QUESTION-ANSWER RELATIONSHIP (QAR) AS A STRATEGY TRAINING TO IMPROVE STUDENT'S READING COMPREHENSION OF NARRATIVE TEXT

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Abstrak

Pemahaman membaca adalah aktivitas kompleks yang membutuhkan pengetahuan sebelumnya dari pembaca untuk memahami detail informasi yang terkandung dalam bacaan. Hal ini adalah salah satu tantangan yang dihadapi siswa di sekolah menengah atas dalam memahami makna teks. Mereka memiliki pemahaman bacaan yang kurang yang membuat mereka sulit untuk memahami dan menemukan informasi penting yang terkandung dalam sebuah teks. Akibatnya, hal itu membuat guru harus menggunakan strategi yang tepat dan efektif untuk membantu siswa memahami teks. Oleh karena itu, penelitian ini berfokus pada Question-Answer Relationship (QAR) sebagai pelatihan strategi untuk meningkatkan pemahaman membaca siswa dalam teks naratif dan menemukan tanggapan siswa setelah menerapkan QAR dalam aktivitas kelas. Hasil penelitian ini menunjukkan bahwa QAR sebagai strategi pelatihan berguna dan efektif untuk meningkatkan kemampuan pemahaman membaca siswa di kelas. Siswa menjadi lebih baik dalam menanggapi soal-soal pemahaman dalam teks naratif. Strategi ini juga mendorong siswa menjadi lebih aktif di kelas dan meningkatkan kepercayaan diri siswa untuk menjawab pertanyaan dan membedakan pertanyaan tentang teks yang mereka baca.
Kata Kunci: strategi QAR, pelatihan strategi, pemahaman membaca, teks naratif

Abstract

Reading comprehension is a complex activity that requires the prior knowledge of the readers to grasp the information's details contained in the passage. It is one of the challenges that students in senior high school face in comprehending the text's meaning. They have lack of reading comprehension which makes them difficult to grasp and find important information contained in a text. As a result, it makes the teacher must use a proper and effective strategy for assisting students to conceive and comprehend the text. Therefore, this study focused on the Question-Answer Relationship (QAR) as a strategy training to improve student's reading comprehension in narrative text and discover the student's responses after applying QAR in the classroom activity. The result of this study showed that QAR as a strategy training is useful and effective for improving student's reading comprehension ability in the class. The students became better at responding comprehension questions in the narrative text. This strategy also promoted students to be more attentive in class and increased student's confidence to answer questions and differentiate questions about the text they had read.
Keywords: QAR strategy, strategy training, reading comprehension, narrative text

1. INTRODUCTION

Reading is described as an interaction between the readers and the text being read, with the goal of capturing the meaning and knowledge contained in the text (Dieu, 2015). During reading activities, students not only comprehend the content's meaning, but also some information, such as getting to know the topics to be discussed, finding main ideas, understanding new vocabulary, generic structures, and grammatical rules (Amumpuni, 2017). Moreover, reading and comprehension are two interrelated things. When students read a text, they will try to understand the meaning contained in the text (Reski, 2018). It means, the process

of comprehending a text arises. Likewise, a comprehension requires reading from a text. The more they read often, the more information they will get. Therefore, to grasp the information, facts, and terms in the text, students need to improve their reading comprehension.

A complex cognitive activity which consists of finding, understanding, and composing the text's meaning being read is called reading comprehension. If the readers understand the details and information contained in the passage, they recognize and identify all the words and terms. Thus, the information can be a clear message (Gilakjani & Sabouri, 2016). Reading comprehension is one of the important keys for English learners like

Indonesian students who want to speak English as a foreign language fluently (Hashemi *et al.* 2016). Therefore, an activity in which readers relate the text's details and the ideas to their prior knowledge in order to comprehend the text's materials is called reading comprehension. (Sartini *et al.* 2018).

Students with good reading skills will have excellent reading comprehension: determining the key concept, figuring the meaning of words, discovering important information, and creating conclusions (Komariah *et al.* 2015). Moreover, if there is no comprehension, reading is the same as only reading and seeing one word to the next words, but students do not grasp the information contained in the text (Lopez & Campoverde, 2018). It is called reading if students read the written text by catching and comprehending the meaning of the text being read. (Reski, 2018). Thus, the aim of reading is comprehension to get better understanding while reading a text. However, understanding a text is a difficulty 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 (Biria, 2016). As a result, the instructor would need to employ an effective method and strategy to assist the students in comprehending an information found in the text.

Reading strategies are conscious behavior that students use before, during, and after reading to find the important meanings contained in the text. Reading strategies assist students in reducing difficulty when reading written text and get better comprehension (Gilakjani & Sabouri, 2016). Therefore, there is an approach of reading comprehension known as Question-Answer Relationship (QAR).

There were some previous studies discussing QAR strategy. QAR strategy was successful to enhance the reading comprehension ability of the students. Following the implementation of this strategy, student's grades improved. After introducing this strategy, students were competent to grasp different levels of questions as well as the relationship between questions and answers. (Anggun, 2017; Aziz & Yasin, 2017; Cummins *et al.*, 2012; Erdiana *et al.*, 2017; Nurhayati *et al.*, 2019; Rizal, 2016; Rufaidah, 2017). Moreover, QAR model is an efficacious strategy for teaching in reading class especially for students who have high self-confidence. QAR strategy helps developing student's reading comprehension and directs students to deliver questions after they read the text and guides them to where they can locate the answers to the questions. Hence, students with low self-confidence are often encouraged to participate in the classroom activity using this strategy. As a result, the reading achievement of the students improved optimally (Yulianti, 2013).

According to Mcknight (2009), Taffy Raphael in 1982 has developed QAR which direct students in classifying the types of questions that appear in a text. Therefore, students more quickly get the information needed to answer each question related to the text. There are two categories that can be used in this strategy. Raphael recommended *In the Book* and *In My Head* as the main categories to the pupils. Furthermore, when students are familiar with these two categories, Raphael considers students to move to the more complex levels of understanding. *In the Book* category is divided into two parts, *Right There* and *Think and Search*. Besides, *In My Head* is also divided into two parts consisting of *Author and Me* and *On My Own*.

According to Erdiana *et al.* (2017) there are four stages in the QAR strategy method. Describing to the students about four types of questions they would be familiar with is consider as the first step. For each question group, the teacher will provide definitions and examples. Raphael and Au as cited in Al-Kafarna (2015) categorize QAR as followed:

1. In the book questions are divided into two parts, those are:
   a. Right There
      There are some examples that can be found in this question such as "*who is the main actor in this tale?*", "*where does the story happen?*". Furthermore, the ways that can be done by students to answer this type of question is by scanning, looking for the keywords, and re-reading.
   b. Think and Search
      There are some places where you can find the answers. It may be made up of several paragraphs from the text. Some questions can be indicated as Think and Search question such as "*can you tell me what the problem is in this story?*", "*Please make or show an evidence of the problem that you have found in this story*". The steps that can be taken to answer this kind of question are finding out the important information, skimming, and summarizing.

2. In my head questions are divided into two parts, those are:
   a. Author and Me
      The answers are not directly in the passage. Many of them are implicit. The students need to read and figure it out. The examples of questions are "*what is the story's moral value?*","*from that tittle above, what might this text tell you about?*", "*from this story, it can be concluded that…*". Several steps that can be used by the students to answer this question are

looking for the clues, predicting, and re-thinking about what they have read and what are the author said.

b. On My Own

The answers to the On My Own question types are not in the text. Therefore, students must consider what they already know and make connections to respond to this type of question. The example of On My Own question such as *"what do you think if…?", "what is your opinion about…?".*

While teaching reading, questioning is an important factor in student's reading comprehension. This questioning strategy is called the Question-Answer Relationship (QAR) strategy by Taffy Raphael (Aziz & Yasin, 2017). Moreover, this strategy assists students to recognize the various types of questions, respond to comprehensive questions provided, and find the answers related to the question being asked. (Sartini *et al.* 2018). Furthermore, QAR strategy encourages students to identify questions based on their own answers (Nurhayati et al., 2019).

Moreover, in improving student's reading comprehension, it is a good idea to use appropriate strategy training. Using QAR as a strategy training can improve metacognitive learning performance and awareness (Gutierrez & Schraw, 2014). While reading, a strategy training related to reading comprehension is useful for students as an effective way to assist students in comprehending the text and make them aware of the difficulties faced in making new meanings and finding important information in reading. In general, many teachers use strategies training in the classroom for students and teach them in applying reading strategies to develop student's reading comprehension skills (Ilter, 2017).

For the development of reading comprehension skills in an academic setting, reading strategies training are essential to be implemented (Mistar *et al*. 2016). The strategy training model is a method which concerns on how readers understand the text, how to take what they have learned during reading, and how to solve the difficulties in understanding the information contained in the text. Strategic training related to reading comprehension is considered a useful approach for students because they get an opportunity to comprehend, store, and remember the information contained in the text (Ilter, 2017).

Moreover, this study chose the QAR strategy to be used in narrative text. According to the Ministry of Education in Indonesia, the education system has been arranged in the 2013 Curriculum (K-13) and has been implemented at all levels of education including primary, junior high, and senior high school. However, this research focuses on tenth graders in senior high school, which is intended to enhance reading comprehension skill of the students. Students are taught a variety of text types, one of which is narrative text. Therefore, this study was more focused on narrative text. Narrative text is a real or fictional story, both written and oral, that involves a series of events that are interrelated with the actors in the story, place, and when and how the events happened (Annisa & Oktavia, 2020).

Based on the explanation which has been stated above, this study is focused on (1) investigating QAR as a strategy training to improve student's reading comprehension of narrative text and (2) discovering student's responses after being taught using QAR in the classroom activity.

METHOD

The study that involves one or more variables that can be manipulated on other variables are called experimental research (Ary et al., 2014, p. 28). This study intended to use a quasi-experimental design because both the experimental class and the control class is already existed and formed. Furthermore, the quasi-experimental design used in experimental and control classes to expose QAR as a strategy training to improve student's reading comprehension in narrative text. The participants of this study were from two classes of tenth graders at the senior high schools in Surabaya that has implemented the 2013 curriculum. Purposive sampling has chosen in this study due to the teacher's suggestion that both classes have equal ability in English, especially in reading. It was proven on pre-test results of the two classes through the independent sample t-test, which can be seen in Table 1. There were 60 students as the participants in this study. X-6 class as the experimental group taught using QAR as a training strategy and X-5 class as the control group taught without using QAR strategy in the classroom.

In this study, there were two tests carried out by the researcher, pre-test and post-test. The pre-test has conducted to the experimental and control classes to see the equalities of student's reading comprehension in the narrative text. Besides, the post-test was conducted to compare the results between the experimental class who was given treatment by the teacher with the control class who was applied the conventional model in classroom activity. Multiple-choice was chosen by the researcher in making the pre-test and post-test. Furthermore, there were 20 questions in total about narrative text related to folklore and legends in Indonesia. Each number of questions would be scored 5 for correct answers and 0 for incorrect answers. The students were given 40 minutes to accomplish the test. The trial pre-test test was held in

another class to ensure the validity and reliability of the instruments in the study. The r_{table} is 0.361 due to the total number of students in the trial class are 30. Besides, r_{value} of each question in the pre-test had a higher score rather than r_{table}. It means, all questions in the pre-test are valid and can be used in this study. Besides, the Cronbach's Alpha score is $0.907 > 0.361$, which means the score is bigger than r_{table}. It can be concluded that the pre-test is reliable to be used in this study. The researcher continued to conduct validity and reliability test on the post-test. the r_{table} is 0.36. Besides, r_{value} of each question in the post-test had a higher score rather than r_{table}. It means, all questions in the post-test are valid and can be used as an instrument of this study. Furthermore, the Cronbach's Alpha score is $0.901 > 0.361$, which means the score is bigger than r_{table}. It can be concluded that the post-test is reliable to be used in this study.

To answer the second research question which is about the students' response to Question-Answer Relationship as a strategy training in reading comprehension of narrative text, the questionnaire was used by researcher in this study. The respondents would be given eight questions. Hence, closed-ended questions seem to be more suitable to be used in this study because this type of question is easier to answer by respondents since the available answer options has been provided. It was proven with the result of the questionnaire in validity and reliability test. The score showed that eight to nine questions are valid and could be implemented in this study.

Table 1. Questionnaire trial result

No.	Questions	Explanation
1.	I know how to use Question-Answer Relationship (QAR) strategy **before**.	Not Valid
2.	I know how to use Question-Answer Relationship (QAR) strategy in reading comprehension.	Valid
3.	I was good at answering comprehension questions **before** learning the QAR strategy.	Valid
4.	I became better at answering comprehension questions **after** using the QAR strategy.	Valid
5.	I feel confident answering comprehension questions **after** learning the Question-Answer Relationships (QAR) strategy.	Valid
6.	I think the Question-Answer Relationships (QAR) strategy is helpful for answering comprehension questions.	Valid
7.	I like using Question-Answer Relationships (QAR) strategy in reading comprehension rather than using conventional model.	Valid
8.	I will continue to use the Question-Answer Relationships (QAR) strategy when answering comprehension questions.	Valid
9.	I will recommend the Question-Answer Relationships (QAR) strategy to other students outside my class.	Valid

The questionnaire trial result in validity and reliability test indicated that question number two until number nine is valid because the r_{value} is higher than r_{table} (0.361). However, question number one is not valid because the r_{value} is $0.272 < 0.361$, which means the r_{value} of question number one in the questionnaire is smaller than r_{table}. The questionnaire was adapted from Peng et al., (2007). Besides, the Cronbach's Alpha score is $0.814 > 0.361$, which means the score is bigger than r_{table}. It can be concluded that the questionnaire is reliable to be used in this study. The questionnaire was distributed in an experimental class through google form after the QAR strategy was applied in the classroom.

Moreover, the data has accumulated and analyzed by comparing the student's pre-test and post-test score in experimental and control classes through descriptive analysis, normality test, paired sample t-test, and independent sample t-test. The result indicated that the two classes between the experimental and the control class were obtained an improvement in the mean score in the pre-test and post-test. Thus, calculating the effect size using eta squared is required in this study. The result of the effect size showed that the experimental class score is higher than the control class. It can be concluded that the students from the experimental class who taught narrative text using QAR strategies can improve their reading comprehension.

Furthermore, the data gained from the questionnaire through google form was also examined automatically and presented by using pie chart. The data was analyzed to discover student's responses after being taught toward QAR as a strategy training in reading comprehension of narrative text.

RESULTS AND DISCUSSION
Student's Pre-test and Post-test
Based on the calculation of the scores in the pre-test and post-test of the two classes, it can be investigated that the finding of this study is QAR as a strategy training can improve student's reading comprehension in narrative text. However, since both classes showed an improvement in the post-test scores, therefore eta squared is used to see the effect sizes of the two classes.

The pre-test and the post-test had held in two classes. According to pre- and post-test findings, both classes increased their reading comprehension skill in comprehending narrative text. In the post-test, however, the experimental class scored higher than the control class. To make it understandable, the scores of student's pre-test and post-test are described in Table 2.

Table 2. The result of Descriptive Analysis

Descriptive Statistics					
	N	Minimum	Maximum	M	SD
Pre-test of Experimental Group	30	40	85	68.17	12.281
Post-test of Experimental Group	30	65	95	84.17	7.437
Pre-test of Control Group	30	40	90	69.83	12.964
Post-test of Control Group	30	50	95	78.33	10.933

According to Table 2. the minimum score of the pre-test in the experimental group was 40, and the maximum score was 85 (M= 68.17, SD = 12.281). It can be concluded that the score of the pre-test was increased in the experimental group. Moreover, the minimum score of the post-test in the experimental group was 65, and the maximum score was 95 (M= 84.17, SD = 7.437). It can be concluded that the score of post-test in the experimental group was increased. Furthermore, the student's score in the control group was also increased. In the pre-test, the minimum score was 40, and the maximum score was 90 (M= 69.83, SD = 12.964). In post-test, the minimum score was gained 50, and the maximum score was 95. (M= 78.33, SD = 10.933).

Table 3. Independent Samples Test of Pre-test

Independent Samples t-Test						
		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Pre-test result of Experimental Group & Control Group	Equal variances assumed	.060	.808	-.511	58	.611

Table 3. above reported that t value and significance level as follows: $t(58) = -0.511$, $p > 0.05$ it means that before receiving treatment, the students of experimental and control classes had equal ability in comprehending narrative text.

Table 4. Paired sample t-test result

Paired Samples Test					
	Paired Differences		t	df	Sig. (2-tailed)
	M	SD			
Pair 1: Pre-test Experimental Group & Post-test Experimental Group	-16.000	11.991	-7.308	29	.000
Pair 2: Pre-test Control Group & Post-test Control Group	-8.500	12.673	-3.674	29	.001

The table above indicates that there is a mean score difference between the two paired samples. Then, the significance value or alpha (α) was assigned from the formula is 0.05. Pair 1 presented (M= -16.000, SD = 11.991), $t(29) = -7.308$, $p < 0.05$. As a result, the average score of student learning outcomes differs between the pre-test of the experimental class and the post-test of the experimental class taught using the QAR model. Besides, in the pair 2 presented (M= -8.500, SD = 12.673), $t(29) = -3.678$, $p < 0.05$. It can be summarized that the average score of student learning outcomes between the pre-test and post-test of the control class that has been taught using a conventional model is different.

Moreover, the effect size also calculated using eta squared ($\eta 2$) to discover whether there was a possible difference between pre-test and post-test from experimental class in pair 1 and pre-test and post-test from control class in pair 2. After the researcher calculated between two pairs, the result was 1.3 (very large effect) in pair 1 and 0.6 (medium effect) in pair 2 based on Cohen's *d* (Cohen, 1998). It can be concluded that the experimental class had a more significant effect rather than the control class since the students of the experimental class were taught by using QAR in the class activity, while the control class was taught without the QAR model.

Table 5. Independent Samples Test of Post-test

Independent Samples t-Test						
		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Post-test result of Experimental Group & Control Group	Equal variances assumed	3.997	.050	2.416	58	.019

Table 6. Group Statistics of Experimental & Control Class

Group Statistics			
Class	N	M	SD
Post-test Experimental Group	30	84.17	7.437
Post-test Control Group	30	78.33	10.933

The hypothesis was tested by the researcher using an independent sample test to discover whether the mean of the two unpaired samples differed between the post-test data of the experimental class who were taught by applying the QAR strategy and the post-test data of the control class who were taught by applying the conventional model. Hypothesis testing is needed to answer whether QAR as strategy training makes changes in student's reading comprehension of the narrative text or not.

According to Table 10 and 11. Students who were taught narrative text using QAR strategy in the class obtained a significant result for their reading comprehension (M= 84.17, SD = 7.437) than using conventional model (those who were not using QAR strategy) (M= 78.33, SD = 10.9333), t(58) = 2.416, p < 0.05. Moreover, the difference means score between the post-test data of the experimental class and the control class is 5.84. Therefore, the alternative hypothesis (Ha) is accepted, and the null hypothesis (Ho) is rejected since the significance value is less than 0.05.

The following are the hypotheses tested in this study:
1. Null Hypothesis (Ho)
   QAR as a strategy training does not improve student's reading comprehension of narrative text.
2. Alternate Hypothesis (Ha)
   QAR as a strategy training improves student's reading comprehension of narrative text.

Furthermore, there was a significant difference in reading comprehension scores between students who used the QAR strategy and those who did not. In other words, QAR as strategy training improves student's reading comprehension of narrative text.

The Result of Student's Questionnaire
Based on the aim of this study, the results of the questionnaires that have been distributed have discovered student responses after being taught using QAR in classroom activities. Students responded well to the use of the QAR strategy in class to help them comprehend the narrative text. The pie charts below showed the results of student's responses after using the QAR strategy in the class.
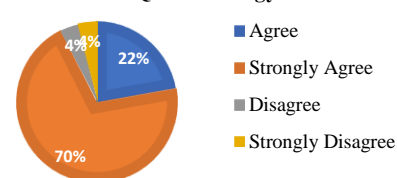

Figure 2. Question 4

Based on the Figure 2. above, there is one student who chose Strongly Disagree and Disagree with 4% as a total number of valid percent. There are 6 students who chose Agree with the number of valid percent was 22% and the rest of students who chose Strongly Agree are 19 with the number of valid percent was 70%. The total number of frequencies is 27. It means that after implementing the QAR strategy, students believe that they are better at responding and answering comprehension questions in narrative text.
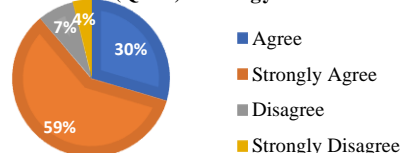

Figure 3. Question 5

It can be seen in Figure 3. that there is one student who chose Strongly Disagree with valid percent 4% in total. There are two students who chose Disagree with the number of valid percent is 7%. Moreover, there are eight students who chose Agree with the number of valid percent is 30% and 16 students who choose strongly agreed with the number of valid percent is 59%. It means they feel confident during teaching-learning process. In other words, after learning by using QAR strategy, the student's confidence level has increased in answering and replying to comprehension questions in the narrative text.
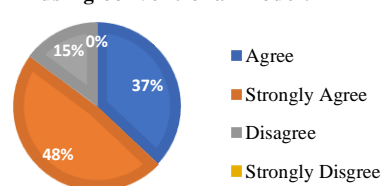

Figure 4. Question 7

In Figure 4. indicates there are 4 students who chose Disagreed with 15% as a total number of valid percent. There are 10 students who choose Agree with the number of valid percent is 37% and 13 students who choose Strongly Agree with the number of valid percent is 48% and no one who chose Strongly Disagree. Furthermore, it implies that they prefer to use the QAR strategy for reading comprehension of narrative texts in the classroom rather than the conventional model.

The findings of this study revealed that (Ha) is accepted. In other words, QAR as a strategy training improves student's reading comprehension of narrative text. The significance value of Sig proved it. (2-tailed) on the independent sample test is 0.019, which is smaller than 0.005. Thus, it indicated a significant difference between the post-test scores of the experimental and control classes. The difference in the mean score in the descriptive analysis also showed that QAR as a strategy improves student's training reading comprehension of narrative text. The average value obtained by the experimental class is higher than the control class. However, both classes showed an improvement in mean scores. Therefore, eta squared was used to see the effect sizes of the two classes. The results show that the experimental class had a higher effect, 1.3 (very large effect), than the control class, 0.6 (medium effect). It can be concluded that although the two classes both experienced an increase in their mean scores, the experimental class received higher scores because the experimental group used the QAR strategy in class since QAR made students more enthusiastic in looking for answers in the narrative text. They enjoyed using this strategy because it helped them to analyze, identify, and find the answers more accessible than having to re-read the text that has been read from the beginning of the paragraph. Students are more reliable and fast in answering comprehension questions in narrative text. Thus, they did not get bored quickly when participating in teaching and learning activities in the class.

Moreover, the findings of the questionnaire described that the students gave positive responses toward QAR as a strategy training of narrative text in the classroom activity. Based on Figure 2. 19 out of 27 students chose to strongly agree, and six students chose to agree that they were better at answering comprehension questions on the narrative text after using the QAR strategy in class. The reason is that they were able to point out where the answers are located after identifying the answers with the QAR strategy. Furthermore, 16 students chose strongly agree, and eight students chose to agree that they felt more confident about answering comprehension questions in the narrative text. The evidence was shown by the more active students in the class when asked by the teacher related to the narrative text. They said that using the QAR strategy was more fun and less boring.

Moreover, 13 students chose strongly agree, and ten students chose to agree that they preferred to use the QAR strategy in comprehending narrative text rather than using conventional models in the classroom. The reason is that they feel more interested in using the QAR strategy when the teacher explained and provided answers to comprehension questions compared to without using any strategy or learning method in the class. Another reason is that students get bored more quickly if the teacher only used a conventional model when online classes are taking place. Therefore, they preferred to be taught using the QAR strategy in the class.

CONCLUSION

QAR strategy had made a better improvement on student's reading comprehension of narrative text. QAR as a strategy training is useful and effective for improving student's reading comprehension ability in classroom activity. The significant difference in average score between the pre-test and the post-test after being taught using QAR strategy in the classroom has proved it in this study. In addition, this strategy was effective in helping students to find answers both of explicit answers (the answers are already in the text) and implicit answers (students need to think to find the answers through the text they have read and use their own language to answer them) easier and faster. After implementing this strategy, the students became better at answering comprehension questions in the narrative text. They were able to distinguish four categories of questions related to the narrative text they had read. However, they still have difficulty in memorizing the name of the type between *Right There Question, Think and Search Question, Author and Me Question, and On My Own Question* due to the lack of time given by the school to do research there so they have not been able to memorize the names of the total categories in the QAR strategy. Furthermore, this strategy also motivated students to be more attentive and involved in class and increased student's confidence at answering and differentiating questions about the text they had read since they prefer when the teacher used this strategy to understand narrative text rather than using conventional methods. Thus, students tended to respond easier to answer questions from the teacher.

Suggestion

It is suggested for the further researcher to focus more on making the exercises for the students. Try to make more complex exercises, not only multiple choices but also add an essay or long answer. In addition, it is necessary to deepen the treatment since this study was only conducted

in 6 weeks, the further researcher needs to conduct other research using QAR strategy with a longer time to make students understand how to use the QAR strategy and memorize the names of the four question categories based on the QAR strategy. Moreover, since this study only focused on the QAR as a training strategy in reading comprehension of narrative text and the students' response toward QAR as a training strategy in reading comprehension of narrative text, further research needs to expand the area of applying QAR strategy in other academic texts, other English proficiencies, other student levels, and even other subjects.

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