THE IMPLEMENTATION OF MASTERY LEARNING MODEL TO IMPROVE STUDENTS' READING SKILLS OF GRADE VII AT MTS AL-HIKMAH MARIHAT BANDAR

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ABSTRACT

This research aims to evaluate the Mastery Learning Model in improving students' reading skills. The study was conducted at MTs Al-Hikmah Marihat Bandar and involved 56 seventh-grade students, divided into two groups: the experimental group and the control group, with 28 students in each. The research employed a true experimental quantitative method using a pre-test and post-test design. The experimental group was taught using the Mastery Learning model, while the control group received conventional instruction. Data were analyzed using SPSS 26.0, including tests of normality, homogeneity, ANOVA, and paired sample t-test. The findings showed that the post-test mean score of the experimental group (87.29) was significantly higher than that of the control group (74.86). The results of ANOVA and t-test indicated a significant difference between the two groups, with $F_h = 40.142 > F_t = 4.02$ and $t_h = 6.061 > t_t = 1.703$. Based on these results, the null hypothesis (H_0) is rejected and the hypothesis (H_a) is accepted. This confirms that the Mastery Learning model can improve students' reading skills.

Keywords: Mastery Learning, Reading Skills, Experimental Method

I. INTRODUCTION

The Background of Research

Reading is a crucial language skill in both academic and daily life. At the junior high school level, many students still struggle to achieve the minimum competency standard (KKM), particularly at MTs Al-Hikmah Marihat Bandar, where the KKM is set at 82. This problem arises due to several factors, including a lack of motivation, insufficient practice, and the use of less interactive teaching methods. The Mastery Learning model offers an approach that ensures all students can succeed by giving them sufficient time, feedback, and remedial support to master the learning objectives.

Mastery Learning was introduced by Benjamin S. Bloom and is based on the principle that all students can learn when given appropriate conditions for learning. This model includes regular formative assessments, corrective instruction, and enrichment activities that allow students to move at their own pace and gain confidence in their learning progress. It is especially effective in reading instruction, where comprehension, vocabulary, and fluency must be reinforced continually.

The Problem of Research

The researcher formulate the research problem as follows based on the background information provide: "Does The Implementation of The Mastery Learning Model Improve Students' Reading Skill of Grade VII at MTs Al-Hikmah Marihat Bandar in the Academic Year 2024/2025?"

The objective of Research

The objectives of this research are to evaluate the implementation of the Mastery Learning Model in improving the reading skills of grade VII students at MTs Al-Hikmah Marihat Bandar.

II. THE REVIEW OF LITERATURE

The Definition of Learning Methods

Learning methods are systematic procedures used by teachers to support students in achieving learning goals. One such method is the Mastery Learning model, which emphasizes achieving a certain level of understanding before moving on. It involves feedback, reinforcement, and remedial instruction for students who need more time to master the material.

The Mastery Learning Model

The Mastery Learning model consists of several key elements: clear learning objectives, regular formative assessments, feedback, remedial teaching, and enrichment activities. According to Guskey (2007), the strength of Mastery Learning lies in its ability to provide personalized instruction and pacing that meets each student's individual needs. Hamada (2019) also found that students taught using Mastery Learning showed significant improvement in reading comprehension compared to those in traditional classes.

The Learning Method in Implementasi Kurikulum Merdeka (IKM)

In the context of IKM (Implementasi Kurikulum Merdeka), learning emphasizes student-centered strategies and differentiated instruction. The Mastery Learning model supports this approach by allowing students to progress at their own pace and ensuring they meet competency standards before advancing. This is especially useful in language learning where skills must be internalized gradually and consistently.

III. THE METHOD OF RESEARCH

The Research Design

This study uses a true experimental design with a pre-test and post-test control group.

The Location of Research

The research was conducted at MTs Al-Hikmah Marihat Bandar.

Source of the DataThe data source consisted of the pre-test and post-test scores from Grade VII students at MTs Al-Hikmah Marihat Bandar.

The Technique of Collecting Data

The data were collected through reading comprehension tests given before and after the treatment period. The pre-test was conducted to assess the students' initial reading skill level. The post-test was conducted after the experimental class received treatment using the Mastery Learning model.

The Technique of Analyzing Data

Data analysis involved statistical tests including normality, homogeneity, ANOVA, and paired sample t-test using SPSS 26.0. These tests were used to determine whether there was a significant difference in reading skill improvement between the experimental and control groups.

IV. ANALYSIS OF DATA

Data Analysis

The analysis showed that the average post-test score in the experimental group was 87.29, while the control group achieved an average of 74.86. The Levene's test for homogeneity indicated unequal variances (Sig. = 0.010). ANOVA results showed $F_h = 40.142 > F_t = 4.02$ and Sig. = 0.000. The paired sample t-test showed $t_h = 6.061 > t_t = 1.703$, which means H_0 is rejected and H_a is accepted. These results demonstrate that the Mastery Learning model can improve students' reading skills.

Findings and Discussion

The results of the study show that students in the experimental group experienced a greater improvement in reading skills compared to those in the control group. This is evident from the significant difference in the post-test scores. The structured approach of the Mastery Learning model helped students to focus on mastering one reading component before moving on to the next. Additionally, students received continuous feedback and had the opportunity to correct their misunderstandings through remedial sessions.

Students in the experimental class were more active, motivated, and engaged in the reading activities. The learning process encouraged them to interact more with the text, expand their vocabulary, and improve comprehension. Meanwhile, the control class received standard instruction without remediation, resulting in lower overall performance.

The success of the Mastery Learning model in this study aligns with previous research by Guskey (2007) and Hamada (2019), which emphasized its role in improving learning outcomes. The use of assessments and feedback as integral parts of instruction supports students' ability to develop reading skills effectively.
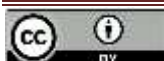
V. CONCLUSION AND SUGGESTION

Conclusion

Based on the findings and data analysis, it can be concluded that the use of the Mastery Learning model improves the reading skills of Grade VII students at MTs Al-Hikmah Marihat Bandar. The experimental class showed better performance in the post-test than the control class, which confirms the positive influence of this model in helping students achieve a higher level of reading competence. The structured approach, which involves cycles of instruction, assessment, feedback, and remediation, allows students to master the material at their own pace and receive the support they need to succeed.

The results of the ANOVA and paired sample t-test further support this conclusion. The statistical evidence shows a significant difference in outcomes between the two groups, proving that the Mastery Learning model has a measurable impact on students' reading achievement. Additionally, students in the experimental group appeared more motivated, confident, and engaged in classroom activities. They participated more actively in reading exercises and benefited from the corrective feedback provided by the teacher during the learning process.

This model encourages not only academic improvement but also fosters independence and responsibility among students, as they are required to reflect on their progress and work through challenges with guided support. In contrast, the control group, which followed conventional instruction, lacked structured opportunities for remediation and showed lower levels of improvement.

In conclusion, the Mastery Learning model is a powerful approach to support student progress in reading. Its focus on mastery, individualized support, and active participation makes it an appropriate and beneficial strategy for junior high school education. Therefore, it is highly recommended that teachers and schools consider applying this model to improve reading outcomes and overall learning quality. The experimental group achieved a higher post-test average score than the control group. The statistical results, including ANOVA and paired sample t-test, confirmed that the difference was significant, leading to the acceptance of the hypothesis (H_a) and the rejection of the null hypothesis (H_0).

Suggestion

Based on the results of this study, the following suggestions are presented:

1. For English teachers: It is recommended to implement the mastery learning model in teaching reading. This model helps students improve their understanding through structured and step-by-step learning.
2. For students: Students should be more active and responsible in the learning process. The mastery learning model offers every student the opportunity to improve as long as they stay focused and follow the learning steps properly.
3. For schools: Schools should support the application of mastery learning by providing appropriate training for teachers, access to learning materials, and a learning environment that facilitates improvement.
4. For future researchers: It is suggested that future studies apply the mastery learning model to other language skills or academic subjects to explore its wider impact on student improvement.

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