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The Effect of Mastery Learning Strategy on EFL Preparatory School Students Achievement in Literary Text

ABSTRACT

Mastery Learning strategy is an instructional strategy and educational philosophy; this strategy is presented for the first time in (1986) by **Benjamin Bloom**. According to this strategy, the students must achieve a level of mastery in knowledge before going to learn subsequent information. If a student does not achieve mastery on the test, they are given additional support in learning and reviewing the information and then tested again. Most of EFL students at Iraqi schools find difficulties in mastering the literary text due to a variety of reasons in teaching materials or in adopted methods. This study aims at finding out the effect of Mastery Learning Strategy on EFL preparatory school students' achievement in literary text. A sample of (60) students have been randomly selected from the Iraqi EFL fifth preparatory school students from Saladin Governorate, Al- Ramah Al-awaly preparatory School for boys during the academic year (2020-2021). The students divided into two groups, (30) students as an Experimental Group and (30) students as a Control Group. Both groups have been equalized in their age, parents' level of education, their degrees in English language subject in the previous grade of the academic year (2019- 2020), and their level of achievement in the pre- test. Both groups have been taught by the researcher himself and exposed to the same instructional material from **English for Iraq/ 5th class** (students' book and literature focus**).** The Experimental Group has been taught according to Mastery Learning Strategy, while the Control Group has been taught according to the conventional method. An achievement test has been constructed, validated, and applied on the two groups. The obtained results have been collected and analyzed statistically. The results of the current study show that the achievement of the experimental group who has been taught by Using the mastery learning strategy is better than that of the control group who have been taught by using the traditional method. This means that mastery learning strategy proves to be more effective than the traditional technique, in teaching literary texts. Finally, the study ends up with some conclusions, recommendations, and suggestions for further studies.

أثر استراتيجية التعلم المتقن على تحصيل طلبة المدارس الإعدادية دارسي اللغة الانكليزية لغة– أجنبية في النصوص الأدبية

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الخلاصة:

إن استراتيجية التعلم المتقن هي استراتيجية تعليمية وفلسفية ، وهذه الاستراتيجية قدمها بنيامين بلوم لأول مرة في عام (1986). وفقا لهذه الاستراتيجية ، يجب أن يحقق الطلاب مستوى من الإتقان في المعرفة قبل أن يتعلموا المعلومات اللاحقة. وفي حالة عدم إتقان الطالب للاختبار ، يقدم له دعم إضافي في تعلم المعلومات ومراجعتها ثم يختبر مرة أخرى. ويجد معظم الطلبة الدارسين للغة الانجليزية لغة اجنبية في المدارس العراقية صعوبات في إتقان النص الأدبي لأسباب متنوعة في المواد التعليمية أو في الأساليب التعليمية المتبعة وتهدف هذه الدراسة إلى معرفة أثر استراتيجية التعلم المتقن على تحصيل طلاب المدارس الإعدادية في النص الأدبي. ويتناول هذا الهدف النقاط التالية:

1.التعرف تجريبياً على أثر استخدام استراتيجية التعلم المتقن في تحصيل طلاب المدارس الإعدادية في النص الأدبي.

2 .معرفة ما إذا كان هناك أي فرق بين تحصيل المجموعة التجريبية على مستوى الادراك والتقديم.

3 .معرفة إن كان لاستراتيجية التعلم المتقن القدرة على تحسين تحصيل الطلاب في النص الأدبي. وقد تحققت هذه الأهداف من خلال التحقق من الفرضيات التالية:

1. لا توجد فروق ذات دلالة إحصائية بين متوسط درجات المجموعة التجريبية ، الذين يدرسون باستخدام استراتيجية التعلم المتقن ومتوسط درجات المجموعة الضابطة ، الذين يدرسون باستخدام الطريقة التقليدية في الاختبار البعدي.

2 . لا توجد فروق ذات دلالة إحصائية بين متوسط درجات تحصيل المجموعة التجريبية على مستوى الادراك وتلك على مستوى الانتاج في الاختبار البعدي.

3 .لا توجد فروق ذات دلالة إحصائية بين متوسط درجات تحصيل الطلاب للمجموعة التجريبية في الاختبار القبلي والبعدي.

تم اختيار عينة عشوائية من (60)طالباً من طلبة المدارس الثانوية في محافظة صلاح الدين ، من مدرسة (الرماح العوالي الثانوية للبنين)خلال العام الدراسي 2020-2021. وتم تقسيم الطلبة إلى مجموعتين متساويتين ، (30) طالبا" كمجموعة تجريبية ، و (30) طالبا" كمجموعة ضابطة . وتمت مساواة المجموعتين في العمر ، ومستوى تعليم الآباء ، ودرجاتهما في مادة اللغة الإنجليزية في الصف السابق من العام الدراسي (2019- 2020) ، ومستوى التحصيل في الاختبار القبلي.

هذا يشير الى أن استراتيجية التعلم المتقن اثبتت فعاليتها في تدريس النصوص الأدبية. وأخيرا ، انتهت الدراسة ببعض الاستنتاجات والتوصيات والمقترحات لدراسات مستقبلية.

Section one

1.1 The Statement of the Problem

Language is the most significant mean, which is used to communicate with each other orally or written. However, English is one of the most required languages on the earth, mainly because it is the language of information, technology, business, trade, etc. Learning a new language means learning a new culture, a new way to think, feel and act. Therefore, many different methods and techniques are used to teach language.

Mastery Learning strategy is an instructional strategy and educational philosophy, first formally proposed by Benjamin Bloom in 1968. It maintains that students must achieve a level of mastery (e.g., 90% on a knowledge test) in prerequisite knowledge before moving forward to learn subsequent information. If a student does not achieve mastery on the test, they are given additional support in learning and reviewing the information and then tested again. This cycle continues until the learner accomplishes mastery, and they may then move on to the next stage (Bloom,1981:66).

Mastery learning strategy shows that the focus of instruction should be the time required for different students to learn the same material and achieve the same level of mastery. This is very much in contrast with classic strategy of teaching, which focus more on differences in students' ability and where all students are given approximately the same amount of time to learn and the same set of instructions.

Levine (1985: 129) states that there is a shift in responsibilities, so the failure of students is more due to the instruction and not necessarily to the

lack of ability. Therefore, in a Mastery Learning Strategy environment, the challenge becomes providing enough time and employing instructional strategies so that all students can achieve the same level of learning.

Mastery learning strategy has been around for a very long time and many teachers may be used various aspects of it, consciously or not. The key to mastery learning strategy is that students are required to show mastery of a concept before they are allowed to move on to the next concept. The teacher determines at what level the mastery must be accomplished- for example, 100%, 80%, or 70% (Morgan,1977: 214).

The problem is appeared as noticed by the researcher in schools that students' ability to read and understand literary text is not eligible. In this concern, as evidence has been accumulated for a number of years, many of students in Iraqi schools are not mastering essential reading skills. This elicits finding other strategies, such as mastery learning strategy to enable students reach a level of mastery. Based on that, this study tries to present a framework for mastery learning strategy in which students reach a better level of students' achievement.

1.2 Aims of the study

This study aims at:

1. Finding out empirically the effect of using Mastery Learning Strategy on EFL preparatory school students' achievement in literary text.
2. Finding out if there is any significant difference between the experimental group's achievement at the recognition and the production level.
3. Finding out that Mastery Learning Strategy has the potential for being benefit for students' achievement in literary text.

1.3 Hypotheses of Study

The following null hypotheses are put forward in order to be verified:

1- There are no statistically significant differences between the mean scores of Experimental group, who are taught by using Mastery Learning Strategy and the mean score of the Control group, who are taught by using conventional method in the post-test.

2- There are no statistically significant difference between the mean scores of the Experimental group' achievement at the recognition level and that at the production level in the post test.

3-There are no statistically significant differences between the mean scores of students' achievement of the Experimental group in the pre and post -tests.

1.4 Value of the study

The value of this study stems from the following points:

1. Mastery Learning Strategy presents a student-centered, text-based method which is one of the modern trends in teaching English.

2. To investigate whether application of Mastery Learning strategy might be connected to student achievement.

3 . Encouraging and motivating students to use mastery learning to earn knowledge.

4 . Mastery learning requires the students to take the initiative—for example, they choose which activities they're going to complete, and they determine when they are ready to take the quiz and attempt to move on. Students are self-directed as they choose which learning opportunities to experience.

5 . Helping EFL curricula designers and EFL methodologies in developing literary contents and teaching methods.

6 . It Motivates students for using the four skills in their daily lessons.

1.5 Limits of the study

1. Mastery learning strategy as a strategy used for teaching literary text.

2. The fifth class students (morning studies) in the Ministry of Education / General Directorate of Salah-Aldin Province Education, namely Al-Remah AL-Awaly preparatory school in Salah-Aldin /Yathrib as a sample of this study.

3. The general English textbook, English for Iraq/ 5th Class, students' book and literature focus.

4.Students in this school in General Directorate of Salah-Aldin Province Education The academic year (2020-2021).

1.6 Definition of the basic terms

1.6.1 Mastery learning Strategy:

Mastery Learning Strategy is a set of group-based, individualized, teaching and learning strategies based on the premise that students will achieve a high level of understanding in a given domain if they are given enough time (Lorin,1975:72).

The operational definition: itis a means of teaching students how to think and how to participate in an exchange of ideas or examinations particularly to explore the solution by commenting. It is quite important to make t he student's success productive and enjoyable.

1.6.2. A literary text:

Literary text is a piece of written material, such as a book or poem, that has the. Purpose of telling a story or entertaining, as in a fictional novel. Its primary function as a. text is usually aesthetic, but it may also contain political messages or beliefs (https://www.quora.com/What-is-a-literary-text).

The operational definition**:** it is a piece of writing, that is written by either a poet, novelist, or dramatist.

1.6.3 Achievement:

Something that you did or got after planning and working to make it happen ,and that ,therefore gives you feeling of satisfaction ,or the act of working to make this happen (**https://dictionary.cambridge. Org /dictionary /English/achievement).**

The operational definition: it is a positive development in students' marks in the achievement test.

1.6.4. Effect:

It is the "Treatment or the effect of an experimental factor under controlled condition on the control variable (Good, 1973:195). It is something that is produced by an action; result. It is the state of being operative (Weiner, 2002:21)

The operational definition: is the positive change of students performance in drama caused by teaching them English literature.

1.7 Plan of the Study

The following steps will be followed in order to achieve the aims of the study and verify its hypotheses:

1-Choosing two groups of preparatory school students randomly for the sample of the study; then dividing the sample into two groups: experimental and control.

2-Equalizing the two groups according to certain variables, which are their levels and academic level, by the pre-test.

3- Constructing an achievement test as a tool of the study.

4-The current study will prove to what extent mastery learning strategy work in teaching literature spot.

5-Applying the experiment for the two group. the experimental group with the mastery learning strategy and the control group with the ordinarily way of teaching.

6-Submitting the two groups for the post test.

7- Collecting the required data and analyzing it statistically.

Section Two

2.1 Theoretical Background

Theoretical background is concerned with Mastery Learning Strategy and its concepts and steps for applying, and the concept of the literary text, specifically the teaching of drama as a type of literary text.

2.2 The Concept of Mastery Learning Strategy.

Mastery learning is a strategy used for teaching English. It gives students a full opportunity to learn according to their level. This gives students more power to enabled from the material they study. Liddel (2002:170) explains that there is a system of confidence in mastery learning strategy that all students should acquire at high level. In this regard, Carroll (1963:70) has stated that one of the first mastery learning strategy was created that included the notion for the majority of students of high-level realization attaining a degree of mastery, there were several calls for learning.

Mastery learning strategy is based on the contention that virtually all students are able to attain a high level of achievement when instruction provides for individual differences in ability, rate of learning and other influencing factors (Bloom, 1976:

57). Specifically, Mastery learning strategy emphasizes the role of feedback corrective procedures as a means of helping students to overcome difficulties encountered in the initial learning phase (Block and Burns, 1976: 45). Mastery learning Strategy considers learner's individual differences such as pace of learning, level of mastery, time and so on. The time required for learning the same material is different for each student. Mastery learning maintains that students must achieve a level of mastery in a pre-requisite knowledge before moving to the next learning material. If a student does not attain a level of mastery, such as student would be introduced to remediation lessons where review of information and learning support would be given and then they would be tested again. The cycle continues until the learners can demonstrate or attain mastery level of 80% and above. At this point, they can move to the next stage of learning. This will continue until all the learning objectives are achieved (Anderson, 1995: 425).

It is confirmed that using mastery learning strategy by learners may let more than 90% of them reach the mastery level in the school curricula. The method of mastery learning is used in groups developed by teachers for the purpose of mastery learning (Liddle, 2002: 171). There are several steps that need to be taken into consideration in order to achieve the objectives of mastery learning strategy. Firstly, identifying mastery. Secondly, training for mastery. Thirdly, to teach for mastery. Finally, mastership grading (ibid: 179).

2.3 The Steps of Mastery Learning Strategy

According to Mohammed (2001: 38) the components of mastery learning strategy are:

1. Pre-evaluation: in order to decide the points from which each student begins. The functions of the pre-evaluation are to select the educational methods.

2. Preliminary Teaching: this is the first teaching process. Teachers have to select the suitable methods to reach the mastery of each student.

3. Prescribing the Appropriate Medication: teachers select the educational materials and activities for each student based on his/her results in the tests. This includes: alternative teaching and enrichment.

2.4   The Concept of Literary Text

According to Moody (1971:6) literary texts present a linguistic and psychological reality and that presenting words in the context of a text will provide support and reduce interference. Hedge (2000: 120) and Rivers (1987: 5) argue that literary text help pupils to interact with the teacher inside the class, in fact interaction is the heart of communication and through interaction, students can increase their language store as they listen or read authentic linguistic material.

Literary text in the context of language items naturally lead to the use of new vocabulary and expressions in real situations. It is an undeniable fact that language resources can be fully used by taking recourse to literature as an important aspect of language learning. Thus using literature specially drama as a technique for teaching both basic language skills (reading, writing, listening and speaking) and language areas (vocabulary, grammar and pronunciation) is very popular within the field of foreign language learning. Teaching literary text help students go beyond acquiring basic knowledge of the language to learning about the language and how it works (Carter and McRae, 2002: 10).

2.5 Teaching of Drama

Drama is an enrich source for teaching language. by using drama, the learners can learn the application of language. Drama can promote the learners' ability towards the target language and culture. The instructors can use drama to promote the learners' comprehension of life experience (Sariçoban, 2004:13-32).

Lenore (1993:37) mentions the advantages of teaching drama which are as follows:

- Stimulating the imagination and promoting creative thinking.
- Developing critical thinking ability.
- Heightening influential listening skills.
- Increasing the learners' empathy and awareness.
- Reinforcing positive self-concept.

The use of drama can be a very influential way in communication- based language teaching. Authentically, drama helps the learners develop their

understanding of the verbal as well as nonverbal features of the target language (ibid, 41).

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Section Three

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3.1 Methodology

This section attempts to describe the procedures which adopted for gathering the data needed. This provides a detailed description of each of the population and sample the data involved the construction of the post-test.

3.2 Experimental Design

The experimental design is "the blueprint of the procedures that enable the researcher to check hypotheses by reaching valid conclusions about the partnership between independent and dependent variables" (Best and Khan,2006:177). according to Good (1976:74) The experimental design is the" plan according to which experimental group are selected, and the experimental treatments are administrated and their effect is measured". The experimental design adopted by the current study is entitled" The Pre- posttest, Equivalent-Group Design" as shown in table (3.1).

1. Selecting two groups of students randomly and assigning them to experimental and control groups.
2. Make equalization between the students of the experimental group, on one hand, and those of the control group, on the other hand, in some variables.
3. Administrating the independent variable only to the experimental group.

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(2.1):

The Experimental Design of the Study

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Groups	Independent variable	Posttest
EG.	Mastery learning Strategy	Posttest
CG.	Traditional Method	Posttest

3.3 Population and Sample of the Study

According to Singh and Nath(2007:33)."The population represents a group of individuals possessing one or more characteristics ;such as age ,academic achievement ,and that of interest to the researcher".

The population of the present study includes fifth scientific grade students at Al-remah Alawaly secondary school for boys in the city of yatherb at Salah-Aldin Governorate, during the academic year 2020-2021.The students are grouped into two sections: (A) and (B). Sections (A) and (B) have been randomly selected to be the experimental and control groups whose total number is (86). Section (A) consists of (47) students while section (B) consists of (39) students. (17) students are excluded from section (A) and (9) students are excluded from section (B). Some of those students are employed for the pilot study. Thus, (26) students have been selected from section (A) as an experimental group and (30) students from section (B) as a control group. Therefore, the total number of the involved sample is (60) who represent 69.76 percent of its original population, as shown in table (2.2)

Table (2.2):
The Population and Sample of the Study

Groups	No. of Population	No. of pilot Students	No. of Sample Students
Experimental	47	17	30
Control	39	9	30
Total	86	26	60

3.4 Construction of the Achievement Test

An achievement test has been constructed by considering the contents and behavioral objectives of the instructional material. It consists of six questions, and scored out of hundred, as shown it in table (2.3).

The first question is a true /false and the students should tick the right choice which are consist of five items and is given ten marks, i.e. each item takes two marks, the purpose of this question is to understand the students' ability to choose the correct answers.

Whereas the second question is matching. It consists of five items. Each item is given two marks and the total mark is ten. This question aims to measure the student's ability to discriminate the correct answers.

Question three consists of (A) and (B): A- which is consists of five items, each item is given two marks and the total mark is ten. This questions aims to complete the correct options. The purpose of this question is to match the idioms with their columns.

Question four consists of (A) and (B): A Also consists of five items. Each item is given two marks, and the total mark is ten. This questions aims to measure Students' ability to identify the correct sentence. This questions aims to identify them plot.

Question five consists of (A) and (B): A- consists of five items. Each item is given two marks, and the total mark is ten. This questions aims Students ability to identify the correct sentence and in correct sentences item. B- Includes one item. the total mark is ten. The question aims ability of students to express about their imagination.

Question six also consists of (A) and (B): A- Includes one item. related to the recognition level, the question aims the ability of the students to identify through looking at the Picture.

B- This question consists of one item, related to the production level

This question aims student ability to describe the person physically.

Table (2.3):

The Specifications of the Contents, Behavioral, Items, and Marks of the Post-test.

	No. of Question	Contents	Behavioral objectives	No. of Items	Marks
	1	True or False	The students ability to perceptive the correct answers.	5	10
	2	Match	The students ability to discriminate the correct answers.	5	10

	3/A3	Choose the correct choices	To complete the correct options.	5	10
	3/B	Description of characters	To match the idioms with their columns	1	10
	4/A	Figures of speech	Students ability to identify the correct sentence and in correct sentences item	5	10
	4/B	Plot	them plot	5	10
	5/A	Oppression	Students ability to think and write their understanding	1	10
	5/B	Slavery	The ability of students to express about their imagination	1	10
	6/A	Person in the picture	The ability of the students to identify through looking at the Picture	1	10
	6/B	Describing	Student ability to describe the person physically	1	10
Total				30	100

3.5 Scoring Scheme of the Posttest

Students' answers are scored out of 100. Two marks are specified for each correct item and zero for each wrong answer in the first, second and third questions as well as fourth question "section A" and the sixth question "section A" which are at of the recognition level. The last three questions are scored by a committee in terms of a certain criterion, namely: grammar, vocabulary, and Idea, as shown in table (2.4).

Table (2.4):

Scoring Scheme of the Posttest

Criteria	Qualities	Scores			
		Q4	Q5	Q5	Q6
		B 10	A 1O	B 10	B 10
Grammar	Very good	2	2	2	2
	Good	1	1	1	1
	Weak	0	0	0	0
Vocabulary	Very good	2	2	2	2
	Good	1	1	1	1
	Weak	0	0	0	0
Idea	Very good	2	2	2	2
	Good	1	1	1	1
	Weak	0	0	0	0

3.6 Pilot Administration of the Test

A pilot study is a preliminary study conducted with a sample out of the experiment sample to acquaint the researcher with any obstructions that may face during the test (Good, 1973:143). The pilot study aims to allow the

researcher to obtain information about how the instrument works and to specify the estimated time required to answer all the test questions or items. It also aims to find out the discrimination power and difficulty level of the test as well as to determine the clarity of the test instructions.

Therefore, the test has been conducted on twenty- six students randomly selected from the two involved sections, i.e. (A) and (B). Results indicate that the time needed to answer all the test items ranges between 50-60 minutes and there is no ambiguity in the instructions of the given test.

3.7 Reliability of the Achievement Tests

Reliability is an important character of a good test. A test is said to be reliable if its degree of accuracy stays stable and consistent each time is conducted with the same condition for the same sample of students (Veram and Beard, 1981:86).

One of the necessary characteristics of a good test is reliability. Alderson (1995:294) states that "reliability is the extent to which test scores are consistent".

Reliability is explained by Ravitch (2007:70) "in testing, a measure of consistency. For example, if a person took different forms of the same test on two different days, scores on both tests should be similar. Alpha- Cronbach formula is used to measure the reliability of the post-test. The coefficient is found to be (0.83), which consider acceptable.

3.8 Final Administration of the posttest

After verifying the pilot administration, the validity and reliability, the test is finally applied on 16th of February 2021 to two groups of students (experimental and control). The researcher has distributed the test papers to the involved testees and ask them to read the instructions of the questions carefully and state their responses within the limited time of the test. At the end of that time, all the test papers have been collected to be scored according to the designed scoring scheme.

Section four

4.1 Analysis of Data and Discussion of Results

The collected data have been analyzed in order to verify the hypotheses of the study :

1. There are no statistically significant differences between the mean scores of Experimental group, who are taught by using Mastery Learning Strategy and the mean score of the Control group, who are taught by using conventional method in the post-test.

2. There are no statistically significant differences between the mean scores of students' achievement of the Experimental group in the pre and post -tests.

4.2 Comparison Between the Mean Scores of the Experimental Group and that of the Control Group in the Posttest

To find out if there are no statistically significant differences between the mean scores of the control group, who are taught according to the conventional method and the mean scores of the experimental group, who are taught by using a Mastery Learning Strategy in their achievement in the post-test, t-test for two- independent samples formula has been used. Statistics show that the mean scores of the experimental group is 67.57 and that of the control group is 55.80. The computed t-value is found to be 6.07while the tabulated t-value is found to be 2.00 at the degree of freedom (58) and level of significance (0.05), as shown in table (3.1). This means that there is a significant difference between the achievement of the two groups and in favor of the experimental group.

Thus, the first hypothesis which states that there are no statistically significant differences between the mean scores of the control group, who are taught according to the conventional method and the mean scores of the experimental group, who are taught by using a Mastery Learning Strategy in their achievement in the post-test is rejected.

Table (3.1):

The Mean Scores, Standard Deviation and T-Value The Two Groups in the Post-test.

Group	No. of Students	Mean Scores	SD.	T-Value		DF	Level of Significance
EG	30	67.57	8.83	Calculated	Tabulated		
CG	30	55.80	5.90	6.07	2.00	58	0.05

4.3 Comparison Between the Mean Scores of the Experimental Group in the Pre-test and the Post-test.

To find out if there are no statistically significant differences between the mean scores of the Experimental Group in the pre-test and the post- test, t-test for the two paired samples is used. Statistics show that the mean scores of the experimental group in the pre-test is (49.00) and standard deviation is (4.99), while the mean score of the Experimental Group in the post-test is (67.57) and the standard deviation is (8.83). The calculated t-value is (5.8) which is bigger than the tabulated t-value which is (2.00) with (29) degree of freedom and (0.05) level of significant. This means that there are statistically significant differences between the mean scores of students' achievement of the Experimental Group in the pre-test and the post-test and in the favor of post- test. So, the third hypothesis which states that (There are no statistically significant differences between the mean scores of students' achievement of the Experimental group in the pre and post –tests) is rejected. Table (3.2) shows this results clearly.

Table (3.2)

The Mean Scores, Standard Deviation and T-Value of Experimental Group in the Pre-test and the Post-test

The test	No. of Students	Mean Scores	SD.	T-Value		DF	Level of Significance
				Calculated	Tabulated		
Pre-test	30	49.00	4.99				
Post-test	30	67.57	8.83	5.8	2.00	29	0.05

Section five

5.1 Discussion of the Obtained Results

The obtained results of the current study show that the achievement of the experimental group who has been taught by using the Mastery Learning Strategy is better than that of the control group who have been taught by using the traditional method .This means that mastery learning strategy proves to be more effective than the traditional methods, in teaching literary texts .The improvement of the students' achievement in English literary texts by using mastery learning strategy could be attributed to the following factors:

1. Mastery Learning strategy is easy to apply by teachers and used by students.
2. It is flexible and interesting in use.
3. It engages the brain to work simultaneously by using, images, keywords, lines, videos, loudspeakers, symbols, and record lessons.
4. It improves students' confidence in their learning ability.
5. It helps students to understand, memorize vocabulary, and memorize English better.

5.2 Conclusions

The following points are concluded, in terms of the obtained results:

1. The achievement of the students of the experimental group is better than that of the control group which indicates that those students have efficiently engaged in learning through the Mastery Learning Strategy than the traditional way as the Mastery Learning Strategy was more interesting and commanded their attention longer.

2. It appears that teaching students by using Mastery Learning Strategy to improve their ability to understand literary text perfectly.

3. The use of Mastery Learning Strategy in the class is useful to improve the social interaction among students. The students share information, participate in the literary text and answer the questions.

4.It also increased the students' motivation and involvement in the classroom.

5. Using Mastery Learning Strategy helps students to understand, organize, and analyze all features and types of speech in the best way.

6. Students show a positive response towards Mastery Learning Strategy since it is easy and simple to use, and creates a joyful environment.

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