

THE IMPACT OF QUESTIONING STRATEGY FOR ENHANCING ELEVENTH-GRADERS' READING COMPREHENSION IN ENGLISH

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Abstract: Reading is one set of English integrated skills that students need to master. All new information and awareness can be acquired through reading. To have a preferable understanding of a text, students need to have qualified reading comprehension competence. The objective of the research is to find the impact of using the questioning strategy to increase eleventh graders' reading comprehension. The research design used in the study was a pre-experimental design with a model of one group pre-test post-test. The pre-test was given to know the students starting point. The treatment was done in two meetings. Lastly, the post-test was administered to compare the result of the pre-test and post-test. To collect the data, the researcher made a reading comprehension test which was validated by the expert and tried it out on some students. The research findings showed there was an improvement from the test result. The mean scores increased from 85,2775 to 93,7500. It was also discovered that 91,67% or 22 students passed the criteria of success's score (70). It can be concluded that the research gives a significant impact on enhancing eleventh graders reading comprehension.

Keywords: reading skill; reading comprehension; questioning strategy

INTRODUCTION

English is a foreign language in Indonesia and taught in Indonesian schools, especially senior high school. There are four skills that students need to master in learning English as a foreign language, which are reading, writing, speaking, and listening. Among those skills, reading is likely to be given a lot of attention than other English language skills with varied different purposes such as getting the main idea out of the text, locating specific information, learning something whether it is new or not, and synthesizing information to take a critical position (Khaki, 2014).

Grabe and Stoller (2020) proposed in their book that reading is the capacity to get significance from the printed page and decide the information taken from the content reasonably. At the point when students read, they unknowingly search for information which related to their motivation. That leads to students' curiosity and becoming acquainted with the book they are reading. It also provokes them to look online in return for data they might miss while reading the book. So, reading is not always boring. Reading eagers us to find significance, to get meaning and ideas from any kind of text, for pleasure, or even to recall our prior knowledge. However, the process of reading is not that easy to do. Lots of students only read a text and do not understand what the text is trying to convey. Nezami (2012) states in his critical study, students will avoid reading because they could not comprehend texts. This problem happened since they had an insufficient repertoire of vocabulary. Another researcher, Shehu (2015), found out one of the problems in reading comprehension was students often complained that they could not recall their previous knowledge. It can be assumed that students' reading comprehension is not qualified. Thus, they need to have favorable reading comprehension to understand texts.

Everyone can do reading everywhere and every time. However, not everyone who reads understands what the text is trying to convey. Reading requires the ability to construct meaning from the text, this is called comprehension. That is why reading comprehension requires the reader to recall their prior knowledge related to the text to construct meaning and make sense of it. Moreover, reading comprehension is the process of meaning construction because of blending the content and message of the text with the readers existing knowledge and skills during reader text interaction by Pardo (2004) in Şahin (2013). The purpose of reading comprehension is to draw an understanding of the text rather than to obtain meaning from individual words or sentences (Gilakjani & Sabouri, 2016). It can be inferred that having competence in comprehensive reading will help students understand the context of a particular passage. It will help them in many positive ways if they have prior knowledge so they can easily figure out the meaning of the text. To have a good understanding of the text, readers need to apply strategies so that

they can read comprehensively. There are various useful reading comprehension strategies as an aid for readers to catch the meaning. Readers can choose which one best fits their reading activity. Gilakjani & Sabouri (2016) detailed it as follows: activating and using background knowledge, generating, and asking questions, making inferences, predicting, summarizing, visualizing, and comprehension monitoring. As a consideration, the researcher emphasized only generating and asking questions as the reading comprehension strategy. This strategy is applicable at any level of education, especially high school students.

In teaching reading comprehension, teachers can utilize many effective reading strategies for instance questioning strategy. Refers to Gilakjani & Sabouri (2016), the questioning strategy is a reading comprehension strategy that aids readers to figure out the information, distinguishing the main ideas in the text, and make a conclusion based on information from the text. Murni (2013) affirmed it can improve students' awareness and control of their thinking. This strategy will promote students' thinking understanding of the text being read. The questioning strategy is seen as a student-centered strategy. It stimulates readers, specifically students, to be curious about what they read. Students who use this strategy activate their cognitive recognition of the text as they concentrate on the complication comprehensively (Gilakjani & Sabouri, 2016). They will keep on reading to find the answer to their questions list. The strategy is used in three stages: before, during, and after reading activity. Buhman (2016) explained all questions are done at different stages of reading.

- a. First, the before-reading question is done based on the title and the first paragraph.
- b. Next, the during-reading question is the stage where readers find the answer to the question they made in the before-reading stage. While answering the question, readers will find other questions to be answered as well.
- c. Then, the after-reading question is meant to be the reflection of readers' questions.

There were a lot of research investigating the use of teacher-centered questioning strategy. Yet, studies researching the effect of students using the questioning strategy as their reading strategies are scarcely investigated. Nevertheless, the researcher found some similar research that investigate questioning strategies used by students. First, the research was done by Rothong in 2013. She observed the effects of the reading instruction using QAR and reading strategies on the reading comprehension ability of eleventh-grade students. Another objective of the research was to explore the reading strategies that the students from high and low reading ability groups use in reading cycles. The research design used in the study was one group quasi-experimental study. The outcome of the study revealed that using QAR as a reading strategy increased both high and low students reading ability in reading comprehension. They showed a positive mindset towards English texts and interestingly answered reading the question. Although the low reading ability students had some troubles assimilating the strategy, this research successfully implemented a new reading strategy to improve reading comprehension ability.

Another similar study that used a self-questioning strategy was conducted by Nguyen, Janssen, Rijlaarsdam, and Admiraal (2016). The research aimed to confirm whether EFL students do engage deeper in fiction reading with a self-questioning strategy while reading than with teacher-posed questions. The research design used in the study was a pre-test post-test control group design with switching replications. The results showed that both self-questioning interventions could influence students' reading engagement in positive ways compared to the control condition. It can be concluded from the previous studies that self-questioning promotes students' way of thinking both in improving reading comprehension ability and reading engagement.

Refers to the chosen reading comprehension strategy (the questioning strategy), the researchers intended to conduct a study of implementing the strategy to eleventh graders in SMA Negeri 4 Malang. SMA Negeri 4 Malang is well-known as one of the popular senior high schools in Malang. Despite the popularity of the school, the researcher found that while the students were studying a narrative text, they only read the whole text, figured out the main point of the text by themselves, and then answered the questions. The researcher also had confirmed with the teacher what strategy she used. The teacher told that she did not use any kind of reading strategy to help students understand and comprehend narrative text. Furthermore, there were not any kind of reading comprehension strategies implemented conducted by other researchers before. Nevertheless, reading comprehension strategies are needed to stimulate students' thinking about a text. Based on the background of the research, this research aims to answer whether the questioning strategy gives a significant impact on eleventh graders reading comprehension.

METHOD

The research design used in this research was pre-experimental, which intended to find out the impact of using a treatment, in this case questioning strategy, on a group whether it can give effect on the

reading comprehension. Latief (2017) states that the design can be utilized when it is not possible to randomly choose the sample of the whole population. Moreover, the pre-experimental design is chosen if the researcher assesses a single group only, so there will be no control group alongside the experimental group. The group was given a pre-test to get to know their starting point. Then, the treatment was implemented to the group in having education interference. After the treatment was being taught, a post-test was administered to compare the result of pre-test and post-test if there was a significant gain in the students' reading comprehension.

Table 1. Research Design

Group	Pre-Test	Treatment	Post-Test
Experiment	O ₁	X	O ₂

O₁: Students' reading comprehension before given treatment

O₂: Students' reading comprehension after a given treatment

X: Treatment using questioning strategy

The study was conducted to get the information whether or not the questioning strategy used by the researcher was effective to enhance reading comprehension and gave significance to the eleventh-graders at SMAN 4 Malang. It was conducted from June 14 until June 17, 2021. The population is 300 students from nine classes. A total of 24 eleventh-grade students of the "*Lintas Minat*" class participated. "*Lintas Minat*" class consisted of students from XI MIPA 2 and XI MIPA 3. The clustered random sampling includes the irregular choice of groups that as of now exists (Latief, 2019). The sampling technique was administered since it was impossible to randomly choose the sample as the teacher assigned the class for the researcher. Instead of selecting a sample of eleventh-grade students from the population, the researcher selected one class of eleventh-grade students. To collect the data, the researcher made an instrument (reading comprehension test of narrative text) containing 30 items which were used as trying out, pre-test, and post-test to assess students' reading comprehension. The time allotment to do the test was 60 minutes. Before implementing the strategy, the researcher asked the teacher if they used any strategies to teach the narrative text. It turned out that the teacher did not use any specific strategies. The students only read the text then answer the comprehension questions given. This became the reason why the study needs to be conducted.

The research was conducted in three stages, namely pre-experimental, experimental, and post-experimental stages. In the pre-experimental stage, some processes were done to prepare the experimental stage such as reviewing the curriculum & syllabus and designing lesson plans, learning media, and reading comprehension test. Identifying the curriculum and syllabus was needed to decide the objectives of the test based on the standard competence. As stated before, the basic competencies of 3.5 & 4.5 discuss narrative text about the short story. In this study, the skill tested was students' reading skills and comprehending narrative text by using a questioning strategy. At the same time, the researcher developed the lesson plans and learning media for four meetings in the experimental stage. The researcher took some materials from students' textbooks and www.english-for-students.com for the short story to compose the lesson plans. Also, the researcher used online learning media such as Padlet, WhatsApp, and Google Form for students to answer the questions given at every meeting. Online learning media were utilized since it was impossible to research a real class setting due to the pandemic outbreak. The reading comprehension test was made based on the students' level of education. It also had been adapted to the basic competencies 3.5 and 4.5. According to the basic competencies in Curriculum 2013, the material given to eleventh graders is the narrative text, more specifically the short story. Therefore, the reading comprehension test's items were made based on adapted stories from www.english-for-students.com, which provides short stories suitable for the eleventh graders, to confirm the construct validity of the text. Regarding the content validity, the researcher ascertained that the test evaluated the students' ability to comprehend narrative texts, so the reading comprehension test contains narrative texts only. For the expert validation, the test had been validated by the English lecturer and was revised by the researcher based on

the feedback given by the expert before it was used for try-out. In the try-out session, 16 out of 30 students from another class contributed to undertaking the try-out. Afterward, the researcher computed the results using SPSS 25 to know the validity, the reliability, the level of difficulty, and the discrimination index. The results showed that some of the items were invalid. Then, the researcher revised the items intending to give valid and reliable instruments.

In keeping with the pre-experimental stage, the experimental stage was conducted in four meetings with 60 minutes time allotment for each meeting, including the pre-test in the first meeting, implementing the treatment in the second & third meeting, and post-test in the last meeting. The pre-test was carried out to get to know students' starting point and level of knowledge (Latief, 2017). The pre-test was conducted in the first meeting by giving a reading comprehension test of narrative text through Google Form. The students had to submit their work within 60 minutes. On the next day, the researcher gave treatments in the second and third meetings. The learning and teaching process was done synchronously using Google Meet and WhatsApp group. The researcher explained the definition, function, and procedure of the questioning strategy using PowerPoint for about 30 minutes. The synchronous learning and teaching process helped both the researcher and the students. The researcher could easily point out the strategy's theory while the students also could pay attention and ask directly of their confusion. Afterward, the researcher asked one student to read the first paragraph of the story. Next, the researcher chose 3 students to read the next three paragraphs. All of the students subsequently made three questions based on what they have read. The three questions were submitted through Padlet and WhatsApp group. Lastly, they discussed the answers to their questions in the last 15 minutes. After the treatment was completely given, the post-test was administered in the fourth meeting to compare with the pre-test score and to find out if the strategy gives a significant impact on the students' reading comprehension. The researcher asked them to apply the questioning strategy learned in the previous meetings to the reading comprehension test. They were given 60 minutes to finished the test.

Later, in the post-experimental stage, the researcher assessed the students' pre-test and post-test by using the formula below:

$$Score = \frac{n}{30} \times 100$$

n : the total of right answer

After being assessed by the researchers, the scores earned were going to be computed using SPSS 25. In advance of analyzing the data, a normality test was done. A normality test was done to know if the data was normally distributed. The researcher used Shapiro-Wilk Test in SPSS 25 since the data is less than 50 (Shapiro & Wilk, 1965 as cited in Ahad, Yin, Othman, Yaacob, 2011). The data can be interpreted as normally distributed if the level of significance of the data is greater than 0,05. Subsequently, the researcher then continued analyzing the data if there is a significant difference between the result of pre-test and post-test scores of the students using nonparametric test Wilcoxon Signed Ranks to compare two related or paired samples.

The criteria of success were applied to see whether the implementation of the questioning strategy reached the minimum target. The minimum standard score at the school for English subjects is 75. In this research, the researcher set the minimum standard of 75% of the students who get at least 70 in the reading comprehension post-test. The reason why the researcher set the criteria of success below the school's minimum standard was that the teacher did not use any strategies to teach narrative text before.

FINDINGS AND DISCUSSION

3.1 Reading Comprehension Post-Test Data

The researcher carried out the study to scrutinize the impact of using the questioning strategy for enhancing students' reading comprehension. The education interference was done in a relatively short time (four meetings/four days). The first meeting was conducted to administer a pre-test on June 14th, 2021. Next, the second meeting was conducted to implement the strategy using narrative text (short story) on June 15th, 2021. Later, the third meeting was conducted to implement the strategy as well on June 16th, 2021. Afterward, the last meeting was conducted to administer the post-test on June 17th, 2021.

In this research, descriptive statistics are discussed. The participants selected for the study were 24 students. The respondents consisted of 6 boys and 18 girls. The researcher made her instruments consisting of reading comprehension tests used for the try-out, pre-test, and post-test session and lesson

plan for four days. Since the research was focusing on the enhancement of reading comprehension, the post-test data are presented below:

Table 1. Distribution of Reading Comprehension Post-Test Frequencies

Classification	Score	Qualification	Frequency	Percentage
A	91 – 100	Excellent	21	87,5%
B	83 – 90	Good	0	0%
C	75 – 82	Average	1	4,17%
D	< 75	Poor	2	8,33%
Total			24	100%

The classification of scores above refers to the school's classification of scores. According to Table 1, it can be presumed that 87,5% or 21 students were categorized as excellent. Nonetheless, there were no students who achieved the second classification of grade. On the other hand, 4,16% or one student was identified as average. However, there were two students, or 8,33%, who were classified as inferior. The mean of the post-test made by the group was 93,7500. In line with the post-test scores, there were 22 students or 91,67% who passed the criteria of success made by the researchers. This suggests that the questioning strategy helps students to comprehend texts.

Table 2. The Reading Comprehension Results of Eleventh-Graders

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test	24	30,00	100,00	85,2775	17,02328
Post-Test	24	23,33	100,00	93,7500	17,31603
Valid N (listwise)	24				

On behalf of Table 1, Table 2 is demonstrated above. Pertain to Table 2, the test shows mean made by the students on the pre-test session was 85,2775 with the minimum score of 30,00 and the maximum score of 100,00. Under other conditions, the mean made by the students on the post-test session was 93,7500 with the minimum score of 23,33 and the maximum score of 100,00. Although the minimum score of the post-test was lower than the pre-test score, it clearly shows that the questioning strategy brings a positive impact on students' reading achievement since the mean of post-test scores was higher than the mean of pre-test scores.

3.2 Data Analysis

Before further analysis was executed, it is crucial to know the original data distribution of the sample whether they are normally distributed. Since the data is less than 50 ($n = 24$), a Shapiro-Wilk test is suitable for the normality test (Shapiro & Wilk, 1965 as cited in Ahad et al., 2011). The data is presented below:

Table 3. Test of Normality

	Shapiro-Wilk		
	Statistic	df	Sig.
Pre-Test Score	0,748	24	0,000

Post-Test Score	0,427	24	0,000
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Hypothesis:

H_0 : Data of X is normally distributed

H_a : Data of X is not normally distributed (random)

Criteria of the test:

H_0 is accepted if probability (sig.) $> \alpha$: 0,05

H_a is accepted if probability (sig.) $< \alpha$: 0,05

According to Table 3, both sig. (2-tailed) is 0,000 or ($0,000 < 0,05$). Based on the criteria above, it can be determined that 0,000 is lower than 0,05. It means that H_a is accepted and H_0 is rejected. Therefore, the pre-test and post-test scores are not normally distributed.

It is known that the data is not normally distributed. Because of this, the researcher then carried out the Wilcoxon Signed Rank test since it is suitable for the condition. According to Corder and Foreman (2011), the Wilcoxon Signed-Rank test is a nonparametric test to compare two related or paired samples. The data of the Wilcoxon Signed-Rank test is shown in Table 4 and Table 5.

Table 4. Wilcoxon Signed Ranks

		N	Mean Rank	Sum of Ranks
Post-Test Score	Negative Ranks	2 ^a	11,25	22,50
- Pre-Test Score	Positive Ranks	18 ^b	10,42	187,50
	Ties	4 ^c		
Total		24		

a. Post-Test Score $<$ Pre-Test Score

b. Post-Test Score $>$ Pre-Test Score

c. Post-Test Score = Pre-Test Score

Table 5. Test Statistics

	Post-Test Score – Pre-Test Score
Z	-3.090 ^b
Asymp. Sig (2-tailed)	0,002

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Hypothesis:

H_0 : there is no significant difference between the pre-test and the post-test to enhance students' reading comprehension

H_a : there is a significant difference between the pre-test and the post-test to enhance students' reading comprehension

Criteria of the test:

H_0 is accepted if the p -value (sig.) $> 0,05$

H_a is accepted if the p -value (sig.) $< 0,05$

By means of Table 4 and Table 5, The Wilcoxon Signed Ranks Test ($T = 22,50$; $n = 24$; $p = 0,002 < 0,05$) indicated that there is a significant difference between the pre-test and the post-test to enhance students' reading comprehension. That is why the research rejected the null hypothesis (H_0) and accepted the alternative/research hypothesis (H_a). By the same token, the sum of positive difference ranks ($\sum R_+ = 187,50$) was larger than the sum of negative difference ranks ($\sum R_- = 22,50$), showing a positive impact from the questioning strategy implemented treatment session. Therefore, the data analysis provides evidence that questioning strategy significantly impacts reading comprehension's enhancement of eleventh graders.

3.3 Discussion

The present study investigated the impact of questioning strategy for enhancing eleventh graders reading comprehension using narrative text. The group learned the strategy for two meetings. The other two meetings were to administer pre-test and post-test.

The questioning strategy was put into action in the same format at each meeting. In the first meeting, the researcher administered a pre-test exam to the group. In the second meeting, the researcher introduced some steps according to Adler (2001) in Marzona and Astria (2019) of questioning strategy with a short narrative text entitled "Alberto's New Neighbors." 22 students joined the class. The researcher presented a PowerPoint about questioning strategy. Before the researcher asked them to read the story, the researcher chose one student to clarify its purpose and preview the text. Next, the researcher chose three students to read the whole story consecutively since no students voluntarily read the story. Instead of being actively engaged in the class, they tended to keep quiet and did not know what to ask. They felt confused about following the learning activity of the new strategy. However, when the researcher asked them to generate question(s) based on what they have read, they could make it one or two.

The researcher applied the same questioning strategy steps in the third meeting with another short passage of narrative text entitled "Sleepovers." There were only 15 students who participated in the class. Despite few students, they started to understand the strategy better than the previous meeting. Some students asked questions regarding the story spontaneously. They became active and enthusiastic in learning narrative text using the questioning strategy. Still, the researcher assisted the students in learning and understanding the text. Afterward, the researcher conducted a post-test exam in the last meeting.

Following the research findings presented before, the researcher found that the questioning strategy significantly impacts eleventh graders reading comprehension. The mean analyses of the data disclosed that the post-test mean scores (93,7500) were higher than the pre-test mean scores (85,2775). Nevertheless, the minimum post-test score (23,33) was decreased than the minimum pre-test score (30,00). The score was obtained because the student who got the score did not join the two meetings which discussed the theory and practice using the strategy, yet he did the tests and submitted it thus lacking an understanding of the strategy. Despite the lower result of the post-test score than the pre-test score, the treatment indeed affects the students' achievement. It is similar to the research conducted by Zare and Othman (2013). The language learners who apply reading strategies will frequently enhance their scores in a reading comprehension test. The post-test mean score showed an enhancement in the students' achievement. The Wilcoxon Signed-Rank test ($T = 22,50$; $n = 24$; $p = 0,002 < \alpha = 0,05$) also proved that there is a significant difference made after the treatment was applied. These findings resembled another previous study's result: questioning strategy impacts students' reading comprehension. It also demonstrated a significant improvement in reading comprehension tests (Khansir & Dashti, 2014). It can be interpreted that the questioning strategy gives a positive attitude toward students' reading comprehension, mainly eleventh-graders in studying the narrative text. The strategy helps learners have a purpose while reading, focuses students' attention, helps students vigorously think as they read, and monitors their comprehension. It also can aid students in reviewing and relating the content of texts to their prior knowledge (Adler, 2004 as cited in Marzona & Astria, 2019).

3.4 Implications of Reading Comprehension in Teaching and Learning EFL Learners

The present research findings indicate that using any reading strategy leads to reading comprehension improvement. The researcher uses a questioning strategy to stimulate students better to be curious about what they read. They continuously keep on reading to answer their questions list on their mind. The outcome of this research will help educational policymakers implement the strategy in creating

programs in the English learning and teaching process. For educators, they can employ the research findings to enhance the quality of teacher training in helping the partakers in EFL settings.

This study can help a teacher as well to apply questioning strategy as Eliason (2009), as cited in Afzali (2012), declared students have gotten tired of the worn-out methods of answering teacher-generated questions. Teachers can apply a creative and exciting strategy for their students so that it will give students motivation and willingness to read and think analytically about the text. Another benefit from the questioning strategy is that it can help EFL students advance their reading proficiency so that they can do more activities associated with English. To an extent, EFL students can utilize the strategy while performing reading comprehension test at school or other tests that require them to have a thorough understanding of any text, especially in narrative text. Zare & Othman (2013) believed that the reading strategy helped the readers not to pay much attention to details but to comprehend the message of the text, which is the main idea of reading comprehension. To provide a good understanding of the strategy for the EFL learners, the teacher must possess a reasonable construction of the questioning strategy theories, instruction on how to use it, and fathom the advantages of using the strategy. Afzali (2012) affirmed that teachers should give more demonstrations on generating higher-order questions before using the questioning strategy instead of lower-order questions so that the questions will vary. Teachers should assist their students in creating questions.

CONCLUSIONS (HELVETICA 10PT, BOLD, UPPERCASE)

The research goal is to see whether there is a significant impact of using questioning strategy to enhance eleventh-graders' reading comprehension. Reading is one of the English skills that everyone needs to possess. By reading, everyone can get new insights into everything they want to know. To understand the text better, readers need to have qualified reading comprehension. Readers can apply any reading strategies that suit them best. The analysis of the data discovered that the use of questioning strategy has a significant impact on eleventh-graders to boost their reading comprehension. The awareness of the questioning strategy can develop participants' reading comprehension by paying attention to the details and context of a text, creating various questions, not only text-based but also higher-order questions that require them to activate their background knowledge. However, it is crucial to keep in mind that this study does not claim that only the questioning strategy will enhance reading comprehension enhancement. Instead, it is one of many ways that teachers can utilize to improve students' reading comprehension. The outcome of this research will help educational policymakers implement the strategy in creating programs in the English learning and teaching process. For educators, they can employ the research findings to enhance the quality of teacher training in helping the partakers in EFL settings.

One thing missing from the research is the flexibility of time. The current study had limited time to experiment since it was conducted by the time the students were going to have a holiday. That is why the researcher only had four days, in total, to conduct the research. Future research suggests that a more extended period be allotted for the treatment to see if it will generate a better result. Furthermore, different levels of class can be tested for future research. Unlike pre-experimental design, future research can use authentic experimental design to improve the comparison between the experimental group and control group.

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