

THE IMPACT OF THE QUESTION ANSWER RELATIONSHIP (QAR) STRATEGY ON IMPROVING STUDENTS' READING COMPREHENSION

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Abstract: This study investigates the impact of the Question Answer Relationship (QAR) strategy on improving reading comprehension among ninth-grade students'. This research was utilizing strategy is quantitative research by applying pre-experimental research. This study uses research techniques group irregular testing or random sampling. This research was used one group discussion design. A pre-eksperimental design with pre-test and post-test was employed on a sample of 30 ninth-grade students at MTs An-Namiroh. Data was collected through a test on reading comprehension. The data was required by conducting multiple choice test consisted of 10 items. The hypothesis of the QAR strategy using the paired sample test between the pre-test and post-test shows different results, that the students' scores increased in the post-test. The paired sample test was used to evaluate the data, and $p < 0,05$ was used to assess significance. Results indicate a significant improvement in students' reading comprehension after the implementation of the QAR strategy. The findings show that, at a significant threshold of 0,05, there was a statistically significant difference the students' reading comprehension achievement. These findings suggest that the QAR strategy can effectively enhance reading comprehension in junior high school students.

Keywords: *Question Answer Relationship (QAR) strategy, students' reading skills, reading comprehension*

INTRODUCTION

In the current era of globalization, English is becoming a more significant international language, thus learning it is imperative. English is a foreign language in Indonesia, where junior high school is where pupils begin receiving official instruction in the language (Pustaka & Wiedarti, 2019). As a result, students should always be learning how to use English effectively and accurately in a variety of contexts, including

politics, commerce, entertainment, and education (Febriana et al., 2016). The process of teaching and learning involves a lot of different factors. The factors interact as students work toward their goals and incorporate new knowledge, skills, and behaviors that expand their range of learning opportunities. Indonesian students, particularly those in diverse educational divisions, struggle with learning English (Gaffar & Putri, 2023).

Based on English learning, there are four skills

in English that students should acquire and hone. Grammar, pronunciation, and vocabulary make up the language component, which includes speaking, writing, listening, and reading (Febriana et al., 2016). This time, the investigator concentrates on reading. One of the abilities needed to acquire English is reading. Reading is defined as an engagement between the reader and the material being read, with the intention of understanding and assimilating the information presented. Reading will keep your mind busy, and your inner cells will quickly become accustomed to seeing something new, claims Sholikah (2019). However, a lot of pupils actually struggle with reading. Some of them perform poorly when studying English, particularly when it comes to reading. Therefore, a lot of problem was inflicted.

Reading comprehension is the outcome of complex interactions between the features of the text and the viewpoint of the reader. Relevance is required for the readers' knowledge, word decoding skills, text, and situation model based differencing abilities. Recognizing and comprehending a central idea and its supporting details are components of comprehension. Klingner (2000) defined reading comprehension as fluency, process, and understanding of words and the outside world.

To find the best tactics and approaches for reading efficiently, reading strategy is crucial. Previous research by Febriana et al. (2023) indicates that reading is crucial for students' understanding of the text's meaning, substance, and general structure. The purpose of the Question Answer Strategy is to help students comprehend the connections between different question types and their answers, as well as the information that can be gleaned from the text and prior knowledge. This tactic may be used to assess students' reading comprehension skills and engage them in the teaching-learning process. Prior research has successfully improved students' reading comprehension skills by implementing the QAR strategy. In Reading comprehension involves understanding the substance of the reading (Gaffar & Fadhillah, 2023). As a result, the researcher selected this learning technique since it is thought to be appropriate for comprehending reading texts.

Raphael (1986) claims that the QAR strategy's feature The QAR looks at four different kinds of questions. These include (a) Right There, which are literal questions with answers provided in the text. Many times, the terms in the question and the text are the same. (b) Think and Search: Solutions are extracted from various sections of the text and

combined to create a coherent whole (c) The Author and You: The student must connect the material in this question to their personal experiences, even though it is based on information from the literature. The student must have read the material in order to respond to the question, even though the solution is not found there explicitly (d) On My Own: Students must utilize their background or past knowledge to answer these questions; they are not required to have read the material, (Afriani et al, 2020).

The text's vocabulary, length, organization, and topic or interest level all contribute to the reading difficulty. With the active reading culture movement taking place in both developed and developing nations, the issue of students' reading comprehension skills has received a great deal of attention. The issues with teaching reading stem from the students themselves, including their comprehension level, their inability to make connections between ideas in a passage, their tendency to gloss over or omit details, their inability to tell important information from unimportant details, and their lack of focus when reading. The reading approach might also be the source of another issue. In the past, the majority of professors did not make an effort to pique pupils' interest in the book or to draw on their existing understanding of it. In the past, they would assign pupils to read from a textbook and then respond to the following question. Every time this tactic was used in the reading instruction process, pupils became disinterested in their studies.

The QAR approach Using Duke and Person's (2002) explicit teaching approach, for it to be effective and integrate into their comprehension abilities, teachers must provide students prompt feedback on how to identify the type of question being posed, how to find information, and how to respond to the question. (see Figure 1 below).

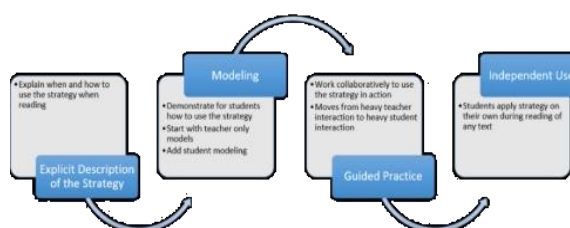


Figure 1. *Explicit teaching model* (This figure encapsulates Duke & Pearson's (2002) explicit teaching model.)

Using the Question Answer Relationship (QAR) Strategy, which promotes reading and helps students' study processes, the researcher tries to help pupils. Students' achievement in reading

comprehension will thus be greatly impacted by the use of the Question Answer Relationship (QAR) Strategy, especially when it comes to narrative literature. This study investigates the impact of the Question Answer Relationship (QAR) strategy on improving reading comprehension among ninth-grade students'. This study is unique, though, in that the researcher's goal is to determine if students often employ correlation or non-correlation reading techniques when they read a book

METHOD

This research has several stages, the first, the author first observes the school concerned, to the English teacher to find out the problems that occur in English learning. second, the author asks for time to conduct research with a class that has been determined and is relevant to the research. third, processing the data obtained from the research that has been done. fourth, summarizing the results of the research and comparing with research studies that have previously been carried out.

Researcher used pre-experimental design research in the form of One-Group Pretest-Posttest Design. The research design is existing pretest before being given treatment and posttest after being given treatment. This allows for a more precise determination of the treatment's outcomes since they can be contrasted with the pre-treatment state. The results obtained were then carried out data analysis in order to find out the influence of Question Answer Relationship (QAR) strategy on Improving students' reading comprehension on student learning activities in the English subject of Sangkuriang Story, chapter 7 in class IX MTs. An-Namiroh, in second semester of the 2023/2024 academic year. The experimental groups, including thirty students, were instructed through the use of the Question Answer Relationship (QAR) Strategy. A test was used to obtain the research's data. Pre- and post-tests that were administered to the experimental group were utilized to gather data.

Researchers in conducting this research based on previous study choose to use a quantitative approach with experimental research methods. Therefore, this study is "The Influence of Question Answer Relationship (QAR) Strategy on Improving Students' Reading Comprehension" use quantitative approach as its research methodology.

The English instructor at MTs An-Namiroh provided some information to the researcher. The teacher said that a lot of kids had trouble with the class IX MTs. An-Namiroh is reading a storybook. Numerous circumstances might cause it to happen.

One reason is because the traditional teaching approach is employed during the learning process, which causes pupils to struggle with grasping concepts and feel lazy or uninterested in reading. As a result, the QAR (Question Answer Relationship) Strategy model was created. The English teacher said to the researcher, that this strategy has not even been used in the classroom.

The use of data to enhance students' reading comprehension, vocabulary mastery, understanding of reading material, initial reading knowledge through questions relevant to the text being read, and higher order thinking abilities makes research on the use of the QAR technique necessary. Additionally, it raises students' engagement and participation in the teaching process.

The test, pre-test, and post-test were employed by the researcher to collect the data. The test was meant to determine how well the pupils had progressed in understanding narrative texts via reading. The exam was used in the experimental classroom to determine the kids' developmental score. the results of the exams taken to gauge how well the Question Answer Relationship (QAR) method worked in the experimental class. Multiple-choice testing is the tool used to collect data. The experimental group was administered a test consisting of ten items, along with a pre-test and post-test, in order to collect data. The highest possible score was 10, with one point awarded for each right response. Every wrong response received a score of zero. Students were instructed to select the appropriate response from a narrative piece.

The population in the research was all class at MTs. An-Namiroh in the 2023/2024 academic year.

Table 1. *Population*

Class	Number of student
VII	38
VIII	45
IX	30
Total	113

Source : Teacher of English Subject

The sampling technique used by researchers is purposive sampling technique. The sampling in this research was determined by the researcher himself, not taken randomly, namely based on student learning activities. The sample in the research was all students in IX class at MTs. An-Namiroh.

Table 2. *Sample*

Class	Number of student
IX	30

Source : Teacher of English Subject

The research design aims to explain the problem to be studied by looking at the research variables as well. The research design for researcher design for researchers is the basis for conducting research. The research design used by researchers is Pre-Experimental Design in the form of One-Group Pretest-Posttest Design. The pretest and posttest results were obtained by researchers using a student learning activity. An overview of design as follows :

Where :

O₁ : Pre-test

X : Treatment of the QAR strategy

O₂ : Post-test

O₁ X O₂

This research was conducted in 2 meetings. The first meeting the author gave a pre-test to be able to see the results of students' abilities before being given the QAR learning strategy. The second meeting the author provides a learning strategy, namely QAR and after that gives a post test to determine the results of students' abilities after being given the QAR learning strategy. After that, the data was compared and processed using paired sample t-test.

Table 3. *Hypothesis paired sample t-test*

Paired Samples Test									
Paired Differences									
Pair 1	Pre-test/Post-test	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of The Difference		t	df	Sig.(tailed)
					Lower	Upper			
		-1,233	1,612	0,294	-1,835	-0,631	-4,19	29	<0,001

This table shows that the hypothesis of the QAR strategy using the paired simple test between the pre-test and post-test shows different results, that the students' scores increased in the post-test.

The data analysis technique in this quantitative

research uses statistics. The instrument trial data was then tested using SPSS 27 for windows. Before pre-test and post-test, researcher first checked intrument data, in validity, reliability, and normality data.

Table 4. *Student learning activity*

Student Learning Activity Pre-Test And Post-Test Trial Grid			
No.	Rated Aspect	Number of Question	Point
1.	General Information	1,2	2
2.	Meaning of Words	8	1
3.	Structure Text	3,6	2
4.	Knowledge	5,7	2
5.	Critical thinking	4,9,10	3
Total Score			10

This table is used as a basis and reference for research to find out the improvement of students' reading skills with the QAR strategy. Aspect reading above has become data that will be processed and generated for research.

RESULTS AND DISCUSSION

After pre-test, treatment, and post-test were carried out, the data obtained from the tests are analyzed and their results are described below :

Descriptive analysis

To collect the data, the students were given a test consisting of 10 multiple-choice items, each with four alternative responses (a, b, c, d). In the pre-experimental class, there were variations in the pre-test and post-test outcomes.

The researcher administered a pre-test to the students in order to assess their basic reading comprehension abilities. To determine if the students' reading comprehension abilities had altered noticeably, a post-test was also given.

Table 5. *Descriptive statistic*

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation
Pre-test	30	5	3	8	157	5,23	1,165
Post-test	30	6	3	9	194	6,47	1,502
Valid N (listwise)	30						

The result of Descriptive Statistics data, based on participants taken as many as 30 students. The total score of the pre-test had 3 for the minimum score and 8 for the maximum score, and the mean score was 5,23. Then, the

total score of the post-test had 3 for the minimum score and 9 for the maximum score, and the mean score was 6,47. Then, the pre-test had a standard deviation of 1.165, and the post-test had a standard deviation of 1.502.

Table 6. *Distribution frequency of students pre-test and post-test scores*

Pre-test			Post-test		
Valid	Frequency	Precent	Valid	Frequency	Present
3	2	6.7	3	1	3.3
4	6	20.0	4	3	10.0
5	9	30.0	5	4	13.3
6	10	33.3	6	4	13.3
7	2	6.7	7	10	33.3
8	1	3.3	8	7	23.3
			9	1	3.3
Total	30	100.0		30	100.0

The distribution frequency of students' pre- and post-test scores before and after the Question Answer Relationship (QAR) strategy was used to teach reading comprehension is displayed in the above table. The table above describe in pre-test that the students who get the high score (reaching standard score : 7) are 3 students out of 30 students. This shows that students' reading comprehension

abilities is very low. Then, the table above describe in post-test that the students who get the high score (reaching standard score : 7) are 18 students out of 30 students. This shows that Question Answer Relationship (QAR) strategy was implemented, and it can improve students' reading comprehension abilities.

Table 7. *Students' results of five aspect in learning activity pre-test and post-test of reading*

No.	Aspects in Learning Activity of Reading Comprehension	Total Answer		Improvement	Main Score		Improvement
		Pre-test	Post-test		Pre-test	Post-test	
1	General Information	40	67	27	1,33	2,23	67,67%
2	Meaning of Words	5	20	15	0,17	0,67	294,11%
3	Structure Text	29	52	23	0,97	1,73	78,35%
4	Knowledge	12	39	27	0,40	1,30	225,00%
5	Critical Thinking	34	54	20	1,13	1,80	59,29%

The result of the table above shows results of five aspect in learning activity pre-test and post-test of reading comprehension. It can be described that this strategy improved the five aspects of activity learning, such as general information with the gain of the main score 1,33 in the pre-test but 2,23 in the post-test, then 67,67% for improvement, meaning of words with the gain of the main score 0,17 in the pre-test but 0,67 in the post-test, then 294,11% for improvement, structure

text with the gain of the main score 0,97 in the pre-test but 1,73 in the post-test, then 78,35% for improvement, knowledge with the gain of the main score 0,40 in the pre-test but 1,30 in the post-test, then 225,00% for improvement, and critical thinking with the gain of the main score 1,13 in the pre-test but 1,80 in the post-test, then 59,29% for improvement.

The result of the Learning Activity Pre-test and Post-test of Reading Comprehension is an increase

in students who have been given the QAR method, so that students are able to understand words by looking at the context of the question. This finding is relevant to a study conducted by Smith et al (2017) showing that students who were taught using the QAR strategy showed a better

understanding of the context and were more proficient in answering comprehension questions accurately.

Improving students' reading comprehension used paired sample t-test describe two data from one sample.

Table 8. *Data using paired sample t-test*

Paired Samples Test									
Paired Differences									
Pair 1	Pre-test/Post-test	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of The Difference		t	df	Sig.(tailed)
					Lower	Upper			
		-1,233	1,612	0,294	-1,835	-0,631	-4,19	29	<0,001

The Paired Samples t-Test was used to determine if there was a difference in the mean scores of students' reading comprehension in the pre-test and post-test in the pre-experimental group. The findings show that there was a substantial statistical change in the students' reading comprehension before and after the research. Following the intervention, pupils' reading comprehension in the pre-experimental group improved. These data suggest that the QAR had a beneficial influence on student reading comprehension.

Due to the findings at the table 1.6 on pretest stage demonstrate that majority of the 30 students had a bad score and only 3 students who get the high score (reaching standard score : 7) this is explained students' reading comprehension abilities is very low. Because students had difficulty comprehending a text in English and did not understand how to apply reading comprehension skills (Utami, N. P., Regina., Rosnija, E. 2020). So that is why the results' score at the pretest was bad since many learners are not interested in english subjects and many of them are still not familiar with reading comprehension skills.

At the post-test stage the implementation of the Question Answer Relationship (QAR) strategy significantly improved students' reading comprehension abilities, with 18 out of 30 students achieving a standard score of 7. It is in agreement with a research by (Rai and Durairaj 2008) in (Thuy, N. T. B., & Huan, N. B. 2018), which claims that individuals who learned reading using the QAR did much better on reading comprehension than those who learned reading using the traditional technique.

It can be described that this strategy improved the five aspects of activity learning, such as general

information with the gain of the main score 1,33 in the pre-test but 2,23 in the post-test, then 67,67% for improvement. These results indicate a substantial enhancement in the learners' grasp of general information, demonstrating the effectiveness of the applied strategy. The increase from a mean score in the pre-test to the post-test represents improvement, showcasing the positive impact on students' learning outcomes.

Recent research in educational strategies supports these findings. A study by Smith and Brown (2023) explored the impact of interactive learning strategies on student performance and found similar improvements in various aspects of learning. Their study highlighted that students exposed to these strategies showed significant gains in knowledge retention and application, reflected in their pre-test and post-test scores.

In addition meaning of words with the gain of the main score 0,17 in the pre-test but 0,67 in the post-test, then 294,11% for improvement. These results indicate a remarkable enhancement in the learners' understanding of word meanings. The increase represents an improvement and that demonstrating the strategy's effectiveness in enhancing vocabulary comprehension. Recent study support these findings is a study by (Zulya, C. M., Nurweni, A., & Putrawan, G. E. 2018). The growth in students' reading comprehension performance may also be demonstrated in the rise of each part of reading, which includes discovering the main concept, locating specific information, verifying reference, forming inference, and comprehending terminology.

Moreover structure text with the gain of the main score 0,97 in the pre-test but 1,73 in the post-test, then 78,35% for improvement. Recent research supports these findings. For instance, a study by Williams and Davis (2023) investigated

the impact of structured writing interventions on students' text structuring abilities. They found that students who engaged in these interventions showed significant improvements in their ability to organize and structure written texts, as reflected in their pre-test and post-test scores.

The following section is knowledge with a gain of the main score 0,40 in the pre-test stage but 1,30 in the post-test stage, showing 225,00% for improvement. To back up these findings a study conducted by Tarchi (2017) cited in Jannah & Syahropi (2022) defines reading comprehension as the process of improving one's understanding of a text. In addition Recent studies corroborate these findings. A study conducted by Anderson and Lee (2023) examined the effects of active learning strategies on knowledge acquisition in high school students. Their research revealed that students who participated in active learning activities showed significant gains in knowledge, as reflected in their improved test scores.

Furthermore critical thinking with a gain of the main score 1,13 in the pre-test stage but 1,80 in the post-test stage, receiving 59,29% for improvement. According to the study from Afriani, Z. L., Anggraini, M., & Riswanto, R. (2020). They stated that the use of QAR strategy in teaching reading comprehension made students work cooperatively, think aloud, become strategic readers, think creatively. In addition According to Karadeniz (2015), in jannah & syahropi (2022), reading is an effective learning activity that strengthens critical thinking skills, establishes new perspectives, improves self-awareness, and helps analyze events and situations.

The structured and systematic application of the QAR strategy is an effective approach in improving students' reading comprehension. Another study conducted by Smith et al. (2022) also confirmed that the systematic use of QAR in the curriculum has a significant positive impact on students' academic achievement in understanding narrative texts. The measurement results showed consistent improvement in students' ability to interpret implicit meaning in the text, as well as improving their skills in answering evaluative and inferential questions more appropriately.

Table 1.3 shows that the QAR strategy is mixed hypothesis suggests that students' scores improved during the post-test phase. The study by (Thuy, N. T. B., & Huan, N. B. 2018) when there is views on reading texts differed in pre-test and post-test stages of study, the paired samples t-test was considered to be useminer instead of use. The outcomes show that there was a significant

statistical variable in understanding and after reading students. Students' reading comprehension of the text was enhanced after the break. A there is data indicate that QAR had a beneficial effect on acute reconceptualization.

The writers found that QAR helped students to be more cognitively engaged in the reading process, deepened their understanding of text structure, and improved their ability to formulate deep questions. Research conducted by Johnson et al. (2021) showed that the implementation of the QAR strategy significantly improved students' ability to comprehend text. They found that students who were actively involved in identifying the relationship between questions and information in the text were able to develop better comprehension skills.

The writer found that the performance standards have been met, and it has been proven that teaching students to use the Question Answer Relationship (QAR) technique enhances their reading comprehension. It is in line with a study by Thompson and Lee (2021) explored the impact of QAR on middle school students' reading comprehension abilities. Their findings indicated that students who received QAR instruction demonstrated improved understanding of textual nuances and increased proficiency in drawing conclusions and making inferences. This study highlighted QAR as a valuable tool for scaffolding students' comprehension processes and fostering deeper engagement with texts.

Before the QAR strategy was applied, students felt bored learning English, especially reading, then after being given this strategy students became enthusiastic and become interesting in reading. This is accordance with a study conducted by Anggraini, (2021). The experimental class achieved better scores because they employed the QAR technique in class, which increased students' enthusiasm for exploring seeking solutions in the narrative text.

In addition this study revealed that the Question Answer Relationship (QAR) technique had a considerable favorable influence on student reading comprehension. By classifying questions and specifically teaching students how to handle different sorts of questions, the QAR technique improves their capacity to comprehend and analyze texts.

The QAR strategy's effectiveness can be assigned to its approachable approach to assisting students in connecting their past knowledge with the material offered in the text.

This method not only enhances their ability to correctly answer questions, but it also encourages critical thinking and greater engagement with the reading material.

The strategy's emphasis on recognizing the link between questions and answers provides students with essential abilities that apply outside of the classroom, improving their overall academic success.

Finally, the QAR technique was found to be successful across several reading levels and text kinds, indicating its versatility and applicability in a variety of educational environments. Educators are advised to use the QAR technique into their reading instruction practices to help and improve students' reading comprehension abilities.

Future study might look at the QAR strategy's long-term impacts on reading comprehension, as well as its potential advantages in other subjects. Furthermore, research might look at how the QAR method can be tailored to the demands of students with different learning capacities.

To summarize, using the QAR technique offers a potential approach to increasing students' reading comprehension, hence adding to their overall academic achievement and lifetime learning abilities.

CONCLUSION

The researcher came to the conclusion that the QAR technique has a beneficial impact on students' reading comprehension abilities at the third grade level, or in the IX class of MTs, based on data analysis of findings and conversations. notably An-Namiroh. This study identified a significant improvement in students' reading comprehension after using the QAR strategy. The findings suggest that the QAR strategy is a valuable tool for enhancing reading comprehension and should be integrated into reading instruction.

Subsequently, the reading comprehension skills of the pupils illustrate the noteworthy advancement in five areas of the reading comprehension learning task. The greatest progress is made in comprehending word meanings. Future studies could investigate the long-term impact of the QAR strategy on reading comprehension and explore its use in different educational contexts. Researchers could examine how sustained use of the QAR strategy influences students' reading skills over time and whether it contributes to improved performance in other subjects. Additionally, it would be valuable to explore how the QAR strategy can be adapted for diverse student

populations, including those with learning disabilities and English language learners. Investigating its effectiveness in various classroom settings, from elementary to higher education, could provide insights into its broader applicability and potential to transform reading instruction across different educational systems.

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