

CHAPTER FOUR

FINDINGS AND DISCUSSION

This section presents research findings regarding teachers' roles in implementing a step-by-step question-and-answer strategy in teaching reading comprehension at one of MTs in Malangbong, Gaut. These findings were obtained through classroom observations and interviews with four English teachers. Data were collected to answer research questions regarding the level of question-and-answer strategy used by teachers, the implementation of the step-by-question-and-answer strategy, and teachers' roles in supporting students' reading comprehension.

4.1. Findings

Classroom observations were conducted involving four English teachers from different grade levels. These observations aimed to investigate how teachers implemented structured questioning strategies during reading comprehension lessons. Researchers observed classroom activities using an observation checklist adapted from Suryani et al. (2023).

The observations showed that all teachers implemented a structured questioning strategy through a systematic series of questioning activities. The teachers used varying levels of questioning, provided instructional support during reading activities, encouraged student participation, and gradually reduced support to promote independent comprehension.

4.1.1 Levels of Questions Used by Teachers in Implementing the Multilevel Questioning Strategy

Based on classroom observations conducted with four English teachers at one of MTs in Malangbong, it was found that the teachers used various levels of questioning when implementing the graduated questioning strategy in teaching reading comprehension. The questioning process was carried out systematically, starting with simple questions and gradually progressing to more complex ones. This gradual sequence allowed students to build their understanding of the reading text step by step while developing their critical thinking skills. The observed questioning levels reflected the cognitive processes outlined in Bloom's Taxonomy, including knowledge, comprehension, application, analysis, synthesis, and evaluation.

Teacher 1 begins the lesson by greeting the students, checking attendance, and reviewing previous material to activate the students' prior knowledge. Before introducing the reading text, the teacher asks several introductory questions related to the topic such as the students' personal experiences and their understanding of the lesson's theme to encourage active participation and prepare them to comprehend the reading material.

After distributing the reading text, the teacher instructs the students to read it silently for a few minutes while noting unfamiliar vocabulary and key information. During this activity, the teacher circulates around the classroom, observing student participation and providing assistance to those facing difficulties. Instead of directly explaining unfamiliar words, the teacher

encourages students to infer meanings from the context by asking guiding questions.

The classroom discussion began with simple factual questions requiring students to identify explicit information such as titles, main ideas, characters, settings, and specific details found in the text. Once most students could answer these questions, the teacher gradually increased the level of questioning by asking students to explain the meaning of specific paragraphs, identify the author's purpose, compare ideas presented in different parts of the text, and express their opinions on the conveyed message. Whenever students hesitated or provided incomplete answers, the teacher offered hints, rephrased the question using simpler language, or provided cues before asking them to respond again.

Towards the end of the lesson, the teacher encouraged students to connect the content of the reading text to their own experiences and to explain the moral values they had learned. The lesson concluded with feedback, clarification of student responses, and a brief summary of the material covered. Throughout the lesson, the teacher consistently structured questions in a progressive manner, enabling students to move from basic comprehension to a deeper interpretation of the reading text.

Teacher 2 begins the lesson by greeting the students and reviewing the previous lesson through brief oral questions. Before introducing the new reading material, the teacher displays several images related to the topic and invites

students to predict what the text will cover. This activity encourages students to activate their background knowledge and sparks interest in the lesson.

Next, the teacher asks students to read the text individually before discussing it as a class. During the discussion, the teacher initially poses questions that require students to locate explicit information from the reading. Once the students demonstrate an understanding of the text, the teacher proceeds with questions asking them to explain the relationships between ideas, identify the causes of events, and justify their answers using evidence from the text. Group discussions are occasionally used to encourage students to exchange ideas before answering.

When students encounter difficulties, the teacher does not immediately provide the correct answer. Instead, the teacher offers guiding questions, additional hints, and opportunities for students to discuss their ideas with classmates. This process enables students to gradually develop their understanding and participate with greater confidence throughout the lesson.

Teacher 3 conducts the lesson through interactive class discussions. The lesson begins with questions relating to the students' daily experiences to establish a connection between the reading topic and their prior knowledge. Students are then instructed to take turns reading the text aloud, allowing the teacher to simultaneously monitor their pronunciation and comprehension.

Throughout the lesson, Teacher 3 frequently uses follow-up questions to encourage students to elaborate on their answers. Instead of accepting brief

responses, the teacher asks students to explain their reasoning, provide supporting evidence from the text, and compare the various ideas presented in the reading. When students encounter difficulties, the teacher simplifies questions, reiterates key information, and offers additional cues to facilitate understanding. This questioning practice fosters an interactive classroom atmosphere where students are encouraged to think critically before responding.

Teacher 4 begins the lesson by introducing the learning objectives and motivating students through questions related to their personal experiences. Next, students are asked to read the assigned text in pairs before discussing it together. Pair discussions allow students to exchange views and prepare their responses before participating in the whole-class discussion.

During the question-and-answer session, the teacher structures questions ranging from simple comprehension queries to more challenging analytical and evaluative ones. Students are encouraged not only to identify information from the text but also to interpret the author's message, evaluate the characters' actions, and connect the text to real-life situations. Throughout the lesson, the teacher provides ample wait time, positive reinforcement, and constructive feedback, enabling students to build confidence in expressing their ideas. At the end of the lesson, the teacher summarizes the discussion and invites students to reflect on what they have learned from the reading activity.

Overall, observational findings indicated that teachers implemented a step-by-step questioning strategy, using a series of questions that progressed from lower-order thinking skills to higher-order thinking skills. The gradual use of

knowledge, comprehension, application, analysis, synthesis, and evaluation questions provided structured support for students in comprehending the reading text while encouraging the development of critical thinking skills and self-understanding.

4.1.2 Implementation Scaffolding Questioning Strategy

Based on observational findings, the implementation of the step-by-step questioning strategy was carried out through a series of structured learning activities that involved guiding students towards a deeper understanding of the reading text. The teacher provided support through questioning techniques, explanations, prompts, and feedback, gradually enabling students to become more independent in understanding the text.

Based on classroom observations, Teacher 1 systematically employed the Tiered Questioning Strategy throughout the lesson. The lesson began with greetings, attendance taking, and a brief review of the previous lesson to activate students' prior knowledge. The teacher then introduced the topic by asking several introductory questions related to the students' daily experiences before presenting the reading text. This activity encouraged students to connect their existing knowledge with the topic they were about to study.

During the reading activity, students were instructed to read the text silently while identifying unfamiliar vocabulary and key information. The teacher continuously monitored student comprehension by circulating around the classroom and observing their responses. Instead of directly translating unfamiliar words, the teacher encouraged students to infer their meanings from the context through guiding questions and simple cues.

After the students completed the reading activity, the teacher employed a graduated questioning strategy. The teacher began by asking factual questions to ensure the students understood the basic content of the text. The questions gradually increased in complexity, requiring students to explain ideas, compare information, identify the author's purpose, and express their opinions on the text. Whenever students hesitated or provided incomplete answers, the teacher would repeat the question, simplify the language, or offer prompts before asking the students to answer independently.

At the end of the lesson, the teacher invited the students to summarize the text and discuss the moral values found in the reading, concluding the session by providing feedback and clarification. This implementation demonstrates the use of structured questioning at every stage of the reading lesson.

Teacher 2 implements the Tiered Questioning Strategy through interactive class discussions combined with collaborative learning activities. The lesson begins with greetings, class preparation, and brainstorming questions related to the reading text's topic. Images and simple contextual examples are used to spark students' curiosity prior to reading.

Students are then instructed to read the text individually before discussing it in small groups. During the discussion, the teacher moves between groups, asking questions that encourage students to locate information, explain ideas, and justify their answers using evidence from the text. Instead of immediately correcting incorrect answers, the teacher encourages students to reconsider their responses by asking additional guiding questions.

Throughout the lesson, Teacher 2 consistently provided verbal encouragement and allowed sufficient wait time before selecting students to respond. Students were also encouraged to respond to one another's opinions, fostering a collaborative learning environment. At the end of the lesson, the teacher summarized the discussion with the students and reinforced key ideas derived from the reading text.

Teacher 3 employed a highly interactive teaching approach while implementing the Tiered Questioning Strategy. The lesson began with questions relating to the students' daily experiences, followed by a brief discussion designed to introduce the topic of the reading text. Students then took turns reading the text aloud, allowing the teacher to monitor both pronunciation and comprehension simultaneously.

Throughout the reading session, Teacher 3 frequently paused to ask follow-up questions that required students to explain vocabulary, identify key information, and interpret specific parts of the text. When students encountered difficulties, the teacher simplified questions, reiterated key information, and provided additional hints rather than simply giving the correct answers.

The teacher also encourages students to elaborate on their answers by asking follow-up questions such as "Why do you think so?" and "Which sentence supports your answer?" This questioning technique motivates students to provide more complete explanations and actively participate in class discussions. Before concluding the lesson, the teacher invites students to reflect on the reading material and summarize the key points together.

Teacher 4 implements the Tiered Questioning Strategy by combining pair work, individual responses, and class discussions. The lesson begins with greetings and a motivational question relating to the students' personal experiences before introducing the reading material. Students are asked to briefly discuss the topic with their partners before reading the text.

During the reading activity, the teacher continuously observes student participation and provides assistance when needed. Instead of explaining every difficult part of the text, the teacher guides students by asking leading questions, encouraging them to identify key information independently. Pair discussions are frequently used to allow students to exchange ideas before presenting their answers to the class.

During the class discussion, the teacher facilitated a question-and-answer process that progressed from simple comprehension questions to more analytical and evaluative ones. Students were encouraged to support their opinions using information from the text and to connect the reading material to real-life situations. The lesson concluded with teacher feedback, clarification of student responses, and a review of the learning objectives achieved during the class.

Overall, observational findings indicate that the structured questioning strategy is implemented systematically through pre-reading, during-reading, and post-reading activities. The teacher provides support through guiding questions, explanations, modeling, feedback, and gradual withdrawal of support. These strategies help students develop reading comprehension skills while encouraging independent learning and critical thinking skills.

This section will support the observation findings so that it can explore the experiences, perceptions, and practices of teachers related to the implementation of the gradual question and answer strategy in teaching reading comprehension carried out with four English teachers at one of the MTs in Malangbong, Garut.

Based on the interviews, the researchers found that all teachers employed questions at various levels when implementing a tiered questioning strategy during reading comprehension instruction. The participants emphasized that the practice of asking questions was not merely intended to assess students' understanding of the text but also served as a means to guide students through different stages of comprehension. The questions posed generally progressed from simpler to more complex levels to support students' cognitive development and reading comprehension skills. Interview results indicated that teachers typically utilized factual, inferential, analytical, evaluative, and open-ended questions, tailored to both learning objectives and student abilities.

Regarding the types of questions used in reading instruction, Teacher 1 explained that a variety of question types were deliberately employed to align with learning objectives and students' levels of understanding. The teacher emphasized that using questions at different levels was essential for encouraging students to gradually deepen their understanding of the material.

Teacher 1 stated:

“I typically use several types of questions in reading instruction, such as factual, inferential, and evaluative questions. Factual questions help students identify information directly from the text, inferential questions encourage deeper thinking, and evaluative questions develop their critical thinking skills.”

The statement above indicates that Teacher 1 deliberately organizes classroom questions across various cognitive levels rather than relying on a single type of question. The teacher begins by asking factual questions to ensure students grasp the explicit information in the text before gradually transitioning to inferential and evaluative questions. This sequence demonstrates that questioning is designed as a learning process that progressively develops students' understanding and higher-order thinking skills. According to the teacher, each type of question serves a specific instructional purpose, enabling students to move systematically from identifying information to interpreting meaning and evaluating the ideas presented in the reading text.

A similar view is expressed by Teacher 2, who explains that the questioning method is applied incrementally in alignment with students' understanding throughout the lesson.

Teacher 2 explains:

“Typically, I begin with questions regarding the main idea and specific information in the text. Once the students grasp the basic content, I move on to inferential questions and questions that ask for their opinions, in order to encourage deeper thinking.”

Teacher 2's response demonstrates that questions were not posed randomly but followed a progressive instructional sequence. The teacher first ensured students grasped the literal meaning of the text before introducing more challenging questions that required personal interpretation and judgment. This gradual transition allowed students to build confidence while reinforcing their understanding step by step. Furthermore, inviting students to express their

opinions encouraged more active participation in class discussions and demonstrated a deeper understanding of the reading material than mere recall of factual information.

Teacher 3 also highlighted the importance of tailoring the level of questions to students' abilities and learning objectives.

Teacher 3 stated:

“I use various levels of questions tailored to students' abilities and learning objectives. Some questions focus on understanding factual information, while others require students to analyze and evaluate information from the text.”

Interview results indicate that Teacher 3 views classroom questioning as flexible and responsive to students' learning needs. Rather than using the same questions for every class, the teacher adjusts the complexity of the questions based on students' understanding and classroom conditions. This approach enables students with varying academic abilities to participate in learning activities while encouraging them to progress toward more complex cognitive tasks. The teacher also emphasizes that analytical and evaluative questions are crucial for helping students develop reasoning skills and a deeper understanding of the text.

Similarly, Teacher 4 explains that the diversity of student abilities influences how questions are structured during reading lessons.

Teacher 4 explains.:

“I try to use a variety of questions because students' abilities differ. Starting with simple questions helps students participate before moving on to more difficult ones.”

Teacher 4's explanation demonstrates an awareness that students require varying levels of learning support during reading activities. Starting with simple questions allows all students to participate, regardless of their proficiency levels. As student confidence grows, the teacher gradually introduces more complex questions that challenge them to think critically and articulate their ideas. This strategy not only boosts classroom participation but also reduces student anxiety when answering questions, thereby fostering a more supportive learning environment.

Overall, interview findings reveal that all four English teachers intentionally employ various levels of questioning during reading comprehension instruction. Although each teacher exhibits a distinct teaching style, they consistently sequence questions from simpler to more complex levels to facilitate student understanding. The teachers believe that factual questions build a foundational understanding, inferential questions encourage deeper interpretation, and evaluative questions foster critical thinking and independent reasoning. These findings indicate that tiered questioning is implemented as a pedagogical strategy to scaffold students in constructing meaning from the text while actively engaging them throughout the learning process.

Furthermore, the interview findings reveal that the teachers deliberately structure their questions to progress from lower to higher cognitive levels during reading instruction. Rather than posing complex questions at the start of a lesson, they prefer to begin with simple questions that enable students to recall and comprehend the text's content before gradually guiding them toward analytical

and evaluative thinking. This sequencing is considered crucial because students need to establish a solid understanding of the text before engaging in more cognitively demanding activities.

Teacher 1 explains that this sequence of questions is designed based on the levels of cognitive processes proposed in Bloom's Taxonomy.

Teacher 1 stated:

“Yes, I use Bloom's Taxonomy as a guide. I usually start with remembering and understanding questions before moving on to analyzing and evaluating questions.”

Teacher 1's statement indicates a conscious use of Bloom's Taxonomy as a framework for designing classroom questions. Rather than presenting questions randomly, the teacher structures them according to the students' cognitive readiness. By starting with questions that require recall and comprehension, the teacher enables students to identify key information and develop a foundational understanding of the reading material. Once the students have grasped the basic content, the teacher gradually introduces analytical and evaluative questions that require them to interpret information, justify their opinions, and think critically. This approach demonstrates that the questioning process is carefully planned to facilitate the students' cognitive development throughout the lesson.

A similar perspective is expressed by Teacher 2, who emphasizes the importance of guiding students through the questioning process in a step-by-step manner.

Teacher 2 also explained:

“I try to structure the questions in a step-by-step manner. Students need to understand the basic information first before they can analyze or give opinions about the text.”

This response indicates that Teacher 2 views reading comprehension as a progressive learning process rather than an activity requiring immediate higher-order thinking. According to the teacher, students can only analyze ideas or express personal opinions after mastering the literal meaning of the text. Consequently, the teacher deliberately sequences questions, moving from basic comprehension to more challenging cognitive tasks. This gradual progression also helps alleviate learning difficulties, as students are given ample opportunity to build their understanding before tackling more complex questions. The teacher believes that this sequencing encourages students to participate with greater confidence, as each question prepares them for the next level of thinking.

Teacher 3 further emphasizes the importance of maintaining a logical sequence of questions during classroom instruction.

Teacher 3 added:

“The order of questions is very important. If students are not able to answer lower-level questions, it will be difficult for them to answer higher-level questions.”

Teacher 3’s explanation demonstrates an understanding that effective questioning relies not only on the variety of questions but also on their sequencing. The teacher recognizes that students must first acquire a foundational understanding before they can engage in more complex cognitive tasks, such as analyzing or evaluating information. Consequently, the teacher carefully monitors

student responses at each stage of questioning before deciding whether to proceed to more challenging questions. This practice ensures that students receive appropriate instructional support throughout the learning process and minimizes the likelihood of cognitive overload during reading activities.

Overall, interview findings indicate that the participating teachers intentionally structure their classroom questions in a progressive sequence, starting with lower-level cognitive questions and gradually shifting toward higher-order thinking. Although each teacher describes the process using different terms, they consistently emphasize that students must first comprehend the text before being expected to analyze, evaluate, or express personal judgments. These findings suggest that the organization of questions is not arbitrary but rather a planned instructional strategy aimed at facilitating student comprehension while progressively developing their critical thinking skills. Furthermore, the teachers' responses reflect the practical application of a structured questioning approach, in which instructional support is gradually adjusted according to the students' level of understanding before they are encouraged to respond independently.

Another significant finding relates to how teachers determine the difficulty level of questions used during reading comprehension instruction. Based on the interview results, all four teachers agree that the level of questioning should be tailored to the students' learning characteristics rather than determined solely by the content of the reading text. The teachers consider several factors including students' English language proficiency, vocabulary mastery, prior knowledge, and overall comprehension to ensure that the questions are both challenging and

achievable. This approach enables teachers to provide appropriate cognitive support while maintaining student engagement throughout the lesson.

Teacher 1 explains that students' language proficiency and their understanding of the reading topic are key considerations when designing classroom questions.

Teacher 1 explained:

“I consider students' English language skills, vocabulary mastery, and their understanding of the topic when formulating questions.”

Teacher 1's statement indicates that effective questioning requires careful consideration of students' linguistic and cognitive readiness. According to the teacher, students with stronger vocabulary knowledge and a better understanding of the topic are more capable of answering higher-order questions. Conversely, students with limited language proficiency require simpler questions and additional guidance before progressing to more complex cognitive tasks. These findings suggest that Teacher 1 views questioning as a flexible instructional tool that should be tailored to individual student learning needs, rather than applied uniformly to all students.

Teacher 2 expresses a similar view, emphasizing the importance of balancing the difficulty level of questions with students' abilities.

Furthermore, Teacher 2 stated:

“The difficulty level of the questions depends on the student's ability. I try to make the questions challenging but still understandable.”

The interview results indicate that Teacher 2 strives to maintain an appropriate balance between challenge and accessibility during classroom

instruction. The teacher believes that questions should stimulate students' thinking without causing unnecessary frustration or discouragement. By designing questions that are sufficiently challenging yet aligned with students' abilities, the teacher encourages active participation while supporting students in gradually developing their reading comprehension. This approach also allows students to experience a sense of success at each stage of the questioning process before moving on to more challenging tasks.

Teacher 3 further highlights the importance of recognizing the diversity of students' learning abilities when implementing questioning strategies.

Teacher 3 added:

“Students have different learning abilities, so questions must be adapted to their level of understanding.”

Teacher 3's response demonstrates an awareness that students do not learn at the same pace or possess identical levels of understanding. Consequently, the teacher views flexibility as a crucial aspect of effective classroom questioning. By tailoring the complexity of questions to students' levels of understanding, the teacher is able to accommodate students with varying academic abilities while ensuring that each student has the opportunity to participate meaningfully in the lesson. This practice also enables the teacher to monitor student progress more accurately and provide additional support when needed.

Similarly, Teacher 4 emphasizes that students' background knowledge and vocabulary mastery significantly influence the types of questions that can be used during reading instruction.

Teacher 4 also emphasized:

“Students' prior knowledge and vocabulary mastery greatly influence the level of questions that can be used.”

Teacher 4's statement indicates that the questioning process cannot be separated from students' existing knowledge and language competence. The teacher recognizes that students with sufficient background knowledge and vocabulary are better prepared to interpret, analyze, and evaluate the information presented in reading texts. Conversely, students with limited vocabulary or a lack of familiarity with the topic often require simpler questions, contextual cues, and additional explanations before they can answer higher-level questions. Therefore, the teacher adjusts the questioning process according to student readiness, ensuring that instructional support remains appropriate throughout the learning activity.

Overall, interview findings reveal that all four teachers carefully consider individual student characteristics when determining the difficulty level of classroom questions. Rather than applying the same questions to all students, the teachers tailor question complexity based on students' English proficiency, vocabulary knowledge, prior knowledge, and level of comprehension. These findings suggest that the teachers view questioning as an adaptive teaching strategy, enabling them to provide appropriate cognitive support while gradually encouraging students to engage in deeper understanding and higher-order thinking during reading lessons.

Furthermore, the participants were asked to explain which types of questions they considered most effective for enhancing students' reading comprehension. Although each teacher identified a different type of question as particularly beneficial, their responses consistently emphasized that effective questions should encourage students to move beyond literal comprehension toward interpretation, analysis, and deeper independent thinking. The interview findings indicate that the effectiveness of a question depends not only on the type of question used but also on its ability to stimulate students' cognitive engagement throughout the reading process.

Teacher 1 believes that inferential questions are the most effective because they encourage students to interpret information that is not explicitly stated in the text.

Teacher1 stated:

“Inferential questions are very effective because they encourage students to think beyond the information explicitly contained in the text.”

Teacher 1's statement indicates that inferential questions play a crucial role in developing students' reading comprehension by encouraging them to construct meaning from contextual information rather than relying solely on explicit textual details. According to the teacher, students are required to combine information presented in the text with their prior knowledge and reasoning abilities to form accurate interpretations. This type of question enables students to develop a deeper understanding while strengthening their ability to draw logical inferences during reading activities.

Teacher 2 presents a different perspective, emphasizing the effectiveness of open-ended questions in fostering active student participation.

Teacher 2 explained:

“Open-ended questions are effective because students can express their own ideas and interpretations.”

Interview responses indicate that Teacher 2 views open-ended questions as an effective way to encourage students to communicate their understanding without being constrained by a single correct answer. Through this type of questioning, students are given the opportunity to explain their opinions, justify their interpretations, and connect the reading material to their own experiences. The teacher believes that allowing for a range of possible answers creates a more interactive classroom environment while helping students develop confidence in expressing their ideas during reading discussions.

Teacher 3 highlights the importance of analytical questions in facilitating a deeper understanding of the reading text among students.

Teacher 3 said:

“Analytical questions help students understand the relationships between ideas and foster deeper understanding.”

Teacher 3's explanation indicates that analytical questions are used to encourage students to examine the structure and organization of information presented in the reading text. Rather than merely identifying isolated facts, students are expected to analyze relationships between events, compare ideas, identify cause and effect, and recognize the author's reasoning. According to the

teacher, this process helps students build a more comprehensive understanding of the text while developing their analytical thinking skills. Consequently, analytical questions are considered essential for fostering meaningful reading comprehension that goes beyond the literal level.

Meanwhile, Teacher 4 emphasizes the importance of guiding questions as a form of learning support during classroom interactions.

Teacher 4 stated:

“Leading questions are very effective because they help students gradually achieve true understanding.”

Teacher 4’s statement indicates that guiding questions serve as an instructional aid, supporting students when they encounter difficulties in comprehending a text. Rather than providing direct explanations or answers, the teacher employs carefully crafted questions to guide students toward discovering the correct answers independently. This incremental process enables students to think systematically while reducing their reliance on teacher explanations. Furthermore, guiding questions create opportunities for students to refine their understanding step-by-step, fostering greater confidence and autonomy in interpreting reading materials.

Overall, the interview findings reveal that the teachers employ various types of questions tailored to learning objectives and student needs. Despite emphasizing different questioning techniques, all four teachers share the conviction that effective questioning should encourage students to engage actively with the text, construct meaning independently, and develop higher-order thinking

skills. Whether using inferential, open-ended, analytical, or guiding questions, the teachers consistently view questioning as a strategy that supports students in progressing from literal comprehension to deeper interpretation and critical reflection during reading activities.

Based on the various interview responses, the researchers concluded that teachers viewed inferential, analytical, open-ended, and guiding questions as the most effective questioning methods. These types of questions are believed to encourage active participation, critical thinking skills, and deeper understanding of reading texts. Overall, the interview results indicate that teachers use various levels of questioning and consciously organize them within a scaffolding framework to support the development of students' reading comprehension skills.

Based on interview findings, the researchers discovered that the four English teachers implemented the Tiered Questioning Strategy through a systematic and incremental instructional process during reading comprehension lessons. The teachers consistently viewed questions not merely as tools to assess student comprehension, but also as an instructional strategy that guides students through sequential stages of learning. Rather than posing complex questions immediately, the teachers deliberately began with simple questions to establish a foundational understanding before gradually introducing more challenging questions requiring interpretation, analysis, and evaluation. This incremental progression enabled students to build their understanding step-by-step while receiving appropriate instructional support throughout the learning process.

Teacher 1 explained that implementing the Tiered Questioning Strategy involves sequencing questions so that students can develop their understanding gradually without feeling overwhelmed.

Teacher 1 explained:

"I implement scaffolded questioning by asking questions in stages, starting with simple questions and progressing to more complex ones. This way, students can gradually understand the text without experiencing difficulties."

Teacher 1's explanation indicates that the questions were deliberately planned as a series of interconnected learning activities rather than as isolated classroom inquiries. The teacher recognized that students require ample opportunity to grasp the fundamental content of a text before engaging in higher-order cognitive tasks. By starting with simple questions and gradually increasing their complexity, the teacher fostered a learning environment where students could build confidence while progressively deepening their understanding. These findings also suggest that the teacher viewed questioning as a form of instructional support that bridges the gap between students' existing knowledge and a deeper comprehension of the text.

Teacher 2 expressed a similar perspective regarding the implementation of this strategy. According to this teacher, effective questioning should align with the students' learning progression by ensuring that foundational understanding is established before analytical questions are posed.

Teacher 2 echoed this sentiment:

“I usually start with questions related to the basic information in the text. Once students understand the text, I continue with questions that encourage them to analyze and express their opinions.”

The interview results indicate that Teacher 2 views reading comprehension as a staged cognitive process. The teacher deliberately structures classroom questions to progress from literal comprehension to interpretative and evaluative thinking, enabling students to build understanding incrementally. Furthermore, encouraging students to express their opinions after comprehending the text fosters active classroom interaction and provides opportunities for them to articulate their reasoning rather than simply recalling information. This instructional sequence reflects the teacher's effort to build student confidence while simultaneously enhancing their critical thinking skills.

Teacher 3 highlights another crucial aspect of implementing the Tiered Questioning Strategy: providing guidance through prompts and leading questions rather than direct explanations.

Meanwhile, Teacher 3 explained:

“This strategy is implemented by providing clues and guiding questions so students can find their own answers. I don't provide the answers directly, but instead guide them through several stages of questioning.”

Teacher 3's response indicates that instructional guidance is considered a crucial component of the questioning process. Instead of immediately providing the correct answer, the teacher encourages students to think independently by offering hints, directions, and follow-up questions that gradually steer them toward the expected response. This practice demonstrates the teacher's role as a facilitator who supports student learning without diminishing their opportunities

to explore ideas independently. Furthermore, guiding students through various stages of questioning enables them to strengthen their reasoning skills while gaining confidence in constructing meaning from the text.

Similarly, Teacher 4 emphasizes that the implementation of questioning strategies must always take into account students' learning abilities and classroom conditions.

Teacher 4 also stated:

“I use questions in stages according to the students' abilities. If they still have difficulty, I provide additional clues or examples to help them better understand the text they are reading.”

Teacher 4's explanation illustrates that the effective implementation of the Tiered Questioning Strategy requires flexibility and responsiveness to student needs. The teacher recognizes that students progress at different rates; therefore, the level of instructional support must be adjusted accordingly. When students encounter difficulties, the teacher does not immediately simplify the learning objectives but instead provides additional hints, examples, or guiding questions that enable students to continue developing their understanding independently. This adaptive approach ensures that all students remain actively engaged in the learning process while receiving the necessary support to comprehend the reading material.

Overall, interview findings reveal that the implementation of the Tiered Questioning Strategy by the four English teachers follows a structured, student-centered learning process. Despite their varying teaching styles, all teachers

consistently employ questions in a graduated manner, starting with basic comprehension and progressing to more complex cognitive processes. They also utilize various forms of instructional support—including guiding questions, hints, cues, examples, and follow-up questions—to assist students when difficulties arise. These findings indicate that the teachers view questioning as an integral part of the instructional process; it serves not only to evaluate student comprehension but also to facilitate learning, encourage active participation, and gradually foster student independence in comprehending reading texts.

Further interview findings reveal that the Tiered Questioning Strategy is integrated into every stage of the reading process, including the pre-reading, during-reading, and post-reading phases. Rather than limiting questions to class discussions held after students finish reading, the teachers intentionally use questions throughout the lesson to prepare students for learning, guide their comprehension during reading, and reinforce their understanding after completing the text. These findings demonstrate that questioning serves as an ongoing instructional strategy that supports students before, during, and after reading activities.

During the pre-reading stage, the teachers emphasize the importance of activating students' background knowledge before introducing the reading text. They believe that students will find it easier to understand a text if they are first encouraged to recall prior experiences and existing knowledge related to the lesson topic. Therefore, teachers use introductory questions designed to stimulate students' curiosity and prepare them for the reading activity.

Teacher 1 explains that the question-and-answer session at the beginning of the lesson is intended to help students connect the reading topic to their own experiences.

Teacher 1 explained:

“Before reading, I usually ask several questions related to the reading topic so students can connect their experiences with the text's content.”

Teacher 1's explanation indicates that pre-reading questions are used to activate students' prior knowledge before they read the text. By encouraging students to recall their own experiences, the teacher creates a meaningful connection between familiar concepts and the new information presented in the text. This approach also enhances students' readiness to participate in the lesson, as they already possess an initial framework for understanding the reading material.

A similar strategy is described by Teacher 2, who employs various learning stimuli before students begin reading.

Teacher 2 added:

“I often use images, titles, or keywords to stimulate discussion among students before reading the text.”

Teacher 2's statement indicates that questioning during the pre-reading stage is combined with visual and contextual learning resources to stimulate student curiosity and classroom interaction. Rather than asking questions in isolation, the teacher uses images, titles, and keywords as prompts to encourage students to predict the text's content and share their initial ideas. This practice enables

students to engage actively in the lesson prior to reading while preparing them to comprehend the information presented in the text more effectively.

During the reading stage, the teacher continues to employ questioning strategies to monitor student comprehension and guide them in constructing meaning from the text. Instead of waiting until students have finished the reading activity, the teacher asks questions throughout the process to ensure students remain focused and understand the information presented in each section of the text.

Teacher 3 explains that asking questions during reading is intended to guide students through various aspects of text comprehension.

Teacher 3 explained:

"When students read, I ask questions about the main ideas, detailed information, vocabulary meanings, and the relationships between ideas in the text."

Teacher 3's explanation demonstrates that questions posed during the reading process are designed to support student comprehension at various levels. The teacher does not limit questions to the identification of factual information but also encourages students to understand vocabulary in context, recognize main ideas, and analyze the relationships between concepts presented in the text. This incremental questioning process enables students to continuously construct meaning as they read, rather than deferring comprehension until the discussion session at the end of the lesson.

Similarly, Teacher 4 emphasizes that questioning should be integrated throughout the reading process to maintain student concentration and facilitate comprehension.

Teacher 4 stated:

"I ask questions gradually as students read to keep them focused and understand the reading well."

Teacher 4's statement indicates that questioning serves not only as an assessment tool but also as a strategy to maintain student engagement during reading activities. By asking questions incrementally as students read, the teacher can monitor comprehension, identify learning difficulties at an early stage, and promptly provide additional guidance when needed. This ongoing interaction helps students remain actively engaged with the text and reduces the likelihood of passive reading without understanding.

Overall, interview findings reveal that the reading stage constitutes the core implementation of the Tiered Questioning Strategy. During this stage, teachers consistently use sequential questions to guide students in identifying key information, interpreting ideas, understanding vocabulary, and analyzing relationships within the text. The questioning process is integrated into the reading activity itself, allowing teachers to continuously monitor student comprehension while providing timely instructional support whenever students encounter difficulties.

In the post-reading stage, teachers focus on encouraging students to reflect on the text after completing the reading activity. Interview findings show that

questions at this stage are no longer limited to checking literal comprehension; instead, they are intended to help students consolidate their understanding, express personal opinions, and connect the text's content to their own experiences. By fostering reflection, teachers aim for students to internalize the information they have learned and demonstrate a deeper understanding of the reading material.

Teacher 1 explain that the post-reading question-and-answer session is designed to encourage students to summarize the text and articulate their interpretations of the message contained within it.

Teacher1 explained:

"After reading, I ask students to summarize the text's content and provide opinions about the message conveyed in the reading."

Teacher 1's explanation indicates that the post-reading stage offers students the opportunity to synthesize the information they have acquired during the reading process. Asking students to summarize the text requires them to identify key ideas and rephrase the information in their own words, while expressing opinions on the message encourages them to move beyond literal comprehension toward personal interpretation. These activities also enable the teacher to evaluate the extent of the students' understanding of the reading material and to identify any misconceptions requiring further clarification.

Similarly, Teacher 2 emphasizes that classroom discussion plays a crucial role in reinforcing students' understanding after reading.

Teacher 2 also stated:

"I usually invite students to discuss the text's content and relate it to their everyday experiences."

Teacher 2's response indicates that post-reading discussions are designed to make the reading activity more meaningful by encouraging students to connect ideas presented in the text with situations they encounter in their daily lives. This approach enables students not only to recall information from the reading but also to interpret its relevance within broader social and personal contexts. Furthermore, inviting students to exchange ideas during discussions creates opportunities for collaborative learning, allowing them to compare diverse perspectives and strengthen their overall understanding of the text.

Another significant finding emerging from the interviews concerns the gradual reduction of instructional support during the implementation of the Multilevel Questioning Strategy. All participating teachers agreed that the assistance provided to students should not remain constant throughout the learning process. Instead, instructional support is gradually reduced as students' understanding and confidence in answering questions in class grow. This gradual reduction of support is considered essential for helping students become more independent readers and critical thinkers.

Teacher 3 explain that the level of guidance depends on the students' progress during the lesson.

Teacher 3 explained:

"At first, I provide prompts, but as students begin to understand the text, I reduce the support so they can answer independently."

Teacher 3's statement indicates that instructional support is intended as temporary assistance rather than permanent guidance. Initially, the teacher provides hints, cues, and guiding questions to help students overcome difficulties in comprehending the text. However, as students become more capable of answering questions independently, the teacher intentionally reduces the amount of assistance provided. This gradual transition encourages students to rely increasingly on their own reasoning and comprehension skills rather than depending on teacher intervention.

Teacher 4 expresses a similar perspective by emphasizing the primary goal of the questioning strategy.

Teacher 4 added:

"The ultimate goal is for students to be able to comprehend the reading without relying too much on the teacher."

Teacher 4's explanation indicates that the application of the Multilevel Questioning Strategy is ultimately aimed at fostering student learning autonomy. Rather than creating a reliance on teacher guidance, the questioning process is designed to equip students with the skills and confidence needed to construct meaning independently. According to the teacher, the gradual reduction of instructional support encourages students to take greater responsibility for their own learning and strengthens their ability to interpret texts without constant assistance.

Interview findings reveal that the implementation of the Multilevel Questioning Strategy extends beyond the careful crafting of classroom questions.

Teachers also pay close attention to the level of instructional support provided throughout the learning process. Starting with substantial guidance through hints, cues, and leading questions they gradually reduce this assistance as students' understanding and confidence grow. This gradual transition from teacher-supported learning to independent performance reflects the teachers' commitment to fostering student autonomy while ensuring the acquisition of cognitive skills necessary for effective reading comprehension.

Overall, the interview results indicate that the implementation of the tiered questioning strategy is carried out through a structured and gradual process. Teachers use questions to guide students at each stage of reading learning, from activating prior knowledge, fostering comprehension during reading, to encouraging post-reading reflection. Through this process, students receive valuable support in understanding the text while developing critical thinking skills and independent learning.

4.2 Discussion

This section discusses and interprets the research findings with previous theories and research.

The results of this study reveal that teachers employ various levels of questioning when implementing a tiered questioning strategy in reading comprehension instruction. Based on classroom observations and interviews, teachers deliberately structure their questions, ranging from factual to inferential, analytical, evaluative, and open-ended questions. This sequential progression demonstrates that questioning is not merely used to assess student comprehension but also serves as an instructional strategy that facilitates cognitive development

and supports students' understanding of the text. According to Wood, Bruner, and Ross (1976), scaffolding enables teachers to provide temporary instructional support that is gradually reduced as student competence increases. Similarly, Harunasari et al. (2023) found that effective questioning strategies based on Bloom's Taxonomy significantly enhance student engagement and comprehension, as different types of questions stimulate distinct cognitive processes during reading instruction.

Observational findings indicate that factual questions are primarily used at the beginning of reading activities. Teachers ask students to identify the main idea, locate specific information, define unfamiliar vocabulary, and recognize details explicitly stated in the text. These questions serve as an initial framework, allowing students to build a literal understanding before proceeding to more cognitively demanding tasks. Anderson and Krathwohl (2001) argue that remembering and understanding are fundamental cognitive processes that underpin higher-order thinking. This interpretation is supported by Widiastuti and Mbato (2025), who found that Lower-Order Thinking Skills (LOTS) remain essential in reading instruction because they provide the foundation for students to develop Higher-Order Thinking Skills (HOTS). Their study emphasizes that LOTS and HOTS should complement each other rather than being viewed as separate cognitive processes.

Once students demonstrate an understanding of the text's explicit content, teachers gradually introduce inferential questions that require students to construct meaning beyond the information explicitly presented in the reading. Students are

encouraged to infer the author's intent, predict future events, determine implied meanings, and connect textual information with their prior experiences. These findings indicate that teachers view reading comprehension as an active process of constructing meaning rather than merely retrieving information. Kintsch (1998) explains, through the Construction-Integration Model, that comprehension occurs when readers integrate textual information with existing knowledge structures to create a coherent mental representation of a text. Similarly, Harunasari et al. (2023) report that "understanding" and "analyzing" questions are among the most frequently used types, as they encourage students to process information more deeply and participate actively in reading activities.

Researchers further found that analytical questions play a crucial role in developing students' critical reading abilities. Teachers often ask students to compare ideas, analyze relationships between events, identify cause and effect, distinguish fact from opinion, and explain how various parts of the text contribute to the overall meaning. Such questioning practices require students to examine information critically rather than simply recall facts. Anderson and Krathwohl (2001) state that analytical thinking enables learners to organize information, identify relationships between concepts, and develop logical reasoning. Furthermore, Widiastuti and Mbato (2025) argue that a balanced application of LOTS (Lower-Order Thinking Skills) and HOTS (Higher-Order Thinking Skills) questions enhances students' strategic thinking, problem-solving abilities, empathy, and critical reading skills, as analytical questions encourage learners to process textual information at a deeper cognitive level.

Another significant finding relates to teachers' use of evaluative and open-ended questions during classroom discussions. Students are encouraged to express personal opinions, justify interpretations using textual evidence, evaluate character decisions, and connect the messages within the reading texts to real-life situations. These activities demonstrate that teachers aim to guide students beyond literal comprehension toward critical literacy and reflective thinking. According to Anderson and Krathwohl (2001), evaluation is one of the highest cognitive processes, as learners are expected to make judgments based on evidence and established criteria. Recent research also indicates that questioning strategies emphasizing comprehension and analysis significantly enhance learners' cognitive engagement; students become active participants in constructing and defending their own interpretations rather than passively receiving information from the teacher.

Interview findings also reveal that teachers intentionally sequence questions from Lower-Order Thinking Skills (LOTS) to Higher-Order Thinking Skills (HOTS). Instead of immediately posing analytical or evaluative questions, teachers first ensure that students grasp the basic content of the reading before introducing tasks that are more cognitively demanding. This instructional sequence reflects a core principle of scaffolding: providing graduated assistance tailored to students' developmental needs. Vygotsky (1978) explained, through the Zone of Proximal Development (ZPD), that learning occurs most effectively when teachers provide support that enables students to perform tasks slightly beyond their independent capabilities. Similarly, Widiastuti and Mbato (2025) concluded

that LOTS should serve as a stepping stone toward HOTS, as balanced questioning fosters more meaningful reading comprehension and sustained cognitive development.

Another significant finding is that teachers continuously adjust their questioning techniques based on students' English proficiency, vocabulary mastery, and classroom participation. Interviewees explained that students with lower proficiency levels were provided with additional cues, guiding questions, simplified explanations, and rephrased questions before being asked more complex ones. Conversely, students demonstrating stronger comprehension received analytical and evaluative questions that challenged them to think critically and independently. Hammond and Gibbons (2005) argue that effective scaffolding requires contingent support, meaning instructional assistance must constantly respond to students' immediate needs and developmental progress. This perspective is reinforced by Harunasari et al. (2023), who found that effective teachers employ targeted, distributed, responsive, and sequential questioning strategies to tailor instruction to student responses and maximize classroom interaction.

Overall, the findings indicate that teachers utilize questioning as a comprehensive pedagogical strategy rather than merely as an assessment technique. The systematic progression from factual questions to inferential, analytical, evaluative, and open-ended questions provides structured cognitive support that gradually enhances students' reading comprehension and critical thinking skills. These findings align with the scaffolding principles proposed by

Wood et al. (1976) which emphasize graduated instructional support and are further corroborated by a recent study by Widiastuti & Mbato (2025), demonstrating that effective questioning strategies based on Bloom's Taxonomy boost student engagement, comprehension, and higher-order thinking skills in English reading classes.

The findings of this study indicate that the implementation of the Scaffolding Questioning Strategy in teaching reading comprehension at an Islamic junior high school (MTs) in Malangbong was carried out systematically, even though the teachers did not explicitly refer to the approach by that specific term. Based on classroom observations, the researcher found that the teachers naturally applied scaffolding principles by providing incremental support through a series of questions tailored to students' responses and levels of understanding. Rather than providing direct explanations of the reading texts, the teachers consistently encouraged students to discover information independently by answering guided questions. During interviews, a teacher explained that students often struggled to comprehend English texts when asked immediately to analyze or interpret information; consequently, the teachers preferred to start with simple questions before gradually introducing more challenging ones. These findings demonstrate that questioning serves as a form of instructional support rather than merely an assessment technique. Such instructional practices reflect the scaffolding concept proposed by Wood, Bruner, and Ross (1976), wherein temporary assistance is gradually reduced as students become increasingly capable of completing learning tasks independently. Similar findings were reported by Harunasari et al. (2023),

who concluded that structured questioning fosters meaningful classroom interaction and facilitates student comprehension by promoting active cognitive engagement.

Classroom observations revealed that the implementation of the strategy began at the pre-reading stage through the activation of students' background knowledge. Before students read the text, the teacher introduced the topic by asking simple questions related to the students' daily experiences. For instance, when studying descriptive texts, the teacher would first invite students to describe familiar people, places, or objects before introducing the reading material. The researcher observed that this approach fostered greater student participation, as students felt more confident discussing topics closely linked to their own experiences. Interviews indicated that the teacher intentionally used familiar contexts to alleviate student anxiety when encountering English texts and to help them predict the content of the reading. These findings support schema theory, which posits that comprehension develops more effectively when students connect new information with previously acquired knowledge (Kintsch, 1998). Similarly, Suryani et al. (2023) found that activating prior knowledge through questioning enhanced student readiness and motivation prior to reading activities, while Harunasari et al. (2023) reported that introductory questions boosted classroom participation by establishing meaningful connections between students' experiences and the learning material.

During the reading phase, the application of the Scaffolding Questioning Strategy becomes evident through the teacher's use of sequential and responsive

questioning. Rather than posing all questions at once, the teacher gradually increases the cognitive complexity of the questions in alignment with the students' progress during class discussions. Initially, students are asked to identify explicit information, such as main ideas, supporting details, and unfamiliar vocabulary. Once the majority of students demonstrate an understanding of the text, the teacher proceeds to inferential questions that require students to interpret implied meanings, explain relationships between ideas, and identify the author's purpose. When students struggle to answer these questions, the teacher does not immediately provide the correct answer; instead, they offer additional hints, simplified explanations, or rephrased questions, or direct students to reread specific paragraphs before attempting another response. Researchers observed that this teaching practice enables students to construct their own understanding incrementally, rather than relying entirely on the teacher's explanations. These findings align with Vygotsky's (1978) concept of the Zone of Proximal Development, which emphasizes that learning is optimized when appropriate assistance is provided based on the learners' developmental needs. Recent research by Pérez Buelvas (2024) also indicates that structured questioning significantly enhances reading comprehension, as students actively build understanding through guided interaction rather than passive information reception.

Another significant finding relates to the flexibility demonstrated by teachers during classroom interactions. Observational data indicate that teachers constantly modify their questioning techniques based on student responses. When students

answer confidently, teachers extend the discussion by posing analytical or evaluative questions that encourage deeper thinking. Conversely, when students appear confused or remain silent, teachers simplify questions, provide additional hints, explain difficult vocabulary, or invite peer discussion before asking follow-up questions. Interview findings confirm that teachers view flexibility as crucial, given that each class comprises students with varying levels of English proficiency and learning confidence. Consequently, questioning cannot be approached mechanically; instead, it must directly address students' learning needs. Hammond and Gibbons (2005) describe this adaptive instructional support as "contingent scaffolding," wherein teachers continuously adjust their assistance based on student responses. Similarly, Ismalinda et al. (2023) found that effective questioning strategies involve probing, restating questions, utilizing wait time, and providing hints to sustain student engagement and facilitate deeper understanding.

The application of strategies during the post-reading phase focuses on encouraging students to reflect on and evaluate the information presented in the reading text. Rather than concluding the lesson after students answer comprehension questions, teachers invite them to summarize the text, express personal opinions, explain moral values, and connect the content to their own experiences. During classroom observations, the researcher found that students became more active when discussing issues closely related to their daily lives. Some students who were initially reluctant to participate became more willing to share their views after receiving encouragement and follow-up questions from the teacher. Interviews revealed that teachers intentionally concluded reading lessons

with reflective questions because they wanted students not only to comprehend the text but also to develop critical thinking and communication skills. These findings support Anderson and Krathwohl (2001), who argue that evaluation and creation represent the highest levels of cognitive processes, as students are required to formulate judgments based on evidence. A recent study by Widiastuti and Mbato (2025) further confirms that reflective questions enhance students' critical literacy and foster independent learning by encouraging learners to construct personal interpretations of the reading text.

Overall, the implementation of the Scaffolding Questioning Strategy observed in this study demonstrates that effective reading instruction relies not only on the types of questions used but also on how teachers organize, structure, and tailor questions to meet students' learning needs. Teachers do not merely ask questions to assess comprehension; rather, questioning serves as an ongoing learning process that guides students from basic understanding toward deeper analysis and critical reflection. Through graduated support, responsive feedback, and adaptive questioning techniques, students become increasingly active in class discussions and demonstrate greater confidence in interpreting English reading texts. Consequently, the application of the Scaffolding Questioning Strategy at an Islamic Junior High School (MTs) in Malangbong reflects a student-centered learning approach that effectively supports reading comprehension while fostering critical thinking, class participation, and learner autonomy.

4.4 Concluding Remarks

Based on the research results and discussion presented in this chapter, it can be concluded that the implementation of the Scaffolding Questioning Strategy in

reading comprehension learning at one of MTs in Malangbong was carried out systematically and effectively through the use of structured questioning techniques. Research findings indicate that teachers used various levels of questioning, ranging from factual, inferential, analytical, evaluative, and open-ended questions. These questions were structured in a gradual manner from lower-level thinking to higher-level thinking, helping students gradually develop reading comprehension while enhancing their critical thinking skills. The use of these various levels of questioning reflects the teachers' efforts to provide appropriate cognitive support and encourage student engagement in understanding the reading text.

Furthermore, the implementation of the Scaffolding Questioning Strategy was integrated into all stages of reading learning: pre-reading, while-reading, and post-reading. In the pre-reading stage, teachers activated students' prior knowledge through questions related to the reading topic. In the while-reading stage, teachers guided students' comprehension through a series of structured questions, prompts, directions, and explanations. Meanwhile, in the post-reading stage, students are encouraged to summarize, summarize, and reflect on the information contained in the text. This practice demonstrates that learning support is provided gradually and then reduced as students' ability to comprehend the text independently increases.

The research findings also indicate that teachers play a crucial role in the successful implementation of this strategy. They act as facilitators, guides, motivators, classroom managers, and feedback providers. Through these various

roles, teachers are able to create a supportive learning environment and encourage students to actively participate in reading activities and class discussions. Despite several challenges, such as differences in students' English proficiency, limited vocabulary mastery, low self-confidence, and limited learning time, teachers still have a positive perception of the strategy's effectiveness. They believe that the Scaffolding Questioning Strategy can improve students' reading comprehension, increase class participation, develop critical thinking skills, and foster independent learning.

Overall, the research results indicate that the Scaffolding Questioning Strategy is an effective learning approach for teaching reading comprehension. Through the use of gradual questioning and providing appropriate learning support, students can develop a deeper understanding of reading texts while enhancing their analytical and critical thinking skills. Therefore, this strategy can be considered a useful pedagogical practice for improving reading skills in English language learning.