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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ENGLISH EDUCATION DEPARTMENT
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APPROVAL

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THESIS

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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 Mastery in Writing Recount Text (An Experimental Research at the Eighth Grade of MTs Assalam Bangilan Tuban in the Academic Year of 2015/2016)”. It is not a plagiarism or made by others. Anything related to others’ works is written in 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.
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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
# TABLE OF CONTENT

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITTLE PAGE</td>
<td>i</td>
</tr>
<tr>
<td>APPROVAL PAGE BY THE CONSULTANTS</td>
<td>ii</td>
</tr>
<tr>
<td>APPROVAL PAGE BY THE EXAMINERS</td>
<td>iii</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>iv</td>
</tr>
<tr>
<td>PRONOUNCEMENT</td>
<td>v</td>
</tr>
<tr>
<td>MOTTO</td>
<td>vi</td>
</tr>
<tr>
<td>DEDICATION SHEET</td>
<td>vii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>viii</td>
</tr>
<tr>
<td>TABLE OF CONTENT</td>
<td>x</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>xiii</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>xv</td>
</tr>
<tr>
<td>LIST OF APPENDICES</td>
<td>xvi</td>
</tr>
</tbody>
</table>

## CHAPTER I INTRODUCTION

A. Background of the Research                        | 1    |
B. Problem Identification                            | 7    |
C. Problem Limitation                                | 8    |
D. Problem Statements                                | 9    |
E. Objectives of the Research                        | 9    |
F. Benefits of the Research                          | 10   |

## CHAPTER II LITERATURE REVIEW

A. Writing                                          | 13   |
   1. Definition of Writing                          | 13   |
   2. Stage of Writing                               | 14   |
   3. Criteria for Good Writing                      | 17   |
   4. Types of Writing Performance                   | 18   |
   5. The Aspects of Writing                         | 20   |
B. Cohesive Devices ................................................................. 21
   1. Cohesion versus Coherence ............................................ 21
   2. Definition of Cohesive Devices ...................................... 23
   3. Types of Cohesive Devices ........................................... 24
   4. Writing Assessment on Students’ Cohesive Devices Mastery .... 39
C. Recount Text ........................................................................ 41
D. Guided Discovery Learning .................................................. 43
   1. The Nature of Guided Discovery Learning ......................... 43
   2. The Purpose of Guided Discovery Learning ....................... 47
   3. The benefits of Guided Discovery Learning ....................... 48
   4. The Procedure of Guided Discovery Learning .................... 49
E. Dyadic Essay ......................................................................... 54
   1. Definition of Dyadic Essay ............................................. 54
   2. Description and Purpose of Dyadic Essay ....................... 55
   3. Teaching Steps of Dyadic Essay Technique ....................... 56
   4. The Advantages and Disadvantages of Dyadic Essay Technique ... 59
   5. Teaching Steps and the differences of Guided Discovery Learning and Dyadic Essay ................................. 60
F. Self-actualization .................................................................. 62
   1. The Definition of Self-actualization .................................. 62
   2. The Characteristics of self-actualized persons .................... 63
G. Review of Related Research .................................................. 67
H. Rationale ............................................................................... 72
I. Research Hypotheses ............................................................. 76

CHAPTER III RESEARCH METHODOLOGY
A. Context of the Research ....................................................... 77
   1. Time of the Research ...................................................... 77
   2. Place of the Research ...................................................... 77
B. Research Method ................................................................. 78
C. Subjects of the Research ....................................................... 81
   1. Population ........................................................................ 81
2. Sample ................................................................. 82
3. Sampling ............................................................... 82
D. Technique of Collecting Data ...................................... 83
   1. Validity and Reliability of Questionnaire Items ............ 83
   2. Readability of Writing Test ........................................ 86
E. Technique of Analysing Data ...................................... 88
   1. Descriptive Analysis ................................................ 88
   2. Inferential Analysis .................................................. 91
      a) Pre-requisite test ............................................... 91
         Normality and homogenity test ................................ 91
      b) ANOVA test ....................................................... 91
      c) Tukey test ......................................................... 94
F. Statistical Hypotheses ............................................... 95

CHAPTER IV DATA ANALYSIS AND RESEARCH FINDING
A. Description of the data .............................................. 97
B. Hypotheses Testing ................................................ 109
   1. Prerequisite Testing ................................................. 109
   2. Two-way ANOVA .................................................. 111
   3. Tukey Test .......................................................... 113
C. Discussion of the Findings ......................................... 116

CHAPTER V CONCLUSION, IMPLICATION, AND SUGGESTION
A. Conclusion ............................................................ 124
B. Implication ............................................................ 125
C. Suggestion ............................................................. 126

BIBLIOGRAPHY .......................................................... 128
APPENDIXES ............................................................. 138
LIST OF TABLES

Table 2.1. The Differences between cohesion and coherence .......................... 23
Table 2.2. Types of References: Personal reference .................................... 27
Table 2.3. Demonstrative reference .......................................................... 27
Table 2.4. Comparative reference .............................................................. 27
Table 2.5. Personal reference ..................................................................... 28
Table 2.6. Summary table of conjunctive relations ........................................ 35
Table 2.7. The blueprint of cohesive devices measured on writing ............... 37
Table 2.8. The Eighth Grade’s Writing Scoring Rubric on Students’ Cohesive Devices Mastery of the of MTs Assalam Bangilan Tuban ................................................................. 40
Table 2.9. The stages of Guided Discovery Learning by Jamil S. ................. 50
Table 2.10. The construct of the stages of Guided Discovery Learning .......... 56
Table 2.11. Teaching Steps and the Differences between Guided discovery Learning and Dyadic Essay .......................................................... 60
Table 2.12. The Aspects and the indicators of self-actualization .................. 67
Table 3.1. Factorial Design 2X2 ................................................................ 80
Table 3.2. The questionnaire items’ score .................................................... 84
Table 3.3. Readability questionnaire .............................................................. 87
Table 3.4. The formula of counting the data of readability ............................ 88
Table 3.5. Design of Multifactor Analysis of Variance 2 x 2 ANOVA ........... 92
Table 3.6. The Summary of 2 x 2 Factorial Design ANOVA ........................ 94
Table 4.1. Frequency Distribution of Writing Scores of the Students Taught by Using Dyadic Essay Technique (A₁) ........................................ 99
Table 4.2. Frequency Distribution of Writing Scores of the Students Taught by Using Clustering Technique (A₂) ............................................. 100
Table 4.3. Frequency Distribution of Writing Scores of the Students Having High Creativity (B₁) .............................................................. 101
Table 4.4. Frequency Distribution of Writing Scores of the Students Having Low Creativity (B₂) .............................................................. 103
Table 4.5. Frequency Distribution of Writing Scores of the Students
Having High Creativity who are Taught by Using Dyadic Essay Technique (A₁B₁) ....................................................... 104

Table 4.6. Frequency Distribution of Writing Scores of the Students Having High Creativity who are Taught by Using Clustering Technique (A₂B₁) ................................................................. 105

Table 4.7. Frequency Distribution of Writing Scores of the Students Having Low Creativity who are Taught by Using Dyadic Essay Technique (A₁B₂) ................................................................. 107

Table 4.8. Frequency Distribution of Writing Scores of the Students Having Low Creativity who are Taught by Using Clustering Technique (A₂B₂) ................................................................. 108

Table 4.9. The Summary of Normality Testing ................................. 109
Table 4.10. The Summary of Homogeneity Testing ............................ 110
Table 4.11. Summary of Total and Mean Scores ................................. 111
Table 4.12. The Summary of 2x2 Anova ........................................... 111
Table 4.13. The Summary of Tukey Test ........................................... 114
LIST OF FIGURES

Figure 2.1. The outline of cohesive ties ........................................... 25
Figure 2.2. Personal reference ............................................................ 28
Figure 2.3. Demonstrative reference .................................................... 29
Figure 2.4. Comparative reference ....................................................... 29
Figure 2.5. Hierarchy of needs ............................................................. 63
Figure 2.6. The Interaction among Teaching Methods, Self-actualization, and Cohesive Devices Mastery in writing .......................... 75
Figure 4.1. Histogram and Polygon of A1 .......................................... 99
Figure 4.2. Histogram and Polygon of A2 .......................................... 100
Figure 4.3. Histogram and Polygon of B1 .......................................... 102
Figure 4.4. Histogram and Polygon of B2 .......................................... 103
Figure 4.5. Histogram and Polygon of A1B1 ...................................... 104
Figure 4.6. Histogram and Polygon of A2B1 ...................................... 106
Figure 4.7. Histogram and Polygon of A1B2 ...................................... 107
Figure 4.8. Histogram and Polygon of A2B2 ...................................... 108
LIST OF APPENDICES

Appendix A. Syllabus ................................................................. 138
Appendix B. Lesson Plan of Experimental Class ......................... 141
Appendix C. Lesson Plan of Control Class ................................. 153
Appendix D. Instrument of Self-Actualization
1. Construct & Blue Print of Self-Actualization (Try Out) ........ 165
2. Self-Actualization Questionnaire (Try Out) ..................... 168
3. Validity of Self-Actualization’s Item ............................... 171
4. Reliability of Self-Actualization’s Item .......................... 176
5. Blue Print of Self-Actualization ................................. 180
6. Self-Actualization Questionnaire ............................... 182

Appendix E. Instrument of Writing test
1. Construct & Blueprint of Writing and Cohesive Devices 185
2. Instruction of Writing Test ............................................. 186
3. Writing Instruction Questionnaire ............................... 186
4. Scoring Rubrics ......................................................... 187
5. The result of writing test readability ......................... 188

Appendix F. List of Data Self-Actualization Questionnaire and Writing Test
1. Result of Self-Actualization Questionnaire for Experimental Class .................................................. 189
2. Result of Self-Actualization Questionnaire for Control Class ......................................................... 170
3. Result of Student’s Writing Scores on Cohesive Devices Mastery for Experimental Class (First Scorer) .. 191
4. Result of Student’s Writing Scores on Cohesive Devices Mastery for Experimental Class (Second Scorer) 194
5. Final Score of Students’ Writing on Cohesive Devices Mastery for Experimental Class VIII B .......... 197

6. Result of Student’s Writing Scores on Cohesive Devices Mastery for Experimental Class
Devices Mastery for Control Class (First Scorer) .......... 198
7. Result of Student’s Writing Scores on Cohesive Devices Mastery for Control Class (Second Scorer) ...... 201
8. Final Score of Students’ Writing on Cohesive Devices Mastery for Control Class VIII A ................... 204
9. The Scores of Students’ Cohesive Devices Mastery in Writing Recount Text and Self-actualization (Experimental Class) / VIII B................................. 205
10. The Scores of Students’ Cohesive Devices Mastery in Writing Recount Text and Self-actualization (Control Class) / VIII A................................. 206

Appendix G. Mean, Mode, Median, & SD; Normality Test;
Homogeneity Test; Hypothesis
1. Mean, Mode, Median, & SD of A₁ .......................... 207
2. Mean, Mode, Median, & SD of A₂ .......................... 208
3. Mean, Mode, Median, & SD of B₁ .......................... 210
4. Mean, Mode, Median, & SD of B₂ .......................... 211
5. Mean, Mode, Median, & SD of A₁B₁ .......................... 213
6. Mean, Mode, Median, & SD of A₂B₁ .......................... 214
7. Mean, Mode, Median, & SD of A₁B₂ .......................... 216
8. Mean, Mode, Median, & SD of A₂B₂ .......................... 217
9. Normality Analysis of A₁ ..................................... 219
10. Normality Analysis of A₂ ..................................... 220
11. Normality Analysis of B₁ ..................................... 221
12. Normality Analysis of B₂ ..................................... 222
13. Normality Analysis of A₁B₁ ..................................... 224
14. Normality Analysis of A₂B₁ ..................................... 225
15. Normality Analysis of A₁B₂ ..................................... 226
16. Normality Analysis of A₂B₂ ..................................... 227
17. Data Homogeneity ............................................ 228
18. Multifactor Analysis of Variance (Hypothesis) ............ 230
19. Testing the Significant Level of Mean Difference ........ 234
Appendix H.  Table for Computation
1. Table of r Product Moment Value .................................... 236
2. Table of Liliefors.......................................................... 237
3. Table of the Standard Normal Distribution ..................... 238
4. Table of Chi Square...................................................... 239
5. Table of F Distribution ................................................. 240
6. Table of Tukey Test ...................................................... 241

Appendix I.  Research Permission Letter ................................. 242
Appendix J.  Letter of Recommendation ................................. 243