

The Effectiveness of Questioning Strategy for Teaching Reading

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Abstract

The primary objective of this study was to ascertain whether this strategy significantly improved students' reading comprehension skills. Design Research design for class VIII students of SMP N 1 Bandar Lampung for the 2024/2025 academic year. The study population consists of classes VIII of SMP N 1 Bandar Lampung, totaling 25 students in one class and this research will only be carried out in one class. To obtain research data, the researcher used a test was used as an instrument, incorporating both a pre-test and a post-test, each consisting of 10 multiple-choice questions. The learning process was carried out in three meetings, resulting in a post-test average the researcher conducted a paired sample T-test to analyze the data, revealing The mean post-test score was 79.83, while the mean pre-test score was 50.86. Given a significance score of 0.000 (less than 0.005), the null hypothesis (H0) is rejected, and the alternative hypothesis (H1) is accepted. Therefore, there is a significant influence of the use of the Questioning Strategy Method on reading. Questioning strategies not only improve understanding but also increase students' ability to make conclusions from the text. In conclusion, questioning strategies proved to be an effective method for teaching reading, promoting better understanding and engagement among middle school students.

INTRODUCTION

Reading comprehension is vital for academic achievement. This study examines the effectiveness of the questioning strategy, which involves using questions to engage students and improve their understanding of texts. Today, English is employed in all aspects of life, including technology, Data Analysis the researcher organizes and prepares the data for analysis, reads the data, starts coding, uses the coding process to generate a description, advances how the description and the last step interpret the data using documentation as to strengthen the data. Important Given the significance of English, most individuals strive to acquire it through the productive skills like Productive skills such as speaking and writing, as well as receptive skills like listening and reading, are essential.

Reading, in particular, is one of the critical skills you can do to learn things

from texts. The act Reading comprehension is defined as an interaction between the reader and the text. Genuine reading occurs only when readers can comprehend the text's meaning from its written symbols. In other words, reading involves more than just memorizing words; it also calls for the reader to understand the events that are described in the book. Additionally, According to Rumelhart (2017), Reading is an activity that involves the reader engaging with the text, with the primary goal of understanding its meaning In short, a skilled reader should interact with the material.

However, many students think that reading is not easy. To read an English text, they need to understand the words in the text. Based on the author's observations, students reported that they had experienced the following problems unfamiliar topics The text discusses various issues that make students reluctant to read, including the complex language used and a lack of vocabulary mastery. These problems lead to students' unwillingness to read, which in turn causes several issues. They may become disengaged in learning, lack knowledge, and not perform well academically grades. According to **Kylene** (2016), students who are reluctant to read think that understanding The text is difficult, and students are unable to recognize words and are less fluent in reading it. Consequently, they develop a negative attitude towards reading, believing they cannot read well and do not enjoy it.

After observing in class VIII B of SMP N 1 Bandar Lampung, it turned out that research had been carried out using the question strategy as a reading comprehension tool. This practice was now proven because using this question strategy method made it makes it easier for teachers to deliver content to students making it easier for them to understand reading. However, before using this method, there were some students who were lazy about reading due to their limited vocabulary, making it difficult to translate into Indonesian because some of them did not know the vocabulary. Efforts were made to repeat vocabulary alternately between teacher and student.

Students' lack of interest in learning English results in their weak knowledge of English. Therefore, teachers must develop diverse learning methods. The implementation of questioning techniques as a tool for students to learn using questioning strategies is one method that can be used. From the results of observations at SMP N 1 Bandar Lampung regarding the application of questioning strategies in reading instruction which is considered to meet the requirements for conducting research. Schools at SMP N 1 Bandar Lampung include schools and Islamic boarding schools, so the focus is divided into two.

Winograd and Hare (2015) stated that, Strategy is a deliberate activity that students use to achieve their objectives. Furthermore, strategy is useful as a

process utilized in learning, thinking, and other activities to assist pupils in achieving a learning objective. Furthermore, the technique helps language learners learn and use a language in both conscious and unconscious processes. It is true that a plan may help pupils attain their goals, particularly those related to reading. Furthermore, it may be quite effective in assisting them when reading fails to provide them with a comprehension of the major concept of a work.

There are many comprehension strategy in teaching reading that pupils might pick as their reading approach, for example, researchers employ inquiry strategy method in teaching reading. Hutchin (2014) provide seven reading comprehension strategies, namely: activate or create background knowledge, which helps learners to link their background knowledge, sentiments, personalities, and experiences to the text; Using sensory pictures enables children to develop a picture of a text topic by using Using their senses to comprehend a text; Before, during, and after reading, students may activate their interest by asking questions about the material. Make predictions and conclusions; this helps learners to predict what comes next in the text as well as draw conclusions about what they read. discern the key concept; enables pupils to discern the main idea of a book; Using the repair option; that allows students to assist them in correcting lost understanding by rereading, reading first, etc.; Synthesize; which allows students To examine the information obtained from reading and interpret it through their own perspective. These techniques can all be beneficial for improving reading comprehension.

Given the aforementioned issues, it is crucial to identify methods or strategies to engage students in reading. Therefore, the researcher found a suitable strategy for the problem above, namely using the question strategy method in teaching reading. With this method, the teacher knows whether using this method makes it easier for students to read and not only by using questions but also by giving the teacher sheets of paper containing stories. Then, the students with find out vocabulary reading for students using this method.

In During the teaching and learning process, students are influenced by how effectively the teacher delivers instructional content. Students require something exciting and difficult. Using proper strategies made learning content more entertaining, effective, and efficient. Using question tactics is one method for teaching reading. Through these questions, students can more easily understand what the teacher saying.

بَشَرًا وَلَمْ يَكُونُوا مَلَائِكَةً كَمَا اعْتَقَدُوا الرُّسُلَ الْمُنْقَذِينَ مِمَّا لَيَزُولُ عَنْهُمْ الشُّبُهَةُ وَلِيَعْلَمُوا أَنَّ رُسُلَ اللَّهِ الْمُوحَى إِلَيْهِمْ كَانُوا عَنْ حَالٍ

Artinya, "Allah memerintahkan mereka (kafir Quraisy) untuk bertanya
Volume 1, Nomor 6 2025

kepada ahli kitab terdahulu tentang para rasul terdahulu agar keraguan hilang dari mereka, dan juga agar mereka tahu bahwa utusan Allah yang diutus kepada mereka juga manusia, bukan malaikat sebagaimana yang mereka yakini." (Syekh Wahbah Zuhaili, *Tafsir al-Munir fil Manhaj was Syari'ah wal Manhaj*, [Damaskus, Darul Fikr: 1418], juz XVII, halaman 19).

Meaning: "Allah commanded the Quraysh infidels to consult the people of the previous scriptures about the earlier messengers. This was intended to remove their doubts and to make them understand that the messengers sent by Allah were humans, not angels, as they had believed." (Syekh Wahbah Zuhaili, *Tafsir al-Munir fil Manhaj was Syari'ah wal Manhaj*, [Damaskus, Darul Fikr: 1418], juz XVII, halaman 19).

We can conclude that reading helps children become more intelligent, therefore it is very important to increase students' reading motivation, and using this question strategy method can facilitate students' grasp of the questions given by their teacher and then read them well. From the explanation above the researcher want to know whether pictures is effective for teaching reading, so the researcher creat the title "Effectiveness of Questioning Strategy for Teaching Reading". Research researched class VIII B students of SMP N 1 Bandar Lampung in the 2024/2025 academic year.

LITERATURE REVIEW

Questioning Strategy

According by Riati (2018), stated that the teacher's most powerful tool for starting a conversation and influencing student understanding is the questioning strategy, which has the ability to affect how well the learner pays attention and understands. To put it another way the questioning strategy involves using questions as a teaching tool to assess students' understanding and comprehension of the subject matter while actively engaging them in the learning process.

According to Mahmud (2017), a Questioning Strategy is a method of asking students questions in order to obtain a purpose in the teaching process. It's crucial for teachers to comprehend their students' abilities and their comprehension of the content that has been presented. Teachers must also understand their students' work before and after class by asking questions.

According to Blosser (2016) the most effective questioning strategy at that time Allows pupils to completely participate in the learning process. He emphasized that it is highly crucial for teachers to arrange their classes to consider the sorts of questions that were asked to the pupils. It should also state clearly what the intended outcome of the asking and answering session is. It

implies that questioning tactics may assist a teacher design a questioning and response a good session when the teacher plays questions based on student needs and types of inquiry to completely engage students engagement.

According to Ellis (2016) There are several reasons why professors should ask their pupils multiple questions. These questions are directed to a single student or the full class in their class. The instructor employs diverse inquiries and forms of inquiry as a material technique in asking questions not just to boost classroom engagement, but also to motivate students to speak in a real-world setting, to develop better relationships with kids, and to assist students who have difficulty expressing themselves owing to a restricted vocabulary. Questioning is frequently utilized at the end of a class, but it may also occur at the beginning and end of a lesson in the middle In the process of teaching and learning.

The Questioning method is an important tool for extending students' learning and can help teachers develop strategies to improve students' work and critical thinking. This underscores the importance of not disregarding how crucial questioning tactics are for instructors and students.

RESEARCH METHOD

This study employed a pre-experimental design with a one-group pre-test and post-test format. The sample included 25 class VIII students from SMP N 1 Bandar Lampung. Sekaran (2017) defines research design as a plan for gathering, measuring, and interpreting data based on study questions The study investigation employed a quantitative strategy to perform this research. In this study, the author employed pre-experimental research, namely one group pretest-posttest design carried out on a single study group. The Conducted to find out how to read correctly by asking Questions from the teacher for students to control, as well as test outcomes can determine students' reading achievements in reading skills before and after being given treatment. Then VIII female students became the sample for this research who were selected using a questioning strategy. Through this design, it was be known how the use of Questioning Strategy affects Students' reading abilities before and after therapy.

This research was conducted at SMP N 1 Bandar Lampung with a focus on class VIII students at SMP N 1 Bandar Lampung, totaling 25 students. Strategy Questioning methods researcher can use to collect data. The questioning strategy used by researcher in this research was to give tests in the form of pretests and posttests. Researchers gave a pretest to students to determine students' skills in reading texts before being given treatment. Meanwhile, the posttest was given to determine students' skills in reading texts after being given treatment Tests are an important measuring tool in educational research. Tests are given to measure

student competence: understanding, intelligence and talent abilities possessed by individuals or groups. This research will provide a reading test to determine students' skills in reading texts. The test here consists of a pretest and posttest. This means that the test will be given twice, pretest and posttest.

This research focuses on analyzing students' reading skills, so the data collection instrument should contain a reading test. The test requires students to understand the text on the test, and a rating scale must be designed to measure the quality of students' reading. Thus, the data obtained should behave as evidence of construct and content validity.

Researchers used two steps to prove the validity of the reading construct. In the first step, the researcher defines the skill and knowledge constructs that will be assessed. The specified construct is about a reading test. In the second step, researchers created a test that required students to take a reading test. Researchers wrote instructions on student worksheets. Instructions should be as clear as possible to ensure that students know exactly what to do.

The construct validity was given for 46 respondents then analyzed using SPSS version 25, Before administering pre- and post-test questions to students, researchers test the questions on other students or topics To guarantee that the questions are genuine and reliable. Validation test results for pre-test and post-test questions are provided below:

Table 1. The Result of The Validation Test of Pre-Test and Post- Test Questions

Question Number	Pearson Correlation	Score of Sig	Category
1	0,482	0,015	Valid
2	0,536	0,006	Valid
3	0,567	0,003	Valid
4	0,454	0,023	Valid
5	0,508	0,010	Valid
6	0,489	0,013	Valid
7	0,564	0,003	Valid
8	0,510	0,009	Valid
9	0,587	0,002	Valid
10	0,536	0,006	Valid

Based on the data above, the question can be declared valid if correlation value is more than the score of the level of purpose of 5% or 1%. Because there were 46 respondents for the validity test of the question, the value of the level of

significance was 0,291 for 5% and 0,376 for 1%. After the researcher tested the questions on the respondents, the result was analysed using SPSS version 25.

FINDINGS AND DISCUSSION

Findings

A normality test is used to determine whether or not the data distribution of a group is normally distributed. The researcher utilized IBM SPSS 25 to examine normalcy using Kolmogorov Smirnov and the results will be shown in the table below:

Table 2. Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretests	.180	5	.037	.932	5	.097
Posttetst	.194	5	.016	.937	5	.125

Based on the normality test using the Kolmogorov-Smirnov test, data is considered normally distributed if the significance score (sig.) is greater than 0.05. In your case, both before treatment (sig. = 0.097) and after treatment (sig. = 0.125), the significance scores are higher than 0.05. Therefore, based on this test, the data can be considered to follow a normal distribution. This means that the significant value of the data is > 0.05 , therefore based on the Kolmogorov-Smirnov test results indicating significance scores above 0.05 for both pre- and post-treatment data, it is confirmed that the data exhibits a normal distribution. Subsequently, the data underwent analysis using a paired difference test, specifically the paired sample t-test.

Table 3. Paired Sample T-Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pretest - Posttest	-30.800	10.376	2.075	-35.083	-26.517	-14.842	24	.000

Table 3 shows that the underlying "hypothesis is accepted" with a significant value (2- tailed) of 0.000 (< 0.05). In addition, there can be differences between the reading comprehension tests that students took before and after learning the Questioning Strategy technique. Based on the significant

modifications, it can be said that the Questioning Strategy method works well for teaching reading comprehension to eighth-grade students at SMP N 1 Bandar Lampung.

As a result, the alternative hypothesis (H_a), which highlights the importance of the Questioning Strategy's efficacy in enhancing the class VIII pupils at SMP N 1 Bandar Lampung's reading comprehension abilities, is accepted. Concurrently, the null hypothesis (H_0), according to which questioning techniques have no appreciable impact on students' comprehension of texts they read, is disproved. This demonstrates the statistically verified effect of the questioning method on improving students' comprehension of materials that they are reading.

Table 4. Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-30.800	10.376	2.075	-35.083	-26.517	-14.842	24	.000

Table 4 data indicates a purpose score (2-tailed) of 0.000 (<0.05), indicating acceptance of the underlying hypothesis. Other than that, there can be variations in the reading comprehension tests taken by pupils before and after they were instructed in the Questioning Strategy approach. It is possible to conclude that the questioning approach method is beneficial for teaching reading comprehension in SMP N 1 Bandar Lampung's eighth grade because of the notable distinctions.

Discussion

In this research, researcher conducted the research at SMP N 1 Bandar Lampung, Jawa Barat. The sample in this study consisted of 25 class VIII students. This study was based on the researcher's testing with the teacher. Furthermore, researcher was allowed to observe English learning conditions and interact with students before conducting research. Before the researcher provided treatment the pre-test reading comprehension of pupils who used the Questioning Strategy approach was rather poor. Before teaching students in class VIII with the Questioning Strategy approach, the researcher administered a pre-test to check their reading comprehension. Before applying the questioning technique approach, the student's basic score was 60, but after students was

familiar with and taught the questioning strategy method, students was able to understand, especially in the reading section, so that with this method, students' reading comprehension was trained, interspersed with the teacher asking students about their understanding, and students answering with his knowledge is processed as creatively as possible in his language. The test results are shown in Table 4.1, with an average pre-test The score is 50.00, with a maximum of 60 and a minimum of 30.

Researchers conducted a pre-test to assess students' understanding in reading in class VIII before teaching them using the Questioning Strategy method. The test results are shown in Table 4.1, with an average pre-test score of 50.00, a maximum score of 60, and a minimum of 30. This is because they find it difficult to understand English reading.

For two meetings, the researcher provided treatment. Saying welcome to everyone and requesting attendance from the pupils marked the start of the first therapy. The researcher relate the material to be implemented by asking questions to students, the material is about Recount Text. The researcher Explains the things that was be studied and the learning methods that was be applied.

Before starting the question quiz game using the questioning method, the teacher first give directions to students regarding the question quiz game, according to the material being studied, namely Recount Text. To read and comprehend the content, the teacher instructs the pupils to take out their textbooks and open the page that corresponds to the topic being studied – the Recount Text in this case. The teacher gives the class ten minutes to read in order to comprehend the lesson's content. The teacher instructs the students to shut their books and place them in front of her desk once they have finished studying and comprehending the subject matter. Subsequently, the instructor inquires about the pupils' comprehension of the text they wish to instruct.

After reading the Independence Day text, can you understand about it? What part of Independence Day material do you not understand?

This shows that the reading technique using the Questioning Strategy received a positive response from students. Then, after the researcher introduced the questioning strategy method, the researcher asked students to answer questions from the teacher. Moslem et.al (2019), students will achieve learning success if they have an interest in learning. That is why students get better scores in reading tests after implementing the Questioning Strategy method. According to Coskun, (2017) students' reading comprehension using the questioning strategy method is very efficient in improving students' reading skills. Arniatika
Volume 1, Nomor 6 2025

(2018), stated that applying the questioning strategy method can be an effective method to apply and can be used as an alternative way of teaching reading because this method is easy to use and very useful. Apart from that, the delivery is also lively and interesting. Murugaiah (2016), explained that using the questioning strategy method in understanding text reading can help develop communication skills, especially oral skills.

In the second treatment, the researcher opened with a greeting, checked the students' attendance, then the researcher connected the material to be implemented by asking questions to the students, material about Recount Text (Traveling for the First Time). Researcher Explains the things that was be studied and the learning methods that was be applied. The teacher made several papers containing questions about traveling material for the first time for students who lost the game

Do you have any unique experiences when traveling with your family? Do you like traveling? Please explain to us!!

What kind of places do you like to travel to?

With students' positive and enthusiastic response to the use of the Questioning Strategy method, students are inspired to dare to express their ideas and creativity in answering questions from the teacher in front of their friends. According to According to Harvey (2018), to ensure that Students were enthusiastically involved in the learning process the questioning strategy consider the sorts of questions that will be asked of pupils. It also required to specify what the desired outcome of the question-and-answer session would be. Then Fahmi & Widia, (2021) The Questioning Strategy Technique is able to improve students' reading skills consistently.

The Questioning Strategy method has been shown to be successful in enhancing students' reading comprehension based on the results of prior research. Test scores significantly increase for students who employ this tactic. In their studies, earlier scholars also employed quantitative research methodology. Renza (2022), revealed that it is indeed effective to use a questioning strategy because it is not only seen from its value but can be seen from the students' activeness and creativity in answering questions from their teacher. Lestari & Martina (2022), said that using this questioning strategy makes students more confident to answer questions given by the teacher, so that good understanding emerges when using this method, and Auliyah (2025) all reveal this information, in contrast to Loi (2025) and Indahwati (2022) who use quantitative and qualitative research methodologies.

Meanwhile, the current research also reveals the same findings, namely

that the application of the Questioning Strategy method has an impact on students' reading comprehension, as seen from the difference in the average score of students' reading comprehension between before and after treatment. Not only that, the current researchers also found several When students ask questions regarding the material being taught, some students enthusiastically answer the teacher's questions using English well and correctly, and some students when the teacher asks questions, the students write their answers first in their notebooks using English with creativity in answering questions.

In conclusion, students' reading comprehension can be improved through the use of the Questioning Strategy approach in class VIII of SMP N 1 Bandar Lampung, West Java in the 2024/2025 academic year. Meanwhile, the current research also revealed the same findings, namely that the application of the Questioning Strategy method had an impact on students' reading comprehension, as demonstrated by the variation in the mean reading comprehension score of the pupils before and after treatment. In conclusion, in the 2024-2025 academic year, students in class VIII at SMP N 1 Bandar Lampung, west Java, showed improvement in their reading comprehension skills using the Questioning Strategy approach. As for the similarities and differences in results with previous researchers, there are several similarities between the results of previous researchers and current research, namely that both use questioning strategy in reading, Zanuba (2022). It is believed that the questioning strategy is student-centered. Students who use this strategy become engaged readers. By posing inquiries,

The questioning strategy is seen as a student-centered strategy. This method makes students interested in what they read. By asking questions, this technique aims to find out how well students understand the content of the reading, Aprina (2016) and as for the differences between previous and current researchers' results, there are several theories that use qualitative methods in the treatment process. In this research the author modified the procedures, especially in working individually because it makes it easier for students to focus on completing their assignments compared to working in groups making it difficult to think. Febriana (2017) from previous theory modified that working on assignments individually is easier to understand and focus on completing assignments compared to working on assignments in groups, it turns out that after research by the current researcher, carrying out this treatment is not significant.

CONCLUSION

It can be concluded from the data analysis and conversation outcomes that
Volume 1, Nomor 6 2025

the Questioning Strategy Method was successful in improving debate skills. After implementing at class VIII of SMP N 1 Bandar Lampung in the academic year 2024/2025. The following are the study's conclusions.

1. The pre-test results show that students' comprehension of reading in class is indicated by the mean score of 50.00 class VIII of SMP N 1 Bandar Lampung falls within the range of 60- 73 before being taught using the Questioning Strategy method is at the Fair Enough level.
2. Based on the average score of the students' post-test results, which falls between 74 and 87, it can be said that the comprehension of reading by the students in SMP N 1 Bandar Lampung class VIII after being taught using the Questioning Strategy method is at a good level.
3. Students' reading comprehension in compared to the pre-test, the post-test score is higher. The data analysis reveals how many pupils do well in class while employing the Questioning Strategy Method. The mean score after the exam was 80.00, while the pre- test average was 50.00. The sample T test and data calculations were used by the researcher to examine the data. Given the significance level of 0.000 (<0.005), H_0 is ruled out and H_1 is accepted. The Questioning Strategy approach offers a substantial impact on students' reading comprehension, leading the research to conclude that it is an effective method effective strategy for Students' understanding of reading in class VIII of SMP N 1 Bandar Lampung

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- Volume 1, Nomor 6 2025

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