



The Effect of Question-Answer Relationship (QAR) Strategy on Islamic Junior High School Students' Reading Comprehension in Recount Texts

Moh. Ramadhani Rakhmatulloh^{1*}, Asrori²

¹ English Language and Literature Department, Faculty of Languages and Arts, State University of Surabaya, Lidah Wetan, Lakarsantri, Surabaya, East Java 60213, Indonesia

² English Language and Literature Department, Faculty of Languages and Arts, State University of Surabaya, Lidah Wetan, Lakarsantri, Surabaya, East Java 60213, Indonesia

*Penulis Korespondensi: mohrakhmatulloh.22082@mhs.unesa.ac.id, asrori@unesa.ac.id

Abstract. *This study aims to investigate the effectiveness of the Question-Answer Relationship (QAR) strategy on students' reading comprehension of recount texts among eighth grade students at an Islamic junior high school in Surabaya in the academic year of 2025/2026. The study focused on examining students' improvement in reading comprehension after the implementation of the QAR strategy. Pre-tests and post-tests were administered to measure students' performance before and after the treatment. The data were analyzed using SPSS, and since the data were not normally distributed, the Wilcoxon Signed Ranks Test was used as the hypothesis test. Effect size analysis was also conducted to determine the strength of the treatment effect. The results showed that there was a significant improvement in students' reading comprehension after the implementation of the QAR strategy, as indicated by the Wilcoxon Signed Ranks Test ($Z = -3.224$, $p = 0.001 < 0.05$). The mean score increased from 69.50 in the pre-test to 76.17 in the post-test, indicating a gain of 6.67 points. Furthermore, the effect size result ($r = 0.588$) indicated a large effect, suggesting that the QAR strategy had a strong impact on students' reading comprehension. In conclusion, the QAR strategy is effective in improving students' reading comprehension of recount texts. Therefore, it can be used as an effective alternative strategy in teaching reading. Future researchers are encouraged to apply the QAR strategy in different contexts or text types, while teachers are recommended to implement this strategy to enhance students' understanding of reading materials.*

Keywords: *QAR Strategy; Reading Comprehension; Recount Text; Junior High School Students*

Abstrak. Penelitian ini bertujuan untuk menyelidiki efektivitas strategi Hubungan Pertanyaan-Jawaban (QAR) terhadap pemahaman bacaan teks recount siswa kelas delapan di sebuah SMP Islam di Surabaya pada tahun ajaran 2025/2026. Penelitian ini berfokus pada pemeriksaan peningkatan pemahaman bacaan siswa setelah penerapan strategi QAR. Tes pra dan pasca diberikan untuk mengukur kinerja siswa sebelum dan sesudah perlakuan. Data dianalisis menggunakan SPSS, dan karena data tidak terdistribusi normal, Uji Peringkat Bertanda Wilcoxon digunakan sebagai uji hipotesis. Analisis ukuran efek juga dilakukan untuk menentukan kekuatan efek perlakuan. Hasil menunjukkan bahwa terdapat peningkatan yang signifikan dalam pemahaman bacaan siswa setelah penerapan strategi QAR, sebagaimana ditunjukkan oleh Uji Peringkat Bertanda Wilcoxon ($Z = -3,224$, $p = 0,001 < 0,05$). Nilai rata-rata meningkat dari 69,50 pada pra-uji menjadi 76,17 pada pasca-uji, menunjukkan peningkatan sebesar 6,67 poin. Selanjutnya, hasil ukuran efek ($r = 0,588$) menunjukkan efek yang besar, menunjukkan bahwa strategi QAR memiliki dampak yang kuat pada pemahaman bacaan siswa. Kesimpulannya, strategi QAR efektif dalam meningkatkan pemahaman bacaan siswa terhadap teks recount. Oleh karena itu, strategi ini dapat digunakan sebagai strategi alternatif yang efektif dalam pengajaran membaca. Peneliti di masa mendatang didorong untuk menerapkan strategi QAR dalam konteks atau jenis teks yang berbeda, sementara guru disarankan untuk menerapkan strategi ini untuk meningkatkan pemahaman siswa terhadap materi bacaan.

Kata kunci: Strategi QAR; Pemahaman Bacaan; Teks Recount; Siswa SMP

1. INTRODUCTION

English plays a role as a global communication tool because of its widespread use as the main language in various countries around the world. In addition to having this role, on the other hand, it is also an international language that is so important that every individual is given the hope of being able to learn and develop it. Many countries, more specifically countries, have a historical relationship with the United Kingdom that make English a second language by needing to be mastered after their mother tongue (Ardi Setyawan & Shabibatul Rohmah, 2023). According to Qamili (2023) itself, the language acquisition process includes four basic skills, including listening, speaking, reading, and writing skills. Among these four skills, listening and reading have a function as the main pathway for learners to obtain language input so that both are classified as receptive skills.

Among the four main language skills, this research specifically focuses on the development of reading skills which is one of the basic skills with its use as a means to be able to obtain various information and understand new concepts. In daily life, more specifically in learning activities in the educational environment where students are required to have good reading skills that can make students learn new material together and the process of obtaining the latest information can be followed by all students without anyone being left behind (Octavianti, Retnaningdyah, & Munir, 2023).

As one of the important components in learning one's own language, reading has a very crucial role in helping learners master other languages, especially English (Anggrain, Bengkulu, & Afriani, 2020). More detailed reading serves as the main foundation for students to understand knowledge because it involves the cognitive thinking process in capturing the content of the written text (Herlina, Mayui, Fasli, & Aras, 2024). In the context of reading education, reading has a vital role in language teaching because it is a means for students to be able to acquire new knowledge while providing increased understanding of information through cognitive processes (Fitriana, 2018).

Reading comprehension involves perceptual and cognitive abilities where students make use of previous experiences, vocabulary mastery, grammar understanding, and various reading strategies to help them understand written material (Agung & Wigraha,

2022). In the process of understanding reading, there are several important components that must be mastered, such as vocabulary mastery, grammatical comprehension, the ability to determine the main idea, draw conclusions from implied information, and an introduction to how texts are arranged and presented (Herminingsih, Isro'iyah, & Mukti, 2024). The high level of cognitive complexity in this process makes the development of effective reading comprehension strategies very necessary so that students are able to process and understand the information contained in the text more efficiently.

However, achieving effective reading comprehension is often a big challenge for Indonesian students who are more specialized at the junior high school level because they have difficulty in identifying key ideas, finding specific information, drawing conclusions, and finding references in the text (Agung & Wigraha, 2022). This difficulty arises mainly due to the lack of reading strategies used by students, thus hindering their reading comprehension and having an impact on their academic development (Pahamzah & Viona, 2021).

Based on the information that has been presented, teachers need an approach and strategy that is able to provide support and improve students' reading comprehension abilities effectively. One of the reading strategies that can be implemented is the Question-Answer Relationship (QAR) which was first developed and introduced by Raphael in 1986 as a strategy to improve students' reading comprehension skills (Tiara, Mertosono, Lebagi, & Marhum, 2025). *Question-Answer Relationship* (QAR) provides teaching for students to be able to understand reading tasks better and helps them determine the right place to find information when answering questions related to the text they have read (Novita Sari & Devana, 2023).

Several previous studies have also provided support for the effectiveness of QAR strategies in an effort to improve students' reading comprehension skills. A study by Sari and Emelia (2022) examined the influence of the QAR strategy on students' reading comprehension in narrative texts where by implementing a pre-experimental design involving 32 students, the study found that the QAR strategy significantly improved reading comprehension which created a 98% contribution to the improvement. These findings are a clue to QAR strategies that can help students in recognizing various types of questions, finding relevant textual evidence, and improving their comprehension skills. Similarly, a study conducted by Butar et al. (2022) examined the influence of QAR

strategies on students' reading comprehension at Methodist 9 Junior High School Medan. Using a quasi-experimental design, this study found a significant increase in scores with an average score increasing from 67.04 in the pre-test to 83.36 in the post-test. In addition, 88% of students obtained very high scores, which is a clue to the QAR strategy not only providing increased reading comprehension but also increased student involvement and motivation in reading activities. Furthermore, Dwi Tiya (2023) examined the effectiveness of the QAR strategy in an effort to improve the understanding of descriptive text reading in SMA Negeri 2 Perbaungan students involving 70 students by dividing into experimental and control groups and found significant improvements in the experimental group. The average post-test score was much higher than the pre-test with a t-observation value of 16.15 exceeding the t-table value of 2.00 which confirms the effectiveness of the QAR strategy in an effort to improve student understanding. In addition, Rahmawati and Harahap (2023) also examined the influence of QAR strategies on the comprehension of descriptive text reading in eighth grade students at Dwi Tunggal Tanjung Morawa Junior High School. Using an experimental design by comparing control groups and experiments, this study found a significant improvement in the experimental group. The t-observation value of 8.601 exceeded the t-table value of 2.001 at a significance level of 0.05 which is an affirmation of the QAR strategy that has a positive and statistically significant influence on students' reading comprehension.

From several previous studies, it can be seen that most studies on QAR strategies focus on its application to descriptive and narrative texts. However, there is a striking shortcoming in the research that focuses on the application of QAR strategies to recount texts, more specifically at the junior high school level. In addition, most previous studies only used the t-test for outcome analysis without any calculation of effect size, even though this is very important to know how big the impact of the strategy is. Recognizing this gap, this study then examined the influence of QAR strategy on students' reading comprehension in recount texts by applying significance testing as well as effect size analysis.

2. LITERATURE REVIEW

A. Reading Comprehension

Snow (2002) state that reading comprehension is the process of obtaining information and building understanding by actively interacting and with written text, where readers use their knowledge and skills to understand what they read. Furthermore, reading comprehension is a mental process that involves making meaning from written texts. It aims to understand the overall message of the text rather than focusing only on individual words or separate sentences (Woolley, 2011). Moreover, reading comprehension is the ability to comprehend written texts, understand their meaning, and construct a clear understanding of the content being read (Herminingsih et al., 2024). Reading comprehension is defined as the process of deeply focusing on a text to understand its content and extract meaningful information that can be applied or used (Safitri & Lidyasari, 2024).

In the context of this research, reading comprehension refers to students' ability to understand recount texts by identifying main ideas, locating specific information, making inferences, and constructing meaning from the text. Therefore, improving reading comprehension requires an effective strategy that can guide students in connecting questions with appropriate sources of answers. The Question-Answer Relationship (QAR) strategy is applied in this research to support students in developing these skills and enhancing their ability to comprehend recount texts more effectively.

B. Question Answer Relationship (QAR) Strategy

The Question-Answer Relationship (QAR) is a reading comprehension strategy developed by Taffy Raphael in 1986. It helps students improve their understanding of reading assignments and identify the appropriate sources of information when answering text-based questions (Author & Raphael, 1986). The QAR strategy is designed to help students understand the link between questions and answers based on their types, using both the text and their own knowledge. It also supports students in improving their thinking skills by helping them recognize how to respond to different kinds of questions (Anggrain et al., 2020). Theoretically, the QAR strategy is in line with several basic theories, one of which is Schema Theory (Anderson & Pearson, 1977) which focuses on the importance of the initial knowledge that the reader has in building meaning and understanding the content of a text. In his own development, Taffy Raphael introduced

two main categories to the QAR strategy: classifications known as "In the Book" and "In My Mind." The "In the Book" category includes questions where the answers can be directly located within the reading material. On the other hand, "In My Head" involves questions that require students to use their own understanding, interpretation, or prior knowledge, as the answers are not explicitly stated in the text.

C. Teaching Recount Using QAR Strategy

Raphael, Highfield, and Au (2006) describe process for implementing the QAR framework in reading instruction. In the context of this study, these stages are adapted as six treatments given to the experimental group to teach recount texts. Each treatment focuses on gradually building students' understanding of QAR and applying it to the recount genre.

Clear Explanation

The first treatment introduces the concept of QAR and the four question types: Right There, Think and Search, Author and You, and On My Own. The teacher explains the purpose of using QAR and how each question type can be applied when reading a recount text. Examples from the selected text are provided to ensure students understand the categories before moving on.

Teacher Modelling

In the second treatment, the teacher reads a recount text aloud and demonstrates how to create and answer questions for each QAR category. By thinking aloud, the teacher shows how to identify where an answer is located, whether it is directly in the text or requires combining information with personal knowledge.

Guided Practice

The third treatment involves the whole class working together to form questions based on the recount text. Students suggest possible questions, and the class discusses which QAR category each question belongs to. Guidance and feedback are provided by teachers to be able to help students in developing and improving their ability to ask questions.

Coaching in Small Groups

In the fourth treatment alone, students read other parts of the text by working in pairs or in small groups and then they prepared their own questions based on the reading. During the activity, teachers go around the classroom to listen to student discussions,

provide direction, and offer help when needed. This stage provides an encouragement to active student involvement while still providing opportunities for teachers to channel their support during the learning process.

Independent Application

In the fifth treatment, students were asked to read a new text independently and prepare at least one question for each QAR category. In addition, they also wrote the answers to the questions that had been made as proof that they were able to implement the strategy independently without direct guidance from the teacher.

Reflection

In the last stage, students review the results of their work and reflect on the learning process they have undergone. They can also share some of the questions they have created with the whole class, explain why they are included in certain categories, and discuss the types of questions that are considered easiest or most challenging. In this stage, the teacher helps students in their efforts to set personal goals so that they can improve their reading comprehension skills and questioning skills in the next lesson.

3. RESEARCH METHOD

This research employed a quantitative method. Specifically, the research method used in this study is a quasi-experimental design with two group pre-test and post-test design, which consists of one experimental group class. The population of this study consists of grade 8 of junior high school students. In this research, the sample were 8th grade students in 2 different classes in one of the islamic junior high schools in the Surabaya area, which amounted to approximately 60 students. In this study, the data were gathered through a written reading comprehension test. The data collection was carried out in three main stages: pre-test, treatment, and post-test. The data analysis in this study involves descriptive statistics, prerequisite testing, hypothesis testing, and effect size analysis. Normality and homogeneity tests are conducted to determine the appropriate statistical procedure. Since the data are not normally distributed, the Wilcoxon Signed Ranks Test is applied to examine the differences between pre-test and post-test scores in both the experimental and control groups.

4. RESULT AND DISCUSSION

A. Result

This section presents the results of the analysis of the data obtained from the reading comprehension scores of the students. The analysis is conducted to answer the research question and to examine whether the implementation of the Question Answer Relationship (QAR) strategy affects students' reading comprehension performance. The results are presented through descriptive statistics to describe students' performance, inferential statistical analysis using the Wilcoxon Signed Ranks Test to identify whether the differences are statistically significant, and effect size analysis to show how strong the impact of the QAR strategy is. All statistical analyses were carried out using SPSS version 27.

Descriptive Statistics

Based on the results of descriptive statistical analysis processed using SPSS version 27, there are differences in students' reading comprehension scores between the experimental and control groups before and after the treatment.

Table 1. Pre Test & Post Test Result

NO	Control Group		Experimental Group	
	Pre-Test	Post-Test	Pre-Test	Post-Test
1	80	80	70	80
2	80	80	80	80
3	85	85	85	95
4	50	80	85	90
5	65	20	55	65
6	80	80	70	80
7	80	80	65	70
8	90	85	65	70
9	85	85	40	75
10	65	75	45	55
11	60	50	70	85
12	80	55	75	90
13	85	50	35	40
14	95	75	65	25
15	80	90	20	50
16	70	65	75	80
17	80	90	80	70
18	80	90	65	75
19	60	80	90	95
20	85	85	75	90
21	80	80	70	80

22	80	80	70	60
23	90	90	90	90
24	45	20	80	85
25	60	80	75	75
26	85	85	80	90
27	55	65	65	75
28	80	55	85	95
29	55	35	75	80
30	-	-	85	95

In the experimental group, the pre-test involved 30 students with scores ranging from 20 to 90. The mean score of the pre-test was 69.50 with a standard deviation of 16.419. After the implementation of the Question–Answer Relationship (QAR) strategy, the post-test scores in the experimental group showed an improvement. The minimum score increased to 25 and the maximum score reached 95, with a higher mean score of 76.17 and a standard deviation of 16.799.

Table 2. Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest_eksperiment	30	20	90	69.50	16.419
Posttest_eksperiment	30	25	95	76.17	16.799
Pretest_Control	28	45	95	75.36	12.833
Posttest_Control	28	20	90	72.68	19.026
Valid N (listwise)	28				

In contrast, the control group consisted of 28 students. The pre-test scores ranged from 45 to 95, with a mean score of 75.36 and a standard deviation of 12.833. After the post-test, the scores ranged from 20 to 90. However, the mean score decreased slightly to 72.68, while the standard deviation increased to 19.026. These results indicate that students in the experimental group experienced an overall improvement in reading comprehension performance after receiving instruction using the QAR strategy, whereas the control group did not demonstrate an improvement in their mean score.

Normality Test Result

The normality test was conducted to examine whether the students’ reading comprehension scores in the experimental and control groups were normally distributed. Since the number of participants in each group was fewer than 50, the Shapiro–Wilk test was used as the main reference to assess the normality of the data.

Table 3. Normality Test

		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Kelas		Statistic	df	Sig.	Statistic	df	Sig.
Hasil	Pretest A (kontrol)	.320	28	<.001	.878	28	.004
	Posttest (kontrol)	.293	28	<.001	.771	28	<.001
	Pretest B (Eksperimen)	.225	30	<.001	.868	30	.002
	Posttest B (Eksperimen)	.172	30	.023	.879	30	.003

a. Lilliefors Significance Correction

The results of the Shapiro–Wilk test presented that the significance values for both the pre-test and post-test scores in the experimental and control groups were below the 0.05 level. In the control group, the significance values for the pre-test and post-test were 0.004 and less than 0.001. Similarly, in the experimental group, the significance values for the pre-test and post-test were 0.002 and 0.003. These findings indicate that the students' reading comprehension scores were not normally distributed.

Based on these results, the assumption of normality was not fulfilled. Therefore, parametric statistical analysis was not appropriate for this study. As a result, a non-parametric statistical test, namely the Wilcoxon Signed Ranks Test, was selected to analyze the differences between the pre-test and post-test scores.

Homogeneity Test Result

The homogeneity test was conducted to determine whether the variances of the experimental and control groups were equal. This test is important to ensure that the data from both groups have comparable variability before further statistical analysis is performed.

Table 4. Homogeneity Test

		Test of Homogeneity of Variance			
		Levene Statistic	df1	df2	Sig.
Nilai	Based on Mean	.446	1	56	.507
	Based on Median	.001	1	56	.973
	Based on Median and with adjusted df	.001	1	51.954	.973
	Based on trimmed mean	.186	1	56	.668

The results showed a significance value of 0.507, which is higher than the 0.05 significance level. This indicates that there was no significant difference in variance between the experimental and control groups. In other words, the data can be considered homogeneous.

Wilcoxon Test Result

Wilcoxon Signed Ranks Test was conducted to examine whether there was a significant difference between the pre-test and post-test scores in both the experimental and control groups. This test was applied because the data did not meet the assumption of normal distribution.

Table 5. Wilcoxon Test

Test Statistics^a		
	Posttest_eks periment- Pretest_eksp eriment	Posttest_Con trol- Pretest_Contr ol
Z	-3.224 ^b	-.667 ^c
Asymp. Sig. (2-tailed)	.001	.505

a. Wilcoxon Signed Ranks Test
b. Based on negative ranks.
c. Based on positive ranks.

The results show that the experimental group obtained a Z value of -3.224 with an Asymp. Sig. (2-tailed) value of 0.001. Since the significance value was lower than 0.05, it indicates that there was a statistically significant difference between the pre-test and post-test scores in the experimental group. However, the control group produced a Z value of -0.667 with an Asymp. Sig. (2-tailed) value of 0.505. Because this value exceeded the 0.05 significance level, no statistically significant difference was found between the pre-test and post-test scores in the control group.

Effect Size

In addition to examining statistical significance, this study also calculated the effect size to understand how strong the effect of the Question Answer Relationship (QAR) strategy was on students' reading comprehension. The effect size analysis was conducted using the effect size formula for the Wilcoxon Signed Ranks Test, with the Z value obtained from the SPSS output.

$$r = \frac{3.224}{\sqrt{30}} = 0.588$$

Z= Z value from SPSS

N= Participants

Based on the calculation, the Z value of -3.224 was transformed into its absolute value and divided by the square root of the total number of participants in the experimental group ($N = 30$). This calculation resulted in an effect size (r) of 0.588 . According to the criteria put forward by the value of the effect size that exceeds 0.50 is included in the category of large effects. Therefore, the value of the effect measure produced in this study provides instructions for the use of the QAR strategy to create a strong influence on students' reading comprehension ability.

B. Discussion

This research aims to be able to examine the effectiveness of the Question Answer Relationship (QAR) strategy in an effort to improve the reading comprehension ability of grade 8 students at MTsN 3 Surabaya. In this study, two classes were involved, namely class VII A as the experimental group and class VII E as the control group. Students in the experimental group received learning using the QAR strategy while students in the control group were taught using conventional learning methods. The value of students' reading comprehension obtained from the results of the pre-test and post-test was then analyzed using the IBM SPSS 27 program. Because the study data did not meet the assumption of normal distribution, the researchers used the Wilcoxon Marked Rating Test to find out if there was a significant difference after the treatment was given.

Although both groups took tests before and after the treatment, a clear improvement in reading comprehension scores was only seen in the experimental group after the treatment was done. This improvement was supported by the results of descriptive statistics analysis, showing that the mean score of the experimental group increased from 69.50 in the pre-experimental test to 76.17 in the post-experimental test. In contrast, the control group did not show any improvement, with the mean score decreasing slightly from 75.36 in the pre-test to 72.68 in the post-test. The post-test results indicated that the experimental group achieved higher scores than before, while the control group showed no significant change. The Wilcoxon Signed Ranks Test confirmed that the improvement in the experimental group was statistically significant ($Z = -3.224$, $p = .001$), whereas the change in the control group was not significant ($Z = -0.667$, $p = .505$). A large effect size was found in this study based on Cohen's criteria ($r = 0.588$). This effect size was measured using the Wilcoxon Signed Ranks Test, which compared students' reading comprehension scores before and after applying the QAR strategy in the experimental

group. It shows that the use of the QAR strategy has a large impact on students' reading comprehension performance. Compared to the control group, which received conventional teaching and did not show significant improvement, QAR group students showed better comprehension of the reading texts.

The significant improvement in the experimental group shows that the Question-Answer (QAR) strategy effectively enhances students' reading comprehension. The results of the research show that the implementation of the QAR strategy makes it easier for students to understand reading material by guiding them to identify the correct relationship between questions and answers in the text. The results of this research are aligned with (Novita Sari & Devana, 2023), who explain that the Question Answer Relationship (QAR) strategy encourages students to approach reading tasks strategically by finding sources of answers, either directly in the text or through higher-order thinking. Through this strategy, students are guided to understand the relationship between questions and texts so that they can answer questions more optimally and purposefully. In addition, the QAR strategy helps students critically analyze questions, accurately find relevant textual evidence, and systematically process reading material, which has been proven to improve students' comprehension and engagement in reading activities (Butar et al., 2022; Sari & Emelia, 2022). QAR also supports students in drawing conclusions and understanding implicit information in the text, which is an important skill in reading comprehension (Dwi Tiya, 2023; Rahmawati & Harahap, 2023). In this research, these benefits were reflected in a significant improvement in reading skills in the experimental group that received treatment using the QAR strategy.

5. CONCLUSION

Based on the results of data analysis and the discussion that has been presented in the previous chapter, it can be concluded that the application of the QAR strategy has a significant influence on students' reading comprehension ability in the recount text. The results of the Wilcoxon Marked Rank test in the experimental class were able to show a significant difference between pre-test and post-test scores ($Z = -3.224$; $p = 0.001$). The findings provide an indication that students' reading comprehension abilities improved after they received learning using the QAR strategy. On the other hand, the results of the Wilcoxon test in the control class indicate that there was no significant difference between pre-test and post-test scores ($Z = -0.667$; $p = 0.505$). This provides an indication that the

improvement of reading ability that occurred in the experimental class is related to the application of the QAR strategy in learning.

Furthermore, the results of the calculation of the size of the effect provide an indication of the value $r = 0.588$ which is included in the category of large effects. This finding is a sign that the QAR strategy not only has a statistically significant influence but also a strong practical impact in an effort to improve students' reading comprehension skills. By using the QAR strategy itself, students become more directed in recognizing the type of question, providing the right source of answers, and connecting the information contained in the text with the knowledge they already have. Therefore, it can be concluded that the Question-Answer Relationship (QAR) strategy has a significant influence on improving students' reading comprehension skills in recount texts. Based on these results, the alternative hypothesis (H_1) is accepted while the null hypothesis (H_0) is rejected.

REFERENCES

- Agung, K., & Wigraha, D. (2022). Reading Difficulty Viewed from Its Indicators in the Junior High School. *Jurnal Pendidikan Bahasa Inggris Undiksha*, 10(1), 60–66. <https://doi.org/10.23887/jpbi.v10>
- Anggrain, M., Bengkulu, I., & Afriani, L. Z. (2020). The Effect of Question Answer Relationship (QAR) Strategy in Enhancing Students' Reading Comprehension. *Journal of English Education and Teaching (JEET)*, 4(4), 548–558.
- Ardi Setyawan, M., & Shabibatul Rohmah, S. (2023). *Improving Students' Reading Comprehension Of Narrative Text By Activating Group Works In Secondary School Article History*. 12(2). Retrieved from <https://ejournal.unibabwi.ac.id/index.php/sosioedukasi/index>
- Author, R., & Raphael, T. E. (1986). Teaching Question Answer Relationships, Revisited. *The Reading Teacher*, 39(6).
- Butar, A. Y., Hotma, S., Haloho, Y., Sipahutar, D., Destina Marbun, R., & Asrul, N. (2022). Esteem Journal Of English Study Programe The Effect Of Question Answer Relationship (Qar) Strategy On Students' Achievement In Reading Comprehension. *Esteem Journal Of English Study Programe*.
- Dwi Tiya, W. (2023). The Effect of Using Question-Answer Relationship (QAR) Strategy on Students' Reading Comprehension in Descriptive Text of XII Grade at SMA

- Negeri 2 Perbaungan. *Education Achievement: Journal of Science and Research*, 4(1). Retrieved from <http://pusdikra-publishing.com/index.php/jsr>
- Fitriana, M. (2018). STUDENTS' READING STRATEGIES IN COMPREHENDING ACADEMIC READING: A CASE STUDY IN AN INDONESIAN PRIVATE COLLAGE. *International Journal of Language Education*, 43–51. <https://doi.org/10.26858/ijole.v2i2.6181>
- Herlina, H., Mayui, N., Fasli, M., & Aras, N. F. (2024). Identification Of Beginning Reading Difficulties In Class Ii Primary School Students. *Indonesian Journal of Educational Development (IJED)*, 5(2), 219–229. <https://doi.org/10.59672/ijed.v5i2.3838>
- Herminingsih, D. I., Isro'iyah, L., & Mukti, S. R. (2024). Improving Students' Reading Comprehension of Recount Text with the Use of Language Learning Application. *International Journal of Education and Digital Learning (IJEDL)*, 2(5), 73–82. <https://doi.org/10.47353/ijedl.v2i5.141>
- Novita Sari, I., & Devana, T. (2023). Improving Students' Reading Comprehension Ability On Recount Text By Using Question-Answer Relationship (Qar) Strategy. *Universitas Baturaja Journal of Language Education (JoLE)*, 7(2).
- Octavianti, Z. D., Retnaningdyah, P., & Munir, A. (2023). Undergraduate Students' Perception of Using Extensive Reading Strategy in Vocabulary Mastery. *IJORER : International Journal of Recent Educational Research*, 4(5), 620–631. <https://doi.org/10.46245/ijorer.v4i5.402>
- Pahamzah, J., & Viona, M. (2021). Students' Difficulties in Reading Comprehension at Junior High School Level. *Linguistic Antverpiensia*. Retrieved from www.hivt.be
- Qamili, S. (2023). Teaching English as a foreign language via four language skills. *Pegem Journal of Education and Instruction*, 13(3), 422–429. <https://doi.org/https://doi.org/10.47750/pegegog.13.03.43>
- Rahmawati, T. W., & Harahap, M. Y. (2023). *Question Answer Relationship (QAR) Strategy: An Experimental Research On Students' Reading Comprehension*. Retrieved from <https://fcit.usf.edu/>
- Raphael, T. E., Highfield, K., & Au, K. H. (2006). *QAR now : question answer relationships*. Scholastic.
- Safitri, V., & Lidyasari, A. T. (2024). Enhancing Learning Concentration and Reading

- Comprehension in Fifth Graders: The Impact of Anticipation Guide Strategies in Elementary Education. *AL-ISHLAH: Jurnal Pendidikan*, 16(4), 4829–4840. <https://doi.org/10.35445/alishlah.v16i4.5744>
- Sari, W. A., & Emelia, W. T. (2022). The Effect of Question Answer and Relationships (QAR) Strategy Toward the Students' Achievement in Reading Comprehension of Narrative Text. *Jurnal Riset Ilmu Pendidikan*, 2(3), 143–149. <https://doi.org/https://doi.org/10.30596/jcositte.v1i1.xxxx>
- Snow, C. E. (2002). *Reading for Understanding Toward an RD Program in Reading Comprehension (Vol. 22)*.
- Tiara, U., Mertosono, S. R., Lebagi, D., & Marhum, M. (2025). The Effectiveness of QAR Strategy in Improving Junior High School Learners' Reading Comprehension: A Lesson of Deep Reading Processes. *Journal of Language and Literature Studies*, 5(1), 174–184. <https://doi.org/10.36312/jolls.v5i1.2586>
- Woolley, G. (2011). Reading Comprehension. In *Reading Comprehension* (pp. 15–34). Dordrecht: Springer Netherlands. https://doi.org/10.1007/978-94-007-1174-7_2