This study investigates the use of Question-Answer Relationship (QAR) strategy to improve reading comprehension skill. The primary purpose of this study is to introduce the QAR strategy to support students’ reading comprehension. Specifically, the objectives of the study are to find out if the introduction of QAR strategy has any significant difference in the students’ comprehension skills, to discover students’ perceptions on the use of QAR, and to see if the students are using the QAR strategy instead of a pre-taught strategy. A total of 40 first-year students (*N*=40) from Politeknik Brunei participated in this study. The methods of data collection included using pre-test and post-test to compare the scores, a focus group interview and recordings of lessons. The results indicated that there is a statistical significant difference between the pre-test and post-test scores. The students also perceived the strategy to be easy to use. However, it was also found that the students prefer using pre-learned strategy when answering reading comprehension questions.