DISCOVERY LEARNING: STUDENTS’ VOCABULARY IMPROVEMENT VIEWED FROM SELF-ESTEEM

(An Experimental Research at the Second Semester of English Department of IKIP PGRI Pontianak in the Academic Year of 2013/2014)

A THESIS

BY

DIAN SHINTA SARI
NIM S891108033

Submitted as a Partial Fulfillment of the Requirements for the Graduate Degree of English Language Teaching

ENGLISH EDUCATION DEPARTMENT
GRADUATE SCHOOL
TEACHER TRAINING AND EDUCATION FACULTY
SEBELAS MARET UNIVERSITY
SURAKARTA
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PRONOUNCEMENT

This is to declare that I myself wrote this thesis entitled “Discovery Learning: Students’ Vocabulary Improvement Viewed from Self-Esteem (An Experimental Study at the Second Semester of IKIP PGRI Pontianak in the Academic Year of 2013/2014). It is not plagiarized or made by others. Anything related to other’s work is written in quotation, the source which is listed on bibliography.

If then this pronouncement is proven incorrect, I am ready to accept any academic punishment, including the withdrawal or cancellation of my academic degree.

Surakarta, January 2015

Dian Shinta Sari
ABSTRACT


This research is aimed to find out whether: (1) Discovery Learning is more effective than Grammar Translation Method to teach vocabulary; (2) students having high self-esteem have better vocabulary mastery than those having low self-esteem; and (3) there is an interaction between teaching methods and students’ self-esteem in teaching vocabulary.

The research was conducted at IKIP PGRI Pontianak in the academic year of 2013/2014 which consists of six classes. The samples were taken by cluster random sampling. There are two classes used as sample, namely class C as the experimental group taught by using discovery learning and class A as control group taught by using Grammar Translation Method. The data of the research were collected using two valid and reliable instruments, namely questionnaire and vocabulary test. The questionnaire is used to classify students into two groups: the students who have high self-esteem and those who have low self-esteem. The vocabulary test is used to know the students’ vocabulary mastery. After normality and homogeneity test were conducted, the hypothesis test was done. The data of vocabulary test were analyzed by using multifactor analysis of variance 2x2 and Tukey test.

The research findings are: (1) Discovery Learning is more effective than Grammar Translation Method to teach vocabulary; (2) the students who have high self-esteem have better vocabulary mastery than those who have low self-esteem; (3) there is interaction between teaching methods and students’ self-esteem in teaching vocabulary.

According to the research findings, it can be concluded that Discovery Learning Method is an effective method to teach vocabulary to the second of IKIP PGRI Pontianak in the academic year of 2013/2014. However, in the implementation of the methods, a teacher must consider about the students level of self-esteem. As proved in the research, creativity influences the students’ vocabulary mastery. By considering the students’ level of self-esteem, a teacher can choose the method he/she uses properly to teach vocabulary in order to improve the students’ vocabulary mastery.

Keywords: Vocabulary, discovery learning, grammar translation method, self-esteem, experimental research.
MOTTO

“Nothing is impossible. Anything can happen as long as we believe. Never stop trying. Never stop believing. Never give up. Your day will come”

(Dian Shinta Sari)
DEDICATION

With deep profound love, this thesis is dedicated to:

- My honored parents and mother in law, thank you. Nothing compared to what you have done I would not be the person I am today.
- My beloved husband: Asfar Munir for your great patience
- My beloved children: Aya, Nunif, and Zein for your steadfastness
- My beloved brothers and sisters for your love, prayers, and support
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My special thanks are also granted to all lectures, from whom I have learnt a lot during the study in this faculty. Learning from them taught me a lot about useful things I had not known before and gave a chance to make one the biggest contributions to my academic self-progress. To all my friends especially class A in UNS, I would like to extend my sincere thanks for being good fellows. Always together with all of you is one of the best chapters in my life.

After all, I do expect that my thesis is able to be benefit to fellow readers in order to provide them through information or knowledge they need to widen their insights, and other researchers who might plan to conduct a study in the same area.

Surakarta, January 2015
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