



USING QUESTIONS ANSWER RELATIONSHIP (QAR) STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION

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Abstract: *The study aims to determine the extent to which the Questions Answer Relationship (QAR) strategy improves students' reading comprehension and to explore their responses toward its implementation. The research employed a pre-experimental design with a one-group pre-test and post-test. The population comprised tenth-grade students at SMAN 1 Kuta Baro, and class XA was selected as the sample through a random sampling technique. Data were collected through reading comprehension tests and a Likert-scale questionnaire. The intervention was conducted over four meetings, during which students were taught using the Questions Answer Relationship (QAR) strategy, which classifies questions into four types: Right There, Think and Search, Author and You, and On Your Own. The findings revealed a significant improvement in students' reading scores from the pre-test mean of 60.87 to the post-test mean of 80.00. In addition, the t-test result ($t = 8.47$) exceeded the critical value. It indicates a statistically significant difference (H_a is accepted). Questionnaire results showed that most students responded positively to the Questions Answer Relationship (QAR) strategy, reporting increased confidence and comprehension. In conclusion, the Questions Answer Relationship (QAR) strategy effectively improved students' reading comprehension, particularly in understanding both explicit and implicit information. It also encouraged students' engagement and confidence in reading. Therefore, teachers are encouraged to implement Questions Answer Relationship (QAR) as a structured and supportive strategy in reading instruction.*

Keywords : *Questions Answer Relationship (QAR), Reading Comprehension.*

Abstrak: Penelitian ini bertujuan untuk mengetahui sejauh mana strategi Questions Answer Relationship (QAR) meningkatkan pemahaman membaca siswa dan untuk mengeksplorasi tanggapan mereka terhadap penerapan strategi tersebut. Penelitian ini menggunakan desain pra-eksperimental dengan satu kelompok pre-test dan post-test. Populasi penelitian adalah siswa kelas sepuluh di SMAN 1 Kuta Baro, dan kelas XA dipilih sebagai sampel melalui teknik pengambilan sampel acak. Data dikumpulkan melalui tes pemahaman membaca dan kuesioner skala Likert. Intervensi dilakukan selama empat pertemuan, di mana siswa diajarkan dengan menggunakan strategi Questions Answer Relationship (QAR), yang mengklasifikasikan pertanyaan ke dalam empat jenis: Right There, Think and Search, Author and You, dan On Your Own. Temuan menunjukkan adanya peningkatan signifikan pada skor membaca siswa dari rata-rata pre-test sebesar 60,87 menjadi rata-rata post-test sebesar 80,00. Selain itu, hasil uji-t ($t = 8,47$) melebihi nilai kritis, yang menunjukkan perbedaan yang signifikan secara statistik (H_a diterima). Hasil kuesioner menunjukkan bahwa sebagian besar siswa merespons secara positif terhadap strategi Questions Answer Relationship (QAR), dengan melaporkan peningkatan kepercayaan diri dan pemahaman mereka. Kesimpulannya, strategi Questions Answer Relationship (QAR) efektif dalam meningkatkan pemahaman membaca siswa, terutama dalam memahami informasi eksplisit maupun implisit. Strategi ini juga meningkatkan keterlibatan dan kepercayaan diri siswa dalam membaca. Oleh karena itu, guru dianjurkan untuk menerapkan strategi Questions Answer Relationship (QAR) sebagai strategi yang terstruktur dan mendukung dalam pengajaran membaca.

Kata kunci : Questions Answer Relationship (QAR), Pemahaman Membaca

INTRODUCTION

Reading is one of the four major skills in English, and students who learn English should be able to read in order to gain knowledge. However, understanding a text is difficult that is often experienced by the students. They have a lack of reading comprehension which makes students difficult to grasp and find important information contained in a text (Zare et al., 2021). According Kendall and Khuon (2023), the aim of reading is to understand the writer's meaning. Abid et al., (2023) also mentioned that reading opens the door to additional information, potentially leading to a deeper understanding of the world outside the book. As a result, Duke et al., (2021) and Kim et al., (2021) contended that reading is a wide cognitive activity that involves understanding words written in textual form, allowing readers to broaden their knowledge for personal growth and academic performance.

Based on preliminary interview with the teacher and observation at SMAN 1 Kuta Baro, the writer found some problems faced by the tenth-grade students in reading comprehension, which consist of complex words and grammatical rules. In this case, the problems were difficulties in understanding the meaning of the text, capturing the information across sentences and paragraphs and relating the information that come from the text with their own knowledge. The students felt bored in comprehending the text. They felt reluctant to identify the information provided in the text because they did not have any idea about how to generate the idea based on the sentences they read in the text. As a result, they did not have any idea when they were asked the general information of the text.

They faced more difficult in reading when the teacher asked them about the implicit information of a text because they lacked of ability to comprehend the implicit idea behind a paragraph. Based on the problem above, it is indicated that the students needed to be taught by using appropriate reading strategies which train them to comprehend the information in a text. In this case, the strategies should train them to identify the general idea, the explicit and implicit information from a text.

One effective approach to addressing this issue is the Question-Answer Relationship (QAR) strategy, originally introduced by Raphael (1986) and later refined by Raphael and Au (2005). The QAR strategy helps students understand that answers to comprehension questions can be found either *in the book* or *in their head*. It categorizes questions into four types namely *Right There*, *Think and Search*, *Author and You*, and *On Your Own* which each is designed to develop different levels of comprehension and critical thinking. When teaching reading, questioning is a crucial aspect in students' reading comprehension. Raphael developed the term Question-Answer Relationship (QAR) to describe this questioning style (Alidin & Hartiningsih, 2024; Anggraini, 2021). Question Answer Relationship (QAR) strategy is believed help students in comprehending the text in reading class. Question-Answer Relationship (QAR) is strategy in learning process which is it is strategy equips students with tools to successfully decode and comprehend what they read (Raphael, 1986). Furthermore,

this strategy helps students understand different types of inquiries, respond to complete questions, and find answers relating to the topic being asked (Green & Mraz, 2024). Furthermore, the QAR strategy enables students to identify questions based on their own responses (Harahap, 2023; Liseeth, 2025)..

METHOD

This research is conducted by using pre-experimental design. According to Cresswell (2014), pre-experimental research refers to observing a group of people to measure the changes before and after a treatment or intervention. It is applied to determine the effects of intervention due an experiment. This research design had one class. The class was taught in four meetings. The researcher will employ Question and Answer Relationship (QAR) in the class and gave pre-test and posttest in order to know the effect of the implementation of QAR in teaching reading at SMAN 1 Kuta Baro.

The population of this study is all students of the tenth grade in the Academic Year 2024/2025. In this research, the researcher choses class XA as the sample. They were chosen by using random sampling techniques in which all of the class names are written on papers, put into a box and then shaken. Then one of the papers was taken as the experimental class.

In this study, the data was collected by using several techniques of data collection; pre-test, treatment, post-test, and questionnaire. The test in this study is designed to determine the students' reading scores and to validate the hypothesis. They were administered during the first and last meetings. In this study, the test used are pre-test and post-test. Pre-test is intended to know the students' ability before the teaching and learning process and as well before the QAR strategy is applied. Pre-test consists of 10 questions and are adopted from Farhani (2022). Pre-test was be given in the first meeting before the researcher taught the students by using QAR strategy. The pre-test measured the students' initial score before learning by using QAR strategy. Post-test was given in the last meeting after the students' learning by using QAR strategy.

Then, the researcher analysed the test result by focusing on three statistical measures: mean, standard deviation, and t-test, The result of t-test was determined at the level of significant 5% with the assumption; a) if the t-score is beyond -1.96 and 1.96; it rejects the null hypothesis (H_0) and alternative hypothesis (H_a) is accepted, b) if the t score is between the -1.96 and 1.96, the null hypothesis (H_0) is accepted and the alternative hypothesis (H_a) is rejected. Furthermore, the results of the questionnaires were analyzed by using the percentage formula..

FINDING AND DISCUSSION

The students' mean pre-test score was 60.8. It indicates that the students have low level of reading comprehension before the researcher implemented QAR strategy in teaching reading comprehension in their classroom. In contrast, the post-test shows a significantly higher mean score of 80.00. It implies that the QAR strategy implementation improved students' reading comprehension score. This significant rise of 19.02 points. It indicates that students' comprehension of texts and ability to respond to related questions improved. However, to verify the efficacy of the treatment, further statistical analysis is needed. Therefore, the value of Standard Deviation (SD) is needed. The Standard Deviation (SD) is measured to find out the spread or dispersion of pre-Using Questions Answer Relationship....

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test and post-test scores in a distribution.

The standard deviation for the pre-test scores was 7.33. This high value indicates a wide disparity in students' comprehension abilities prior to the intervention, with some students scoring very low while others performed moderately well. Conversely, the standard deviation of the post-test scores was significantly lower, at 7.98. This suggests that after the application of the QAR strategy, students' performance became more consistent and clustered around the mean. The reduction in variability demonstrates that the strategy not only improved overall performance but also helped bring students to a more uniform level of understanding. These findings imply that the intervention was effective in both enhancing learning outcomes and reducing performance gaps among learners. Then, to find out the significant difference between pre-test and post-test result, the researcher calculate the t score.

The result of the t-test is $t = 8.47$, while the critical t-value at a 5% significance level ($df = 44$ for independent samples approximation) is ± 2.02 . Since: $9.66 > 2.02$ the result is statistically significant. This result indicates that the improvement observed in students' reading comprehension is not due to random chance but is statistically significant. Consequently, the null hypothesis, which posited that there would be no significant difference between pre-test and post-test scores, was rejected. The substantial t-value strongly supports the alternative hypothesis that the QAR strategy positively impacts students' reading comprehension. Therefore, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted, indicating that there is a significant difference in students' reading comprehension after being taught using the QAR strategy. These statistical outcomes validate the pedagogical benefit of the QAR strategy and align with previous empirical research demonstrating its effectiveness.

Discussion

The findings of this study reveal that the implementation of the Question-Answer Relationship (QAR) strategy significantly enhanced students' reading comprehension. The post-test mean score (80.00) was considerably higher than the pre-test mean score (60.87), suggesting notable improvement. The rise of 19.23 points is consistent with the findings of Anggraini (2021) who established QAR's usefulness in enhancing narrative text comprehension. Furthermore, the substantial t-value of 8.47 supports the conclusion that this improvement is statistically significant and not the result of chance. This finding supports the hypothesis and provides empirical evidence that QAR is beneficial in teaching reading comprehension for EFL learners. The change in standard deviation from 7.33 in the pre-test to 7.98 in the post-test demonstrates that QAR not only improved students' score, but also students' performance.

Students' scores may have improved due to the structured nature of the QAR strategy, which assists learners in identifying problems and identifying acceptable strategies for finding solutions. According to Raphael (1986), QAR teaches students how to differentiate between implicit and explicit information to answer questions which is necessary for deeper comprehension. This strategy helps students improve their metacognitive skills by challenging them to think critically about the material needed to answer each question.

The strategy's framework gives learners clarity and confidence, particularly when dealing with implicit textual aspects. Farhani (2022), Novitasari (2018) and Sari (2017) support these cognitive processes by emphasizing that comprehension requires activating background information and using proper reading strategies. In this study, students practiced identifying “Right There,” “Think and Search,” “Author and You,” and “On Your Own” questions, enabling them to engage more effectively with texts. These question types trained students to navigate between explicit details and interpretive understanding, thereby improving their ability to comprehend complex texts.

In addition to the results, the questionnaires provided valuable insight into students’ perceptions of the QAR strategy. The questionnaire, based on a Likert scale, revealed that a majority of students either agreed or strongly agreed that QAR helped them understand reading materials better. Students reported feeling more confident when answering comprehension questions, particularly after learning how to identify the nature of each question. These findings are consistent with the finding of researches by Harahap (2023) and Kurniatillah (2024) that QAR instruction promotes student independence and deeper engagement with text. The responses also suggested that students appreciated the clear guidance offered by the QAR framework, especially when reading narrative texts such as fables or folktales. Furthermore, students indicated that they were better able to infer the author’s intent and relate the text to their own experiences, indicating growth in both analytical and personal reflection skills. These responses align with findings by Liseeth (2025), Nanta (2024), Rothong (2013). who argued that the “Author and You” and “On Your Own” components of QAR foster critical thinking.

The success of QAR in this study also supports findings by Baqi (2019), who emphasized that the strategy promotes both lower-order and higher-order comprehension skills. In this research, students were not only able to locate direct answers in the text but also make inferences, synthesize information, and evaluate meaning. These higher-level skills are essential for academic success and reflect the core aims of modern reading instruction, as outlined by Snow (2018). The ability to shift between different cognitive processes while reading demonstrates the holistic benefit of QAR. The results of this study confirm that students trained with QAR are better equipped to manage diverse reading tasks, especially in test-based and content-area learning. It is evident that the strategy cultivates essential literacy practices necessary for lifelong learning. This is particularly relevant in EFL contexts, where students often struggle with inferential comprehension due to limited language exposure.

Moreover, QAR appears to address specific problems identified in the background of the study, such as students’ difficulties in recognizing implicit information and understanding main ideas. Prior to the implementation of QAR, many students were unable to summarize the content or distinguish between main ideas and supporting details. This struggle was frequently observed during the pre-test and initial classroom activities. After the intervention, however, students became more adept at identifying textual structures and using contextual clues to enhance understanding. These improvements reflect the effectiveness of the QAR strategy in scaffolding students’ comprehension development, as emphasized by Oczkus (2018) in her study on questioning techniques. Additionally, these findings are supported by Faturrohman et al. (2023), who noted that instruction focused on main idea identification improves students’ ability to process and retain information. The shift in performance

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confirms that QAR provides the cognitive tools necessary to navigate both surface-level and deep comprehension challenges.

The study also shows that QAR may be efficiently implemented in the classroom via systematic and scaffolded education. During the treatment phase, the teacher introduced the four QAR categories through modeling and supervised practice before allowing students to apply them on their own. This enabled students to understand the strategy and apply it with more autonomy. These instructional practices are consistent with those recommended by Duke et al. (2021), who advocate for explicit strategy instruction in reading. In this study, the teacher used narrative texts like "The Ants and the Dove" and "Sura and Baya" to give interesting materials that fit students' reading levels and cultural backgrounds. These story selections helped students discover significant connections, which improved their comprehension and motivation. The addition of culturally relevant texts increased student engagement, as indicated by Nanta (2024), who recommended for an integration of strategy and content to maximize learning results.to maximize learning results.

From a pedagogical perspective, this study supports the integration of QAR into the reading curriculum as a core instructional strategy. The approach is not only easy to implement but also adaptable to various text types and grade levels. As noted by Bailey-Henry (2018), QAR can be effectively implemented in everyday instruction to improve comprehension across subjects. This adaptability makes QAR extremely useful for teachers in environments with limited resources who want affordable, high-impact strategies. Furthermore, the questionnaire results show that students are willing to engage with the strategy when it is introduced in a getting involved and student-centered form. The findings emphasize the value of teacher facilitation and scaffolding in the successful implementation of QAR.

It is also worth noting that the findings of this study align with the theoretical definitions of reading comprehension. Brevik (2019) and Satriani (2018) underlined that comprehension is more than just reading words; it is also about integrating textual information with background knowledge and strategic processing. The achievement of QAR in this study demonstrates how strategic reading instruction puts these conceptual components into reality. The strategy teaches students how to approach texts with purpose, discover essential ideas, and draw informed conclusions, therefore embodying the cognitive processes identified by these researchers. Furthermore, the study supports the ideas of Ghafar (2024), who described understanding as an interaction between the reader, the text, and the context. Through the perspective of QAR, students become active participants in meaning-making, rather than passive readers. These theoretical and empirical findings support the use of QAR as an effective, research-based educational method.

Finally, the findings of this study add to a growing body of evidence supporting the use of metacognitive methods in reading education. Annury et al., (2019) underlined that educating student to think about their thinking improves their capacity to organize, monitor, and assess their comprehension processes. QAR supports this notion by teaching students to consider the nature of questions and the solutions needed to answer them. QAR promotes individual learning and long-term academic growth. The findings of this study indicate that students

not only improved their immediate exam performance, but also developed abilities that will be useful in future learning environments. It means that including QAR into EFL training has both practical and theoretical benefits.

CONCLUSION AND SUGGESTION

Conclusion

Based on the findings and discussion, it can be concluded that the implementation of the Question-Answer Relationship (QAR) strategy significantly improved students' reading comprehension at SMAN 1 Kuta Baro. The findings demonstrate that the QAR method aids students in comprehending both clear (explicit) and hidden (implicit) information in narrative texts. It accomplishes this by categorizing questions and directing students to locate or consider the appropriate responses.

Furthermore, the success of the QAR technique in this study demonstrates the strategy's ability to scaffold cognitive processes and bridge the gap between reader and text. It plays as an effective strategy for reading development. Furthermore, the QAR framework enables students to reflect on their reading experiences, Students which improves their understanding in reading texts and supports long-term literacy skills.

Based on the study's findings, several pedagogical implications and recommendation are proposed. English teachers are encouraged to integrate the QAR strategy into reading instruction, especially when teaching narrative or informational texts. Teachers should explicitly model each QAR category (Right There, Think and Search, Author and You, and On Your Own) so that students understand the cognitive process behind each question type. Teachers are also advised to use culturally relevant and engaging reading materials to maintain students' interest and facilitate comprehension. Meanwhile, schools should provide professional development programs that train teachers to apply QAR effectively. Integrating QAR into the curriculum can enhance students' literacy outcomes and encourage active learning. Supporting teachers with training and resources will ensure consistent implementation and long-term improvement in reading instruction.

Suggestion

Future studies are recommended to expand this research by including qualitative approaches such as classroom observations, interviews, or reflective journals. These methods could offer deeper insights into how students internalize the QAR strategy and how it influences their long-term reading behavior. Moreover, comparative studies involving control groups or different genres of text can provide broader evidence of the QAR strategy's effectiveness across various contexts and educational levels.

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