

**THE INFLUENCE OF ENGLISH REMEDIAL FOR SCIENCE  
ELEVENTH GRADE STUDENTS AT STATE ISLAMIC  
SENIOR HIGH SCHOOL SELAT TENGAH KAPUAS  
CENTRAL KALIMANTAN  
ACADEMIC YEAR  
2009/2010**



**BY  
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**ANTASARI STATE INSTITUTE FOR ISLAMIC STUDIES  
BANJARMASIN  
2010 A.D./1431 H**

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Thesis

Presented for Partial Fulfillment of the Assignments  
And Requirements to Obtain *Sarjana Pendidikan Islam* Degree  
in Tarbiyah Faculty

By

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Sincerely,

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## APPROVAL

Paper entitled : THE INFLUENCE OF ENGLISH  
REMEDIAL FOR SCIENCE ELEVENTH  
GRADE STUDENTS AT STATE  
ISLAMIC SENIOR HIGH SCHOOL  
SELAT TENGEH KAPUAS CENTRAL  
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Thesis Entitled: “THE INFLUENCE OF ENGLISH REMEDIAL FOR SCIENCE ELEVENTH GRADE STUDENTS AT STATE ISLAMIC SENIOR HIGH SCHOOL SELAT TENGAH KAPUAS CENTRAL KALIMANTAN ACADEMIC YEAR 2009/2010 ” written by Siti Sumarni has been completely examined by thesis paper Examining Team of Tarbiyah Faculty of Antasari State Institute for Islamic Studies Banjarmasin, on :

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## ABSTRACT

**Siti Sumarni**, 2010, *The Influence of Remedial For Science Eleventh Grade Students at State Islamic Senior High School Selat Tengah Kapuas Central Kalimantan* Thesis, English Department, Tarbiyah Faculty. Advisors : (1) Dra. Hj. Wardah Hayati M.A (2) Nurlaila Kadariyah, S.Ag.

This research is a field research. This research describes influence of remedial in students' English mastery. The problem that should be answered in this research are: how the implementation of remedial in students' mastery learning in english and how the influence of remedial in students' mastery learning in english.

Based on the statement problem above, this study is supposed to know how does the teacher implements the remedial in English teaching learning process, level of students' mastery learning in english, and to proof if there is significant difference of students' mastery learning in english between before and after remedial.

There are two subjects in this research; the first subject is all students on the science eleventh grade of MAN Selat Tengah Kapuas in academic year 2009 / 2010. The total number of subject is 54 students, and the second subject is the English teacher. While the object of the research are how does the influence of remedial in students' mastery learning in English.

The data collection used : before remedial test, implementation remedial as helping in students' mastery learning in English, test after the remedial is applied, interview, observation guide ( check list ), and documentary to collect all data.

The result of this research denoted that teaching learning process English vocabulary by remedial can be expressed to succeed, because the students helped in understanding the material. It is can be seen through of observation guide of implementation of remedial and the result of test after the remedial.

The result of the first formative test is 57,22. The result doesn't reach researcher English of learning mastery standard mean score that is 65, so it should be done remedial. At the second test, doing after remedial test result is 70, 89, so it can be said that standard of mean score of the school is reached, and the remedial is stopped. The "t" formula denoted that both of before and after remedial there is a significant influence of students' English mastery in every test at eleventh grade students of MAN Selat Tengah Kapuas in academic year 2009/ 2010.

## **ABSTRAK**

**Siti Sumarni**, 2010, *Pengaruh Remedial Bahasa Inggris Terhadap Siswa Kelas Dua IPA di MAN Selat Tengah Kapua Kalimantan Tengah*. Thesis, English Department, Tarbiyah Faculty. Advisors : (1) Dra. Hj Wardah Hayati, M.A. (2) Nurlaila Kadariyah, S.Ag.

Penelitian ini adalah Penelitian lapangan. Penelitian ini menggambarkan pengaruh remedial terhadap ketuntasan belajar siswa dalam bahasa Inggris. Masalah yang harus dijawab adalah : bagaimana pelaksanaan remedial dalam pengajaran bahasa Inggris, dan bagaimana pengaruh remedial terhadap ketuntasan belajar siswa dalam bahasa Inggris.

Berdasarkan rumusan masalah di atas, penelitian ini diharapkan untuk mengetahui bagaimana guru melaksanakan remedial dalam proses belajar mengajar bahasa Inggris, ketuntasan siswa dalam belajar bahasa Inggris, dan untuk membuktikan apakah ada pengaruh yang signifikan dari ketuntasan siswa, antara sebelum dan sesudah remedial dilaksanakan.

Ada dua subjek dalam penelitian ini, subjek yang pertama adalah seluruh siswa kelas XI (sebelas) IPA di MAN Selat Tengah Kapuas pada tahun ajaran 2009 / 2010, yang telah belajar bahasa Inggris, subjek berjumlah 54 orang, dan subjek yang kedua adalah guru bahasa Inggris di MAN Selat tengah Kapuas. Sementara objek penelitian ini adalah pengaruh remedial terhadap ketuntasan belajar anak dalam belajar bahasa Inggris

Teknik pengumpulan data dalam penelitian ini adalah : test sebelum remedial, pelaksanaan remedial sebagai bantuan pembelajaran dalam menuntaskan belajar anak dalam bahasa Inggris, observation guide ( check list ), dan sesudah pelaksanaan diterapkan, then dilaksanakan test .

Hasil dari penelitian ini menunjukkan bahwa kegiatan pembelajaran pada bahasa Inggris dengan pengajaran remedial dapat dikatakan berhasil, karena para siswa di bantu dalam memahami pelajaran, hal ini dapat dilihat melalui hasil pedoman observasi dan hasil tes sesudah remedial dilaksanakan.

Pada test pertama (sebelum remedial) hasil pormatif test adalah 57,22. Hasil ini belum mencapai standar nilai yaitu 65, maka harus dilakukan remedial. Pada test hasil sesudah remedial adalah 70,89, sehingga dapat dikatakan standar nilai yang ditetapkan sekolah sudah tercapai dan remedial dihentikan, Hasil rumus “t” test membuktikan bahwa pada test sebelum dan sesudah remedial ada pengaruh dari nilai hasil test siswa terhadap ketuntasan antara sebelum dan sesudah remedial yang dilakukan pada siswa kelas XI (sebelas) di MAN Selat Tengah Kapuas, tahun pelajaran 2009 / 2010.

# Motto

*Fall one time, stand up two times*



# Dedication

*Thanks to Allah SWT for everything and a very valuable chance that you gave to me now at this moment.*

*This thesis is dedicated to:*

*My beloved father and mother who always pray and spirit to me to be successful.*

*My all teachers who always spirit and patiently guides me until finish this thesis*

*My beloved sister and brothers and all friends of mine especially someone who always encourages me to be better than before.*

*Thanks so much....*

*I love you all...*

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بسم الله الرحمن الرحيم

الحمد لله رب العالمين. الصلاة والسلام على أشرف الأنبياء والمرسلين سيدنا  
ومولانا محمد وعلى آله وصحبه أجمعين. أما بعد.

In the name of Allah, the most merciful and most gracious, as well as for his endless mercy, favor and guidance for the writer to make this thesis entitled: **“The Influence Of English Remedial For Science Eleventh Grade Students At State Islamic Senior High School Selat Tengah Kapuas Central Kalimantan Academic Year 2009/2010”** has finished. This thesis attended to fulfill assignments and requirements to obtain the degree of *Sarjana Pendidikan Islam* in English Department at Tarbiyah Faculty of State Institute for Islamic Studies Antasari Banjarmasin.

May piece and blessing are always be poured upon the last messenger of Allah, the great prophet Muhammad as well as his family, his companions, and his followers until the last day for his save human's life from destruction and darkness to the way of Allah.

To complete this research the writer has much got support, direction, and motivation from many persons. The writer thinks that they are unforgettable and usefulness. The writer expressed his grade gratitude to those who have given the writer support, advise, guidance, and idea, the writer hereby would like to give appreciation especially to:

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8. Also friends of mine who have directly and indirectly supported me to completing this study.

The writer thinks that they all have contribution and unspeakable aloud of appreciation, may Allah blessing their good deed and forgives all mistakes that we ever have done, amin.

This thesis is still far from perfect, but the writer hopes this simple writing will be useful and add knowledge not only for the writer, but also for all readers and other researches.

Banjarmasin, Rajab 1431 H

Juni 18<sup>th</sup> 2010

Writer,

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# CHAPTER I

## INTRODUCTION

### A. Rationale

Education is an actual thing in all time. Education must be improved and struggled in order to have a balance with demands of time. So, it is needed some efforts of innovation in education to improve its quality.

Indonesian is a nation which improvement in it is education as a basic of development. The purpose of education that will be reached is to develop nations life and development of it is human capacity source which faithful to the one God. In Indonesian constitution No. 20 year 2003 about system of National education section II chapter 3, mentions:

*“Sistem Pendidikan Nasional berfungsi mengembangkan kemampuan dan membentuk watak serta peradaban bangsa yang bermartabat dalam rangka mencerdaskan kehidupan bangsa, bertujuan untuk berkembangnya potensi peserta didik agar menjadi manusia yang sehat berilmu, cakap, kreatif, mandiri dan menjadi warga Negara yang demokratis dan bertanggungjawab.”<sup>1</sup>*

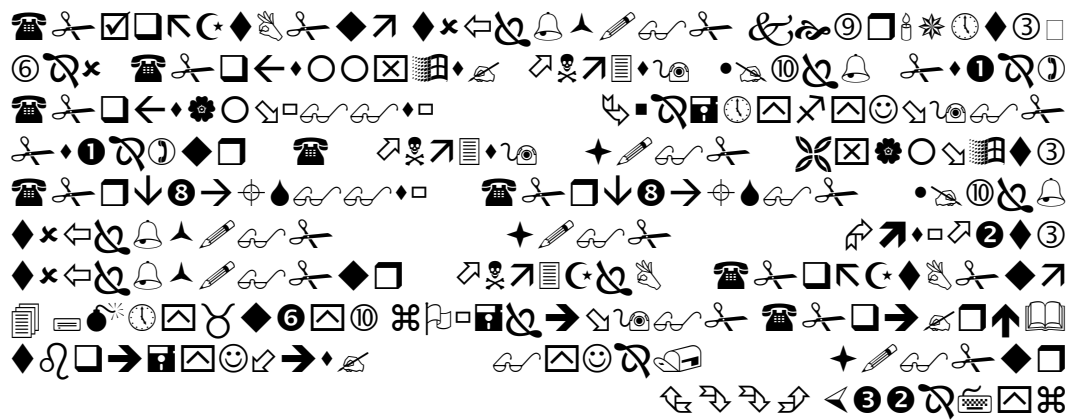
Therefore, education is a means to create human who has good knowledge and good behavior. National Education as government policy has an important role to improve nation progress. Allah the Almighty said in the holy

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<sup>1</sup> Undang-Undang RI No. 20 Tahun 2003, *Tentang Sistem Pendidikan Nasional*, (Bandung: Citra Umbara, 2003), h. 7



Qur'an (Al-Mujadalah: 11) as follow:



Based on verse above, every human who study in his or her live in world, learning something well and hard to reach better life so Allah will increases his prosperity, improves his status and be nice human in life. It is clear that there is a difference between someone has knowledge and who does not. Either knowledge of religion or the regional knowledge which can be got trough education. Moreover, education can help the human increase their humanistic potencies. It is needed to improve their quality of life.

The school is one of formal education units that to carry out of teaching and learning English (second language) as implementation activity of education purpose that have been limited. English as a foreign language has four skills that should be developed by English or foreign language learners, i.e. listening, speaking, reading and writing. All of these skills have their own way to master them. L. G. Alexander stated that “the students had to be trained adequately in all four basic language skills: listening, speaking, reading and writing. If the teacher was to train his students in all four skills, he had to make efficiently of the time at

this disposal.”<sup>2</sup> In this teaching and learning English, there are the students who have difficulties in learning or does not reach mastery learning.

To help the students in content standard and competence standard of implementation or learning process needs improvement to interactive, fun, challenge, gives a motivation to students are more active and gives them enough opportunity and autonomy these are suitable with skill, interest, and development of physic and physiologists of students. Thus, it can be not denied that to reach the purpose and learning principles, the student has difficulty and problem learning. So every unity of education needs to implement the remedial program or to do re-teaching.

Actually remedial program that is given to students to improve their achievement in learning so that it can reach the mastery learning. To understand the implementation of remedial learning, it is need watched of the curriculum (KTSP) based on *Permendiknas 22, year 2006 Permendiknas No. 6 year 2007*, mentions: “*Sistem pembelajaran berbasis kompetensi, sistem belajar tuntas, dan sistem pembelajaran yang memperhatikan perbedaan individual peserta didik.*”<sup>3</sup> This system means the planning that competence standard it is clearly and competence of basic have to mastery by students. The mastering standard of competence and basic competence every student marked uses the criteria system evaluation. If a student has already reached the standard score, Students is said of mastery learning. Kunandar in his book said that

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<sup>2</sup> L.G. Alexander, *Practice and Progress and Integrated course For intermediate Students*, (Yogyakarta: kanisius, 1975), p.8

<sup>3</sup><http://www.Depdiknas>, *Sistem Penilaian KTSP: Panduan Penyelenggaraan Pembelajaran Remedia.*, Accessed 13<sup>rd</sup> July 2009.

*“Ketuntasan belajar setiap indikator yang telah ditetapkan dalam suatu kompetensi dasar berkisar antara 0–100%. Kriteria ideal ketuntasan untuk masing-masing indikator 75%.”*<sup>4</sup> The unity of education (*satuan pendidikan*) has limited the criteria of minimum mastery with consideration the basic skill of students and motivation in learning process. The unity of education expected to improvement the criteria of mastery continue learning to reach ideal mastery criteria.

The implementation of learning in basic competence and mastery learning, it begins from marking the basic competence to material that will have learned. Then implemented of learning use some methods and media, when learning process is being continue, therefore to do process evaluation use some techniques and instrument with purpose to know learning advancement and how far the mastery of student to competence have had or is being learned. Of final the learning program, implementation evaluation that more formal to do the examination daily, middle semester, and semester.

If student has not reach the mastery of competence had limited, therefore this problem about what is to do by student. One of that needed given remedial learning program or re-teaching. In said other that remedial need of student who to reach the minimal competence yet, it that limited in learning implementation planning. Given remedial learning program base on background that teacher need attention in difference the individual's student.

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<sup>4</sup>Kunandar, *Guru Profesional Implementasi Kurikulum KTSP & Sukses dalam Sertifikasi Guru*, (Jakarta: Raja Wali Persada, 2007), P. 194.

By giving remedial the student who has not reached range the mastery learning yet, so the student needs more long time than the other got who has mastery learning. So they need evaluation or re-teaching again after getting remedial teaching program.

“Remedial Teaching (RT) means that help is offered to pupils who need (pedagogical/didactic) assistance.”<sup>5</sup> English remedial is one of program of school to improve student abilities in English. Remedial helps students to improve students’ achievement in English. Especially to students who have bad grades. It will help them to understand English step by step regularly. Thus, remedial is very important to get good result in studying.

A teacher has to given pay attention to a student who low in understand and mastery learning, the teacher has to pay attention to student who do not able to finish a task at time had limited. This is accordance with that said by Mohammad Uzer and Lilis Setiawati, that: “*Peserta didik adalah subject (pelaku) dalam proses belajar terdapt keunikan. Ada anak yang cepat tanggap, mudah mengerti,dan ada pula sebaliknya*”.<sup>6</sup> In learning process, each student has characteristics that different. So teacher has pay attention of students in learning, because not all students got understood in learning.

Actually, every student can understand the lesson well that be given but the time needed is not same, each student has different ability in accept

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<sup>5</sup><http://www.lbrt.nl/national-professional-association-for-remedial-teachers/faq.php>.  
Accesed on December,3<sup>rd</sup> 2009

<sup>6</sup>Muhammad Uzer dan Lilis Setiawati, *Upaya Optimalisasi Belajar Mengajar*, (Bandung: Remaja Rosdakarya, 1998), h. 10.

knowledge, there is faster and there is slower. So remedial is an important program from school to help the students in learning English.

Remedial is very important, moreover in student's English mastery. There are many aspect should be considered if student wants mastering in English. One of them is to do remedial is the principle and important in student ability.

Found that English teacher in MAN Selat Tengah Kapuas implements of remedial and many too students who have reach standard score yet in MAN Selat Tengah Kapuas Academic Year 2009/2010.

Base upon the above, the writer wants conduct the research in order to find out : **“THE INFLUECE OF REMEDIAL IN STUDENTS MASTERY ENGLISH AT ELEVENTH SCIENCE GRADES MAN SELAT TENGAH KAPUAS ON ACADEMIC YEAR 2009/2010”**

Then to avoid any misinterpretation toward the title that adopted in this study, the writer hereby tells necessary to explain some terms concerning the title as follow:

1. Influence

Influence means, “The power of persons or things to affect others, seen only in it is affects”.<sup>7</sup> The influence, which discussed in this study, is about influence of remedial in student's English mastery.

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<sup>7</sup>Victoria Neufeldt, at.al, *Webster New Woridly Dictionary*. Third edition, (New York:Prentice Hill, 1991), p.693.

2. Remedial means that help is offered to pupils who need (pedagogical/didactic) assistance.<sup>8</sup>
3. The writer in this research means: English remedial is a program that given to students has reach English mastery yet, after done test. So the students have not standard score 65 at MAN Selat Tengah Kapuas will be give re-teaching (remedial).

Therefore, the title of the study above means the research about the influence of English remedial for science eleventh grade students at state Islamic senior high school Selat Tengah Kapuas Central Kalimantan Academic year 2009/2010

## **B. Statement of Problem**

1. How is the implementation of English remedial for science eleventh grade students at state Islamic senior high school Selat Tengah Kapuas Central Kalimantan Academic yea 2009/2010?
2. How the influence of English remedial for science eleventh grade students at state Islamic senior high school Selat Tengah Kapuas Central Kalimantan Academic year 2009/2010?

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<sup>8</sup> <http://www.lbrt.nl/National-Professional-Association-For-Remedial-Teachers/faq.php>. Accessed, 19 Juni 2009.

### **C. Reasons for Choosing the Title**

Any some reason that forms the background of writer to take this title, they are:

1. In learning process, remedial really needed of students that have problem in mastery English learning.
2. Remedial can help student in development and to steady understanding to the lesson material and can development learn result and achievement.
3. The writer knows that research about this title there is no researches on MAN Selat Tengah Kapuas

### **D. The Purpose of Research**

Based on the problem above, the purpose can be set as follow:

1. To know the implementation of English remedial for science eleventh grade students at state Islamic senior high school Selat Tengah Kapuas Central Kalimantan Academic year 2009/2010?
2. To know the influence of English remedial for science eleventh grade students at state Islamic senior high school Selat Tengah Kapuas Central Kalimantan Academic yea 2009/2010?

## **E. The Significance of the Research**

The significance of this research are as follow:

1. The material and education establishment in MAN Selat Tengah Kapuas
2. Information to evaluation the remedial in English learning to do in school
3. The material and judgment in remedial in learning to do, can be more development
4. The material of information to add concept and science in education, related with English education.

## **F. Assumption and Hypothesis**

### **1. Assumptions**

Remedial is one of program of school to improve student abilities in English. Remedial helps students to improve students' achievement in English. Especially to students who have bad grades. It will help them to understand English step by step regularly.

### **2. Hypothesis**

#### **a. Alternative Hypothesis**

There is influence of students' English mastery between before and after remedial test.

#### **b. Null Hypothesis**

There is no influence of students' English mastery between before and after remedial test.



## **F. Organization of Writing**

To gives illustration the first about this research, so writer make systematically arrange in this writing as follow:

The first chapter containing introduction, which is consist of rationale, problem limitation, reason for choosing the title, research purpose, research significance, and organization of writing.

The second chapter containing theoretical review which is consist of definition and remedial purpose realization the remedial styles. Factors which influence of remedial in mastery English learning.

The third chapter containing research method: which is consist subject and object of research, data and source of data, techniques of data collecting, techniques of data processing and analysis and research procedure.

The forth chapter-containing reports of research result: which is consist of description of research location, data presentation and data analysis.

The fifth chapter containing of closure; which consist of conclusion and suggestion.

## **BAB II**

### **THEORETICAL REVIEW**

#### **A. Definition, Purpose of Remedial and Mastery Learning**

##### **1. Definitions of English Remedial**

The student is not doing well in class. A teacher has to pay attention to a student in understanding and mastery of learning material. It be caused of each student has different ability in accept knowledge, there is faster and there is slower. This is suitable with Selzer and Derek that quoted by Nurdin stated that:

“Under conventional arrangement the child is not met as a distinct human being with unique background, needs, patterns of strengths and weaknesses. Rather, children are exposed to the same course of study and each individual is judged against either a set standard or performance of other who have different abilities.”<sup>9</sup>

It is become a principle of teaching that concerning that is very important the “individualities”, that is suitable adjust of learning with difference each students’ individual. By learning process, each student has characteristics that different.

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<sup>9</sup>Syarifuddin Nurdin, *Model Pembelajaran yang memperhatikan Individu siswa dalam kurikulum Berbasis kompetensi*, (Ciputat: Quantum teaching, 2005), p. ix.

It suitable with the verse of the Holy *Qur'an*, Al-Isra: 21 below:



Based on the verse above, there is difference of individual between other human, in such a case in learning process. Because at the first creates of human there is no found the level of life is same, in other hand the aptitude and intelligent are not same.

The solution of this problem is to give them remedial, try teaching them how to learn the right way, meaning the way that is expected of the student in narrowly defined settings. They do not their learning the same way as all the other children.

*In Webster's new college Dictionary*, remedial teaching means "Educational designating or of any special course of study for helping students overcome deficiencies in specific skills, abilities or knowledge."<sup>10</sup>

*In World Book Dictionary* stated, remedial Teaching stated "intended to improve related study habits and skills: students who read poorly will have to take a course in remedial reading."<sup>11</sup>

<sup>10</sup>David B. Guralnik, *Webster's New College Dictionary: Third Edition*, (Macmilan, nd), p. 1134

<sup>11</sup> npb., *World Book Dictionary*, (Chicago: a Scoot Fetzer Company, 2007), p. 1767

The word “remedial” is taken English is “remedy” means *obat, memperbaiki atau menolong.*”<sup>12</sup> In other words remedy tends to cure; helping and curing. Thus remedial is helping or curing students who have not reach in education standard. Remedial is one of a teaching which curing help it can more well in an education purpose. Therefore, it is very important of students learning who receive poorly from other.

Based on the meanings above it is can be concluded that remedial is an action or process of face down the students who have low grade in English learning. In it given for students until reach English mastery.

English remedial that meant by writer is mastery in *KTSP* is it a pattern of approach in learning to students has mastery of competence standard or competence of basic in English learning or mastery learning that used of basic or based on *Kriteria Ketuntasan Minimal(KKM)* that has be decision by headmaster at MAN Selat Tengah Kapuas. *KKM* of English subject is 65, this is limited with consider of students’ average aptitude level. Decision of *KKM* is done through discussion of English (*MGMP*) teacher MAN Selat Tengah Kapuas.

The principle of mastery learning, hoped the average of students success level in mastery learning will be rise. This case caused the students who low or under standard of score in problem achieve of leaning had gotten pay attention and opportunity so that get mastering of material in learning.

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<sup>12</sup>Kunandar, *Guru Profesional Implementasi Kurikulum KTSP & Sukses dalam Sertifikasi Guru*, (Jakarta: Raja Wali Persada), p 237

Strategy Mastery learning that done by teacher follows as:

a. Plan for mastery learning

- 1) Course level objectives are defined to indicate mastery of the subject at the course level.
- 2) The substance is divided into relatively small learning units, each with their own learning objectives and assessment of mastery.
- 3) Lesson plans are carefully designed and followed. Learning materials and instructional strategies are identified. (Include instructional handouts / rubrics)

2. Teach for mastery

- 1) Teaching, modeling, practice, formative evaluation, re-teaching, reinforcement and summative evaluation are included.
- 2) Each unit is be preceded by brief diagnostic tests (activities, assignments, and Projects).
- 3) The results of diagnostic tests are use to provide supplementary instruction to help students overcome problems.
- 4) Time to learn is must adjusted to fit aptitude.
- 5) No students is to proceed to new material until basic prerequisite material is mastered.<sup>13</sup>

English Mastery has nothing to do with content, merely on the process of mastering it, and is based on Learning for Mastery model instruction above,

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<sup>13</sup>[http://en.wikipedia.org/wiki/Strategy mastery learning](http://en.wikipedia.org/wiki/Strategy_mastery_learning), Accessed on December 22<sup>nd</sup> 2009.

Mastery learning may be implemented as teacher-paced group instruction, one-to-one tutoring, or self-paced learning with programmed materials.

## **2. The Purpose of Remedial and Mastery Learning**

### **a. The Purpose of Remedial**

The basic purpose of remedial is not far difference with purpose of learning that is to get the purpose s of learning which had limited while that basic purpose of remedial is for students who has difficulties in learning is get achievement in learning it is appropriate with standard of education trough remedial.

According to Ishack SW and Warji R:

*“Program perbaikan itu mempunyai maksud dan tujuan dalam arti ideal dan dalam arti sempit atau operasional. Dalam arti ideal, program perbaikan bertujuan memberikan bantuan baik yang berupa perlakuan pengajaran maupun yang berupa bimbingan dalam mengatasi kasus-kasus yang dihadapi oleh siswa yang mungkin disebabkan oleh factor-faktor internal maupun eksternal. Sedangkan dalam arti operational program perbaikan bertujuan untuk memberikan bantuan yang berupa perlakuan pengajaran kepada siswa lambat, sulit, gagal belajar, agar secara tuntas dapat menguasai bahan pelajaran yang diberikan.”<sup>14</sup>*

Thus, the purpose of remedial is helps the students who have difficulties learning in understand the material for there is improvement and reach achievement of learning that hoped trough teaching learning remedial.

### **b. The purpose of mastery learning**

Mastery Learning is an instructional method that presumes all children can learn if they are provide with the appropriate learning conditions. Specifically,

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<sup>14</sup>Ishack SW and Warji R, *Program Remedial dalam Proses Belajar Mengajar*, (Yogyakarta: Liberty, 1987), p. 34.

mastery learning is a method whereby students are not advance to a subsequent learning objective until they demonstrate proficiency with the current one.

The purpose of mastery learning is to help students who have not been getting all the goal of learning. Therefore, the mastery learning can help the students getting difficulties to get the goal of learning.

### 3. The Reason Implementation of English Remedial

Remedial is a class that takes in school when the student did poorly in previous English class. So, the remedial is very important in students' English mastery.

The teacher English often find out the students who have not reached the learning goal. It caused that students have low in achievement of learning English. There are many aspect should be considered if a student wants to get mastery English. One of them is to do remedial.

Thus remedial is the principle and important in students' mastery English. It is suitable according Suharsimi Arikunto that: "*Kegiatan perbaikan adalah kegiatan yang diberikan oleh guru dengan maksud mempertinggi tingkat penguasaan terhadap bahan pelajaran tersebut.*"<sup>15</sup> It means that is an action or process improvement of students' ability in learning problem in effort giving help to students who has difficulties so they reach can mastery learning and it is suitable with the goal of education.

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<sup>15</sup> Suharsimi Arikunto, *Pengelolaan Kelas dan Siswa: Sebuah Pendekatan Evaluatif*, (Jakarta: rajawali Pers, 1988), p. 35.

### C. The Steps of Remedial in Mastery Learning

#### 1. Planning of Remedial

Before implementing remedial, English teacher many be diagnose to the students' learning difficulty, in one class there is some students who difference in interest and understanding level and time that need to understand English material.

Implementation of remedial given in forms:

- a. *Re-teaching, yaitu mengajarkan kembali materi pelajaran yang belum dikuasai oleh siswa secara tuntas dengan cara yang berbeda.*
- b. *Bimbingan individu atau kelompok kecil*
- c. *Memberikan pekerjaan rumah (PR)*
- d. *Menyuruh siswa mempelajari bahan yang sama dari buku-buku pelajaran, buku paket atau sumber-sumber bacaan lain.*
- e. *Guru menggunakan alat Bantu audio visual yang lebih baik*
- f. *Bimbingan*
  - 1) *Oleh wali Kelas*
  - 2) *Oleh guru bidang studi*
  - 3) *Oleh pembimbing (BP)*
  - 4) *Oleh tutor.*<sup>16</sup>

Remedial is one of common activity in all pattern of service the consoling in learning and is learning continue from effort diagnostic of teaching learning difficulties. guidance and consoling given to students for help them problems in learning According Arthur J.J that quotated by Willis, guidance is: "The help given by one person to another in making choices and adjustment and

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<sup>16</sup>Ishack SW and Warji R, *Program Belajar Mengajar*, (Jakarta: Dirjen Bimbingan Islam, 1987), jilid II, p. 42-44.



in solving problems”<sup>17</sup> in process guidance there is two people are guide and guided, where guide help guided so he or she can finish problems.

Mulyono Ibrahim mentions that when remedial given, teacher has to doing step-step diagnose follow as:

- a. *Identifikasi*
- b. *Menentukan prioritas/tindakan yang harus dilakukan*
- c. *Menentukan potensi/taraf kemampuan anak*
- d. *Menganalisis factor-faktor yang terkait*
- e. *Menentukan gejala kesulitan belajar anak*
- f. *Menyusun rekomendasi untuk pengajaran remedial*
- g. *Evaluasi.*<sup>18</sup>

The data that got by English teacher about difficulties learning is need analysis so the kind of difficulties have by students who have low achieve can be know the way of course.

Base on analysis teacher hoped can determine difficulties that regarded has problem and need remedial with arrange remedial program.

Before a teacher, makes remedial program is need apply the cases of follow as:

- a. *Tujuan remedial*
- b. *Materi remedial*
- c. *Metode remedial*
- d. *Alokasi waktu remedial*
- e. *Evaluasi kemajuan siswa setelah mengikuti program pengajaran remedial.*<sup>19</sup>

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<sup>17</sup> Sofyan S. Willis, *Konseling Individual Teori dan praktek*, (Bandung: Alfabeta, 2004), p. 11

<sup>18</sup> Mulyono Abdurrahman, *Pendidikan Bagi Anak Berkesulitan Belajar*, (Jakarta: Rineka Cipta, 2003), p.21

<sup>19</sup> Muhibbin Syah, *Psikologi Pendidikan dengan Pendekatan Baru*, (Bandung: PT. remaja Rosdakarya, 1997), p. 177.

Then, it is important implemented by the English teacher about identification of students learning difficulty, how is take decision in plans of remedial of students' number who needs the teaching, so students' difficulties can be intentioned individually.

## 2. The Material of Remedial

*“Materi adalah bahan ajar minimal yang harus di pelajri peserta didik untuk menguasai kompetensi dasar”*.<sup>20</sup> The material of remedial is given according the result of t formative test before. If in formative test before the students had not question or did not finished the tests was well or right, so the teacher must to gave pay attention to students who have learning difficulty.

## 3. The approach of Remedial

According Abin Syamsuddin, the approach of remedial can be divided by three, they are:

- a. Pendekatan remedial yang bersifat Pengobatan (curatif)*
- b. Pedekatan remedial yang bersifat pencegahan (preventif)*
- c. Pendekatan remedial yang bersifat Pengembangan (development)*<sup>21</sup>

### a. The Approach of Curative

This approach implemented after learning process teaches common implemented, after learning process program is finish.

The meaning it remedial will do after evaluation, it will be found out number the students who have not finish of learning task is way mastery that score

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<sup>20</sup>Departemen Agama RI, *Pedoman umum Sistem Penilaian Madrasah Tsanawiyah*, (Jakarta: Dirjen Kelembagaan Agama Islam, 2004), p.56.

<sup>21</sup>Abin Syamsuddin, *op. cit.*,p. 9-19

under average of class. A teacher English must to take measure in give helping to students.

b. The Approach of Preventive

It gives to students based on the data of prediction that will have difficulties in finish of a learning program that will be learning.

After teacher implements pretest, the result of pretest can knew that students ability to be rate the students who has low or fast in learning process.

c. The Approach of devolvment

It done before the teaching continues that is do approach of preventive.

This approach the teacher prepare of material is difficult to understand by students for explanted is detail., then it will not continue that do after teaching finish as effort the helping that called with the approach of curative and the last is approach of development that given of students who have difficulties in learning teaching process continue.

4. Method, Technique Remedial

Method and technique are many kinds that can be carrying out to students for more mastery of learning that understand yet. Between method and technique are many kinds having straight and weakness. Therefore, the teacher must to determine a method and technique are better and more easy understand by students.

a The Method of remedial

Method is one of way that used in remedial. For remedial can effective and efficient need method that right, so can take result that want. Base on method

and approach there is no separate because method will be taken with do approach early.

Method is application from approach that do to students of time the remedial continue. By doing approach, so it will be taken method is suitable with characteristic that suitable.

In this method means the way that used to give English subject in remedial.

1) The method of assignment (*Penugasan*)

Metode ini dilakukan dengan cara memberikan tugas-tugas atau kegiatan yang harus dilakukan oleh siswa yang mengalami kesulitan belajar, jenis, sifat kesulitan yang dihadapi siswa, dan tugas dapat diberikan secara individu atau kelompok.<sup>22</sup>

The methods of assignment can given in form answer the questions or finish tasks of students who have difficult in learning. The tasks can finished at home or at school under supervise by teacher.

2) The method of re-teaching

According Ishack SW and Warji R that: "*Kegiatan perbaikan yang dilaksanakan dengan jalan mengajarkan kembali bahan yang sama kepada para siswa yang memerlukan bantuan dengan cara penyajian yang berbeda.*"<sup>23</sup>

Method of re-teaching is well used in program remedial because the level students' understanding are difference in receive of material subject that learned, and the time of implementation that be need students in receive of learning is difference, there is fast and low in understanding of material subject.

3) The method of group work

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<sup>22</sup>Abin Syamsuddin, *op.cit.*, p. 9-21

<sup>23</sup>Ishack SW and Warji R, *op. cit.*, p. 42

The implementation of group work (*kerja kelompok*) in remedial it have purpose that has to happened interaction group member and every group has student who has mastery of material and he or she can explain other.

5) The method of tutor

*Tutor sebaya adalah seorang atau beberapa siswa yang dtunjuk untuk membantu siswa yang mengalami kesulitan belajar.*<sup>24</sup>

The student who choose become tutor has to mastery in material and can help other, students who cleaver can help the way individual and other who have difficulties in learning the way individual or group base on instruction have been given.

b. The Technique in Remedial Teaching

Technique the implementation of remedial it can do in three techniques, that is:

1) After given first scoring and before lesson be begun that the students who lower score in test formative of material who had learned, if it supposed not able in learning continue so it need gives remedial.

2). The process learning process continue

Sometime the students realize that are fail in learning and don't understand of material subject. The teacher can know them trough result of exercise them, task or question answer in teaching learning process continue.

3) After see last evaluation or test formative of students who has result reach score under standard from every the goal of learning so it will given

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<sup>24</sup> Abin Syamsuddin, *Loc. Cit.*

remedial while the students has reach standard score given enrichment, in forms task learning handbook that relevant with material or as tutor.

According Ischak SW and Warji R for more manage of class, that: *“Siswa yang mengalami kesulitan belajar dibagi menjadi tiga kelompok, yaitu:*

- a) Kelompok siswa dengan kesulitan yang paling ringan*
- b) Kelompok sedang, yaitu kelompok siswa dengan sedikit kesulitan*
- c) Kelompok siswa dengan kesulitan paling berat.”<sup>25</sup>*

Of group the students who has difficulty, can give task for re-teaching of parts in learning that they mastery yet based on goal of learning, without helping everybody, but it advisor by teacher.

Of group the students who have little difficulty the remedial advisor by tutor (just as help not as teacher).

#### 4) The evaluation of remedial

According Ricard Tardif who picked up by Muhibbin Syah, that: *“Evaluasi (assessment) adalah penilaian untuk menggambarkan prestasi yang dicapai seorang siswa sesuai dengan kriteria yang telah ditetapkan.”<sup>26</sup>*

The evaluation that meant is measurement to achievement improvement of students after receive remedial. This measurement done with after finish implementation of remedial to know there is influence or there is no influence of students after remedial.

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<sup>25</sup>Ishack SW nad Warji R, *op.cit.*, p.59

<sup>26</sup>Muhibbin Syah, *op. cit.*, p. 141

The result of measurement it give information about improvement of score or skill. In measurement use the way and tool same like that test final or formative test the measurement result of learn fast and the measurement result become income of teaching learning process that future for reach perfectly.

5) The time implementation of remedial

According Syaiful bahri Djamarah and Aswan Zain “*Untuk waktu pelaksanaan program perbaikan harus dipertimbangkan dari sifat bahan, berat ringannya kesulitan, serta banyaknya siswa yang harus datangi.*”<sup>27</sup>

The time need for gives remedial to students have not mastery in learning that followed it must give pay attention, because not all students can finish or mastery of material in same time.

According Ishack and Warji R that: “*Faktor waktu mempunyai dua aspek, yaitu:*

- a. *Kapan kegiatan remedial diberikan*
  - 1) *Pagi hari, siang hari, malam hari dan sebagainya.*
  - 2) *Setelah kegiatan belajar mengajar berlangsung.*
  - 3) *Setelah post test atau test formative.*
- b. *berapa lama waktu yang digunakan untuk kegiatan remedial misalnya 30 menit, 40 menit, 45 menit, 2 x 45 menit dan sebagainya. Atau beberapa kali pertemuan.*”<sup>28</sup>

More important of teacher is determined when and how long the time that used for give helping to students who needs, therefore helping that give it suitable with time that limited.

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<sup>27</sup>Syaiful Bahri Djamarah and Aswan zain, *Strategi Belajar Mengajar*,(Jakarta: Rineka Cipta, 1997), p. 31-32

<sup>28</sup> Ishack SW and Warji R, *op.cit.*, p. 40

Where is implementing of remedial, it is in classroom, library, laboratory or other place. So it will help implementing of remedial. The step must to found out tool or media that needed. So, the explanation of material it will be more easily and clearly.

The last is analysis. After analyzing found out there is a students who have not reach mastery learning. So it must to do remedial teaching again until be students have understand.



## CHAPTER III

### METHOD OF RESEARCH

#### A. Subject and Object of the Research

##### 1. Subject of Research

The subject of the research is the students who do not reach mastery learning in English and second subject is the English teacher. The total number at science eleventh grade students at MAN Selat Tengah Kapuas Central Kalimantan Academic year 2009/2010 is 186. That can be seen in the table bellow:

Table 3.1 The total number at XI IPA students at MAN Selat Tengah Kapuas Academic year 2009/2010.

No	Class	Sex		Total
		Female	Male	
1.	XI IPA 1	26	16	42
2.	XI IPA 2	31	11	42
3.	XI IPA 3	27	15	42
		84	42	126
	<b>Total</b>	121	65	186

Then, this is a total number of students who had to follow remedial, that is caused their score is low category in mastery learning or have not reach standard score 65 in English.

Table 3.2 The subject of the research of an XI IPA students at MAN Selat Tengah Kapuas Academic Year 2009/2010.

No	Class	Sex		Total
		Female	Male	
1.	XI IPA 1	12	6	18
2.	XI IPA 2	13	7	20
3.	XI IPA 3	11	5	16
	<b>Total</b>	36	18	54

## 2. Object of Research

The objects of this research is the influence of remedial in students' English mastery at science eleventh grade of MAN Selat Tengah Kapuas Central Kalimantan academic year 2009/2010.

### B. Data and Sources of Data

#### 1. Data

##### a. Primary Data

- 1) This data is the implementation of remedial in English learning by teacher in MAN Selat Tengah which is follows:

- a) The prepare of remedial planing of English Subject
  - b) Remedial approach in English
  - c) Method and techniques of remedial of English remedial
  - d) Evaluation
  - e) Time allocation.
- 2) This data is about the influence of remedial in student's English mastery at science eleventh grades of MAN Selat Tengah Kapuas Academic Year 2009/2010.

b. Secondary data

To complete the primary data, the writer also collects the secondary ones, which refer to the research objects as in the following.

- 1). Brief history about MAN Selat Tengah Kapuas Central Kalimantan
- 2). The condition of the headmaster, teachers, administration staff, students and school facilities.

2. Sources of Data

Respondents: The English teachers and the science eleventh grades that be subject in this research at MAN Selat Tengah Kapuas academic year 2009/2010.

Informants : Headmaster, administration staff at MAN Selat Tengah Kapuas Central Kalimantan

Documents : All written reports relating to the data.

### C. Techniques of Data Collecting

To obtain the data, the writer uses the techniques of data collection as follows:

#### a. Written Test

Test is comprehensive assessment of an individual or to an entire program evaluation effort.<sup>29</sup> This technique is used to collect the data which relate to the influence of remedial at science eleventh grades students of MAN Selat Tengah Kapuas. The questions of the written test have been studied before the data taken from respondents.

This technique used to observe the object directly that can complete this study.

#### b. Observation

This technique is used to collect data by observe directly in this class to see the implementation of English remedial.

#### c. Interview

This technique used to interview some related person like the headmaster of the school and the English teacher.

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<sup>29</sup>Scarvia B. Anderson et al: *Encyclopedia of Educational Evaluation*, Jossey Brass Publishers, San Fransisco. Washington, London, 1976. p. 425

d. Documentary

This technique aimed at looking for the data related to the school condition. These are explored through available documents, reports or records at MAN Selat Tengah Kapuas.

For further information about the data, sources of data, and techniques of data collecting, can seen in the following matrix that will be helpful.

Table 3.4 Matrix Data, Source of Data and Technique of Data collecting

**MATRIX**

**Data, Source of Data and Technique of Data Collecting**

No	Data	Source of Data	Technique of Data Collecting
1	Primary Data a. Implementation of remedial 1). The prepare remedial plan of English Subject. 2). Remedial approach in English. 3). Method and techniques of the implementation English remedial. 4) Time allocation. 5) Evaluation. b. The influence of remedial students' English mastery of the second grade at MAN selat Tengah Kapuas	Teacher          Students	Observation/Interview          Test/ Documentary
2	Secondary Data a. The description of MAN Selat Tengah Kapuas	Teacher adm.staff   Headmaster/adm.staff	Interview/ Documentary   Interview/

b.	The description of head master, teachers, students, and administration staff.	Document	Documentary  Interview/ Documentary
c.	School facilities		

#### **D. Design of Measurement**

To measure influence of remedial students' mastery learning in English, the writer carry out the subjective and objective test, it same with test formative. The before remedial test is done before the writer do remedial in teaching English and the test after remedial is done after the writer do remedial in teach English, the test take items test have not answer by students of test formative.

To subjective and objective test, consist of two kinds of test. They are multiple choice and essay. The from multiple choice is required students to answer the question by choosing the suitable one of some items mentioned the total of number multiple choice is twenty five questions and the essay test is required students to answer the question the total of number is thirty questions.

The design of measurement is intended to know students' mastery English before to do remedial. In this research students will answer 30 test items, they are:

25 questions are multiple choice, the right answer will be marked 3 and wrong answer will be marked 0, if the students answer all questions correctly, they will get score 75

5 questions that require students to answer the right, score for right answer is 5 and 0 for wrong answers, if the students answer all questions correctly, they will get score 25.

The writer determine standard of total score in student's mastery learning that is 65 in English, if in the students get the score 80 or they get the standard minimal score 65 they are considered get mastery learning in English.

The students who has not reach standard score they are follow in remedial learning. In remedial, the students are re-teaching about items test around the time that limited.

The evaluation of remedial test the total number of multiple choice is 30 questions. Score every question is 3. the total number of question answer is 5 questions. Score every questions is 5.

The total maximum expected score (MES) of questions are 100 points. To determine the degree of students' mastery learning in English, the writer used the following formula:

$$M = \frac{\sum X}{N}$$

N

M = Mean

X = Total score

N = Total number of respondents

## **F. Techniques of Data Processing and Analysis**

### **1. Techniques of Data Processing**

#### **a. Editing**

This technique is used in the purpose of re-examining all collected data to ensure whether they already completed yet or not.

#### **b. Coding**

In order to classify all data according to their kind and matters, the writer makes certain codes on all the collected data.

#### **a. Scoring**

This technique is used to compose and put the data into table and count the answer frequency.

#### **b. Tabulating**

The researcher tabulates data all the collected data based on the frequency computation by using the following formula

### **2. Techniques of Data Analysis**

Before all the collected data have been reported, the writer analyzed them descriptively and quantitatively, the analysis helps the researcher to highlight some important conclusions from this research the conclusion is reached inductively.

To analyze the data, the researcher uses the "t" test formula. "t" test is one of statistic test which used to examine the truth or falseness of null hypothesis. "t" test technique is done to examine hypothesis about there is or not significant different between two of variable researched.



To counts or seeks 't' test is using following formula :

$$T = \frac{M1 - M2}{SE M1 - M2}$$

T : 'T' test is looking for

M1 : Mean from group 1 ( after remedial )

M2 : Mean from group 2 ( before remedial )

SE : Standard error of mean

Then, the writer use the following procedure to analyze data :

1. Making working table

The Influence of English Remedial	
After remedial	Before remedial
(1)	(2)

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## 2. Making work table

Nilai (x)	Frekuensi (f)	fx	Deviasi $X = x - M$	$X^2$	$fX^2$
$\Sigma$					

The formulas :

$$a. \quad M1 = \frac{\Sigma fx}{N}$$

$$b. \quad SD1 = \sqrt{\frac{\Sigma fx^2}{N}}$$

$$c. \quad SE M1 = \frac{SD1}{\sqrt{N-1}}$$

Nilai (y)	Frekuensi (f)	fy	Deviasi Y = y - M	Y <sup>2</sup>	fY <sup>2</sup>
$\Sigma$					

The formulas :

$$a. \quad M2 = \frac{\Sigma fy}{N}$$

$$b. \quad SD2 = \sqrt{\frac{\Sigma fy^2}{N}}$$

$$c. \quad SE M2 = \frac{SD2}{\sqrt{N-1}}$$

And next count to 'harga 'T' test' with formula :

$$T = \frac{M1 - M2}{SE M1 - M2}$$

these formula above will be used in this thesis<sup>30</sup>

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<sup>30</sup> Murdan, *Statistil Pendidikan dan Aplikasinya*, Global Pustaka Utama, Yogyakarta, 2003. P.150

## **G. Research Procedure**

Some steps that are passed through in this research are as follow:

1. Preliminary step
  - a. To hold a prior observation in this research object
  - b. To discuss the result of previous observation with the writer's academic advisor
  - c. To make a research design proposal to be submitted to the Tarbiyah Thesis Bureau to have approval
2. Preparatory step
  - a. To hold a seminar on the research design proposal
  - b. To ask Dean of Tarbiyah Faculty for written mandate to conduct the research.
  - c. To make the instruments of data collecting
3. Research step
  - a. To meet all respondents and informants who are needed to obtain the data
  - b. To collect all the needed data from the sources by suing some techniques of data collecting.
  - c. To process the data in the procedural way then analyze them properly.
4. Organization step
  - a. To arrange and to write the collected data in the first draft.

- b. To consult it with the writer's advisor and his assistant to get some comments and contributions.
- c. To write the final draft after having approved by the advisor.
- d. To be examined before the team of Thesis Examiners of Tarbiyah Faculty.

## **CHAPTER IV**

### **REPORT OF RESEARCH RESULT**

#### **A. General Description About Research Location**

##### **1. Brief History About MAN Selat Tengah Kapuas in Keruing Location.**

In this research, the writer has taken research location at MAN Selat Tengah Kapuas Central Kalimantan at Keruing especially at the science eleventh grade students. MAN Selat Tengah Kapuas was built on October 25<sup>th</sup> 1993 based on the decision Letter of Minister of Education Affair Number 244 with school Statistic Number.31.1.62.03.01.003. MAN Selat Tengah Kapuas is one Islamic Senior high School, which state in Kapuas regency. It that located at Jl. Keruing No.48 Kuala Kapuas.

The position of building of this school is:

- a. To the east borders, MTsN Selat Tengah Kapuas
  - b. To the west borders, people's houses
  - c. To the south borders, sport building
  - d. To the north borders, polices' houses
- ##### **2. The Description of Headmaster period of MAN Selat Tengah**

Since the school has run, the headmaster has changed for six times. To know more closely about the headmaster period condition the table below shows the subsequent change of its headmaster as follow:

Table 4.1 The Description of Headmaster Period of MAN SelatTengah Kapuas

No	Headmaster	Period of Leadership
1.	Drs. H. M. Ahmad Sairaji	1993 – 1999
2.	Drs. H. M. Nafiah ibnor	1999 – 2000
3.	Drs. Nawawi H.M. Nasir	2000 – 2001
4.	Drs. H. Nurani Sarji	2001 – 2002
5.	Dra. Siti Aisyah	2002 – 2004
6.	Ahmad Nurhan, S.Pd.I	2004 – Now

Source : Administration Staff Document of MAN Selat Tengah Kapuas

### 3. Description about Teachers, Students, Administration Staff and Facilities MAN Selat Tengah Kapuas

#### a. Teacher

Today, MAN Selat Tengah has 34. There were 28 permanent teachers and 6 part times teachers from 34 teachers. At school, they were teaching different subject and have different educational background and status. Furthermore, to know closely about the teacher's condition, it can be seen the following table follow:

Table 4.2 The Description of Teachers at MAN Selat Tengah Kapuas  
JL. keruing No. 48 Kuala Kapuas Academic Year 2009/  
2010

No	Name	Position	Latest Education	Subject
1	Hj. Yuyun Khoeriyah, S.Ag	Permanent	S.1 PAI	A.akhlak
2	Salam, S.Pd.	Permanent	S.1 FKIP	Fisica
3	Maulidah, S.Ag.	Permanent	S.1 PAI	Qur'an Hadits
4	Risnawati, S.Ag.	Permanent	S.1 PAI	Fiqih

5	Jumirah, S. Pd.	Permanent	S.1 FKIP	PPKN
6	Latifah, S.Ag.	Permanent	S.1 PAI	History
7	H. Ahmad Salim, S. Ag.	Permanent	S.1 PAI	Fiqih&SKI

Countinue Table 4.2

No	Name	Position	Latest Education	Subject
8	Tati Maryati, S.Pd.	Permanent	S.1 FKIP	B Indonesia
9	Ratna SriNingsih, S.Pd	Permanent	S.1 FKIP	Mathematic
10	H. Zonnun Almikhri, S.Ag	Permanent	S.1 PAI	Penjaskes
11	Rina Amahorsea, S.Pd	Permanent	S.1 FKIP	Kimia
12	Purniawan, S.Pd	Permanent	S.1 FKIP	Geography
13	Hj. Noor Jannah, S.Pd.	Permanent	S.1 FKIP	B.Indonesia
14	Eny Khikmawati, S.Pd.	Permanent	S.1 FKIP	English
15	Istanto, S.Pd.	Permanent	S.1 FKIP	Kimia
16	Winarsih, S.Pd.	Permanent	S.1 FKIP	History
17	Arif Rahman, S.Pd.	Part Time	S.1 FKIP	English
18	Siti Nurwidayati, S.Pd	Permanent	S.1 FKIP	Qur'an Hadits
19	Fitriah, S.Pd	Permanent	S.1 FKIP	B.Indonesia
20	Septiah, S.Ag	Permanent	S.1 PAI	
21	Ma'rifah. SE.	Permanent	S.1 FKIP	Economy
22	Safriyansyah, S. Ag.	Permanent	S.1 PAI	Fiqih&SKI
23	Syaiful Rahman, S.Pd.	Permanent	S.1 FKIP	B.Indonesia
24	Marni, S.Pd.I	Permanent	S.1 PAI	Fiqih
25	Muafatin, S.Ag	Permanent	S.1 PAI	A.Akhlak
26	Endang Yulianti, S.Pd	Permanent	S.1 FKIP	PPKN
27	Siti Maslukah, SE.	Permanent	S.1 Ekonomi	Economy
28	Norhasna, SE	Part Time	S.1 Ekonomi	Acutance
29	Ainurrahmah, S.Pd.I	Part Time	IAIN Antasari Banjarmasin	English
30	Mahmudah, S.Pd.	Part Time	S.1 FKIP	Biology
31	H. Parhan	Part Time	Pontren	Nahwu Sharaf
32	Syarufudin, S.Pd	Part Time	S.1 FKIP	Mathematic
33	Salman, S.Pd.M.Sc	Permanent	S.1 FKIP&S.2	Fisika&Mtk
33	Teno Heika, S.Pd	Permanent	S.1 FKIP	Biology

Source : Administration Staff Document of MAN Selat Tengah Kapuas



Table 4.3 The Adminstration Staff and their Employees at MAN Selat  
Tengah Kapuas

No	Name	Occupation	Education
1.	H. Supiansyah	Manager of Administration	SMEA
2.	Hj, Mastaniah	Staff	PGAN
3.	Bungawati	Staff	MAN
4.	Hj. Masriah, S.Pd.I	Staff	S.1 PAI
5.	Salbiah	Staff	MAN
6.	Wilis Rosana,A.Md	Staff	D.III PERTANIAN
7.	Sukini	Staff	D.II PGMI

b. English Teacher

There are five English Teachers in MAN Selat Tengah Kapuas now. In eleventh grade, there are two English. The first is the Ainurrahmah, S.Pd.I of science eleventh grade, and the second is Arif Rahman, S.Pd. of Social Eleventh Grade. To know closely about them, can be see in the following table.

Table 4.4 The Description of English Teachers at MAN Selat Tengah  
Kapuas

No	Name	Graduated	English Classes
1	Eny Khikmawati, S.Pd	S.1 FKIP	XII IPA
2	Istanto, S.Pd..	S.1 FKIP	XII IPS
3	Ainurrahmah, S.Pd.I	IAINTarbiyah English	XI IPA

		Departement	
4	Arif Rahman, S.Pd	S.1 FKIP	X-XI IPS
5	Siti Nurwidiyati,S.Pd	S.1 FKIP	X

c. Students

In academic year 2009/2010, the total number of students who are administratively registered at MAN Selat Tengah 590. They are male and female students from class X – XII. Detail information can be seen in the table below:

Table 4.5 The Description of Students at MAN Selat Tengah Kapuas.  
Jl. Keruing No.48 Location Kapuas regency in Academic  
Year 2009 / 2010

No	Classes	Gender		Amount
		Male	Female	
1	X.1	16	28	44
2	X.2	21	23	44
3	X.3	19	25	44
4	X.4	21	23	44
5	X.5	18	26	44
	<b>Total</b>	<b>95</b>	<b>125</b>	<b>220</b>
7	XI IPA 1	16	26	42
8	XI IPA2	11	31	42
9	XI.IPA3	15	27	42
10	XI.IPS 1	12	18	30
11	XI IPS 2	11	19	30
	<b>Total</b>	<b>65</b>	<b>121</b>	<b>186</b>
12	XI.IPA 1	14	22	36
13	XI IPA 2	11	24	35
14	XI IPA 3	14	24	38
15	XI. IPS 1	17	10	27
16	XI.IPS 2	11	13	24
17	XI IPS 3	11	13	24
	<b>Number</b>	<b>78</b>	<b>106</b>	<b>184</b>
	<b>Total</b>	<b>238</b>	<b>352</b>	<b>590</b>

Source : Administration Staff Document of MAN Selat Tengah Kapuas.

d. Facilities

Based on the school data, known that facilities in MAN Selat Tengah Kapuas JL. Keruing No. 48 location in 2009/2010 can be seen in the following table.

Table 4.6 Description of Facilities at MAN Selat Tengah Kapuas JL.Keruing No. 48 Location Kuala kapuas

No	Facilities	Total	Condition
1	Headmaster's room	1	Good
2	Teacher's room	1	Good
3	Classroom	17	Good
4	Library	1	Good
5	Cooperation room	1	Good
6	Playing and Sport yard	1	Good
7	Toilet for students	3	Good
8	Toilet for teachers	1	Good
9	Parking area	1	Good
10	Kitchen for teachers	1	Good
11	UKS room	1	Good
12	Laboratory Biology	1	Good
13	Laboratory Language	1	Good

Source : Administration Staff Document of MAN Selat Tengah Kapuas

## B. Data Presentation of Before Remedial Test

Mastery learning in *KTSP* is it a pattern of approach in learning to students has mastery of competence standard or competence of basic in English learning or mastery learning that used of basic or based on *Kriteria Ketuntasan Minimal(KKM)* that has be decision by headmaster at MAN Selat Tengah Kapuas. *KKM* of English subject is 65, this is limited with consider of students' average

aptitude level. Decision of *KKM* implemented through *Musyawarah Guru mata Pelajaran (MGMP)* by teachers' MAN Selat Tengah Kapuas.

The data that presented by the writer was obtained from result with using some technique: observation, action research, test (before test and after test remedial), interview, and documentary. Afterward the writer gives general description about the data through the conclusion of data analysis.

To measure student's English mastery, the writer gave test, did to the students the topic about the material. Before beginning the remedial test, the writer did test to know the standard score that reached by students.

The test was given at the science eleventh grades students on Monday, 21<sup>st</sup> October 2009 a week before the writer doing implementation by remedial. At first test given at the XI IPA 2, then XI IPA 3 last XI IPA 1. It was suitable schedule of subject. Mean result of their test before remedial and mean result of their remedial will be counted by using 't' test formula to know whether there is different significant between before and after remedial. We can see the table as follow.

Table 4.7 The Result Formative Test (before remedial test) English Result of Science Eleventh grade (XI IPA 2) students on Tuesday, October 19<sup>th</sup> 2009.

No	Score	No	Score	No	Score	No	Score
1	65	33	63	65	62	97	67
2	64	34	66	66	71	98	53
3	60	35	66	67	74	99	65
4	90 1st	36	60	68	62	100	65
5	59	37	66	69	73	101	66
6	64	38	67	70	77	102	69
7	65	39	53	71	62	103	59
8	65	40	63	72	75	104	61
9	46	41	54	73	61	105	70
10	53	42	69	74	73	106	57
11	65	43	70	75	70	107	77
12	65	44	62	76	46	108	58
13	67	45	71	77	61	109	70
14	69	46	54	78	63	110	71
15	55	47	72	79	70	111	73
16	70	48	77	80	61	112	77
17	71	49	53	81	71	113	58
18	71	50	66	82	69	114	77
19	72	51	67	83	71	115	78
20	64	52	76	84	77	116	80
21	79	53	71	85	65	117	83
22	73	54	55	86	65	118	77
23	60	55	61	87	63	119	59
24	75	56	63	88	65	120	61
25	30 1st	57	57	89	66	121	65
26	77	58	61	90	69	122	66
27	55	59	49	91	61	123	62
28	49	60	55	92	62	124	68
29	76	61	70	93	59	125	73
30	62	62	55	94	71	126	61
31	65	63	63	95	70		
32	66	64	70	96	70		

### 3. Implementation of remedial learning

After the Formative test given and then the writer find some students that don't reach mastery learning (*ketuntasan belajar*) so the writer has to make remedial learning to improve students' mastery learning in English. This meeting done on Monday, October 21<sup>st</sup> 2009, in this remedial activity the teacher re-teaching the material that related with the items test, the teacher explain again about the items test like about identification of report text and the structure.

To observe the activity the observer observed the teaching learning process in the class, that is the students' activities and the teacher's activities.

The writer used a observation guide in this remedial learning

Table 4.8 The Formative Test Result of Science Eleventh grade (XI IPA) students that don't reach mastery learning in English subject on Monday, October 19<sup>th</sup> 2009

No	Class	Sex		Total
		Female	Male	
1.	XI IPA 1	12	6	18
2.	XI IPA 2	13	7	20
3.	XI IPA 3	11	5	16
	<b>Total</b>	36	18	54

The students' number has not reach standard score are fifty-four students. The students must follow the remedial to improve their English, in

the remedial activity they learn again about the material that helped with their teacher; this teaching learning process runs effectively. In implementation of remedial, the students appeared in two groups. The number's of group are twenty-seven.

Table 4.9 Observation guide for teacher in remedial learning on Monday, 21<sup>st</sup>October 2009.

No	Steps of writer's activity in remedial	Fulfilled	Didn't Fulfill	Comment
1	The writer gives items' test	V		Good
2	The writer explains again about the items test.	V		Good
3	The teacher explain about the identification of report text	V		Ask one of student read loudly
4	The writer explain about synonym and antonym in English that related with the items test	V		Ask students open dictionary
5	The writer explain about Conjunction	V		Gives other example
6	The teacher explain about superlative	V		Gives other example
7	The writer explain about simpatic expression	V		Gives example with expression other
8	The teacher gives clear explanation The teacher asks students to do exercise	V		Good
9	The teacher and the students discuss about the exercises' answer	V		Good

*Setting criteria of success:*  
*The writer has good performance in implementation the plan.*

**Observer**

## Siti Sumarni

Explain the items test as clear as check students' activity in remedial learning whether they receive in learning or not. All the students must has pay attention of each items' explanation. Give clear explanation about the material relate with items' test. The teacher has managed the class well.

Table 4.10 Observation guide for students in remedial learning on Monday, 21<sup>th</sup> October 2009.

No	Steps Students' activity in remedial	Fulfilled	Didn't fulfilled	Comment
1	Students receive paper of items' test	V		All of the students
2	Students listen to the teacher explanation	V		26 of the Students
3	Student give question if they don't understand	V		3 of the students
4	The students follow the teaching learning process well	V		All of the students
5	The students do the exercise	V		All of the students
6	The students collect the exercise	V		All of the students
7	The teacher and students discuss about exerciser's answer.	V		All of the students

*Setting criteria of success:*

*The students has good performance in implementation the plan.*

Based on the table above, can be explained that 100% of the all students who received the paper's items test, 93,6% of the students who listened to the teacher's explanation. 11,1% of the all students who questioned for clarification. 100% of the students follow the teaching learning process well.



100% of the students do the exercises. 100% of the students collect the exercise.

100% of the students discuss about exercises' answer.

After the implementation of the remedial teaching learning process at Monday, October 21<sup>st</sup> 2009. The teacher decision to continue the remedial in the next meeting of second group. The number's students in group is twenty-seven.

On Tuesday, October 22<sup>nd</sup> 2009, the teacher explained items test of second group, in the process remedial learning firstly the teacher giving the paper's items test last and ask the students to answer the question. Speak whether any question or do not understand. In this activity, the teacher explains items test continue.

Table 4.11 Observation guide for teacher in remedial learning on Tuesday 22<sup>nd</sup> 2009

No	Step of teacher's activity in remedial	Fulfilled	Didn't Fulfill	Comment
1	The teacher explains again about the items test.	V		Good
2	The teacher explain about the identification of report text	V		Ask one of student read loudly
3	The teacher explain about synonym and antonym in English that related with the items test	V		Ask students open dictionary
4	The teacher explain about Conjunction	V		Gives other example
5	The teacher explain about superlative	V		Gives other example
4	The teacher explain about sympathy expression	V		Gives example with expression other
5	The teacher gives clear explanation The teacher asks students to do exercise	V		Good

Continue Table 4.11

No	Step of teacher's activity in remedial	Fulfill ed	Didn't Fulfill	Comment
6	The teacher and the students discuss about the exercises' answer	V		Good
7	The teacher give support motivate to learn English.	V		Good

*Setting criteria of success:*

*The writer has good performance in implementation the plan.*

**Observer,**

**Siti Sumrni**

After explain about material the items test, the teacher has pay attention to the students. All the students must to listen the explanation of the each items test. Ask the students speak whether don't understand. The teacher has to give clear the material of items test. Support the students to always fun in learn English motivate them to learn English.

Table 4.12 Observation guide for students in remedial learning on Tuesday, 22<sup>nd</sup> October 2009

No	Steps Student's Activity in Remedial	Fulfill	Don't Fulfill	Comment
1	Students receive paper of items' test	V		All of the students
1	Students listen to the teacher explanation	V		24 of the students
2	Student give question if they don't understand	V		4 of the students
3	The students follow the			All of

	teaching learning process well			students
<b>4</b>	The students do the exercise	<b>V</b>		All of the students

Countinue Table 4.12

<b>No</b>	<b>Steps Student's Activity in Remedial</b>	<b>Fulfill</b>	<b>Don't Fulfill</b>	<b>Comment</b>
<b>5</b>	The students collect the exercise	<b>V</b>		All of the students
<b>6</b>	The teacher and students discuss about exercise's answer.	<b>V</b>		All of the students

*Setting criteria of success:*

*The students has good performance in implementation the plan*

**Observer**

**Siti Sumarni**

Based on the table above, can be explained that 100% of the all students who received the paper's items test, 88,8% of the students who listened to the teacher's explanation. 14,8% of the all students who questioned for clarification. 100% of the students follow the teaching learning process well. 100% of the students do the exercises. 100% of the students collect the exercise. 100% of the students discuss about exercises' answer.

Based on the table above, all students receives paper's items test that 100% can be explained that 93.3% of the all students who listened who listened to the teacher's explanation. 6.06% of the all students ask question for clarification. 100% of the students follow the teaching learning process well.

100% of the students do the exercises. 100% of the students collect the exercise. 60.6% of the students answered correctly.

After implementation of remedial the teacher given test of all students who have follow remedial on Wednesday 23<sup>rd</sup> October 2009, this test done to know scoring that got by students to reach mastery learning in English.

Table 4.13 The Test Result of Remedial at Eleventh Science Grade on Monday and Tuesday 21-22<sup>nd</sup> October 2009.

No	Name	Multiple choice	Essay	Total
1	Ahmad Baihaqi	65	25	90
2	Ahmad Ramlan	55	20	75
3	Anita Rasmana	45	22	67
4	Arya Putra	43	23	66
5	Bella Ananda	34	23	57
6				