ABSTRACT

ANDI MUHAMMAD RIDWAN. 2020. *"The Use of Question-Answer Instruction in Teaching Reading Comprehension (A Pre Experimental Research at the Eleventh Grade Students of SMA Muhammadiyah Disamakan Makassar)",* under the thesis of English Education Department the Faculty of Teachers Training and Education, Makassar Muhammadiyah University (guided by Hj. Andi Tenri Ampa and Herlina Daddi)

The research aimed at finding out the improvement of students' reading comprehension by using Question-Answer Instruction at the eleventh grade students of SMA Muhammadiyah Disamakan Makassar. The researcher applied pre-experimental research. The researcher has conducted pre-test, treatment and post-test. The population of this research was the eleventh grade of students SMA Muhammadiyah Disamakan Makassar academic years 2018/2019. The number of sample this research was 12 students. The variables were dependent and independent variables. Dependent variable was students' reading comprehension in term literal comprehension and interpretative comprehension, while independent variable was question answer instruction.

The t-test value of Literal Comprehension (main idea) is greater than t-table (3.78 > 2.20) and t-test value of Interpretative Comprehension (conclusion) are greater than t-table (4.95 > 2.20). The result of calculating t-test of the indicators in the students' T-test in literal and interpretive reading comprehension is greater than t-table (8.73 > 2.20). The value of the t-test is greater than t-table. The score in variable of Reading Comprehension is (8.73 > 2.20). It is said that the null hypothesis (Ho) is rejected and the alternative hypothesis (H1) is accepted. It means that there is a significance difference between, the result of the students' literal and interpretive reading comprehension in reading through Question-Answer Instruction after treatment.

Key Words: *Question-Answer Instruction, Reading Comprehension, Literal Comprehension, Interpretative Comprehension*