

**THE EFFECTIVENESS OF CONTEXTUAL TEACHING AND
LEARNING TO TEACH SPEAKING VIEWED FROM STUDENTS'
INTEREST**

(An Experimental Research at the Vocational School)

THESIS



By

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GRADUATE SCHOOL OF FKIP
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APPROVAL

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LEGITIMATION

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ABSTRACT

Yuniarta Ita Purnama. S891402061. 2015. *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. Consultant I: Dr. Abdul Asib, M. Pd.; Consultant II: Dr. Sumardi, M.Hum. English Education Department, Graduate School of FKIP. Sebelas Maret University of Surakarta.

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 Effectiveness of Contextual Teaching and Learning to Teach Speaking Viewed from Students’ Interest (An Experimental Research at the Vocational School)*”. 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, January 2017

Urip Widodo
NIM S891402057

MOTTO

Kecemerlangan di hari esok adalah apa yang dapat saya lakukan di hari ini

Kebencian tidak akan berakhir jika dibalas dengan kebencian,
sebaliknya kebencian akan berakhir jika dibalas dengan cinta kasih

By The Buddha

DEDICATION SHEET

This thesis is dedicated to:

- ∅ His beloved parents (Adi Wahyono and Mulyati) for everlasting affection, support and guidance.
- ∅ His wife (Mudhita Anggreini Waningyun) for the support and never-ending pray.
- ∅ His Sister (Budi Rahayu) for the support and advices.
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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, January 2017

Urip Widodo

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