

**THE EFFECT OF QUESTION-ANSWER RELATIONSHIP (QAR)
STRATEGY ON EIGHTH-GRADE STUDENTS' READING
COMPREHENSION AT SMP INDOCEMENT TARJUN**

SARJANA'S THESIS

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**ENGLISH DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMBUNG MANGKURAT
BANJARMASIN
2026**

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STRATEGY ON EIGHTH-GRADE STUDENTS' READING
COMPREHENSION AT SMP INDOCEMENT TARJUN**

SARJANA'S THESIS

**Presented to Faculty of Teacher Training and Education as a Partial
Fulfilment of the Requirements for Completing the Sarjana
Pendidikan Program in English Language Education Study Program**

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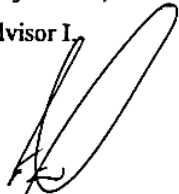
LETTER OF APPROVAL

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This is to certify that the Sarjana's Thesis Proposal of Sinta Murdayanti reg. number 2210117220051 entitled "The Effect of Question-Answer Relationship (QAR) Strategy on Eleventh Grade Students' Reading Comprehension at SMAN 1 Banjarmasin" has been approved by the advisors for oral examination.

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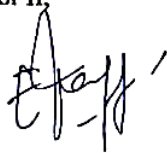


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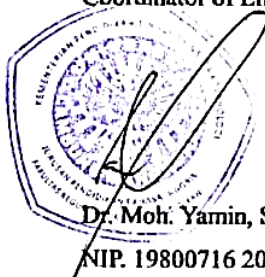


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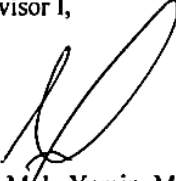
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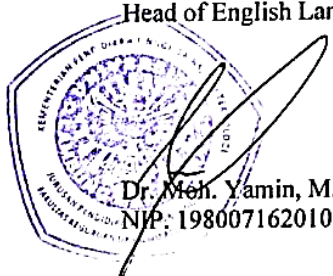
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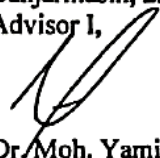
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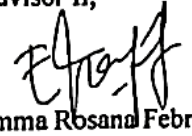
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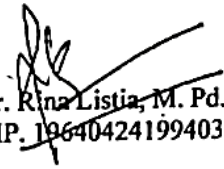
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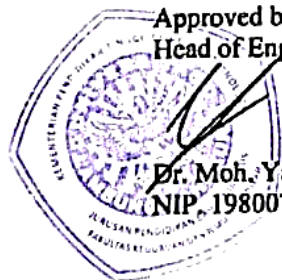
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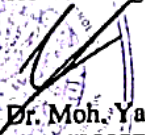

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LETTER OF APPROVAL

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This is to certify the *Sarjana's* Thesis of Sinta Murdayanti, Reg. Number 2210117220051 entitled "The Effect of Question-Answer Relationship (QAR) Strategy on Eighth-Grade Students' Reading Comprehension at SMP Indocement Tarjun" has been approved by the Board of Examiners as the requirement for completing *Sarjana Pendidikan* Program in English Language Teaching.

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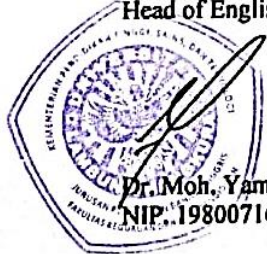
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ABSTRACT

Murdayanti, Sinta. 2026. *The Effect of Question-Answer Relationship (QAR) Strategy on Eighth-Grade Students' Reading Comprehension at SMP Indocement Tarjun*. Sarjana's Thesis, English Language Education Department, Faculty of Teacher Training and Education, Lambung Mangkurat University. The first advisor: Dr. Moh. Yamin, M.Pd., the second advisor: Emma Rosana Febriyanti, M.Pd.

Keywords: question-answer relationship strategy, recount text, reading comprehension

Reading comprehension is one of the most important skills in English language learning, specifically in understanding recount texts. However, many eighth-grade students still struggle to understand English texts effectively. This indicates the need for appropriate teaching techniques to support students' reading comprehension. Therefore, this research aims to determine the effect of the Question-Answer Relationship (QAR) strategy on eighth-grade students' reading comprehension at SMP Indocement Tarjun.

This research used a quantitative quasi-experimental design involving two classes: an experimental class and a control class. The sample was selected using cluster random sampling, consisting of forty-eight eighth-grade students at SMP Indocement Tarjun during the 2025/2026 academic year. Data were collected using reading comprehension tests administered as pre-tests and post-tests and observation. The collected data were analyzed using descriptive statistics, normality tests, homogeneity tests and paired sample t-test via IBM SPSS version 31 to determine the effect of the treatment on students' reading comprehension.

The findings of this research showed that the implementation of the Question-Answer Relationship (QAR) strategy improved the students' reading comprehension in the experimental class. The average score of the experimental class increased from 64.46 in the pre-test to 79.85 in the post-test. In addition, the Paired Samples t-test for the experimental class yielded a p-value of less than 0.001 ($p < 0.001$), which was lower than 0.05. Therefore, it can be concluded that the Question-Answer Relationship (QAR) strategy had a positive effect on the eighth-grade students' reading comprehension of recount texts at SMP Indocement Tarjun. Based on these results, it is suggested that English teachers implement the QAR strategy as an alternative technique with clear guidance and sufficient practice, and future researchers are recommended to explore this strategy across other text types and language skills.

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This research has not yet achieved perfection. Therefore, constructive criticism and suggestions are highly appreciated for the improvement of this thesis. Hopefully, the findings of this research can contribute to the development of English Language Teaching and serve as a useful reference for future researchers.

Banjarmasin, 26 June 2026

Researcher

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