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The Effect of Reflection-Based Questioning Approach in Reading Comprehension of Recount Text

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ABSTRACT

Reading comprehension is essential for secondary students to master functional texts such as recount stories. Previous studies have confirmed the effectiveness of questioning-based strategies, particularly the Reflection-Based Questioning Approach (RBQA). However, several gaps remain, including limited focus on specific text types such as recount texts and insufficient research involving eighth-grade students in EFL contexts. Thus, this study aims to examine the effect of RBQA on eighth-grade students' ability to understand recount texts. Using a quasi-experimental design, 66 eighth-grade students in Sidoarjo were divided into experimental and control groups. Data were collected through reading tests and analyzed using an independent sample t-test in IBM SPSS Statistics 27. Findings revealed that the experimental group achieved a higher mean post-test score (M = 89.45) than the control group (M = 78.83), with a significance value of < 0.001. In conclusion, RBQA significantly enhances students' understanding of texts compared to conventional methods.

Keywords: *RBQA, Reading Comprehension, Recount Text*

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INTRODUCTION

Developing reading comprehension skills in junior high school students is essential for supporting their academic achievement and their long-term cognitive growth. Reading comprehension is students' ability to understand and interpret a text by identifying its main idea, making inferences, finding specific details, and making summaries (Brown & Abeywickrama, 2019 ; Duke & Cartwright, 2021). It involves connecting textual information with prior knowledge to understand the overall message. Theoretically, reading comprehension is viewed as an active process involving decoding and language comprehension to construct meaning. This process requires students to engage with both explicit and implicit information in the text. Brown & Abeywickrama (2019) state that reading comprehension can be assessed through abilities such as identifying main ideas, understanding details, and making inferences. Similarly, Duke & Cartwright (2021) state that comprehension involves constructing meaning; thus, summarizing is included as an indicator. Based on this, this study adopts four indicators of reading comprehension: identifying the main idea, finding specific details, making inferences, and making summaries to measure students' comprehension ability.

Through reading, learners also develop higher-order thinking skills, such as analysis and evaluation, which are essential for academic success and real-life communication. According to Collins & Lindström (2021), reading is the process of interpreting written symbols and constructing meaning, which requires both linguistic knowledge and the ability to make inferences. These skills enable students not only to understand literal meanings but also to interpret implied ideas by connecting the text with prior knowledge and personal experience. Building on this view, reading comprehension can be understood as the ability to extract and construct meaning from written texts. It goes beyond recognizing words to understanding relationships between ideas, identifying key information, and making logical

inferences. To achieve this, readers must engage in active processes such as predicting, questioning, reflecting, summarizing, and clarifying (Toyokawa et al., 2025). For example, when students read a recount text such as My First Camping Trip, they need to identify the chronological sequence of events and infer the writer's feelings or challenges. This shows that reading comprehension is not a passive skill but a dynamic interaction involving the reader, the text, and the context (Ghazzoul, 2023).

In line with this, questioning strategies are considered an effective way to scaffold comprehension, as they guide students to think critically, monitor their understanding, and actively engage with the text. One instructional approach that integrates questioning and reflection is the Reflection-Based Questioning Approach (RBQA). RBQA is a teaching strategy that combines structured questioning with reflective learning to help students construct meaning, monitor comprehension, and engage more deeply with texts (Oo & Habók, 2022). It involves guiding students through questions before, during, and after reading, enabling them to activate prior knowledge, make inferences, and evaluate their understanding. In its implementation, RBQA is supported by the Initiate–Respond–Evaluate (IRE) questioning model, in which the teacher initiates questions, students respond, and the teacher provides feedback to reinforce understanding. Furthermore, RBQA is carried out through four systematic stages: planning, acting, reflecting, and evaluating.

In the planning stage, the teacher prepares instructional materials and guiding questions. In the acting stage, the teacher implements IRE (Initiate-Respond-Evaluate) questioning model to facilitate students' comprehension. The IRE model is used as a questioning pattern in which the teacher initiates questions, students respond, and the teacher provides feedback (Dalia & Putra, 2024). In the reflecting stage, both teacher and students review the learning process and identify strengths and challenges. In this stage, the teacher also reflects on the learning process by considering students' self-reflections collected during the post-teaching activities, which provide insight into students' understanding, engagement, and learning experiences . In the evaluating stage, the te(Widiastari & Fithriani, 2024) acher assesses students' performance and the effectiveness of the instruction then adjust for future lesson. Through these structured processes, RBQA promotes active engagement and deeper comprehension**.** The reflecting stage comes before evaluation because teachers first review and think about their teaching process, student responses, and classroom outcomes. This reflection helps them understand what worked well and what needs improvement. After that, in the evaluating stage, teachers use tests or assessments to measure the results of their teaching. Therefore, evaluation follows reflection to make sure that assessment is based on careful analysis and understanding, not just on test scores alone (Oo & Habók, 2022).

Despite its importance, reading comprehension remains a significant challenge for many junior high school students in the Indonesian context. Research indicates that students often experience difficulties in identifying main ideas, understanding implicit information, and comprehending detailed information. These problems are frequently linked to limited vocabulary, lack of strategic reading skills, and low motivation (Rohmawati, 2022). Another contributing factor is that classroom instruction often emphasizes grammar and vocabulary rather than strategies for understanding the overall meaning of texts. As a result, students tend to view reading as a passive activity, which prevents them from engaging critically and meaningfully with written materials (Mamba, 2024). Such conditions can hinder both their language development and overall academic performance.

In response to these issues, the Indonesian government has introduced Kurikulum Merdeka, which promotes student-centered learning and critical thinking. This curriculum views reading as an active process of meaning-making rather than simple decoding. In Phase D of Kurikulum Merdeka, which applies to junior high school students in Indonesia, recount texts are one of the key genres taught. These texts retell past experiences in chronological order and often include reflection or evaluation (Sianipar et al., 2021). Due to their narrative nature, recount texts help students understand event sequences, infer implied meanings, and make connections to real-life experiences. Therefore, they play a crucial role in developing comprehension and analytical skills.

To support this goal, therefore RBQA was implemented This approach combines reflective learning with structured questioning to guide students in engaging deeply with texts (Oo et al., 2022). RBQA encourages teachers to pose open-ended questions before, during, and after reading, which helps students activate prior knowledge, monitor comprehension, and reflect on meaning. For instance, pre-reading questions help students predict content, while while-reading questions guide them in making inferences and identifying important details. Post-reading questions, on the other hand, encourage students to evaluate and synthesize information. By fostering active engagement and critical thinking, RBQA transforms reading from a passive to an interactive process.

RBQA is particularly suitable for teaching recount texts, which require readers to reconstruct sequences of events and interpret underlying meanings. Prior studies have demonstrated that this approach improves literal, inferential, and evaluative comprehension (Oo & Habók, 2022). However, most research has not focused specifically on grade 8 Indonesian junior high school students or on the use of recount texts within the Kurikulum Merdeka framework. This gap highlights the need to examine the effectiveness of RBQA in enhancing reading comprehension of recount texts among Grade 8 EFL learners. Addressing this issue can provide valuable insights for improving English reading comprehension instruction in Indonesian schools and contribute to the development of more effective teaching practices.

The research question of this study can be formulated as follows: "Is there any significant difference in students' reading comprehension of recount texts between students who are taught using the RBQA learning strategy and those who are taught using a conventional strategy?" The objective of this study is to investigate the effect of the Reflection-Based Questioning Approach (RBQA) on eighth-grade junior high school students' reading comprehension of recount texts. Specifically, the study aims to determine whether the integration of reflective thinking and structured questioning can enhance students' ability to understand, interpret, and engage with recount texts in an EFL classroom setting.

This study focuses on investigating the effect of RBQA on the reading comprehension of recount texts among eighth-grade students at a selected junior high school in Sidoarjo during the academic year. The research is limited to reading comprehension skills, excluding other language competencies such as writing, listening, and speaking, with a specific emphasis on recount texts due to their prevalence in the curriculum. Several limitations are acknowledged in this study. First, the sample is restricted to students from a single school, which may limit the generalizability of the findings. Second, the relatively short duration of the RBQA implementation, due to time constraints, may have affected the depth of student engagement and the long-term impact of the approach. Furthermore, the study is confined to the context of reading comprehension using recount texts, and the assessment instruments employed were designed by the researcher, potentially lacking the reliability and validity of standardized instruments.

This study provides a theoretical contribution by demonstrating how the RBQA learning strategy can enhance students' reading comprehension in English. It reinforces the concept that structured questioning and answering activities help students interact more deeply with texts and construct a better understanding. In addition, the study enriches existing theories of reading instruction by applying the RBQA strategy in a real classroom context at the junior high school level. The findings may also serve as a theoretical reference for future researchers interested in investigating the effectiveness of questioning-based strategies in improving reading comprehension in EFL settings. At a practical level, this study offers benefits by illustrating how the RBQA strategy can be implemented effectively to support English reading instruction in schools.

METHOD

Research Design

This study employed a quantitative approach using a quasi-experimental design to examine the effect of the Reflection-Based Questioning Approach (RBQA) on students' reading comprehension. A quasi-experimental design was considered appropriate because it allows researchers to investigate causal relationships without random assignment (Cohen et al., 2018). In this study, two intact classes were selected and assigned as the experimental and control groups. The experimental group received the RBQA treatment, while the control group was taught using a conventional teaching strategy.

The research instrument used in this study was a reading comprehension test. The test consisted of 25 questions: 24 multiple-choice questions and 1 essay question, administered in paper-based format. The questions were developed based on reading comprehension indicators, including identifying specific details, identifying the main idea, understanding grammatical features, making inferences, understanding vocabulary (synonyms and antonyms), and summarizing the text. Both the pre-test and post-test followed the same test blueprint to measure the same learning objectives and cognitive levels. However, different question items were used to avoid repetition while assessing the same skills. Based on Table 3.2, the 25 questions were distributed across several indicators and cognitive levels. Eleven questions measured specific details, three questions measured the main idea, five questions assessed grammatical features, four questions measured inferential meaning and vocabulary, and two essay questions assessed summarizing skills. Both the experimental and control groups were administered a pre-test to assess their initial ability, followed by a post-test after the treatment to measure any improvement. The experimental group received instruction using RBQA, while the control group was taught using a conventional teaching strategy. The comparison between pre-test and post-test scores allowed the researcher to determine the effectiveness of the treatment.

Participants and Sampling Technique

The population of this study consisted of all eighth-grade students at a public junior high school in Sidoarjo during the 2025/2026 academic year, totaling 376 students across eleven classes. The sample was selected using purposive sampling based on the English teacher's recommendation. Two classes with relatively similar reading comprehension levels and the same curriculum were chosen. The total sample consisted of 66 students, with 33 students in each class. Class VIII A was assigned as the experimental group, while Class VIII B served as the control group.

Instrument Validity and Reliability

To ensure the validity of the instrument, it was evaluated through expert judgment involving one lecturer in English Education. The expert was selected based on the expertise in language assessment and experience in developing English learning instruments, which ensured a thorough evaluation of the instrument's format, content relevance, item construction, and language clarity. The results indicated that the instrument was categorized as valid with minor revisions, particularly in wording clarity and item simplification. The reliability of the instrument was tested using Cronbach's Alpha in IBM SPSS Statistics 27. The analysis showed coefficient values ranging from 0.671 to 0.735 across the test components. Based on the reliability criteria (0.60–0.79), these values indicate moderate to acceptable reliability. Therefore, the instrument was considered reliable and suitable for use in the study.

Treatment Procedures

The treatment was conducted over four meetings, with each session lasting approximately 70 minutes. In the experimental group, RBQA was implemented through four stages: planning, acting, reflecting, and evaluating. During the acting stage, the teacher applied the IRE (Initiate–Respond–Evaluate) questioning model to guide students' understanding. Meanwhile, the control group received instruction through a conventional

teaching strategy. After the treatment, a post-test was administered to both groups to measure students' reading comprehension. The following table were the implementation of treatment procedures.

Table 1. Treatment Procedures

Activities	Experiment	Control
Pre- test	Pre- test administration	Pre- test administration
Meeting 1	In the Acting stage, students engaged in reading recount texts and identifying generic structure and main ideas through the IRE questioning model during discussion and presentation activities. In the Reflecting stage, students reflected on their learning through a short reflection form. In the Evaluating stage, the teacher used the reflection results to identify students' strengths and weaknesses and planned follow-up actions, such as providing sentence starters and simple reasoning examples to help students elaborate their responses in the next meeting	Using a conventional teaching strategy where the teacher explained the material about recount texts to help students identify the generic structure and main idea, while students listened to the explanation and completed the assigned exercises group and individually.
Meeting 2	In the Acting stage, students identified language features and reference words through pair and group discussions using the IRE questioning model. In the Reflecting stage, students reflected on their learning through a short reflection form. In the Evaluating stage, the teacher used the reflection results to identify students' strengths and weaknesses and planned a follow-up action by assigning specific roles in pairs or groups in the next meeting to encourage more equal participation among students.	The learning was conducted using a conventional teaching strategy where the teacher explained the material about language features and reference word, while students listened to the explanation and completed the assigned exercises group and individually.
Meeting 3	In the Acting stage, students completed a cloze text to identify reference words and analyzed implied meanings from a recount text through individual and group activities using the IRE questioning model during discussion and gallery walk presentations. In the Reflecting stage, students reflected on their learning through a short reflection form. In the Evaluating stage, the teacher used the reflection results to identify students' strengths and weaknesses and planned a follow-up action by encouraging students to provide reasons or textual evidence and giving them more thinking time to produce more elaborative responses	The learning was conducted using a conventional teaching strategy where the teacher explained the material about implied meanings from recount text, while students listened to the explanation and completed the assigned exercises group and individually.
Meeting 4	In the Acting stage, students read a recount text, guessed the synonym or antonym of words using contextual clues, and created a summary of the text through individual and group activities, with the teacher implementing the IRE questioning model during discussion and presentation. In the Reflecting stage, students reflected on their learning through a short reflection form. In the Evaluating stage, the teacher reviewed the results and noted that students were able to use contextual clues and collaborate in summarizing the text, but due to limited time, the teacher planned to manage the presentation time more effectively in future lessons	The learning was conducted using a conventional teaching strategy where the teacher explained the material about antonym and synonym also how to summarize a recount text, while students listened to the explanation and completed the assigned exercises group and individually.
Post test	Post – test administration	Post – test administration

Data Analysis Technique

The data were analyzed using inferential statistics with the assistance of IBM SPSS Statistics 27. A normality test was conducted to determine whether the data were normally distributed, with a significance value greater than 0.05 indicating normal distribution. A homogeneity test was also performed to examine whether the variances of the two groups were equal, with a significance value greater than 0.05 indicating that the data were

homogeneus. After these assumptions were met, an independent samples t-test was conducted to test the hypothesis. The result was considered statistically significant if the Sig. (2-tailed) value was less than 0.05. In addition, the effect size was calculated using Cohen's d to determine the magnitude of the treatment effect. The effect size was interpreted as in the Table 2.

Table 2. Criteria of Effect Size Calculation

Effect size	Description
> 0.80	Large effect
0.51 – 0.79	Moderate effect
<0.50	Small effect

Furthermore, students' achievement on each reading comprehension indicator was analyzed by calculating the percentage of correct answers to provide additional insight into the effectiveness of the treatment.

FINDING AND DISCUSSION

Finding

The finding indicates that the RBQA had a significant effect on students' reading comprehension of recount texts comparing the experimental and control group. However, before addressing the research question, the researcher first carried out prerequisite analysis, including normality and homogeneity test. Table 3. showed the results of the Shapiro–Wilk test that all significance values for both pre-test and post-test in the experimental and control groups were greater than 0.05 ($p > 0.05$), indicating that the data were normally distributed. This suggests that the assumption of normality was met, allowing further parametric analysis to be conducted. The result of the normality test is presented in Table 3.

Table 3. Result of the Normality Test

Test of Normality

Classes	Shapiro-Wilk		
	Statistic	df	Sig.
Pre-test experimental	.947	33	.107
Pre-test control	.973	33	.574
Post-test experimental	.959	33	.243
Post-test Control	.958	33	.228

Subsequently, Table 4. a homogeneity test using Levene's test revealed that the significance values for both the pre-test ($p = 0.540$) and post-test ($p = 0.984$) were above 0.05. These results indicate that the variance between the two groups was homogeneous, confirming that both groups were statistically comparable and suitable for further analysis.

Table 4. Result of The Test of Homogeneity

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Pre test	Based on Mean	.379	1	64	.540
	Based on Median	.418	1	64	.520
	Based on Median and with adjusted df	.418	1	63.785	.520
	Based on trimmed mean	.395	1	64	.523
Post test	Based on Mean	.000	1	64	.984
	Based on Median	.006	1	64	.938
	Based on Median and with adjusted df	.006	1	63.448	.938
	Based on trimmed mean	.000	1	64	.996

The last step was testing the hypothesis, however that the researcher analyzed the pre-test data using an independent sample t-test to ensure that the initial abilities of both groups were comparable. Table 5. shows the mean score of a pre- test between experimental and control group. The result indicates that the position of the mean score between both groups

showed no substantial difference. The mean score was 68.348 in the pre-test and 67.985 in the post-test.

Table 5. Mean Pre-Test Score

Group Statistics				
Group	**N**	**Mean**	**Std. Deviation**	**Std. Error Mean**
Experimental	33	68.348	4.4537	.7753
Control	33	67.985	4.8854	.8504

Table 6 presents the result of the independent sample t-test. The result shows that the Sig. (2-tailed) value was 0.753, which was higher than 0.05. Therefore, it can be concluded that there was no significant difference between the experimental and control groups. In other words, the null hypothesis was accepted. This indicates that both groups had comparable initial abilities before the treatment. Therefore, any differences observed in the post-test can be attributed to the implementation of the RBQA strategy rather than pre-existing differences between the groups.

Table 6. Result of Independent Sample T-Test

t-test for Equality of Means							
						95% Confidence Interval	
	t	df	Sig. (2-tailed)	Mean difference	Std. Error Difference	Lower	Upper
Equal variance assumed	.316	64	.753	.3636	1.1508	-1.9353	2.6626

After analyzing the pre-test results, the researcher compared the post-test results of the control and experimental groups. Table 7 shows that the experimental group obtained a higher mean score of 89.455 compared to the control group, which had a mean score of 78.833. This finding indicates that the experimental group, which received the treatment, demonstrated greater improvement in reading comprehension than the control group.

Table 7. Mean Post-Test Score

Group Statistics				
Group	**N**	**Mean**	**Std. Deviation**	**Std. Error Mean**
Experimental	33	89.455	4.9614	.8637
Control	33	78.833	5.2077	.9065

Table 8 shows that the significance 2-tailed value is < 0.001 which was lower than 0.05. Thus, it can be concluded that the alternative hypothesis was accepted. This finding indicates that the use of RBQA contributed significantly to improving students' comprehension. It suggests that structured questioning and reflective activities enabled students to engage more actively with the text and process information more deeply. It means that there was a significant difference in students' reading comprehension of recount texts between students who were taught using RBQA strategy and students who were using conventional strategy.

Table 8. Result of Post-Test Independent Sample T-Test

t-test for Equality of Means							
						95% Confidence Interval	
	t	df	Sig. (2-tailed)	Mean difference	Std. Error Difference	Lower	Upper
Equal variance assumed	8.483	64	< ,001	10.6212	1.2521	8.1199	13.1225

After testing the hypothesis, the effect size was calculated. Table 9. shows the effect size was 2.088, which is classified as a large effect. This indicates that the impact of RBQA was not only statistically significant but also practically meaningful, demonstrating that the strategy substantially improved students' learning outcomes.

Table 9. Result of Cohen's d Effect Size

Independent Samples Effect Sizes				
			95% Confidence Interval	
	Standardizer	Point estimate	Lower	Upper
Cohens' d	5.0860	2.088	1.480	2.686

Based on the statistical results, the implementation of RBQA had a significant effect on students' reading comprehension skills. A notable difference was observed between the experimental and control groups after the intervention, supported by the substantial difference in mean scores and the large effect size. These findings confirm that students taught using the RBQA learning strategy achieved significantly higher reading comprehension of recount texts than those who were not. The results of the hypothesis is further supported by the difference in post-test results between the experimental and control groups across the reading comprehension indicators, including; specific detail, main idea, grammatical features, inferential meaning and summarizing.

Table 10. Students Reading Comprehension Achievement

Indicator	Average score		Difference
	Experimental	Control	
Specific detail	91.7%	83.2%	8.5%
Main idea	94.9%	88.9%	6.0%
Grammatical features	80.0%	64.2%	15.8%
Inferential meaning	86.4%	59.1%	27.3%
Summarize	88.1%	62 %	26.1%

Table 10 shows the largest difference in reading comprehension between the experimental and control groups was in inferential meaning (27.3%). In contrast, the smallest difference was observed in identifying the main idea, with only a 6.0% gap. The substantial difference in inferential meaning is likely due to the implementation of RBQA learning strategy, which emphasizes analytical and reflective thinking. In the experimental class, the teacher used higher-order questions such as "how" and "why" during the Acting stage of RBQA following the IRE questioning model. This approach guided students to actively interpret, discuss, and justify their answers. This finding aligns with (Oo & Habók, 2022) who found that reflective questioning enhances inferential comprehension, and with (Henny et al., 2022; (Leasa et al., 2023), who reported that higher-order questioning develops critical thinking. In contrast, the control class relied on direct explanation, which tends to promote surface-level understanding (Amirova, 2025; (Damanik & Muhammad, 2025; (Taghvaee et al., 2025). Therefore, the higher post-test scores in inferential meaning indicate that RBQA effectively improved students' ability to analyze and interpret implied information, particularly during the Acting stage.

In addition, the smallest difference was found in the main idea indicator, likely since identifying main idea is a skill that has long been emphasized in reading instruction. Main idea is considered as "the basis of all comprehension skills" and has been a central focus in classroom practice (Ulutaş & Kaya, 2023). Therefore, the percentage difference between the two groups was not significant, as identifying the main idea has frequently been practiced in classroom instruction. This finding supports previous studies, which suggest that foundational skills such as identifying the main idea typically show lower performance gaps than higher-level comprehension skills such as inferential meaning (Bogaerds-Hazenberg et al., 2021; Peng et al., 2024). Nevertheless, the experimental group participated more actively in explaining and justifying their answers of finding main idea during the Acting stage of RBQA with teacher guidance, whereas the control group tended to rely more on the teacher's confirmation. This indicates that RBQA still promoted deeper engagement, despite the relatively small difference in scores.

Overall, the findings of this study indicate that the implementation of the Reflection-Based Questioning Approach (RBQA) had a significant and positive effect on students'

reading comprehension of recount texts compared to the conventional teaching method. The statistical analyses confirmed that both groups were initially equivalent in terms of reading ability, ensuring that the observed differences were attributable to the treatment. After the intervention, the experimental group consistently outperformed the control group, as reflected in higher post-test mean scores, a statistically significant t-test result, and a large effect size. In addition, the improvement across reading comprehension indicators suggests that RBQA particularly strengthened students' higher-order thinking skills, especially in inferential meaning and summarizing, while still supporting basic comprehension skills. These results imply that RBQA is an effective instructional strategy that encourages students to engage more actively, think more critically, and construct deeper understanding of the text, making it more effective than conventional instruction in improving reading comprehension ability.

Discussion

This study examined the effect of the Reflection-Based Questioning Approach (RBQA) on students' reading comprehension of recount texts. The findings indicate that RBQA contributes positively to students' reading comprehension compared to conventional instruction. This effect is associated with the integration of structured questioning, reflective learning, and interactive classroom discourse, which together foster deeper cognitive engagement with the text.

The effectiveness of RBQA in improving students' reading comprehension can be clearly explained through its integration of structured questioning, active engagement, and reflective learning. Through guided questions, students are encouraged to actively construct meaning rather than passively receive information. The use of higher-order questions, particularly "how" and "why" questions, promotes deeper cognitive processing, especially in making inferences and interpreting implicit meanings. In addition, the interactive nature of the IRE (Initiate–Respond–Evaluate) model provides immediate feedback that helps students refine their understanding and correct misconceptions. Furthermore, reflective activities enable students to evaluate their own comprehension and become more aware of effective reading strategies. These combined processes explain why RBQA leads to better comprehension outcomes, as students engage more deeply with the text and develop higher-order thinking skills.

The findings of this study are in line with previous research emphasizing the importance of structured questioning and active student engagement in reading comprehension. (Oo & Habók, 2022) argued that guided questioning enables students to construct meaning actively rather than passively receiving information. Similarly, Salmon & Barrera (2021) highlighted that effective questioning strategies do not merely test students' understanding but also facilitate deeper cognitive processing by activating prior knowledge and encouraging analytical thinking. The results of the present study confirm these arguments, as students exposed to RBQA showed improved ability to analyze and interpret recount texts through systematic questioning.

In addition, the findings also support the role of interactive learning in enhancing comprehension. Hermansyah et al., (2025) found that interactive questioning strategies significantly improve students' critical thinking and reading skills. In this study, the use of guided questioning created opportunities for students to engage in classroom interaction, respond to questions, and justify their answers using textual evidence. This process appears to have strengthened students' understanding, as they were consistently encouraged to explain their reasoning rather than simply provide answers. In contrast, students in the control group were more likely to rely on direct explanations from the teacher, which may have limited their active engagement with the text.

Furthermore, the results of this study are consistent with research highlighting the importance of reflection in learning. Hoang et al., (2025) stated that reflection allows students to become more aware of their learning processes and identify both strengths and areas for improvement. In the context of this study, reflective questioning appeared to help students evaluate their comprehension and recognize strategies that facilitated their understanding of

recount texts. This finding is also supported by Oude Groote Beverborg et al., (2021), who emphasized that reflective practices contribute to continuous learning improvement. However, unlike some previous studies that focus on reflection as an individual activity, this study integrated reflection within a structured questioning process, which may have enhanced its effectiveness.

The improvement in students' reading comprehension can be explained by several interrelated factors. First, RBQA promotes active learning by requiring students to engage directly with the text through guided questions. Rather than passively receiving information, students were encouraged to identify key ideas, analyze details, and interpret meaning based on textual evidence. This active engagement likely contributed to deeper comprehension, as students were involved in constructing meaning rather than memorizing information. This explanation is supported by Soysal (2022), who found that higher-order questions, such as those requiring explanation and justification, play a significant role in developing inferential comprehension.

Second, RBQA appears to support the development of higher-order thinking skills, particularly in making inferences. The findings of this study showed that the largest improvement occurred in inferential meaning, indicating that students became more capable of interpreting implicit information in the text. This may be attributed to the consistent use of analytical questions that required students to think beyond literal understanding. By engaging in such questioning, students were trained to connect ideas, draw conclusions, and justify their interpretations. This result aligns with previous studies suggesting that inferential comprehension requires structured guidance and repeated practice, both of which were present in the implementation of RBQA.

Third, the interactive and collaborative nature of RBQA may have contributed to students' improved performance. Through classroom discussions and peer interaction, students were exposed to different perspectives and encouraged to evaluate alternative responses. This process may have enhanced their understanding by allowing them to compare ideas and refine their thinking. Black & Wiliam (2018) emphasized that formative interaction and feedback are essential components of effective learning, as they provide students with opportunities to improve their understanding. In this study, such interaction appeared to create a more dynamic and engaging learning environment, which may have positively influenced students' motivation and participation.

Another possible explanation for the findings is the role of feedback and evaluation in the learning process. Carless & Winstone (2023) argued that effective feedback helps students understand their performance and identify areas for improvement. In the context of RBQA, evaluation was not limited to assessing students' answers but also involved guiding them to refine their thinking. Students were encouraged to revisit the text, reconsider their responses, and provide more accurate explanations. This process may have helped students develop a more precise and evidence-based understanding of the text.

Despite the positive findings, it is important to consider some differences between this study and previous research. While many studies have examined the effectiveness of questioning strategies, this study specifically highlights the combined effect of questioning, reflection, and evaluation within a single instructional approach. This integrated framework may explain why improvements were observed across all reading comprehension indicators. However, it also makes it difficult to determine which component contributed the most to the overall improvement. Future research may investigate each component separately to better understand their individual contributions.

In addition, the findings of this study should be interpreted with caution due to several limitations. First, the study was conducted in a single school with a relatively small sample size, which may limit the generalizability of the results. Second, the duration of the treatment was relatively short, which may not fully capture the long-term effects of RBQA on students' reading comprehension. Third, the study primarily focused on cognitive outcomes measured through test scores, and did not explore other aspects such as students' motivation, attitudes,

or long-term retention. Therefore, further research is needed to provide a more comprehensive understanding of the impact of RBQA.

Overall, the findings of this study suggest that RBQA has strong potential as an effective instructional strategy for improving students' reading comprehension, particularly in recount texts. By integrating structured questioning, reflection, and evaluation, RBQA creates a learning environment that encourages active participation, critical thinking, and deeper understanding of texts. However, its effectiveness may depend on how well it is implemented in the classroom, including the quality of questions, the level of student engagement, and the teacher's ability to facilitate interaction. Therefore, teachers are encouraged to carefully design and adapt RBQA based on students' needs and classroom context.

In conclusion, this study provides empirical evidence that RBQA significantly improves students' reading comprehension. The findings not only support existing theories on the importance of questioning and reflection in learning, but also offer practical implications for teaching reading in junior high school contexts. Although further research is needed to explore its broader impact, RBQA can be considered a promising strategy for enhancing students' reading comprehension and fostering more active and meaningful learning experiences.

CONCLUSIONS

This study examined the effect of the Reflection-Based Questioning Approach (RBQA) on students' reading comprehension of recount texts. The findings indicate that RBQA is an effective instructional approach for improving reading comprehension by encouraging students to engage in structured questioning, reflection, and evidence-based reasoning. Through higher-order questions and guided reflection, students were able to develop a deeper understanding of texts and strengthen their analytical thinking skills. These results suggest that RBQA not only enhances students' reading performance but also promotes greater cognitive engagement during the learning process. The findings have important pedagogical implications for reading instruction. Teachers are encouraged to incorporate reflective and higher-order questioning strategies to stimulate deeper comprehension and support active student participation. The use of structured interactions, such as the Initiation–Response–Evaluation (IRE) model, may further facilitate meaningful classroom discussions and student-centered learning. Despite its positive outcomes, this study has several limitations. The treatment period was relatively short, and the study focused only on recount texts, limiting the generalizability of the findings to other contexts and language skills. Furthermore, successful implementation of RBQA requires teachers to formulate appropriate questions and provide effective guidance. Future research is recommended to investigate the long-term effects of RBQA, apply it to different text genres and language skills, and employ qualitative methods to gain deeper insights into students' learning experiences and engagement.

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