. Solusinya, maka ibuk akan mengulang lagi dan menjelaskan lagi sampai mereka paham.

Penulis : Apakah masih terdapat pendapat atau komentar tambahan yang ingin anda sampaikan?

Guru III :-

B. Students' interview.

Siswa I

Penulis :Apakah kamu menyukai pelajaran bahasa inggris?

Siswa I : saya suka pelajaran bahasa inggris.

Penulis :Apakah kamu menyukai gaya gurumu dalam mengajar bahasa inggris?

Siswa I : Iya, saya sangat menyukai cara guru saya mengajar.

Penulis :Bagaimana perasaanmu saat guru tiba-tiba bertanya tentang materi yang sedang kamu pelajari?

Siswa I :Gugup karena takut kalau tidak bisa menjawab pertanyaan ibuk.

Penulis :Apakah kamu ikut terlibat dalam diskusi saat pelajaran sedang berlangsung?

Siswa I :Kadang-kadang, kalau pelajaran saya mengerti maka saya juga

suka. Tapi kalau susah saya takut salah.

Penulis :Apakah kamu termotivasi dalam belajar bahasa inggris dengan gaya gurumu mengajar?

Siswa I :Iya buk, karena gurunya sangat baik jadi saya termotivasi untuk belajar.

Penulis :Mengapa kamu menyukai pelajaran bahasa inggris dan mengapa kamu tidak menyukainya?

Siswa I : saya suka pelajaran bahasa inggris karena gurunya sangat baik.

Penulis :Bagaimana jika ada pertanyaan tiba-tiba yang ditujukan kepadamu saat proses belajar mengajar sedang berlangsung?

Siswa I :Terkejut, karena saya tidak suka ditanya jika saya belum siap belajar. Tapi saya akan tetap menjawab pertanyaan tersebut.

Penulis: Apa motivasi kamu belajar bahasa inggris?

Siswa I : Motivasi saya belajar bahasa inggris agar saya bisa berbahasa inggris. Karena kalau sudah besar saya bercita-cita untuk pergi

keluar negeri.

Penulis :Apakah kamu merasa nyaman atau tertekan saat guru bertanya didepan kelas?

Siswa I : Sangat nyaman karena kami saying buk YL

Siswa 2

Penulis :Apakah kamu menyukai pelajaran bahasa inggris?

Siswa 2 : Agak-agak suka

Penulis :Apakah kamu menyukai gaya gurumu dalam mengajar bahasa inggris?

Siswa 2 :biasa aja, karena suaranya mengajar sangat kecil dan saya kurang paham saat beliau menjelaskan.

Penulis :Bagaimana perasaanmu saat guru tiba-tiba bertanya tentang materi yang sedang kamu pelajari?

Siswa 2 :Takut, karena saya malu kalau tidak bisa menjawab dan menjadi bahan tontonan teman-teman sekelas.

Penulis :Apakah kamu ikut terlibat dalam diskusi saat pelajaran sedang berlangsung?

Siswa 2 : Selalu, karena saya tidak suka diam.

Penulis :Apakah kamu termotivasi dalam belajar bahasa inggris dengan gaya gurumu mengajar?

Siswa 2 :Kadang-kadang termotivasi, namun kadang-kadang juga tidak termotivasi. Saya suka beliau karena sangat baik dan tidak pernah marah, namun suara beliau dalam mengajar sangat kecil, jadi terkadang saya tidak paham dengan penjelasan beliau.

Penulis :Mengapa kamu menyukai pelajaran bahasa inggris dan mengapa kamu tidak menyukainya?

Siswa 2 :karena gurunya baik.

Penulis :Bagaimana jika ada pertanyaan tiba-tiba yang ditujukan kepadamu saat proses belajar mengajar sedang berlangsung?

Siswa 2 : Takut dan gugup

Penulis: Apa motivasi kamu belajar bahasa Inggris?

Siswa 2 : Ingin jalan-jalan dari Sabang sampai Maroko.

Penulis : Apakah kamu merasa nyaman atau tertekan saat guru bertanya di depan kelas?

Siswa 2 : Saya merasa nyaman saat beliau mengajar dan kadang merasa tertekan saat beliau bertanya karena semua mata tertuju ke arah saya.

Siswa 3

Penulis : Apakah kamu menyukai pelajaran bahasa Inggris?

Siswa 3 : Saya sangat suka pelajaran bahasa Inggris.

Penulis : Apakah kamu menyukai gaya gurumu dalam mengajar bahasa Inggris?

Siswa 3 : Ya, saya menyukai cara beliau dalam mengajar.

Penulis : Bagaimana perasaanmu saat guru tiba-tiba bertanya tentang materi yang sedang kamu pelajari?

Siswa 3 : Gugup, karena saya malu kalau tidak bisa menjawab.

Penulis : Apakah kamu ikut terlibat dalam diskusi saat pelajaran sedang berlangsung?

Siswa 3 : selalu ikut terlibat karena bahasa inggris adalah pelajaran favorit saya.

Penulis : Apakah kamu termotivasi dalam belajar bahasa inggris dengan gaya gurumu mengajar?

Siswa 3 : iya karena saya suka belajar bahasa inggris dan guru saya sangat baik, oleh sebab itu saya sangat termotivasi dalam belajar.

Penulis : Mengapa kamu menyukai pelajaran bahasa inggris dan mengapa kamu tidak menyukainya?

Siswa I : Karena itu pelajaran favorit saya.

Penulis : Bagaimana jika ada pertanyaan tiba-tiba yang ditujukan kepadamu saat proses belajar mengajar sedang berlangsung?

Siswa 3 : Gugup dan malu kalau saya tidak bisa menjawab.

Penulis: Apa motivasi kamu belajar bahasa inggris?

Siswa 3 : Ingin pintar dan Ingin keluar negeri.

Penulis : Apakah kamu merasa nyaman atau tertekan saat guru bertanya didepan kelas?

Siswa 3 : Saya merasa nyaman dan bahagia karena saya menyukai pelajaran sekaligus gurunya.

Siswa 4

Penulis : Apakah kamu menyukai pelajaran bahasa inggris?

Siswa 4 : ya, sangat-sangat menyukai pelajaran bahasa inggris. Karena

pelajaran bahasa inggris menyenangkan.

Penulis :Apakah kamu menyukai gaya gurumu dalam mengajar bahasa inggris?

Siswa 4 : Tidak terlalu suka. Karena beliau mengajar terlalu serius dan membosankan. Jadi kurang suka dengan pembawaan ibuk tersebut.

Penulis : Bagaimana perasaanmu saat guru tiba-tiba bertanya tentang materi yang sedang kamu pelajari?

Siswa 4 :Biasa aja, dan Alhamdulillah semua pertanyaan yang ibuk itu berikan bisa saya jawab dengan bai. Karena tingkat kesulitan materi yang diberikan lebih sulit saat saya berada disekolah dasar.

Penulis :Apakah kamu ikut terlibat dalam diskusi saat pelajaran sedang berlangsung?

Siswa 4 :ya. Saya selalu terlibat dalam diskusi. Karena saya sangat menyukai pelajaran tersebut.

Penulis :Apakah kamu termotivasi dalam belajar bahasa inggris dengan

gaya gurumu mengajar?

Siswa 4 : saya termotivasi belajar bahasa inggris bukan karena cara mengajar gurunya. Namun, karena saya memang menyukai pelajarannya. Mungkin jika ibuk tersebut tidak terlalu serius dan lebih friendly. Mungkin juga saya akan menyukainya.

Penulis :Mengapa kamu menyukai pelajaran bahasa inggris dan mengapa kamu tidak menyukainya?

Siswa 4 : karena susatu hari nanti saya ingin pergi keluar negeri dan bisa berbicara secara lancar dengan native speaker, dan saya sangat menyukai aksen british.

Penulis :Bagaimana jika ada pertanyaan tiba-tiba yang ditujukan kepadamu saat proses belajar mengajar sedang berlangsung?

Siswa 4 : Biasa saja.

Penulis: Apa motivasi kamu belajar bahasa inggris?

Siswa 4 : motivasi saya belajar bahasa inggris adalah agar bisa berhasa inggris dengan lancar dan memakai logat british. Sehingga dapat

memudahkan saya bepergian keluar negeri.

Penulis :Apakah kamu merasa nyaman atau tertekan saat guru bertanya didepan kelas?

Siswa 4 : Saya merasa nyaman. Karena saya bisa menjawab dengan tepat dan benar.

Siswa 5

Penulis : Apakah kamu menyukai pelajaran bahasa inggris?

Siswa 5 : ya, saya menyukai pelajaran bahasa inggris.

Penulis :Apakah kamu menyukai gaya gurumu dalam mengajar bahasa inggris?

Siswa 5 : Lumayan. tidak terlalu suka dan tidak juga benci cara ibuk tersebut mengajar.

Penulis :Bagaimana perasaanmu saat guru tiba-tiba bertanya tentang materi yang sedang kamu pelajari?

Siswa 5 : Biasa saja, karena ibuk tersebut memang selalu bertanya. Dan saya harus menjawab jika pertanyaan tersebut ditujukan kepada saya. Karena, jika tidak dijawab beliau akan marah-marah.

Penulis :Apakah kamu ikut terlibat dalam diskusi saat pelajaran sedang berlangsung?

Siswa 5 : Iya saya ikut terlibat. Namun, saya tidak terlalu aktif karena saya masih merasa malu dan cemas saat mengemukakan pendapat.

Penulis :Apakah kamu termotivasi dalam belajar bahasa inggris dengan gaya gurumu mengajar?

Siswa 5 : iya saya termotivasi namun cara ibuk tersebut mengajar terlalu serius, dan saya kurang bisa dengan gaya mengajar yang terlalu serius.

Penulis :Mengapa kamu menyukai pelajaran bahasa inggris dan mengapa kamu tidak menyukainya?

Siswa 5 : saya menyukai pelajaran bahasa inggris karena saya berasal dari batam. Dan saat saya pulang kampung dipesawat para

pramugrari berbicara dengan bahasa inggris. Oleh karena itu saya termotivasi belajar agar saya mampu berbicara dengan benar.

Penulis :Bagaimana jika ada pertanyaan tiba-tiba yang ditujukan kepadamu saat proses belajar mengajar sedang berlangsung?

Siswa 5 : Saya akan menjawab pertanyaan tersebut.

Penulis: Apa motivasi kamu belajar bahasa inggris?

Siswa 5 : Saya ingin belajar bahasa inggris dengan baik dan benar.

Penulis :Apakah kamu merasa nyaman atau tertekan saat guru bertanya didepan kelas?

Siswa 5 : Sedikit tertekan karena jika salah saya akan merasa malu kepada seluruh teman-teman saya.

Siswa 6

Penulis :Apakah kamu menyukai pelajaran bahasa inggris?

Siswa 6 : Tidak, saya tidak menyukai pelajaran bahasa inggris.

Penulis :Apakah kamu menyukai gaya gurumu dalam mengajar bahasa inggris?

Siswa 6 : Saya menyukai cara mengajar buk MRY tapi saya tidak suka cara mengajar guru PPl. Karena beliau selalu marah-marah kepada saya.

Penulis :Bagaimana perasaanmu saat guru tiba-tiba bertanya tentang materi yang sedang kamu pelajari?

Siswa 6 : Gugup namun saya tetap akan menjawab pertanyaan tersebut dengan seluruh kemampuan yang saya miliki.

Penulis :Apakah kamu ikut terlibat dalam diskusi saat pelajaran sedang berlangsung?

Siswa 6 : Tidak

Penulis :Apakah kamu termotivasi dalam belajar bahasa inggris dengan gaya gurumu mengajar?

Siswa 6 : Tidak, karena saya memang tidak paham pelajaran bahasa inggris sama sekali.

Penulis : Mengapa kamu menyukai pelajaran bahasa inggris dan mengapa kamu tidak menyukainya?

Siswa 6 : Saya tidak menyukai pelajaran bahasa inggris karena pelajaran tersebut sangat sulit. Dan saya belum pernah belajar bahasa inggris saat saya masih di SD.

Penulis : Bagaimana jika ada pertanyaan tiba-tiba yang ditujukan kepadamu saat proses belajar mengajar sedang berlangsung?

Siswa 6 : Saya akan menjawab pertanyaan tersebut walaupun saya tidak tau jawabanya.

Penulis: Apa motivasi kamu belajar bahasa inggris?

Siswa 6 : Tidak ada motivasi sama sekali.

Penulis : Apakah kamu merasa nyaman atau tertekan saat guru bertanya didepan kelas?

Siswa 6 : Saya merasa tetekan.

Siswa 7

Penulis :Apakah kamu menyukai pelajaran bahasa inggris?

Siswa 7 : ya saya menyukai pelajaran bahasa inggris.

Penulis :Apakah kamu menyukai gaya gurumu dalam mengajar bahasa inggris?

Siswa I : ya, saya lumayan suka cara guru saya mengajar.

Penulis :Bagaimana perasaanmu saat guru tiba-tiba bertanya tentang materi yang sedang kamu pelajari?

Siswa I : Senang, karena saya bisa mengemukakan pendapat saya.

Penulis :Apakah kamu ikut terlibat dalam diskusi saat pelajaran sedang berlangsung?

Siswa 7 : kadang-kadang.

Penulis :Apakah kamu termotivasi dalam belajar bahasa inggris dengan gaya gurumu mengajar?

Siswa 7 : iya saya sangat termotivasi, karena beliau menyenangkan.

Penulis :Mengapa kamu menyukai pelajaran bahasa inggris dan mengapa kamu tidak menyukainya?

Siswa 7 :karena saya suka lagu-lagu dalam bahasa inggris, jadi saya ingin tau artinya.

Penulis :Bagaimana jika ada pertanyaan tiba-tiba yang ditujukan kepadamu saat proses belajar mengajar sedang berlangsung?

Siswa 7 : terkejut.

Penulis:Apa motivasi kamu belajar bahasa ingris?

Siswa 7 : ingin menciptakan lagu-lagu dalam bahasa inggris supaya terlihat keren.

Penulis :Apakah kamu merasa nyaman atau tertekan saat guru bertanya didepan kelas?

Siswa 7 : iya.

Siswa 8

Penulis :Apakah kamu menyukai pelajaran bahasa inggris?

Siswa 8 : ya, ini adalah salah satu pelajaran favorit saya.

Penulis :Apakah kamu menyukai gaya gurumu dalam mengajar bahasa inggris?

Siswa 8 : tentu, karena dari dulu saya sangat menyenangi cara mengajar ibuk.

Penulis :Bagaimana perasaanmu saat guru tiba-tiba bertanya tentang materi yang sedang kamu pelajari?

Siswa 8 : biala aja, setiap pelajaran pasti guru bertanya.

Penulis :Apakah kamu ikut terlibat dalam diskusi saat pelajaran sedang berlangsung?

Siswa 8 : selalu, karena saya ingin mendapatkan ilmu sebanyak-banyaknya.

Penulis :Apakah kamu termotivasi dalam belajar bahasa inggris dengan gaya gurumu mengajar?

Siswa 8 : iya, ibuk AW adalah guru favorit di SMPN 08 Banda Aceh.

Penulis :Mengapa kamu menyukai pelajaran bahasa inggris dan mengapa kamu tidak menyukainya?

Siswa 8 : ummmm... karena saya bercita-cita menjadi seorang dokter, dan dibuku kedokteran terdapat banyak sekali bahasa inggris. Makanya saya ingin belajar bahasa inggris.

Penulis :Bagaimana jika ada pertanyaan tiba-tiba yang ditujukan kepadamu saat proses belajar mengajar sedang berlangsung?

Siswa 8 : Senang, berarti saya terpilih untuk menjawab pertanyaan.

Penulis:Apa motivasi kamu belajar bahasa inggris?

Siswa 8 : ingin menjadi dokter yang keren yang membaca semua buku

kedokteran.

Penulis :Apakah kamu merasa nyaman atau tertekan saat guru bertanya didepan kelas?

Siswa 8 : Alhamdulillah nyaman sekali.

Siswa 9

Penulis :Apakah kamu menyukai pelajaran bahasa inggris?

Siswa 9 : Suka sekali

Penulis :Apakah kamu menyukai gaya gurumu dalam mengajar bahasa inggris?

Siswa 9 : Sangat suka, karena beliau adalah guru yang saya incar untuk mengajari saya dari dulu. Kebetulan beliau juga pernah mengajari kakak saya. Dan saya sangat suka gaya mengajar ibuk tersebut saat kakak saya bercerita saat dirumah.

Penulis :Bagaimana perasaanmu saat guru tiba-tiba bertanya tentang materi yang sedang kamu pelajari?

Siswa 9 : Biasa aja, karena pertanyaan itu pasti selalu ada.

Penulis :Apakah kamu ikut terlibat dalam diskusi saat pelajaran sedang berlangsung?

Siswa 9 : pasti, karena saya berambisi menjadi yang terbaik.

Penulis :Apakah kamu termotivasi dalam belajar bahasa inggris dengan gaya gurumu mengajar?

Siswa 9 :ummm, pastilah ya kan beliau guru favorit saya.

Penulis :Mengapa kamu menyukai pelajaran bahasa inggris dan mengapa kamu tidak menyukainya?

Siswa 9 : karena saya mau keluar negeri. Dulu kakak saya pernah belajar diluar negeri karena mungkin factor dari dirinya sendiri ditengah jalan dia berhenti. Dan saya ingin lebih dari kakak saya, saya ingin keluar negeri dan menyelesaikan apa yang belum diselesaikan. Ya kaka banyak sekali menginspirasi saya walaupun sekarang dia hanya membuka rumah makan, namun rumah makan tetap menggunakan bahasa inggris, karena banyak bule-bule yang

makan disana.

Penulis : Bagaimana jika ada pertanyaan tiba-tiba yang ditujukan kepadamu saat proses belajar mengajar sedang berlangsung?

Siswa 9 : ya menjawab pertanyaan tersebut, karena bagi saya malulah pada sendiri kalau kita nggak bisa jawab apa yang sedang kita pelajari. Dan itu akan sangat memalukan, sama saja kita akan melakukan hal yang sia-sia.

Penulis: Apa motivasi kamu belajar bahasa ingris?

Siswa 9 : ingin keluar negeri.

Penulis : Apakah kamu merasa nyaman atau tertekan saat guru bertanya didepan kelas?

Siswa : nyaman sekali

OBSERVATION NOTE

School : SMP 08 Banda Aeh Date
 : 21-27 Oct 2017

Name of teacher : Ms. Yulianti S.Pd

Class :VII-3

Number of Students : 22 students

Teacher questioning strategies	Important note
Greet students before start teaching	In the first meeting she did it, but in the next meeting she did not do it, because she got panic when she knew her students got trouble.
Ask students condition before learning process	She asked students condition before she started the class.
Ask the previous lesson before describe about material will given	She asked previous lesson and boys were interested with the question. She cannot handle all of the class with the question. She also described the material that would given clearly
All students clear about the structure and objective of the lesson	Some students understood and some other busy on their own activities.
Teacher asks and checks for understanding of instruction.	In the first meeting teacher did not check students understanding, but in the next meeting she checked students' understanding.
Question used to ensure students are listening.	-
Students are active listener	Boys were active listener while girls were passive listener.
Teacher ask clear question	Sometime teacher asked clear question.
Teacher engage the students in to discussion	Teacher tried to engage students into discussion, but she could not control the classroom.
Teacher give opportunities to the students to help another student	No. She never gave opportunities to another students to help their fiend.
Teacher build the interest of student	She tried to build interest with playing a song from computer and boys were interested while girl did not care about it.
Teacher creates interactive, communicative and collaborative class.	She tried to be interactive, active and communicative but she failed. Because the

	students did not get the point of her explanation.
Teacher help given to the students who need support and resources to solve the problem.	Teacher Support students to solve their problem
Teacher support students with difficulties.	Teacher also helped students who get difficulties in learning process.
Teacher as a coach behavior	yes

OBSERVATION NOTE

School : SMP 08 Banda Aceh Date : 28 oct
and 04 nov 2017

Name of teacher : Mariani S.Pd

Class : VII-7

Number of Students : 20 students

Teacher questioning strategies	Important note
Greet students before start teaching	Teacher greeted students very well when she started the learning process.
Ask students condition before learning process	She asked students condition before learning process.
Ask the previous lesson before describe about material will given	She asked the previous lesson with a clues and students very excited. She also brainstorm students with the case of study.
All students clear about the structure and objective of the lesson	She only explained the lesson one and the students got her point.
Teacher asks and checks for understanding of instruction.	She always check all students understanding before continue the lesson.
Question used to ensure students are listening.	Question used to ensure students are listening.
Students are active listener	Students were very active during teaching and learning.

Teacher ask clear question	She asked clear question.
Teacher engage the students in to discussion	She always engaged students in to discussion.
Teacher give opportunities to the students to help another student	No, because when teacher asked question to the students,they could answer question by themselves correctly.
Teacher build the interest of student	Teacher built students interest by using song, picture and brainstorming.
Teacher creates interactive, communicative and collaborative class.	Yes. The whole class were active, interactive, communicative and collaborative.
Teacher help given to the students who need support and resources to solve the problem.	Yes. Teacher support her students.
Teacher support students with difficulties.	She support students who get difficult during learning process.
Teacher as a coach behavior	As a teacher she can control the class she also created an active class.

OBSERVATION NOTE

School :SMP 08 Banda Aceh

Date :24 Oct

and 21 nov 2017

Name of teacher : Azwinnar S.Pd

Class :VII-I

Number of Students : 20 students

Teacher questioning strategies	Important note
Greet students before start teaching	Always greet students before learning process by reciting Al-fatihah.
Ask students condition before learning process	She asked students condition before she started the class.
Ask the previous lesson before describe about material will given	She asked previous lesson and boys were interested with the question. She cannot handle all of the class with the question. She also described the material that would given clearly
All students clear about the structure and objective of the lesson	Some students understood and some other busy on their own activities.
Teacher asks and checks for understanding of instruction.	In the first meeting teacher did not check students understanding, but in the next meeting she checked students' understanding.
Question used to ensure students are listening.	-
Students are active listener	Boys were active listener while girls were passive listener.
Teacher ask clear question	Sometime teacher asked clear question.
Teacher engage the students in to discussion	Teacher tried to engage students into discussion, but she could not control the classroom.
Teacher give opportunities to the students to help another student	No. She never gave opportunities to another students to help their fiend.
Teacher build the interest of student	She tried to build interest with playing a song from computer and boys were interested while girl did not care about it.
Teacher creates interactive, communicative and collaborative class.	She tried to be interactive, active and communicative but she failed. Because the students did not get the point of her

	explanation.
Teacher help given to the students who need support and resources to solve the problem.	Teacher Support students to solve their problem
Teacher support students with difficulties.	Teacher also helped students who get difficulties in learning process.
Teacher as a coach behavior	yes

