

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

English as one of the subjects taught in school reading comprehension in particular is expected to increase the knowledge, skills, attitudes, and values contained therein. Reading comprehension is a fairly complex subject and requires precision, accuracy, and a deeper understanding of the work because reading comprehension lesson that can not only read but also have to understand the message of the text. Reading is a major way to learn English. Reading ability is a basic and significant criteria to scale one's English level. It can affect reading schema. Schema plays an important role in the process of reading. Eskey et al. in Toendan (1996:33) defined viewed the framework of schema.

How important is the scheme to a student to help understand reading?. Understanding of the contents of the reading depends on the ability of the reader to connect knowledge which already exists with the information contained in the text so that it happens the interaction between his knowledge and the new information. By therefore, the existing scheme has been maintained, enriched, and developed to achieve perfection. Schema development can be done by providing an experience as much as possible to children.

More experience will increasingly increase the mastery of the scheme. The experience can be in the form of reading or other activities, such as field trips, visiting museums, zoos, or other places. Lack of someone's scheme will inhibit reading comprehension success. In teaching reading, a lecturer may use many different strategies. To use any instructional technique effectively, anyone who teaches must understand the principles and assumptions upon which each specific technique is based. There is certainly no shortage of descriptions or labels for activities that may be classified as about instruction. Harmer (2007) has said that a strategy is an action that the teacher takes to attain one or more of her teaching-learning goals. The strategy can also be defined as a general direction set for the teaching process. The lecturer should use many strategies in teaching reading such as applying various methods, media, and games to keep the students interested. Brown (2004) has noted that the fundamental feature of teaching strategies is to make it easier to implement a variety of teaching methods and techniques. The key is to create learning environments that are more interactive to apply technology where applicable into the learning experience, and to use appropriate collaborative learning strategies

The purpose of reading comprehension is to assist students in understanding and extracting meaning from written texts. This involves the ability to read and understand various types of written material, such as articles, books, essays, reports and other forms of written communication. Reading comprehension is a fundamental skill that is essential for academic success, professional development, and personal growth. However, in the context of Al-Khoir boarding school, Researchers want to examine how students' strategies in

reading comprehension are developed, whether students follow the strategies taught by the teacher or have their own strategies in reading comprehension

Based on the background, The research interest is "Students Strategies in Reading Comprehension at Eight Grade Al-Khoir Boarding School Padang Lawas".

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 strategy that students' have during reading text. This research take a place at the Eight grade students' of Al-Khoir boarding school Padang Lawas.

C. Limitation of The Research

Based on the research observation to the Al-Khoir boarding school Padang Lawas, Not all the students can do well during the reading task and some of them find the difficulties while do the Reading. Because of that the researcher want to find out how well the students' comprehending on their Reading and to know what are the strategies that use by the students'. In this research, the researcher focus on reading comprehension. Then, find out the strategies that the students' have while do the reading task.

D. Formulation of The Research

Based on the explain in previous section, the formulation of the research is: What is the student's strategies in reading comprehension at eight grade Al-Khoir Padang Lawas?"

E. Purpose of The Research

The purpose this research is the researcher want to find out that student's

strategies in reading comprehension at eight grade Al-Khoir boarding school Padang Lawas.

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. Student's Learning Strategies : A learning strategy is an individual's way of organizing and using a particular set of skills in order to learn content or accomplish other tasks more effectively and efficiently in school as well as in non-academic settings (Schumaker & Deshler, 1992).

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. An individual's ability to understand text is influenced by their natures and skills, one of which is the ability to make inferences. Reading comprehension also can improve vocabulary and writing.

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 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 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:

- 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.

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.

2 Types of Reading

There are some types of Reading that proposed by one of an expert. According to Fideles (2009) there are five types of Reading, they are:

1). Scanning

This is looking over a text quickly to get a specific piece of information.

2). Skimming

Looking over the text quickly to get general ideas of the content, your eyes move quite fast, taking in titles of chapters, their beginnings and ends, and the first sentences of paragraphs.

3). Sub-Vocalisation

This is reading very slowly and methodically, either saying the words out loud or at least with a 'voice' in your head. It is painstaking but very slow. We tend to use it when trying out a recipe for the first time, or carrying out instructions as to how to assemble something we have bought.

4). Light Reading

This is reading fairly quickly without concentrating too hard or worrying about every single word. We often use it when reading an enjoyable novel.

5). Study Reading

Study reading involves thinking about what is being read so that it is understood and can be recalled. It needs to be worked at, with time for reflection, thought, analysis, criticism, comparison, notes made, points highlighted and emphasized, arguments followed and evaluated, the whole.

3 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.

4 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 researcher

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.

5. Types of Reading Comprehension

According to Harmer (2007), Reading is divided into two types and will be explained as follow:

a. Intensive Reading

In learning language, intensive Reading is a reading activity which the process is under the teacher's guidance. In intensive Reading, the readers tend to be more careful and close, less relaxed, and dedicated not as a pleasure but gaining a specific learning aim and tasks (Scrivener, 1994:188). Based on that statement, it can be concluded that intensive Reading is a kind of Reading that does not come from the Reader's internal Motivation and it needs guidance from the teacher.

In intensive Reading, the teacher will choose a text that in terms of content and language are more difficult. In order to help the students to make sense of the text, the explanation of the difficulties of structure will be provided as a basis for expanding vocabulary and idiom. The material for developing the relevant control of the language in writing and speech will be provided. In order to get specific information and acquire knowledge, deep comprehension should be done by the students, by systematically looking up every word, phrase, clause, and paragraph they do not understand.

b. Extensive Reading

Extensive Reading is a group of reading activities that consist of survey reading and Skimming. The purpose of extensive Reading is to get a general understanding of text and to cover the text as much as possible in the shortest time. So, in extensive Reading, the students read by looking up the first sentence, each paragraph, searching for the main idea and the conclusion.

Extensive Reading is also often defined as reading for pleasure. It occurs from the student's internal Motivation. It gives students a chance to read as much as they can, the text chosen by them in which they can read at their own ability and speed. Extensive Reading has several benefits, such as developing students' vocabulary and the good reading habit can be developed. Thus, in a simple way, the objective of extensive Reading is for pleasure.

According to Patel and Jain (2008:120) Extensive Reading has various of characteristics. Those characteristics are extensive Reading is silent Reading, extending the vocabulary of the student, the subject matter is more emphasized,

enrich students' knowledge, the students play an important role because they have to task for measures, and the good reading habit will be developed by extensive Reading.

In conclusion, extensive Reading can be used as a medium in developing students' vocabulary and extending their knowledge through the text they are interested in—the objectives of this Reading only for pleasure. The students only read what they want to read, and they are not forced to find specific information on the text. Hence, the good reading habit can be developed by this Reading.

6 Levels of Reading Comprehension

Since the students' understanding of material might be on a number of different levels, Burns et al (1984) divided reading comprehension into three levels. Those levels will be explained as follows:

a. Literal Reading

Reading for literal comprehension is getting the information that is mentioned directly in a selection. In literal Reading, the principal ideas are directly mentioned in the text. Thus, literal comprehension is generally considered as the simple and basic comprehension skills, it only requires a little reasoning and thinking. It is important to identify the main ideas, details, causality, and sequence as the basis of understanding of vocabulary, meaning of phrases, and meaning of paragraphs.

b. Critical Reading

Reading for critical comprehension is the evaluation of written text, comparing the ideas discovered in the written text with known standards and inferring conclusions about their accuracy, appropriateness and timeliness. The critical Reader should be active readers, they will evaluate what is read through making questions, looking for facts, and suspending judgment until they consider all of the material. They also analyze critically the author's thoughts, which have been identified by the lower level of reading comprehension and judge their validity of worth.

c. Creative Reading

Reading for creative comprehension requires the readers to be able to think and use their imagination. In this reading level, the Reader moves beyond the text of the author, extending the ideas of the author to new context, and combining the ideas of the author with other ideas to form new ideas or expand the old ones. It also requires the readers recognize the causality of the text, creating the new ideas, and making a solution to a problem.

Based on the explanation above, it can be concluded that taking the ideas that directly mentioned is the definition of literal comprehension,

inferring between the lines is the definition of interpretative comprehension, evaluating about the text is the definition of critical Reading, and to read beyond the text of the author is the definition of creative Reading.

7. Indicator of Reading Comprehension

According to Sharpen (2005) in Fitria (2019) says which can influence reading comprehension including:

1. Find detailed information that requires the Reader to scan certain factual
2. Find the main ideas developed in paragraphs
3. Recognize the meaning of certain word that are not familiar by associating the close meaning of foreign word with the text and the topic of the text
4. Identifying references that recognize reference word that they are refer refer to help reader understand the Reading
5. Identify possible conclusion is a point of view, conclusion or information that is not mentioned from the text
6. Finding main ideas
7. Finding explicit information
8. Finding implicit information
9. Looking for word references
10. Finding certain word based on the context

8. Reading Comprehension Strategies

In improving reading skills, the students have to practice reading a lot, and use certain strategies. The student ability to comprehend the text depends on their ability to use strategy to understand what writer say. It means that strategy helps the students to comprehend the text they read. According to

Nuttall (2018) classifies reading strategies into four types. Those are skimming, scanning, extensive and intensive readings.

1) Skimming

Skimming is a useful skill to be applied in reading. Saraswati et al., (2021) stated that skimming means glance rapidly over a text to get the gist of it. It means skimming is used to build students confidence and an understanding that it is possible to gain meaning without reading every word in a text. Skimming assists the readers to understand the main idea of the text before reading it carefully. Students can do skimming in several ways such as reading the title or the other heading and look at the picture, reading the first and the last paragraph of the text.

2) Scanning

Scanning means glancing rapidly through a text to search for a specific piece of information Alshammari (2015). It means that scanning is the ability to read a text quickly in order to find specific information that is needed like a date, a figure, or a name and ignore over all unimportant information. For example, a student scan the list of name in a telephone directory to find a phone number. Scanning helps the reader find information quickly without reading the whole text.

3) Extensive Reading

In extensive reading, the readers usually face a longer text. In reading, the readers need a total understanding of writing. According to Listiningrum et al., (2020), extensive reading is carried out to achieve a general understanding of a text. Identify extensive reading as occurring when the students read large amounts of high interest material, concentrating of

meaning, reading for gist and skips unknown the words. So, the aims of extensive reading are to build the readers' confidence and enjoyment.

4) Intensive Reading

Intensive reading is reading for detail. It usually has a shorter text. According to Stephen et al., (2011) intensive reading exercises may include looking at main ideas versus details, understanding of what the text implies, making inferences, looking at the order of information and how it affects the message, identifying words that connect one idea to another and identifying words that indicate change from one section to another.

C. Review of Related Finding

The researcher takes fourth previous studies related her research which the title is the students difficulties in reading comprehension. The detail explanation is below. The first previous study that has similarity to this research which was conducted by Luis & Moncayo (2015). The research is about Senior High School Students Difficulties in Reading Comprehension. This research aims at finding out the most difficult types of reading comprehension questions faced by students in reading tests and why they face these difficulties in the national examinations. This thesis was a case study at second grade of Senior High School Lhokseumawe. In result, she found that most difficult type of reading comprehension question faced by the students was an inference question because they did not comprehend the question asked. It is because of their different types in reading comprehension questions.

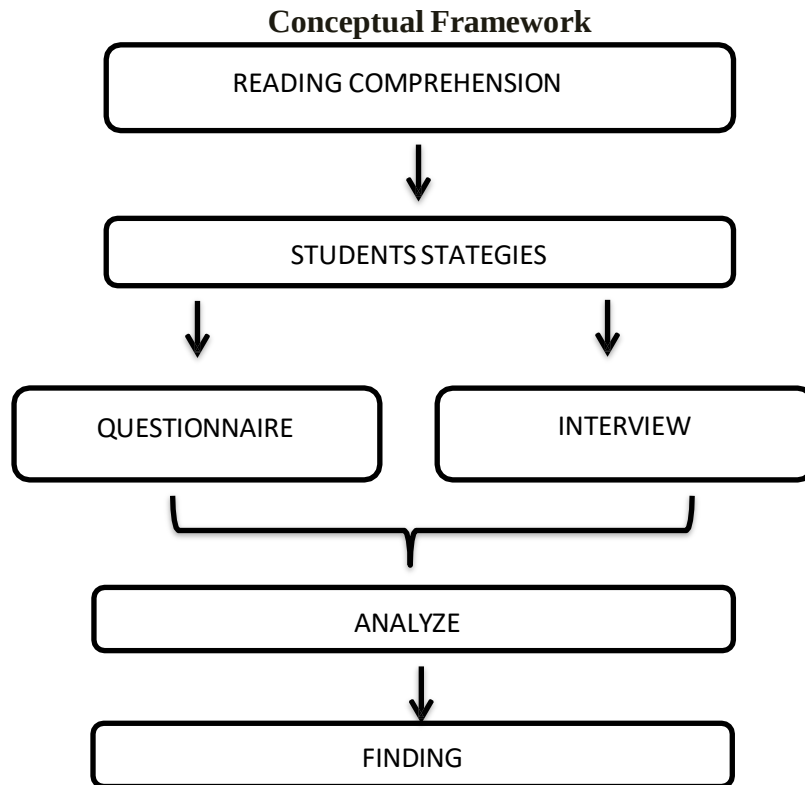
The similarity of the second previous research above with this study is the same as discussing the difficulties of students in reading comprehension. the

study aims to find out the most difficult types of reading comprehension questions that students face in reading tests and why they face these difficulties. The second similarity of the third previous studies above with this research is the same difficulty understanding long sentences in the text, lack of vocabulary and lazy Reading. The difference is, the first previous study conducted by Luis & Moncayo (2015) discussed students difficulties in reading comprehension at the Senior High School level, while this study discussed students difficulties in reading comprehension at the Junior High School level.

The second difference, the previous research conducted by Luis & Moncayo (2015) with this research is the result. Previous research conducted by Luis & Moncayo (2015) found that the most difficult type of reading comprehension questions faced by students was making inference questions because they did not understand the questions asked. This is because of their different types in reading comprehension questions, while this study found that the most difficult types of reading comprehension questions faced by students was the questions of understanding the meaning of word questions because the location of vocabulary was difficult to find. The third difference, the second previous research conducted by Sasmita (2018), in her research, the findings show that the factors that make students have difficulty in understanding English reading texts are knowledge of grammar.

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 what is students strategies 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 because the purpose of this research is only to know How is Students' Strategies in Reading Comprehension at Eight Grade Al-khoir Boarding School Padang Lawas.

According to Widoyoko (2012:2) says that qualitative research describes the way things are based on facts and stated in statements or words form. 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 will conduct at AL-KHOIR Boarding School Padang Lawas. This is school is located in street Lintas Riau KM.40, Mananti Sosa Jae Kec, Huta Raja Tinggi Kab, Padang Lawas Prov, Sumatra Utara.

C. Subject of The Research

The subject of this study is consisted of one class: each class consisted of 25 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. The instruments used to collect the data are interview, documentation and questionnaire. According to Arikunto (2002 : 136) states 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 respondence. And also the instrument must have some controls to make sure the test was understood by the respondense.

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 10 questions about students' strategies in reading comprehension. According to Gay (1981:432) stated, the liker 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	Find detailed information that requires the Reader to scan certain factual	1
	Find the main ideas developed in paragraphs	2
	Recognize the meaning of certain word that are not familiar by associating the close meaning of foreign word with the text and the topic of the text	3
	Identifying references that recognize reference word that they are refer refer to help reader understand the Reading	4
	Identify possible conclusion is a point of view, conclusion or information that is not mentioned from the text	5
	Finding main ideas	6
	Finding explicit information	7
	Finding implicit information	8
	Looking for word references	9
	Finding certain word based on the context	10

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8. Finding implicit information
9. Looking for word references
10. Finding certain word based on the context

a. 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.

To compare the structured interviews, the researcher have distributed questionnaires to students, and provided explanations about what strategies exist in reading comprehension, to make it easier for students to give answers during interviews. In improving reading skills, the students have to practice reading a lot, and use certain strategies. The student ability to comprehend the text depends on their ability to use strategy to understand what writer means. It

means that strategy helps the students to comprehend the text they read. According to Nuttall (2018) classifies reading strategies into four types. Those are skimming, scanning, extensive and intensive readings.

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..

1. What strategies do you use in reading comprehension?
2. Why do you use strategies in reading comprehension?
3. When do you use strategies in reading comprehension?
4. What difficulties did you experience in reading comprehension?
5. How do you find strategies in reading comprehension?
6. What are the advantages you get when using reading comprehension strategies?

E. Procedure of The Research

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

1. Introduction

The first thing the researcher will do is introduce the researcher herself in class and understand than well. And then the researcher prepares all the thing the researcher needs to do a questionnaire and interview to design the step the researcher use. Is about what, where, when, and how the instrumentation will be applied.

2. Collecting the data

At this step, the researcher comes to the class and asks students to answer the questionnaire and interview sheet, and after that collects students' papers one by one.

3. Analyzing the data

After collecting data from students' answers sheets, the researcher will analyze the data that are being taken.

4. Conclusion

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

F. Technique of Collecting the Data

In the first stage, the researcher prepares the interview and questionnaire. The interview and questionnaire consist of 10 questions. 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 Eight-grade AL-KHOIR boarding school Padang Lawas. 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):

$$\text{Which are: } P = \frac{F}{N} \times 100\%$$

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)