



A STUDY OF ENGLISH III STUDENTS' PERFORMANCE  
MONITORED THROUGH THE APPLICATION OF TOTAL  
EXTERNAL ASSESSMENT AND PARTIAL EXTERNAL  
ASSESSMENT AT ASSUMPTION UNIVERSITY

by

Mrs. Thonnaya Anopas

A Thesis of the Twelve - Credit Course  
ED 7000 Master's Thesis

A Thesis Submitted in Partial Fulfillment  
of the Requirements for the Degree of  
Master of Education  
in Curriculum and Instruction  
Assumption University

November 2001

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## Faculty of Education

### Thesis Committee's Approval

This is to certify that the thesis entitled:

**A Study of English III Students' Performance Monitored through the Application  
of Total External Assessment and Partial External Assessment at Assumption  
University**

presented by

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has been accepted in partial fulfillment of the requirements for  
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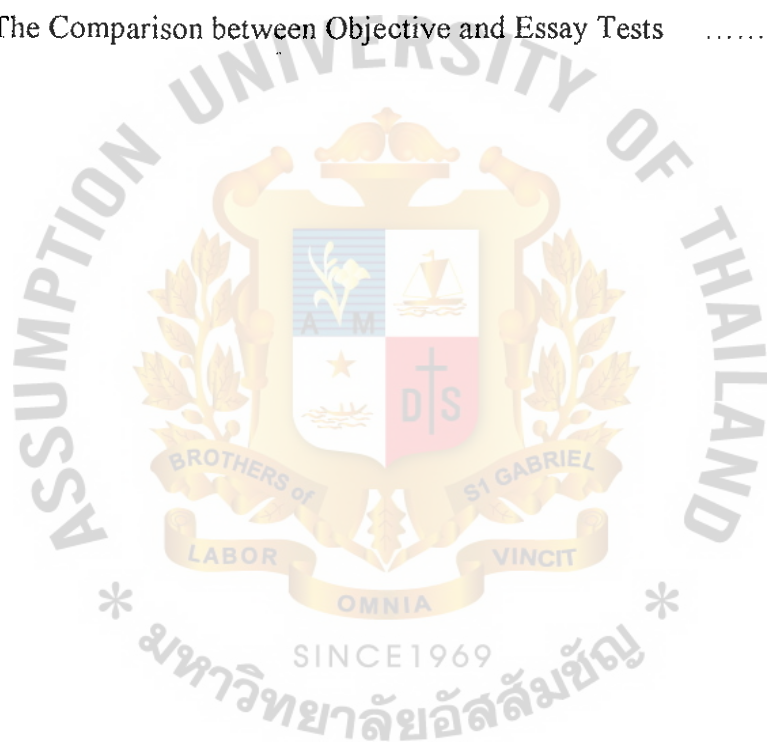
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## ABSTRACT

**Thesis Title** : A Study of English III Students' Performance Monitored through the Application of Total External Assessment and Partial External Assessment at Assumption University

**Student's Name** : Mrs. Thonnaya Anopas

**Thesis Major Advisor** : Dr. Sompit Porsutyaruk

**Thesis Co-advisor** : Dr. Prudencio B. Sanchez

**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.

## CHAPTER I

### INTRODUCTION

#### *Background and Significance of the Study*

##### Assessment at Assumption University – Past and Present

Assumption University (Au) is an institution of higher learning that uses English as the medium of instruction. Those who study at Au, both Thai and foreign students, have to learn their lessons in English. Similarly, the instructors who teach at Au, both Thai and foreigners, have to impart knowledge to their students in English too.

The general English courses of Assumption University consist of four levels namely: English I, English II, English III, and English IV. The students in English I and II are first year students. They learn lessons which deal mainly with English structures, vocabulary, reading comprehension, and essay writing. On the other hand, the students in English III and IV who are in their second year learn mostly business communication in English like writing business letters and reports.

The Department of English in Assumption University used to employ the partial external assessment wherein marks from classroom activities such as dictations, writings, journals, oral presentations, and quizzes in addition to mid-term and final exam marks were used as bases for students' performance. This method of assessing students' performance correlates to the theory that says that assessment in the classroom is following contemporary descriptions of learning, thinking and language use as "processes" – or even one inseparable "process." Accruing theory

that stresses process and integration recommends and promotes instruction that 1) crosses different subject matters; 2) combines various kinds of thinking; and 3) integrates the different behaviors (Herman et al, 1992).

In 1997, when Mr. David J. Hirsh chaired the English Department of Au, a new method of assessment termed total external assessment wherein marks from mid-term and final exams only are used as bases for assessing students' performance was introduced. Since that year up to the present, the total external assessment has been employed to assess students' performance to determine the final achievement or the course grade of students

The researcher thinks that these two types of assessments, partial external assessment and total external assessment, have contributive forces on learning and instruction, but their degree varies in some ways. Hence, the researcher is inspired to conduct a study to compare the differences of the performance of English III students whose learning was assessed by these two different assessment systems.

The population and sample of this study were the English III students of the English Department of the second semester of the academic year 1999. The reason why the researcher selected English III students was that the researcher has been teaching this course, English III (Business), for more than four years. The familiarity, expertness, and exposure to the course provided the researcher confidence and ease in doing the research. Besides, the cooperation of the sample was vital. The aim of the study was explained to the sample and the researcher was confident that the sample cooperated effectively well.

The positive and negative impacts of partial external assessment and total external assessment on the performance of students in English III were compared and examined to find out if there were any significant differences. Additionally, their



advantages and disadvantages were studied, analyzed, and evaluated. The researcher was hopeful that the conclusion of the findings would contribute beneficial improvement in the assessment process as well as in the language learning and teaching goals and outcomes intended for English III course. The researcher hoped that the result of this study would be advantageous in persuading those concerned with assessment as well as instruction to find more effective assessment system, so that betterment and success in assessing students' performance in English III at Au could be optimally attained.

### ***Research Objectives***

In order to employ a better and much more effective assessment system at Au, this study was conducted based on the following objectives:

1. To discover the differences between the performance of English III students having Partial External Assessment (PEA) and those having Total External Assessment (TEA).
2. To find out the advantages and disadvantages of the application of the partial external assessment and the total external assessment based on the students' performance in English III.
3. To determine the relationships of the performance variables of PEA and TEA groups.
4. To find out the preferable assessment system to use in assessing the students' performance in English III at Au.

### ***Hypothesis***

The researcher was guided by these hypotheses:

1. There are significant differences between the performance of students in English III who have Partial External Assessment (PEA) and the students in English III who have Total External Assessment (TEA) at Assumption University.
2. There are significant relationships between the performance variables of PEA and TEA groups.

### ***Scope of the Study***

This study included the assessment of the performance of students in English III who belonged to the Department of English of the Faculty of Arts during the second semester of academic year 1999. Only these students were included in this study.

### ***Limitation of the Study \****

This study was conducted with the following limitations:

1. The study was done with students in English III at Assumption University only. Therefore, the results should not be generalized to other population if a study is not conducted (in such a particular institution).
2. The demographic profile data of the sample were collected, tabulated, and summarized to provide the readers with the sample's background only.

3. The study might be prone to intrinsic limitations of data collection via questionnaire answered by students about their opinion, motivation, and participation.

### ***The Research Questions***

The aim of this study was to compare the differences between the performance of English III students whose learning was assessed by either partial external assessment or total external assessment.

Specifically, it sought to answer the following questions:

1. Is there a difference in performance between students who have Partial External Assessment (PEA) and students who have Total External Assessment (TEA)?
2. How does total external assessment affect the performance of students in English III?
3. How does partial external assessment affect the performance of students in English III?
4. Do the performance variables of PEA group and TEA group have significant relationships?
5. Which is the more preferable assessment method based on the data gathered?

### *Significance of the Study*

1. This study is valuable for the evaluation of teaching and learning, development and enrichment of curricula and syllabuses used in language teaching and other fields of study.
2. This study is useful because it is an attempt to find a more preferable language assessment system to assess students learning English as a foreign language.

### *Theoretical Framework*

Assessment is a process that plays a vital role in learning and teaching. Experts including Airasian (1994), Kauchak and Eggen (1998) and Woolfolk (1998) have given insights and concepts about assessment. The assessment concept that is applied in this study was obtained from the works of these authors.

Airasian (1994 : 135), asserts that assessment plays an important role in the classrooms and teachers use assessment to help them develop lesson plans, select and critique instructional materials, and monitor the instructional process and pupil learning during instruction. He adds that informal observation of pupils should be supplemented by more formal kinds of evidence to improve their validity and reliability.

Kauchak and Eggen (1998:368) say that an assessment system performs two functions which can be divided into two broad categories: instructional and institutional. They also say that students are assessed to promote learning and that the relationships of learning and assessment are clear and consistent. Practice and feedback are essential components of effective learning. They continue saying that



assessment provide teachers with information about the effectiveness of their instruction.

Assessment also fulfills institutional function. Through assessment, school districts will know how their students perform compared to students on other schools, districts, and states. By knowing the performance of the students, schools can adapt instructional practices to make them more effective.

Students learn more in classes where assessment is a regular part of classroom routines, particularly when assessments are frequent and provide feedback to learners. From this concept, Assumption University developed an assessment system called Partial External Assessment (PEA). Students who use partial external assessment are frequently exposed to assessment routines in the classroom.

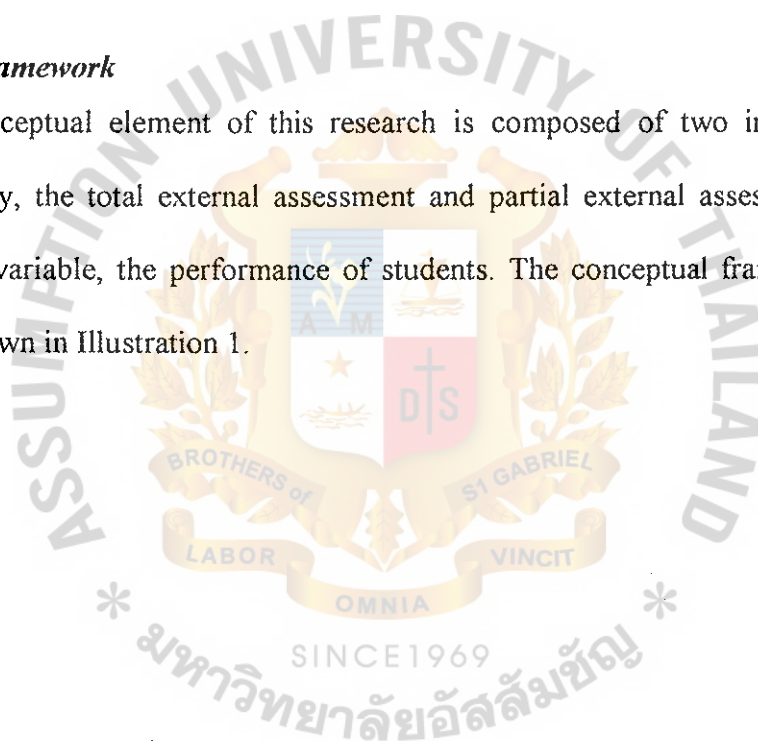
Woolfolk (1998:575) says that failure can have both positive and negative effects on subsequent performance, depending on the situation and the personality of the students involved. Some level of failure is helpful for most students, especially if teachers help the students see connections between hard work and improvement and advice has been given to teachers that it is time for them to replace easy success with challenge. Similarly, some information about formative and summative assessments is given. It has been said that formative assessments' goal is to get information about student learning for planning purposes. From these concepts, Assumption University has developed the partial external assessment. On the other hand, summative assessments aim to know the level of accomplishment attained or to provide a summary of accomplishment. The final examination is a summative assessment. Assumption University has derived the total external assessment from these concepts.

Realizing the important roles assessments play in language learning, the researcher was interested in conducting a study to examine the differences between

the performance of English III students receiving partial external assessment, developed from the formative assessment, and those English III students receiving total external assessment, developed from the summative assessment. Since these two assessment systems have been used at Assumption University, it was worth knowing which of these two assessment methods had more useful influence on the students' performance.

### ***Conceptual Framework***

The conceptual element of this research is composed of two independent variables namely, the total external assessment and partial external assessment and one dependent variable, the performance of students. The conceptual framework of this study is shown in Illustration 1.



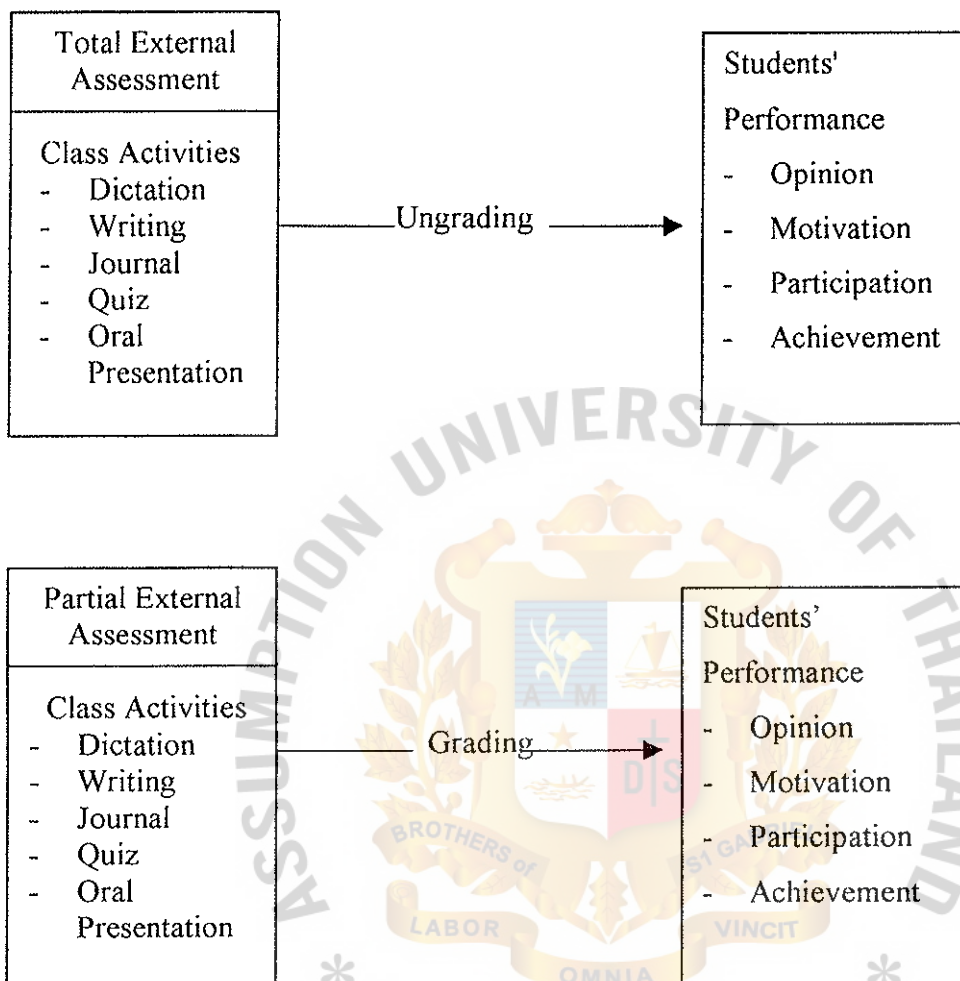


Illustration 1: Conceptual Framework

### Definition of Terms

This section presents definition of key words used in this study as follows:

#### A. *Assessment*

**Total External Assessment (TEA)** is an assessment used at Assumption University by which classroom activities: dictation, writing, oral presentation, journal, and quiz are not graded all through the course and the marks from these activities are not used for computing the students' course grade.

**Partial External Assessment (PEA)** is an assessment used at Assumption University by which classroom activities: dictation, writing, oral presentation, journal, and quiz are graded all through the course and the marks from these activities are used for computing the students' course grade.

#### B. *Performance*

**Opinion** as used in the study denotes the belief or judgment of students toward learning English judging it as fun, interesting, useful, stimulating, tiring, boring, or stressful.

**Motivation** as used in this study signifies how the students feel they are stimulated to study hard, write good and correct English, have love for reading English, and speak English more often. It also means that students feel they are aroused to come to class on time, try best to work on their own, do homework regularly, and prepare and do the exams well.

**Participation** as used in this research means how the students' feel about their taking part in class activities such as group work and group discussion, sharing of ideas with other members of the group, paying attention to lectures and other class activities, and showing alertness in class.

**Achievement** as used in this study includes the scores the students obtained in mid-term and final exams and the total exam scores which are used to compute the students' course grade.

#### C. *Language Course*

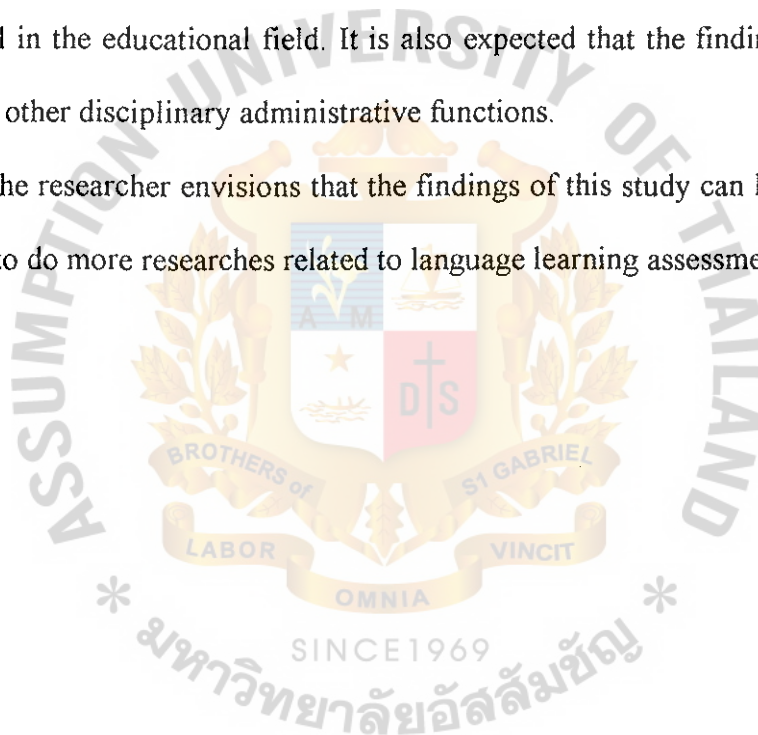
**English III** is a general English course for business purposes offered at Assumption University to all second-year students.



***Research Expectations***

In conducting this study, the researcher is inspired by the following expectations:

1. The researcher hopes to gain new knowledge in the assessment of language learning especially of students who learn English as a foreign language.
2. The researcher also hopes that the results will provide useful insights in language learning and teaching for instructors, administrators, and other personnel in the educational field. It is also expected that the findings can be usable in other disciplinary administrative functions.
3. Finally, the researcher envisions that the findings of this study can lead future scholars to do more researches related to language learning assessments.



## **CHAPTER II**

### **LITERATURE REVIEW**

This part of the study aims to present theories, concepts, and ideas related to language learning and assessment. In order to reach this goal, the researcher has decided to divide the literature review into four parts as follows:

**Part I.** Theories and concepts of language learning

**Part II.** Concepts of assessment

**Part III.** The teaching of English at Assumption University

**Part IV.** A review of researches related to language learning assessment

#### ***Part I. Theories and Concepts of Language Learning***

This part is divided into two parts namely: theories and concepts of learning and theories and concepts of language learning in particular.

##### **A. Theories and Concepts of Learning**

In order to get a clear view of learning and instruction, the researcher feels the importance of examining thoroughly the general concept of learning necessary to promote effective learning.

##### **What Is Learning?**

##### ***Behavioral Views of Learning***

Woolfolk (1998 : 204) says:

When we hear the word “learning,” most of us think of studying and school. We think about subjects or skills we intend to master, such as algebra, Spanish, chemistry, or karate. But learning is not limited to school. We learn every day of

**our lives. Babies learn to kick their legs to make the mobile above their cribs move, teenagers learn the lyrics to all their favorite songs, middle-aged people learn to change their diet and exercise patterns, and every few years they learn to find a new style of dress attractive when the old styles go out of fashion. The last example shows that learning is not always intentional.**

In the most general sense, learning occurs when experience causes a relatively permanent change in an individual's knowledge or behavior. The change may be deliberate or unintentional, for better or for worse. To qualify as learning, this change must be brought about by experience- by the interaction of a person with his or her environment. Changes simply caused by maturation, such as growing taller or older, are not taken as learning. Temporary changes resulting from illness, fatigue, or hunger are also excluded from a general definition of learning (Woolfolk, 1998:205 ).

Our definition specifies that the changes resulting from learning are in the individual's knowledge or behavior. While most psychologists would agree with this statement, some tend to emphasize the change in knowledge, others the change in behavior (Woolfolk, 1998 : 205). Cognitive psychologists, who focus on changes in knowledge, believe learning is an internal mental activity that cannot be observed directly such as thinking, remembering, and solving problems.

The behavioral psychologists define learning as a change in behavior and emphasize the effects of external events on the individual. Some early behaviorists like J.B.Watson took the radical position that because thinking, intentions, and other internal mental events could not be seen or studied vigorously and scientifically, these "mentalisms," as he called them, should not even be included in an explanation of learning (Woolfolk, 1998 : 205 ).

### ***Methods for Encouraging Behaviors***

To encourage behavior is to reinforce it. There are quite a few specific ways to encourage existing behavior or teach new ones. These include praise, the Premack principle, shaping, and positive practice.

#### ***Praise: Reinforcing with Teacher Attention***

Woolfolk said that based on early work such as that of Madsen, Becker, and Thomas (1968 : 139 ) teachers can improve student behavior by ignoring rule-breakers and praising students who are following the rules. Woolfolk, (1998 : 217) presents the ideas for using praise effectively, based on Brophy's (1981) extensive review of the subject, as follows:

1. Be clear and systematic in giving praise.
2. Recognize genuine accomplishments.
3. Set standards for praise based on individual abilities and limitations.
4. Attribute the student's success to effort and ability so the student will gain confidence that success is possible again.
5. Make praise really reinforcing.

#### ***The Premack Principle***

Most classrooms provide a lot of reinforcers other than teacher attention, such as talking to other students or singing favorite songs. But teachers tend to overlook these opportunities. A helpful guide for choosing the most effective reinforcers is the Premack principle. According to the Premack principle, a high - frequency behavior (a preferred activity) can be an effective reinforcer for a low-frequency behavior (a less-preferred activity). This is sometimes referred to as "Grandma's rule": first do what I want you to do, then you may do what you want to do (Woolfolk, 1998 : 218)

### *Shaping*

Shaping involves reinforcing progress instead of waiting for perfection. Krumboltz and Krumboltz (1972) have described the following three methods of shaping: (1) reinforce each subskill, (2) reinforce improvements in accuracy, and (3) reinforce longer and longer periods of performance or participation (Woolfolk, 1998 : 219-20 ).

Woolfolk (1998 : 220) mentions some types of behavior that can be improved through shaping. They include persistence, endurance, increased accuracy, greater speed, or extensive practice to master. Because shaping is a time- consuming process, however, it should not be used if success can be attained through simple methods like cueing.

### *Positive Practice*

A strategy for helping students replace one behavior with another is positive practice. The approach is especially appropriate for dealing with academic errors. When students make a mistake, they must correct it as soon as possible and practice the correct response. Instead of being punished, the student might be required to practice the correct alternative action (Woolfolk, (1998 : 220).

### *Social-cognitive Learning Theory*

One theory that bears important relationship to this study is **Albert Bandura's social-cognitive learning theory**. This theory supports the concept that learning takes place in the naturalistic setting. Thus, this theory describes specifically the mechanism by which individuals learn from each other as they go about their daily lives. The observation of various models (family members, regular associates, films, television) and the reinforcements delivered to peers and others are all important influences on learning. In particular, social-cognitive theory reminds the educational system that



learning in a media-oriented society extends beyond the classroom in subtle and pervasive ways (Gredler, 1997 : 303).

The message of this concept is reminding educators that the classroom is not the sole place where learning takes place. There are other environmental sectors that influence the learning of any child to occur. To mention some, there are the homes, the religious places, the entertainment sections, the shopping arenas, the media, the technology, and many others. These social institutions are some of the sources where the child's knowledge – beneficial or useless, dangerous or harmless, negative or positive, constructive or destructive – comes from. Parents, educators, religious persons, and other individuals involved in the child's learning process have responsibilities and duties to watch, guide or suggest and make sure that the child learns the righteous and useful knowledge. Such knowledge will lead the child to the right direction towards a society inhabited by good and fruitful people.

### **Motivation**

The next important topic chosen as essential portion of this section because it has persuasive effects on learning is motivation. Now let us look into the concept of motivation.

What is motivation? Motivation is usually defined as an internal state that arouses, directs, and maintains behavior (Woolfolk, 1998 : 372). Psychologists studying motivation have put close attention to five basic questions. First, what choices do people make about their behavior? Why do some students, for example, focus on their homework while others watch television? Second, having made a decision, how long is it before the person actually gets started? Why do some students who chose to do their homework start right away, while others procrastinate? Third,

what is the intensity or level of involvement in the chosen activity? Once the book bag is opened, is the student absorbed and focused or just going through the motions? Fourth, what causes a person to persist or to give up? Will a student read the entire Shakespeare assignment or just a few pages? Finally, what is the individual thinking and feeling while engaged in the activity?

Answering these questions about real students in classrooms is a challenge. There are many factors that influence motivation (Woolfolk, 1998 : 372). The internal, personal factors include needs, interests, curiosity, enjoyment and so forth while external, environmental factors encompass rewards, social pressure, punishment and others (Woolfolk, 1998 : 374)

### *Intrinsic and Extrinsic Motivation*

To answer the five questions mentioned above, understanding of the many factors that influence motivation is needed. We all know how it feels to be motivated, to move energetically toward a goal. What energizes and directs our behavior? Woolfolk (1998 : 373) explains that it could be drives, needs, incentives, fears, goals, social pressure, self-confidence, interests, curiosity, beliefs, values, expectations, and more.

Woolfolk (1998 : 374) adds and says:

Some psychologists have explained in terms of personal traits or individual characteristics. Certain people have strong need to achieve, a fear of tests, or an enduring interest in art, so they behave accordingly. They work hard to achieve, avoid tests, or spend hours in the art galleries. Other psychologists see motivation as a state, a temporary situation. Of course, the motivation we experience at any given time usually is a combination of trait and state. You may be studying because you value learning and because your professor often gives pop quizzes.

Woolfolk (1998 : 374) explains that motivation that comes from internal, personal factors such as interest and curiosity is called **intrinsic motivation**. Intrinsic

motivation is the natural tendency to seek out and conquer challenges as we pursue personal interests and exercise capabilities (Deci & Ryan, 1985; Reeve, 1996).

Woolfolk (1998:374) quoted James Raffini stating simply that intrinsic motivation is “what motivates us to do something when we don’t have to do anything”. In contrast, when we do something in order to earn a grade or reward, avoid punishment, please the teacher, or for some other reason that has very little to do with the task itself, we experience **extrinsic motivation**. We are not really interested in the activity for its own sake; we care only about what it will gain us.

In school, students need to be intrinsically and extrinsically motivated. Many activities should be made interesting to students. Teaching can create intrinsic motivation by stimulating the students’ curiosity and making them feel more competent as they learn (Woolfolk, 1998:374). Teachers cannot depend on intrinsic motivation to make all their students active all the time. There are situations when incentives and external supports are necessary.

### ***Motivation to Learn in School***

Now let us examine the factors that motivate students in school. Teachers are concerned about developing a particular kind of motivation in their students – the motivation to learn. Woolfolk (1998) cited Jere Brophy describing student motivation to learn as “a student tendency to find academic activities meaningful and worthwhile and try to derive the intended academic benefits from them. Motivation to learn can be construed as both general trait and situation-specific state”.

The elements that make up the motivation to learn included planning, concentration on the goal, meta-cognitive awareness of what you intend to learn and how you intend to learn it. It also denotes the active search for new information, clear

perceptions of feedback, pride and satisfaction in achievement, and no anxiety or fear of failure.

Woolfolk (1998:377-79) expresses her ideas about motivation at school as follows:

**It would be wonderful if all our students came to us filled with the motivation to learn, but they don't. And even if they did, work in school might still seem boring or unimportant to some students. As teachers, we have three major goals. The first is to get students productively involved with the work of the class; in other words to create a state of motivation to learn. The second and longer-term goal is to develop in our students the trait of being motivated to learn so they will be able "to educate themselves throughout their lifetime". And finally, we want our students to be cognitively engaged – to think deeply about what they study. In other words, we want them to be thoughtful.**

Theories of learning typically treat motivation as a concept that is in adjunct to the principles for generating learning in the student. For the most part, these theories focus on some environmental manipulation that may lead to student motivation, much as arousing the students' attention, examining the role of incentives, or making the material relevant, meaningful, or interesting (Gredler, 1997:340).

In the classroom, the important motivating events are the teacher and peer reactions to student behavior in achievement-related activities (Gredler, 1997: 340).

The sources of information in the classroom that influence student motivation include (1) informational feedback about success or failure from the teacher, (2) the teacher's affective reaction to the outcome (pity, anger, and so on) and (3) the disposition made regarding the student following the outcome (Gredler, 1997: 340).

### **Attitude**

Another related variable that deserves mention is attitude in language learning, termed opinion in this study. H. Douglas Brown (1994:63) says that it seems clear that

negative attitudes can affect success in learning a language. However, very young children are not affected since they are not developed enough cognitively to possess attitudes toward races, cultures, ethnic groups, classes of people, and languages. Attitudes can be learnt consciously or unconsciously from parents, other adults, and peers. School age and older children's success in learning a language will be affected if they learn negative attitudes toward the people who speak the language or the language itself.

On the other hand, positive attitudes usually help learners maintain their interest in language learning long enough to achieve their goals (Rubin and Thompson, 1994:6). Research has shown that attitudes and success are definitely related. If one finds England and the English people attractive, and if he wishes to learn more about them or wishes to become more like them, he is apt to succeed in learning English.

People can also learn a language successfully without feeling especially drawn to the country or people who speak the language. Their academic and career purposes can influence them to learn the language successfully.

## **B. Language Learning Theories and Concepts**

A theory of language learning needs to account for various elements that contribute to the learning process. The most significant element of the learning process is the learner. Learning takes within the learner in different ways. People learn through several perceptual styles in diverse environments through methods. The ways in which learning takes place in terms of perception, environment, and methods are the conditions that interact to results in learning.



The learner is the most important element of the language learning process. There are two factors needed for the language learning to take place more effectively. These factors are the affective and the cognitive levels of language learning.

At the affective level, the language teacher has an important task to do. This task is to motivate the learners to learn the target language and to make them feel confident to learn. Classroom motivation can be done if the teacher provides learning content, activities, and materials that are interesting and useful and can satisfy the learners' needs. Another way to motivate the learners in a language classroom is to create a learning environment that makes the learners feel comfortable and secure in learning a target language.

At the cognitive level, there are two vital factors affecting the learning process. These factors are the different learning styles a learner uses and the background knowledge a learner has. A language learner may use one or more language learning styles (visual, aural, kinesthetic) in processing information. For adult learners, they may make use of their old knowledge and skills in learning new language skills in the classroom. This background knowledge affects learning. Therefore, a language teacher should encourage these learners to utilize what they already know in processing new language experiences.

These two factors, affective and cognitive, affect each other simultaneously in the language learning process. Though these two factors play a significant role in language learning, the learning process is more fruitful if a language teacher puts more emphasis on motivating the learners at the beginning. A motivated and confident learner learns the target language more effectively than one who feels unmotivated and insecure.

### **Reading and Literacy**

Another topic the researcher believes is important and worthwhile discussing is **reading and literacy**. Why is it important to read well in a target language? There are a lot of individuals who cannot read foreign languages as they speak. They may manage to get along in the society all the same. Thus we know that it is not essential to be able to read in order to understand and speak a language. Yet reading allows for one more channel of communication and for an important source of input. In some cases, people need to learn how to read only in the target language. As long as what is read is also understood, then reading can provide usable data in improving language skills. Skillful reading can accelerate learning. Poor reading will simply frustrate learners and discourage them from reading altogether (Cohen, 1990:73 –74).

Advocates of whole language approaches believe that learning to read is a natural process, very much like mastering your native language. Reading is a kind of guessing game in which students sample words and make predictions and guesses about meaning based on the context of other words in the passage and on their prior knowledge. Thus, Woolfolk (1998:357) quoted Goodman saying that words should not be presented out of context, and “sounding out” words and “breaking whole (natural) language into bite-size abstract little pieces” should be avoided. Rather, children should be immersed in a print-rich environment, surrounded by books worth reading and adults who read – to the children and for themselves.

One goal of schooling is the development of language and literacy. Literacy includes oral language as well as reading and writing. Today we are aware that children know a great deal about written language long before they can read or write in conventional ways (Woolfolk, 1998 : 57).

Students know a lot about reading and writing. They know that letters have different forms; that letters are associated with sounds and go together to make words; that words communicate meaning and make sentences; that writing goes from left to right and list go down the page; and that stories look different from shopping list. Teachers should strive to build on this emerging literacy understanding (Woolfolk: 1998).

Woolfolk, (1998 : 60-61) talks about teachers' role on language development in learners. He explains:

Teachers have a significant role in helping children develop language ability and knowledge about language. Teachers can focus on effective communication, meaning, comprehension, and respect for language in the classroom. Reading aloud and one-in-one interactions with adults are significant in developing language abilities. Parents can play a key role in promoting literacy at home, and teachers can form partnerships with parents to capitalize on this role.

### Memory

The next concept included in this section is one that is related to brain function particularly that which concerns with **memory**. Since language learning is a function of memory and memory is largely a function of attending to language input, learners stand to gain from taking a look at their pattern of attention – that is, the amount of cognitive effort allocated to a given task. Different types of input may all vie for our attention simultaneously. A popular model for how we attend, “the capacity model,” would in fact suggest that simultaneous input can be processed in parallel on a “space-sharing” basis. In other words, we can do some processing of all information available to us in our sensory memory. But since we seem to be limited to a single pool of processing resources, we have to set priorities, such that some stimuli get complete analysis and others only superficial analysis.

Rather than a single memory system, Gredler (1997) cited Tulving describing memory as composed of a number of systems, each of which serves a different purpose and operates with different principles. The three major types of memory identified by Tulving are **episodic, semantic, and procedural**. Semantic memory includes general knowledge, such as the words in a poem, telephone numbers, concepts, and definitions. Semantic memory makes possible the construction of mental models of the world by the individual. Procedural memory enables the organism to respond adaptively to the environment.

In contrast, personal or autobiographic information (i.e., events experienced by the individual) are stored in episodic memory (Gredler, 1997:147). In addition, Gredler quoted Martin saying, "Applied to education, the identification of episodic memory directs attention to the individual, subjective characteristics of students' learning experiences in the classroom".

Some of the most recent explanations of how memory works are the connectionist models that assume all knowledge is stored in patterns of connections among basic processing units in a vast network of the brain (Woolfolk, 1998 : 266).

Woolfolk (1998:266) cited Iran-Nejad et al, (1992) saying that connectionist models have certain advantages. They can account for more than recall of information, and they can explain the slowly developing, incremental, ever-changing nature of human learning. As connections are constantly adjusted, learning occurs. When an output doesn't match a goal, the connections can be adjusted. However, connectionist models may not be developed enough to be useful for teachers except to remind us that learning involves the continued building, elaboration, and adjustment of knowledge.

### **Language Learning Anxiety**

For learners to develop a language skill somewhat effectively, they must continue to engage in the language-learning process. If the goal of language teaching is to produce language learners who are fluent, proficient, and competent, language educators must search for ways to engage language learners to continue the language-learning process. Many learners drop out of language learning program as soon as their needs are met because they find language learning to be unnecessarily unpleasant experience (Young, 1999:4). Learners' frustrations and anxieties can come from instructor-student interactions, but they can also stem from unchallenging activities, ineffective instructions, and weak language learning materials.

To reduce anxiety in a language class, the language teachers should create a classroom environment that develops and maintains the learners' interest and build a class atmosphere that provides pleasant and comfortable learning experiences. The activities provided to learners should be interesting, engaging, effective, and less unnecessarily stressful.

Since positive attitudes toward language learning contribute fruitful and effective results, language instructors as well as language students should do their individual parts to build helpful attitudes. Language educators should create a classroom environment and atmosphere that promote positive learning attitudes. Similarly, learners should strengthen their positive attitudes and eliminate their negative opinion of the language they are learning.

### **Participation**

Participation is also vital in language learning success. The language learner himself is the most essential factor in the language learning process. The language



learning success or failure is determined by what the learner himself contributes. There are many individual traits and ways of learning a foreign language that lead to success. It is helpful for a learner to understand how to enhance his learning by emphasizing his strengths and minimizing the effects of his weaknesses (Rubin and Thompson, 1994:3).

There are many reasons why a person wants to study a foreign language and a learner who has a good reason in mind will undoubtedly attain success. A learner may study a foreign language to meet his work or study needs, but he may also enjoy studying a foreign language for its own sake. In general, people study a foreign language for a combination of reasons. The more reasons a learner has for studying a foreign language, the more motivated he will be (Rubin and Thompson, 1994:12-13).

### **Factors Affecting Language Learning**

The personality of a language learner has something to contribute to his success. Extroversion is a positive trait. Sociable people who use every opportunity to talk with native speakers may be more successful. Learners who initiate and maintain contacts with native speakers have more opportunities to hear and use the new language. Shyness and inhibition can prevent progress in speaking but not so much in reading and they can also deprive the learners from the chances to practice and learn. To be successful in language learning, a person should adopt an open-minded, active, and creative participation approach. A learner who does not possess fear of using a new language but feel at ease in foreign language situations is more likely to learn from his language experiences.

The learner's learning style is another element to consider. Rubin and Thompson say that learning a foreign language is just one form of learning in general;

therefore, each individual will employ the approaches he or she usually applies in language learning situations. One kind of learner may prefer a highly structured approach and another may rely more on intuition, the gathering of examples, and imitation. There is no evidence that the first kind of learner is more successful than the second, or vice versa. The important thing is that learners should suit the approach to a particular task they have.

The learners' past experiences with foreign language study is also an important factor that may influence future attempts. A person who has had helpful experience learning one language will be inclined to study another language and will feel confident to succeed. Unlike a person who has had unpleasant and unsuccessful first experience with a new language, he will tend to expect the next language learning experience to be just as hard and unfruitful as the first. The best strategy for a learner to use is to forget his bad past experience and to approach the study of the next language as a completely new experience. Additionally, a learner should remember that people get better at whatever they do over a long period of time because from past experiences people learn how to learn.

### **Learning Foreign Language Strategies**

There are four skills to develop when one learns a language. These four skills are listening, speaking, reading, and writing. To enhance these skills, correct and effective strategies are basically essential.

Making an effort to listen is the most vital first step in learning a foreign language. Most listening is interactive and takes place in conversations. The participants can play the role of speakers and listeners. They can ask additional questions and seek clarification, repetition and rephrasing. To practice listening, the

learners should listen regularly to language tapes prepared for textbooks and should make frequent effort to listen to the new language outside the classroom. They should also use appropriate and enjoyable materials with the right level of difficulties.

To learn how to speak a foreign language, a learner should start practicing speaking as soon as possible. Most adults tend to retain their native accent. To improve one's pronunciation, a learner can imitate the rhythm and intonation of the new language he is studying and listen carefully and repeat aloud after his teacher or a native speaker. Learners can learn from their errors whenever possible and can make use of errors as an instrument of learning. Learners have to bear in mind that learning to speak a language is one of successive refinement, not instant mastery. Since language learning is an active process, learners should overcome shyness and get into situations to speak in the foreign language. Learners should interact with native and fluent speakers including their teachers and classmates or other students in their language program.

To develop the reading skill, first and foremost, a foreign language learner should know the reality that reading is not a passive activity, but an active information-seeking process. Good readers read for meaning; they should not waste time decoding each letter or each word in the text. They take in whole chunks of the text and make predictions as to what is likely to follow and to interpret what is meant (Rubin and Thompson, 1994:91). It is necessary for a learner to find efficient reading approach like using his own background knowledge and efficient word attack strategies. He can also look at big pictures to infer meanings and should have enough patience to keep on reading.

For the writing skill, Rubin and Thompson (1994:110) say that it is perhaps fair to say that there is no such thing as a native writer and writing is a difficult skill, even

in one's language. The writing strategies used by a writer to achieve language proficiency in expressing ideas freely in his own language can also be applied to foreign language writing. To write regularly in a foreign language is a good way to practice what a learner already know while learning how to write topics in a target language. Pen pal writing can offer good motivation. A learner who tries to communicate with someone who shares his interest especially one who comes from another culture will learn a lot. Another good approach to keep a regular writing schedule is writing a diary in a foreign language.

### **C. Language Learning in the Classroom and Various Activities Used**

#### **Instructional Conversation**

Another vital topic included in this section is that which is connected with instructional conversation. In view of many researchers and practitioners, conversation and instructional exchanges between teachers and students provide the best opportunities for the learners to exercise language skills, to test out their hypotheses about the target language, and to get useful feedback (Chaudron, 1988 : 118 ).

One implication of Vygotsky's theory of cognitive development is that important learning and understanding require interaction and conversation. Students need the scaffolding provided by interaction with the teacher or other students termed as instructional conversation. These conversations are instructional because they are designed to promote learning, but they are conversations, not lectures or traditional discussions (Woolfolk, 1998 : 355).

Woolfolk quoted Putman and Borko, in press, saying that in instructional conversations, the teacher's goal is to keep everyone engaged in a substantive discussion. The teacher is a guide, helping students construct their own understandings.

### Dictations

Dictation, in which the student transcribes a passage he hears read (live or on tape), is used to some extent by almost all language teachers. In beginning classes, exercises in dictation give the student practice in associating the sounds of the new language with their written form. They are employed, as we have seen, in effecting the transition from the listening and speaking skills to the reading and writing skills and can be considered spelling tests (Valette, 1964 : 431 ).

There are two types of dictations used in the foreign language classroom, **spot dictation** and **full dictation**. In a spot dictation, or partial dictation, the student receives a printed copy of a passage in which certain words and phrases have been omitted. As the passage is read, the student fills in the blanks. Such dictations, while necessitating a certain amount of advance preparation, have two distinct advantages. First, they can be administered more rapidly and scored more objectively than the conventional dictations. Second, they permit the teacher to test only the problem areas; students do not waste time writing words and phrases that they already handle relatively accurately. On a full dictation, the student writes out the entire passage. This type of dictation is somewhat longer to administer and score than the spot dictation, but it provides a more valid measure of overall language ability (Valette, 1964 : 431-34).



Many teachers and students like dictation both as a teaching and a testing device. Through thorough examination of its advantages and disadvantages, it has been found out that it does not test word order and vocabulary since the words and order of words are given by the examiner. It hardly tests aural perception of the examiner's pronunciation because the student can identify words through context if he fails the correct sound (Heaton, 1975:1-10).

With intermediate and advanced students, the dictation provides a measure of overall language proficiency. Its ease of administration and scoring makes it an excellent instrument to evaluate year-end performance or to group incoming students according to ability levels. Valette (1964:431-34) found out that unless students receive a great deal of dictation work in class, the score on a final dictation correlates highly with the score on a full-length examination testing the skills of listening, reading and writing.

Oller (1973) also found that the student errors on a dictation lend themselves to a diagnosis of areas where further work is needed. More recently, Oller has found dictation in English to be a good test of overall language ability for incoming students at a college level.

## **Oral Presentation**

### ***Oral Presentation in the Classroom***

Oral presentation is one classroom activity. Its objective is to develop students' speaking skill. In preparing this activity, students are given instructions to know whether they perform it individually, in pairs, or in a group. Students are given enough time to research their topics, write the scripts, and practice. The method of

presentation is delivering from memory, but glancing at the script is sometimes permitted in case students forget what to say. Reading from the script is not allowed.

Students' presentation is assessed based on the clarity of the verbal elements such as accent, pronunciation, and articulation and the inclusion of the non-verbal factors like facial expression, eye contact, gestures and other physical expressions.

### ***What to Do before the Presentation***

When students are asked to speak about a topic, they do a few steps. Firstly, they need to analyze their audience and the communication occasion. Secondly, students need to research their subject and examine the materials found. Thirdly, students have to organize the ideas and points that support their message. Then finally, they need to prepare their message for the presentation. The last step consists of the choice of presentation method to use and the preparation of the outline and manuscript.

### ***Methods of Preparing the Presentation***

To prepare the message for delivery depends on the deliverer's personal choice but extemporaneous speaking is the best plan for most communication occasions. Capp et al (1981:206) presents four principal methods of presentation as follows: (1) reading from the manuscript, (2) delivering from memory, (3) speaking impromptu, and (4) speaking extemporaneously.

### ***Reading from Manuscript***

This method asks the speaker to write out the message and read it. This method is popular among people with high positions like officials in high government and business and is useful for people who are untrained to speak extemporaneously from an outline and for radio and television speakers

### ***Speaking from Memory***

Communicators who cannot think of ideas extemporaneously find this method useful. Public speakers prefer to write out messages and commit them to memory because it frees them from making full use of their presentation skills

### ***The Impromptu Method***

Impromptu speaking involves speaking without preparation used only when one is called upon without prior notice. This is frequently used in conferences and person-to-person situations but seldom in public speaking occasions. Speakers who have been exposed to extemporaneous speaking and are wide readers can benefit this method. If you have nothing worthwhile to say when called upon without warning, by all means you decline to speak (Capp et al, 1981:210).

### ***The Extemporaneous Method***

In this method, the speaker speaks from a prepared outline. A speaker who uses the extemporaneous method should prepare his message in advance, with a predetermined purpose, well-chosen points, proper explanation and reasoning, and adequate supporting material for each point.

Gathering material and arranging it into an outline are not sufficient preparatory steps for the extemporaneous speaking. It calls for practice in presenting it.

### ***Assessing Oral Presentation***

Woolfolk (1998:572) cited Cambourne & Turbill who said that checklists, rating scales, and scoring rubrics are helpful when you assess performances and compare them to established public standards, not ranked in relation to other students' work. Woolfolk says that there are three alternatives that can be used for rating an oral

presentation. These alternatives are numerical, graphic, and descriptive. The illustration below will help us understand the three ways.

### Three Ways of Rating an Oral Presentation<sup>1</sup>

#### Numerical Rating Scale

**Directions:** Indicate how often the pupil performs each of these behaviors while giving an oral presentation. For each behavior circle 1 if the pupil **always** performs the behavior, 2 if the pupil **usually** performs the behavior, 3 if the pupil **seldom** performs the behavior, and 4 if the pupil **never** performs the behavior.

##### *Physical Expression*

A. Stands straight and faces audience.

1      2      3      4

B. Changes facial expression with change in the tone of the presentation.

1      2      3      4

#### Graphic Rating Scale

**Directions:** Place an X on the word which shows how often the pupil did each of the behavior listed while giving an oral presentation.

##### *Physical Expression*

A. Stands straight and faces the audience.

always      usually      seldom      never

B. Changes facial expressions with change in tone of the presentation.

always      usually      seldom      never

#### Descriptive Rating Scale

**Directions:** Place an X on the number which best describe the pupil's performance on each behavior.

##### *Physical Expression*

A. Stands straight and faces audience.

1. Stands straight, always looks at audience.

2. Weaves, fidgets, eyes roam from audience to ceiling.

3. Constant, distracting movement, no eye contact with audience.

B. Changes facial expressions with change in tone of the presentation.

1. Matches facial expressions to content and emphasis.

2. Facial expressions are usually appropriate, occasional lack of expression.

3. No match between tone and facial expression; expression distracts

*Source:* From P. W. Airisian. *Assessment in the Classroom*, p. 153. Copyright 1996 by McGraw-Hill Companies. Reproduced with permission of The McGraw-Hill Companies.

### Illustration 2: Three Ways of Rating an Oral Presentation

## **Journal Writing**

Writing journals helps teachers gain information about their students. Journals reveal students' abilities that can be hidden by low grades and through journals, teachers get to know more about their students. Cobine (1995) said that Gordon and MacInnis say that "personal feelings and emotions are readily explored by journal communication". Likewise, Cobine cited Borasi and Rose who express their insights about journals and say that journals are useful for the teachers to know their students as individuals and as a group. Journals will enable the teachers to realize the students' need and can help them better.

### ***When Is the Proper Time to Write Journals?***

Since individual teachers are familiar with their own classes, the question of when to write depends on their own discretion. Cobine said that Norwood and Carter (1994) recommend introducing journal writing at the beginning of the school year. Some teachers use journal writing about twice a week, and vary the timing of journal activities depending on its role in the day's lesson. Gary Cobine added that Chapman (1996:589) finds that journal writing is "an excellent warm-up for a new topic as well as a quick assessment of learning at the end of the class." Gary also said that Elliot (1996) uses journals at different times during class and claims that journal writing becomes an excellent tool for evaluating conceptual understanding when spontaneous opportunities arise in the middle of the class. Elliott also asks students to use the journal entries at the end of the class to summarize the day's lesson.

### ***Effective Use of Journal Writing***

Journal writing can be useful for developing the skills of reading, writing and discussing. Through journal writing, teachers can stimulate the natural interaction of language uses to further linguistic development. Teachers can connect reading and



writing assignments to teach “ the act of communicating”. A teacher uses this method: Begin with an oral reading of a passage from literature, follow it up with journal writing about the passage, and end it with voluntary sharing of journal entries by students. Importantly, during the journal writing, both the teacher and the students write about the passage. To set the students at ease about sharing their own responses, the teacher shares his/her journal first. Cobine cited Simpson saying that this technique enables the students to practice listening and speaking by reciprocating in group discussion, and reading and writing critically through recognizing and evaluating their opinions and beliefs.

In conclusion, journal writing, if used properly, can be an effective tool to develop the four skills of language learning, namely: listening, speaking, reading, and writing. At the same time, journal writing can also serve as a quick assessment device for learning.

## ***Part II. Concepts of Assessment***

### **A. Assessment Concepts and Their Significance**

According to Andrew Cohen, one primary reason for conducting language assessment in the classroom is to promote meaningful involvement of students with material that is central to the teaching objectives of a given course. Announced quizzes may motivate students to pay closer attention to the material on a particular day. Of course, if there are too many such quizzes, or if the quizzes seem to be mindless exercises in order to amass numerical grades, such an approach may backfire (Cohen, 1994: 13-14).

Testing and teaching are closely interrelated that success in one is unachievable without giving consideration to the other. Unfortunately, many examinations in the past have failed to relate testing with teaching. In constructing a test, the constructor should consider the primary aim of testing which is either to reinforce learning and motivate the student or to assess the student's performance in the language. If a test is aimed at reinforcing learning and motivating the student, then the test items must include those areas and skills that have been developed and learnt in class. If a test is to assess the student's performance in the language, then there is a tendency for the teacher to direct his teaching towards the test. Standardized tests and public examinations are examples of tests that persuade the teacher to gear his teaching to the test (Heaton, 1975 : 1-10).

Tests are also valuable in motivating and guiding students' learning. There is research evidence that frequent testing encourages learning and retention (Nungester & Duchastel, 1982:18-22) and in fact, students generally learn more in classes with more rather than fewer tests (Dempster, 1991:71), Woolfolk cited.

Grant Wiggins (1989 : 41) makes this argument:

**If tests determine what teachers actually teach and what students will study for – and they do – then the road to reform is a straight but steep one: test those capabilities and habits we think are essential, and test them in context. Make (tests) replicate, within reason, the challenges at the heart of each academic discipline. Let them be authentic.**

Authentic assessment asks students to perform. The performance may be thinking performances, physical performances, creative performances, or other forms (Woolfolk, 1998 : 568).

### **Different Views on Assessment**

Izard (1990:15) quoted Suggett who points out that different views on the purposes of schooling, on aspects of knowledge and skill considered worthwhile, and on preferred modes of learning, lead to different views of assessment. From a competitive perspective, where the main purpose of assessment is to ascertain if a standard has been attained and to differentiate between students in order to provide a basis for selection, assessment techniques tend to be grading at the end of a task. From a non-competitive perspective, where the main purpose of assessment is to reward individual effort, to encourage further learning and to regard students as individuals, assessment techniques tend to provide written and oral comments which relate to personal improvement and tend to avoid arbitrary measures of comparison such as grades. From a cooperative perspective, where the main purpose of assessment is to stimulate worthwhile learning, to promote improvement for all and to reward individuals for their work, assessment techniques tend to set work goals in advance, using attainment of goals as basis for determining satisfactory completion.

Woolfolf (1998:567) quoted Grant Wiggins who offers his view on assessment and makes a strong case for giving students standards of excellence against which they can judge their accomplishment. But these standards should not be higher scores on multiple-choice tests. When scores on traditional tests become the standard, the message to students is that only right answers matter and the thinking behind the answers is unimportant. Wiggins continues to argue for assessment that makes sense, that tests knowledge as it is applied in real-world situations. Understanding cannot be measured by tests that ask students to use skills and knowledge out of context. "In other words, we cannot be said to understand something unless we can employ our knowledge wisely, fluently, flexibly, and aptly in particular and diverse context".

Psychologists and educators express their view on assessment. Most psychologists and educators would agree with Wiggins that setting clear, high, authentic standards is important, but many also believe that traditional tests are useful in this process. Learning may be more than knowing the right answers, but right answers are important. While schooling is about learning to think and solve problems, it is also about knowledge. Students must have something to think about – facts, ideas, concepts, principles, theories, explanations, arguments, images, opinions. Well-designed traditional tests can evaluate students' knowledge effectively and efficiently Woolfolk (1998:567).

#### **What should assessment inform?**

The information provided by assessment should do more than portray not only a learner's level of performance but also the actions of all participants in the learning situation. The assessment of achievement in applications of learning, such as problem-solving and practical skills, is a necessary step in informing students, teachers and parents with respect to past and future instructions.

An effective assessment system frequently gathers information about student performance from a variety of sources. If this information is to be useful, to the teacher, it must be stored so that it is easily accessible. In addition, students need to know where they stand in the course to make the best use of their time and resources. Computers provide an efficient way of storing, analyzing, and reporting student assessment (Kauchak & Eggen, 1998 : 396).

Knowing the functions of test and exams is another topic that is worth talking about. Most teachers wish to assess individual performance. Classroom tests and external examinations have different functions. The former is used to assess the

student's ability to handle the language so that the teacher will know whether his teaching is effective or not and in turn can make adjustments in his teaching for the benefit of certain groups of students or individual students in his class. A good classroom test has a quality of locating the class as a whole or an individual student's weaknesses and difficulties in order to enable the teacher to give assistance through appropriate anticipation, remedial work and additional practice (Heaton, 1975 : 1-10).

The test will also help the teacher to find out which parts of the language programs have been found difficult by the class. Through this, he can evaluate the effectiveness of the syllabus, methods and materials he is using (Heaton, 1975 : 1-10).

Testing and other forms of systematic assessment can serve as a check for the relationship between what is taught and what is learned. Language assessment constitutes as means of providing systematic feedback to both learners and teachers (Cohen, 1994 : 44).

But it is much more often the case that exams exist for reasons which have very little to do with the teaching/learning process. Put very simply, exams are summative. They are usually designed and administered (and their results evaluated) by people outside the learning process. They exist in order to make judgments about success and failure, to provide marks and grades, to select and exclude. These are all perfectly proper purposes, but they have little to do with improving the overall quality of language learning and teaching. That should be the role of assessment and testing. As James Dean Brown put it in TESOL Quarterly (Summer 1992), "the underlying purpose of classroom tests is to further learning". This is equally true of assessment (Allan, 1995 : 8).



### **Testing and Learning Anxiety**

To understand significantly what learning and testing anxiety is, the researcher has included a short discussion of the causes of anxiety in school as presented by Woolfolk (1998 : 397 ).

#### ***What causes anxiety in school?***

In the classroom, the conditions surrounding a test can influence the performance of highly anxious individuals. For example, Woolfolk (1998) cited Hill and Eaton who found that very anxious fifth and sixth graders worked as quickly and accurately as their less anxious classmates when there was no time limit for solving arithmetic problems. With time limit, however, the very anxious students made mistakes three times as many as their classmates, spent about twice as much time on each problem, and cheated twice as often as the less-anxious group. Whenever there are pressures to perform, severe consequences for failure, and competitive comparisons among students, anxiety may be encouraged.

Woolfolk (1998) quoted Sigmund Tobias who suggests a model to explain how anxiety interferes with learning and test performance at three points in the learning and performance cycle. When students are learning new material, they must pay attention to it. Highly anxious students evidently divide their attention between the new material and their preoccupation with how nervous they are feeling. Instead of concentrating on a lecture or on what they are reading, they keep noticing the tight feeling in their chest, thinking, "I'm so tense, I'll never understand this stuff!" Much of their attention is taken up with the negative thoughts about performing poorly, being criticized, and feeling embarrassed. From the beginning, anxious students may miss much of the information they are supposed to learn because their thoughts are focused on their own worries.

Woolfolk (1998) cited many authors who explained that anxious students encounter more problems even if they are paying attention. They have trouble learning material that is somewhat disorganized and difficult and need to be memorized. Unfortunately, much material in school relies on students' memory. Anxious students may be more easily distracted by irrelevant or incidental aspects of the task at hand. They seem to have trouble focusing on the significant details. In addition, many highly anxious students have poor study habits. Simply learning to be more relaxed will not automatically improve these students' performance; their learning strategies and study skills must be improved as well. They may lack critical test-taking skills, or they may have learned the materials but "freeze and forget" on tests. So anxiety can interfere at one or all three points – attention, learning, and testing.

In summary, anxiety in schools can be triggered by the following factors:

Tests bounded by time limits

Pressures in performing school activities

Serious failures in complying with school requirements

Competitions with other students

Worries the students have

Difficult and disorganized materials and those that require memorization

Poor study habits of students

Lack of test taking skills

### ***Helping Anxious Students***

Tests can stress students. Students can use these strategies to help them cope with stressful situations – problem solving, emotional management, and avoidance. Some examples of problem-focused strategies include planning a study schedule, borrowing

good notes, or finding a good place to study. For emotion-focused strategies, students can attempt to reduce anxious feelings by performing relaxation exercise or telling how they feel to friends. Describing feelings to a friend can also be used as avoidance strategy, along with other strategies like going out for pizza, pretending to be sick, and others. Different strategies fit different people and different situations.

Teachers can help highly anxious students by using the following ways:

1. Teachers should assist highly anxious students to set up realistic goals because this kind of students is unable to make wise choice. They are likely to select extremely difficult or extremely easy tasks. If they do very hard work, their chances to fail are very high. Failures can increase their sense of hopelessness and anxiety about school. On the other hand, if they do very easy tasks, they may perhaps succeed, but they will not experience the sense of satisfaction which helps them to exert greater effort, ease their fears about schoolwork, and gain self-confidence.

2. Teachers should allow highly anxious students to work at moderate pace during test time. Highly anxious students either do their work too fast to commit many careless mistakes or work too slowly and are never able to complete their tasks. If possible, teachers should think of eliminating time limits on important tests. Anxiety appears to interfere with both attention and retention (Wittrock, 1978:13).

Woolfolk (1998 : 398-99) has presented these guidelines for teachers to help them deal with anxiety:

- a. Use competition carefully
- b. Avoid situations in which highly anxious students will have to perform in front of a large group.
- c. Make sure all instructions are clear.
- d. Avoid unnecessary time pressures.

- e. Remove some of the pressures from major tests and exams.
- f. Develop alternatives to written tests.

### **Feedback**

Assessment can provide an opportunity for learners about what they know and do not know, but only if the feedback from assessment is intelligible for them (Cohen, 1994 : 17 ). Assessment has a function of providing valid evidence of learning achievement in order to inform students, to facilitate provision of further learning, or to certify that a required level has been reached (Izard, 1990:1).

#### ***What is the importance of feedback?***

The results of several studies of feedback fit well with the notion of “successful” or constructive failure. These studies have concluded that it is more helpful to tell students why they are wrong so they can learn more appropriate strategies. Students often need help figuring out why their answers are incorrect. Without such feedback, they are likely to make the same mistake again (Woolfolk, 1998 : 576 ).

Early research indicated that teachers’ written comments on completed assignments can lead to improve performance in the future. In more recent work the emphasis has been on identifying characteristics of effective written feedback. With older students (late elementary through high school), written comments are most helpful when they are personalized and when they provide constructive criticism. This means the teacher should make specific comments on errors or faulty strategies, but balance this criticism with suggestions about how to improve, and with comments on the positive aspects of the work.

Extensive written comments may be inappropriate for younger students, but brief written comments are a different matter. These comments should help students correct errors and should recognize good work, progress, and increasing skills (Woolfolk, 1998 : 577).

### *Grades and Motivation*

Now let us talk about grades and motivation.

Woolfolk (1998 : 577) says:

As a teacher, you can use grades to motivate the kind of learning you intend students to achieve in your course. If you test only at a simple but detailed level of knowledge, you may force students to choose between higher aspects of learning, and a good grade. But when a grade reflects meaningful learning, working for a grade and working to learn become the same thing. Finally, while high grades may have some value as rewards or incentives for meaningful engagement in learning, low grades generally do not encourage greater efforts. Students receiving low grades are more likely to withdraw, blame others, decide that the work is “dumb,” or feel responsible for the low grade but helpless to make improvements. Rather than give a failing grade, you might consider the work incomplete and give students support in revising and improving.

Here are guidelines to minimize the detrimental effects of grading given by Woolfolk (1998 :577-78).

- a. Avoid reserving high grades and high praise for answers that conform to your ideas or those in the textbook.

#### Examples

1. Give extra points for correct and creative answers.
  2. Withhold your opinions until all sides of an issue have been explored.
  3. Reinforce students for disagreeing in a rational, productive manner.
  4. Give partial credit for partially correct answers.
- b. Make sure each student has a reasonable chance to be successful, especially at the beginning of a new task.



### Examples

1. Pretest students to make sure they have prerequisite abilities.
2. When appropriate, provide opportunities for students to retest to raise their grades, but make sure the retest is as difficult as the original.
3. Consider failing efforts as ‘incomplete’ and encourage students to revise and improve.

### c. Balance written and oral feedback.

#### Examples

1. Consider giving short, lively written comments with younger students and more extensive written comments with older students.
2. When the grade on a paper is lower than the student might have expected, be sure the reason for the lower grade is clear.
3. Tailor comments to the individual student’s performance; avoid writing the same phrases over and over.
4. Note specific errors, possible reasons for errors, ideas for improvement, and work done well.

### d. Make grades as meaningful as possible.

#### Examples

1. Tie grades to the mastery of important objectives.
2. Give ungraded assignments to encourage exploration.
3. Experiment with performances and portfolios.

### e. Base grades on more than just one criterion.

#### Examples

1. Use essay questions as well as multiple-choice items on a test.
2. Grade oral reports and class participation

## **B. Language Learning Assessment**

### **The Concept of Formative and Summative Assessment in Relation to PEA and TEA**

Galloway (1976) shares his ideas about formative and summative evaluations. He says that formative tests may be formal or informal, written or verbal, and results are usually not used to compute a course mark. On the contrary, summative evaluation provides information about how learners have changed by the end of instruction and it helps to arrive at final course marks. Galloway adds that formative evaluation can motivate learners, causing them to exert effort to do a learning task at appropriate time and with sufficient effort to attain mastery in order to succeed. Formative tests are also useful for teachers because they can be used to locate particular points in the instruction that need modification.

Airasian (1994:135-136) expresses his ideas concerning formative and summative assessments. He says that the formative assessment information gathered through classroom observation differs widely. Moreover, it is used mainly to help teachers interact with pupils both during learning and non-learning encounters, solve pupil's problems, control the class, decide what to do next in the lesson, and gauge the pupil's reaction to instruction. Formative assessment is interactive and occurs frequently. The concept of formative assessment as detailed by Airasian relates to the characteristics of Partial External Assessment (PEA), in the sense that students who have PEA are exposed to frequent assessment activities. The five graded class activities – dictation, writings, journals, quizzes, and oral presentations occur all through the course when the learning process is still in progress. These activities serve as both practices and regular classroom routines with feedback (the scores they

obtained). Since these activities are graded, students feel motivated to learn and take part in the lessons.

Airasian adds that in contrast to the formative assessment, there is another kind of assessment that comes at the end of a process or activity, when it is difficult to alter what has already occurred. This assessment is called summative assessment. Chapter or unit tests, projects, term papers, and final examinations are summative assessment

Airasian (1994 : 136-137) continues, “ Summative assessments occur much less frequently than formative assessments”. This characteristic of the summative assessment is comparable to that of the Total External Assessment (TEA), in the sense that students who have TEA are exposed to assessment activities much less frequently. The five activities in class – dictations, writings, journals, quizzes, and oral presentations are purely practice activities. Hence, students who have TEA only have mid-term and final exams that determine their level of accomplishment or course grade attained.

Woolfolk (1998 : 558) says:

**Summative assessment occurs at the end of instruction. Its purpose is to let the teacher and the students know the level of accomplishment attained. Summative assessment, therefore, provides a summary of accomplishment. The final exam is a classic example.**

But it is much more often the case that exams exist for reasons which have very little to do with the teaching/learning process. Put very simply, exams are summative. They are usually designed and administered (and their results evaluated) by people outside the learning process. They exist in order to make judgments about success and failure, to provide marks and grades, to select and exclude. These are all perfectly proper purposes, but they have little to do with improving the overall quality

of language learning and teaching. That should be the role of assessment and testing. As James Dean Brown put it in TESOL Quarterly (Summer 1992), “the underlying purpose of classroom tests is to further learning”. This is equally true of assessment (Allan, 1995: 8). The goal of formative assessment is to obtain information about student learning for planning purposes while summative assessment aims to determine final achievement and help determine a course grade (Woolfolk, 1998 : 558).

To understand better and more clearly the concept of assessment, which is the main topic of this research, it is helpful to compare the characteristics of formative and summative assessments. Airasian (1998:136) tabulated the characteristics of these two types of assessment shown below.

**Characteristics of Formative and Summative Assessments**

	Formative	Summative
Purpose	To monitor and guide a process while it is still in progress	To judge the success of a process at its completion
Time of assessment	During the process	At the end of the process
Type of assessment technique	Informal observation, quizzes, pupil questions, worksheets	Formal tests, projects, and term papers
Use of assessment information	Improve and change a process while it is still going on	Judge the overall success of a process: grade, place, promote

**Illustration 3: Characteristics of Formative & Summative Assessments**

## Language Test Types

Quizzes, tests, and other forms of assessment can also benefit teachers. The design and construction of a quiz or test acts as an incentive for the teacher to determine the goals of instruction with regard to subject matter, skills, and desired level of achievement (Cohen, 1994: 15).

### *Objective Tests*

Multiple-choice questions, matching exercises, true/false statements, and short-answer or fill-in items are all types of objective testing. The word “objective” in relation to testing means “not open to many interpretations,” or “not subjective.” The scoring of these types of items is relatively straightforward compared to the scoring of essay questions because the answers are more clear-cut than essay answers (Woolfolk, 1998 : 560).

Woolfolk (1998) quoted that Gronlund (1993 : 28) suggests that the guiding principle of deciding which item format is best is to “use the item types that provide the most direct measures of student performance specified by the intended learning outcome”. In other words, if you want to see how well students can write a letter, have them write a letter, don’t ask multiple-choice questions about letters. But if many different item formats will work equally well, then use multiple choice questions because they are easier to score fairly and can cover many topics. Switch to other formats if writing good multiple-choice items for the material is not possible. For example, if related concepts need to be linked, such as terms and definitions, then matching item is a better format than multiple choice. If it is difficult to come up with several wrong answers for a multiple-choice item, try a true/false question instead. Alternatively, ask the student to supply a short answer that completes a statement (fill in the blank). Variety in objective testing can lower students’ anxiety because the



entire grade does not depend on one type of question that a particular student may find difficult (Woolfolk, 1998 : 560).

### *Essays*

Woolfolk (1998 : 564 ) gives his useful insight concerning **essays**. He says:

**The best way to measure some learning objectives is to require students to create answers on their own. An essay question is appropriate in these cases. The most difficult part of essay testing is judging the quality of the answers, but writing good, clear question is not particularly easy, either.**

Woolfolk (1998:564) adds and says that because answer takes time, true essay tests cover less material than objective tests. Thus for efficiency, essay test should be limited to the assessment of more complex learning outcomes.

To avoid problems of subjectivity and inaccuracy in grading essays, Woolfolk (1998:565-66) quoted Gronlund who suggested that when possible, a good first step is to construct a model answer, then you can assign points to its various parts. You might also give points for the organization of the answer and the internal consistency. You can then assign grades such as 1-5 or A, B, C, D, and F, and sort the papers into piles by grades. As a final step, skim the papers in each pile to see if they are comparable in quality. These techniques will help ensure fairness and accuracy in grading.

To get a better and more fruitful grasp of the objective and essay tests, let us examine the comparison between these two types of tests presented by Woolfolk (1998 : 566 ).

### The Comparison between Objective and Essay Tests

	Selection – Type Items	Essay Question
Learning Outcomes Measured	Good for measuring outcomes at the knowledge, comprehension, and application levels of learning; inadequate for organizing and expressing ideas.	Inefficient for measuring knowledge outcomes; best for ability to organize, integrate, and express ideas.
Sampling of Content	The use of a large number of items results in broad coverage which makes representative sampling of content feasible.	The use of a small number of items limits coverage which makes representative sampling of content infeasible.
Preparation of Items	Preparation of good items is difficult and time consuming.	Preparation of good items is difficult but easier than selection-type items.
Scoring	Objective, simple, and highly reliable.	Subjective, difficult, and less reliable.
Factors Distorting Scores	Reading ability and guessing.	Writing ability and bluffing.
Probable Effects on Learning	Encourage students to remember, interpret, and use the ideas of others.	Encourage students to organize, integrate, and express their own ideas.

Source: From Norman E. Gronlund, *How to Make Achievement Tests and Assessments 5/e*, p. 83.  
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#### Illustration 4: The Comparison between Objective and Essay Tests

### Part III. Teaching of English at Assumption University

English is the medium of instruction at Assumption University. Because of this, all students learning at Au have to study the four levels of general English namely English I, II, III, and IV. In Addition, English for Special Purposes (ESP) is offered to all science-major students. Similar to General English courses, ESP also consists of four levels (ESP I, II, III, and IV). These four levels of both general

English and English for Special Purposes are 60-hour courses managed by the Department of English under the Faculty of Arts.

English I is the first level and it is intended to provide students with opportunities to develop their academic English skills in a creative and communicative learning environment. Reading and writing are emphasized in this level. Students in this level are expected to achieve comprehension and fluency in reading and to be able to express points of view through academic writing in a form of well-unified paragraphs. It aims to enable students to master the organization as well as the writing of narrative, descriptive, and expository paragraphs.

Like English I, students studying English II are expected to develop their academic English skills in a more advanced stage than English I students. Reading and writing are also the emphases of this course to be attained in a creative and communicative learning atmosphere. This course aims to help students to achieve greater comprehension and fluency in reading through extensive reading activities and to express ideas in a form of well-written essays by using appropriate transitional words and phrases. It enables students to master the organization as well as the writing of narrative, descriptive, expository, and cause-and-effect essays.

English III (Business) aims to introduce students to relevant business terminology used in various business texts and letters. Business correspondence is emphasized and listening, reading, and speaking skills are developed through group discussion and class presentation.

English IV is also a business course that introduces students to the theory and concepts of the communication process and its application in business research and reporting. To achieve this goal, reading comprehension and summary writing skills are reinforced. In this course, students learn the basic techniques of report preparation

to enable them to write effective reports. In addition, listening, reading, and speaking skills are developed through group discussion and class presentation.

### **Activities in the English Class at Assumption University**

Students who study general English courses have to participate fully in the activities prescribed by the English Department to pass their respective courses. These activities include dictation, writing, journal or diary, oral presentation, and quiz.

On every school day, students start the day's work by writing one dictation given at the beginning of class right after the checking of attendance. The process of giving a dictation usually involves three readings of a short passage. In the first reading, the passage is read through at normal speed while students listen attentively. In the second reading, the passage is broken up into phrases and students write what they hear during pauses. In the third reading, students hear the passage again at normal speed and can check their written work.

The next activity is writing. In English I, the students are asked to express their ideas into well-unified narrative, descriptive, and expository paragraphs. In English II, students write narrative, descriptive, expository, and cause-and-effect essays to express their ideas. For English III students, writing activity focuses on writing business correspondence and in English IV the focus of the writing activity is on effective report writing and business research.

Journal writing is another activity that every student in general English courses has to perform. For English I and English II students, they have to write diaries on topics of their choice about the events of the day. However, for English III and English IV students, only 8 journal entries are required for the whole semester.

Students are asked to read articles in the newspapers, magazines, Internet, and other reading materials about any topics of their choice and interest and write a summary and comments or opinion of the readings they have done. This activity aims to develop the students' love for reading, to strengthen their writing skill and creative thinking, and to enrich their vocabulary.

To develop the speaking skill, students in the four levels of general English course have to perform oral presentations in class. In English I and English II, the students are required to perform 4 oral presentations, 2 before the midterm and another 2 after the midterm. In English III and English IV, students have to do only 2 oral presentations, 1 before the midterm and another 1 after the midterm. The ways in performing this activity vary depending on the individual instructors' own discretion. Instructors can ask their students to do it individually, in pairs, and in small groups.

The last activity is quiz. Students in the English Department have to take 2 quizzes, 1 before the midterm and another 1 after the midterm. In English I, the quiz questions concentrate on the reading passages while in English II, the quiz coverage includes passages and writing essays. For English III quizzes, the questions are centered on business letter writings while for English IV, the quiz questions include short information report writings and reading comprehension.

#### ***Part IV. A Review of Researches Related to Language Assessment***

Many researches related to language assessment have been done. A case study research concerning the strategies used by respondents in producing summaries as assessment task found that respondents used various shortcut measures (Cohen, in press). One strategy was to lift material directly from the passage being summarized, rather than restating it at higher level of abstraction or generality (Cohen, 1994: 14). In



a study of nineteen native, English-speaking, college-level learners of Hebrew L2, the learners reported having lifted material intact from an item stimulus or from a passage when producing their written responses during their final exam.

One study of the practice effect investigated whether nine weeks of biweekly practice in taking dictations (for listening comprehension purpose) and in completing close passage would produce greater improvement rate. Eighty-five university students in five classes at three levels of ESL at UCLA served as experimental students. Another 114 students served as a control. At each level, half of the experimental were given close passages to complete. The practice sessions were not found to produce significantly greater improvement among those receiving the sessions than among the control-group students.

One study investigated whether there would be a practice effect from repeated administration of a standard EFL test using different forms (Bowen, 1977) as quoted by Cohen. It was found out that there was no learning derived from having taken a previous form of the instrument.

One self-assessment study found that in all language areas except for grammar, students' self-assessments were highly correlated with their actual performance. Cohen (1994:200) said that a more recent study on self-assessment was done by Lewis. The investigator found self-assessment to be a useful tool in encouraging learners to be more involved in planning their learning and reflecting their progress. Self-assessment increased the dialogue between teachers and learners.

Another research related to when to test conducted by Frank Dempster was cited by Woolfolk (1998:559). Dempster examined the research on review and tests and reached these useful conclusions for teachers:

1. Frequent testing encourages the retention of information and appears to be more effective than a comparable amount of time spent reviewing and studying the material.
2. Tests are especially effective in promoting learning if you give students a test on the material soon after they learn it, then retest on the material later. The retests should be spaced farther and farther apart.
3. The use of cumulative questions on tests is a key to effective learning. Cumulative questions ask students to apply information learned in previous units to solve a new problem.

Unfortunately, the curriculum in many schools is so full that there is little time for frequent tests and reviews. Woolfolf (1998) said that Dempster argued that students will learn more if we “teach them less,” that is, if the curriculum includes fewer topics, but explores those topics in greater depth and allows more time for review, practice, testing, and feedback.

Another related study is about a research on classroom testing and its implications for teachers (Kauchak & Eggen, 1998 : 378). Research on effective testing suggests several implications for teachers:

1. Test thoroughly and often. Be certain that as much information as possible is gathered about each student. Be certain that instruction and testing are aligned; the topics and content emphasized in class should be the same ones emphasized on the test.
2. During instruction and review sessions, give students a chance to practice on the kinds of items they will encounter on the test.
3. After you give a test, hand it back to students as soon as possible, carefully review the commonly missed items, and then collect the copies again. The

learning derived from review of the test comes primarily from the discussion, not from the students' having the tests available for further review.

4. File a copy of the test, write notes on the copy, and revise the items that may have been misleading.
5. Choose an objective format, such as multiple choice, for outcomes that can be measured effectively with these items. Use essay items when you want to measure student ability to organize and present information or to make and defend an argument. Keep essay items relatively short and describe clearly what the essay is to contain.
6. Establish positive expectations for students as they anticipate the test. Tests should be constructed so that students have an opportunity to demonstrate what they've learned. The key is to establish positive expectations and then manage to have the class meet them, which, in turn, reinforces similar expectations for subsequent tests.

The next study that will be discussed is the one related to dangers in evaluating essay. Woolfolk, (1998) wrote that in 1912, Starch and Elliot began a classic series of experiment that shocked educators into critical consideration of subjectivity in testing. These researchers wanted to find out the extent to which teachers were influenced by personal values, standards, and expectations in scoring essay tests. For their initial study, they sent copies of English examination papers written by two high school students to English teachers in 200 high schools. Each teacher was asked to score the papers according to his or her school's standards. A percentage scale was to be used, with 75% as a passing grade.

The results? Neatness, spelling, punctuation, and communicative effectiveness received different degrees of values from different teachers. The scores on one of the papers ranged from 64 to 98 %, with a mean of 88.2%. The average score for the other paper was 80.2, with a range between 50 and 97. The following year, Starch and Elliot (1913a, b) published similar findings in a study involving history and geometry papers. The most important result of these studies was the discovery that the problem of subjectivity in grading was not confronted to any particular subject area. The main difficulties were the individual standards of the grader and the unreliability of scoring procedures.

Certain qualities of an essay may influence grades. Teachers may reward quantity rather than quality in essays. Woolfolk (1998:565) cited that in a series of studies described by Fiske, many high school and college English teachers rated pairs of student essays that were identical in every way but linguistic styles. One essay was quite verbose, with flowery language, complex sentences, and passive verbs. The other essay was written in the simple, straightforward language that most teachers claim is the goal for students of writing. The teachers consistently rated the verbose essay higher.

### **CHAPTER III**

## **RESEARCH DESIGN AND METHODOLOGY**

### ***Research Design***

This is a study of two groups of students studying in English III at Assumption University. It aimed to compare the differences between the performance of English III students who had partial external assessment and those who had total external assessment. Moreover, this study also hoped to discover the advantages and disadvantages of the application of partial external assessment and total external assessment and then to determine which assessment system was more preferable.

### ***Population***

The population of this study included 1,463 students in English III of the Department of English during the second semester of the academic year 1998-1999 of Assumption University. These students belonged to different faculties and were taking different majors.

These 1,463 students were grouped into 53 sections altogether.

### ***Sample***

Four sections of English III students randomly selected were used as sample of the study. A simple random sampling was utilized to assign two sections comprising 58 English III students as TEA group, wherein the total external assessment system was used to assess their performance. Another two sections of 43 English III students



were designated as the PEA group, whose performance was assessed through the partial external assessment method.

### ***Instruments***

#### **1. The Teaching Package**

The course outline and class schedules, text and references, and course contents for both groups taught by the researcher were used as one of the instruments for this study (Appendix A). The course contents included topics about effective communication, business terminology, formats, styles, and types of business letters, and reading of four passages carefully chosen from newspapers and magazines. The topics of the reading passages were related to current social and business issues, both local and global.

English III is a business course whose purposes are to introduce students to relevant business terminology used in various business texts and letters. Business correspondence is emphasized and skills in listening, reading and speaking are developed through group discussion and class presentation.

To teach and learn business terminology, students were exposed to various business texts and letters. They were helped to understand and conceptualize business terms and be able to use them in writing business letters effectively.

Since business correspondence is emphasized in this course, the researcher was concerned that students were able to identify the parts of a business letter and their placements and analyze the different styles and types of business letters applicable to real life situations. In addition, students were given sufficient practice to enable them to write different kinds of business letters.

The listening, reading, and speaking skills were developed through group discussion and class presentation. Students read selected articles of varied issues and topics and synthesized different ideas, facts, and experiences presented in the articles. Students designed business conversations showing different roles of people in the business world and performed the roles during the oral class presentations.

To carry out the objectives of the course with effectiveness and efficiency, the following methods of teaching were employed:

1. Direct Instruction Method
2. Classroom Discussion Method
3. Advance Organizer
4. Concept Attainment Method
5. Role Playing
6. Inductive Thinking

While this research was being conducted, the two assessment methods, the partial external assessment and the total external assessment, were applied. During the application of these two assessment methods, two groups of students, namely PEA group and TEA group were formed. Each group studied 40 periods (60 hours). They were required to write 40 dictations (50 marks), 6 writings (60 marks), and 8 journals (20 marks), take 2 quizzes (100 marks), and perform 2 oral presentations in class (20 marks). Every activity was administered in exactly the same processes. They differed only on one point. For PEA group, these activities were corrected and graded by the researcher, whereas for TEA group, these activities were corrected but not graded. Then, for the PEA group, the scores of these class activities totaling to 250 marks were summed up and added to the students' exam scores and were used in computing

their course grade. However, in the TEA group, only the exam scores were summed up to compute their course grade.

In conclusion, to assess the students in the PEA group, the scores they obtained in dictations, writings, journals, quizzes, and oral presentations were summed up and added to the marks they got in the mid-term and final exams to compute their course grade. To assess the students in the TEA group, only the scores they obtained in the mid-term and final exams were used to compute their course grade. They did not get marks from dictations, writings, journals, quizzes, and oral presentations.

## 2. Questionnaires

### a. Performance Questionnaire for Both PEA and TEA

Two sets of questionnaires were used to gather data. The first questionnaire (Appendix B) was used to find out the students' motivation, opinion, and participation scores with the application of partial external assessment and total external assessment methods. This questionnaire consisted of twenty-four close-ended questions grouped into three dimensions: Motivation (Statements I-10), Opinion (Statements 11-18) and Class Participation (Statements 19-24). Aside from these twenty-four close-ended questions, the researcher included two open-ended questions (one for each group) to allow the respondents to express freely their opinions concerning the use of partial external assessment and the use of total external assessment methods.

### b. Class Activity Questionnaire for PEA Only

A second questionnaire (Appendix C) that consisted of 30 close-ended statements grouped into five areas: Dictation (Statements 1-6), Writing (Statements 7-12), Reader's Journal (Statements 13-18), Oral Presentation (Statements 19-24) and

Quiz (Statements 25-30) was developed and administered solely to students in Partial External Assessment (PEA). Its aim was to find out the impacts of the five graded class activities on the performance of students. Apart from the 30 close-ended statements, 5 open-ended questions were given in Part II to allow the students in the PEA group to rank their preferences concerning the five graded classroom activities and give the reasons to support their choices.

The five point Likert type scale was provided for the respondents to use in their ratings of the items of the two sets of close-ended questionnaires. The numbering of the ranking scale was 1, 2, 3, 4, and 5. The signification of each number was as follows: 1 for strongly disagree, 2 for disagree, 3 for not sure, 4 for agree, and 5 for strongly agree.

A group of four reliable and qualified persons was consulted for the verification of clarity, accuracy, and suitability of the concepts used, and most of all for the validity of each statement. Many rewriting steps were undertaken following the suggestions and improvements given by the consultants to achieve the desired perfection of the questionnaires.

To find the reliability of the questionnaires, a pilot test was given to a group of twenty-eight English III students who belonged to a section other than the four sections who participated in the study. The data gathered through the pilot test were processed using the SPSS program. Based on Cronback's alpha, the result revealed that the reliability of the first close-ended questionnaire was .8260 and the second close-ended questionnaire had a reliability of .5757.

The careful choice of the concepts presented to the respondents played a remarkably important role in making this study scholarly and worthwhile. The

researcher spent a month or so to formulate the statements and questions presented in the two sets of questionnaires.

### 3. Attendance and Coursework Record Sheets

The attendance record sheets were used to record the students' attendance and punctuality. Coursework record sheets were also used to keep a record of students' course requirement compliance.

### 4. Observation Record Sheet

An observation record sheet was developed to record the students' behavior like copying during dictation and quiz time and attentiveness in class. This had been done throughout the course.

### 5. Achievement Test

The exam question papers (Appendix E) were employed to collect data used to assess students' achievement in terms of exam marks. These exam papers were set up by the deputy chairperson in charge of English III (Business) and checked and approved by the English Department's Academic Standard Committee.

## ***Data Collection***

In collecting data, the following steps were followed:

1. The researcher secured permission from the Chairperson of the English Department, the Dean of the Faculty of Arts, and the Vice President for Academic Affairs of Assumption University before conducting the study. This study was made possible by using two sections of English III students as PEA group and another two sections of English III students assigned as TEA group.

2. The researcher conducted classes for forty periods (60 hours) with both groups of students (PEA and TEA). During these 60-hour classes, students in both



groups had to accomplish and comply with the course requirements prescribed by the English Department of Au (Appendix A) and performed the class activities. The students in the PEA group had graded class activities while those in the TEA group performed the class activities without any grades, just for practice purposes. The marks obtained from the graded class activities were added to the marks gotten from the mid-term and final exams to determine the course grade of the students in PEA whereas the students in TEA group, only their exam marks were used to compute their course grades.

3. Data from the attendance and coursework sheets of students and a record of observation made by the researcher were also gathered. These data were helpful in analyzing students' behavior particularly copying during dictation and quiz time, class participation, and attendance and punctuality.

4. To gather more data, a set of questionnaires was used for both PEA and TEA. The questionnaire consisted of two parts. Part 1 was a close-ended form containing twenty-four statements concerning motivation, opinion, and class participation of students. Part 2 was an open-ended form that consisted of one question which asked students to express their opinions about the use of the partial external assessment (for PEA students) or total external assessment (for TEA students). The first set of questionnaires, both the close and open-ended forms, were distributed to the respondents and answered during the class periods two weeks before the last day of classes for the second semester of 1999. For the purpose of making the respondents' role easier and lighter and getting better cooperation and reliable responses, the objectives and directions for both forms of questionnaires were slowly, carefully, and clearly explained to the respondents. It took approximately between ten and twenty minutes for the respondents to answer the two forms of questionnaires. The researcher

collected the questionnaires immediately after the respondents completed answering them.

Another set of questionnaires (Appendix C) was administered only to the PEA group. This set consisted of two parts. Part one had 30 close-ended statements concerning the five activities (dictation, writing, reader's journal, oral presentation, and quiz) equally divided into six statements to an activity. Part two presented the five class activities to be ranked into five levels based on the students' preferences from most liked to least liked activity. In this part, the students were asked to provide reasons to support for their preferences. This set of questionnaires was distributed to the respondents a week after the end of the semester. The students were given time, approximately 1 week or two weeks depending on the students' convenience and readiness to answer the questionnaire. Forty-one out of forty-three students returned the questionnaires.

5. The observation of the sample students made by the researcher from the start until the last day of classes also supplemented the data used to assess the students' opinion and class participation. The researcher recorded students' behavior in class while doing their activities, particularly during dictation and quiz time. How the students acted in class was recorded. Their attention to lectures, their participation in group discussions and recitations, and their punctuality in submitting assignments had been observed and recorded. Through recorded observation, the researcher was able to gather evidences to support more reliably the assessment of students' class participation and behaviors.

6. The marks from the achievement test (mid-term exam and final exam, administered according to the University exam schedule) obtained by students of the TEA group (Total External Assessment) were gathered and analyzed.

7. The marks from dictations, writings, oral presentations, journals, and quizzes, and marks from the same achievement test mentioned ahead obtained by students of the PEA group (Partial External Assessment) were gathered and analyzed as well.

### *Treatment of Data*

The SPSS version 9.0 for Windows was used to statistically analyze the data gathered by employing the following statistical-analytical methods:

1. Frequency and Percentage
  - a. Students' demographic profile
  - b. Answers to the open-ended questions given to PEA and TEA
  - c. Students' comments concerning the use of PEA or TEA
  - d. Comparison of students' absenteeism and tardiness of both PEA and TEA
  - e. Comparison of students' copying in dictations of both PEA and TEA
2. Means and the Standard Deviations
  - a. Examination scores of both PEA and TEA students
  - b. Opinionated motivation, opinion, and class participation scores of both PEA and TEA students
  - c. PEA students' opinion scores about the class activities (dictation, writing, reader's journal, oral presentation, and quiz)
  - d. Ranks of the five graded activities (solely for PEA students)
3. The Independent-samples t-test (Appendix D # 1) was used to compare the performance of PEA and TEA students in terms of:

- a. Total exam test scores
  - b. Mid-term exam test scores
  - c. Final exam test scores
  - d. Opinionated motivation rating scores
  - e. Opinionated opinion rating scores
  - f. Opinionated participation rating scores
4. A Correlation Analysis (Appendix D # 2) was used to find significant relationships among the students' performance variables.



## **CHAPTER IV**

### **PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA**

The purpose of this study was to compare the application of Partial External Assessment (PEA) and Total External Assessment (TEA) in English III at Assumption University. The study also sought to find out the advantages and disadvantages of the two assessment systems in order to determine which assessment system was more preferable.

This chapter analyzes in both narrative and tabular forms the data gathered on the influences of using Partial External Assessment (PEA) and Total External Assessment (TEA) on the students' performance.

This chapter consists of two sections. The first section reports the demographic characteristics of the samples. The second section presents the analysis of the research questions and the testing of the hypothesis. Every table presented in this chapter contains analysis and interpretation.

The data given by the respondents in the two sets of open and close-ended questionnaires, the data gathered by the researcher through observation, attendance and coursework records of students in both groups, and the results of examinations (midterm and final) were analyzed to determine the positive and negative impacts of the two assessment methods.



***I. Demographic Profile: Characteristics of Students: Age, Sex, Faculty, and Academic Level***

**Table 1: Students Grouped According to Age**

Age (Years)	PEA		TEA	
	Frequency	Percent	Frequency	Percent
17-19	10	23.26	29	50
20-23	30	69.76	29	50
24-26	2	4.65	0	0
27-29	1	2.33	0	0
Total	43	100	58	100

Table 1 shows that the majority of students in partial external assessment (PEA) were between 20 and 23 years of age and a minimum number of students were between 17 and 19 years old. This table also shows that 50 % of students in total external assessment (TEA) were between 17 and 19 years of age and another 50 % were between 20 and 23 years old. Based on Table 1, the majority of students in PEA and TEA groups were between 20 and 23 years old.

**Table 2: Students Grouped According to Sex**

Sex	PEA		TEA	
	Frequency	Percent	Frequency	Percent
Male	14	32.6	21	36.2
Female	29	67.4	37	63.8
Total	43	100	58	100

Table 2 reports that from the total number of students in Partial External Assessment (PEA), 29 (67.4%) students were females and 14 (32.6 %) students were males. For the students in Total External Assessment (TEA), from the total number of 58 students, 37 (63.8%) were females and 21 (36.2%) were males. Overall, the females outnumbered the males for both PEA and TEA.

**Table 3: Students Grouped According to Faculty**

Faculty	PEA		TEA	
	Frequency	Percent	Frequency	Percent
Arts	15	34.9	23	39.7
BBA	25	58.1	33	56.9
Law	2	4.7	1	1.7
Others	1	2.3	1	1.7
Total	43	100	58	100

Table 3 shows that the majority of the students in Partial External Assessment (PEA) belonged to the Faculty of Business Administration (BBA) and a significant

number belonged to the Faculty of Arts. Similarly, Table 3 also reports that the majority of the students in Total External Assessment (TEA) belonged to the Faculty of Business Administration (BBA) and a significant number belonged to the Faculty of Arts. The overwhelming number of students in both PEA and TEA belonged to the Faculty of Business Administration (BBA).

**Table 4: Students Grouped According to Academic Year Level**

Academic Year	PEA		TEA	
	Frequency	Percent	Frequency	Percent
First Year	3	7.0	1	1.7
Second Year	21	48.8	48	82.8
Third Year	19	44.2	7	12.1
Fourth Year	0	0	2	3.4
Total	43	100	58	100

Table 4 indicates that from all the students in Partial External Assessment (PEA) 21 (48.8%) students were in their second year and 19 (44.2%) students were in third academic year. A few, 3 (7.0%) students belonged to the first academic year. Table 4 also shows that from the total of 58 students in Total External Assessment (TEA), 48 (82.8%) students were in their second academic year. The rests of the students, 7 (12.1%) were in the third academic year and 2 (3.4%) were in the fourth academic year. The huge numbers of students of both PEA and TEA were second year students.

## ***II. Students' Performance: Achievement, Motivation, Opinion, Class Participation Scores and Behaviors***

For the purpose of analysis, the mean scores of the students' achievement: mid-term exam scores, final exam scores, and total of the exam scores were determined to find out which group of students had higher performance. Table 5 reports the result.

**Table 5: Examination Scores for TEA and PEA**

No.	Examinations	PEA (N=43)		TEA (N=58)	
		Mean	SD	Mean	SD
1	Mid-term Exam Score	76.7	6.1	64.4	4.9
2	Final Exam Score	117.5	8.1	106.5	8.3
3	Total of Mid-term and Final Exam Scores	194.1	12.5	186.3	14.0

Table 5 shows that the average of mid-term exam and final exam scores of PEA was higher (means =76.67 and 117.47 respectively) than those of TEA (means = 64.43 and 106.47 respectively). Similarly, the average of the total of mid-term and final exams of PEA was higher (mean = 194.4) than that of TEA (mean = 186.28). This, therefore, means that students in PEA on the average got bigger scores in exams than those in TEA.

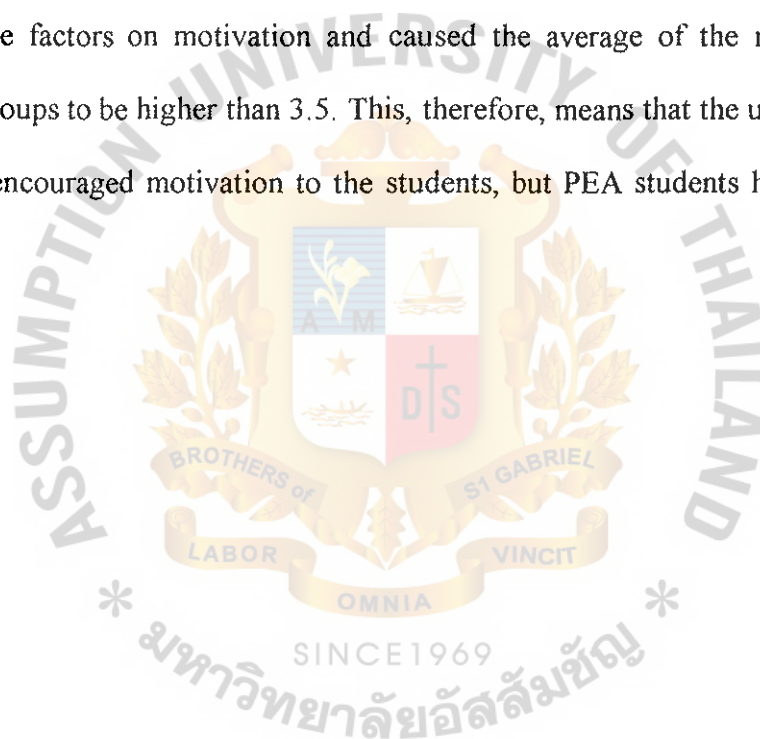
The items in the first set of questionnaires for motivation, opinion, and participation were individually analyzed to see if their mean scores were significant (i.e., very high or very low on a scale of 5.00). The scale is shown below. It has a range of 1.0 to 5.0. A grand mean score of 5.00 indicates the majority of the





The alpha coefficient in reliability analysis of the motivation dimension was .7874

Table 6 reports the responses in means and standard deviations. In Table 6, the lowest mean shown was 3.42 while the highest mean was 4.44 for the responses by the students in PEA. For the responses by the students in TEA, the lowest mean shown was 3.34 while the highest mean was 4.29. The grand mean scores for the responses by the sample in PEA and TEA were 4.06 and 3.76 respectively. Based on the mean scores reported in Table 6, the sample of both TEA and PEA agreed on almost all of the factors on motivation and caused the average of the motivation scores in both groups to be higher than 3.5. This, therefore, means that the use of both TEA and PEA encouraged motivation to the students, but PEA students had higher motivation.



**Table 7: Opinionated Opinion Scores for TEA and PEA**

No.	Statements	PEA			TEA		
		Mean	SD	Meaning	Mean	SD	Meaning
The use of PEA or TEA							
11	Makes you enjoy learning English	3.58	0.91	Agree	3.48	1.06	Disagree
12	Makes you less worried about learning English	2.88	1.18	Disagree	3.22	1.19	Disagree
13	Makes you pay attention to learning for knowledge not for marks	3.49	1.03	Disagree	3.64	0.91	Agree
14	Causes you to cheat during dictations, quizzes, & examinations	1.82	0.92	Disagree	1.97	1.08	Disagree
15	Improves your study habit of reading lessons before coming to class	3.19	0.85	Disagree	2.97	1.08	Disagree
16	Makes you love to study English	3.49	0.91	Disagree	3.45	0.96	Disagree
17	Makes you bored with learning	3.53	0.88	Agree	3.34	1.04	Disagree
18	Makes you come to class regularly	4.37	0.66	Agree	3.93	0.83	Agree
AVERAGE SCORE		3.59	0.58	Agree	3.51	0.59	Agree
PEA (N=43)		TEA (N=58)					

The alpha coefficient in reliability analysis of the opinion dimension was .7339.

Table 7 reports the responses in means and standard deviations. In Table 7, the lowest mean shown was 1.82 while the highest mean was 4.37 for the responses by the students in PEA. For the responses by the students in TEA, the lowest mean shown was 1.97 while the highest mean was 3.64. The grand mean scores for the responses by the sample in PEA and TEA were 3.59 and 3.51 respectively. Based on the mean scores reported in Table 7, the sample of both TEA and PEA agreed that when PEA or TEA was used, some enjoyed learning English while others were not sure if they enjoyed learning English or not. This, therefore, means that the opinion of

students to learning English did not totally depend on which kind of assessment system was being used.

**Table 8: Opinionated Class Participation Scores for TEA and PEA**

No	Statements	PEA			TEA		
		Mean	SD	Meaning	Mean	SD	Meaning
The use of PEA or TEA							
19	Encourages you to participate in class activities	4.16	0.65	Agree	3.66	0.97	Agree
20	Makes you pay attention to lectures and other class activities	4.12	0.70	Agree	3.88	0.82	Agree
21	Encourages you to be attentive & alert in class	4.02	0.64	Agree	3.47	0.96	Disagree
22	Encourages you to participate more during group discussion	3.67	0.78	Agree	3.33	0.91	Disagree
23	Encourages you to participate in group work	3.65	0.78	Agree	3.29	0.92	Disagree
24	Encourages you to share ideas with other group members	3.67	0.64	Agree	3.34	0.93	Disagree
AVERAGE SCORE		3.88	0.47	Agree	3.49	0.72	Disagree
PEA (N=43)		TEA (N=58)					

The alpha coefficient in reliability analysis of the participation dimension was .8578.

Table 8 reports the responses in means and standard deviations. In Table 8, the lowest mean shown was 3.65 while the highest mean was 4.16 for the responses by the students in PEA. For the responses by the students in TEA, the lowest mean shown was 3.29 while the highest mean was 3.88. The grand mean scores for the responses by the sample in PEA and TEA were 3.88 and 3.49 respectively. Based on the mean scores reported in Table 8, the students in PEA agreed that class

participation was higher when PEA was used while the students in TEA were not stimulated to participate in class when TEA was used. This, therefore, means that students were encouraged to participate in class when they knew that they were being graded for it.

**Table 9: Summary of Examination, Opinionated Motivation, Opinion, and Participation Scores**

No.	Performance Dimensions	PEA (N=43)		TEA (N=58)	
		Mean	SD	Mean	SD
1	Mid-term Exam Score	76.7	6.1	64.4	4.9
2	Final Exam Score	117.5	8.1	106.5	8.3
3	Total Exam Score	194.1	12.5	186.3	14.0
4	Motivation Score	4.06	0.45	3.76	0.53
5	Attitude Score	3.59	0.58	3.51	0.59
6	Participation Score	3.88	0.47	3.49	0.72

Table 9 summarizes the performance of students of both groups.

Tables 10 to 12 present the analysis of the data gathered from the attendance and coursework records of students and the observation records made by the researcher on the students' behavior. The intent of this portion of the chapter is to present the students' behavior in both PEA and TEA in terms of absenteeism, tardiness and copying during dictations. The tables present these dimensions in frequencies and percentages.

**Table 10: Absenteeism for PEA and TEA**

Number of Absence	PEA		TEA	
	Frequency	Percent	Frequency	Percent
0	12	27.9	16	27.6
1	5	11.6	6	10.3
2	6	14.0	3	5.2
3	7	16.3	6	10.3
4	6	14.0	12	20.7
5	2	4.7	6	10.3
6	3	7.0	4	6.9
≥7	2	4.6	5	8.6
Total	43	100.0	58	100.0

As shown on Table 10, the biggest number of students in PEA had never been absent, (12 or 27.9%) and those who had been absent three times was the second biggest number (7 or 16.3%). Those who had been absent two times was the third biggest ( 6 or 14%) and only very few students were absent more than or equal to seven times ( 2 or 4.6%). Similarly, most students in TEA had never been absent either (16 or 27.6%) but many students had been absent four times (12 or 20.7%). Also a big number of students had been absent five times ( 6 or 10.3%). Many students were absent more than or equal to seven times (5 or 8.6%). This, therefore, means that from this sample absenteeism in TEA was more rampant than that in PEA.



**Table 11: Tardiness for PEA and TEA**

Number of Absence	PEA		TEA	
	Frequency	Percent	Frequency	Percent
0	31	72.1	8	13.8
1	9	20.9	10	17.2
2	1	2.3	23	39.7
3	1	2.3	8	13.8
4	1	2.3	1	1.7
5	0	0.0	2	3.4
6	0	0.0	1	1.7
≥7	0	0.0	5	8.5
Total	43	100	58	100

As shown in Table 11, the majority of students in PEA had never been late for class (31 or 72.1%) and only a small number of students came late once (9 or 20.9%) and nobody came late more than four times. On the other hand, the majority of students in TEA had been late for class two times (23 or 39.7%) and a significant number of students were late three times (8 or 13.8%). Many students were late more than or equal to seven times (5 or 8.5%). Table 11 shows that from this sample tardiness was more rampant in TEA than that in PEA.

**Table 12: Students' Copying during Dictations for PEA and TEA**

Group	N	Frequency	Percent
PEA	43	18	41.86
TEA	58	21	36.2

Table 12 shows that the number of students in PEA who copied in dictations (41.86%) was more than that of TEA (36.21%). This means that from this sample students tended to copy during dictation when they knew that the marks in dictations were included to compute the grade in English III.

### ***III. Comparison of the Performance of PEA and TEA Students***

The primary purpose of this study was to find out whether the use of Partial External Assessment (PEA) or Total External Assessment (TEA) had stronger impacts on students' performance in English III. To these ends, six null hypotheses were developed for each performance dimension. Each of the six hypothesis statements was tested to determine the significance of the difference at .05 level of probability between the influence of the two assessment systems on students' total exam scores, mid-term exam scores, final exam scores, motivation scores, opinion scores, and participation scores. The independent-samples t-test was used to examine the differences between the means scores of the students of the TEA group and the PEA group. The results of the testing of the hypotheses are presented below.

**Table 13: Result of the Independent-Samples t-test of the Total Exam Scores**

Group	N	Mean	SD	Mean Difference		Sig (one-tail)
				t		
PEA	43	194.14	12.53			
				7.89	2.928	0.002
TEA	58	186.25	13.99			

Table 13 reports that since the p-value of this upper-sided test is 0.002 and it is less than the level of significance (0.05), the null hypothesis was rejected. The independent-samples t-test shows that there is significant difference between the total exam scores of PEA and TEA ( PEA mean = 194.14, TEA mean = 186.25).

The conclusion of the test was that the average of the total exam scores of PEA group was higher than that of the TEA group. It showed that the influence of Partial External Assessment (PEA) was stronger than that of the Total External Assessment (TEA) on the performance of students in terms of the total exam scores in English III.

**Table 14: Result of the Independent-Samples t-test of the Mid-term Exam Scores**

Group	N	Mean	SD	Mean Difference		Sig (one-tail)
				t		
PEA	43	76.67	6.15			
				4.57	3.83	0.000
TEA	58	72.10	5.77			

Table 14 reports that since the p-value of this upper-sided test is 0.000 and it is less than the level of significance (0.05), the null hypothesis was rejected. The

independent-samples t-test shows that there is a significant difference between the mid-term exam scores of PEA and TEA ( PEA mean = 76.67, TEA mean = 72.10).

The conclusion of the test was that the average of the mid-term exam scores of PEA group was higher than that of the TEA group. It showed that the application of Partial External Assessment (PEA) brought about higher results than that of the Total External Assessment (TEA) in terms of the mid-term exam scores in English III.

**Table 15: Result of the Independent-Samples t-test of the Final Exam Scores**

Group	N	Mean	SD	Mean Difference		Sig (one-tail)
				t		
PEA	43	117.47	8.09	3.32	1.84	0.034
TEA	58	114.45	9.53			

Table 15 reports that since the p-value of this upper-sided test shown above is 0.034 and it is less than the level of significance (0.05), the null hypothesis was rejected. The independent-samples t-test shows that there is a significant difference between the final exam scores of PEA and TEA ( PEA mean = 117.47, TEA mean = 114.45).

The conclusion of the test was that the average of the final exam scores of PEA group was higher than that of the TEA group. It showed that the application of Partial External Assessment (PEA) brought about higher results than that of the Total External Assessment (TEA) in terms of final exam scores in English III.

**Table 16: Result of the t-test of the Opinionated Motivation Scores**

Group	N	Mean	SD	Mean Difference	t	Sig (one-tail)
PEA	43	4.06	.4511			
				0.2937	2.929	0.002
TEA	58	3.76	.5304			

Table 16 reports that since the p-value of this upper-sided test is 0.002 and it is less than the level of significance (0.05), the null hypothesis was rejected. The independent –samples t-test shows that there is a significant difference between the opinionated motivation scores of PEA and TEA (PEA mean = 4.06, TEA mean = 3.76).

The conclusion of the test was that the average of the opinionated motivation scores of PEA group was higher than that of the TEA group. It showed that the application of Partial External Assessment (PEA) brought about higher results than that of the Total External Assessment (TEA) in terms of the opinionated motivation scores in English III.

**Table 17: Result of the t-test of the Opinionated Opinion Scores**

Group	N	Mean	SD	Mean Difference	t	Sig (one-tail)
PEA	43	3.59	.5771			
				0.0786	0.668	0.253
TEA	58	3.51	.5895			

Table 17 reports that since the p-value of this upper-sided test was 0.253 and it was more than the level of significance (0.05), the null hypothesis was not rejected.



The independent-samples t-test shows that there is no significant difference between the opinionated opinion scores of PEA and TEA (PEA mean = 3.59, TEA mean = 3.51).

The conclusion of the test was that the average of the opinionated opinion scores of PEA group was almost equal to that of the TEA group. It showed that the application of Partial External Assessment (PEA) did not bring about higher results than that of the Total External Assessment (TEA) in terms of the opinionated opinion scores in English III.

**Table 18: Result of the t-test of the Opinionated Participation Scores**

Group	N	Mean	SD	Mean Difference		Sig (one-tail)
					t	
PEA	43	3.88	.4749	0.3895	3.282	0.0005
TEA	58	3.49	.7160			

Table 18 reports that since the p-value of this upper-sided test was 0.0005 and it was less than the level of significance (0.05), the null hypothesis was rejected. The independent-samples t-test shows that there is a significant difference between the opinionated participation scores of PEA and TEA (PEA mean = 3.88, TEA mean = 3.49).

The conclusion of the test was that the average of the opinionated participation scores of PEA group was higher than that of the TEA group. It showed that the application of Partial External Assessment (PEA) brought about higher results than

that of Total External Assessment (TEA) in terms of the opinionated participation scores in English III.

The results of the independent-samples t-test show that the application of PEA had stronger influence on the achievement scores, the opinionated motivation and participation scores except on the opinionated opinion scores of students in English III than the application of TEA. Therefore, the research hypothesis that “There are significant differences between the performance of students in English III who have Partial External Assessment (PEA) and the students in English III who have Total External Assessment (TEA) at Assumption University” was accepted.

**Table 19: Summary of the Students’ Performance for PEA and TEA**

Performance Areas	Groups	Mean Scores	Standard Deviation	Mean Difference	t-value	Sig (one tail)
Total Exam Scores	PEA	194.14	12.53	7.89	2.928	0.002
	TEA	186.25	13.99			
Mid-term Scores	PEA	76.67	6.15	4.57	3.827	0.000
	TEA	72.10	5.77			
Final exam Scores	PEA	117.47	8.09	3.32	1.843	0.034
	TEA	114.15	9.53			
Motivation Scores	PEA	4.06	0.4511	0.2937	2.929	0.002
	TEA	3.76	0.5304			
Opinion Scores	PEA	3.59	0.5771	0.0786	0.668	0.253
	TEA	3.51	0.5895			
Participation Scores	PEA	3.88	0.4749	0.3895	3.282	0.0005
	TEA	3.49	0.7160			
N of PEA = 43	N of TEA = 58	df for a 2 sample t-test = (43+58) – 2 = 99				

Table 19 summarizes the independent-samples t-test results on the 6 performance areas.

Since the sample size of this study was large, it was acceptable to apply either parametric test (t-test) or non-parametric test (Mann-Whitney test) even though the sample was not known that it was drawn from a normally distributed population.

#### IV. *A Correlation Analysis of Students' Performance Variables*

The relationships of the performance variables are reported in Table 20 for PEA group and in Table 21 for TEA group.

**Table 20: Correlation of the Performance Variables of PEA**

Variable	Total	Midterm	Final	Mot	Opin	Part
Total	1.000					
Midterm	0.840** (.000)	1.000				
Final	0.911** (.000)	0.541** (.000)	1.000			
Mot	0.370* (.015)	0.242 (.118)	0.389* (.010)	1.000		
Opin	0.260 (.092)	0.174 (.264)	0.270 (.080)	0.618** (.000)	1.000	
Part	0.243 (.116)	0.135 (.389)	0.275 (.075)	0.605** (.000)	0.617** (.000)	1.000

N = 43

\* - Significant at  $p < 0.05$

\*\* - Significant at  $p < 0.01$

Among the variables in PEA, only these – midterm, final, and motivation showed significant relationships with the students' total scores. The analysis revealed that mid-term and final exam scores had very strong correlations ( $r = 0.840$  and  $0.911$  respectively) with the students' total scores, while motivation indicated a rather fair

degree of relationship with the total exam scores ( $r = 0.370$ ). Opinion and participation showed non-significant and weak relations with total exam scores.

Still significant relationships can be noted among the variables. The students' final exam scores had a moderately strong relation with mid-term scores ( $r = 0.389$ ). Motivation correlated significantly, in a moderately strong degree, with opinion ( $r = 0.618$ ) and participation ( $r = 0.605$ ). Opinion and participation had a significant and moderately strong relationship with each other ( $r = 0.617$ ).

**Table 21: Correlation of Performance Variables of TEA**

Variables	Total	Midterm	Final	Mot	Opin	Part
Total	1.000					
Midterm	0.855** (.000)	1.000				
Final	0.950** (.000)	0.650** (.000)	1.000			
Mot	-0.143 (.284)	-0.102 (.446)	-0.148 (.268)	1.000		
Opin	-0.170 (.203)	-0.073 (.574)	-0.203 (.126)	0.641** (.000)	1.000	
Part	-0.255 (.054)	-0.094 (.481)	-0.317* (.015)	0.742** (.000)	0.603** (.000)	1.000

N = 58

\* - Significant at  $p < 0.05$

\*\* - Significant at  $p < 0.01$

In TEA, the correlation analysis indicated that only mid-term and final exam scores significantly correlated with the students' total exam scores; and these relations were positive and very strong ( $r = 0.855$  and  $0.950$  respectively).

Among the variables in TEA, five significant correlations could be noted. The final exam score positively and strongly correlated with mid-term scores, ( $r = 0.650$ ); but it showed negative, moderately strong relation with participation ( $r = -0.317$ ). Motivation positively and strongly correlated with opinion ( $r = 0.641$ ) and

participation ( $r = 0.742$ ). The students' opinion significantly and strongly correlated with their participation in the class ( $r = 0.603$ ).

Interestingly, motivation, opinion, and participation showed negative and weak correlations with the students' total, mid-term, and final scores. However, these correlations failed to reach significance, except for final exam score and participation.

*V. Advantages and Disadvantages of PEA and TEA*

This phase of the statistical analysis is also important in comparing the impacts of the application of PEA and TEA on the performance of students. The following is the result of the open-ended question given to the students of both groups. The writer has included a conclusion of the students' answers and opinions.

**Table 22: Answers of the Students in PEA to the Question: “In your opinion, do you agree to include scores on dictations, writings, quizzes, journals, and oral presentations in computing your grade for English III? Why or why not?”**

Answer	Frequency	Percent
Yes	31	72.1
No	12	27.9
Total	43	100

Table 22 shows that 31 (72.1%) students in PEA agreed to include scores in dictations, writings, quizzes, journals, and oral presentations in computing the grade in English III and 12 (27.9%) students did not agree. There is a significant difference of 44.2 %. Based on Table 22, an overwhelming number of students in PEA favored the use of partial external assessment.



Tables 23 A and B show the comments given by students in PEA about the use of partial external assessment.

**Table 23 A: Students Who Disagree (N = 12)**

Students' Comments	Frequency	Percent
Class activities should only be practice activities.	6	50.0
Class activities cause tension.	5	41.7
Class activities force students to attend class.	4	33.3
Exam marks are enough to compute course grade.	3	25.0
Others	2	16.7

Each student can give more than one comment. (Multiple Response Data)

As shown on Table 23A, 6 (50%) students who disagreed to use PEA preferred ungraded class activities. 5 (41.7%) students believed that graded class activities gave them worries, and 4 (33.3%) students said that class activities forced them to come to class even if they were busy. 3 (25.0%) students wanted to use only exam marks to determine their course grade.

**Table 23 B: Students Who Agree (N = 31)**

Students' Comments	Frequency	Percent
Class activities motivate attention and participation.	19	61.3
Class activities help students prepare well for exams.	14	45.2
Class activities encourage attendance and punctuality.	10	32.3
Class activities have other scores to support exam marks.	8	25.8
Class activities improve English skills	5	16.1
Others	2	6.5

Each student can give more than one comment. (Multiple Response Data)

As shown on Table 23 B, students who agreed to use PEA felt motivated to actively participate in class (19 or 61.3%) and ready to take their exams (14 or 45.2%). The use of PEA also stimulated these students to come to class regularly and punctually (10 or 32.3%) and provided marks to support exam marks (8 or 25.8%). In addition, the use of PEA developed the students' language skills (5 or 16.1%).

Tables 23 A and B show the comments given by students concerning the use of Partial External Assessment (PEA). Based on their comments, the researcher was able to formulate the advantages and disadvantages of PEA as shown below.

#### Advantages of PEA:

1. It stimulates attentiveness, class participation, regular attendance and punctuality.
2. It provides other marks to supplement exam marks.
3. It helps students to be prepared to take the mid-term and final exams.

Disadvantages of PEA:

- 1. It causes tension to students.
- 2. It forces students to attend class even if the students are busy.

**Table 24: Answer of the Students in TEA to the Question: “ In your opinion, do you agree to use only mid-term and final exam marks as basis of your grade in English III? Why or why not?”**

Answer	Frequency	Percent
Yes	33	56.9
No	25	43.1
Total	58	100

Table 24 shows that more than half of students in TEA agreed to use only mid-term and exam marks as basis of computing the grade in English III (33 or 56.9 %) but those who do not agree are also big in number (25 or 43.1 %). In conclusion, the students in TEA did not unanimously favor to the use of Total External Assessment (TEA).

Tables 25 A and B show the comments given by students in TEA concerning the use of total external assessment.

**Table 25 A: Students Who Disagree (N = 25)**

Students' Comments	Frequency	Percent
TEA provides no marks to support exam marks.	12	48
TEA discourages attention and class participation.	9	36
TEA makes students lazy and bored.	7	28
TEA is unfair for attentive but weak students	3	12
Marks are easy to compute	3	12

Each student can give more than one comment. (Multiple Response Data)

As shown on Table 25 A, the majority of those students who disagreed to use TEA needed other marks to pass the course (12 or 48%). Based on students' comments, this method did not stimulate class participation and attention (9 or 36%) but encouraged students to be lazy and bored (7 or 28%).

**Table 25 B: Students Who Agree (N = 33)**

Students' Comments	Frequency	Percent
Students have time to prepare for exams.	15	45.5
Learning is relaxing.	11	33.3
Exam marks are enough to compute course grade.	9	27.3
Class activities should be practice activities.	5	15.2
TEA makes students attentive.	3	9.5
Marks are easy to compute.	2	6.1
Others	3	9.1

Each student can give more than one comment. (Multiple Response Data)

As shown on Table 25 B, most students who agreed to use TEA said that they had time to study for their exams (15 or 45.5%) and learning did not cause them tension (11 or 33.3%). They also said that exam marks were sufficient to determine their course grade (9 or 27.3%) and class activities should only be practice activities (5 or 15.2%).

Tables 25 A and B show the comments given by students concerning the use of Total External Assessment (TEA). Based on their comments, the researcher was able to formulate the advantages and disadvantages of TEA as shown below.

Advantages of TEA:

1. It gives students time to study for their exams.
2. It makes learning relaxing.

Disadvantages of TEA:

1. There are no other marks to support exam marks.
2. It does not make students attentive and active in class.
3. It develops laziness and boredom with learning.

## ***VI. PEA Students' Responses to Graded Class Activities***

### **A. Opinion of PEA Students about Class Activities**

This part of Chapter IV presents the analysis of each item included in the second questionnaire solely administered to the students in the PEA group. The main aim of Part I of the questionnaire was to find out the students' opinion about the graded class activities. Tables 26 to 30 report the mean scores and standard deviations, the analysis, and interpretation.



**Table 26: Result of the Opinionated Opinion about Dictation**

No.	Statements	Mean	SD	Meaning
1	Dictation motivates you to come to class regularly and punctually	4.17	0.92	Agree
2	Dictation motivates you to read more and learn new words	3.46	0.90	Disagree
3	Dictation marks help you to pass the course with a good grade	3.05	0.80	Disagree
4	Dictation motivates you to study diligently	3.44	0.67	Disagree
5	Dictation causes you to be stressed and fail in the course	3.68	0.88	Agree
6	Dictation forces you to attend classes	3.68	1.04	Agree
<b>AVERAGE SCORE</b>		<b>3.58</b>	<b>0.45</b>	<b>Agree</b>

The alpha coefficient in reliability analysis of the dictation opinion dimension was .4267.

**Scale:**

- 1.0 – 1.4 = Strongly Disagree (SD)
- 1.5 – 2.4 = Disagree (D)
- 2.5 – 3.4 = Not sure (NS)
- 3.5 – 4.4 = Agree (A)
- 4.5 – 5.0 = Strongly Agree (SA)

The students in PEA agreed that dictation encouraged them to have regular attendance and punctuality (mean = 4.17), caused them to be stressed and to fail in the course, and forced them to attend classes (mean = 3.68). However, they did not agree that dictation motivated them to read more and learn new words (mean = 3.46), and encouraged them to study diligently (mean = 3.44).

**Table 27: Result of the Opinionated Opinion about Writing**

No.	Statements	Mean	SD	Meaning
7	Writing business letters improves your ability to express ideas creatively	4.29	0.64	Agree
8	Writing business letters improves your grammatical skills	4.10	0.83	Agree
9	Writing business letters motivates you to study diligently	3.98	0.65	Agree
10	Writing business letters helps you to pass the course with a good grade	3.78	0.76	Agree
11	Writing business letters is hard work and can stress you	2.51	1.00	Disagree
12	Writing business letters can cause you to fail in the course	2.95	1.14	Disagree
<b>AVERAGE SCORE</b>		<b>3.60</b>	<b>0.46</b>	<b>Agree</b>

The alpha coefficient in reliability analysis of the writing opinion dimension was .5037.

The students in PEA agreed that writing enabled them to generate creative ideas (mean = 4.29), improved their grammatical skills (mean 4.10), and motivated them to study diligently (mean = 3.98). In addition, they also agreed that writing helped them to pass the course with a good grade (mean = 3.78). However, they were not sure that writing could cause them to fail the course (mean =2.95) and it was hard work and stressful (mean = 2.51).

**Table 28: Result of the Opinionated Opinion about Journal**

No.	Statements	Mean	SD	Meaning
13	Reader's journal motivates you to write good English	3.63	0.83	Agree
14	Reader's journal improves your ability to express ideas creatively	4.05	0.71	Agree
15	Reader's journal marks help you to pass the course with a good grade	3.44	0.87	Disagree
16	Reader's journal motivates you to study diligently	3.22	0.88	Disagree
17	Reader's journal waste your time and give you more work to do	3.46	1.14	Disagree
18	Reader's journal marks cause you to fail in your course	3.61	0.86	Agree
<b>AVERAGE SCORE</b>		<b>3.57</b>	<b>0.58</b>	<b>Agree</b>

The alpha coefficient in reliability analysis of the reader's journal opinion dimension was .7353.

The students in PEA agreed that reader's journal writings improved their ability to express ideas creatively (mean = 4.05), motivated them to write good English (mean 3.63), and its marks caused them to fail the course (mean =3.61). However, they were not sure that journal writings wasted their time and added more work to do (mean =3.46), their marks helped them to pass the course with a good grade (mean 3.44), and motivated then to study diligently (mean = 3.22).

**Table 29: Result of the Opinionated Opinion about Oral Presentation**

No.	Statements	Mean	SD	Meaning
19	Oral presentation motivates you to speak English with confidence and courage	4.22	0.61	Agree
20	Oral presentation improves your pronunciation and accent in English	3.95	0.71	Agree
21	Oral presentation makes you like speaking English	3.63	0.83	Agree
22	Oral presentation marks help you to pass the course	3.39	0.83	Disagree
23	Oral presentation motivates you to study diligently	3.46	0.81	Disagree
24	Oral presentation marks cause you to fail in the course	3.59	0.97	Agree
<b>AVERAGE SCORE</b>		<b>3.71</b>	<b>0.49</b>	<b>Agree</b>

The alpha coefficient in reliability analysis of the oral presentation opinion dimension was .6578.

The students in PEA agreed that oral presentations helped them to speak English confidently and courageously (mean = 4.22), improved their pronunciation and accent in English (mean = 3.95), made them like speaking English (mean = 3.63). At the same time they also agreed that this activity could also cause them to fail the course (mean = 3.59). However, they were not sure that oral presentation motivated them to study diligently (mean = 3.46) and its marks helped them to pass the course (mean = 3.39).

**Table 30: Result of the Opinionated Opinion about Quiz**

No.	Statements	Mean	SD	Meaning
25	Quiz prepares you well for mid-term and final exam	4.44	0.59	Agree
26	Quiz motivates you to study diligently	4.41	0.50	Agree
27	Quiz helps you to pass the course with a good grade	3.95	0.86	Agree
28	Quiz marks support mid-term and final exams marks	4.12	0.78	Agree
29	Quiz causes you to be stressed and worried	2.32	1.04	Disagree
30	Quiz causes you to fail in the course	3.41	1.20	Disagree
<b>AVERAGE SCORE</b>		<b>3.77</b>	<b>0.48</b>	<b>Agree</b>

The alpha coefficient in reliability analysis of the quiz opinion dimension was .5548.

The students in PEA agreed that quizzes enabled them to have good preparation for mid-term and final exams (mean = 4.44), and motivated them to study diligently (mean = 4.41). Likewise, they agreed that quiz marks supported their exam marks (mean = 4.12), and helped them pass the course with a good grade (mean 3.95). However, they were not sure that quizzes caused them to fail in the course (mean 3.41), and disagreed that quizzes caused them to have tension and worries (mean = 2.32).



## B. Students' Preference of the Graded Class Activities

Table 31 presents the answer to Part II of the second open-ended questionnaire (Appendix C) given to the students of the PEA group. The purpose is to establish a rank level of the class activities based on the students' preference. The mean score and standard deviation for each item were determined. The scale has a range of 1.0 to 5.0 which means that a mean score of 1.0 indicates the majority of respondents "most liked" an activity and a mean score of 5.0 shows they "least liked" an activity.

**Table 31: The Students' Preference of the Five Class Activities**

No.	Ranking of the 5 Activities	Mean	SD
1	Letter Writing	2.39	1.24
2	Dictation	2.78	1.46
3	Oral Presentation	3.15	1.35
4	Quiz	3.27	1.40
5	Reader's Journal	3.41	1.45

### Numbering and Signification

- 1 = most liked activity
- 2 = second most activity
- 3 = third most liked activity
- 4 = fourth most liked activity
- 5 = least liked activity

Based on Table 31, the activity that got the top rank, means the most preferred as judged by students, was letter writing (mean = 2.39) and was followed by dictation (mean = 2.78). The third, the fourth, and the least preferred were oral presentation (mean = 3.15), quiz (mean = 3.27) and reader's journal (mean = 3.41) respectively.

### C. Students Comments about the Class Activities

Tables 32 to 36 report the comments about the class activities given by the respondents. The tables present the multiple responses in frequencies and percentages. The purpose is to portray the positive and negative impacts of each activity to the students' performance.

**Table 32: The Comments about Dictation Given by Students in PEA**

Students' Comments	Frequency	Percent
Dictation:		
Improves vocabulary	23	56.1
Promotes regular attendance and punctuality	12	29.3
Practices listening skill	8	19.5
Is not a boring activity	5	12.2
Affects course grade	6	14.6
Others	6	14.6

Each student can give more than one comment. (Multiple Response Data)

Based on Table 32, students commented that dictation helped them gain new words (23 or 56.1 %), encouraged regular attendance and punctuality (12 or 29.3%), and practiced their listening skill (8 or 19.5%). In addition, students said that dictation was not boring (5 or 12.2%), but it affected their grade (6 or 14.6%). Students also gave other comments (6 or 14.6%).

**Table 33: Comments about Letter Writing Given by Students in PEA**

Students' Comments	Frequency	Percent
Letter Writing:		
Can develop language skills	13	31.7
Helps prepare for exams	13	31.7
Develops letter writing skill	13	31.7
Develops creative thinking	11	26.8
Causes tension	5	12.2
Others	5	12.2

Each student can give more than one comment. (Multiple Response Data)

As shown on Table 33, students positively commented that letter writing practiced their skills in language (13 or 31.7%), helped them to be well prepared for exams (13 or 31.7%), and developed their skill in writing letters (13 or 31.7%). A significant number of students also said that letter writing developed their creative thinking (11 or 26.8%). A small percentage of students (5 or 12.2%) commented that letter-writing activity caused them to be tensed. Another small percentage (5 or 12.2%) of students gave other comments.

**Table 34: The Comments about Journal Given by Students in PEA**

Students' Comments	Frequency	Percent
Reader's Journal:		
Develops creative thinking	10	24.4
Provides new information	8	19.5
Improves ability to write	7	17.1
Builds vocabulary	6	14.6
Improves reading speed	5	12.2
Uses much time and energy	11	26.8

Each student can give more than one comment. (Multiple Response Data)

Based on Table 34, students commented that reader's journal developed their creative thinking (10 or 24.4%), gave them new information (8 or 19.5%), improved writing skill, vocabulary, and reading speed (7 or 17.1%), (6 or 14.6%) and (5 or 12.2%) respectively. The students negatively commented that reader's journal required them to use much time and energy (11 or 26.8%)

**Table 35: The Comments about Oral Presentation Given by Students in PEA**

Students' Comments	Frequency	Percent
Oral Presentation:		
Develops confidence in speaking	18	43.9
Practices speaking skill	13	31.7
Helps share ideas	6	14.6
Causes excitement	5	12.2
Improves course grade	2	4.9
Others	6	14.6

Each student can give more than one comment. (Multiple Response Data)

Based on Table 35, students positively said that oral presentation helped them develop confidence in speaking (18 or 43.9%), practiced their ability in speaking (13 or 31.7%), and at the same time they could share ideas with their friends (6 or 14.6%). Some of them also voiced out that oral presentation caused excitement (5 or 12.2%), and improved their course grade (2 or 4.9%), and other comments (6 or 14.6%) were given.

**Table 36: The Comments about Quiz Given by Students in PEA**

Students' Comments	Frequency	Percent
Quiz:		
Prepares well for exams	30	73.2
Causes tension	11	26.8
Gives marks to support exams	6	14.6
Enables students to learn from mistakes	5	12.2
Stimulates students to work hard	2	4.9
Others	3	7.3

Each student can give more than one comment. (Multiple Response Data)

Table 36, reports that 30 (73.2%) students commented that quizzes enabled them to prepare well for midterm and final exams. 6 (14.6%) students also said that quizzes were a source of other marks to support exam marks, and 5 (12.2%) students said that quizzes helped them to learn from their mistakes. At the same time, 11 (26.8%) students negatively commented that quizzes gave them tension. 3 (7.3%) students gave other comments.

## **CHAPTER V**

### **CONCLUSION, DISCUSSION, AND RECOMMENDATION**

This chapter has been divided into three parts. The first part includes a brief conclusion of how this research was done and what instruments were used to gather and analyze the data. The second part includes discussion of the findings and answers to the five questions of the study. The final part includes recommendations concerning the future application of the research findings and future study.

#### ***Conclusion***

The study compared the application of the partial external assessment, wherein the class activities were graded, and the application of total external assessment, wherein the class activities were not graded in English III at Assumption University. The purpose was to find out whether grading these activities affected students' performance more strongly than not grading the activities or vice versa.

The population of the study was all the English III students of the Department of English of Assumption University during the second semester of the academic school year 1999. The sample was selected randomly and it consisted of 101 English III students divided into PEA group consisting of 43 students and TEA group consisting of 58 students.

The research instruments developed for the study included the teaching package, achievement test papers, two sets of questionnaires (both close and open-ended forms), attendance sheets, coursework sheets, and observation record sheets. A pilot testing of the questionnaires to test their reliability was done and evaluated and



the results were satisfactory. The five-point Likert type scale was provided for the respondents to use in their ratings of the 24 items about motivation, opinion, and participation and the 30 items about dictation, writing, quiz, oral presentation, and journal included in the first and second sets of close-ended forms respectively.

The marks for the graded class activities obtained by the PEA students throughout the course and their exam scores were collected and analyzed. For the TEA group, only the exam marks were collected and analyzed. The responses and comments about the use of partial external assessment given by students of the PEA group and the responses and comments about the use of total external assessment given by the students of the TEA group were collected. Similarly, the responses and comments about the opinion of the students of the PEA group concerning the five graded class activities were also collected. The information about the demographic profile of students of both groups was gathered as well. Students' records concerning attendance, punctuality, copying during dictation and quiz, and compliance to course requirements were also collected.

For the analysis of the data, the frequencies and percentages were used to examine the respondents' demographic characteristics, their absenteeism, tardiness, and copying in dictation. The same method was also used to analyze the comments concerning the use of Partial External Assessment (PEA) and the use of Total External Assessment (TEA). The mean and standard deviation were employed to analyze the students' exam, opinionated motivation, opinion, and participation scores of both groups. For the PEA students' opinion and preference of the five graded activities, the mean and standard deviation were used as well. The independent-samples t-test was used to compare the performance scores for opinionated motivation, opinion, and participation of both PEA and TEA students. Because the

sample size was large, the use of either parametric or non-parametric test was applicable though the sample was not known to be taken from a normally distributed population. The correlation analysis was also employed to examine the relationships between performance variables of both PEA and TEA groups.

### *Discussion of the Findings*

The samples' demographic information was analyzed and the results revealed that the female representation of both groups outnumbered the male significantly. The majority of the respondents were between 20 and 23 years old and following it was between 17 and 19 years old. An overwhelming number belonged to the Faculty of Business Administration and the next large group belonged to the Faculty of Arts. A huge number of respondents were second year students and following it were third year students.

Two research hypotheses were developed to test whether there were significant differences between the performance of PEA and TEA students and to discover the relationships among the performance variables of both groups. Six statistical hypotheses were developed to compare the performance of PEA and TEA students. The results from the tests indicated that the students in PEA had higher scores in their achievement, and opinionated motivation and participation than the students in TEA. The tests revealed that the use of PEA influenced the students' performance to be higher than the use of TEA in all aspects except opinion. Similarly, it was discovered that some performance variables of both PEA and TEA groups showed significant and non-significant correlations.

The following is the presentation of the answers to the five questions to be clarified in this study namely:

**1. Is there any difference in performance between students who have Partial External Assessment (PEA) and students who have Total External Assessment (TEA)?** The answer to this question was “yes”. The use of PEA had more encouraging influences than the use of TEA on the performance of students in terms of achievement, and opinionated motivation and participation. The students in PEA group obtained higher scores than the students in TEA group for all dimensions except in opinion. The students in both groups obtained almost equal scores in opinion which means that students’ opinion towards learning English was not affected by the kind of assessment method used. This finding supported Nungester and Duchaster’s research evidence as quoted by Woolfolk (1998) saying that constant exposures of students to assessment activities encouraged learning and retention. Similarly, Woolfolk (1998) cited Dempster saying that “students learn more in classes with more tests”. Constant testing stimulated students to study hard, be attentive and energetic in participating in class activities, and attend class regularly and punctually. In addition, the use of PEA also provided other marks to support exams, and gave practice to improve the students’ language skills.

**2. How does TEA affect students’ performance in English III?** According to the findings of this study, the use of TEA affected students’ performance both positively and negatively, but the negative consequences had heavier weight over the positive ones. Below are the positive and negative impacts of TEA on the students’ performance.

Positively, the use of Total External Assessment (TEA) enabled students to have good preparation to take their mid-term and final examinations and it made learning relaxing. Similarly, students in TEA were encouraged to write their dictations on their own. Negatively, the employment of TEA did not stimulate regular

attendance and punctuality. Absenteeism and tardiness were common behaviors of students in TEA. In addition, the use of TEA negatively affected students' attentiveness and class participation. Students seemed to become lazy and bored. As a consequence, the use of this assessment system contributed mediocre results in the students' achievement, motivation, and participation. This showed that TEA students were not motivated to learn. Woolfolk (1998) said that there are many factors that influence external motivation. One of them is rewards. TEA students were not stimulated to study hard when they knew that they did not receive marks from the class activities.

### **3. How does PEA affect the performance of students in English III?**

Based on the findings of this study, the use of Partial External Assessment (PEA) also had positive and negative results, but it signified opposition to TEA. The positive consequences of PEA had more weight than the negative ones. The positive influences of using PEA on the students' performance were its stimulating power to make students pay attention to the lessons, participate in class activities, and come to class regularly and punctually. Similarly, the use of PEA also enabled students to get higher marks in exams, both mid-term and final. PEA also promoted motivation and class participation. PEA students were motivated to learn and work hard when they knew that they were rewarded with marks from the class activities. This is in congruent to Woolfolk's (1998) concept about rewards as one factor of extrinsic motivation. In conclusion, students were motivated to learn and their performance was good when PEA was used.

For the responses of PEA students concerning their opinion to the five activities, the analysis revealed that the students liked writing the most, dictation the second most and journal the least. The reasons why and how the students reached

their judgment were varied. For the letter writing to top in the rank, the students said that this activity gave them numerous benefits in their language study. Students agreed that letter writing improved their language skills, prepared them well for their mid-term and final exams, and developed their ability to write letters that may help them in their job search in the future. Dictations ranked the second in the ranking list and the reasons why it was so were diverse. Majority of students commented that dictation developed their power in the use of words, motivated them to attend class regularly and with punctuality, and practiced their listening skill. For the reader's journal to plunge to the bottom of the rank line, the reasons stemmed from the negative influences it offered to students. A significant number of students commented that this activity used a great deal of their time and energy. Based on the analysis of the data, the researcher believed that the rationale on how and why students came up with their judgment evolved from the strengths and the weights of the positive and negative impacts each activity offered to students.

4. **Do the performance variables of PEA group and TEA group have any significant relationships?** For the correlation analysis, some interesting relationships were observed among the performance variables. For the PEA group, motivation had a significantly moderate correlation with achievement scores. Woolfolk (1998) defines motivation as an internal state that arouses, directs, and maintains behavior. Possibly, PEA students were motivated to work hard, thus they scored high in the final exam that made their total achievement scores high as well. Motivation had a significant and moderately strong correlation with opinion and participation. As might be expected, students who received reinforcement like rewards (marks from graded class activities) and feedback developed liking toward learning the subject; perhaps,



the more the students were motivated to learn and have positive opinion to the subject, the more they tended to participate in the class activities.

As for TEA group, motivation did not have significant correlations with the achievement scores. Positively, TEA students were not motivated to work hard, thus, on the average, they did not score high in the final exam that made their achievement scores not high, either. Motivation was positively and significantly related to opinion and participation, but weakly related to the final exam. There were possibilities that students in TEA had fondness toward learning English and perhaps, their liking to English motivated them to learn, thus, they tended to participate in the class activities. However, their participation was rather moderate that it brought about results of their achievement scores with mediocrity.

**5. Which is the more preferable assessment method based on the data gathered?** After examining and analyzing the data gathered and formulating the findings of this study and the consequences of the application of both TEA and PEA delineated above, Partial External Assessment (PEA) is the more preferable assessment method.

Based on the findings delineated in the discussion part, the conclusion of this study revealed that the application of PEA had more advantages than disadvantages while the application of TEA, the disadvantages outweighed the advantages. Moreover, the use of Partial External Assessment (PEA) helped to bring about higher influence on the performance of students in English III than the use of Total External Assessment (TEA).

As for TEA group, motivation did not have significant correlations with the achievement scores. Possibly, TEA students were not motivated to work hard, thus, on the average, they did not score high in the final exam that made their achievement



scores not high, either. Motivation was positively and significantly related to opinion and participation, but weakly related to the final exam. There were possibilities that students in TEA had fondness toward learning English and perhaps, their liking to English motivated them to learn, thus, they tended to participate in the class activities. However, their participation was rather moderate that it brought about results of their achievement scores with mediocrity.

### ***Recommendation***

It was stated in the proposal of this study that the findings were aimed at comparing the two assessment methods, Partial External Assessment (PEA) and Total External Assessment (TEA). It was found out from the results of this study that Partial External Assessment (PEA) was the assessment system that had better influences on students' performance in English III. Now the better language assessment method has already been found. The next step to undertake is to disseminate the valuable strengths of this assessment system and to call upon the attention of educators and the instructional and administrative personnel concerned at Assumption University to share feelings of responsibility, cooperation, and unity in exerting fruitful effort to develop and implement the use of Partial External Assessment (PEA) system so that success in effective teaching and learning can be guaranteed in the years ahead.

The researcher further suggests that more study concerning evaluation of language learning and teaching using the Partial External Assessment (PEA) method should be conducted. How this system affects the students' language skills (speaking, listening, writing, and reading) is recommended as a future research topic. The identification of problems and their solutions regarding the use of this assessment method is also a worthy topic of future research.

Research is recommended regarding writing and dictation. These two classroom activities were found out as the most preferred activities which have influence on students' language learning. How and why writing and/or dictations influence language learning and teaching is recommended as an area of further research. The identification of problems and their solutions regarding the use of writing and dictations as class activities in language learning and teaching can help improve, through further research, the language skills and performance of students.



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**Appendix A**  
**Department Of English**  
**ABAC School of Humanities**  
**Assumption University**

**BG 2000 English III (Business)**  
**Course Outline: Semester 2/1999**

English III (Business) is an English course for business purposes that introduces students to relevant business terminology used in various business texts and letters. Business correspondence is emphasized and listening, reading and speaking skills developed through group discussion and class presentation.

**a) Course Outline and Class Schedule**

- Weeks I – IV - The Qualities of Effective Communication
- Basic Techniques of Planning for Effective Communication
  - The Individual Parts of Business Letters
  - Style of Business Letters
  - Request and Reply Letters
  - Writings I and II
  - Oral Presentation I

- Week V - Progress Test I (Quiz I)

- Weeks V – VIII - Reading Passages I and II
- Claim
  - Writing III
  - Revision

**Mid-term Examination**

- Weeks IX – X I - Memorandum
- Writing IV
  - Oral Presentation II
  - Communication

- Week XII - Progress Test II (Quiz II)

- Weeks XII – XIV - Reading Passages III and IV
- Application Letters and Resume
  - Sales Letters
  - Writing V and VI
  - Revision

**Final Examination**

### b) Text and References

1. BG 2000 English Textbook
2. Business Opportunities
3. Selected Reading Passages
4. Oxford Dictionary of Business English
5. Collins Cobuild Learner's Dictionary or Oxford Advanced Learner's Dictionary

### c) Course Components

- Dictations (40)
- Reading Passages (4)
- Writings (6)
- Reader's Journals (8)
- Oral Presentations (2)
- Progress Tests or Quizzes (2)

### d) Mark Allocation

	PEA	TEA
Dictation	50	-
Writing	60	-
Reader's Journal	20	-
Oral Presentation	20	-
Quiz	100	-
Midterm	100	100
Final	150	150
<b>Total</b>	<b>500</b>	<b>250</b>

### e) Evaluation

The grading system is as follows:

Grade		Marks		Value	
		PEA	TEA		
Fail	F	(failed course requirements)		0.00	
Repeat	WP	less than	350	175	(no grade given)
Pass					
	C	350	175	2.00	
	C+	362.5	181.25	2.25	
	B-	387.5	193.75	2.75	
	B	400	200	3.00	
	B+	412.5	206.25	3.25	
	A-	437.5	218.75	3.75	
	A	≥450	≥225	4.00	

## ***Appendix B***

### **Performance Questionnaire for PEA and TEA**

The data collected from this questionnaire will be analyzed and used to complete the thesis: A Study of English III Students' Performance Monitored through the Application of Total External Assessment and Partial External Assessment at Assumption University.

#### Recipient's Data

Sex \_\_\_\_\_ Age: \_\_\_\_\_ Faculty: \_\_\_\_\_ Year: \_\_\_\_\_

Objective: To study the students' motivation, attitude, and participation in learning English III.

Instructions: Please read the following statements carefully and express your opinion by putting a tick (✓) in column

- 1 if you strongly disagree.
- 2 if you disagree.
- 3 if you are not sure.
- 4 if you agree.
- 5 if you strongly agree.

Please answer this questionnaire according to your real opinion. Your answer will not affect your grade for this subject.

		Rating Scale				
No.	The use of Total External Assessment	1 Strongly disagree	2 Dis- agree	3 Not sure	4 Agree	5 Strongly agree
<b>Statements on Motivation</b>						
1	Encourages you to study hard in order to pass					
2	Encourages you to write good and correct English					
3	Encourages you to come to class on time					
4	Encourages you to try your best to do your own work					
5	Encourages you to do homework regularly					
6	Encourages you to study more on your own					
7	Helps you to be more prepared for mid- term and final exams					
8	Helps you to do mid-term and final exams well					
9	Encourages you to read newspapers, magazines, and other reading materials					
10	Encourages you to speak English more with your teacher and classmates					

No	The use of Total External Assessment	1 Strongly disagree	2 Dis- agree	3 Not Sure	4 Agree	5 Strongly agree
	<b>Statements on Opinion</b>					
11	Makes you enjoy learning English					
12	Makes you less worried about learning English					
13	Makes you pay more attention to learning for knowledge not for marks					
14	Causes you to cheat during dictations, quizzes, and examinations					
15	Improves your study habit of reading lessons before coming to class					
16	Makes you love to study English					
17	Makes you bored with learning English					
18	Makes you come to class regularly					
	<b>Statements on Class Participation</b>					
19	Encourages you to participate in class activities					
20	Makes you pay attention to lectures and other activities in class					



No	The use of Total External Assessment	1 Strongly disagree	2 Dis- agree	3 Not Sure	4 Agree	5 Strongly agree
21	Encourages you to be attentive and					
22	Encourages you to participate more during group discussion.					
23	Encourages you to actively participate in group work					
24	Encourages you to share ideas with other group members					

**Note:** This questionnaire was used for both PEA and TEA groups. Statements 1-10 are for motivation; 11-18, opinion; and 19-24, participation.

Open – Ended Questions: Write your true opinion to answer the following questions.

1. Do you agree to include scores for dictations, writings, progress tests, journals, and oral presentations in computing your grade for English III? Why or why not?  
**(For students in PEA group only)**

Answer:

.....  
.....  
.....

2. Do you agree to use only the mid-term and final exam marks as basis of your grade in English III? Why or why not?

**(For students in TEA group only)**

Answer:

.....  
.....  
.....

### *Appendix C*

## **Class Activity Questionnaire for PEA**

The data collected from this questionnaire will be analyzed and used to complete the thesis: A Study of English III Students' Performance Monitored through the Application of Total External Assessment and Partial External Assessment at Assumption University.

### Recipient's Data

Sex: \_\_\_\_\_ Age: \_\_\_\_\_ Faculty: \_\_\_\_\_ Year: \_\_\_\_\_

Objective: To study the students' opinion on the use of graded dictation, writing, reader's journal, quiz, and oral presentation in teaching and assessing the performance of students in English III.

**Part 1.** Instructions: Please read the following statements carefully and express your opinion by putting a tick (✓) in column

- 1 if you strongly disagree.
- 2 if you disagree.
- 3 if you are not sure.
- 4 if you agree.
- 5 if you strongly agree.

Please answer this questionnaire according to your real opinion. Your answer will not affect your grade for the subject you are taking up now. Think of the graded activities you had in English III and express your true opinion on the statements about each activity on the following pages.

No.		Rating Scale				
		1 Strongly disagree	2 Dis- agree	3 Not sure	4 Agree	5 Strongly agree
1	Dictation motivates you to come to class regularly and punctually					
2	Dictation motivates you to read more and learn new words					
3	Dictation helps you to pass the course with a good grade					
4	Dictation motivates you to study diligently					
5	Dictation causes you to be stressed and fail in the course					
6	Dictation forces you to attend classes					
7	Writing business letters improves your ability to express your ideas creatively					
8	Writing business letters improves your grammatical skills					
9	Writing business letters motivates you to study diligently					

No.	The use of graded dictations, writings, journals, oral presentations, and quizzes	1 Strongly disagree	2 Dis-agree	3 Not sure	4 Agree	5 Strongly agree
10	Writing business letters helps you to pass the course with a good grade					
11	Writing business letters is hard work and can stress you					
12	Writing business letters can cause you to fail in the course					
13	Reader's journal motivates you to write good English					
14	Reader's journal improves your ability to express ideas creatively					
15	Reader's journal marks help you to pass the course with a good grade					
16	Reader's journal motivates you to study diligently					
17	Reader's journal writings waste your time and give you more work to do					
18	Reader's journal marks cause you to fail in your course					
19	Oral presentation motivates you to speak English with confidence and courage					
20	Oral presentation improves your pronunciation and accent in English					

No.	The use of graded dictations, writings, journals, oral presentations,	1 Strongly disagree	2 Dis-agree	3 Not sure	4 Agree	5 Strongly agree
21	Oral presentation makes you like speaking English					
22	Oral presentation marks help you to pass the course					
23	Oral presentation motivates you to study diligently					
24	Oral presentation marks cause you fail in the course					
25	Quiz prepares you well for mid-term and final exams					
26	Quiz motivates you to study diligently					
27	Quiz helps you to pass the course with a good grade					
28	Quiz marks support mid-term and final exams marks					
29	Quiz causes you to be stressed and worried					
30	Quiz causes you to fail in the course					

**Part 2.** Instructions: Look at the five activities below. Put 1 on the blank if you like the activity the most, 2 for the second most liked, 3 for the third, 4 for the fourth, and 5 for the least liked.. Write the reason to support your answer on the space provided.

.....Dictation

.....

.....

.....

.....Writing

.....

.....

.....

.....Journal

.....

.....

.....

.....Oral Presentation

.....

.....

.....

.....Quiz

.....

.....

.....



Appendix D

The Independent-Samples t-test

The purpose of the Independent-Samples t-test is to determine whether there is a significant difference between the means of two populations. The test to be performed can be either two-tailed or one-tailed, depending on whether we are testing if the two population means are merely different or if one mean is greater than the other mean.

Two-Tailed Test	One-Tailed Test	One-Tailed Test
$H_0 : \mu_1 = \mu_2$	$H_0 : \mu_1 \leq \mu_2$	$H_0 : \mu_1 \geq \mu_2$
$H_a : \mu_1 \neq \mu_2$	$H_a : \mu_1 > \mu_2$	$H_a : \mu_1 < \mu_2$

One version of the Independent-Samples t-test, Equal-variance t-test, assumes that data in the two groups are random samples from normally distributed populations *with the same variance*. The other version, Unequal-variance t test, assumes only that data in the two groups are random samples from normally distributed populations. The following table shows the computational formulas for the value of the test statistic and the degrees of freedom required for each of the two versions of the t-tests.

---

### Equal-variance t-test

---

The t statistic is:

$$t = \frac{(\bar{X}_1 - \bar{X}_2) - (\mu_1 - \mu_2)}{\sqrt{\frac{(n_1 - 1) \cdot s_1^2 + (n_2 - 1) \cdot s_2^2}{n_1 + n_2 - 2} \cdot \left( \frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

---

### Unequal-variance t-test

---

The t statistic is:

$$t = \frac{(\bar{X}_1 - \bar{X}_2) - (\mu_1 - \mu_2)}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

The t statistic follows a t distribution with  $n_1 + n_2 - 2$  degrees of freedoms.

The t statistic can be approximated by a t distribution with degrees of freedom  $v$  taken to be integer portion of the computation

$$v = \frac{\left( \frac{s_1^2}{n_1} + \frac{s_2^2}{n_2} \right)^2}{\frac{\left( \frac{s_1^2}{n_1} \right)^2}{n_1 - 1} + \frac{\left( \frac{s_2^2}{n_2} \right)^2}{n_2 - 1}}$$

### Checking the assumptions of the t-tests

The normality assumption of the t-tests can be evaluated by looking at the distribution of the data (via histograms) or by performing a normality test (Lilliefors test in SPSS Explore Command).

The equality of variance assumption can be verified with the Levene's test. The output of the Independent-Samples t test given by SPSS software also includes the result of the Levene's test. The following statements are the null and alternative hypotheses of the Levene's test:

$$H_0 : \sigma_1^2 = \sigma_2^2$$

$$H_a : \sigma_1^2 \neq \sigma_2^2$$

If the null hypothesis of the Levene's test is rejected, the Unequal-variance t test will be applied otherwise Equal-variance t test will be used.

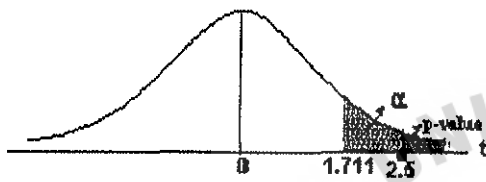
The *Level of Significance* is the probability of committing a Type I error and is denoted by  $\alpha$ . Traditionally, the statistician controls the Type I error rate by deciding the risk level  $\alpha$  he or she is willing to tolerate in terms of rejecting the null hypothesis when it is in fact true. Since the level of significance is specified before the hypothesis test is performed, the risk of committing a Type I errors,  $\alpha$ , is directly under the control of the individual performing the test. Researchers have traditionally selected  $\alpha$  level of 0.05 or smaller. Once the value of  $\alpha$  is specified, the size of the rejection region is known. From this fact the critical value or values that divide the rejection and nonrejection regions can be determine.

In recent years, with the advent of widely available statistical software, an approach to hypothesis testing that has increasingly gained acceptance involves the concept of the *p value*.

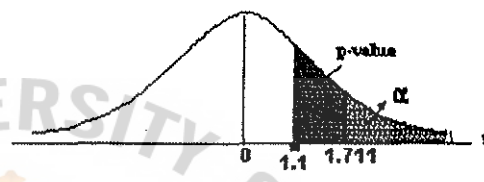
The *p value* is the probability of obtaining a test statistics equal to or more than the result obtained from the sample data, given that the null hypothesis  $H_0$  is really true.

To understand the p value approach, let us consider the following graphic presentations for a one-tailed test at  $\alpha = 0.05$  and based on a t distribution. Assume that the critical value is 1.711 and the values of the test statistic in Test 1 and Test 2 are 2.5 and 1.1 respectively.

Test 1



Test 2



The p-value is equal to the area under the t distribution from 2.5 to  $\infty$ , so it will be less than  $\alpha$  (0.05), and the null hypothesis will be rejected.

The p-value is equal to the area under the t distribution from 1.1 to  $\infty$ , so it will be more than  $\alpha$  (0.05), and the null hypothesis will not be rejected.

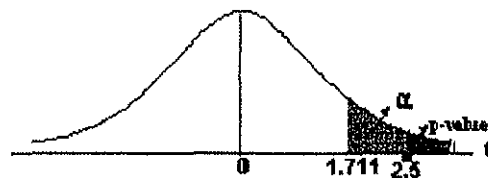
For a quick interpretation of p-value the following rule can be used:

*For a given level of significance,  $\alpha$  :*

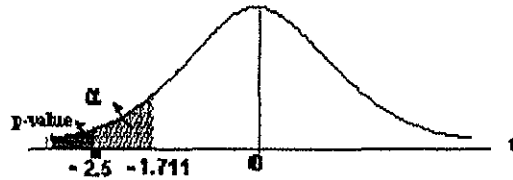
*If p value is smaller than  $\alpha$ , the null hypothesis is rejected.*

*If p value is greater than or equal to  $\alpha$ , the null hypothesis is not rejected.*

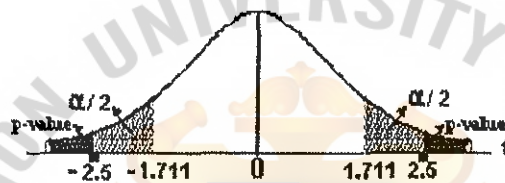
In a right-hand-tailed test, the p value is the area to the right of the test statistic if the test statistic is positive.



In a left-hand-tailed test, the p value is the area to the left of the test statistic if the test statistic is negative.



In a two-tailed test, the p value is twice the area to the right of the positive test statistic or the left of a negative test statistic.



If a two-tailed p value is given in a computer output, but we do want to perform a one-tailed test of hypothesis, the one-tail p value is obtained by dividing the two-tailed p value by 2.

## Reading of Computer Output

### Independent-Samples t-Test

#### Group Statistics

	Group in which the student belongs	N	Mean	Std. Deviation	Std. Error Mean
Total Exam Score	partial external assessment	43	194.1395	12.53487	1.91155
	total external assessment	58	186.2500	13.98848	1.83678
Mid-term Score	partial external assessment	43	76.6744	6.14786	.93754
	total external assessment	58	72.1034	5.77408	.75817
Final Exam Score	partial external assessment	43	117.4651	8.09276	1.23413
	total external assessment	58	114.1466	9.53020	1.25138
Motivation	partial external assessment	43	4.0558	.45108	.06879
	total external assessment	58	3.7621	.53042	.06965
Opinion	partial external assessment	43	3.5872	.57705	.08800
	total external assessment	58	3.5086	.58950	.07741
Participation	partial external assessment	43	3.8837	.47495	.07243
	total external assessment	58	3.4943	.71599	.09401

#### Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Total Exam Score	Equal variances assumed	.000	.997	2.928	99	.004	7.8895	2.69481
	Equal variances not assumed			2.976	95.422	.004	7.8895	2.65099
Mid-term Score	Equal variances assumed	.607	.438	3.827	99	.000	4.5710	1.19446
	Equal variances not assumed			3.791	87.365	.000	4.5710	1.20574
Final Exam Score	Equal variances assumed	.024	.878	1.843	99	.068	3.3186	1.80081
	Equal variances not assumed			1.888	97.117	.062	3.3186	1.75756
Motivation	Equal variances assumed	1.599	.209	2.929	99	.004	.2937	.10028
	Equal variances not assumed			3.001	97.077	.003	.2937	.09789
Opinion	Equal variances assumed	.043	.836	.668	99	.505	.0786	.11757
	Equal variances not assumed			.671	91.690	.504	.0786	.11720
Participation	Equal variances assumed	9.061	.003	3.096	99	.003	.3895	.12581
	Equal variances not assumed			3.282	97.925	.001	.3895	.11868



## Appendix E

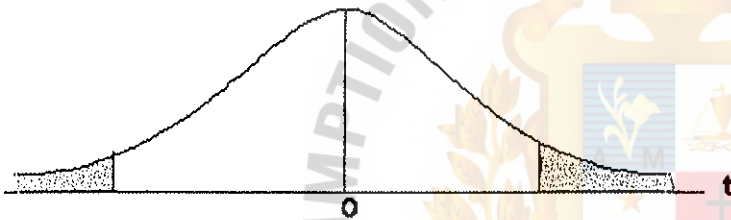
### Correlation

The most widely-used type of correlation coefficient is Pearson  $r$ , also called linear or product-moment correlation. Pearson correlation coefficient is a measure of the linear relation between two variables. The measurement scales used should be at least interval scales. Correlation coefficient ranges from -1.00 to +1.00. The value of -1.00 represents a perfect negative linear relationship while a value of +1.00 represents a perfect positive linear relationship. A value of 0.00 represents a lack of linear relationship.

#### Significance of Correlations.

$H_0 : \rho = 0$  ( There is no correlation between the two variables)

$H_a : \rho \neq 0$  ( There is a significant correlation between the two variables)



Critical values = t distribution with  $n-2$  degrees of freedoms

Test statistic

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

#### Decision & Conclusion :

The null hypothesis is rejected if the value of the test statistic falls into the rejection region or when the p-value of the test is less than the level of significance ( $\alpha = 0.05$ )

The p-value of each correlation coefficient is also displayed in the correlation matrix.

If the p-value is very small (less than 0.05) then the correlation is significant and the two variables are linearly related.

If the p-value large (more than 0.50) then the correlation is not significant and the two variables are not linearly related.

### Appendix F

#### The Test for the Normality Assumption in Independent-Samples t-test

##### Test of Normality for PEA Group

Tests of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Total Exam Score	.107	43	.200*	.971	43	.342
Mid-term Score	.089	43	.200*	.972	43	.377
Final Exam Score	.125	43	.090	.976	43	.499
Motivation	.132	43	.056	.969	43	.294
Opinion	.141	43	.030	.950	43	.059
Participation	.201	43	.000	.934	43	.016

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

##### Test of Normality for TEA Group

Tests of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Total Exam Score	.176	58	.000	.835	58	.000
Mid-term Score	.162	58	.001	.931	58	.003
Final Exam Score	.123	58	.028	.838	58	.000
Motivation	.126	58	.023	.972	58	.189
Opinion	.117	58	.046	.975	58	.273
Participation	.164	58	.000	.951	58	.021

a. Lilliefors Significance Correction

**Note:** The independent-samples t-test is robust when the sample sizes are large like the sample of this study. Actually, the assumption about normality was not needed for this study. However, the researcher checked the normality assumption and the results revealed that some populations were not normally distributed. Therefore, the Mann-Whitney non-parametric test that does not require normality assumption was used. The results of the Mann-Whitney test were identical with those of the IndependentSamples t-test as shown below.

Mann-Whitney U Test

Ranks

	group in which the student belongs	N	Mean Rank	Sum of Ranks
Total Exam Score	partial external assessment	43	62.56	2690.00
	total external assessment	58	42.43	2461.00
	Total	101		
Mid-term Score	partial external assessment	43	65.37	2811.00
	total external assessment	58	40.34	2340.00
	Total	101		
Final Exam Score	partial external assessment	43	57.50	2472.50
	total external assessment	58	46.18	2678.50
	Total	101		
Motivation	partial external assessment	43	60.26	2591.00
	total external assessment	58	44.14	2560.00
	Total	101		
Opinion	partial external assessment	43	51.43	2211.50
	total external assessment	58	50.68	2939.50
	Total	101		
Participation	partial external assessment	43	60.56	2604.00
	total external assessment	58	43.91	2547.00
	Total	101		

Test Statistics<sup>a</sup>

	Total Exam Score	Mid-term Score	Final Exam Score	Motivation	Opinion	Participation
Mann-Whitney U	750.000	629.000	967.500	849.000	1228.500	836.000
Wilcoxon W	2461.000	2340.000	2678.500	2560.000	2939.500	2547.000
Z	-3.417	-4.248	-1.921	-2.744	-.127	-2.843
Asymp. Sig. (2-tailed)	.001	.000	.055	.006	.899	.004

a. Grouping Variable: group in which the student belongs

**Appendix G**  
***Achievement Tests***

**1. MID-TERM EXAM**

BG 2000 ENGLISH III (Business)

DMID299.MS95(2)

**ASSUMPTION UNIVERSITY**  
**FACULTY OF ARTS**  
**DEPARTMENT OF ENGLISH**

**1. MID-TERM EXAMINATION 2/1999**

**DAY PROGRAM**

COURSE NO. : BG 2000 ENGLISH III (Business)  
 LECTURERS : STAFF  
 DATE : JANUARY 12, 2000  
 TIME : 08:30 –10:30 (2 HOURS)

NAME : \_\_\_\_\_ ADM. CODE: \_\_\_\_\_ SEC. : \_\_\_\_\_

**THIS PAPER CONSISTS OF 3 PARTS**

PART I	:	REQUEST LETTER	30	MARKS
PART II	:	REPLY LETTER	30	MARKS
PART III	:	CLAIM LETTER	30	MARKS
TOTAL			90	MARKS

BG 2000 ENGLISH III (Business)

DMID299(2)

**PART I : REQUEST LETTER (30 MARKS)**

You want to improve your English conversation and presentation skills. You came across this advertisement in The Bangkok Post.

Onlingua Thailand is a member of a UK-based global network of 400 international language schools.

Join us for professional training in many languages with qualified native instructors capable of adapting courses to your individual needs.

We specialize in English Conversation, Business English and Writing Courses.

**Onlingua**  
**International School of Languages**

**Instructions :**

Write a letter to Onlingua Thailand, Sukumvit, requesting more information. Make up necessary details.

Mark allocation :

Grammar	=	8
Content	=	12
Organization	=	<u>10</u>

30

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BG 2000 ENGLISH III (Business)

DMID299.MS95 (2)

**PART II : REPLY LETTER (30 Marks)**

You have decided to sell your old Mercedes Benz and buy a new Ferrari. Your car is late '94 Benz C 180, gold colour, assembled abroad with full options and, in excellent condition.

Ms. Tita Young is interested in buying your car and wants more information about the car including the price.

Instructions:

Write a reply letter to Ms. Tita Young providing all the information that she needs. Make up necessary details.

**Mark allocation :**

Grammar	=	8
Content	=	12
Organization	=	<u>10</u>
		30

**PART III : CLAIM LETTER (30 MARKS)**

Last week you went to Planet Hollywood with your family to have dinner. You had a steak whereas your parents chose Thai food. Next day, you fell sick and were admitted to hospital. It took you four days to recover and be discharged from the hospital. The hospital said it was a clear case of food poisoning.

Instructions :

Write an appropriate claim letter to Planet Hollywood for the hospital expenses and the suffering caused. Make up necessary details.

**Mark allocation :**

Grammar	=	8
Content	=	10
Organization	=	12

Total = 30

**END**

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## 2. FINAL EXAM

BG 2000 ENGLISH III

DF299.MS95(2)

**ASSUMPTION UNIVERSITY  
FACULTY OF ARTS  
DEPARTMENT OF ENGLISH  
FINAL EXAMINATION 2/1999  
DAY PROGRAM**

COURSE NO. : BG 20000 ENGLISH III (Business)

LECTURERS : STAFF

DATE : MARCH 8, 2000

TIME : 13.00 – 16.00

NAME : \_\_\_\_\_ ADM. CODE : \_\_\_\_\_ SEC. : \_\_\_\_\_

**THIS PAPER CONSISTS OF 3 PARTS.**

PART I	:	JOB APPLICATION	35	MARKS
		RESUME	35	MARKS
PART II	:	MEMORANDUM	35	MARKS
PART III	:	SALES LETTER	<u>35</u>	MARKS
TOTAL			140	MARKS

**TOTAL      2      PAGES**

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BG 2000 ENGLISH III (Business)

DFIN299.MS95(2)

**PART I: JOB APPLICATION LETTER AND RESUME (70 MARKS)**

Read the classified advertisement carefully and follow the instructions.

**WANTED**

An International fund management firm is currently looking for 20 International Sales Executives. To qualify, the applicant must be:

1. A College Graduate (Background in Telemarketing or Telesales will be an advantage);
2. Proficient in English (Knowledge of other languages will be an advantage, but not required);
3. Willing to undergo comprehensive sales training;
4. Goal oriented and self-driven;
5. Willing to work on flexible time schedule; and
6. Computer literate

**Instructions:** Write an application letter and resume, addressed to :

The Personnel Manager  
 Performa (Thailand) Co. Ltd.  
 Tower Inn  
 533 Silom Road

**Mark allocation :**

**Job Application**

Grammar	=	8
Content	=	12
Organization	=	<u>15</u>
		35

**Resume**

Grammar	=	8
Content	=	15
Organization	=	<u>12</u>
		35

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BG 2000 ENGLISH III (Business)

DFIN299.MS95(2)

**PART II : MEMORANDUM (35 MARKS)**

You are the President of the Rotaract Club in Assumption University. In summer, the club is holding a social camp in Mae Sot to help needy hilltribe children.

**Instructions :** Write a memo inviting all Rotarat members in Assumption University to join the camp. Give necessary details of the program.

**Mark Allocation :**

Grammar	=	8
Content	=	15
Organization	=	<u>12</u>
		35

**PART III : SALES LETTER (35 MARKS)**

The Research and Development division of your company has produced a revolutionary weight-reducing drug called FATNOMORE. You want retailers for the new drug. The following facts are relevant:

- herbal
- no side effects
- long-term results

**Instructions :** Write a sales letter.

**Mark allocation :**

Grammar	=	8
Content	=	12
Organization	=	<u>15</u>
		35

**END**

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## CURRICULUM VITAE

**Thonnaya Anopas**

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POSITION : Instructor

English Department

Faculty of Arts

Assumption University

EDUCATION: 1998-2001

Master of Education in Curriculum and Instruction

Assumption University, Bangkok, Thailand

1967-1969

Cert. of Proficiency in Administration and Supervision in  
Education, Leading to M.A.

Cebu State College, Cebu, Philippines

1960-1964

B.S.E.Ed.

Cebu State College, Cebu, Philippines

EXPERIENCE: 1992-present

English Instructor

Department of English, Faculty of Arts

Assumption University (ABAC)

1988-1991

English Teacher

St. Joseph Convent School

Convent Road, Bangkok 10500

1986-1988

English Department Head and Teacher

St. Joseph Rayong, Amphoe Muang, Rayong

1984-1986

English Teacher

Marie Witthaya School, Amphoe Muang

Prachinburi

1980-1982

English Teacher, Buriram Agricultural College

Amphoe Muang, Buriram

1971-1980

English Teacher, St. Gabriel's College

Samsen Road, Bangkok 10300

1965-1969

Public School Teacher

Cebu, Philippines

OTHERS:

Authored English Textbook Series, Books 1-4

New My English Primer

For Brothers of St. Gabriel's

Lower Primary Levels

Printed and Published by Thai Wattana Panich

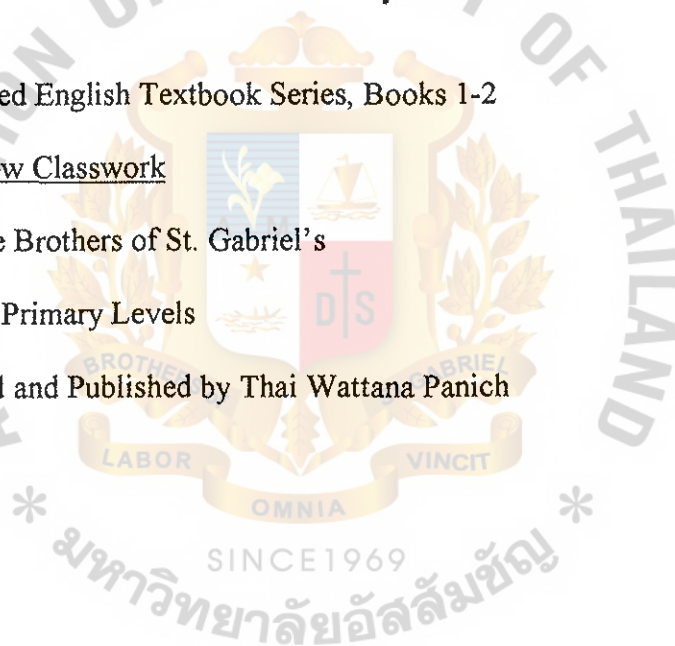
Authored English Textbook Series, Books 1-2

The New Classwork

For the Brothers of St. Gabriel's

Upper Primary Levels

Printed and Published by Thai Wattana Panich





## An Executive Summary

**Title:** A STUDY OF ENGLISH III STUDENTS' PERFORMANCE MONITORED THROUGH THE APPLICATION OF TOTAL EXTERNAL ASSESSMENT AND PARTIAL EXTERNAL ASSESSMENT AT ASSUMPTION UNIVERSITY

### Part I Thesis Problem

Thesis Problem			
Situation	Research Objectives	Research Questions	Significance of the study
<p>In Assumption University, the biggest department is the English Department. This department offers general English courses consisting of four levels and presently its students are assessed using total external assessment method (TEA) in which mid-term and final exam marks are the only marks used to compute the course grade. Before 1997, this department employed a different assessment method, termed in this study as partial external assessment (PEA) wherein marks from class activities such as dictation, writing, oral presentation, quiz, and reader's journal writing in addition to mid-term and final exam marks are used to compute the students' course grade.</p> <p>Assessment plays an important role in achieving effective results in language teaching and learning and in evaluating the success of the methods, teaching materials, curricula and syllabuses used. This vital fact has stimulated the researcher to conduct this study.</p>	<ol style="list-style-type: none"> <li>1. To discover the differences between the performance of English III students having partial external assessment (PEA) and those having total external assessment.</li> <li>2. To find out the advantages and disadvantages of the application of partial external assessment and the total external assessment based on the students' performance in English III.</li> <li>3. To determine the relationships of the performance variables of PEA and TEA groups.</li> <li>4. To find out the preferable assessment system to use in assessing students' performance in English III at Au.</li> </ol>	<ol style="list-style-type: none"> <li>1. Is there a difference in performance between the students who have partial external assessment (PEA) and the students who have total external assessment (TEA)?</li> <li>2. How does total external assessment affect the performance of students in English III?</li> <li>3. How does partial external assessment affect the performance of students in English III?</li> <li>4. Do the performance variables of PEA and TEA groups have significant relationships?</li> <li>5. Which is the more preferable assessment method based on the data gathered?</li> </ol>	<ol style="list-style-type: none"> <li>1. This study is valuable for the evaluation of teaching and learning, development and enrichment of curricula and syllabuses in language teaching and other field of study.</li> <li>2. This study is useful because it is an attempt to find a more effective language assessment system to assess students learning English as a foreign language.</li> </ol>

<p><b>An Extension of</b></p> <p><b>Part II</b></p>	
<p><b>Conceptual Framework</b></p> <p>Gen (1998)</p> <p>Assessment Concepts: Instructional</p>	<p><b>Conceptual Framework</b></p> <p>For TEA</p>

Summative Tests

Effects of Failure  
Formative and Summative Tests

## An Executive Summary

### Part III Results

Results		
Findings	Conclusions	Recommendations
<p>1.The students in PEA had higher performance in their achievement scores, opinionated opinion and participation scores than the students in TEA.</p> <p>2.The application of partial external assessment had stronger influence on the students' performance in all dimensions except in opinion.</p> <p>3.It was found out that some performance variables of both PEA and TEA groups showed significant and non-significant correlations.</p> <p>4.The use of TEA showed that the negative consequences had heavier weight than the positive ones.</p> <p>5.The use of PEA showed that the positive consequences had more weight than the negative ones.</p>	<p>The study revealed that:</p> <p>1.The use of partial external assessment (PEA):</p> <ol style="list-style-type: none"> <li>had stronger influence on students' achievement, motivation, and class participation than that of TEA;</li> <li>discouraged absenteeism and tardiness, but encouraged copying in dictation;</li> <li>provided other marks to help students pass the course;</li> <li>helped students to be well prepared to take their exams, and</li> <li>caused tension and forced students to come to class even if they were busy.</li> </ol> <p>2.The use of total external assessment (TEA):</p> <ol style="list-style-type: none"> <li>discouraged copying in dictation;</li> <li>made learning relaxing;</li> <li>provided students with time to study for their exams;</li> <li>encouraged absenteeism and tardiness;</li> <li>seemed to stimulate laziness, boredom, and inattentiveness; and</li> <li>did not give students a chance to have other marks to pass the course.</li> </ol> <p>3.Students' liking to learn English did not depend on the kind of assessment method used.</p> <p>4.Writing was the most liked activity, dictation was the second most liked, and journal writing was the least liked.</p>	<p>1.Language Evaluation</p> <p>The positive effects of the use of partial external assessment method (PEA) on the students performance are sufficient to support for the re-direction of the assessment system used at present-the total external assessment system (TEA). The use of partial external assessment is recommended to assess the performance of students who take general English courses at Assumption University.</p> <p>2.Further Researches</p> <p>The following topics are recommended for more study:</p> <ol style="list-style-type: none"> <li>The identification of the problems and their solutions and the effects on students' language skills in relation to the use of partial external assessment (PEA)</li> <li>The influential effects, problems, and solutions concerning the use of dictation and/or writing in language teaching</li> </ol>



มหาวิทยาลัยอัสสัมชัญ  
ASSUMPTION UNIVERSITY

## Faculty of Education

### English Language Review and Format Checking

This is to certify that this thesis is approved for Mrs. Thonnaya Anopas

regarding

an English Language Review

(Mr. Ko Ko Gyi)

Reviewer

Date ...../...../.....

and

Format Checking

K. Preedee

(Assoc. Prof. Dr. Kitima Preedeedilok)

Checker

Date 7 / 12 / 01



