

CHAPTER 1

INTRODUCTION

In this chapter the writer presents the background of the study, the research questions, the objectives of the study, the significances of the study, the scope and the limitation of the study, the theoretical frameworks, and the definition of the key terms used in the study.

1.1 Background of the Study

The education system in Indonesia is managed by the Ministry of Education and Culture and the Ministry of Religious Affairs. All citizens are obliged to take twelve years study which consists of six years of elementary school, three years of junior high school and three years of senior high school. Education is constructed to establish a study environment and teaching learning process so that the students could improve and develop their hard skills and soft skills as well as their religious and spiritual level, consciousness, personality, intelligence, behavior, and creativity.

Since all of the education system is managed by the Ministry of Education and Culture, teachers of all subjects and content areas should concern on the curriculum constructed and applied. The teachers should adjust their teaching styles, methods, techniques, activities, and strategies based on the demand of the curriculum used. Furthermore, the policies published by the Ministry of Education and Culture state

about the Education National Standard which includes the basic standard, the passing standard competency, the standard of educational personnel, the equipment and facility standard, the administration and financial standard, and the educational scoring standard. In the Regulations of the Minister of National Education Indonesia, number 20, 2007, it's mentioned that one of the scoring principles in the curriculum is according to the criterion. Therefore, the first step of conducting assessment and evaluation for the teaching learning outcomes is the fulfillment of the Minimum Criterion of Mastery Learning (MCML).

Minimum Criterion of Mastery Learning or MCML is a criterion of the mastery learning which is determined by Education Level (the School Principal, Vice Principals, and other Educational Personnel) according to the standard competency; the students' characteristics; the subjects' characteristics and complexity; and the condition of the Education Level or the school. According to Directorate of Junior Secondary School Training, in determining the MCML, the School Principal, Vice Principals, and other Educational Personnel should consider several important things; those are counting the numbers of the subject's basic competency in each level in 1 year, deciding the characters value of the students, the materials' complexity and competencies and the equipment and facilities supporting the students in learning at school. The MCML of a subject in a school usually will be the same even if the school applies two different curriculums for the teaching learning process of the subject (*KTSP and/or Curriculum 2013*).

One of the responsibilities carried by the teachers, especially the EFL teachers, is to support and assist the students in achieving MCML. Each teacher might have his/her own strategies used to assist the students to achieve the MCML. She/he would arrange and organize the activities so that they could increase the students' achievement. Marzano (2003) stated that the major independent impact on student achievement is instructional strategies. Instructional strategies are techniques teachers use to assist the students to become more independent and strategic learners. Besides increasing the students' achievement, it could motivate students and help them to focus their attention, organize information for understanding and remembering and monitor and assess learning. Rosenshine (2010) then mentioned 10 research-based principles of instructional strategies which come from valid resources that could help the teachers to arrange and perform better teaching learning process.

In this study, the writer wants to know how frequently the teachers use the 10 instructional strategies mentioned by Rosenshine (2010). The writer also wants to discover any other strategies which are commonly used by the EFL teachers in Indonesia to assist the students so that the students could meet the MCML. Furthermore, the writer wants to find out the way the teachers treat the students who still fail to meet the MCML.

1.2 Research Questions

In line with the background above, the problems of this study are:

1. What strategies do the English Teachers use to assist the students to meet the Minimum Criterion of Mastery Learning?
2. What strategies do the English Teachers take to treat the students who fail to meet the Minimum Criterion of Mastery Learning?

1.3 Objectives of the Study

The purposes of this study are:

- 1.3.1 to find out the strategies the English Teachers use to assist the students to meet the Minimum Criterion of Mastery Learning.
- 1.3.2 to find out the strategies the English Teachers take to treat the students who fail to meet the Minimum Criterion of Mastery Learning.

1.4 Significance of the Study

The result of this study will be beneficial for both the English Teachers and the Students learning English subject.

By reading this thesis, the English teachers might get knowledge about the relation between the curriculum applied and the student achievement so that they could arrange better strategies to enhance the student achievement based on the

curriculum. The English teachers would also get reflection of the strategies they used inside the classroom whether the strategies are appropriate enough or not for the students. Furthermore, they could also get new ideas of the strategies they haven't ever thought before and apply it to their class. Then, the thesis could be a media for the English Teachers in Indonesia to share their experience of the strategies they could use inside the classroom. In addition, the English teachers could get proper ways to treat the students who fail to meet the Minimum Criterion of Mastery Learning (MCML). They could either reteach the materials, give remedial tests, etc.

Meanwhile, the students learning English subject would get better understanding about the reason and the purpose of the whole activities conducted by the teachers inside and outside the classroom. They could get information that the teachers are trying to give the most appropriate activities that help them to meet the MCML. By comprehending the purpose of the activities, they could develop and adjust their learning style with the teachers' strategies inside the classroom. As a result, the students could improve their performances and scores in any assessment given by the teachers and meet the Minimum Criterion of Mastery Learning (MCML).

1.5 Scope and Limitation of the Study

This study is aimed to discover the strategies used by the English Teachers of Secondary Level in assisting the students to achieve the Minimum Criterion of Mastery Learning. Therefore, the study is limited only for English Teachers. The writer will take the data by using questionnaires to get the opinion, perceptions and

experiences of the English Teachers of Secondary Level in assisting the students. The questionnaire will be distributed to 40 English Teachers from Junior Secondary Level (Junior High Schools) and Senior Secondary Level (Senior High Schools) in Surabaya. The data of the questionnaires will be analyzed and described in detail. The curriculum discussed is the one applied in Indonesia education system.

1.6 Theoretical Framework

In this study, the writer used three theoretical frameworks. The first theory is about the concept of curriculum based on the Standard of the Primary and Secondary Educational Process published by the Ministry of Education and Culture in 2016. The second theory is the concept of the Minimum Criterion of Mastery Learning (MCML) based on the Scoring Guidance of the Educators (2016). The third theory is about the principles of the instructional strategies based on Rosenshine (2010).

1.7 Definitions of Key Terms

1. Curriculum

Curriculum is broadly defined as the totality of student experiences that occur in the educational process arranged by a formal institution which consists of a planned sequence of instruction, goals, the standard of the competency, the process standard and the teaching learning process.

2. Minimum Criterion of Mastery Learning (MCML)

Minimum Criterion of Mastery Learning (MCML) is a criterion or standard score determined by Education Level (the School Principal, the Vice Principals, the Subject Teachers and other educational personnel) as the measurement of the students' learning mastery and ability after being taught in the school.

3. Strategies

Strategies are plans of action intended to accomplish a specific goal. In this thesis, the writer discussed the strategies which are used by teachers to construct plans and activities for the teaching learning process, called Instructional Strategies.

4. Instructional Strategies

Instructional strategies are the teaching styles, methods, techniques and activities arranged by the teachers to enhance the student achievement inside and outside the classroom. In this study, the writer discussed about the 10 Research-based Instructional Strategies mentioned by Rosenshine (2010).