A Report on the Performance of Students in Gru English Courses in the Midterm Examination

Dr. Arturo G. Palaming
Head, GRU English Department
Sur University College, Oman

ABSTRACT

In this paper, it discussed the performance of the students in the midterm examination of the GRU (General Requirement Unit) English Department. This department consists of the following courses: Communication English (CE), Technical Writing (TW), Communication Skills (CS), English for Academic Purposes (EAP) for Business Students and English for Academic Purposes (EAP) for Information Technology.

After seven weeks of classroom teaching on the GRU English courses the students were assessed on their gained knowledge and skills on the aforementioned courses. The results of the given test reflect the student's performance and this might be an eye opener for the students and teachers on their teaching-learning processes.

KEYWORDS: Performance of Students, Results of the Midterm Examination, GRU English Courses Evaluation

INTRODUCTION

Evaluation of student's growth in general competence is a complicated process. It involves more than just academic performance or knowledge of subject matter. Such factors are a personal-social adjustment, which is a nebulous thing to many teachers; the extent to which students make use of their abilities; the quality of their response to the learning situation – all these should be taken into account. Performance evaluation measures students skills based on authentic tasks such as activities, exercises, or problems that require students to show what they can do. Performance is simply the achievement of correct data through the empirical results of the scores. There may be many other answers to this question, but it all boils down to: can the students produce the results expected of them?

In some cases, performance is used to have students demonstrate their understanding of a concept or topic by applying their knowledge to a particular situation. Since performance assessment obliges students to effectively exhibit what they know, they can be a more substantial pointer of students' information and capacities than other appraisal strategies. Academic achievement or (academic) performance is the outcome of education the extent to which a student, teacher or institution has achieved their educational goals. Academic performance is ordinarily measured by examinations or constant evaluation yet there is no broad concurrence on how it is best tried or which perspectives are generally essential. Assessing what students have

realized all through the course can be proficient from multiple points of view, contingent upon the course targets and how understudy execution will be measured. In this report, it provides a simple analysis on the performance of the students in the midterm examination in the GRU English courses.

FINDINGS, ANALYSIS, AND DISCUSSION

The students obtained a mean performance score of 'above the mean' or 'above average'. The data implies that few of the students obtained higher scores, and in the same manner handful of the students got lower scores in the skills evaluated in the midterm examination. Interestingly, a greater number of students yielded scores above the mean, but few of the students obtained a lower score in the given examination (*see attached table*).

Furthermore, the scores of the students formed a positively skewed distribution. Along with this line, the performance of the students seems to portray that the students acquired the skills that they need in preparation for their specialization courses. The focus of the GRU courses pondering on the receptive and productive skills, research skills, and grammar and vocabulary usage as reflected in the examination papers were answered by the students within the average level. Specifically, the student's performance at this level surpasses the mean standard. It provides logical reasons to explain and conclude therefore that the meaning of what they are reading reflects their level of comprehension.

They use relevant evidence to clearly explain personal viewpoints about the ideas and information in reading materials with some error. They organize their writing skillfully, with smooth transitions and connections between sentences and paragraphs (guided writing) and clearly express ideas and opinion with occasional errors. They can apply simple rules and skills in research writing. They can use vocabularies in their sensible meaning and usage. They can speak and listen for main points with occasional repetition. In conclusion, the performance of the students displays a desirable value and satisfies the average standard in all the skills measures in the GRU English courses.

STATEMENT OF THE PROBLEM

This research sought to determine the performance of the GRU English students on their midterm examination. Specifically, the study sought to answer the following questions:

1. What is the performance level of the students on the following GRU courses as results on their midterm examination (a) Communication English, (b) Technical Writing, (c) Communication Skills (CS), English for Academic Purposes for Business and English for Academic Purposes for Information Technology students?

2. What are recommendations that can be proposed after a thorough evaluation of the performance of the students in the midterm examination?

METHODOLOGY AND PROCEDURE

The study made used of the evaluative-descriptive methods. The scores of the student in the midterm examinations were used for analysis. The central tendency was to interpret the data.

Table 1: Performance of Students in Communication English (CE)

COMMUNICATION ENGLISH (CE – 00112)			
Skills	**Number of Questions**	**Percentages**	**Mean Scores**
Reading	10	20	5.67
Vocabulary	10	20	6.13
Grammar	10	20	5.13
Listening	10	20	5.78
Writing	10	20	6.92
STATISTICAL MEASURES			
Areas	**Values**	**Performance**	**Interpretation**
Total Number of Students	142		
Total Number of Score	4,347		
Mean	30.61		
Median	29.78		
Mode	04.67	'above average'	positively skewed
Mean Performance Score (MPS)	30.61		

Table 2: Performance of Students in Technical Writing (TW)

TECHNICAL WRITING (TW – 001111)			
Skills	**Number of Questions**	**Percentages**	**Mean Scores**
Reading	10	20	05.75
Vocabulary	06	12	03.15
Concept Questions	05	10	03.22
Research Skills	14	28	07.45
Writing	15	30	08.12
STATISTICAL MEASURES			
Areas	**Values**	**Performance**	**Interpretation**
Total Number of Students	52		
Total Number of Score	1,789		

International Journal of Research

Available at https://edupediapublications.org/journals

p-ISSN: 2348-6848
e-ISSN: 2348-795X
Volume 04 Issue 08
July 2017

Mean	34.40		
Median	33.20		
Mode	04.34	"above average"	positively skewed
Mean Performance Score (MPS)	34.40		

Table 3: Performance of Students in Communication Skills (CS)

COMMUNICATION SKILLS (CS – 001121)			
Skills	**Number of Questions**	**Percentages**	**Mean Scores**
Listening	12	24	06.45
Vocabulary	13	26	06.62
Speaking	15	30	07.54
Study Skills	10	20	04.95
STATISTICAL MEASURES			
Areas	**Values**	**Performance**	**Interpretation**
Total Number of Students	98		
Total Number of Score	2,789		
Mean	28.45		
Median	27.52		
Mode	04.61	'beyond average'	positively skewed
Mean Performance Score (MPS)	28.45		

Table 4: Performance of Students in English for Academic Purposes (Information Tech.)

ENGLISH FOR ACADEMIC PURPOSES (IT – 001211)			
Skills	**Number of Questions**	**Percentages**	**Mean Scores**
Reading	12	24	07.23
Vocabulary	10	20	05.21
Concept Questions	12	24	06.89
Writing	16	32	08.78
STATISTICAL MEASURES			
Areas	**Values**	**Performance**	**Interpretation**
Total Number of Students	54		
Total Number of Score	1,576		
Mean	29.19		

International Journal of Research

Available at https://edupediapublications.org/journals

p-ISSN: 2348-6848
e-ISSN: 2348-795X
Volume 04 Issue 08
July 2017

Median	28.56		
Mode	03.24	"above the mean"	positively skewed
Mean Performance Score (MPS)	29.19		

Table 5: Performance of Students in English for Academic Purposes (Business)

ENGLISH FOR ACADEMIC PURPOSES (BUS – 001212)			
Skills	**Number of Questions**	**Percentages**	**Mean Scores**
Reading	08	16	05.06
Vocabulary	11	22	06.98
Concept Questions	06	12	04.67
Research Skills	18	36	10.34
Writing	07	14	04.78
STATISTICAL MEASURES			
Areas	**Values**	**Performance**	**Interpretation**
Total Number of Students	58		
Total Number of Score	1,815		
Mean	31.29		
Median	30.12		
Mode	03.45	"above the mean"	positively skewed
Mean Performance Score (MPS)	31.29		

RECOMMENDATIONS

Based on the analysis of the gathered data the following recommendations are hereby advanced for further consideration and implementation:

1. Teachers should encourage their students (those are not attending) to attend the GRU English laboratory to further enhance their receptive and productive skills. Doing some activities in the laboratory ponders the students' knowledge and skills.

2. The number of contact hours in some GRU course should be increased (from 1 hr. to 1 hr. and 30 minutes) especially courses with intensive writing and research activities. In this way, the teachers can thoroughly give remedial activities for the students.

3. The number of hours in the conduct of the midterm examination should be 1 hour and 30 minutes to give an ample time for reading and writing questions.

REFERENCES

Baron, Robert A. *Group Performance, and Assessment*. Boston: Allyn and Bacon, 2013.

Gordon, Judith. *Evaluating the Performance of the Students*. National Book Store, Inc. Manila Philippines, 2012.