

CHAPTER I

INTRODUCTION

This chapter presented the introduction of the research. It includes background of the study, problem formulation, purpose of the study, significance of the study, hypothesis of the research, scope and limitation of the problem, and definition of key term.

A. Background of the Study

Learning becomes important because through learning the learners can identify and differentiate any terms which is right or not. It is a system that helps the teaching learning process, containing an arrangement of series of event to affect and support the students' learning process. Learning is the assistance provided by the teacher so that the process of acquiring understanding and knowledge, mastering of skills and behavior, as well as the formatting of attitudes and beliefs in the students. In other words, learning is a process to help students to learn well. The process of learning will be maximized if it is supported using appropriate technology. As stated by Brown (2000:13) that learning is a process to get more and more information and knowledge. It means that in learning process, the learners take efforts to increase their horizons.

Language is arguably the most complex human behavior (Alonso, 2011:17). Language, as defined in Brown (2007:7), is a systematic means of communicating ideas or feelings using conventionalized signs, sounds, gestures, or marks, having understood meanings. It means that the symbols, signs, sound, or gestures are tools to communicate in transferring ideas or feelings to the other people. Regarding to this, Chomsky (as cited in Andayani, 2022:373) said that language is a set (finite or infinite) of sentences, each finite in length, and constructed out of a finite set of elements.

English has been taught at all level of schools, even though it was not a required subject. English has been taught as a required subject in senior high school, encompassing the four language skills, there are: speaking, listening, writing, and reading. Most

individuals assert that master the English language is crucial for active participation in contemporary society. Those students who possess effective English communication skills can get numerous benefits, not only in terms of scientific progress but also in the realms of sociopolitical communication, economics, cultural understanding, and even everyday life (Andayani, 2022: 375). Consequently, it is mandatory for all students, irrespective of their field of specialization, to enroll in at least one English course throughout their higher education journey (Febriana, *et.al.*, 2017:19). This exemplifies the fundamental importance of possessing proficient English language skills for attaining accomplishments in both professional and academic pursuits.

In order to master of English language, a teacher has to be creative and innovative to teach his/her student so that the students are more interested in learning English (Erben and Castaeda, in Ardianti, 2018:8) stated that there are five principals in creating effective language learning atmosphere by giving opportunities to use English, drawing the interest in English, giving time to student using English, and noticing errors and correcting English used by the students, and also constructing interaction using English language. So the teachers have to select the suitable technique to make the students enjoy mastering those four skills. Technique on teaching learning process needs to customize with students' behavior and their interest. However, in the class there are many kinds of students' interest, so the use of an appropriate technique practically can be effective to improve students' motivation.

As one of affective factors, motivation plays important roles to supports students' learning. Motivation will lead students to participate actively during the teaching learning process. Uno (in Mukhtar, 2017:14) stated motivation is a desire or wish which active the behavior. Motivation is the willingness of someone to do certain effort to reach the aims based on the condition. In order words, motivation is someone's willingness and effort to do something to catch what they expected to achieve.

Motivation is also one of the key requirements in reaching a good achievement, because motivation will support students' pretension. When the teacher can build a good atmosphere by applying the technique, students are more understanding on learning English. As stated by Mukhtar (2017:10) that teacher use the variation technique in motivating the student according to the capacity and the need of the student, by knowing the students' characters, and provides students with insight into English. The teachers must also be good at responding different students in motivating students in class to be motivated. Learning motivation once formed, the student will use an active learning attitude to learn, and express a keen interest in learning, and can focus attention in class to master knowledge. Motivation that there is a dialectical relationship, which learning can produce motivation, and motivation can promote learning.

On the real situation, Indonesian students are expected to be able to master four language skill (Yuniarti, 2016:13), there are: listening, speaking, reading, and writing. Moreover, before mastering these four skills, the students must be equipped with an understanding of the material given. Students needs to understand the kinds of the learning first, like kinds of text or etc. One of the genres that used in senior high school level is procedure text. This kind of text refers to an instructional text that describes how to make something or sequence steps or phases (Anderson, on Rahmadiani, 2018:18). Procedure text usually includes the language feature, there are: (1) imperative sentence, (2) temporal conjunction, (3) adverbs of manner, (4) precise term. In addition, there also: (1) nouns or noun groups, (2) personal pronouns, (3) specific location, (4) adjectives, and (5) simple present tense.

To enhance the students' understanding of procedure text, it is needed to apply interesting teaching learning activities through using media, method, approach, strategy, or technique. One of the techniques that can enhance students' participation in teaching learning process is Questioning Technique. Questioning by teachers in the teaching and learning process is one of the many interactions that occur in the classroom (Giosop, *et.al*,

2023:400). He also added that Questioning Techniques is one of the tools for achieving goals and stimulating students' mental activity. Questioning Techniques is important because it can stimulate learning, develop the potential of students to think, drive to clear ideas, stir the imagination, and incentive to act. It is also one of the ways for the teachers help students develop their knowledge more effectively. Although Questioning Technique is very complex, it is important for the teacher to stimulate students' learning process.

The Questioning Technique is also beneficial to help students more easily understand the material being taught (Hapsari, 2022:4). Once they understand the material they have, they can readily apply their comprehension in the form of test. The research about the influence of Questioning Technique has been done by several researchers before. A previous research conducted by Ningsih (2022) entitled "Teachers' Questioning Technique Implemented in EFL Classroom Instructional Process at Junior High School". In Ningsih's Research, it was found that Questioning Technique has been successful to enhance students's motivation by encouraged them to answer the question given by teacher related to the procedure text material. Another research conducted by Ganesan, et.al. (2023) entitled "Questioning Technique and Teachers' Role in the Classroom". On their research, indicates that the Questioning Technique is an appropriate technique to help students improve their learning motivation. Besides, they also found that when students' motivation increased, their procedure text comprehension also increased. The last research is conducted by Assist. Prof. Dr. Intisar Saleh Ahmed Albondoq (2021) entitled "Teachers' Questions and Questioning Techniques in Classroom Interaction". On his research, he found that many ways of Questioning Technique to increase students motivation, followed with the increase of their procedure text comprehension.

It is identified that the first study was limited only on describing how students can enhance their motivation practically without measuring how significant their improvement. The second one was limited on how the technique affected students' motivation. The last

study was descriptive research that only described on the combination of Questioning Technique in teaching learning process, limited only mention motivation can improve students' procedure text comprehension without providing measurements of improved procedure text comprehension.

Based on the description above, it is necessary to conduct more thorough research on the motivation and procedure text comprehension of students in the English learning process, especially on the material of procedure that are still low, so it is necessary to conduct research to find out the motivation and procedure text comprehension of students in the English learning process. *“The Influence of Questioning Technique on the Students' Motivation and Their Procedure Text Comprehension of Grade X at SMA Negeri 1 Tulungagung”*.

B. Problem Formulation

1. How is the influence of the Questioning Technique on students' learning motivation of procedure text in grade X at SMA Negeri 1 Tulungagung?
2. How is the influence of the Questioning Technique on students' procedure text comprehension in grade X at SMA Negeri 1 Tulungagung?
3. How is the influence of the Questioning Technique on students' motivation and their procedure text comprehension in grade X at SMA Negeri 1 Tulungagung?

C. Purpose of the Study

1. To know the influence of the Questioning Technique on students' learning motivation of procedure text in grade X at SMA Negeri 1 Tulungagung.
2. To know the influence of the Questioning Technique on students' procedure text comprehension in grade X at SMA Negeri 1 Tulungagung.

3. To know the influence of the Questioning Technique on students' motivation and their procedure text comprehension in grade X at SMA Negeri 1 Tulungagung

D. Significant of the Study

Hopefully, this research can benefit the researcher itself as a novice researcher, especially in learning how to conduct research also beneficial to other people. The research of the study are contributive for researcher itself, students, teacher, school and for the next researcher. Following are the significant of the study theoretically and practically:

1. Theoretically

- a. Hopefully this research can approve and support the theory of foreign language teaching.
- b. Hopefully this research can enhance and improve the knowledge on English education especially in the use of teaching and learning technique and become one of the trusted sources that contains valuable information for those who are concerned in the world of teaching learning process of English.

2. Practically

- a. For Students

The finding of this research hopefully can motivate student to improve the students' knowledge on every learning material especially English, also can enhance their procedure text comprehension. And hopefully can improve the motivation on students that English is easy to learn if done by the suitable technique.

- b. For Teacher

The finding of this research hopefully can be use for consideration while doing the teaching learning process by notice the right teaching learning technique with students and the material that will be use, motivate teacher to always

using effective technique so that students' motivation and procedure text comprehension can enhance, also this finding can be the evaluation for the teacher itself to choose the suitable teaching learning technique.

c. For School

The finding of this research hopefully can be used as consideration to enhance teacher performance on teaching learning process on the classroom so that enhance motivation and procedure text comprehension by using the suitable teaching learning technique.

d. For the Next Researcher

Hopefully this research can be used as deepening of the study and the importance of using suitable teaching learning technique especially in English teaching and learning to enhance students' motivation and procedure text comprehension.

E. Hypothesis of The Research

A hypothesis is a prediction, almost always a prediction about the relationship between variables. It is a specific statement of prediction about relationship among study variables (Dayanand, *et.al.* 2018:2445). The researcher tries to state the hypothesis based on the research problem and research question whether the researcher can prove this hypothesis or disapprove. On this research, the researcher stated two hypotheses as follows:

1. H_0 (Null Hypothesis)

- a. There is no influence on students' motivation on grade X at SMA Negeri 1 Tulungagung. It means that the influence of Questioning Technique on students' motivation and procedure text comprehension is disapproved.
- b. There is no influence on students' procedure text comprehension on grade X at SMA Negeri 1 Tulungagung. It means that the influence of Questioning

Technique on students' motivation and procedure text comprehension is disapproved.

- c. There is no influence on students' motivation and procedure text comprehension on grade X at SMA Negeri 1 Tulungagung between Questioning Technique or lecturing technique. It means that the influence of Questioning Technique on students' motivation and procedure text comprehension is disapproved.

2. H_1 (Alternative Hypothesis)

- a. There is the influence on students' motivation on grade X at SMA Negeri 1 Tulungagung. It means that the influence of Questioning Technique on students' motivation and procedure text comprehension is approved and the null hypothesis would be rejected vice versa
- b. There is the influence on students' procedure text comprehension on grade X at SMA Negeri 1 Tulungagung. It means that the influence of Questioning Technique on students' motivation and procedure text comprehension is approved and the null hypothesis would be rejected vice versa.
- c. There is the influence on students' motivation and procedure text comprehension on grade X at SMA Negeri 1 Tulungagung. It means that the influence of Questioning Technique on students' motivation and procedure text comprehension is approved and the null hypothesis would be rejected vice versa.

F. Scope and Limitation of the Problem

In this reseach, the scope of the study is the study was itended to verify wether questioning influence to improve students' motivation and procedure text comprehension in procedure text, specifically to answer reseach question related to the influence of

Questioning Technique on student motivation and their procedure text comprehension. To collect the data, the writer using questionnaire and comprehension test following the cognitive domain of the students. The study was conducted in SMA Negeri 1 Tulungagung which having lacks on their motivation and procedure text comprehension.

The researcher limits the study only focusing on focused only testing Questioning Technique influence on students' motivation and procedure text comprehension by measuring how influence the question technique on it without explain how student learning procedure text. It will better if on the next study researcher using mix method.

G. Definition of Key Term

To avoid misunderstanding in analyzing the title, it is necessary to define the terms as follows:

1. Conceptually

- a. The Influence

The influence is the capacity to influence the character, development, or behavior of someone or something, or the effect itself. This study was intended to measure how Questioning Technique influence on students' motivation and procedure text comprehension.

- b. Questioning Technique

A Questioning Technique is a teaching learning technique which is done by asking questions that direct students to understand the subject matter in order to achieve learning objectives so that creating the new understanding on the teaching learning process. On this reseach, the researcher wants to measure wether the Questioning Technique effective on students' motivation and procedure text comprehension. If the significant of the result $< 0,05$, it means that Questioning

Technique was influence. But, if significant of result $\geq 0,05$, it means that Questioning Technique was not influenced.

c. Learning motivation

Motivation is the desire to act in service of a goal. Motivation is the willingness of someone to do certain effort in order to reach the aims based on the condition (Motevali,*et.al.*, 2020:19) The researcher use motivation as the variable that can be measured in the teaching learning activity. Here, the researcher wants to finds whether the Questioning Technique bring the difference on students' motivation rather than lecturing technique.

d. Comprehension in Procedure Text

Procedure text comprehension are students' abilities in the form of mastery of knowledge, attitudes, and skills achieved in learning after learning activities including cognitive, affective, or psychomotor (Nugraha, 2021:157). On this study, the researcher wants to know students' ability in understanding produre text both in theoretically and practically.

2. Operationally

The researcher wants to test by applying Questioning Technique to see the differences in changes of of improvement in students' motivation and procedure text comprehension at SMA Negeri 1 Tulungagung between control group class and Experiment group class.