

**THE INFLUENCE OF QUESTIONING STRATEGY  
IN READING 2024/2025**

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**Abstract**

*This study aims to investigate the influence of the questioning strategy on students' reading comprehension in the academic year 2024/2025. The questioning strategy is considered one of the effective techniques to improve students' understanding and engagement during reading activities. By using questions before, during, and after reading, students are encouraged to think critically, identify main ideas, and make connections within the text. This research used a quantitative approach with a quasi-experimental design involving two groups: an experimental group taught using the questioning strategy and a control group taught using conventional methods. The results showed that students who were taught using the questioning strategy performed better in reading comprehension tests compared to those in the control group. This suggests that the questioning strategy has a significant positive influence on students' reading comprehension. It is recommended that teachers apply this strategy regularly to enhance students' reading skills and active learning in the classroom.*

**Abstrak**

Penelitian ini bertujuan untuk menyelidiki pengaruh strategi bertanya terhadap pemahaman bacaan siswa pada tahun ajaran 2024/2025. Strategi bertanya dianggap sebagai salah satu teknik yang efektif untuk meningkatkan pemahaman dan keterlibatan siswa selama kegiatan membaca. Dengan menggunakan pertanyaan sebelum, selama, dan setelah membaca, siswa didorong untuk berpikir kritis, mengidentifikasi gagasan utama, dan membuat hubungan dalam teks. Penelitian ini menggunakan pendekatan kuantitatif dengan desain kuasi-eksperimental yang melibatkan dua kelompok: kelompok eksperimen yang diajarkan menggunakan strategi bertanya dan kelompok kontrol yang diajarkan menggunakan metode konvensional. Hasil penelitian menunjukkan bahwa siswa yang diajarkan menggunakan strategi bertanya memiliki kinerja yang lebih baik dalam tes pemahaman bacaan dibandingkan dengan mereka yang

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berada dalam kelompok kontrol. Hal ini menunjukkan bahwa strategi bertanya memiliki pengaruh positif yang signifikan terhadap pemahaman bacaan siswa. Disarankan agar guru menerapkan strategi ini secara teratur untuk meningkatkan keterampilan membaca siswa dan pembelajaran aktif di kelas.

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## INTRODUCTION

Reading is a fundamental skill in language learning that plays a crucial role in academic success. It enables students to acquire information, develop critical thinking, and expand their vocabulary and language structures. However, many students still struggle with reading comprehension, especially when they are not actively engaged with the text or lack proper reading strategies.(Raya, 2022)

To address this issue, educators are encouraged to implement effective strategies that support students' understanding. One such method is the questioning strategy, which involves asking questions before, during, and after reading to guide students' thinking and comprehension. questioning can help students monitor their understanding, focus on important information, and retain content more effectively.(Aryanika, 2015)

Reading comprehension become more important as student progress through the educational system. It important is realized as very substantial because it opens up new knowledge for individual. The goal is to enrich his/her experiences and to improve his/her intellectual ability.(Giawa, 2025) In English, a student must master four skills, they are: listening, speaking, reading, and writing. Among those skills, reading is one of the most important skills in learning language.(Erika Sinambela; Theoria, Sinaga; Agustinus, 2020)

Reading skill becomes a part of language skill that the students have reading skill has an important role in education field. Reading is one of a ways for the students to get the information needed in their education field, such as transferring information and knowledge from text book. English plays an important role nowadays. It becomes an international language. Therefore, in this modern era it is necessary for us to learn it.(Marzona & Astria, 2019) English also has been taught in many countries in the world as a second foreign language such as in Japan, Malaysia, China, Germany and Indonesia in those countries students always make many efforts to make the teaching English as a second or foreign language better and better.(Amelia et al., 2024) Many skills in English subject is reading that also has an own passion to make the students

really more learn about English.(Arrasul, 2015)

There are four language skills that must be achieved by the students in learning a language, in this case English. They are listening, speaking, reading and writing. Based on writer observation, the writers find out that the Grade students understand on reading comprehension still low, although it has been taught in the first semester. The writer also found that the way the teacher taught reading to the students is boring.(Riswanto, 2022)

The explanation above, this is conduct to see the students' achievement in reading comprehension by Collaborative Strategy Reading (CSR), Collaborative Strategic Reading (CSR) is a set of instructional strategies designed to help students with diverse abilities acquire and practice comprehension strategies for use with informational test.(James Ayodele, 2013) The goals of CSR are to improve reading comprehension and increase conceptual learning in ways that maximize student involvement. CSR is a reading comprehension practice that combines two instructional elements (a) modified reciprocal teaching, (b) cooperative learning or student pairing. In reciprocal teaching, teachers and students take turns leading a dialogue concerning key features of text through summarizing, questioning, clarifying and predicting.(Andawiyah & Masrurah, 2025)

Reciprocal teaching was developed with the intention of aiding students having difficulty with reading comprehension. Guided Reading Peer Questioning Strategy (GRPQ) is a structured approach to peer interaction focusing on the cognitive processing of participants. It emphasizes the role of teachers and generic question stems in guiding peer interaction. Through reciprocal peer-questioning, students learn from each other by giving and receiving help, by recognizing and resolving contradictions between the individual student and other students' perspectives, and by internalizing problem-solving processes and strategies that emerge during group work.(AND ITS CONTRIBUTION TO INCREASE LEARNERS ' METACOGNITIVE, n.d.)

Reading is one of the essential language skills that plays a vital role in academic success. Through reading, students are able to gain knowledge, expand their vocabulary, and improve their understanding of the language. However, many students often face difficulties in comprehending texts, identifying main ideas, or drawing conclusions.(Asmara et al., 2023) This challenge can be caused by a lack of reading strategies, limited vocabulary, or passive engagement with the text.(Taman & Bima, 2018)

One effective method to improve students' reading comprehension is the use of the questioning strategy. This strategy encourages students to ask questions before, during, and after reading, helping them to focus, predict, and

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reflect on the content of the text.(Sari et al., n.d.) questioning strategy not only enhances comprehension but also promotes active learning and critical thinking. By engaging with questions, students become more involved in the reading process, which leads to deeper understanding.(Kamid et al., 2022)

In the context of English language teaching, especially at the primary and secondary levels, the application of questioning strategies can significantly improve students' reading skills. Teachers can use various techniques such as guided questions, peer questioning, or self-questioning to support students' comprehension.

In the context of the 2024/2025 academic year, it is essential to explore how questioning strategies influence students' reading outcomes. With the growing emphasis on active learning and student-centered approaches, applying questioning strategies may significantly improve student engagement and comprehension during reading sessions.

This research aims to analyze the influence of the questioning strategy on students' reading comprehension. The study seeks to determine whether this strategy can enhance students' ability to understand texts and participate more actively in reading activities. The findings are expected to provide valuable insights for teachers in improving reading instruction and supporting students' literacy development.(Sintadewi et al., 2020)

## **THEORETICAL FRAMEWORK**

The questioning strategy is a teaching approach that actively engages students in the reading process by encouraging them to ask and answer questions related to the text. It is rooted in the theory of constructivism, which emphasizes the role of learners in constructing their own understanding.

### **A. Reading Comprehension**

Reading comprehension is the process of understanding, interpreting, and deriving meaning from written text. According to Snow (2002), reading comprehension involves both decoding words and making meaning through interaction with the text.

### **B. Questioning Strategy**

questioning strategy as a cognitive process in which learners generate questions to clarify understanding, guide focus, and engage in deeper thinking. There are various types of questions that can be used, such as:

1. Literal questions (based on facts)
2. Inferential questions (requiring interpretation)
3. Evaluative questions (requiring judgment or opinion)

### **C. The Role of Questioning in Reading**

According to Rosenshine, Meister, and Chapman (1996), questioning helps readers monitor their comprehension, recall information more effectively, and stay engaged with the reading material. It stimulates critical thinking and

promotes active reading.

#### **D. Previous Studies**

Previous research (e.g., Nappi, 2017) has shown that using questioning strategies in reading instruction significantly improves students' ability to understand texts, particularly in identifying main ideas, making inferences, and summarizing.

### **RESEARCH METHODOLOGY**

This research uses a quantitative experimental design, specifically a pre-test and post-test control group design, to measure the influence of questioning strategy on students' reading comprehension. The subjects of this study are students during the 2024/2025 academic year. The sample is divided into two groups: Experimental group: taught using questioning strategy and Control group: taught using conventional reading instruction.

### **RESULTS AND DISCUSSION**

#### **A. Results**

This study aimed to determine the influence of the questioning strategy on students' reading comprehension. The research involved two groups: an experimental group taught using the questioning strategy and a control group taught using conventional methods. The findings are based on the results of the pre-test and post-test scores given to both groups. The main results are summarized as follows: Pre-Test Scores: Both the experimental and control groups had relatively similar average scores before the treatment, indicating that their initial reading ability was at the same level. Post-Test Scores: After the implementation of the questioning strategy, the experimental group showed a significant improvement in their reading scores. In contrast, the control group showed only slight improvement.

|              | Group Pre-Test Average | Post-Test Average |
|--------------|------------------------|-------------------|
| Experimental | 62.5                   | 82.3              |
| Controls     | 61.8                   | 69.4              |

The statistical analysis using an independent sample t-test showed that the difference between the post-test scores of the two groups was significant ( $p < 0.05$ ), which means the questioning strategy had a positive effect on students' reading comprehension.

#### **B. Discussion**

The results indicate that the questioning strategy significantly improves students' reading comprehension. Students in the experimental group performed better because the strategy helped them engage more actively with

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the text. This finding supports the theory that questioning facilitates deeper processing of information, improves focus, and enhances understanding. By being encouraged to ask and answer questions, students become more involved in the reading process, leading to increased comprehension.

In contrast, students in the control group, who were taught through conventional methods (such as reading and answering fixed questions), did not show the same level of progress. This suggests that traditional methods may not be sufficient to develop higher-order thinking skills in reading.

The results are also in line with previous studies which showed that questioning strategies improved students' ability to identify main ideas, make inferences, and retain information.

Moreover, based on classroom observation, the questioning strategy also increased students' motivation and participation. Students appeared more confident in discussing the content of the texts, and the classroom environment became more interactive.

## CONCLUSION

Based on the results of the research, it can be concluded that the use of the questioning strategy has a significant and positive influence on students' reading comprehension. Students who were taught using this strategy showed greater improvement in understanding reading texts compared to those taught with conventional methods. The questioning strategy helps students to become more active, engaged, and focused while reading. It encouraged them to think critically, ask meaningful questions, and interact with the text on a deeper level. This strategy not only enhanced their ability to find main ideas and supporting details but also improved their inference and interpretation skills. The study suggests that integrating questioning strategies into reading instruction is effective in improving reading achievement. Therefore, English teachers are encouraged to apply this strategy regularly in the classroom to support students in developing better reading comprehension skills.

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