**THE EFFECTIVENESS OF DIRECT LEARNING USING DISCOURSE IN IMPROVING READING COMPREHENSION FOR TENTH GRADE STUDENTS OF SMA N 10 PURWOREJO IN THE ACADEMIC YEAR 2012/2013**

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**Abstract**

The aim of this research is to find out whether there is any effectiveness in direct learning using discourse to enhance the reading comprehension for tenth grade students of SMA N 10 Purworejo in the academis year 2012/2013. In this research, the researcher took 33 students for tenth grade students of SMA N 10 Purworejo in the academic year 2012/2013 as the population and sample. The researcher conducted pre-test and post-test. The researcher used discourse to teach reading. Statically, the researcher analyzed the data by using t-test.The result of the research shows the direct learning using discourse is effective for tenth grade students of SMA N 10 Purworejo in the academic year 2012/2013. Since It is found that the result of mean score from pre-test 64.3030 and mean score from post-test 69.2424. The computation shows that t-value is higher than t-test that is 3.147> 2.042.

Key Words :*Discourse, Reading Comprehension. Direct Learning*

1. **Background**

Discourse analysis is one that defines learning as changing patterns of participation in specific social practice. Because social practice set up roles or positions within which people become insiders, outsiders, or marginal with respect to the social groups whose practice these are, it follows that social practice create what we can call socially situated identifies. Discourses are distinctive ways people talk, read, write, think, believe, value, act, and interact with things and other people to get recognized (and recognize themselves) as a distinctive group or distinctive kinds of people. They do so by engaging in distinctive and repeatable social practices, whether these be members of an L.A. street gang, lawyers or biologists of a certain sort, mental patients of a certain type, or members of a first-grade classroom. To improve the reading skill of the tenth grade students in SMAN10Purworejo, discourse can be used as the supplement for the reading materials. Discourse belongs to authentic materials that allow the students to experience the real instance of language use.

1. **Research Method**

Arikunto( 2010:1) states that the research is defined as an effort to find, to develop and examine the truth of science, which use scientific methods. To conduct this research, it is necessary to consider the type of the research, population, sample, sampling technique, variables and instrument. Subject of the research is students X.3 in SMA N 10 Purworejo, the population are 33 students, technique using instrument, pre-test, treatment and post-test.

1. **Finding and Discussion**

In this section, the researcher will be discussed what has been explained on research findings. From the result of data analysis, it shows that the mean score of post-test 69.2424 is higher than the mean score of pre-test 64.3030. With degree of freedom (fd) 33 and the level significant 5% t-table was 2.042. it meant that t-test value was higher that t-table. (3.174 ≥ 2.042).It means that most of the students can accept the treatment that is given. So, the researcher concludes that direct learning using discourse effective to improve reading comprehension and can give a positive contribution to students tenth grade SMA N 10 Purworejo in academic year 2012/2013.

1. **Conclusion**

Based on the analysis of the data analysis result and the hypothesis testing in the previous chapter it can be drawn that using discourse in teaching reading to enhance reading skills to the tenth grade students’ of the SMA N 10 Purworejo in the academic year 2012/2013 is effective and give a positive contribution. it can be seen from the result of t-test analysis that shows t-value is higher than t-table at the significant level 5% it is 3.1473 > 2.042 and the result mean score of post-test 69.2424 is higher that the mean score of pre-test 64.3030.

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