

**English Teachers' Strategies in Assisting Students to Meet the
Minimum Criterion of Mastery Learning (MCML)**

A THESIS

**In Partial Fulfillment of the Requirement for
the Sarjana Pendidikan Degree in
English Language Teaching**



By:

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1213014003

ENGLISH DEPARTMENT

FACULTY OF TEACHING TRAINING AND EDUCATION

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2018

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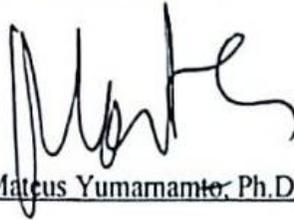
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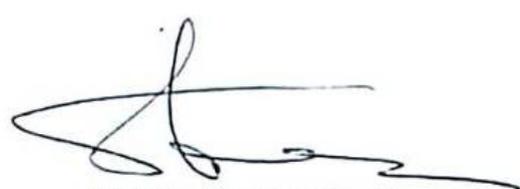
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ACKNOWLEDGEMENTS

First of all, the writer would like to thank God for His blessing and grace which helped the writer during the process of making this thesis from the beginning until the end.

Also, the writer would like to express her sincere thanks and gratitude to all people who have been so kind, generous, and friendly to spare their time in supporting the writer in writing this thesis. Without their supports and encouragement, the writer will not be able to finish this thesis.

1. Prof. Dr. Agustinus Ngadiman, as the writer's advisor and lecturer of Widya Mandala Catholic University Surabaya who has been very kind and patient in guiding the writer in the process of making this thesis. He has willingly spent his valuable time to remind and encourage the writer in accomplishing this thesis in time.
2. Mateus Yumarnamto, Ph.D. and Dr. Bartholomeus Budiyo, M.Pd., as the writer's examiners who have supported her to carry out this thesis and have given her suggestions to improve this thesis.
3. Maria Josephine Kriesye S., M.Pd. and Paulus Hady Sutris Winarlim, M.Sc. who have always reminded and encouraged the writer to accomplish this thesis in time.
4. The writer's beloved parents, grandparents, uncles and aunts who have always supported and encouraged the writer with their love and patience in finishing her thesis as soon as possible.

5. The writer's family in Christ namely Richard Agnes Tri W., Greis Sandy S., Yuni Fransiska, Debora Febri Handini, S.Pd., Ferry Fernando, S.T., and many others who have always reminded the writer to pray and surrender all of her process in making this thesis to God.
6. The writer's close friends namely Gabriella Zerlyne, Gabriella L. Liwang, Felicia Budianti S., Willy Surya Pranata, Richard Liunardi, Andrew William, and Handy Surya H. who have been struggling together in making thesis and has supported and cheered each other.
7. The 40 English teachers of Junior and Senior High School in Surabaya who have willingly been the writer's respondents in the process of finding and collecting the data for this thesis.

Lastly, the writer also would like to thank everyone who has helped and motivated her to finish this thesis whose names cannot be mentioned here one by one. The writer believed that without all of their support, this thesis would have never been done in time.

Surabaya, 20th June 2018

The Writer

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ABSTRACT

Haryanto, Jessica Febrina. 2018. *English Teachers' Strategies in Assisting Students to Meet the Minimum Criterion of Mastery Learning (MCML)*. English Faculty of Teacher Training and Education. Widya Mandala Catholic University, Surabaya.

Keywords: *curriculum, Minimum Criterion of Mastery Learning (MCML), strategies instructional strategies.*

Curriculum is constructed by the Ministry of Education and Culture as the foundation of the education system in Indonesia. The curriculum applied mentioned the educational scoring standard in which the students should pass to show their learning mastery; that is called Minimum Criterion of Mastery Learning (MCML).

Since the goal of the teaching learning process is to fulfill the MCML, the English teachers should use strategies in constructing and planning many activities so that they could assist the students in meeting the MCML. In this thesis, the writer was trying to find out many strategies the English teachers used to assist the students to meet the MCML. In addition, the writer was also trying to find out the strategies the English teachers took to treat the students who fail to meet the MCML.

In this study, 85.4% of the English teachers used the 9 strategies out of 10 Instructional Strategies mentioned by Rosenshine (2010). In the real situation, the English teachers developed the 9 Instructional Strategies into various fun and effective activities. 75% of the English teachers believed that the use of MCML helped them as the standardized perimeter for the students' learning mastery. It was proven by the high success rate of 75.7% of the students who were recorded in meeting the MCML. In addition, the strategies taken by the English teachers to treat the students who fail to meet the MCML from the highest to the least were as follows: give remedial tests (35%); assess the students individual projects as the additional points (33.8%); take the students' homework points as the additional points (24.7%); give remedial teaching and tests (2.6%); reteach materials and give only 1 remedial test (1.3%).

In conclusion, the English teachers' strategies inside the classroom really determine the students' success in meeting the MCML and the strategies taken for the students who fail in meeting the MCML also define the students' achievement at school.

