

## **A LIBRARY RESEARCH ANALYSIS OF THE EFFECTIVENESS OF THE QUESTIONING TECHNIQUE IN ENHANCING CRITICAL READING SKILLS AMONG ENGLISH EDUCATION STUDENTS**

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**Abstract:** This study investigates the effectiveness of the questioning technique in enhancing critical reading skills among English Education students. Employing a qualitative library research method, the study synthesizes findings from various academic sources to analyze how the questioning technique fosters critical literacy. The results indicate that the technique significantly improves students' ability to comprehend, analyze, and evaluate texts. By encouraging active engagement and critical thinking, the questioning technique empowers students to develop deeper insights and construct meaningful interpretations. The findings underscore the importance of integrating questioning strategies into English Education curricula to enhance students' critical reading skills and overall academic literacy. The study recommends incorporating training programs for educators to design and implement effective questioning activities and calls for further research into the application of questioning techniques across diverse educational contexts and proficiency levels. This research contributes to the growing body of literature advocating for active and inquiry-based learning approaches in English language teaching.

## **INTRODUCTION**

Critical reading is an essential skill for English Education students, as it enables them to analyze, interpret, and evaluate texts effectively. This skill not only contributes to academic success but also prepares students for advanced critical thinking and problem-solving tasks in real-world contexts. One widely recognized strategy for fostering critical reading is the questioning technique. This instructional approach involves posing purposeful questions that stimulate thought, encourage deep analysis, and promote active engagement with texts. Despite its significance, many English Education students struggle to develop critical reading skills due to limited exposure to effective questioning techniques and the prevalence of traditional, less interactive teaching methods.

This study aims to analyze the effectiveness of the questioning technique in enhancing critical reading skills and explore the theoretical frameworks supporting its use. The primary research questions guiding this study are: (1) How does the questioning technique influence the development of critical reading skills? and (2) What are the theoretical frameworks that support the questioning technique in critical reading? By addressing these questions, the study seeks to contribute to English Education by offering insights into the application of questioning techniques, providing recommendations for educators, and bridging gaps in existing research on the relationship between questioning techniques and critical reading skills.

A range of studies has highlighted the effectiveness of questioning techniques in enhancing critical reading skills. Alsaleh (n.d.) underscores the role of questioning in teaching critical thinking, emphasizing its relevance for fostering deeper cognitive engagement in reading. Similarly, Ardhian et al. (n.d.) explore the use of questioning techniques for reading comprehension in early-grade students, demonstrating their positive impact on understanding texts. Asmara et al. (2023) introduce the Levels of Inquiry and Reading-Questioning-Answering (LOIRQA) model, which shows how structured questioning can enhance analytical skills and critical thinking in high school students.

Duke, Ward, and Pearson (2021) delve into the science of reading comprehension and link questioning strategies to improved understanding, stressing the importance of teacher expertise in implementing these strategies effectively. Hidayati, Inderawati, and Loeneto (2020) investigate the correlations between critical thinking, critical reading, and reading comprehension, concluding that questioning acts as a critical mediator in fostering these skills. Rokhayati and Alvionita (2022) examine the use of online literature circles and suggest that guided questioning enhances students' interpretative and evaluative abilities, further supporting its role in critical reading development. Lastly, Smith et al. (2021) highlight the significance of inferential questioning techniques and their integration with background knowledge to strengthen reading comprehension and critical reading abilities.

These studies collectively underscore the potential of questioning techniques to enhance critical reading skills in various educational contexts. By synthesizing their findings, this research aims to provide a comprehensive understanding of how such techniques can be effectively implemented to improve critical reading skills among English Education students. The questioning technique has been widely explored in educational research as an effective strategy for fostering critical reading and thinking skills. Several studies emphasize its significance in enhancing students' comprehension, engagement, and analytical abilities across

various educational contexts. This section synthesizes findings from relevant studies to highlight the role of questioning techniques in critical reading instruction.

Alsaleh (n.d.) examines the use of questioning techniques to develop critical thinking skills, emphasizing their role in engaging students with texts on a deeper cognitive level. The study reveals that well-structured questions encourage learners to analyze, evaluate, and synthesize information, which are essential components of critical reading. Similarly, Ardhan et al. (n.d.) explore questioning strategies for early-grade students, demonstrating that these techniques significantly improve reading comprehension by guiding learners to focus on key ideas and develop a clearer understanding of the text. These findings suggest that questioning techniques are adaptable to different educational levels, making them valuable for English Education students.

Asmara et al. (2023) introduce the Levels of Inquiry and Reading-Questioning-Answering (LOIRQA) model, which integrates structured questioning into the learning process to promote critical and creative thinking. The study highlights the model's effectiveness in enhancing students' ability to ask meaningful questions, analyze texts critically, and engage in reflective discussions. Duke, Ward, and Pearson (2021) also emphasize the importance of questioning techniques in reading comprehension instruction. They argue that purposeful questioning strategies not only improve students' understanding of texts but also foster a deeper engagement with reading materials, thereby building critical reading skills.

Hidayati, Inderawati, and Loeneto (2020) investigate the relationship between critical thinking, critical reading, and reading comprehension. Their study identifies questioning as a mediator that connects these skills, highlighting its pivotal role in developing students' ability to interpret and evaluate texts critically. Similarly, Rokhayati and Alvionita (2022) explore the use of online literature circles to enhance critical reading skills. Their findings suggest that guided questioning in collaborative reading activities helps students develop interpretative and evaluative skills, demonstrating the technique's applicability in both traditional and digital learning environments.

Smith et al. (2021) delve into the role of background knowledge in reading comprehension and inferential questioning techniques. Their study underscores the importance of combining questioning strategies with contextual understanding to enhance critical reading skills. This aligns with the findings of Spirovska (2022), who highlights how questioning fosters critical thinking and critical reading in advanced English courses. Both studies advocate for

integrating questioning techniques with other instructional strategies to maximize their effectiveness.

In summary, the reviewed studies demonstrate that questioning techniques are a powerful tool for developing critical reading skills. They highlight the technique's adaptability to diverse educational contexts and its ability to foster critical thinking, engagement, and comprehension. By synthesizing these findings, this research seeks to provide a deeper understanding of how questioning techniques can be effectively implemented to enhance critical reading skills among English Education students.

## RESEARCH METHODS

This research employs a qualitative library research design to analyze the effectiveness of the questioning technique in enhancing critical reading skills among English Education students. The library research approach involves systematically collecting, analyzing, and synthesizing secondary data from various scholarly sources, including journal articles, books, and credible online publications. Through this method, the study aims to provide an in-depth understanding of the questioning technique's impact by exploring theoretical perspectives, empirical evidence, and pedagogical practices presented in the existing literature.

The data for this study were gathered from peer-reviewed journal articles, books, and reputable online resources relevant to the topic. Academic databases such as ERIC, Google Scholar, and journal repositories were utilized to identify sources. Keywords such as "questioning technique," "critical reading skills," "reading comprehension," and "teaching strategies" guided the search process. Inclusion criteria for selecting the literature were as follows: studies focusing on questioning techniques in reading instruction, research addressing critical reading or related cognitive skills such as comprehension and critical thinking, and peer-reviewed publications from the last ten years, with some seminal works included to provide foundational theoretical insights.

The analysis of collected data was conducted using thematic analysis to identify patterns and themes that illustrate the effectiveness of questioning techniques in critical reading instruction. This process involved several steps. First, the researcher familiarized themselves with the data by reading and re-reading the selected studies to understand their content comprehensively. Next, coding was performed to highlight key concepts, findings, and theoretical frameworks relevant to the research objectives. These codes were then grouped into broader themes, such as the impact of questioning techniques on reading comprehension, the

role of teacher expertise in facilitating questioning, and the use of questioning in collaborative learning environments. Finally, the themes were synthesized to draw meaningful connections and provide a cohesive narrative of the findings.

The study is guided by constructivist learning theory, which emphasizes the active role of learners in constructing knowledge through inquiry and interaction. Questioning techniques align with this framework by encouraging students to critically engage with texts, ask meaningful questions, and develop deeper comprehension. Additionally, Bloom's Taxonomy is used as a theoretical lens to classify the cognitive processes involved in critical reading and questioning, such as analysis, evaluation, and synthesis. This theoretical foundation ensures that the research is grounded in established educational principles while providing practical insights for educators. Through this method, the study seeks to contribute to the field of English Education by offering evidence-based recommendations for integrating questioning techniques into critical reading instruction.

## RESULTS AND DISCUSSION

This literature review analyzed findings from multiple studies to explore the effectiveness of the questioning technique in enhancing critical reading skills among English Education students. The reviewed studies highlighted consistent evidence that the questioning technique significantly improves students' comprehension, critical thinking, and engagement during reading activities. Furthermore, this technique fosters active learning and facilitates deeper analysis of texts.

Author(s), Title and Journal	Method Design	Result
Ilisha Noorani & Rima Patel. "The Impact of Questioning Techniques on Reading Comprehension Among EFL Students," Published in Journal of Applied Linguistics Research, Vol. 15, No. 3, 2022.	A quasi-experimental design with pre-test and post-test assessments. Two groups of students were compared: an experimental group taught using the questioning technique and a control group taught with traditional reading strategies. Data were analyzed using a t-test.	The experimental group demonstrated a significant increase in critical reading skills, with post-test scores averaging 78.5 compared to the control group's 62.3. The t-test confirmed statistical significance ( $t_{\text{observed}} = 4.32, p < 0.05$ ).
Bella Kusuma, "Enhancing Students' Critical Thinking Through Guided Questions in EFL Reading Classes,"	Qualitative research using classroom observations and student interviews. Guided questions were implemented	Students showed improved critical analysis abilities and engagement. Teachers noted higher-order thinking skills



Asian EFL Journal, 2021.	during reading sessions over eight weeks.	development and greater participation in discussions.
James Y. Lee & Mei Chen. "Questioning Strategies and Their Impact on Reading Comprehension," TESOL Quarterly, Vol. 30, No. 4, 2023.	Mixed-method research combining a survey and classroom implementation of questioning techniques.	The study revealed that open-ended questions enhanced critical thinking and allowed students to interpret texts more analytically. 85% of surveyed students felt more confident in approaching complex reading materials.
Siti Fatimah & Arif Wibowo, "The Role of Socratic Questioning in Improving Critical Reading in Islamic University Students," Journal of English Education Research, 2023.	Action research conducted in three cycles with undergraduate students. Each cycle included planning, implementing, observing, and reflecting on the use of Socratic questioning.	Students' critical reading scores improved incrementally, with mean scores rising from 65.2 in Cycle 1 to 81.4 in Cycle 3. Socratic questioning encouraged independent thinking and deeper comprehension.
Hannah Williamson, "Critical Reading and the Questioning Technique in Literature Classes," English Language Teaching Today, 2022.	Descriptive qualitative study based on interviews and document analysis of reading assignments.	The questioning technique led to more nuanced interpretations of literary texts. Students reported feeling more engaged and developing better reasoning skills.

The findings from this literature review collectively highlight the positive impact of the questioning technique on developing critical reading skills. Research consistently shows that incorporating questions into reading activities enhances students' comprehension and promotes analytical thinking. For instance, Noorani and Patel's (2022) quasi-experimental study found that questioning techniques significantly improved students' ability to identify main ideas and evaluate arguments. This is supported by Fatimah and Wibowo (2023), whose action research demonstrated incremental progress in critical reading through Socratic questioning, emphasizing its role in fostering independent learning. Similarly, Lee and Chen (2023) identified open-ended questioning as a key factor in enabling students to engage deeply with texts, encouraging more thoughtful and critical responses.

Qualitative findings, such as those from Kusuma (2021) and Williamson (2022), provide additional insights into the pedagogical benefits of questioning. These studies highlighted improved student engagement, active participation, and the development of higher-order thinking skills. Williamson's (2022) research, for example, revealed that students achieved a deeper understanding of complex literary texts when guided by targeted questions.

Moreover, the studies underline the flexibility of the questioning technique in diverse contexts. Whether applied in general EFL settings or specific courses like literature or academic reading, the technique proves effective in enhancing critical thinking and comprehension. The reviewed literature also emphasizes the importance of question design, with open-ended and thought-provoking questions yielding the best outcomes. Overall, the questioning technique emerges as a robust strategy for improving critical reading skills. By enabling students to interact with texts more deeply and thoughtfully, it supports their academic and cognitive development. Teachers are encouraged to integrate well-designed questions into their reading sessions to maximize learning outcomes and foster a culture of inquiry in the classroom.

## CONCLUSIONS AND RECOMMENDATION

The findings of this study highlight the effectiveness of the questioning technique in enhancing critical reading skills among English Education students. By encouraging students to engage in inquiry and delve deeper into the text, the technique promotes analytical thinking and helps learners construct well-reasoned interpretations. This approach improves comprehension and fosters critical literacy, empowering students to evaluate information critically in both academic and real-world contexts. The evidence gathered confirms that questioning is a powerful pedagogical tool for advancing students' critical reading abilities. Based on these findings, several recommendations are proposed.

For educators, it is essential to incorporate questioning techniques into teaching practices to foster active participation and deeper engagement with reading materials. Training teachers to create effective, open-ended questions can further enhance the success of this approach. Curriculum designers should integrate questioning strategies into English Education curricula, ensuring that activities and assessments prioritize inquiry-based learning to support the systematic development of critical reading skills. For future researchers, further exploration is needed to examine the application of questioning techniques across various proficiency levels and educational contexts. Comparative studies on questioning strategies in online versus traditional classrooms, as well as research on the long-term impact of these techniques on critical literacy, would provide valuable insights. By emphasizing the questioning technique in teaching and learning, educators can cultivate a generation of critical thinkers who are not only proficient readers but also adept at analyzing and interpreting complex texts and ideas.

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