

ABSTRACT

Simanungkalit, Dennis Janri, Registration Number: 2192421015, English Teacher's Pre, During And After Questions In Teaching Reading Comprehension Of Argumentative Text To Eleventh Grade Student's At SMA Eka Prasetya, A Thesis, English Education Study Program, Universitas Negeri Medan, 2026.

In the pedagogical context, questioning serves as a fundamental mechanism for stimulating classroom discourse and fostering interactive learning environments. This study investigates the pivotal role of teacher questioning in enhancing students' cognitive capabilities, specifically within the instruction of argumentative texts. Drawing upon theories by Brown (2001) and Shen (2012), questioning is identified not merely as a tool for information retrieval, but as a strategic intervention to activate students' schemata, increase motivation, and facilitate critical thinking.

The theoretical framework of this research integrates the concept of argumentative writing as a persuasive rhetorical endeavor and reading comprehension as a constructive cognitive process. Findings indicate that teachers employ diverse types and functions of inquiries across three instructional phases: pre-activity, during-activity, and post-activity. In the pre-activity phase, "pre-questions" are utilized to anticipate content and align new information with existing mental frameworks. The results demonstrate that effective questioning tactics are essential for evaluating comprehension and encouraging students to articulate well-supported viewpoints. Ultimately, this study underscores that systematic inquiry by educators significantly enhances students' curiosity, competence, and ability to produce coherent argumentative discourse, thereby fulfilling the standards of intermediate educational processes.

Keywords: Teacher's Questions, Pre-During-After Questions, Reading Comprehension, Argumentative Text.