

CHAPTER TWO

REVIEW OF LITERATURE

This chapter describes theories that are related to the topic of this study. This study consists of an overview of the role of the teacher in teaching reading, teaching reading strategies, and scaffolding.

2.1 The Role of the Teacher in Teaching Reading

Teachers play a crucial role in the success of reading instruction, as they are responsible for designing learning activities, selecting appropriate teaching strategies, facilitating classroom interaction, and providing support that enables students to develop reading comprehension skills. In English as a Foreign Language (EFL) classrooms, reading is not merely the process of decoding written symbols; it also involves constructing meaning, making inferences, and connecting textual information with students' prior knowledge. Therefore, teachers are expected to create meaningful learning experiences that help students actively engage with reading texts and gradually become independent readers.

Harmer (2015) states that teachers perform various roles during language instruction, including those of controller, organizer, assessor, prompter, participant, tutor, and resource. As controllers, teachers manage classroom activities and sustain the learning process. As organizers, they design learning tasks and ensure that students understand the learning objectives. As assessors, teachers evaluate student performance and provide constructive feedback. As prompters, they encourage students to think critically by offering hints and

guiding questions rather than providing direct answers. Teachers also serve as tutors by offering individual assistance when students encounter learning difficulties, and as resources by providing information whenever students require clarification. These interconnected roles demonstrate that effective reading instruction relies not only on the teacher's knowledge of the subject matter but also on their pedagogical competence in facilitating student learning.

Similarly, Brown and Lee (2015) argue that language teachers should act as learning facilitators rather than disseminators of knowledge. In communicative language teaching, teachers are expected to create opportunities for students to interact with texts, collaboratively construct meaning, and develop higher-order thinking skills through meaningful classroom activities. Therefore, reading instruction should encourage students to become active participants who explore ideas, interpret information, and evaluate text content, rather than simply answering comprehension questions. Teachers support this process by selecting appropriate materials, designing engaging learning tasks, monitoring student progress, and providing feedback that enhances learning.

From a sociocultural perspective, Vygotsky (1978) emphasizes that learning is fundamentally a social process in which cognitive development occurs through interaction with more knowledgeable individuals. Teachers serve as the More Knowledgeable Other (MKO), guiding students within their Zone of Proximal Development (ZPD) by providing temporary instructional support. This support enables learners to complete tasks they could not accomplish independently. Daniels (2017) explains that Vygotsky's theory highlights the

importance of dialogue, interaction, and teacher mediation in fostering students' cognitive growth. Consequently, teachers are expected to tailor instructional support to students' learning needs and gradually reduce assistance as learners become more competent and independent.

The concept of teacher support was further developed through the scaffolding theory proposed by Wood, Bruner, and Ross (1976). According to this theory, teachers assist students by simplifying tasks, maintaining student attention, reducing frustration, and providing guidance until students are capable of performing tasks independently. Hammond and Gibbons (2005) argue that scaffolding is an adaptive learning process in which teachers continuously monitor student understanding and adjust the level of support based on student responses. In reading instruction, scaffolding can take the form of guiding questions, vocabulary support, modeling reading strategies, encouraging students to identify textual information, and fostering critical discussion. Such instructional support enables students to gradually develop comprehension skills while fostering learner independence.

In the context of teaching reading comprehension, teachers play a crucial role in developing students' cognitive processes through effective questioning. Anderson and Krathwohl (2001) explain that meaningful learning occurs when learning activities encourage students to progress from lower-order thinking skills such as remembering and understanding to higher-order thinking skills, including analyzing, evaluating, and creating. Therefore, teachers must formulate questions of increasing complexity to stimulate students' reasoning and interpretation of the

text. Walsh (2011) further emphasizes that classroom questioning is one of the most effective strategies for fostering interaction, as it enables teachers to assess comprehension, encourage participation, and facilitate deeper learning. This perspective is highly relevant to the implementation of the Scaffolding Questioning Strategy, in which teachers systematically use sequential questions to guide students toward independent understanding.

Based on the theoretical perspective outlined above, the teacher's role in this study extends beyond the mere delivery of instructional content. The teacher acts as a facilitator, organizer, motivator, assessor, mediator, and source of support, assisting students throughout the reading process. Through structured questioning, continuous feedback, and adaptive instructional support, the teacher helps students progress from literal comprehension to higher-level understanding. Consequently, the effectiveness of the Scaffolding Questioning Strategy relies heavily on the teacher's professional competence in creating an interactive learning environment that fosters student engagement, critical thinking, and reading comprehension.

2.2 Teaching Reading Strategies

Teaching reading is a fundamental component of English language instruction because it enables learners to acquire information, expand their vocabulary, develop critical thinking skills, and enhance their overall language proficiency. In the context of English as a Foreign Language (EFL), reading is not merely the act of recognizing written words but a process of constructing meaning through the interaction between the reader, the text, and the learning context.

Therefore, effective reading instruction requires teachers to employ appropriate strategies that actively engage students in comprehending, interpreting, and evaluating written texts.

According to Harmer (2015), teaching reading involves more than simply asking students to read a passage and answer comprehension questions. Instead, teachers must facilitate student comprehension by activating background knowledge, introducing relevant vocabulary, encouraging predictions, monitoring understanding, and guiding students to interpret textual information critically. Harmer further explains that successful reading instruction should create opportunities for students to become strategic readers capable of identifying main ideas, inferring meaning from context, recognizing text organization, and evaluating the author's purpose. Consequently, teachers must carefully design learning activities that encourage students to actively engage with reading materials rather than merely memorizing textual information.

Similarly, Grabe and Stoller (2020) argue that reading instruction involves the simultaneous development of various cognitive and linguistic processes. Students are expected to recognize vocabulary automatically, identify grammatical structures, connect ideas across sentences, draw inferences, evaluate information critically, and integrate the text's meaning with existing knowledge. Since these processes occur concurrently, teachers need to provide systematic instructional support that helps learners gradually develop their reading abilities. Therefore, reading instruction must incorporate vocabulary development, comprehension

monitoring, strategic questioning, and collaborative discussion to facilitate a deeper understanding of the text.

Nuttall (2005) explains that the primary goal of reading instruction is to help learners become independent readers capable of comprehending texts without relying excessively on teacher assistance. To achieve this, teachers must provide students with opportunities to practice various reading strategies, such as predicting, skimming, scanning, identifying key information, drawing inferences, and summarizing text content. Furthermore, teachers should encourage students to monitor their own comprehension and apply appropriate strategies whenever they encounter difficulties while reading. This perspective emphasizes that effective reading instruction focuses not only on learning outcomes but also on the development of students' strategic reading behaviors.

From a cognitive theory perspective, Snow (2002) defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction with written language. Therefore, reading instruction must support students in integrating textual information with their prior knowledge and personal experiences. Similarly, Kintsch (1998) explains, through the Construction-Integration Model, that comprehension develops when readers actively organize textual information into meaningful mental representations. Consequently, teachers should design learning activities that encourage students to connect new information with existing knowledge through discussion, questioning, and reflection. These activities foster deeper comprehension rather than a superficial understanding of the text.

Teaching reading also requires teachers to recognize that students possess varying levels of reading proficiency, vocabulary knowledge, motivation, and learning readiness. Brown and Lee (2015) argue that effective reading instruction must be student-centered, meaning teachers need to tailor their teaching strategies to the students' characteristics and learning needs. In communicative language teaching, teachers are expected to act as facilitators who guide students in collaboratively constructing meaning, rather than simply imparting information. This student-centered approach creates opportunities for students to become active participants in reading activities while developing their language proficiency and critical thinking skills.

In junior high school, reading instruction must align with students' cognitive development. Anderson and Krathwohl (2001) explain that learning activities should progressively guide students from lower-order thinking skills such as remembering and understanding toward higher-order thinking skills, including analyzing, evaluating, and creating. Consequently, reading lessons should not be limited to identifying factual information but must also encourage students to interpret ideas, compare information, draw conclusions, evaluate arguments, and express personal responses to the text. Teachers can facilitate this development by employing structured questioning techniques that guide students through increasingly complex cognitive processes.

One instructional approach that supports these goals is the use of the Scaffolding Questioning Strategy. Based on Vygotsky's Sociocultural Theory (1978), learning occurs most effectively when teachers provide appropriate

support within the student's Zone of Proximal Development (ZPD). Teachers facilitate learning by asking sequential questions, offering cues, clarifying difficult concepts, and gradually reducing assistance as students become more capable of comprehending texts independently. Wood, Bruner, and Ross (1976) described this instructional support as "scaffolding," while Hammond and Gibbons (2005) explained that scaffolding must be continuously adjusted in response to student reactions and learning progress. Therefore, questioning serves as a vital instructional tool that enables teachers to assess student understanding, stimulate critical thinking, and enhance reading comprehension through guided interaction.

Based on the theoretical perspective outlined above, reading instruction is not merely an activity that helps students decode written language; rather, it is a comprehensive learning process aimed at developing students' abilities to construct meaning, think critically, and become independent readers. Effective reading instruction requires teachers to integrate appropriate teaching strategies, ongoing scaffolding, meaningful classroom interaction, and systematic questioning that encourages students to progress from basic comprehension to higher-order thinking. In this study, reading instruction refers to the pedagogical practices implemented by the English teacher at one of the MTs in Malangbong to facilitate students' reading comprehension through the application of the Scaffolding Questioning Strategy.

2.3 Teacher Questioning Strategy

Teacher questioning strategies refer to the systematic use of questions by teachers to guide students' thinking, check their understanding, stimulate

classroom interaction, and support the learning process. In language teaching, questions are not merely used to determine whether students know the correct answer; they can also serve as instructional tools that help students construct meaning and develop their cognitive abilities. Richards and Lockhart (1996) explain that teacher questions serve several pedagogical purposes, including eliciting information, checking understanding, managing classroom interaction, and encouraging student participation in learning activities. Therefore, the effectiveness of teacher questioning depends not only on the number of questions asked but also on the purpose, level, sequence, and manner in which the questions are presented to students.

In reading instruction, teacher questions play a crucial role because reading comprehension involves more than merely identifying information explicitly stated in the text. Teachers can use questions to direct students' attention to key information, help them identify relationships between ideas, draw inferences, interpret meaning, and evaluate information. According to Brown (2001), questions can be used to guide students' attention and assess their understanding during language learning. Similarly, Grabe and Stoller (2020) emphasize that effective reading instruction requires teachers to engage students in processes that include comprehending information, making connections, interpreting meaning, and monitoring comprehension. Thus, teacher questions can serve as a bridge between the reading text and the students' cognitive processes.

Teacher questions can also be categorized based on the cognitive demands placed on students. Low-level questions generally require students to recall or

identify explicitly available information, whereas high-level questions require them to interpret, analyze, evaluate, or generate responses based on the information they have encountered. Anderson and Krathwohl (2001), through the revised version of Bloom's Taxonomy, classify cognitive processes into remembering, understanding, applying, analyzing, evaluating, and creating. This taxonomy provides a useful framework for examining the cognitive levels of questions used by teachers. In reading instruction, for instance, a teacher might initially ask students to identify specific information in a text, then ask them to explain the meaning of an idea, analyze relationships between events, evaluate a character's decisions, or formulate their own interpretations of the text.

The sequence in which questions are presented is also crucial to the teacher's questioning process. Questions that progress from simple to increasingly complex levels allow students to develop their understanding gradually. This principle is closely linked to the concept of scaffolding, wherein the teacher provides temporary support that enables learners to perform tasks they might not yet be able to complete independently. Vygotsky's (1978) concept of the Zone of Proximal Development provides a theoretical foundation for understanding this process, as learning occurs most effectively when students receive appropriate assistance within their range of potential ability under guidance. In this context, teachers can use questioning as a scaffolding tool by starting with questions students can answer based on existing knowledge and gradually moving toward questions that require more complex reasoning.

Furthermore, teacher questioning is closely linked to classroom interaction. Questions provide opportunities for teachers and students to exchange ideas, clarify understanding, and negotiate meaning. Walsh (2011) argues that classroom interaction is influenced by how teachers structure their discourse and engage students through questions and responses. Teachers who employ follow-up questions, prompts, clarification requests, and probing questions can encourage students to elaborate on their answers rather than simply providing brief responses. Consequently, questioning can foster a more interactive learning environment in which students are encouraged to explain their reasoning and actively participate in constructing knowledge.

Another important characteristic of effective teacher questioning is the ability to adjust questions based on student responses. Teachers can rephrase questions, provide hints, allow extra wait time, or ask simpler questions when students encounter difficulties. Conversely, when students demonstrate sufficient understanding, teachers can introduce more challenging questions that encourage deeper thinking. This adaptive process aligns with the principles of scaffolding, as the level of support is tailored to the learners' needs and can be gradually reduced as their competence grows. Such flexibility is crucial in teaching reading comprehension, given that students may possess varying levels of vocabulary knowledge, background knowledge, and reading ability.

The Scaffolding Questioning Strategy is an instructional approach that combines scaffolding principles with systematic questioning to support students' cognitive development during the learning process. Instead of providing direct

explanations or answers, teachers guide students through carefully crafted questions that encourage them to think, explore ideas, build understanding, and solve problems independently. In reading instruction, this strategy enables students to comprehend texts gradually by progressing from simple questions requiring literal understanding to more complex ones demanding interpretation, analysis, evaluation, and critical reflection. Consequently, questions serve not merely as assessment tools but also as an instructional strategy that facilitates learning and fosters active student engagement in constructing meaning.

The theoretical foundation of the Scaffolding Questioning Strategy stems from Vygotsky's (1978) Sociocultural Theory, which emphasizes that learning is fundamentally a social process occurring through interaction between learners and more experienced individuals. According to Vygotsky, cognitive development takes place within the Zone of Proximal Development (ZPD), defined as the gap between what learners can achieve independently and what they can accomplish with guidance from a teacher or peer. Within this zone, the teacher acts as the More Knowledgeable Other (MKO), providing instructional support tailored to the learner's current level of competence. Daniels (2017) explains that the ZPD concept remains central to contemporary educational practice because it highlights the importance of responsive teaching, dialogue, and guided participation in fostering meaningful learning. Consequently, questioning serves as an effective form of mediation through which teachers facilitate students' cognitive development by gradually increasing the complexity of learning tasks.

The concept of scaffolding was first introduced by Wood, Bruner, and Ross (1976), who described it as a form of temporary instructional support enabling learners to perform tasks beyond their independent capabilities. They explained that effective scaffolding involves simplifying complex tasks, directing the learner's attention to key aspects of learning, maintaining motivation, reducing frustration, and gradually transferring responsibility from the teacher to the student. Although the term "scaffolding" does not explicitly appear in Vygotsky's original writings, it is widely recognized as a pedagogical application of the Zone of Proximal Development. Bodrova and Leong (2024) further explain that scaffolding goes beyond merely helping students complete tasks; it entails carefully adjusting instructional support in line with the learner's progress until they achieve independence. This gradual release of responsibility ensures that students actively construct knowledge rather than relying entirely on teacher explanations.

In classroom instruction, questioning is one of the most effective forms of scaffolding because it encourages students to think actively while allowing teachers to continuously monitor their understanding. Richards and Lockhart (1994) argue that questioning is a fundamental teaching technique that stimulates student participation, checks for understanding, and fosters classroom interaction. Similarly, Walsh (2011) explains that classroom questions create opportunities for meaningful dialogue in which teachers diagnose student understanding, provide feedback, and encourage students to elaborate on their ideas. Rather than asking isolated questions, teachers should structure questions systematically so that each

one builds upon previous student responses and progressively fosters higher-level thinking. In this way, questioning serves as a pedagogical guide rather than merely a means to evaluate student knowledge.

The effectiveness of the scaffolding questioning strategy is closely linked to the Revised Bloom's Taxonomy developed by Anderson and Krathwohl (2001), which classifies cognitive processes into six hierarchical levels: Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating. Teachers employing this strategy typically begin with lower-order thinking questions to activate prior knowledge and ensure students have a foundational understanding before gradually introducing higher-order questions that require reasoning, interpretation, and critical evaluation. Such a progression enables students to build confidence while developing more sophisticated cognitive abilities. Therefore, effective questioning must follow a logical sequence that reflects student readiness and supports continuous cognitive development throughout the learning process.

Hammond and Gibbons (2005) further argue that scaffolding is a dynamic instructional process in which teachers continuously adjust the level of support based on student responses and learning progress. Rather than adhering to predetermined procedures, effective teachers observe student understanding during classroom interactions and modify their questioning techniques as needed. When students demonstrate confidence, teachers may increase the complexity of questions to stimulate deeper thinking. Conversely, when students encounter difficulties, teachers provide hints, rephrase questions, simplify language, offer

cues, or encourage peer discussion before expecting students to answer independently. This adaptive process ensures that instructional support remains aligned with students' immediate learning needs while gradually fostering greater learner autonomy.

In the context of teaching reading comprehension, the Scaffolding Questioning Strategy enables teachers to guide students through each stage of the reading process. Before reading, teachers activate students' prior knowledge by asking introductory questions related to the text's topic. During reading, teachers employ sequential questions that help students identify explicit information, infer implicit meaning, analyze the text's organization, and monitor their comprehension. After reading, reflective questions encourage students to evaluate ideas, connect textual information to personal experiences, and formulate their own interpretations of the text. Grabe and Stoller (2020) emphasize that successful reading instruction requires active cognitive engagement rather than the passive decoding of written language. Similarly, Snow (2002) argues that comprehension develops when readers interact meaningfully with the text through strategic thinking and guided discussion. Therefore, scaffolding questioning provides an effective instructional framework that supports students throughout the entire reading process.

Recent studies consistently demonstrate the positive contribution of structured questioning to English language learning. Harunasari et al. (2023) found that structured questioning significantly boosts student classroom participation and enhances reading comprehension by fostering active cognitive

engagement. Similarly, Herdiana and Munir (2023) reported that teacher guidance improves students' reading comprehension and vocabulary development by providing appropriate instructional support during learning activities. Huiling Zhang and Singh (2025) also concluded that guidance remains one of the most effective pedagogical approaches for enhancing reading comprehension, as it facilitates students' gradual transition from teacher dependency to independent reading. These findings indicate that the Structured Questioning Strategy is not only theoretically grounded but also empirically supported as an effective instructional approach in English language classrooms.

Based on the theoretical perspective discussed above, the Scaffolding Questioning Strategy in this study is defined as a systematic instructional approach in which English teachers employ carefully structured questions to provide temporary cognitive support that facilitates students' reading comprehension. This strategy begins with simple factual questions and gradually progresses toward inferential, analytical, evaluative, and reflective questions, while the teacher continuously adjusts instructional support based on student responses. Through this process, students are expected to develop a deeper understanding, stronger critical thinking skills, greater class participation, and increased learning autonomy. Thus, this theoretical framework serves as the primary basis for analyzing how English teachers at one of the MTs in Malangbong implement the Scaffolding Questioning Strategy in teaching reading comprehension.

2.4 Previous Studies

Based on several sources related to this study, the researcher presents some previous studies that are relevant to this study.

The first study was conducted by Suryani et al., (2023), entitled "Scaffolding Strategy to support English Language Learners in Reading Comprehension: A Case Study." This study shows that scaffolding strategy significantly help students overcome reading comprehension difficulties through structured support. These strategies improve students' cognitive functions in their zone of proximal development (ZPD) and enable them to build knowledge together with peers or more competent adults. The implementation of scaffolding strategy during the read-aloud, reading, and rereading phases has a positive effect on student motivation and engagement. Teachers should integrate various scaffolding activities such as modeling, bridging, contextualization, schemata building, and metacognition to help young students overcome reading challenges and achieve better academic performance. Scaffolding is a structured learning support technique that promotes independent learning, especially in the early stages of education. Students responded positively to the scaffolding approach, demonstrating that Effectiveness in improving overall reading skills. The difference between the study and the researchers is that the study focuses on elementary school students, while the researchers focus on middle school students. The commonality is that both examine the use of scaffolding strategy by teachers to improve reading comprehension.

The second study was conducted by Huiling Zhang & Charanjit Kaur Swaran Singh, (2025), entitled “Scaffolding and Reading Comprehension: A Literature Review”. This study show that scaffolding is generally no longer needed, as they have the capability to provide the required performance. Grounded in Vygotskian theory, scaffolding is conceptualised as temporary, adaptive support that enables learners to perform beyond their current level of competence and gradually assume greater autonomy in learning. Zhang and Singh indicate that scaffolding strategy, whether cognitive, metacognitive, motivational or technological, has a positive influence on students' understanding, vocabulary mastery, and engagement. Several studies highlight the effectiveness of peer and collaborative support, suggesting that interaction with peers is sometimes more beneficial than teacher-led support, as it fosters shared understanding and active participation. Research on dynamic assessment also shows that continuous and needs-based feedback significantly improves reading comprehension and motivation by adapting learning support to the learners' immediate needs. Furthermore, technological support, such as virtual reality and digital vocabulary aids, has been shown to increase motivation and reduce anxiety, although its effectiveness depends on the learners' level of competence and familiarity with digital tools. Furthermore, metacognitive and problem-oriented support has been shown to promote higher cognitive abilities and enable learners to monitor, assess, and manage their reading process more effectively. Differentiated instruction combined with support is particularly beneficial for lower-achieving learners and leads to significant improvements in both reading comprehension and self-

efficacy. However, the literature also points to important contextual factors, such as task complexity, learner characteristics, and the learning environment, that influence the success of support. Overall, previous studies agree that support is not a one-size-fits-all solution but rather a flexible and context-sensitive approach that should be tailored to the learners' needs. The literature underscores the importance of integrating cognitive, metacognitive, motivational, and technological support measures to optimize reading literacy across various English as a Foreign Language (EFL).

The third study was conducted by Herdiana & Munir, (2023), entitled “The Effect of Teacher Scaffolding and Peer-Scaffolding on Reading Comprehension and Vocabulary Ability” this study shows that both teacher-centered and student-centered scaffolding effectively improve students' reading comprehension and vocabulary. However, student-centered scaffolding proved superior in improving reading comprehension, suggesting that students benefit more from a collaborative learning environment. This approach promotes active participation and autonomy, leading to a better understanding of reading materials. The results suggest that teachers should integrate student-centered scaffolding into their lessons to improve reading comprehension and foster a collaborative learning atmosphere. The study also supports the sociocultural perspective of learning and emphasizes the importance of social interaction in the educational process. The difference from other research is that this study focused on primary school students, while the research examined lower secondary school students. Quantitative methods were used. This study aimed to compare the effects of

teacher-centered and student-centered scaffolding on reading comprehension and vocabulary. The commonalities lie in the discussion of the strategy of teachers who use scaffolding methods to improve reading skills.

The fourth study was conducted by Narbayevna, (2025), entitled “Enhancing Reading Skills Through the Implementation of Scaffolding Strategy”, the researcher explain that scaffolding means offering structured, time-limited support that is gradually reduced as learners become more independent. This approach enables them to fill knowledge gaps and strengthen their reading skills through targeted engagement with texts. Studies show that scaffolding not only promotes cognitive development but also increases learners' engagement and motivation in reading. Several teaching methods are frequently associated with effective reading instruction, including guided reading, think-aloud, cooperative learning, and reciprocal teaching. These strategy help students decode words, check their reading comprehension, and apply metacognitive reading strategy. Think-aloud, in particular, allows teachers to model how to make predictions, ask questions, and summarize ideas, while cooperative learning encourages interaction among learners and shared meaning-making. These practices contribute to deeper understanding and critical thinking, especially when students actively participate in discussing and analyzing texts. Furthermore, scaffolding has proven particularly beneficial for struggling readers and second language learners, who often struggle with vocabulary, language structure, and text comprehension. Through linguistic support such as visual aids, simplified language, and contextual information, teachers can help learners better understand

complex texts. The literature also emphasizes the importance of formative assessment within the framework of scaffolding, as it allows teachers to tailor support to individual learner needs. Overall, previous studies confirm that scaffolding promotes autonomy, self-confidence, and a positive attitude toward reading.

The fifth study was conducted by Novita & Arifmiboy, (2023), entitled “Students Satisfaction on Scaffolding Strategy by Teacher in Teaching Reading Comprehension”, this study investigated the satisfaction of tenth-grade students at a vocational school in Bukittinggi, Indonesia, with the use of scaffolding strategy in reading comprehension instruction. Data from 68 students were collected using a quantitative survey and a Likert-scale questionnaire. The study focused on the implementation of scaffolding in the three phases of reading instruction: read-aloud, reading, and reviewing. The aim was to examine students' perceptions of and satisfaction with teacher support for text comprehension. The results showed that students generally expressed high satisfaction with the scaffolding strategy. In the read-aloud phase, strategy such as providing background information, keywords, and learning objectives helped students prepare for the text, resulting in high satisfaction. During the reading phase, strategy such as guided reading, identifying difficult words, and teacher modeling supported text comprehension and encouraged active student participation. Satisfaction in this phase was rated as "fairly high." During the follow-up phase, support through targeted questions, observation, and feedback was also rated as highly satisfactory. This suggests that the students benefited from continued teacher support after reading. Overall, the

study concluded that support strategy positively influenced students' motivation and reading comprehension. The results showed that structured teacher support helped reduce students' difficulties in understanding main ideas and vocabulary while simultaneously increasing classroom participation. This preliminary study is relevant to the present investigation because it provides empirical evidence that support strategy plays an important role in promoting reading comprehension and fostering a positive learning attitude among students, particularly at the secondary level.

2.5 Concluding Remarks

This chapter has presented the theoretical and conceptual foundations underpinning the study of the Graduated Questioning Strategy in the teaching of reading comprehension. The discussion has covered the teacher's role in reading instruction, the concepts and processes of teaching reading, reading comprehension, and the use of questioning as an instructional strategy. The chapter also addressed the Graduated Questioning Strategy as an approach that enables teachers to sequence questions progressively moving from lower to higher cognitive levels in alignment with students' comprehension and learning needs. Furthermore, Vygotsky's Sociocultural Theory specifically the concepts of the Zone of Proximal Development and scaffolding provides a theoretical explanation of how teachers can support students through appropriate guidance before gradually fostering independent learning. The Revised Bloom's Taxonomy further offers a framework for understanding the cognitive levels reflected in teacher questions, ranging from remembering and understanding to analyzing, evaluating,

and creating. Previous studies discussed in this chapter further demonstrate the relevance of questioning and scaffolding in supporting students.