ABSTRACT

Thesis Title : A Study of English III Students'

Performance Monitored through the

Application of Total External Assessment

and Partial External Assessment at

Assumption University

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Level of Study : Master of Education

Program of Study : Curriculum and Instruction

Faculty : Faculty of Education

Year : 2001

The purpose of this study was to find the differences between English III students' performance with the application of the two assessment systems, Partial External Assessment (PEA) and Total External Assessment (TEA) used in Assumption University.

The study consisted of two groups of students, the PEA group and the TEA group. The sample was composed of 101 English III students belonging to the second semester during the academic year 1999. The study lasted for 40 class meetings (60 hours). Employing the teaching package, achievement test papers, performance

questionnaires (Appendix B), class activity questionnaire (Appendix C), attendance and coursework record sheets, and observation record sheet collected the data.

The percentage, mean, standard deviation, t-test, and correlation analyses were used to analyze the data through SPSS /Windows program.

The results of the study revealed that the performance of PEA students was higher than the performance of TEA students in terms of achievement, opinionated motivation and participation, except opinion.

Moreover, the study succeeded in finding both positive and negative impacts of the two assessment systems. PEA was found to have more positive impacts than TEA on students' absenteeism and tardiness.

The use of Partial External Assessment (PEA) is recommended to assess the performance of students who study English as a second language. The identification of problems and their solutions concerning the use of partial external assessment and the influence of writing and dictations on language teaching and learning are topics recommended for future studies.