

CHAPTER I

INTRODUCTION

This chapter discusses the introduction of the research. It consists of the background of the research, setting of the research, limitation of the research, and formulation of the research. This research also discusses the purpose of the research, the significance of the research, and the definition of critical terms.

A. Background of the Research

Since language is a tool for communication, it is essential to human existence. A person cannot communicate with others without language. One of the most widely used languages in the world and historically one of the most significant is English. English is a foreign language that many Indonesians take seriously in order to be competitive internationally. Therefore, the scope of teaching English is a special interest. The importance of English in every facet of our lives is the reason behind this. To learn English, one needs master the language skills of speaking, listening, writing, and reading.

Reading is one of the language skills that play an important role in learning English, and it is because reading has become part of our everyday lives. Through reading, people are able to gain a lot of knowledge, facts, pleasure, and troubleshooting. Thus, the ability to read a text in many ways can make a huge contribution to our lives, such as the progress of the school, university, or other educational institutions. Comprehension is a crucial part of the reading process. According to Miller (1971).

Comprehension is built upon both word recognition and association and cannot effectively take place unless the reader first is efficient in these two aspects of reading. Reading cannot be separated from comprehension because the purpose of the result of the reading activity is to comprehend what has been read.

Small group discussion has become a tool in the process of teaching and learning for English skills, particularly speaking skills, which are the most crucial for learning English. One of the abilities that a person uses to interact with other people is speaking. People would communicate their thoughts, feelings, and ideas to other people clearly and accurately when they spoke. Nunan (2003) stated that speaking is a useful oral skill that requires the production of structured verbal utterances to convey meaning. Based on the researcher's preliminary observation in junior high school with the teacher who taught English in the activity, small group discussion is one of the hopes of the teacher. The students can participate during small group discussions. Students still have difficulties applying this technique. Besides that, one way teachers might use small group discussions to help students learn together and exchange perspectives on the subject at hand is through small group discussions. Meanwhile, some students are still less motivated. They don't know the importance of implementing this technique to improve the learning process which would impact the students' achievement in the learning process. Moreover, the students also face difficulties doing the discussion, whether difficulties with group members or in understanding the material. By learning with this technique, students have been challenged to face their difficulties in completing the task. Besides that, the students have to adapt

with group members to more quickly understand the learning materials using the small group discussion technique.

Based on the researcher's preliminary observation in junior high school with the teacher who taught English in the activity, small group discussion is one of the hopes of the teacher. The students can participate during small group discussions. Students still have difficulties applying this technique. Besides that, one way teachers might use small group discussions to help students learn together and exchange perspectives on the subject at hand is through small group discussions. Meanwhile, some students are still less motivated. They don't know the importance of implementing this technique to improve the learning process which would impact the students' achievement in the learning process.

However, in the context of SMPN 4 Kunto Darussalam, Researchers want to analysis how students' perception toward small group discussion in reading reading comprehension. With the title "*Students Perception Toward Small Group Discussion in Reading Comprehension at SMPN 4 Kunto Darussalam*".

B. Setting of The Research

Based the on the setting of the research above the researcher limited the problem. The researcher will be focus on analysis the students perception toward small group discussion in reading comprehension at SMPN 4 Kunto Darussalam.

C. Limitation of The Research

Based on the research observation to the SMPN 4 Kunto Darussalam, some students are still less motivated. They don't know the importance of implementing this technique to improve the learning process which would impact the students'

achievement in the learning process. Moreover, the students also face difficulties doing the discussion, whether difficulties with group members or in understanding the material. By learning with this technique, students have been challenged to face their difficulties in completing the task. Besides that, the students have to adapt with group members to more quickly understand the learning materials using the small group discussion technique.

D. Formulation of The Research

Based on the explain in previous section, the formulation of the research is: how students perception toward small group discussion in reading comprehension at SMPN 4 Kunto Darussalam?"

E. Purpose of The Research

The purpose of this research is to know how the student's perception toward small group discussion in reading comprehension at SMPN 4 Kunto Darussalam.

F. Significance of The Research

1. For teachers: this research hopefully can be additional information for English teachers about the strategies in teaching English.
2. For students: the result of this research hopefully can be Motivation to improve their ability in reading comprehension.
3. For the next researcher: the researcher hopes that this research can be a reference for the next researcher in doing the research related to the student's strategies in reading comprehension.

G. The Definition of Key Terms

- 1. Small Group Discussion :** According to Brewer (1997) stated that small group discussion has several advantages. The group discussion is open to the participants, which is a good method to pique their interest in the subject. They might comprehend another participant's explanation more readily than a presenter's explanation for those participants. Small group conversations helped close the communication gap between students and teachers, increased student communication skills, and encouraged students' critical thinking.. Meanwhile, several disadvantages of small group discussion in its implementation needs a lot of time and will be quite noisy. Students may do other things besides discussing the subject matter and not all students will fully participate in group discussions.
- 2. Reading Comprehension:** According to (Grabe and Stoller: 2013) reading comprehension is the ability to understand and conclude an information from the text read. In the sense of reading comprehension is the skill to understand and conclude the meaning of a text. Reading comprehension also can improve vocabulary and writing.
- 3. Student Perception:** According to (Smith, 2008), perception as an impression constructed when a spot and term are felt. Perception is an outer cognition of two entities, scilicet the sense and whole area at this time. It suggests that perception guides a person's reason or opinion toward a specific object. Perception is individuals' ideas about something they believed was valid and understood them

CHAPTER II

REVIEW OF THE RELATED THEORIES

This chapter discusses about the review of the related theories where the researcher puts the opinion from the expert. It also describes the review of related findings and the conceptual framework that was used by the researcher as a literature review. The researcher puts some theories related to the title of this research to support this research.

A. Review of Related Theories

1. The Nature of Students Perception

According to Smith (2008), explains Perception is something they catch the facts for them and something they feel will occur, however, or whether it is true. Furthermore, Smith (2008), and Carr define perception as an impression constructed when a spot and term are felt. Perception is an outer cognition of two entities, scilicet the sense and whole area at this time. So that what the students notice dispatches a message to their feelings that what they see in the fact. According to Smith (2011), Students' perception is knowledge of the activity being carried out and the impression felt by students with the activity.

According to Qiong (2017), says in philosophy, psychology, and cognitive science, perception is the process of attaining awareness or understanding of sensory information. The word "perception" comes from the Latin words perceptio, and percipion, and means "receiving, collecting the action of taking possession, and apprehension with the mind or senses. According to Gamlem &

Smith (2013), says students' perception is how feedback is understood by students, and student's perception is the process of preferential treatment of students' toward information they get from an object, which refers to knowing the students' reaction to things.

Based on the statement above, it can be concluded that students' perception is a point of view or understanding of material or information that has been received by students' when learning activities take place. The learning perception is also how the response to subject matter has been transferred through the learning process.

2 Process of Students Perception

According to Qiong (2017), there are three stages of the perception process, as follows:

a. Selection

Selection is the first stage in the process of perception, in this stage, the environmental stimulus turns into a meaningful experience.

b. Organization

The second stage in the process of perception is organization. After getting information from the outside world, information needs to be arranged in a certain way by finding meaningful patterns. There are two characteristics in this stage. First, the organizing process provides the structure of human perception. In this stage, raw stimuli from the outside world are placed into meaningful experiences of structured humans. Second, the process shows that human perception has

Student stability. In other words, after selecting a stimulus and putting it into a category, the selected stimulus becomes more durable.

c. Interpretation

The third stage in perception is interpretation, that is referred to the process of attaching meaning to what is chosen by the stimulus. However, each person will give a different interpretation despite getting the same stimulus.

d. Perception

Psychologically, the perception has to do with the following facts. Perception is the psychological ability to process or use the information received through the sense organs.

According to Akande (2009), later quoted the Alagbu statement (1999), that perception follows factors, such as past experiences, present experiences, personality, and motivation, as crucial to understanding how people perceive events. From the above definition, it can be concluded that a student's perception is a psychological ability possessed to process and analyze an event that has been done or has happened.

3. Forms of Students Perceptions

According to Irwanto as cited in Damayanti (2020), after the individual is doing the interaction with the objects that perception so the result of the perception can be seen in two forms of perception that is both positive and negative.

a. Positive perceptions

It is a perception that is shown in all of the knowledge (whether or not it is known or not), and the responses are followed by efforts to utilize it. The statement of students can say positive perceptions if students choose 'Strongly Agree' and 'Agree' on the questionnaire.

b. Negative perceptions

It is the perception of view of an object and refers to circumstances in which the subject perceives the object captured and tend to reject it because it does not correspond to his personal. Perception describes all knowledge (whether or not he knows it or not) and responses that are not in line with the object being perceived. The statement of students can say negative perceptions students choose 'Disagree' and 'Strongly Disagree' on a questionnaire.

Based on the statement above, the researcher will use questionnaires and interviews as instruments for data collection by using indicators for perception questions.

4. The Nature of Reading

Reading is one of the language skills (listening, Reading, writing and speaking) which is important to be learned and mastered by every individual. By Reading, one can interact with feelings and thoughts, obtain information and improve the science knowledge. According to Tarigan (1998:7) reading is a process which is used by a reader in order to get the purpose of the writer through the written word.

Reading is a complex interaction between the text and the Reader (Hughes, 2007). It means that Reading is an activity to read a text. According to Cline, Johnstone, & King (2006) reading is decoding and understanding written text. Here, the students will get a text from the teacher and they will read the text and try to understand what is the text tell about. Based on Smahillah (2014) reading is a complex activity that involves both perception and thought.

According to Nahar (2017), Reading was one of the four skill that students must accomplish in learning English. In order to master reading skill, students need to know what Reading was and its nature.

There were many definitions of Reading proposed by some experts. For example, it defines Reading as a transforming process where the Reader does more than decipher the symbols on the page but actively engages with the text, and as a result, they create the

- 1) Reading was a form of communication, using written language or symbols (text)
- 2) Reading was two way communication between an author and a reader.
- 3) Reading was interpretation and understanding.
- 4) Reading was a process.
- 5) Reading was a thinking, meanings and understanding for themselves.

Adds and explanation that Reading has goals to develop fluent and independent readers who set their own goals and strategies for Reading. The aspects of the reading process were learned by the students through Reading. According to Putri (2018) there were some definitions of reading:

From those statements above, the researchers concludes that Reading is the process of learning to read a text and to get the information of the text

5. The Purpose of Reading

Dealing with the purpose of Reading, Putri (2018) points out that Reading has many goals, some of them were:

- 1) Reading for specific information was a common form of Reading used to discover specific or limited information.
- 2) Reading for application was used to accomplish a special task.
- 3) Reading for pleasure and entertainment includes reading popular magazines, newspaper, novels, and other similar materials.
- 4) Reading for ideas, this type of Reading requires paying special attention to main ideas and concepts and the nature of the presented information. The Reader's skills through major topics, headings, illustration, and conclusion in order to obtain a general idea of the content. Reading for specific ideas was enhanced, through familiarity with the overall knowledge of the subject.
- 5) Reading for understanding, it requires comprehension of the relationship between the information introduced and overall knowledge of the subject. Then, it requires understanding in the relationship of topics to sentences, paragraphs, and the main idea. The Reader must observe the association between facts, data, and other details.

6. Definition of Reading Comprehension

Reading comprehension is the understanding of the written word, the understanding of the content that is being read, and the construction of meanings of the text (Healy, 2002). According to Woolley (2011) that reading comprehension is the process of making meaning from text. The goal is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.

That statements also supported by Horowitz (2014) reading comprehension is a complex cognitive process that the Reader must also be intentional and thoughtful while reading, monitoring the words and their meaning as Reading progresses. So, they do not only read the text but also they can get the meaning and able to construct the sentences.

According to Jhonson (2008, p.4) defines that Reading is constantly developing skill. Reading skill can be better by practicing. Reading also is the act linking one idea to another. Putting ideas together to create a sensible whole is the essential part of Reading. Based on the explanation, the reseacher assumes that Reading is an important skill to enable that readers to bring the meaning exist both in their mind and the written form. The readers will catch the meaning and finally will be able to understand the information from the writer. Because reading activity is not just a process of understanding a message from a reading text, it is also need a strategy that the students should apply to understand and comprehend the text. Students also should consider the factor of success in teaching reading. Therefore, in order to increase the students' ability in reading the foreign

language, the students should be interest the materials, familiarly and easy to be understood. Grabe (2009, p.5) Reading also can be defined as a process when readers learn something from what they read and involve it in an academic context as a part of education.

According to Galda and Beach (2001), comprehension entails three elements: (a) the Reader who is doing the comprehending; (b) the text that is to be comprehended; and (c) the activity in which comprehension is a part. Besides, comprehension is the active process of constructing meaningful concepts, making inferences, and linking key ideas. That is, comprehension is a process that involves prior knowledge and interaction between the students and the text in understanding the whole text. That is, if students can read the words in a text, but not understand what they read, they are not really reading. How much and how easily a student understands depends on variables within and outside of them.

Based on several definitions above, the researcher concludes that reading comprehension is an ability of the readers to read a text, understanding the meaning, utilizing of information gained through symbol of the text that involves any level concentration.

7. Small Group Discussion (SGD)

Small group discussion is one of the cooperative learning techniques in which students work in groups of three or four. A small group is a small member of human, work together through interaction whose interdependent relationship allows them to achieve a mutual goal (Kenz and Greg, 2000). According to Sagala

(2008), group discussion team is more effective if the group consists of 3-4 students, enable students give their opinions or ideas to other students easily.

According to Brown (1988), small group provides opportunities for students' initiation, for face to face, give and take, for practice in negotiation of meaning for extended conversation exchanges. So the students are more confident to give opinion in each of their small group. In short, small group technique is a small member of human, work together through interaction whose interdependent relationship allows them to achieve a mutual goal. Small group discussion provides opportunities for students' initiation, for face to face, give and take, for practice in negotiation of meaning for extended.

In small group discussion, the students would be trained to comprehend the meaning of the text by sharing and discussing their ideas with other members' in-group. Small group discussion technique would be conducted after pretest has been done first and then, in order to check students' reading comprehension after being taught by using small group discussion posttest would be administered. In addition, producing a text in Indonesian language is a test that would be conducted in pretest and posttest where the students should be able to produce a text in Indonesian language based on their understanding of text in English language.

This activity is administered in order to evaluate students' reading comprehension after being taught by using small group discussion.

Group discussion in teaching learning process are:

1) Providing a topic.

Teacher as a facilitator to prepare the material that will be discussed and given to students before the class begins.

2) Forming groups.

Teacher help students choose the members of the group.

3) Teacher gives the materials.

Teacher not only provide the material, but also help students to explain what they should do such as after getting the material each students in group have to prediction by looking at the title o the text first to know what the text about. After they got what the text about, they can discuss their information or knowledge that related with the text.

4) The students discuss a topic in their group and teacher move around the class.

In this activity the students have opportunity to communicate each other in order to make the group be more active and comprehending the text.

5) Then, each group discusses about their discussion result to another group.

After getting the discussion between members of their own group and got the information of the text, the representative of each group discuss the result of

their discussion to another group. The other members in the group may debate, clarify, and give opinion and criticize the result of discussion from another group.

6) Explaining the material that was learnt.

Teacher help students to explain in details what they have learned and the teacher may give correction if any.

7) Answering questions which prepared.

After discussion between groups and teacher, each student tries to answer the question individually based on the tasks that have been provided by the teacher.

According to Harmer (2001) the advantages of small group discussion are:

- 1) It dramatically increases the amount of talking for individual students.
- 2) Because there are more than two people in the group, personal relationships are usually less problematic; there is also a greater chance of different opinions and varied contribution.
- 3) It encourages broader skills of cooperation and negotiation.
- 4) It promotes student autonomy by allowing students to make their own decision in the group without being told what to do by the teacher

Small group discussion have a lot of disadvantages. According to Brewer (1997) the disadvantages of small group discussion are:

- 1) Effectiveness of the group may be lowered by the immature behavior of a Few
- 5) It may not be effective for younger groups or groups that know each other too well to take each other's opinions seriously.
- 6) It can be long time-consuming when dealing with every large groups

B. Review of Related Finding

Eka (2017) that is about the effectiveness of small group discussion on speaking skills and speaking anxiety. The second study is conducted by Nilma (2018) about the effectiveness of the small group discussion method in the teaching of reading comprehension to the second-grade students of SMA N 3 South Binjai. Another study has been conducted related to the perception of small group discussion. This study is conducted by Yanse (2016) about students' perceptions of the use of group discussion and their engagement in the speaking of CLS 1. The last study has been conducted by Jannah (2019). The study explores how students see the utilization of group work activities for English language instruction.

Anggraini (2018) who conducted a research entitled "the effect of using a small group discussion method on ability on the second year student of SMK Muhammadiyah 2 Pekanbaru in comprehending report text", and Pamungkas (2016) in hortatory expositions with title "The effectiveness of small group discussion to the eleventh grade students' reading comprehension of SMA Negeri 1 Durenan in Academic Year 2015/2016. This research was aimed to find out the

ability of the second year students of SMK Muhammadiyah 2 Pekanbaru in comprehending report texts. The data were collected from April to This research is a pre experimental research with one group pre-test post- test design. After the treatment of Small Group Discussion Technique students' score were more likely to show improvement. This indicates a positive outcome of students' learning after given this kind of technique. So, the researcher will conduct a research by using small group discussion technique in teaching reading comprehension in different reading text.

Ningsih (2017) who conducted a research entitled "small group discussion method in teaching reading comprehension in eight grade student of SMP N 3 Bantul. The researchers analyzed the improvement of students reading comprehension through small group discussion technique. This is a classroom action research and instrument that used by the researcher in this study are test: post-test and pre-test, observation, the researcher observed the condition during teaching learning activities, and questionnaire to know the students changing motivation and attitude changed positively after the implementation of small group discussion, This classroom action research proved that small group discussion could improve reading comprehension.

Pamungkas (2016) in hortatory expositions with title "The effectiveness of small group discussion to the eleventh grade students' reading comprehension of SMA Negeri 1 Durenan in Academic Year 2015/2016" discussion technique was effective technique to improve the ability of students reading comprehension and Darise (2012) who conducted a research, entitled "The effectiveness of small

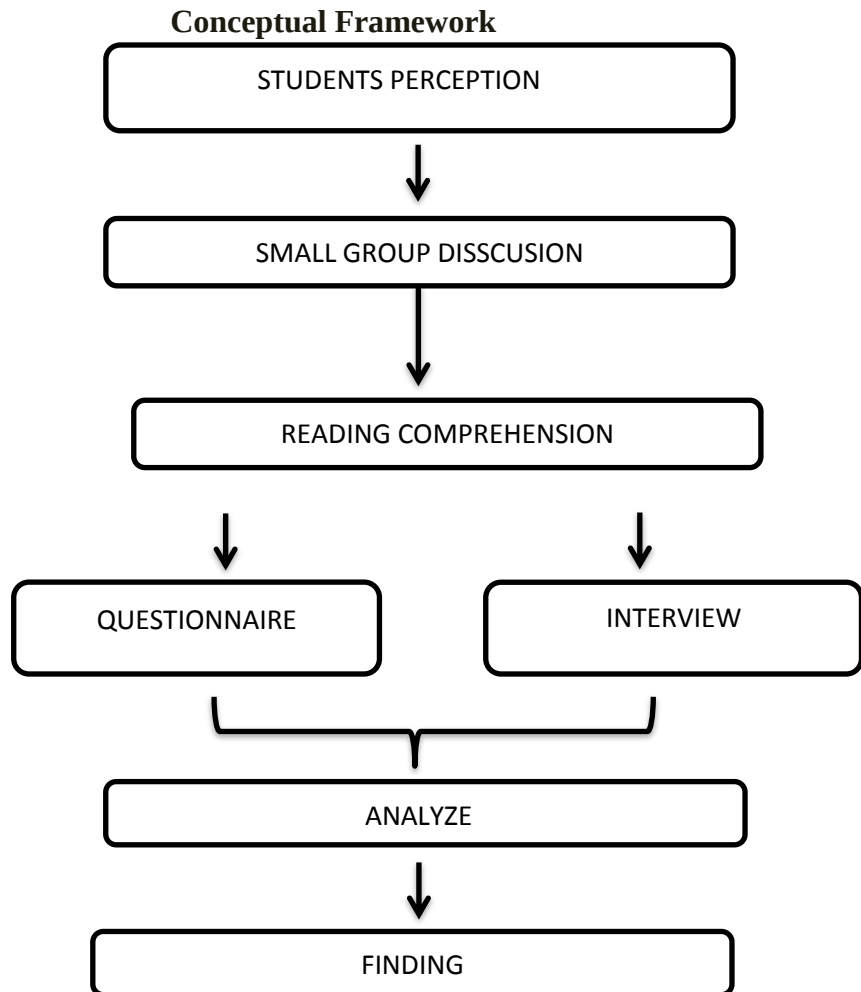
group discussion method in teaching reading comprehension to the second grade student of state senior high school (SMA Negeri 2 South Sinjay) From the studies above, it can be said that after the treatment of small group discussion technique students' score were more likely to show improvement.

Anggraini (2018) who conducted a research entitled “the effect of using a small group discussion method on ability on the second year student of SMK Muhammadiyah 2 Pekanbaru in comprehending report text”, and Safreti Ringgi Pamungkas (2016) in hortatory expositions with title “The effectiveness of small group discussion to the eleventh grade students' reading comprehension of SMA Negeri 1 Durenan in Academic Year 2015/2016. This research was aimed to find out the ability of the second year students of SMK Muhammadiyah 2 Pekanbaru in comprehending report texts. The data were collected from April to 27 May. The population of this research is the second year students of SMK Muhammadiyah 2 Pekanbaru and SMA Negeri 1 Durenan. The sample chosen by using cluster sampling technique.

This indicates a positive outcome of students' learning after given this kind of technique. So, the researcher will conduct a research by using small group discussion technique in teaching reading comprehension but just to analyze that students perception toward small group discussion in reading comprehension.

C. Conceptual Frame Work

Figure 2.1



The first step in collecting the data for this research is for the researcher to ensure that the students who will be use strategies in reading comprehension by following in under research objectives. In this research, the researcher will give a questionnaire and conduct interviews with students the researcher will summarize the data obtained, then will analyze how students perception toward small group discussion in reading comprehension.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher discusses the research method. It consists of the research design, the object of the research, and the instruments of the research. This chapter also discusses the technique of collecting the data and the technique of analyzing the data.

A. Research Design

This research design will use a descriptive qualitative. According to Widoyoko (2012:2) says that qualitative research describes the way things are based on facts and stated in statements or words form because the purpose of this research is only to know analyze how students perception toward small group discussion in reading comprehension at the seven grade students of SMPN 4 Kunto Darussalam.

Qualitative descriptive study is a part of qualitative research, the purpose of qualitative research is to find the result of the analysis of what the researcher wants to observe.

B. Setting of The Research

The research was conducted at seven grade students of SMPN 4 Kunto Darussalam.

C. Participants of The Research

The subject of this study is consisted of one class: each class consisted of 30 students. According to Arikunto (2010: 183), purposive sampling is the process of

selecting sample by taking subject that is not based on the level or area, but it is taken based on the specific purpose.

D. Instrument of The Research

Instrumentation of the research is very significant for gathering the data accurately. According to Arikunto (2002 : 136) say that the instrument is a tool or a research facility used by researchers to collect data in order to work more easily processed. It means that the instrument is the media used by the researcher to collect the data from the respond. And also the instrument must have some controls to make sure the test was understood by the response.

In this research, the researcher will use a questionnaire and interview as an instrument to collect the data.

1) Questionnaire

In this research, students answer the questions in the questionnaire that consist of 16 statements about students' strategies in reading comprehension. According to Gay (1981:432) stated, the likert scale is an instrument that asks an individual to respond to a statement by four indications strongly agreed (SA), agree (A), disagree(D), and strongly disagree (SD). The following are the indicator of a questionnaire.

Table 3.1
Score Item Positive and Negative answer

No	Alternative	Answer	Score	
	Caption	Option	(+)	(-)
1	Strongly agree	SA	4	1
2	Agree	A	3	2
3	Disagree	D	2	3
4	Strongly disagree	DS	1	4

The Likert scale questionnaire part contains 20 items from 10 sub-indicators. According to Walgito (2010:m102-104), perception has the following indicators:

Table 3.2
Latticework Research Questionnaire

Variable	Indicator	No Items
Students Strategies in Reading comprehension	The students are able to find factual information	1,2
	The students are able to find main ide	3,4
	The students are able to find the meaning of vocabulary	5,6
	The students are able to identify the reference	7,8
	The students are able to identify inference	9,10
	The students are able to identify orientation	11,12
	The students are able to identify complication	13,14
	The students are able to identify resolution	15,16

2) Interview

The interview is used to know more about students' perceptions as well as to support the answer from the questionnaire. According to Harding (2013), Interview provides an opportunity for the researcher to listen to the views or experiences of the respondents for a while and to ask investigative questions to explore more ideas.

As for data collection techniques through interviews, the researcher use a semistructure interview. Sugiyono (2015: 320) Semistructure interview is a type of interview in the in-dept interview category. Where in its implementation more free when compared to structured interviews. The purpose of this type of interview is to find problems more openly, where the parties invited are asked for their opinions, and ideas. In conducting interviews, researchers need to listen carefully and record what the informants put forward.

The theme of the question that were asked in the interview are as follow:

1. The overall opinion about small group discussion teaching-learning process in reading class
2. The use of small group discussion teaching-learning process in reading class
3. The process of small group discussion in reading classroom
4. The effectiveness of small group discussion teaching-learning process in reading class
5. The advantages and disadvantages of using small group discussion

E. Procedure of The Research

The procedure for collecting data in this research is as follows:

1) Formulate the Variable

The first thing the researcher was create questionnaires based variables that are appropriate to the research to be carried out and provide guidance on questionnaire validation with 3 lecturers as validators.

2) Prepare the Instruments

At this step, the researcher comes to the class and asks students to answer the questionnaire and interview sheet.

3) Collect the data

After get the students answers, the researcher was collects data from students' answers sheets.

4) Analyze the Data

And the last, the researcher will conclude the data that are being collected the researcher will analyze the data that are being taken.

F. Technique of Collecting the Data

In the first stage, the researcher prepares the interview and questionnaire. The interview and questionnaire consist of 16 statement. In the second stage, the researcher will distribute questionnaire sheets to be answered by students, after students answered the questionnaire, the researcher would conduct interviews with students one by one. In the next stage, answer all the interview questions based on their experiences.

After that, the researcher will analyze the result of the interview and questionnaires, and then transcript the students one by one. And the researcher conduct interviews In the fifth stage, the researcher will find the result and describe the students' strategies in reading comprehension. So the final stage the researcher will make conclusions about the students' strategies in reading

comprehension at seven grade students of SMPN 4 Kunto Darussalam. Furthermore, the items of the questionnaire will translate.

G. Technique of Analyzing the Data

Data analysis is important, because through the data researcher have the benefit, and in problem solution and get the final research. According to Siyoto (2015:98) Data analysis is the process of organizing and sorting data into patterns, categories and description of the basic unit so it can be found theme and working hyphotheses can be formulated as suggested by the data.

The data analysis of this research employs some steps. They are as follows:

- 1) Identifying the number of students' related to the sample of research.
- 2) Analyzing the answers of questionnaires
- 3) To get the percentage of each items in questionnaires, the

researcher used the formula as stated bellow According to Sudijono (2011:43):

Which are:

P = Percentage number

f = Frequency of alternative answers

N = Number of samples

Table 3.3

The Scale of Students' Perception

Level of Mastery	Letter Case	Value	Criterion
76-100	A	4	Excellent
56-75	B	3	Good
41-54	C	2	Fair
Less Than 40	D	1	Poor

(Widoyoko. 2012: 115)