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**| RESEARCH ARTICLE**

## **Students' Perceptions of the Influence of Teacher's Questions on Their Reading Comprehension**

**Jeffrey A. Rajik**

*Language Department, Mindanao State University – Tawi-Tawi College of Technology and Oceanography, Tawi-Tawi, Philippines*

**Corresponding Author:** Jeffrey A. Rajik, **E-mail:** [jeffreerajik@msutawi-tawi.edu.ph](mailto:jeffreerajik@msutawi-tawi.edu.ph)

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**| ABSTRACT**

This study aims to investigate the influence of teacher's questions on students' reading comprehension and the latter's perceptions of the impact of these questions on their reading performance. This mixed method study was conducted with 14 grade 9 teachers and 569 students under these teachers to examine the influence of questions on reading comprehension. On the other hand, 14 students, one representative from the class of each teacher, were selected to participate in the retrospective discussion to explore their perceptions of the influence of the questions on their reading comprehension performance. The instruments used were an observation checklist, multiple-choice question (MCQ) test, and a discussion guide to capture the teacher's questions, reading comprehension performance, and perceptions of students, respectively. The results for the quantitative part indicated that an increase in the number of teacher's questions was positively correlated with an improvement in students' reading comprehension performance. However, it was observed that teachers predominantly focused on lower-order thinking (LOT) questions resulting in students' better performance on tests that assessed LOT skills but struggling on tests that required higher-order thinking (HOT) skills. Considering the perceptions of students on the teacher's questions and their influence on their comprehension, they recognized the importance of relevant questions in maintaining engagement. They also expressed a preference for open-ended questions that encourage discussion and promote critical thinking. The connection between the findings from both quantitative and qualitative aspects suggests that by incorporating more (HOT) questions into their teaching practices, teachers can enhance students' reading comprehension abilities.

**| KEYWORDS**

Teacher's questions, reading comprehension, students' perceptions, HOT questions, LOT questions

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### **1. Introduction**

Reading comprehension is a fundamental skill that is essential for academic success and lifelong learning (Li & Wilhelm, 2008). It is a critical literacy component because it affects problem-solving skills (Ozturk et al., 2020). In addition, reading comprehension plays a role in learners' performance in other subject areas. For instance, Akbasli et al. (2016) confirm the correlation between reading comprehension and success in Mathematics and Science. Thus, learners with poor reading comprehension skills may be at risk for academic failure. On the other hand, learners who develop strong reading comprehension skills are more likely to succeed in school and become effective readers.

Several factors can impact learners' reading comprehension abilities. These include individual characteristics, such as language development, cognitive abilities, size of vocabulary, and prior knowledge, as well as a teacher's strategies in reading classes (Benitez & Barreto, 2022; Kiew & Shah, 2020; Rajik, 2022; Torres, 2021). With this, a teacher has a crucial role in promoting reading comprehension by providing explicit instructional strategies and creating opportunities for learners to practice and apply them in meaningful contexts.

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One of the strategies that teachers can use in teaching reading is questioning. It engages the learners with the material at a deeper level, develops critical thinking skills, fosters curiosity, and deepens their understanding of the text (Degener & Berne, 2017). When asked questions, learners are more likely to pay attention to the material, make connections, and actively process information.

Teacher's questioning techniques are effective in promoting learners' reading comprehension (Amspaugh, 2019; Degener & Berne, 2017). However, there is a gap in the literature regarding the students' perceptions of how teacher's questions influence their reading comprehension abilities. By neglecting to explore the students' perspectives, existing research fails to capture the subjective experiences and insights they hold, which can contribute to designing more student-centered instructional strategies. Addressing this gap can provide insights that not only inform instructional practices but also enhance the teacher-student relationship and empower students to take an active role in their learning process. With this, this study aims to investigate the students' perceptions of the influence of teacher's questions on their reading comprehension performance.

## **2. Literature Review**

Using questions is an established strategy of teachers to raise understanding and learning (Aprina & Andriyanti, 2020; Astrid et al., 2019; Joseph, 2018). Questions foster comprehension and learning across various age groups and reading contexts (Massey et al., 2008). In addition, asking questions during the reading activity checks understanding and encourages cognition about the material (Degener & Berne, 2017). For instance, posing questions that prompt readers to explain the reason for an unforeseen event in a text serves as a model for understanding the development of meaning. It assists in making a coherent depiction of the text's intended message (Graesser et al., 2005).

### **2.1 The Role of Teacher's Questions in Enhancing Reading Comprehension**

In connection to the social development theory of education of Vygotsky (1978), teacher questions play a crucial role because students learn by engaging in conversation and interaction with more knowledgeable individuals. Thus, questioning in this context is considered scaffolding because it is a form of instructional support that educators utilize to enable students to complete challenging tasks they cannot accomplish independently (Wood et al., 1976). Additionally, teacher questioning is integral to scaffolding text comprehension, evaluating understanding, and identifying areas where additional support is needed (Hong & Nguyen, 2019). This approach aims to enhance the quality and excellence of student responses.

Numerous studies have demonstrated the benefits of teacher questioning to enhance reading comprehension among students. For instance, Graesser (2007) noted that suitable questions may work to represent the procedure of meaning-making out of the reading material. In addition, McKeown et al. (2009) claimed that using open-ended questions to explore the meaning of a text has been proven to be highly successful. Furthermore, Harris Brown (2020) evaluated the success of progressive questioning on struggling learners in terms of reading comprehension achievements. She reported that teacher questioning intervention effectively increased students' performance on low- and high-level questioning irrespective of learners' inclination to stories.

However, even with the mentioned benefits, it is essential to note that not all teacher-generated questions successfully enhance students' reading comprehension skills. For example, Burkins and Croft (2008) conveyed that too many questions of teachers during classroom discussions can be counterproductive because teachers may dominate the discussion. Moreover, Tofade et al. (2013) stated that poorly constructed questions can intimidate students and limit their creative thinking. Furthermore, Bryan and Clegg (2006) detailed that questions that are too specific, tedious, or challenging may discourage and demotivate students rather than foster learning.

They added that more probing inquiries utilize excessive time and denote that the teacher is driving the cognitive trajectory. Therefore, teachers must use questioning as an instructional strategy in reading classes by balancing the questions meticulously.

### **2.2 Factors Affecting Reading Comprehension**

The process of comprehending texts involves various interrelated factors, both individual and environmental which contribute to its complexity. At the individual level, intelligent traits were seen as one of the aspects that influence reading comprehension since intelligent individuals tend to understand better language and grammar (Johann et al., 2020; Lechner et al., 2019). Moreover, intelligent individuals may also have more robust critical thinking and analytical skills, enabling them to connect ideas in the text and draw inferences (Al Roomy, 2022). In addition, linguistic intelligence was seen to be a strong predictor of the student's reading comprehension (Rahmadina & Jufrizal, 2021).

On the other hand, significant gender differences in students' literacy performance were also observed. For instance, Ngongare et al. (2020) and Putri and Melani (2021) noted that females demonstrate higher reading achievement. This may reflect differences in attention, attitudes, academic self-concept, motivation, and cognitive strategies toward reading (Logan et al., 2011). In contrast, Pagal et al. (2017) claimed that males exhibit advancement in reading comprehension compared to females, specifically in recalling

and evaluating information. On the other hand, Nero and Zulkiply (2020) and Opoku-Darko and Nkrumah (2022) noted no relationship between gender and reading comprehension.

As suggested by Liu et al. (2022), reading interest strongly influences students' literacy. They stated that when students are more inclined to read, they are more prone to excelling in reading proficiency. Knowledge of the vocabulary and words is another factor to facilitate comprehension. For instance, Perfetti and Dunlap (2008), in their lexical quality hypothesis, suggested that reading skills depend on knowledge of words, including sound, grammar, and meaning. They stressed that to comprehend a text, readers must first identify individual words, then combine the meaning of each sentence and evaluate the information in the text.

At the environmental level, Perparim (2014) considered the classroom environment as one of the predictors of successful reading. This is true because a distracting classroom noise can interfere with the student's ability to concentrate and comprehend reading materials. Likewise, students in a classroom with a smaller class size outperform those with a larger class size. This is true because, as stated by Eze (2013) and Maloney (2020), smaller class sizes allow for more individualized attention and, therefore, can lead to better academic outcomes.

On the other hand, Wutthisingchai and Stopps (2018) reported that the selection of the text being read has a vital role in reading comprehension. The text must be neither difficult nor easy; the teacher should ensure it fits the student's competence. Nevertheless, Yao and Renaud (2016) stated that reading time and accuracy impact learners' reading ability. Duggan and Payne (2009) claimed that the more time pressure a reader feels, the less he will comprehend; thus, it is harder to maintain a high level of accuracy because a reader needs more time to understand each sentence and paragraph.

### **3. Methodology**

This investigation of students' perceptions of the influence of teacher's questions on the students' reading comprehension is a mixed-method study. For the quantitative part, it had two groups of respondents: the 14 grade 9 teachers and the 569 student-respondents from the eight junior high schools in Davao City, Philippines. The teacher-respondents (6 males and 8 females) were chosen using purposive sampling. On the other hand, the 569 student-respondents (205 males and 364 females) were chosen using complete enumeration, which means all students enrolled under the 14 teacher-respondents during the academic year 2019-2020 were automatically included as the student-respondents. For the qualitative part, 14 students, one representative from each classroom observed, were selected to participate in the retrospective discussion.

The instruments used include an observation checklist and audio recording to record the questions posed by teachers; a 75-item multiple choice question (MCQ) test on reading comprehension, which was based on the short story "The Necklace" by Guy de Maupassant, and a discussion guide to capture the perceptions of students about the influence of teacher's questions on their reading comprehension. The choice of MCQ-type reading comprehension test in this study was based on the idea that it is designed to assess students' comprehension and analysis skills within a standardized framework and provides objective and reliable scoring, particularly given the number of individuals taking the test (Klufa, 2015). On the other hand, the short story underwent pilot reading to 32 grade 9 students, and the average recorded reading time was 58 minutes and 35 seconds. Likewise, the 90 original reading comprehension test questions were rated by three experts according to their aptness to the types of questions based on the Revised Bloom's Taxonomy (RBT) of Anderson and Krathwohl (2001): remembering, understanding, applying, analyzing, and evaluating. Afterward, the test underwent pilot testing, and out of the original 90 questions, only 75 were retained.

Before the classroom observations, a meeting was set with the teacher-respondents to orient them about the nature of the research. They were directed to incorporate questioning as an instructional strategy; however, they were not informed about the type of questions they should ask. Afterward, with the data collection instrument ready, the observation sessions were scheduled to ensure minimal disruption to regular classroom activities. Each teacher's classroom was observed in five sessions and each instructional session lasted one and a half hours.

### **4. Results and Discussion**

This section discusses the results of the study particularly the influence of teacher's questions asked during reading instructions and the students' reading comprehension performance as well as the perceptions of the students on the influence of teacher's questions on their reading comprehension.

#### **4.1 Influence of Teacher's Questions on Students' Reading Comprehension**

The questions asked by teachers were categorized according to the Revised Bloom's Taxonomy namely, remembering, understanding, applying, analyzing, and evaluating. It is important to note that questions under the creating type of the RBT were not included because, first there were only a few questions posed in this type, and second it is not conducive to a multiple-choice

test format because it involves creativity and personal interpretation, which provides no correct answer. The teacher's questions in all reading instruction sessions across question types are illustrated in Table 1. These results provide insights into the distribution of questions across different cognitive levels during reading instruction sessions.

**Table 1. Frequency of Teachers' Questions**

n = 14	Question Types					Total
	Remembering	Understanding	Applying	Analyzing	Evaluating	
Frequency	654	292	223	136	122	1427
Proportion	45.83%	20.46%	15.63%	9.53%	8.55%	100%

The data in Table 1 reveal varying frequencies of questions asked by teachers during reading instructions across question types. Most questions posed by teachers pertain to the "remembering" type (45.83%). Whereas teachers posed the lowest number of questions in the "evaluating" type (8.55%). The distribution of questions suggests insights that higher-order thinking (HOT) questions, such as "analyzing" and "evaluating", were utilized less frequently compared to lower-order thinking (LOT) questions, such as "remembering", "understanding", and "applying". This supports previous claims highlighting frequent use of LOT questions, such as questions that recall information, and limited use of HOT questions, such as questions that require judgment or analysis (Bibi et al., 2020; Deshmukh et al., 2019; Joseph, 2018; Magnusson, 2021).

The effect of gender on the frequency of questions asked during reading instructions was also examined. The data are depicted in Table 2.

**Table 2. Question Frequency by Gender**

Gender	n	μ	SD	t-cal	t-crit	df	p
Male	6	90.17	14.84	-	±2.179	12	.038762
Female	8	110.75	15.48	2.32			

Examining the effect of gender on the frequency of questions asked during reading instructions using a two-tailed t-test at a .05 significance level, the p-value, which is less than the set significance level, implies a significant difference between the questions asked by male and female teachers. Additionally, the mean frequency of questions asked by female teachers is significantly higher compared to male teachers, as depicted by the t-value obtained. The results shed light on potential gender-based differences in teaching practices. For instance, the increased frequency of questions asked by female teachers suggests that they employ a more interactive instructional approach during instructions. This finding aligns with previous research indicating that female teachers often exhibit more collaborative, participatory, and expressive communication styles (Roustae et al., 2015).

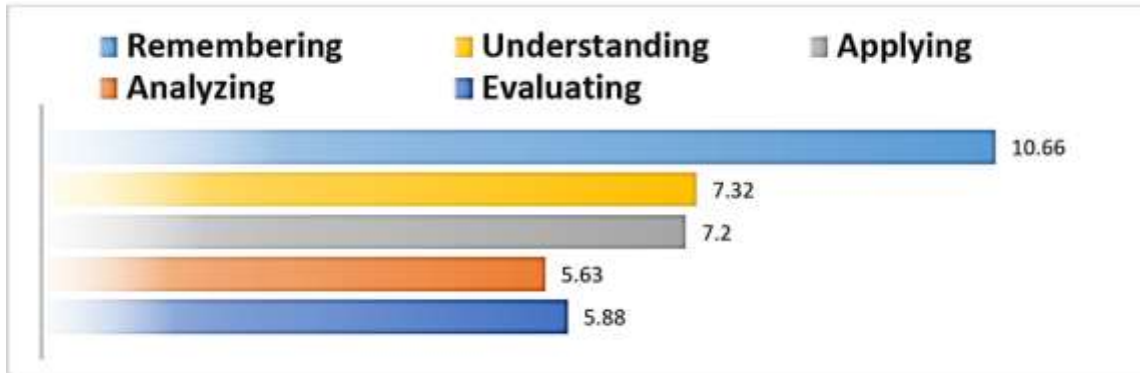
The effect of class size on the frequency of questions asked by teachers during the reading sessions was also investigated. The data are shown in Table 3.

**Table 3. Question Frequency by Class Size**

Class Size	n	μ	SD	t-cal	t-crit	df	p
Moderate	6	97.33	15.56	-	±2.179	12	.46
Large	8	105.38	19.42	0.77			

In this study, the frequency of questions teachers asked during reading instructions by class size is compared and thus classified as moderate (30 to 39 students per classroom) and large (40 to 49 students per classroom). Based on the results of the two-tailed t-test at a .05 significance level, teachers handling moderate class sizes and teachers handling large class sizes suggest no difference in the frequency of questions asked during reading instructions as indicated by the p-value, which is greater than the significance level of .05. The difference observed in the means could be due to random chance rather than an actual difference between the two groups as suggested by the obtained t-value. The class size has seen no effect on the frequency of questions asked by teachers. This is true because some moderate and large class teachers prioritized interactive teaching methods involving frequent questioning. This could indicate that teachers' pedagogical approach or style overrides the influence of class size (Wright et al., 2019). Additionally, it is worth considering the impact of classroom dynamics and student engagement (Amerstorfer & Munster-Kistner, 2021) on the frequency of questions asked. Even in larger classrooms, if teachers are skilled at creating an interactive and engaging learning environment, they may still ask many questions to encourage student participation and foster deeper comprehension of the reading material (Kirkwood, 2013).

After instructions where teachers used questioning to teach reading, students took a reading comprehension test. Figure 1 shows the mean scores of the students (N = 569).



**Figure 1. Mean Scores of the Students in the Reading Comprehension Test Across Question Types (number of items per type is 15)**

To examine the impact of the teacher's questions during reading instruction on the reading comprehension performance of the students, the latter were given a reading passage to read and afterward took a reading comprehension test. The result showed that, on average, students scored highest in the remembering category and lowest in the analyzing category. This indicates that students better grasp retaining information than applying critical thinking skills or providing in-depth analysis. The fact that students struggled with analyzing and evaluating questions could indicate that they faced challenges in comprehending the deeper meaning of the text. "Analyzing" questions typically require students to break down the information and examine its components, while "evaluating" questions demand critical thinking and judgment (Din, 2020).

To further investigate the significant differences between the students' scores across different questions in the reading test, one-way ANOVA is tested. The results are shown in Table 4.

**Table 4. Significant Differences Between the Scores Across Question Types**

Source	Sum of Squares	df	Mean Square	f	p
Between Question Types	225.31	4	56.33	167.55	.00001
Within Question Types	21.85	65	.34		

The data indicate significant differences between the scores of the students across different question types: "remembering" (M = 10.66, SD = .56), "understanding" (M = 7.32, SD = .62), "applying" (M = 7.2, SD = .69), "analyzing" (M = 5.63, SD = .53), and "evaluating" (M = 5.88, SD = .49). The obtained result is deemed significant based on the high f-ratio value and the very small p-value. It suggests that at least some question types have different means or variances, and the observed variances are unlikely to occur by chance alone.

The effect of gender on students' performance in reading comprehension tests was examined. The results of the two-tailed t-test at a 0.05 significance level are portrayed in Table 5.

**Table 5. Students' Performance in Reading Tests by Gender**

Gender	n	μ	SD	t-cal	p
Male	205	7.26	1.84	.09	.93
Female	364	7.38	1.76		

The t-value and the corresponding p-value show no significant difference between the performance of male and female students in reading comprehension tests despite females scoring higher than male students. Thus, it can be concluded that there was no effect of gender on the reading comprehension performance of the students. This suggests that gender may not be a determining factor in their reading abilities in this context. This finding challenges the stereotype that one gender may excel or struggle more

in reading (Stole et al., 2022). It supports the idea that reading proficiency is a skill that can be developed regardless of gender (Nero & Zulkiply, 2020). Furthermore, this finding can be beneficial in promoting equity and inclusivity in education by emphasizing that gender should not be perceived as a limiting factor in students' academic abilities. It reinforces the importance of providing equal opportunities and resources for all students to enhance their reading skills and overall educational outcomes. In addition, the effect of class size on the student's performance on reading comprehension tests was investigated. The results of the one-tailed t-test at a 0.05 level of significance are indicated in Table 6.

**Table 6. Students' Performance in Reading by Class Size**

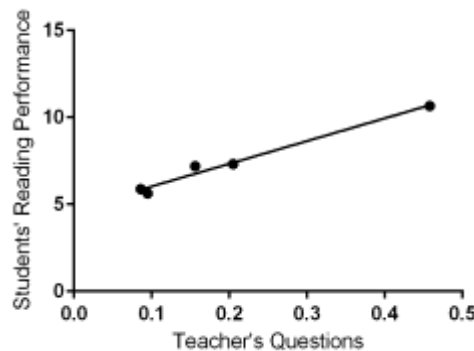
Class Size	n	$\mu$	SD	t-cal	p
Moderate	201	7.51	.61	1.11	.14
Large	368	7.21	.31		

Traditionally, it has been believed that smaller class sizes allow for more individualized attention and, therefore, can lead to better academic outcomes (Maloney, 2020). However, this current study challenges that assumption by suggesting that class size alone may not determine reading performance. The data showed that the obtained t-value indicates that the mean of the moderate class size group is higher than that of the large class size group. However, since the p-value is more significant than the chosen alpha level (0.05), it cannot be concluded that the two groups significantly differ in students' performance.

The relationship between the teacher's questions and the student's reading comprehension performance was tested using the Pearson correlation coefficient where the results are shown in Table 7. Likewise, the linear regression is shown in Figure 2.

**Table 7. Correlational Matrix on Teachers' Questions and Students' Reading Comprehension Performance**

Correlation	R	Sig
Teachers' Questions vs. Reading Comprehension Performance	0.9902	0.001163



**Figure 2. Linear Regression Relation Between Teacher's Questions and Students' Reading Comprehension Performance**

The data illustrate that the R-value indicates a strong positive linear relationship between the teachers' questions (independent variable in percentage) and the student's reading comprehension performance (dependent variable in mean). The R-value is close to +1, indicating that the student's performance also tends to increase as the teachers' questions increase. This strong positive correlation suggests a high degree of association between the two variables. Therefore, the independent variable (IV) is a good predictor of the dependent variable (DV), and changes in the IV are closely related to the changes in the DV. Furthermore, the p-value indicates that the observed correlation coefficient is statistically significant at a .05 significance level. This positive correlation is brought by the idea that increased question frequency encourages active student participation and engagement in the learning process (Paul & Elder, 2019). It is important to note that the effectiveness of questioning strategies also depends on the type of questions being asked (Graesser, 2007; McKeown et al., 2009). This present study provides important insights into the relationship

between the types of questions teachers ask and student's performance. The higher scores of students in the remembering category align with the frequency of remembering questions teachers ask. This suggests that students may have been well-prepared in recalling and retaining information, which is evident in the number of questions asked by teachers during reading instructions along the remembering type. However, the relatively lower mean scores of students in the analyzing and evaluating categories highlight areas where students face challenges. Students may have struggled more with tasks that required higher-order thinking skills, such as analyzing and evaluating the material because teachers did not give much attention to asking questions along these types.

#### **4.2 Perceptions of Students on the Influence of Teacher's Questions on Students' Reading Comprehension**

In the realm of education, teacher's questions play a pivotal role in fostering student learning and engagement, particularly in reading activities. Thus, understanding how they perceive and engage with these questions can inform instructional practices, ensuring that reading activities effectively support comprehension and promote higher-order thinking skills. The findings from the qualitative part of this study provide valuable insights into the general perceptions, relevance, benefits, preferences, levels of engagement, suggestions, and concerns regarding the teacher's questions asked during reading instructions.

##### *4.2.1 General Perceptions*

The responses provided under general perceptions discuss how participants perceive the questions asked during reading activities. They mention that the questions help understand the text. Participant F remarked, "I think the questions my teacher asks during reading instructions are really helpful. They make me think more deeply about the text and help me to understand it better." [my translation from Filipino]\*. Participants appreciate when the questions make them think deeply, connect the dots, and provide a sense of guidance. They also highlight the value of open-ended questions that encourage critical thinking and reflection, as they allow students to express their ideas and make the reading experience more meaningful.

Participant K: "I prefer it when my teacher asks open-ended questions during reading activities. It gives me the chance to express my thoughts and opinions, and that makes me feel more involved in the discussion. Yes/no questions don't give me much room to explain my thinking. So, open-ended questions allow me to reflect more and share my own ideas."

##### *4.2.2 Relevance of questions*

The responses regarding the relevance of questions focus on participants' opinions about how well the questions align with the content being studied. Participants mentioned that relevant questions help them stay engaged, extract meaning from the text, and make connections.

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\* The responses of the students were translated into English from Filipino

Participant B: "In my opinion, the questions my teacher asks during reading activities are usually relevant to the text. They help us dive deeper into the content and make connections between different parts of the story. By asking questions related to specific details or events, my teacher ensures that we're paying attention to important elements and understanding their significance within the context of the overall narrative."

They appreciate it when questions probe into main ideas, character motivations, symbolism, or author's intentions. Relevant questions ensure that students understand important elements of the text and encourage deeper exploration and comprehension.

Participant G: "I like it when the teacher encourages us to think about key themes, character motivations, or the author's message. By connecting the questions to what we're reading, it helps us stay focused and extract meaning from the text. It's like the questions guide our exploration and help us uncover layers of understanding we might have missed otherwise."

##### *4.2.3 Benefits of Questions*

The responses discussing the benefits of questions highlight several advantages. Participants mention that questions deepen their understanding of the text, enhance comprehension skills, and stimulate critical thinking. By answering questions, participants engage in active learning, develop communication skills, and learn to analyze, evaluate, and support their responses. Questions also encourage participation, collaboration, and the exchange of different perspectives, creating a dynamic and interactive learning environment.

Participant J: "I believe the questions my teacher asks during reading activities provide numerous benefits. Firstly, they help to deepen our understanding of the text by prompting us to think critically about the content. By answering the

questions, we engage in a process of active learning and analysis. Secondly, the questions encourage participation and interaction among students, fostering collaborative learning and the exchange of different perspectives. Lastly, the questions also enable us to develop our communication skills as we articulate our thoughts and justify our answers."

Participant N: "The questions my teacher poses during reading activities offer multiple benefits. They improve our reading comprehension by encouraging us to reflect on the text and extract meaning from it. In addition, the questions foster engagement and active participation, ensuring that we remain focused throughout the reading process."

#### *4.2.4 Preferred Questions*

Participants express their preferences and experiences related to questions and engagement during reading activities. They mention a preference for open-ended questions that allow for deeper thinking, interpretation, and expression of opinions.

Participant E: "Personally, I prefer it when my teacher asks open-ended questions during reading activities. It gives me the opportunity to think deeper and express my insights in a meaningful way. Open-ended questions allow for more discussion and exploration, which keeps me more engaged and invested in the reading activity. Unfortunately, most of the questions of my teacher focus on recalling information."

Furthermore, participants indicate that questions requiring critical analysis, making connections, or relating to real-life scenarios increase their engagement. They appreciate the opportunity to be actively involved in the discussion and feel a sense of ownership over their learning.

Participant J: "When my teacher asks questions that encourage discussion and debate, it boosts my engagement. I prefer questions that have multiple valid answers or that require us to justify our responses with evidence from the text. It sparks my curiosity and prompts me to carefully consider my viewpoint. It's exciting to hear different perspectives from my classmates and engage in a lively conversation."

#### *4.2.5 Level of Engagement*

The responses related to the level of engagement suggest that participants' engagement can vary based on the questions asked. Participants indicate that thought-provoking questions, those that require analysis and connections, tend to increase engagement. Open-ended questions that encourage deeper thinking and different interpretations also foster active participation. On the other hand, repetitive or simple questions can sometimes result in reduced engagement.

Participant A: "I've noticed that the level of my engagement during reading activities can vary based on the questions my teacher asks. When the questions are thought-provoking and require me to analyze the text or make connections, I find myself more engaged. It's like it activates my curiosity and motivates me to actively participate in the discussion. On the other hand, if the questions are too simple or repetitive, I might lose interest and not feel as engaged in the activity."

Participant L: "I've realized that the level of my engagement tends to increase when my teacher asks open-ended questions that allow for more discussion and critical thinking. It encourages me to share my thoughts and opinions. When the questions require me to dig deeper into the text or provide my own interpretation, I become more actively engaged as I feel a sense of ownership over my learning. It feels like my teacher values my input, and that motivates me to participate and contribute."

#### *4.2.6 Suggestions and Feedback*

Participants offer suggestions and feedback regarding the questions asked during reading activities. They recommend incorporating real-world connections, varying question types, providing feedback and discussions after answering, promoting self-reflection, and giving contextual information. These suggestions aim to enhance the relevance, depth, and engagement of the questions, ultimately enriching the overall reading experience.

Participant B: "If I could give my teacher advice on asking questions during reading activities, I would suggest incorporating more real-world connections."

Participant H: "One suggestion I have for my teacher regarding the questions during reading activities is to mix up the question types. Sometimes, yes/no or recalling information questions can feel too limiting, so I would appreciate more open-ended questions that encourage deeper thinking and allow for different interpretations."



Participant J: "It would also be helpful if my teacher could give us the chance to generate our own questions to curiosity and promote independent inquiry."

Participant N: "I would suggest providing more feedback and guidance after we answer the questions. It would be helpful to discuss our thought processes and clarify any misconceptions we might have."

#### 4.2.7 Addressing Concerns

The responses addressing concerns highlight participants' worries regarding questions during reading activities. These concerns include questions being too difficult, focused only on finding the right answer or feeling rushed. Participants suggest the need for more support and guidance with challenging questions, promoting critical thinking and personal interpretation, and allowing for more time to process the text and formulate thoughtful responses. They emphasize the importance of fostering a comfortable and supportive learning environment.

Participant A: "I have some concerns regarding the questions asked during reading activities. Sometimes, I feel like the questions are too difficult or beyond my comprehension level, which can be discouraging. It would be helpful if my teacher could provide more support and guidance when we encounter challenging questions."

Participant C: "I sometimes feel like the questions are too focused on finding the "right" answer rather than promoting critical thinking and personal interpretation. I would appreciate it if my teacher could provide more freedom for us to explore different perspectives and express our own thoughts."

Participant M: "There are moments when I feel rushed to answer the questions, and it hinders my ability to fully process the text and formulate thoughtful responses. It would be beneficial if my teacher allowed for more time and encouraged a slower, more reflective pace during the discussions."

The findings from this research provide valuable insights into the perceptions, relevance, benefits, preferences, levels of engagement, suggestions, and concerns regarding the questions asked during reading instructions. Participants expressed positive perceptions, acknowledging the importance of questions in keeping them engaged and aiding their understanding of the text. The relevance of questions was highlighted as a crucial factor, with participants appreciating questions that prompted deeper analysis and connections within the text. The benefits of questions included fostering comprehension skills, stimulating critical thinking, and promoting collaboration among students. Preferences for open-ended questions that allowed for personal interpretation and critical analysis were evident, as they enhanced engagement and ownership of learning. Participants also identified concerns such as questions being too difficult, focused solely on finding the right answer or feeling rushed in responding. This research provides valuable suggestions for educators, including incorporating real-world connections, varying question types, giving feedback, promoting self-reflection, and allowing sufficient time to process the text. Addressing concerns by providing appropriate support, fostering reflection, and creating a supportive learning environment can improve the overall effectiveness of reading activities. These insights contribute to the understanding of the impact of questions on student engagement and learning outcomes during reading instructions. Further research and implementation of these recommendations can enhance instructional practices and student experiences in reading comprehension activities.

## 5. Conclusion

This study aimed to investigate the influence of teacher's questions on students' reading comprehension. It also examined the students' perceptions of the impact of these questions on their reading performance. The results for quantitative part indicated that an increase in the number of teacher's questions was positively correlated with an improvement in students' comprehension. However, it was observed that teachers predominantly focused on asking lower-order thinking questions (i.e. remembering type of questions) resulting in better performance on reading test questions that assessed lower-order thinking skills but struggling on test questions that required higher-order thinking skills (i.e. analyzing and evaluating types of questions). On the other hand, the results for qualitative part showed that participants in the retrospective discussion perceived the questions of teachers during reading instructions as having a positive impact on their reading comprehension abilities, acknowledging the importance of questions in keeping them engaged and aiding their understanding of the text. Nevertheless, participants expressed a preference for open-ended questions that encourage discussion and promote critical thinking.

The findings of this study hold significance for both teachers and students. By recognizing the influence of teacher's questions on students' reading comprehension and considering students' perceptions of these questions, teachers can optimize their instructional practices. More importantly, utilizing a diverse array of questions and promoting higher-order thinking skills will result in improved engagement, enhanced comprehension, and the development of critical thinking abilities among students. Ultimately, these findings contribute to the creation of a more effective and interactive learning environment.

While the findings of this study shed light on the influence of teacher's questions on students' reading comprehension, the researcher acknowledged that it did not delve into the examination of students' responses to teacher's questions during reading instructions. Examining how students respond to various question types can provide deeper understanding of how students interpret and comprehend the content presented to them, moreover, offer insights into their comprehension processes. Another limitation that may have influenced the result of the study is the utilization of multiple-choice questions (MCQ) for testing the reading comprehension abilities of the students. Because MCQs provide predetermined answer choices, students may rely on recognition or guessing strategies rather than engaging in a more comprehensive and analytical approach to comprehension. Consequently, this assessment format may not fully capture the complexity and depth of students' reading comprehension abilities, including their ability to actually think critically. Thus, it is suggested for future researchers to examine the students' response pattern to teacher's questions during instructions. This could involve investigating the strategies students employ, the depth of their responses, and the extent which they engage in higher-order thinking skills. Moreover, future researchers can utilize other types of reading comprehension test aside from MCQ, such as text-based writing task and open-ended questions.

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**ORCID ID:** 0009-0001-5773-6639

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