JOEEI
Journal of English Educational Issues
Volume 1 Nomor 1 June 2025 | ISSN Cetak : xxxx - xxxx |
ISSN Online : xxxx - xxxx DOI : https://doi.org/10.31258/

CORRELATION BETWEEN TEACHERS' QUESTIONING SKILL AND LEARNING MOTIVATION OF THE ELEVENTH GRADE STUDENTS AT SMKN 2 PEKANBARU

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ABSTRACT

This study aims to determine whether there is a significant relationship between teacher questioning skills and student learning motivation of grade XI at SMKN 2 Pekanbaru. The research method used is a quantitative correlational method using a questionnaire as a data collection instrument. The research sample consisted of 33 students and 30 teachers selected through cluster random sampling techniques. The results showed that teacher questioning skills were in the "medium high" category (36% according to students, 37% according to teachers), and student learning motivation was also in the "medium high" category (30% according to students, 43% according to teachers). The Pearson correlation test showed a value of r = 0.418 which means there is a significant positive relationship between teacher questioning skills and student learning motivation. It can be concluded that teacher questioning skills contribute to increasing student learning motivation.

Keywords: Teachers' questioning skills, learning motivation, Correlation

KORELASI ANTARA KETERAMPILAN BERTANYA GURU DAN MOTIVASI BELAJAR SISWA KELAS XI DI SMKN 2 PEKANBARU

ABSTRAK

Penelitian ini bertujuan untuk mengetahui apakah terdapat hubungan yang signifikan antara keterampilan bertanya guru dan motivasi belajar siswa kelas XI di SMKN 2 Pekanbaru. Metode penelitian yang digunakan adalah metode kuantitatif korelasional dengan menggunakan angket sebagai instrumen pengumpulan data. Sampel penelitian terdiri dari 33 siswa dan 30 guru yang dipilih melalui teknik cluster random sampling. Hasil penelitian menunjukkan bahwa keterampilan bertanya guru berada pada kategori "sedang tinggi" (36% menurut siswa, 37% menurut guru), dan motivasi belajar siswa juga berada pada kategori "sedang tinggi" (30% menurut siswa, 43% menurut guru). Uji korelasi Pearson menunjukkan nilai r = 0,418 yang berarti terdapat hubungan positif yang signifikan antara keterampilan bertanya guru dan motivasi belajar siswa. Dapat disimpulkan bahwa keterampilan bertanya guru memberikan kontribusi terhadap peningkatan motivasi belajar siswa.

Kata kunci: Keterampilan bertanya guru, motivasi belajar, korelasi

Submitted	Accepted	Published
May 30th 2025	June 3th 2025	June 8st 2025

Citation	:	Maharani et al. (2025). CORRELATION BETWEEN TEACHERS' QUESTIONING SKILL AND LEARNING MOTIVATION OF THE ELEVENTH GRADE STUDENTS AT SMKN 2 PEKANBARU. *JOEEI (Journal of English Educational Issues), 1*(1), 144-152.

INTRODUCTION

In educational settings, questioning is one of the most powerful tools a teacher can use to stimulate students' cognitive development and engagement. Aydemir and Çiftçi (2008) emphasize that questions have long functioned as a primary educational tool, designed to activate thinking and enhance learning. Teachers who effectively ask questions help foster a classroom environment that encourages discussion, critical thinking, and interaction.

Furthermore, if students want to remain engaged, teachers should avoid questions with a yes or no answer. This is consistent with Blosser's (2000) argument that teachers should avoid asking yes/no questions. Teachers should have greater questioning abilities to help students think critically. Teachers must grasp the

JOEEI
Journal of English Educational Issues
Volume 1 Nomor 1 June 2025 | ISSN Cetak : xxxx - xxxx |
ISSN Online : xxxx - xxxx DOI : https://doi.org/10.31258/

types of questions that help students develop their thinking skills. Based on some experts, there are several types of questioning strategies. According to Blosser (2000), there are several types of questions: managerial, rhetorical, closed and opened questions. Nevertheless, the teacher does not only focus on those types of questions because there are types of question that may be utilized to stimulate students' thinking skills. It is supported by Richards and Lockhart's (1994) who propose that there are three types of questioning strategies such as procedural, convergent, and divergent questioning strategies. In brief, teachers need to understand the suitable types of questions that might help students enhance their abilities.

In truth, teachers' questions may not always encourage all students to answer. A variety of variables could contribute to this issue. One of the explanations is that English remains an unfamiliar language for the majority of Indonesian students, particularly in rural locations such as the one where this study is conducted. Not knowing the meanings of terms will make it harder for students to understand the lesson. The students are still bewildered with the teacher's explanation in English. As a result, the students do not pay attention to the instruction since they believe English is difficult to understand. Ensuring all students are involved in one of the fact that not all students have the same character, the teacher needs to prevent the class from being dominated by the same student. The ability to interact in the classroom may foster students' confidence and ignite their courage to express their ideas or opinions. Interaction in the classroom will make everyone more focused because no one feels neglected.

One dimension of teachers' questioning skills involves students' learning motivation. The awareness of the aim and results of asking questions seems to be important. Achmadi (2005, p. 109) cited in Ulfa (2021) define that motivation is a psychological condition that encourages someone to do something. If students are motivated to learn, learning goals will be achieved. If the learning objectives are met, the teacher has taught well. Motivation to learn is very important in the teaching and learning process, because without student motivation to learn, learning activities cannot be carried out with good results.

In accordance with the description of the problems above, the researcher is interested to prove whether there is a significant correlation between teachers' questioning skills and learning motivation of the eleventh grade students at SMKN 2 Pekanbaru.

LITERATURE REVIEW

Questioning Skills

A question is a sentence, phrase, or word used to request information, clarification, or a response from someone. It typically expresses uncertainty or seeks knowledge about a particular subject or situation. Cotton (2001) defines that a question is any sentence that has an interrogative from or function (as cited in Mantra, 2014, p. 85). In order to establish an enjoyable, productive, and accommodating learning environment, teachers must possess and develop questioning skills. Asking questions to students is not easy for a teacher. Because the questions presented to students must have a beneficial impression. Teachers must comprehend and grasp the use of questioning skills.

As cited by Saud in Brown (2009) Questioning is any question that examines or creates knowledge in students. Questioning skills are an important component of basic teaching skills. These skills include the teacher's ability to formulate, convey, and respond to questions in order to encourage active student involvement, arouse curiosity, and assess student understanding of learning materials. According to Wilen (1991), "Teachers questioning is a core instructional strategy used to guide student thinking, stimulate curiosity, and assess understanding." Asril (2018) states that questioning skills are the teacher's ability to formulate and ask questions that stimulate students to think and respond actively. In his book Micro Teaching, questioning skills are an essential component of effective teaching and are divided into two main categories: basic questioning skills and advanced questioning skills. These components serve as a foundation for teachers to build meaningful interactions with students and to foster active learning environments.

The basic questioning skills include several key aspects. First is the clarity of questions, where teachers must ensure that the language used is simple, precise, and understandable by students. This

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helps avoid confusion and encourages accurate responses. Second is the focus of the question, which should be relevant to the learning objectives and guide students' attention to the key points of the lesson. Third, teachers must consider wait-time, allowing students a few seconds to think before responding. This practice supports deeper cognitive processing. Another important component is the distribution of questions, which involves ensuring that all students are given equal opportunities to participate and respond, not just those who are most active. Lastly, guiding and prompting questions are used to assist students in reaching the correct answers without directly providing them.

The advanced questioning skills build upon the basics and are used to encourage higher-order thinking. One of the main aspects is probing questions, where teachers follow up a student's answer to push for further explanation, clarification, or justification. These types of questions help develop critical thinking and analytical skills. Another advanced component is the redirecting of questions, where the teacher transfers a question or a student's response to another student to promote class-wide engagement and peer learning. Additionally, varying question types from factual to open-ended allows students to engage in multiple levels of cognitive activity, aligning with Bloom's Taxonomy. Effective teachers also know how to respond positively to student answers, reinforcing their effort and encouraging continued participation, regardless of whether the answer is correct or not.

In conclusion, Asril (2018) emphasizes that mastering both basic and advanced questioning skills is crucial for teachers aiming to create an interactive and reflective classroom atmosphere. These skills not only enhance the quality of instruction but also significantly contribute to students' motivation, engagement, and intellectual development. A well-developed questioning technique allows the teacher to serve not just as a transmitter of knowledge, but also as a facilitator of learning.

Learning Motivation

Motivation comes from Latin, movere, which means encouragement or power mover. Many experts have put forward various definitions of motivation. Their points of view are different, but the essence is the same, as a driving force change the energy within a person into the form of real activity to achieve specific purpose. Motivation plays an important role in various aspects of life, including education, work and self-development.

Huitt (2001) said that motivation is an internal condition or status (sometimes defined as a need, want, or desire) that directs a person's behavior to actively act in order to achieve a goal. In addition Thursan Hakim (2000:26) stated that the meaning of motivation is something an impulse of will that causes someone to do an action for achieve certain goals. Motivation arises based on human needs which are arranged in a hierarchy, starting from physiological needs to self-actualization (Maslow, 1943).

Meanwhile, the definition of learning motivation itself is a mental strength that drives learning that exists within a person to move and direct a person's behavior including learning behavior (Dimyati, 2003). Learning motivation is a psychological factor that plays a role in fostering passion, feeling happy and enthusiastic about learning (Sardiman, 2011:75). Winkle (2011) defines learning motivation as all efforts within students that give rise to learning activities and provide direction to learning activities so that the goals contained in the learning activities can be achieved.

In learning activities, teachers must pay attention to the causes that encourage students to learn well, or to have the motivation to think, focus on a problem, plan and carry out activities that support the learning process (Astutik, 1995). The most important thing in this learning activity is how a teacher is able to create an atmosphere or the process that directs students to learn. Teachers must do a way or effort that can foster and provide motivation so that students are able to carry out learning activities well.

According to Hamzah B. Uno (2011) in his book Teori Motivasi dan Pengukurannya, student learning motivation refers to the internal and external encouragements that initiate, direct, and sustain students' learning behavior in order to achieve academic goals. He views motivation as a psychological factor that plays a critical role in determining the intensity and direction of students' efforts in the learning process. Motivation, in this sense, becomes the driving energy that influences how students approach, engage with, and persist in learning tasks. Uno classifies learning motivation into two main types: intrinsic and extrinsic motivation.

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Intrinsic motivation arises from within the student, such as curiosity, the desire to master content, or a sense of satisfaction in learning itself. This form of motivation is considered more sustainable and leads to deeper learning. On the other hand, extrinsic motivation is driven by external rewards or pressures, such as grades, praise from teachers, parental expectations, or avoiding punishment. While extrinsic motivation can be effective in the short term, Uno stresses the importance of cultivating intrinsic motivation to support long-term academic success and personal growth.

In conclusion, Hamzah B. Uno's theory of learning motivation provides a comprehensive understanding of the psychological aspects that drive students in their academic pursuits. His framework highlights that learning motivation is not solely about external encouragement but also deeply connected to students' personal goals, needs, and the learning environment. Educators, therefore, must address both intrinsic and extrinsic factors to effectively support and enhance students' motivation to learn.

RESEARCH METHOD

The approach used in this study is a quantitative approach with a correlational research design. The correlational research type is used because the researcher wants to find the relationship between the variable of teachers' questioning skills (variable X) and students' learning motivation (variable Y).

This study was conducted at SMKN 2 Pekanbaru, specifically focusing on eleventh grade students. The population in this study consisted of two groups: students and teachers. The total number of student population was 1,005 students, while the teacher population consists of 111 people who are actively involved in teaching various subjects in grade eleven.

To obtain representative data, the researcher selected samples from both populations. The student sample consisted of 33 students of class XI Electronic Engineering 1, and the teacher sample consisted of 30 teachers. The sampling technique employed in this study was cluster random sampling, a method that involves dividing the population into naturally occurring groups (clusters) and then randomly selecting groups from which the sample is drawn. This technique was chosen due to the large population size and to ensure that each subgroup within the population had an equal chance of being included in the study.

The instrument in this study used a questionnaire. The teachers' questioning skills questionnaire was to determine the level of teachers' questioning skills and the students' learning motivation questionnaire was conducted to determine the level of students' learning motivation. Each question in the questionnaire is made in the form of a Likert scale which has a gradation from very positive to very negative which is made in the form of a checklist. According to Sugiyono (2010:134), The Likert scale is a tool used for measuring an individual's or a group's behaviors, opinions, and perceptions on social phenomena.

Table. 1 Likert Scale

Response	Item	
	Positive	Negative
SL (Always)	5	1
SR (Often)	4	2
KD (Sometimes)	3	3
JR (Seldom)	2	4
TP (Never)	1	5

The data analysis technique in this study uses classical assumption data analysis, namely, normality and

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linearity tests processed using SPSS version 30 with the Shapiro-Wilk method with a significance level of 5%. The linearity test is carried out using the results of the Deviation from Linearity test and the hypothesis test used in this study is the Pearson product moment test with the help of SPSS version 30.

RESULTS AND DISCUSSION

Based on research conducted at SMKN 2 Pekanbaru, the following results were obtained:

1. Teachers' questioning skill

Teachers' questioning skills data were obtained from questionnaires. The questionnaires used in this study have been known for their validity and reliability. Initially, the number of items for this questionnaire was 20 items, but after being tested, the number of valid and reliable questions was 16 items for the teacher's questioning skills questionnaire.

Table 2. Frequency Distribution of Teachers' Questioning Skills from Students Response Data (X)

No	Teacher questioning skill level	Total	Percentage %
1.	Very High	4	12%
2.	High	3	9%
3.	Moderate High	12	36%
4.	Moderate Low	7	21%
5.	Low	6	18%
6.	Very Low	1	3%
Total		**33**	**100%**

Based on the Table 2, the frequency distribution of teachers' questioning skill from students response data shows a very high category with a percentage of 12% with a total of 3 students. In the high category with a percentage of 9% with a total of 3 students. In the moderate high category with a percentage of 36% with a total of 12 students. In the moderate low category with a percentage of 21% with a total of 7 students. In the low category with a percentage of 18% with a total of 6 students. In the very low category with a percentage of 3% with a total of 1 student.

Table 3. Frequency Distribution of Teachers' Questioning Skills from Teachers Response Data (X)

No	Teacher questioning skill level	Total	Percentage %
1.	Very High	3	10%
2.	High	3	10%
3.	Moderate High	11	37%
4.	Moderate Low	4	13%
5.	Low	1	3%
6.	Very Low	8	27%
Total		**30**	**100%**

Based on the Table 3, the frequency distribution of teachers' questioning skill from teachers response data is shown in a very high category with a percentage of 10% with a total of 3 teachers. In the high category with a percentage of 10% with a total of 3 teachers. In the moderate high category with a percentage of 37% with a total of 11 teachers. In the moderate low category with a percentage of 13% with a total of 4 teachers. In the low category with a percentage of 3% with a total of 1 teacher. In the very low category with a percentage of 27% with a total of 8 teacher.

So it can be concluded that the questioning skills of teachers at SMKN 2 Pekanbaru are in the

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ISSN Online : xxxx - xxxx DOI : https://doi.org/10.31258/

"Moderate High" category with the highest percentage of 37% and the highest frequency of 12 people from students.

2. Students' Learning Motivation

In this variable of students' learning motivation, the researcher used 17 items statements with alternative answers "Always (SL), Often (SR), Sometimes (KD), Seldom (JR) and Never (TP)". The questionnaires used in this study have been known for their validity and reliability. Initially, the number of items for this questionnaire was 20 items, but after being tested, the number of valid and reliable questions was 17 items for the student's learning motivation questionnaire.

Table 4. Frequency Distribution of Students' Learning Motivation from Students Response Data (Y)

No	Teacher questioning skill level	Total	Percentage %
1.	Very High	2	6%
2.	High	8	24%
3.	Moderate High	10	30%
4.	Moderate Low	9	27%
5.	Low	2	6%
6.	Very Low	2	6%
Total		**33**	**100%**

Based on the Table 4, the frequency distribution of students' learning motivation from student response data shows a very high category with a percentage of 6% with a total of 2 students. In the high category with a percentage of 24% with a total of 8 students. In the moderate high category with a percentage of 30% with a total of 10 students. In the moderate low category with a percentage of 27% with a total of 9 students. In the low category with a percentage of 6% with a total of 2 students. In the very low category with a percentage of 6% with a total of 2 students.

Table 5. Frequency Distribution of Students' Learning Motivation from Teachers Response Data (Y)

No	Teacher questioning skill level	Total	Percentage %
1.	Very High	0	0%
2.	High	2	7%
3.	Moderate High	13	43%
4.	Moderate Low	12	40%
5.	Low	2	7%
6.	Very Low	1	3%
Total		**30**	**100%**

Based on the Table 5, the frequency distribution of students' learning motivation from teacher response data is shown in a very high category with a percentage of 0% with a total of 0 teacher. In the high category with a percentage of 7% with a total of 2 teachers. In the moderate high category with a percentage of 43% with a total of 13 teachers. In the moderate low category with a percentage of 40% with a total of 12 teachers. In the low category with a percentage of 7% with a total of 2 teachers. In the very low category with a percentage of 3% with a total of 1 teacher.

So it can be concluded that learning motivation of the eleventh grade students at SMKN 2

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Journal of English Educational Issues
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Pekanbaru with a percentage of 27% as many as 9 students from the student sample and 40% as many as 13 teachers from the teacher sample are in the "Moderate High" category.

3. Data Hypothesis Test

Hypothesis testing in this study used the Pearson product moment test with the help of SPSS version 30. The results can be seen in the table below:

Table 5. Hypothesis Test Pearson Product Moment Correlations

Correlations

		Teachers' Questioning Skill	Students' Learning Motivation
Teachers' Questioning Skill	Prearson Correlation	1	.418**
	Sig. (2-tailed)		<.001
	N	63	63
Students' Learning Motivation	Prearson Correlation	.418**	1
	Sig. (2-tailed)	<.001	
	N	63	63

**. Correlation is significant at the 0.1 level (2-tailed).

Based on the results of the product moment correlation test above, the results obtained are r count of 0.418. With r count of 0.418 ≥ 0.05, it means that the results of the product moment correlation analysis indicate that there is a positive and significant correlation between teachers' questioning skills and learning motivation of eleventh grade students at SMKN 2 Pekanbaru with a Moderate correlation strength: adequate relationship (0.41 - 0.70).

From the analysis conducted with the help of SPSS version 30, the rcount value was obtained as 0.418 then the rtable value was 0.287 at a significance level of 5%. The positive rcount value also shows that the relationship between the two variables is positively correlated, and the significance value is less than 0.05 (0.00 ≤ 0.05) which means that the relationship between the two variables is also significant. From these results it can be concluded that Ha (there is a positive and significant relationship between teacher questioning skills and student learning motivation of class XI SMKN 2 Pekanbaru) is accepted, and Ho (there is no positive and significant relationship between teacher questioning skills and student learning motivation of class XI SMKN 2 Pekanbaru) is rejected.

According to Sutja (2017:100) Correlation Interpretation Criteria guidelines, it can be concluded that the correlation coefficient between the variable teacher questioning skills and student learning motivation of class XI SMKN 2 Pekanbaru with an rcount of 0.418 is in the interval 0.41 - 0.70 Moderate correlation: adequate relationship

Discussion

Based on the results of the study conducted on 33 students and 30 teachers of the eleventh grade at SMKN 2 Pekanbaru, it can be concluded that teachers' questioning skills and students' learning motivation are in a fairly good category in general. The results of the frequency distribution show that teachers' questioning skills according to the majority of students are in the Moderate High category of 36%, while according to the teachers themselves they are in the same category (Moderate High) of 37%. This shows that there is a fairly consistent perception between students and teachers regarding the questioning skills they have.

Meanwhile, in terms of student learning motivation, the results of student data show that the

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most dominant category is Moderate High with a percentage of 30%, followed by the Moderate Low category of 27%. Data from teachers also supports these results with the majority of respondents (teachers) assessing that students' learning motivation is at the Moderate High category of 43%. This shows that the majority of students have a fairly good level of learning motivation, but still need further encouragement to reach the high or very high category.

The results of the correlation test using Pearson Product Moment showed a positive and significant relationship between teacher questioning skills and student learning motivation with a value of r = 0.418, which is in the Moderate correlation category or a fairly significant relationship. This means that the better the teacher's questioning skills, the more likely it is to increase student learning motivation. Overall, it can be concluded that teachers' questioning skills have a significant contribution to increasing students' learning motivation. Therefore, improving the quality of teacher verbal interactions, especially in asking questions that stimulate critical thinking and student participation, is very important in the learning process in the classroom.

CONCLUSION

Based on the results of the data analysis that has been done, it can be concluded that there is a significant relationship between the teachers' questioning skills and students' learning motivation in grade XI of SMKN 2 Pekanbaru. This is evidenced by the results of the hypothesis test using the Pearson product moment test, the r-count value is 0.418 then the r-table value is 0.287 at a significance level of 5%. The positive r-count value also indicates that the relationship between the two variables is positive, and the significance value is less than 0.05 ($0.00 \leq 0.05$) which means that the relationship between the two variables is also significant. From these results it can be concluded that Ha is accepted, and Ho is rejected.

RECOMMENDATIONS

Considering the results of the research, the researcher provides several recommendations can be proposed. First, teachers are encouraged to continuously improve their educational competencies to better support students' learning motivation during the teaching and learning process. Their role is vital in fostering a classroom environment that stimulates and sustains student engagement. Second, students should be more communicative and open with their teachers to establish a healthy and effective synergy between educators and learners. Such interaction can enhance mutual understanding and positively influence motivation and learning outcomes. Lastly, for future researchers, it is suggested to explore additional factors that may influence students' learning motivation, considering the R Square value obtained in this study was 0.418. This indicates that there are still other contributing variables beyond the teachers' questioning skill, including internal factors such as students' needs, self-awareness of academic progress, aspirations, and external factors like access to facilities or recognition. Furthermore, future studies are encouraged to examine different research characteristics, such as various educational levels, broader sample sizes, or alternative research methodologies to enrich the findings and generalizability of the research.

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Journal of English Educational Issues
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