

ABSTRACT

Reading comprehension is a crucial component of English language learning, as it enables students to construct meaning, interpret information, and develop critical thinking skills. However, many students still struggle to comprehend reading texts due to limited vocabulary, a lack of background knowledge, and insufficient higher-order thinking skills. One instructional approach that can address these challenges is the Multilevel Questioning Strategy, which guides students through a series of questions ranging from simple to complex cognitive levels. This study aims to investigate the levels of questions employed by English teachers when implementing the Multilevel Questioning Strategy and to examine how the strategy is applied in teaching reading comprehension at MTs An-Nur 1 Malangbong. The study employs a descriptive qualitative research design involving four English teachers as participants. Data were collected through classroom observations and semi-structured interviews and analyzed using the interactive model proposed by Miles, Huberman, and Saldaña, comprising data condensation, data display, and conclusion drawing. The findings reveal that teachers utilize various question types including factual, inferential, analytical, evaluative, open-ended, and guiding questions systematically organized from lower to higher cognitive levels to facilitate the gradual development of students' reading comprehension. The implementation of the Multilevel Questioning Strategy is integrated into all stages of reading instruction: pre-reading, while-reading, and post-reading activities. Throughout the learning process, teachers activate students' prior knowledge, guide comprehension through sequential questioning, provide hints, cues, examples, and feedback, and progressively reduce instructional support as students become more capable of answering independently. Further findings indicate that the strategy enhances active student participation, fosters deeper reading comprehension, cultivates critical thinking skills, and promotes student learning autonomy. Therefore, this study concludes that the Multilevel Questioning Strategy functions not only as an effective questioning technique but also as a comprehensive instructional approach that supports students' cognitive development and enhances the quality of reading comprehension instruction.