

**THE IMPLEMENTATION OF LEARNING FOR MASTERY APPROACH
TO IMPROVE STUDENTS' VOCABULARY AT THE BEGINNER LEVEL
IN *KUMON* PRIVATE SCHOOL**

THESIS



**By :
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NIM. 20202004**

**ENGLISH DEPARTMENT
FACULTY OF TARBIYAH
STATE ISLAMIC INSTITUTE OF KEDIRI
2024**

COVER PAGE

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THESIS

Presented to :

State Islamic Institute of Kediri

In Partial Fullfilment of the Requirement

For the Degree of *Sarjana* in English Language Education

Arranged by:

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This thesis to fulfill the requirement for the degree of Sarjana (S1) in English Department Study Program, State Islamic Institute (IAIN) of Kediri.

Kediri, 25th May 2024
The Researcher

A handwritten signature in black ink is written over a 20,000 Rupiah stamp. The stamp is rectangular with a gold and red color scheme. It features the Garuda Pancasila emblem in the center, the text 'REPUBLIK INDONESIA' at the top, '20.000' in large numbers, and '20 METERA TAMPIL' at the bottom. A serial number '03FALX252214962' is visible at the bottom of the stamp.

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IN *KUMON* PRIVATE SCHOOL**

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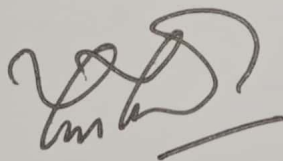
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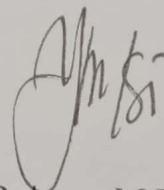
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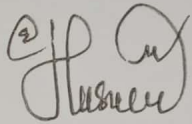
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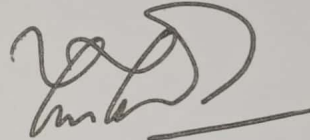
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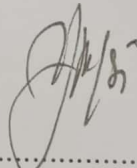
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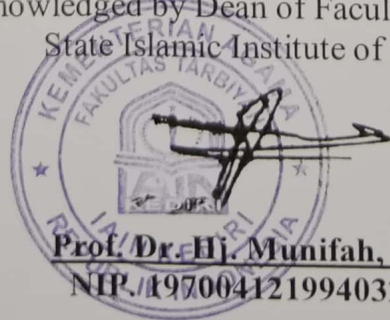
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MOTTO

“Allah tidak akan membebani seseorang melainkan sesuai dengan kemampuannya” (Q.S Al-Baqarah: 286)

“Selalu ada harga dalam setiap proses. Nikmati saja lelah-lelah itu. Lebarkan lagi rasa sabar itu. Semua yang kau investasikan untuk menjadikan dirimu serupa yang kau impikan mungkin tidak akan selalu berjalan lancar. Tapi, gelombang-gelombang itu yang nanti bisa kau ceritakan”

(Boy Chandra)

Terbentur, Terbentur, Terbentur, Terbentuk

(Tan Malaka)

DEDICATION

Thanks to Allah SWT because whatever we have done in this world goes by His will, I might be able to complete this thesis properly. This thesis is dedicated to:

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6. Last but not least, I want to thank to myself, Aura Fatasya Azzahra. I want to thank myself for fighting this far and going through many obsatcles.

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At last the author hopes that Allah SWT will repay all the kindness of all parties who have helped in the process of preparing and completing this thesis. Hopefully, this thesis will be useful in contributing to the development of science.

Kediri, 25th June 2024

The Writer,

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ABSTRACT

Azzahra, A.F. (2024). “The Implementation of Learning for Mastery Approach to Improve Students Vocabulary at the Beginner Level in Kumon Private School”. A Graduating Paper. Department of English Language Education. Faculty of Tarbiyah. State Islamic Institute of Kediri. Advisor: (1) Dr. Toyyibah, S.S., M.Pd. (2) Yogi Rohana, M.Hum.

Keywords: *implementation, learning for mastery, vocabulary, beginner level*

Learning for mastery is an educational method in which students are taught materials in a set period, and their proficiency is determined by what they have learned. This research aims to describe the implementation of the learning for mastery approach to improving students' vocabulary at the beginner level in *Kumon* private schools, find the problems faced by teachers and students when using the learning for mastery approach, and determine the results of implementing the learning for mastery approach to improve students' vocabulary at the beginner level in *Kumon* private schools.

The research used a case study design to explore the case of an actual class and capture the current state of the phenomenon. It aimed to determine the nature of the situation at the time of the study in English *Kumon* Sudirman Pare. The subjects of this study are level A students of *Kumon* Sudirman Pare's English class, with a total of four students. The researcher used observations, interviews, and document analysis as data collection techniques.

Based on research findings, *Kumon* implemented the Learning for Mastery Approach well to improve students' vocabulary. The researcher found a series of learning activities applied by teacher. This series of activities includes preparation, whilst teaching, closing, and evaluation. Each of those series has several more detailed sub- activities as proposed by Bloom (1976). In learning for mastery the students were given different materials that meet their needs, because they realized that each student had unique characteristics. This approach is implemented all skills to improve student vocabulary. In implementing learning for mastery the teachers found the problems such as having limited time to implement this approach and difficulty in determining student learning programs. Besides, the students' problem is difficulty in operating DVD player for listening activities. Meanwhile, students also feel tired during learning activities. The results of implementing learning for mastery show that four students can improve their vocabulary accurately and quickly at that level.

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