



Analysis of Teachers' Needs for the Development of Literature Text Reading Textbooks Based on the Question Answer Relationship Strategy

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Abstract

In accordance with the Decree of the Head of the Education Standards, Curriculum, and Assessment Agency of the Ministry of Education, Culture, Research, and Technology Number 033/H/KR/2022, Indonesian language learning in Phase D (grades VII–IX) in the Merdeka Curriculum emphasizes the development of critical, creative, and communicative thinking skills. The reality in the field shows that the teaching materials used in teaching literary texts in schools are still general and lack context, so they do not fully meet the needs of meaningful learning for students. This study aims to analyze teachers' needs in developing teaching materials for reading literary texts based on the *Question Answer Relationship* (QAR) strategy. The research method used is descriptive qualitative, utilizing questionnaires and interviews to explore teachers' needs, obstacles, and expectations in the process of teaching literary reading. This analysis was conducted through the distribution of questionnaires in several schools in West Lombok Regency and Central Lombok Regency. There were 10 schools and 20 teachers who participated in this study. The questionnaire was given to Indonesian language teachers teaching at the junior high school/MTs level using *Google Forms*. The results of the analysis show that most teachers need textbooks that provide systematic steps for applying the QAR strategy, relevant examples of literary texts, and exercises that can improve students' ability to identify the relationship between questions and their answers. In addition, teachers also expect textbooks that are easy to use, complete with pedagogical guidelines and appropriate assessments. These findings confirm that the development of QAR-based textbooks is urgently needed to support the effectiveness of literary text reading instruction in schools.

Keywords: Needs Analysis; Teachers; Textbooks; Reading Literary Texts; QAR Strategy

Introduction

Reading comprehension is one of the essential skills in education and everyday life. This ability not only serves as a means of obtaining information, but also involves critical thinking processes in understanding, interpreting, and evaluating the content of a text.

According to Rosenblatt, reading is not a passive process where meaning only comes from the text, but rather a transaction between the reader and the text itself (Damanik & Herman, 2021). Snow (Fatimah et al., 2024) defines reading comprehension as the process of extracting and constructing meaning through interaction with written text. In Indonesian language learning, reading skills are crucial, especially in understanding various types of texts, including literary texts. Literary texts such as poetry, short stories, plays, and fantasy stories have distinctive characteristics that require deep understanding. Students are required not only to understand the literal content of the text but also to grasp the symbolic meaning, life values, and cultural and humanitarian messages contained therein.

In accordance with the Decree of the Head of the Education, Culture, Research, and Technology Agency's Standards, Curriculum, and Assessment Number 033/H/KR/2022, Indonesian language learning in Phase D (grades VII–IX) in the Merdeka Curriculum emphasizes the development of critical, creative, and communicative thinking skills. (Ministry of Education, Culture, Research, 2022). Literature learning is aimed at fostering students' interest in appreciating literary works, improving their ability to analyze the structure and language of texts, and expressing their understanding both orally and in writing. Interaction with literary texts also contributes to emotional enrichment and increased social sensitivity, enabling students to understand the experiences, feelings, and perspectives of others more deeply. Thus, literary learning contributes significantly to shaping students' characters to be more humanistic, critical, and cultured (Quliyeva, 2024).

The reality in the field shows that the teaching materials used in teaching literary texts in schools are still general and lack context, so they do not fully meet the needs of meaningful learning for students. This has an impact on students' lack of ability to understand literary texts in depth (Gita Sonia Simbolon & Glory Indira D. Purba, 2023).

Based on the National Examination results report published by the Education Assessment Center of the Ministry of Education and Culture, the achievement of junior high school students' literary text reading skills in the 2018/2019 academic year was at an average of 62.3%. This means that there is still around 37.7% of literary text reading material that students have not mastered. In addition, this achievement in reading literary texts is lower than the achievement in reading non-literary texts, which is at an average of 65.86%. The report shows that students are more proficient in learning non-literary texts than literary texts (Education Assessment Center, 2019).

Meanwhile, based on the 2023 *Digital Learning Profile* (PPD) report, students' literary text reading competency scores decreased by 5.81%, from 66.93 in 2022 to 63.04 in 2023. This decline indicates problems in junior high school students' ability to understand, use, reflect on, and evaluate fictional texts. This difficulty is essentially related to students' limited understanding of the meaning of literary texts. The contributing factors include the limited availability of textbooks specifically designed to support literary reading skills at the junior high school level and the suboptimal implementation of learning strategies by teachers (Monalisa & Fitrianto, 2024: 5-7).

One strategy proven to enhance reading comprehension is the Question-Answer Relationship (QAR). The *Question-Answer Relationship* (QAR) strategy was developed by Taffy Raphael in 1986 (Ruddell, 2005: 372). This strategy is a learning model that helps students classify comprehension questions based on how and where the answers are obtained. QAR is designed to improve learning effectiveness, particularly in the skill of understanding literary texts.

According to Raphael (Wiesendanger, 2001: 108), QAR aims to guide students in understanding various types of questions and finding the answers in the context of the reading. This strategy also trains students to analyze information obtained from texts and encourages them to focus on the meaning contained within. With a systematic framework, QAR has been proven to improve students' ability to answer comprehensive questions.

Research by Brabant (2009), Cummins et al.(2012) , Furtado & Pastell(2012) , Kinniburgh & Prew(2010) , Parleonardus (2011), Peng et al. (2007), and Raj & Durairaj(2008) , shows that students' reading comprehension can improve in just eight weeks of practice using this strategy. Fredericks (2005), emphasizes that the success of the QAR strategy depends on the intellectual quality of the questions asked. If students are able to answer most of the questions related to the text, it means that they have understood the reading comprehensively.

Research by Arsyad et al. (2022), Indah et al.(2022) , Amelia, E., & Iman, J. (2022), Solihin & Muaz(2022) , Rahmadayani, N., Hudriati, A., & Sulastri, S. (2024), and Tiara, U., Mertosono, S., Lebagi, D., & Marhum, M. (2025). indicate that the QAR strategy can enhance students' ability to comprehend reading content and their active engagement in reading instruction. Based on the findings of these studies, this research aims to determine the needs of teachers and students regarding the development of a reading textbook for literary texts using the *Question Answer Relationship* strategy for seventh-grade junior high school students.

Method

This study uses a qualitative research method with a descriptive approach. This method was chosen because it aims to collect and analyze in-depth information about teachers' needs for the development of literary text reading textbooks based on the *Question Answer Relationship* (QAR) strategy in schools. This study is classified as descriptive qualitative research because it focuses on describing and analyzing teachers' needs without testing statistical hypotheses (Milania, A., & Murniati, W. 2022).

The subject of this study is Indonesian language teachers who teach at the junior high school/MTs level. The data collection techniques in this study were observation, questionnaire distribution, and interviews. Observations were conducted to directly observe teachers' teaching practices in using textbooks in the classroom. In this study, observations were conducted in two schools, namely MTs. NW Peneguk, located in Central Lombok Regency, and MTs. Nurul Huda, located in West Lombok Regency. The observation aimed to obtain a real picture of the needs of Indonesian language teachers in junior high schools regarding the development of textbooks for reading literary texts based on the *Question-Answer Relationship* strategy. The researcher documented various aspects such as the teaching methods used, the obstacles faced by teachers, and how teachers optimized the QAR strategy in learning. The observation data became an important source for analyzing the actual context and comparing it with questionnaire and interview data for validation and deepening of the research results.

Furthermore, the questionnaire in this study was designed to collect quantitative data on the needs of Indonesian language teachers in junior high schools regarding the development of literary text reading textbooks based on the *Question Answer Relationship* (QAR) strategy. There were approximately 20 teachers who participated in this study. The questionnaire contained closed and open-ended questions designed to allow teachers to provide responses about their experiences, needs, obstacles, and expectations regarding the teaching materials used. The questions covered aspects such as the textbooks used, the ease of use of the textbooks, their suitability for the QAR learning strategy, and their effectiveness in improving literary text comprehension skills. Finally, interviews were used to explore the teachers' perspectives and experiences in more detail, so that nuances of needs that were not apparent from the quantitative data could be captured.

The data analysis used is qualitative descriptive analysis, which focuses on systematically describing and elaborating the data to understand the patterns, themes, and meanings of teachers' needs based on the results of observations, questionnaires, and interviews. This technique is used to describe in detail and contextually the real needs of teachers for the development of textbooks that are in line with the learning strategies used.

Results

The analysis of teachers' needs aims to determine teachers' perceptions of textbooks used in teaching literary texts in schools. This analysis was conducted by distributing questionnaires in several schools in West Lombok Regency and Central Lombok Regency. There were 10 schools and 20 teachers who participated in this study. The questionnaire was given to Indonesian language teachers teaching at the junior high school/MTs level using *Google Forms*. The following data was obtained based on the distribution of questionnaires that had been conducted to analyze teachers' needs for the development of textbooks for reading literary texts based on the *Question Answer Relationship* strategy for junior high school/MTs students.

Table 1. Questionnaire Results of Teacher Needs Analysis

No	Statement Item	Always	Sometimes	Never	Explanation
1	I use textbooks from school/the government in teaching literary texts.	75	25	0	Almost all teachers use textbooks from the government.
2	I use additional textbooks outside of the official school textbooks to enrich learning.	25	60	15	Most teachers sometimes use additional resources.
3	I have difficulty teaching literary texts using textbooks from the school/government.	40	60	0%	Most teachers still have difficulty with the available textbooks.
4	I found that students had difficulty understanding the literary texts available in textbooks.	70	30	0	Most teachers stated that students had difficulty understanding literary texts in textbooks.
5	I use textbooks that encourage students to learn independently and collaboratively when reading literary texts.	10	40	50	Textbooks that encourage independence and collaboration are still rare.
6	I use textbooks that present the stages of learning to read literary texts in an interesting and interactive way.	10	50	40	Engaging and interactive textbooks are still limited.
7	I use a special textbook to teach literary text reading skills.	0%	10	90	Almost all teachers do not yet have a special textbook for reading literary texts.
8	I use textbooks with specific strategies or approaches in teaching literary text reading.	35	40	25	Some teachers use a specific approach, although not consistently.
9	I use textbooks that apply the Question- Answer Relationship (QAR) strategy in teaching literary text reading.	0	0	100	No teachers use textbooks based on the QAR strategy.
10	I use textbooks that include links to educational videos or literary examples.	20	30	50	Textbooks with video support are still rarely used.

In addition to distributing questionnaires, needs analysis was also conducted through interviews. The purpose of these interviews was to reinforce and supplement the results of the teacher needs analysis questionnaire, particularly in the development of teaching materials for reading literary texts based on the *Question-Answer Relationship* (QAR) strategy.

Table 2. List of Questions for Teacher Needs Analysis Interviews

No.	Assessment Aspect	Interview Question Indicators
1	Current Use of Teaching Materials	What teaching materials have you been using in teaching literary text reading in class?
2	Challenges in Using Textbooks	Have you encountered any challenges in teaching literary text reading using the currently available textbooks? If so, please explain.
3	Characteristics of Textbooks	In your opinion, what are the characteristics of a literary text reading textbook that are appropriate for the needs and abilities of junior high school students?
4	Need for Special Textbooks	In your opinion, is there a need for a special textbook that discusses learning to read literary texts using specific strategies (such as the QAR strategy)? Why?
5	The Ideal Textbook	In your opinion, what would be an ideal textbook for reading literary texts to support classroom learning?

The interviews revealed that the implementation of literary text reading in the classroom still faces a number of limitations, particularly in relation to the teaching materials used. Teachers said that so far they have relied on Indonesian language textbooks published by the Ministry of Education and Culture as the main source of learning. However, because the content of these books is considered inadequate, teachers often supplement them with various literary texts from the internet and local works. This condition shows that official teaching materials are not yet able to meet the expected variety and depth of material, so teachers must take the initiative to find additional sources.

Another obstacle that arises is the quality of the textbooks, which are considered uninteresting and distant from the students' life experiences. Teachers assess that some of the literary texts in the books are quite difficult for junior high school students to understand, requiring additional explanations during the learning process. In addition, the limited number and variety of texts often prevent learning from reaching its full potential. Teachers want teaching materials that are more communicative, easy to understand, and appropriate for the cognitive and emotional development of students.

Teachers also emphasize the importance of textbooks that provide a variety of literary texts, ranging from short stories, poetry, folk poetry, to drama. In addition, learning activities in textbooks need to be designed interactively in order to increase student engagement in understanding the texts. According to teachers, a good textbook is one that not only provides reading material, but also facilitates the thinking process, develops appreciation, and provides meaningful learning experiences for students.

Regarding the use of learning strategies, teachers stated that textbooks that apply specific strategies such as Question-Answer Relationship (QAR) are essential. This strategy is considered capable of helping students understand the relationship between questions and answers, both those found in the text

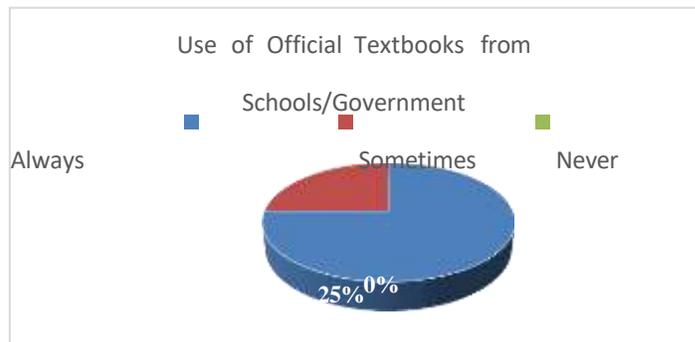
and those that require inference skills. Teachers see that learning will be more focused and effective when students are guided by clear strategies rather than simply reading and answering general questions.

Overall, teachers described the need for an ideal literary text reading textbook, namely a book that is visually appealing, presents texts that are relevant to students' lives, and is equipped with a series of pre-reading, reading, and post-reading activities. The textbook is also expected to include strategy-based comprehension exercises, including QAR, and provide space for the development of students' character and creativity. Based on the above description as a whole, the results of the analysis show that most teachers face obstacles in using textbooks for reading literary texts. Teachers and students alike have difficulty understanding the content of textbooks because the material presented is not yet interesting, not yet interactive, and does not yet use a learning approach that supports a deep understanding of literary texts.

Discussion

This section presents the findings of research related to the use of textbooks and the teaching of literary texts in schools. This explanation serves as the basis for formulating solutions for the development of QAR-based textbooks. **Figure 1** shows the responses of teachers regarding the use of official textbooks from schools or the government in the teaching of literary texts in schools.

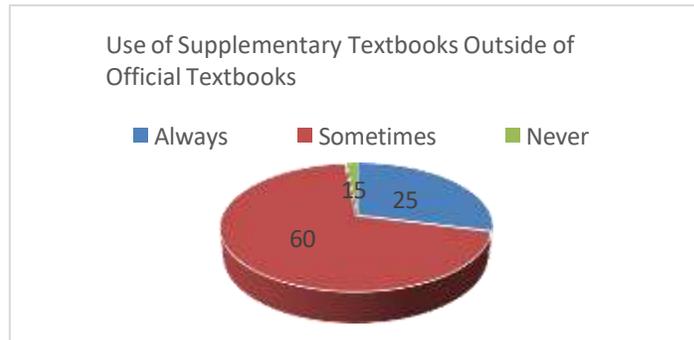
Figure 1. Percentage of Use of Official Textbooks from Schools/Government



Based on **Figure 1**, 75% of teachers stated that they always use textbooks from schools or the government, 25% sometimes use them, and 0% never use them. These findings indicate that most teachers still rely on official textbooks as the main source for teaching literary text reading because these books are the national curriculum reference and are available evenly in schools. The dependence on government textbooks illustrates that learning innovations, including the application of reading strategies such as QAR, are still not being facilitated optimally. If the textbooks used do not provide a variety of texts or activities that support higher-order thinking skills, then learning to read literary texts has the potential to be less varied and less challenging for students. This finding also serves as an important basis for the development of textbooks that are more contextual, interactive, and supportive of learning strategies oriented towards deep understanding.

Figure 2 shows how additional textbooks outside of the official school textbooks are used in learning to read literary texts.

Figure 2. Percentage of Use of Supplementary Textbooks Outside of Official Textbooks



In **Figure 2**, 25% of teachers stated that they always use additional textbooks outside of the official textbooks, 60% sometimes do, and 15% never do. This shows that some teachers take the initiative to enrich the learning process with other sources, such as worksheets, enrichment books, or online media, to cover the limitations of the material in the main textbooks. The use of these additional resources is generally done to compensate for the limitations of the main textbooks, which often do not fully facilitate students' learning needs, especially in understanding literary texts in a more in-depth and varied manner.

Figure 3, Percentage of Teachers' Difficulties in Teaching Literary Text Reading Using Official Textbooks

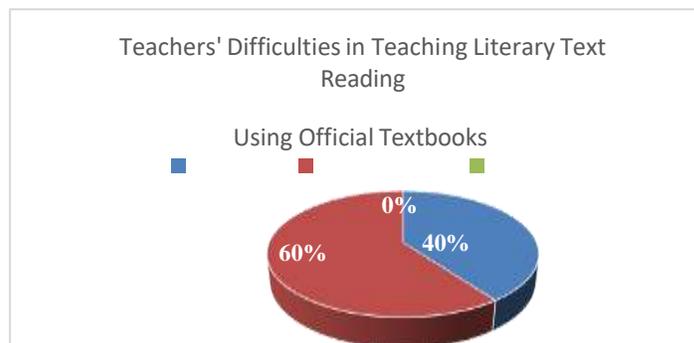
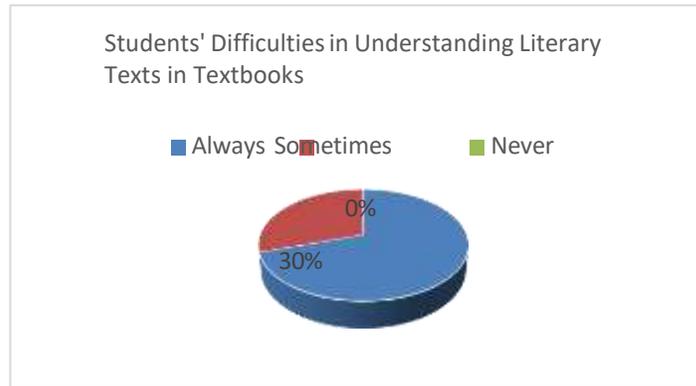


Figure 3 shows the distribution of teachers' responses regarding the level of difficulty they experience in teaching literary texts using government textbooks. As shown in Figure 3, 40% of teachers always experience difficulty in teaching literary texts using government textbooks, 60% sometimes experience difficulty, and 0% never experience difficulty. This data indicates that the content and presentation of the available textbooks do not fully support teachers' needs in guiding students to understand literary texts in depth and contextually. These findings also show that teachers still need teaching materials that are more flexible and relevant to the classroom situation. This condition is an important basis for the development of alternative textbooks that can bridge the gaps in the official textbooks.

Figure 4 shows the percentage of students who have difficulty understanding the literary texts available in the textbooks used by teachers in schools. This data was collected as part of a needs analysis to determine the extent to which the content and presentation of current textbooks support the process of understanding literary texts.

Figure 4, Percentage of Students' Difficulties in Understanding



Literary Texts in Textbooks

In **Figure 4**, 70% of teachers stated that they always found students had difficulty understanding literary texts, and 30% stated that this happened occasionally. These findings show that difficulties are not only felt by teachers but also experienced by students, so the material and activities in textbooks need to be adapted to the abilities, interests, and reading experiences of junior high school students. This data also shows that many students do not yet have adequate reading strategies to interpret literary elements appropriately. This situation indicates the need to provide more structured learning guidelines so that students are able to understand texts gradually. These results also reinforce the urgency of updating textbooks to be more beginner-friendly and support a more effective learning process.

Figure 5. Percentage of Textbook Use that Support Independent and Collaborative Learning

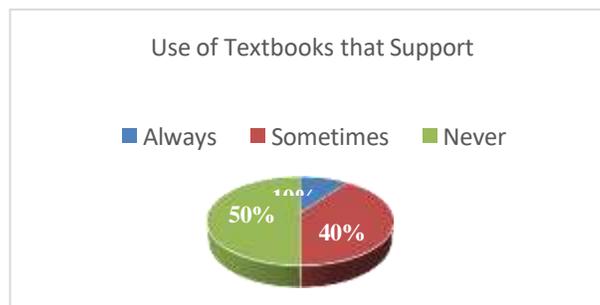
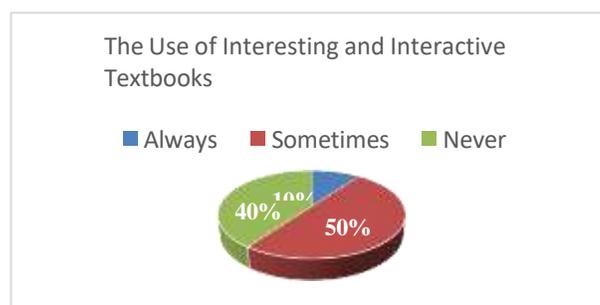


Figure 6. Percentage of Use of Textbooks that are Engaging and Interactive



Furthermore, **Figures 5** and **6** show the low utilization of textbooks that encourage independent, collaborative, and interactive learning. As many as 50% of teachers stated that they never used textbooks that encouraged student independence and collaboration, while 40% never used textbooks that presented the stages of learning to read literary texts in an interesting and interactive way. The remaining 10% of teachers stated that they always used textbooks that encouraged student independence and collaboration and presented the stages of learning to read literary texts in an interesting and interactive way. These findings indicate that most textbooks are still conventional, text-centered, and do not provide many participatory learning activities. In addition, these findings further emphasize that the textbooks used by teachers do not provide space for students to learn independently or work together in understanding literary texts.

Figure 7. Percentage of Use of Special Textbooks for Literary Reading Skills

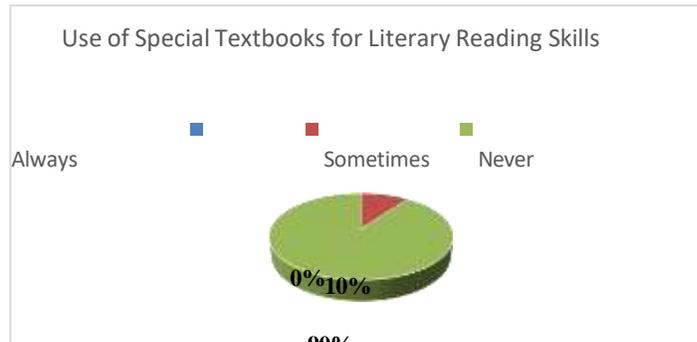


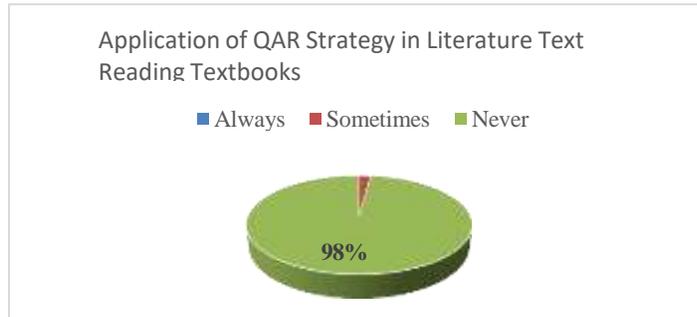
Figure 7 shows that 90% of teachers stated that they never used special textbooks designed to teach literary text reading skills, 10% sometimes used them, and none always used them. This confirms the lack of availability of special textbooks for reading literary texts, so that teachers tend to use general materials that are not entirely relevant to the learning needs of reading skills. This condition also shows that teachers still rely on general sources that do not provide structured guidance for training students' analytical and interpretive skills

Figure 8. Percentage of Textbooks with Specific Strategies or Approaches



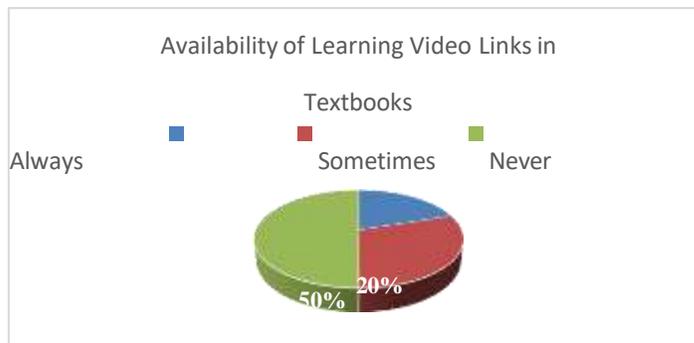
Figure 8 shows that 50% of teachers never, 40% sometimes, and 35% always use textbooks that apply specific strategies or approaches. This indicates that strategy-based textbooks are still rarely used, even though the application of specific strategies, such as *Question-Answer Relationship (QAR)*, can help students understand texts in a more focused manner. This condition also suggests that many teachers do not have access to textbooks that clearly guide the steps of reading strategies. These limitations make the learning process tend to run without the support of systematic methods. These findings reinforce the need to develop textbooks that explicitly integrate reading strategies to improve the quality of student comprehension.

Figure 9. Percentage of QAR Strategy Application in Literary Text Reading Textbooks



In **Figure 9**, 98% of teachers stated that they never used textbooks that applied the QAR strategy, while 2% stated that they sometimes used them. These findings indicate that the QAR strategy is still rarely applied in available textbooks, so teachers do not yet have systematic guidance to help students build their understanding of texts gradually. This condition also indicates that the potential of the QAR strategy in improving students' reading skills has not been optimally utilized in classroom learning practices.

Figure 10. Percentage of Availability of Learning Video Links in Textbooks



Furthermore, Figure 10 shows that 50% of teachers never, 30% sometimes, and 20% always use textbooks equipped with learning video links or literary video examples. This data indicates that multimedia elements are still rarely used to support the learning process. The low utilization of video media deprives students of the opportunity to have a more interesting and contextual learning experience. This finding also emphasizes the importance of developing textbooks that integrate digital components to increase students' motivation and understanding of literary texts.

Based on the results of a questionnaire given to teachers and reinforced through in-depth interviews, it was found that teaching literary texts still faces a number of obstacles, especially related to the use of textbooks. The questionnaire data shows that most teachers still rely on official textbooks from schools or the government, but these books are considered unable to fully meet the needs of varied and in-depth learning.

These findings are in line with the interview results, in which teachers stated that the material in the available textbooks is still general in nature, lacks contextual examples, and does not support learning strategies that encourage a more critical understanding of the text, such as the QAR strategy. This condition indicates the need to develop textbooks that are more relevant and able to respond to the real needs of teaching literary texts in the classroom.

Conclusion

Based on the results of questionnaire analysis and interviews with teachers, it can be concluded that teaching literary texts still requires more specific, varied teaching materials that are tailored to classroom learning needs. Teachers generally still rely on official textbooks from schools or the government, but these teaching materials are considered incapable of facilitating students' in-depth understanding of literary texts and do not support learning strategies that encourage critical thinking skills. In addition, teachers also expressed the need for more contextual material, relevant text examples, and reading activities that can help students explore the relationship between questions and their answers.

These findings confirm that the development of literature reading textbooks based on the Question-Answer Relationship (QAR) strategy is urgently needed. The QAR strategy is considered an effective approach to improving comprehensive text comprehension skills, as it provides clear guidance on the types of questions and how to find the answers. By providing structured, contextual textbooks that are integrated with the QAR steps, it is hoped that teachers will have more adequate learning resources to improve the quality of literary text reading instruction, while also supporting the optimal achievement of student competencies.

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