

CHAPTER I

INTRODUCTION

This chapter presents the discussion the problem that faced by the students in SMP Negeri 1 Bangun Purba. Writing is very important skill in English. This chapter explains more detail and more focuses on making the reader easy to understand how to fix the problem. This chapter consists of background of the problem, identification of the problem, statement of the problems, limitation of the problem, formulation of the problem, purpose of the research, significance of the research and definition of key terms.

A. Background of the Problem

Writing is one of four English skills should be taught at Junior High School. The students can develop their capabilities such as they can develop their ideas, enrich the vocabularies, and explain the information. If the students can develop their ideas automatically they improve their knowledge about something, improve their writing skills, and can tell or explain their ideas or knowledge through writing to others. That's why writing is very important to study for students because by writing they can exercise them selves to think critically and creatively.

Writing is some activities that should be done by the writer. According to Leo (2007:01), writing is a process of expressing ideas or thoughts in words sentences, phrases or paragraph. Expressing ideas means to develop the ideas to make the longer sentence in writing. Writing encourages thinking and learning for reflection. When the thought is written down, available be examined, considered, added to rearrange and changed.

Meyers (2005) states that writing is a way to produce language you do naturally when you speak. Writing is speaking to other on paper – or on a computer screen. Writing is also an action – a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them.

In other words, Palmer (1994: 5) argues that writing is recursive. It goes back and forth we plan a little, put words on paper, stop to plan when we want to say next, go back and change a sentence, or change our minds all together. While, Harmer (2004) also states that writing is a process and that we write is often heavily influenced by constraints of genres, then these elements have to be present in learning activities, and Boardman (2002) states that writing is a continuous process of thinking and organizing, rethinking, and reorganizing. Writing is a powerful tool to organize overwhelming events and make them manageable. Writing is really a form of thinking using the written word. From the definitions above it can be concluded that writing is a way to produce language that comes from our thought. It is written on a paper or a computer screen.

As distinction in curriculum junior high school (K-13 / Curriculum at National level education), especially at SMP Negeri 1 Bangun Purba, where the researcher did an observation, the students had to be able to write kinds of text. The types of the text which are thought to the eighth grade students are functional text and monolog text. Functional text deals with greeting card, invitation card, short message, and monolog text deal with recount, descriptive, narrative, etc. Meanwhile, greeting card is taught to

the second grade students, so the second grade students of junior high school had knowledge about greeting card.

Some eighth grade students of SMP Negeri 1 Bangun Purba had difficulties in writing especially in writing greeting card. Teacher has already taught in several meeting and used the media to facilitate students in understanding the lesson, but the result the students' score were unsatisfied. The students who have learned writing subject especially in writing greeting card in junior high school did not yet showed their abilities in writing. They did not know the text organisation or generic structure in greeting card. It could be seen when the teacher asked students to write a greeting card. Students still did the mistake especially in the text organization. It happened because the students seldom practiced writings. Some students were lack of vocabularies. They did not know how to develop their ideas in written text. Some students were afraid of making mistakes when the teacher gave the exercise because of the students' lack of motivation in writing greeting card. The students had to know what generic structure is and what components are in it. Students only wrote a greeting card but they did not know how to make it in orderly.

According to the researcher's informal interview to the teacher of the eighth grade of SMP Negeri 1 Bangun Purba, students did not understand enough in writing greeting cards. It was proved by the fact that some students still made mistakes in writing greeting cards. It could be seen when the students showed the result of their exercise to the researcher. They had some mistakes in organizing idea, lack of vocabulary, and language use.

Based on the fact above, the students at SMP Negeri 1 Bangun Purba had difficulties in writing greeting card. From the explanation above, the researcher wanted to make a research in order to solve the problem. The writer researched focus on “**An Analysis of Students’ Writing Skill in Greeting Card at Eighth Grade Students of SMP Negeri 1 Bangun Purba**”

B. Setting of Problem

Based on the background of the problem, the researcher found some problems faced by the eighth students in writing greeting card at SMP Negeri 1 Bangun Purba. There were some components of writing which could be found on students’ writing. They were content, organization, vocabulary and mechanic and grammar.

Furthermore, Some students of eighth grade of SMP Negeri 1 Bangun Purba had difficulties in writing greeting card. Firstly, the students’ writing skill were very low. Its prove based on the teacher’s scoring sheets. Secondly, they still had lack of vocabulary because they couldnot explore their ideas in writing. Finally they still had difficulties in writing greeting card based on generic structure includes Congratulation Expression, Quotes (What we saying or wish) and Picture.

Dealing with some problems stated in description above, the researcher conducted this research in order to describe the percentage of students of eighth grade of SMP Negeri 1 Bangun Purba in writing greeting card.

C. Limitation of the Problem

Based on the setting of the problem above, the researcher focused on students’ writing skill in greeting card. In this case, the research has been taken focus on the eighth grade students of SMP Negeri 1 Bangun Purba

D. Formulation of the Problem

To make effective and efficient of this study, the researcher formulated the problem on the following question, “How was Students’s Writing skill of eighth grade of SMP Negeri 1 Bangun Purba in writing greeting cards?”

E. The purpose of the Research

Concerning to the problem, the purpose of this research was to describe the skills of eighth grade students of SMP Negeri 1 Bangun Purba in writing greeting card.

F. Significance of the Research

The result of the study was expected to give contribution to students, teachers and researcher.

a. For students;

The researcher hoped that the result of this research could give contribution and enriches the development of writing skill. It also hoped that this study was useful for English as foreign language students in understanding and analyzing of students skill in writing greeting card.

b. For teacher;

This research could be significant reference to the English teacher especially those who teach greeting card subject.

c. The researcher;

For researcher this research added the knowledge in experience of the researcher in doing research about students’ writing skill in greeting card.

G. Definition of the Key Terms

The key terms were defined by the researcher were Analysis, Generic structure and writing. The definition as follows;

1. Writing

Writing is a mean of communication for the people. According to Byrne in Desrina (2013) writing is primary means of recording speech, eventhought it must be acknowledge as a secondary medium of communication that help up to heve a good socialization, can express our ideas, feeling and our opinion so that we can have a good interaction with our society. By writing a person can express thoughts and ideas to achieve our aims.

According to writer, writing is very important not only for students, teachers or employees but also for general public because writing is one of means for communicatioan from one to each others, especially the people who cannot speak, they can communicate by writing to others.

1. Greeting Card;

According to Yuliani and Arini (2011: 110) "Greeting card is a card to express friendship or other expression." Lestari et. al. define (2014: 8) "Greeting card is card to express someone feeling. "A greeting card is an illustrated, folded card featuring and expression of friendship or other sentiment. According to definitions above, it can be concluded that greeting card is card to express someone's feeling to others using interesting pictures.

In writer's opinion Greeting Card is a kind of writing types made by people to express the feeling, responses, expressions or messages. It can be made by hand writing or other types of writing. In general, Greeting Card is used to express the wedding anniversary, birthday, congratulation and get well.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

In this chapter, writer presents the explanation or definition about the contents of the chapter. The explanations or definitions are about review of related theories, nature of writing, components of writing, definition of greeting card, generic structure of greeting card, component of generic structure of greeting card, review of related findings, and the last conceptual framework. The definitions or explanations for each item are as follows;

A. Review Related Theories

1. The Nature of Writing

Writing is part of skills that students must learn in class. This skill seems to be most difficult for students who are learning English as a first foreign language. According to Nation (2008:113). Writing is an activity that can be very useful to prepare finding jobs besides speaking, reading and listening. Writing is a good support for other skills. As basic level, writing is an act of committing words or ideas to some medium

Writing is the skill that should be mastered because it can be useful and it can support listening, speaking and reading, so that the writing is a basic level of other skills. It is very important for students to master it.

Furthermore, Harmer (2004:31) says that writing is often not time-bound in the way conversation is. When writing students frequently have more time think than they do in oral activities. They can go through what they know in their minds and even

consult dictionary, grammar books or other references material to help them. So, writing encourage students to focus on accurate language use because they think as they write. It may provoke language development as they resolve problems which the writing puts into their minds.

Moreover, Hartati (2013:1) claims that writing is more than public communication. It is also a way of thinking. Writing involves a range of writer consciousness, and needs hard process to creat a good writing. For example when we want to write in a piece of paper, we have to know conceptual of writing such as content of thoughts, the style of thoughts, the organization of thoughts the purpose of thoughts and so on. It makes cofuse which one strongly needed to creat a good writing. Learning to write in academic context in English is a tremendous challenge for students because to master the writing style requires an undrstanding of an academic text's logic, structure, and formal vocabulary (Ozarska,2008:30)

From all of the explanation above, the writer concludes that the writing is an activity to deliver the thoughts in a written form. Writing skills must be practiced and learned though experience. Writing also involves composing, which implies the ability either to tell or retell piece of information in the form of narration, description, or to transform information into new texts, as in argumentative writing.

2. The Component of Writing

There are some components of writing which are very important to know. According to Boardman and Frydenberg (2008:183), there are five aspects or components of good writing. They are as follows;

a. Contents/ideas

Contents or ideas has an excellent support. Then it is interesting to read and unified. The last, it must follows the assignment.

b. Organization

1). Paragraph

A paragraph must have a clear topic sentences, controlling ideas, the supporting sentences, a concluding sentences and coherence/cohesion.

2). Essay

In organization of essay also have clear introductory paragraph.with clear thesis statement, the body of the paragraph with good organization, a concluding paragraph, and coherence/cohesion.

c. Grammar/ Structure

Grammar or stucture is to demonstrate basic grammar (e.g., tenses, verb forms, noun forms,prepositions, articles). It shows sophistication of sentences structures with complex and compound sentences.

d. Word Choice/Word Form

Word choice is to demonstrate sophiscated choice of vocabulary items.it has correct idiomatic use of vocabulary and correct word form.

e. Mechanics

Mechanic does not fragments, comma splice, or run-on sentences but it has a good paragraph /essay format. Its also demonstrative good control over use of capital letter, periods, commas, semicolons and it demonstratites control over spelling.

From all of the explanation above the researcher concluded that the component in wrting was a step to make a good writing. It can be guide for the researcher to make a test or to make a scoring.

3. Greeting Card.

Greeting Card is a kind of functional text that has to be taught at Junior High School. It is hoped that students in junior high school can communicate one to each other in oral or written form of communication by using greeting terms.

According to Yuliani and Arini (2011:110) "Greeting card is a card to express friendship or other expression." Lestari et. al. define (2014: 8) "Greeting card is card to express someone feeling. "A greeting card is an illustrated, folded card featuring and expression of friendship or other sentiment. According to definitions above, it can be concluded that greeting card isa card to express someone's feeling to others using written or interesting pictures.

Prasetya Adhi Wardhana; 2017 says that, Greeting Cards is the cards are used to express friendship or other feeling. The greeting cards are usually have the interesting picture and sentences. Greeting cards are given to give the attention to others.

Bambang K. Karnoto, 2014 says that, Greeting Cards are the text made by people to express congratulation for others' success. Such as the expression of congratulation for one's success for the winning the competition.

Based on the theories above, the researcher concludes that greeting card is a kind of text used to tell or express some one's friendship or other sentiment.

It means that Greeting card is a piece or thin cardboard having any of variety of shapes and formats and bearing or message or sentiment. It means that greeting card is used to express one's feelings or to express the good attention to others, it can be expressed through pictures or written.

4. Generic Structure of Greeting Card.

There are several definitions of genre. Swales in Albufalasa (2013;37) defines genre as a class of communicative events shared with a set of communicative purpose recognize by members of the parent discourse community. For him genre is largely dependent upon the community in which 'a group of people who share certain language-using practice is important.' For example, proposes a definition of genre that is based on social actions that are performed in particular situation, however, unlike the ESP view, genre can be define in term rhetorical situations rather than structures.

Martin in Alfulasa (2013;38) states that genres consist of a system for accomplishing culturally and social oriented task or activities, and language users draw on them to get done through particular stages' He say that generic structure' represents the positive contribution genre makes to a text,' as it way of getting from A to B in the way

a given culture accomplishes whatever the genre in question is functioning to do in that culture.’

Generic structure based on the cultural side is to accomplish the genre question be functioning in culture itself. There are many kind of generic structure like example orientation, re-orientation, identification, and description. In this case the researcher use the greeting card text, so the generic structure is divided into three, it consists of expression, quotes/ wishes and picture. Biber in paltridge (1996:237) states that the term “genre”categories texts on the basis of external criteria.while ‘text types’represent groupings of texts which are similiar in linguistic form,irrespective of the genre.

Genre is the term that describe types of activities such as,for example.prayers, sermons, songs, and poems. which regularly occur in society and it consider by the speech community as being of the same type.On the other hand text type is represent grouping of texts which are similiar in term of co-occurrence of linguistic patterns.

Based on the theories above, the researcher concludes that the generic structure refer to the flow presented in the texts,or the stage by stage mapping ideas or information in the text,generic structure identical to the plot.

5. The Component Of Generic Structure of Greeting Card

There are some components in the generic structure which is very important to know. According to Grace (2006:172) generic structure of greeting card is devided into six, they are; address, content, sender, grammar, action verbs (choosing word) and mechanics (punctuation, capitalization and spelling).

a. Address

According to Cambridge Academic Content Dictionary—Cambridge University Press; Address is a specific place where a person, business, or organization can be found on something to be sent. An address should be clear in writing greeting card.

b. Content

Contents of the greeting card should be clear. It means that in the greeting card should be clear what greeting card is about. A clear content in the greeting card makes the reader understand easily, so the content in greeting card is very necessary.

c. Sender/writer

The sender or writer should be written in the greeting card. The sender or writer in the greeting card should be clear, so that the reader will not doubt about who the sender is.

d. Grammar/structure

The grammar or structure in the greeting card is useful. Even though grammar is not so very important in writing greeting card but it helps the reader can understand about the greeting well. So, the grammar is also needed to write the greeting card.

e. Action Verbs / Choosing Words

The suitable words or verbs in a text especially English is very important. A suitable word for a text has a special purpose. The reader can misunderstand about the message in a text if the writer chooses a false word. That's why in the greeting card the writer should choose the correct or suitable words for the writer's purpose.

f. **Mechanics**

Mechanic does not fragments,comma splice,or run-on sentences but it has a good paragraph /essay format.Its also demonstrative good control over use of capital letter,periods,commas,semicolons and it demonstratites control over spelling.

While according to Nurdiono (2016) generic structure of greeting card is actually depended of design form of the card however, the impottant thing of the card is at least it contents of some elements as below;

- g. Receiver, it means that to whom the greeting is sent for. Write down the name of the receiver if it is needed
- h. Body, the body of the greeting card usually consists of interesting words added by substance such as quote, pcture and expression.
- i. Sender, the sender is better to write in the greeting card because it makes the receiver recognize who the senders is.

From all of the explanition above the researcher conclude that the component in writing is a step to make a good writing. It can be guide for the researcher to make a test or to make a scoring. The researcher will take the Nurdiono statement.

6. Examples of Greeting Card

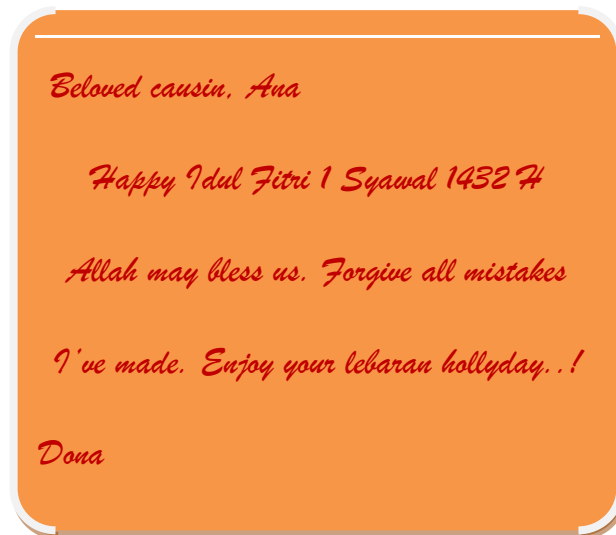
a. The Congratulation of Wedding Anniversary Card



Congratulation card is card used to tell expression of congratulation for some one who has succeed in getting her or his success, such as the example above. The example of card above is a card consists of congratulation expressions of wedding anniversary.

Anniversay card is a card sent by someone for other couple of merriage. It ca be sent if the couple of merriage celebrate their wedding anniversary. It can also sent for fifty wedding anniversary. It is also called golden wedding anniversary. It can also be sent for each two year wedding anniversary.

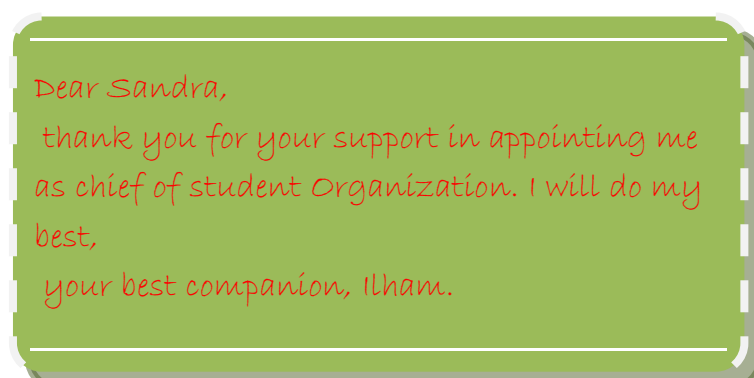
b. Holliday Card



Holiday card is a card used to tell the expression of holiday for some one who is having holiday, such as “Have a nice holiday!” Then example of card above is a holliday card for Lebaran idul fitri.

Idul fitri card is a card sent by someone for others who are enjoying holliday of lebaran idul fitri. It is sent every year or after having pasting month.

c. Thank you Card



Thank you card is a card is one kind of greeting card used for expressing gratefull by people for others. It is given when someone helps others, or if someone gives something to others, such as “ Thank for all your kindness!”

d. Get Well Card



Get well card is one of greeting card used to expres our expression of hopeful. The cards includes the expressions about hope and prays for the people who are sick or on unfortunate situation. The card above is send to someone who is being hospitalized in the hospital to give the spirite of life so that he or she can get better soon, like example above.The sender can also encourage the receiver though the card.

e. Birthday card



Birthday card is on of a card used to express one’s greeting for some one who is celebrating his or her birthday. It contents the expressions of birthday. Such as “Happy birth day!”. It includes best hopes and prays for the receiver.

Birthday card is sent if someone celebrate his or her birthday. The birthday is usually celebrated every year.

B. Review of Related Findings

There were some researchers who have done research on Analysis in writing. Firstly, Muhammad zain (2004) with his study entitled “An Analysis of Students Abilityies in Writing Marine English Terms at SMK Pelayaran Pekanbaru in academic year 2003/2004”. The study was aimed to describe the students’ abilities in writing English terms and marine documents.

Secondly, Lusiana (2012) with her study entitled “ A study on the student’s Ability in Writing Procedure Text. (A descriptive study on the seventh Grade Students of SMP Bina Utama Pontianak in academic year 2011/2012. The study’s aim was to describe students’ abilities in writing procedure text. She analyzed the ability in writing procedure text of students at SMP Bina Utama Pontianak.

Thirdly, Ika kurniawati Khasanah (2013) with her study entitled “ The Use of Picture-Guessing Gama in implementing Team-pair-solo Technique to improve the student’s ability to write descriptive Text”. Her reseach was class room action research. She is improving ability of students by using Picture-Guesing Game in implementing Team-pair-solo Technique.

Finally, Dwi Ariningsih (2009) with her study entitled “The Effectiveness of Using Picture Series to Improve the Students’ Writing Skill Viewed from their Learning Motivation (An Experimental Study in the Seventh Grade of SMPN 1 Tanjunganom Nganjuk in the Academic year 2008/2009)” her research was experimental design, she

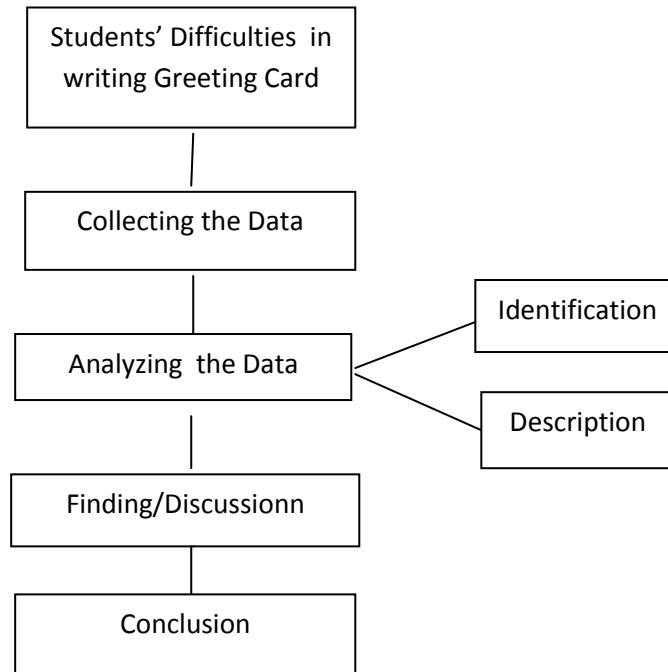
wanted to know whether using picture series was more effective than using translation in teaching writing for the ninth grade students of SMPN 1 Tanjunganom . she also wanted to know whether the writing skill of students having high motivation was better than that of those having low motivation in learning English.

Based on the explanation above, the researcher considered positive of that conducted research. The researcher concluded that non of them conducting research in analyzing greeting card, furthermore, the greeting card was very important to learn. It could give students comprehension on how to write or to make the greeting card well. In this study, the researcher wanted to know how good was the skill of Eight Grade Students of SMP N 1 Bangu Purba in writing Greeting Card

C. Conceptual Framework

Conceptual framework was the concept that researcher used to plan the research. A conceptual framework was an analitical tool with several variations and contexts. It was used to make conceptual distinction and organize idea

The Concept of the Research



In this research, the researcher took the research at eighth grade students of SMP Negeri 1 Bangun Purba. The researcher analyzed how they wrote the greeting card because they had difficulties to write greeting card, then the researcher asked the students to write greeting card on a piece and the students followed the instruction. The researcher analyzed the greeting cards written by students.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discussed about research methodology. It consisted of research design, setting of research, population of the research, sample of the research, instrumentations, procedure of research. This chapter also discussed about technique of collecting data and technique of analyzing data. The research methodology described as follows;

A. Research Design

Quantitative descriptive study was one approach used to discuss phenomena observed in the field by the research. This quantitative descriptive study was a research method that described the students' skill in writing greeting card text.

More over. Sugiyono (2013) defines that quantitative method is one of the methods used to research the population or samples in field naturally. The technic of collecting data by using research instrument, the data was analyzed by using quantitative description.

At the first, the researcher focused on the problem that was writing greeting card. and the research analyzed the writing based on the mistakes level. Finally, the researcher interpreted the data and classified which writings were more closed to greeting card.

B. Setting of the Research.

The research has been taken place at SMPN 1 Bangun Purba especially the eighth grade students, which was located on jl: Langgar Payung Bangun Purba. The time of research was conducted from May to June 2019.

C. Population and Sample of the Research

The population of the study were eighth grade students of SMPN 1 Bangun Purba in academic year 2018/2019. The number of population was 49 students. Arikunto (2010:173) said that population is all the subjek of the research. The same thing was said by Nasution(2003:1) that overall population is the object that will/want to study. Sample of research is a representative group from the population to serve as respondents. The writer has already seen that due to factors. Time and accessibility, it is always possible or practical to apply measure from smaller group or subject of population is such a way that the knowledge gained is representation of the total population under study. The smaller group of subject is the sample.

According to Sugiyono:2007, total sampling is the technique to take the sample that all the samples are as the population of the sample because the amount of the sample is less than 100 samples. It means that if the population that would be researched by the researcher are less than 100 samples, the technique of taking sample should be a total sample, he adds. There were two classes of grade VIII of SMP Negeri 1 Bangun Purba. In this research the writer made all of students of class VIII-1 and VIII-2, as the samples so, the writer applied a total sampling.

Table 3.1
Table of Population and Sample of the Research

Subject	Class VIII		Amount
	VIII-1	VIII-2	
Population	32	17	49
Sample	32	17	49

D. Instrumentation

In this research the researcher needed some instruments in process of collecting data. The researcher used the written test in this research instrument. The test was to measure the intelligence of the students. According to Arikunto (2010:194) the intelligence test is a test that use to measure the intelligence of a person (written test). So, in the theory it can be seen that written test is very important to know the students' writing skill especially in greeting card.

This written test hoply could help the resarcher to describe the students' writing skill in scoring form. The score itself was to know the everage of students' writing skill at SMP Negeri 1 Bangun Purba.

E. Technique of Collecting Data

The collecting data method was the way that could be used by researcher to collect data (Arikunto, 2010:265). They were interview, observation, questionare, test and documentation. In this study, the researcher used written test. The written tests were the questions that were used to measure the knowledge, intelligence, skill or ability from individual or group (Arikunto, 2010:266). This test could measure students'abilities to understand greeting card. then, the researcher used some books, the

papers and took the data from internet related to research to support the theoretical framework. The procedure of conducting the data were as follows;

1. Firstly, the researcher had a meeting with the head master, talked about the purpose.
2. Then the teacher arranged the time for doing the writing tests.
3. The reseacher gave the task for students class VIII-1 and VIII-2 in diffrent time.
4. The students did the task with free topic. The topics was set by the reseacher to make the students easier to explore the ideas as they like.
5. The students were given the time about 60 minutes for writing greeting card. the text should be composed based on the components of the greeting card.
6. The researcher classified the greeting card based on the content, organization, choosing words, mechanic and grammar/structure.
7. Finally, the researcher analyzed and explained it using descriptive analysis.

After the data has been collected, the researcher knew the real score of students' writing. The students' writing measured by guidance of some lecturers of UPP in scorrying rubric as follows;

Table 3.2

Scoring Rubric of Writing Skill

Component of Writing	Scores	Indicators
Content	27 – 36	Relevant to the topic and easy to understand
	22 - 26	Closer to the topic and easy to understand
	17 - 21	Relevant to the topic but it is not quite easy to understand
	13 – 16	Quite relevant to topic but it is not quit easy to understand
Organization	18 – 20	Most of sentneces are related to topic
	14 - 17	Some sentences are related to topic
	10 - 13	Few sentences are related to topic
	7 – 9	Most of sentences are not related to topic
Vocabulary And mechanic	18 – 20	A few erors in choice of words, spelling and punctuation
	14 - 17	some erors in choice of words, spelling and punctuation
	10 - 13	occasional erore in choice of words, spelling and punctuation
	7 – 9	frequent erore in choice of words, spelling and punctuation
Grammar	22 – 25	A few grammatical inaccuracies
	18 - 21	Some grammatical inaccuracies
	11 - 17	Nomerous grammatical inaccuracies
	5 – 10	Frequent grammatical inaccuracies

Wegle (2002:116)

F. Technic Analyzing Data

After collecting the data, and got the real score from each rater the researcher knew the average of the students' skill in writing greeting text. In analyzing the data, the researcher used procedures as follows;

1. The researcher presented the raw score from the raters
2. The researcher counted the total score from the raters by using formula as follows;

$$\text{Students' score} = \frac{\text{score 1} + \text{score 2} + \text{score 3}}{3}$$
3. Calculating percentage of students' skills in writing greeting card by formula (Sudjana:1994) as follows

$$P = \frac{F}{N} \times 100\%$$

P = Percentage of students scores

F = Frequency of each rater

N = Maximum score

4. Classifying the students' skill into excellent good, fair, poor and very poor by using the following categories as stated by Arikunto:2012 as follows;

Table 3.3
Scoring Classification for Students' Writing in Greeting Card

No	Score	Value
1	80 – 100	Excellent
2	60 – 79	Good
3	40 – 59	Fair
4	20 – 39	Poor
5	0 – 19	Very Poor

Arikunto:2012

5. Calculating the percentage of students who got excellent, good, fair, poor and very poor category by using the following formula;

$$P = \frac{R}{T} \times 100$$

P = Percentage of students' score

R = Sum of students' score

T = Total of Students

6. Finally, the researcher got the conclusion based on the percentage of the students score (excellent, good, fair, poor and very poor) category.