THE INFLUENCE OF GUIDED DISCOVERY LEARNING AND SELF-ACTUALIZATION ON STUDENTS’ COHESIVE DEVICES MASTERY IN WRITING RECOUNT TEXT
(An Experimental Research at the Eighth Grade of MTs Assalam Bangilan Tuban in the Academic Year of 2015/2016)

THESIS

By

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APPROVAL

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LEGITIMATION

THESIS

THE INFLUENCE OF GUIDED DISCOVERY LEARNING AND SELF-ACTUALIZATION ON STUDENTS’ COHESIVE DEVICES

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This thesis has been examined by the Board of Thesis Examiners of English Education Department of Graduate Program Teacher Training and Education Faculty of Sebelas Maret University Surakarta on January 2016

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ABSTRACT


This research is aimed at investigating the influence of Guided Discovery Learning and self-actualization on students’ cohesive devices mastery in writing recount text: (1) whether or not Guided Discovery Learning is more influential than Dyadic Essay; (2) whether the students having high self-actualization have better cohesive devices mastery in writing recount text than those having low self-actualization; and (3) whether there is an interaction between teaching methods and students’ self-actualization in mastering cohesive devices through writing recount text.

This experimental research was carried out in MTs Assalam Bangilan Tuban in the academic year of 2015/2016 from July to August 2015. The number of population was four classes (135 students) that consisted of the eighth grade A, B, C and D. The samples were the eighth grade B as the experimental group and A as the control group. Each group consisted of 38 students. The experimental group was treated by using Guided Discovery Learning, while the control group was treated by using Dyadic Essay. The data from the post-test were described using descriptive statistics and were tested for their normality and homogeneity. It was found out that the data were in normal distribution and homogeneous. After that, the data were analyzed using ANOVA and Tukey test.

The data analysis shows the following findings: (1) Guided Discovery Learning is more influential than Dyadic Essay on the students’ cohesive devices mastery in writing recount text; (2) The students having high self-actualization have better cohesive devices mastery in writing recount text than those having low self-actualization; and (3) there is an interaction between teaching methods and students’ self-actualization in mastering cohesive devices through writing recount text.

In light of the research findings, it was concluded that Guided Discovery Learning is an effective method to treat the students’ cohesive devices mastery in writing recount text. Therefore, it is recommended that: (1) teachers should apply Guided Discovery Learning to make students enjoy their learning in the classroom; (2) the students need to be actively involved in the learning activities in the classroom, asking questions, reading books, or learning from other learning sources; and (3) future researchers may conduct the same kind of research with different sample and condition.

Keywords: Guided Discovery Learning, Influence, Recount, Self-actualization, Writing
PRONOUNCEMENT

This is to certify that I myself write this thesis entitled “The Influence of
Guided Discovery Learning and Self-Actualization on Students’ Cohesive Devices
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of MTs Assalam Bangilan Tuban in the Academic Year of 2015/2016)”. It is not a
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quotation, the sources of which are listed on the list of references.

If then this pronouncement proves wrong, I am ready to accept any
academic punishment, including the withdrawal or cancelling of my academic
degree.

Surakarta, October 2015

Yuniarta Ita Purnama
NIM S891402061
MOTTO

Berani hidup tak takut mati

Takut mati jangan hidup

Takut hidup mati saja

Keyakinan dapat menembus sesuatu yang tidak dapat ditembus oleh kecerdasan otak

By KH Abd. Moehaimin Tamam
(KMI ASSALAM Bangilan Tuban Jatim)
DEDICATION SHEET

This thesis is dedicated to:

♂ Her beloved parents (Sulaji and Aminah) for everlasting affection, support and guidance.

♂ Her sisters (Dwi Kartika NMS and Wanudya SW) for their support and never-ending pray.

♂ Ponpes Assalam Bangilan Tuban for giving support and chance to the researcher to finish her study in Graduate Program.

♂ The institution of IKIP PGRI Bojonegoro for giving scholarship to the researcher to finish her study in Graduate Program.

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Secondly, so many people have great contribution to help the researcher in conducting this research and it is impossible to mention all. She is very grateful and she would express her deep gratitude to the following people:

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7. The headmaster of MTs Assalam Bangilan Tuban for his support and permission for the researcher to carry out the research at the school.

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Finally, the researcher realizes that this thesis is still far from being perfect. So, many constructive criticism and suggestion are welcome. She hopes that the research gives positive contribution to the development of education. May God bless us and lead us in His right path. Amin.

Surakarta, October 2015

Yuniarta Ita Purnama

NIM S891402061
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