

ABSTRACT

Investigating Question-and-Answer Technique Using Folklore and Fairytales to Improve Students' Reading Comprehension

This study investigates the effectiveness of the Question-Answer Relationship (QAR) technique in improving students' reading comprehension at SMP At-Taqwa 01 Babelan, West Java. Reading comprehension is a critical aspect of language acquisition, involving multiple cognitive and metacognitive processes such as inference, elaboration, critical thinking, and information synthesis. Despite formal instruction, many junior high school students struggle to interpret texts effectively, indicating a need for more interactive and strategic approaches. This research adopted a pre-experimental quantitative design involving 60 Grade VII students divided into control and treatment groups. The study included a pre-test, four treatment sessions, and a post-test using folklore and fairy tale texts. The QAR technique was applied in the treatment group to help students categorize questions, activate prior knowledge, and engage critically with textual information. The findings reveal significant improvements in students' reading comprehension after implementing the QAR technique. Notably, the treatment group showed a 13.4% increase in post-test scores compared to the control group, with the highest score reaching 85. Regression analysis indicated that 66.2% of the variation in comprehension gains was explained by ten questionnaire items related to motivation, critical thinking, inferential ability, and perceptions. Furthermore, a t-test confirmed a statistically significant difference between the treatment and control groups ($p = 0.011$), validating the effectiveness of QAR in enhancing reading skills. The results demonstrate that the QAR technique supports literal comprehension and encourages deeper textual engagement. However, improvements were most pronounced when the method was combined with structured teacher guidance and repeated practice. This study concludes that QAR is a valuable instructional strategy fostering cognitive and affective student involvement, contributing to sustained reading comprehension improvement. These findings offer practical implications for educators seeking to develop higher-order reading skills in EFL contexts through structured, student-centered strategies.

UNIVERSITAS ISLAM NEGERI
SUNAN GUNUNG DJATI
BANDUNG

Keywords: *Question-Answer Relationship (QAR), reading comprehension, inferential thinking, EFL learners, interactive reading strategy, folklore and fairy tales.*