



THE ANALYSIS CLASS AVERAGE ACQUISITION OF B CLASS NURSING STUDENTS 2022 COHORT IN MOLUCCAS CHRISTIAN UNIVERSITY OF INDONESIA

Debora Harsono

Fakultas Kesehatan, Universitas Kristen Indonesia Maluku

Email: deboraharsono15@gmail.com

Abstract

This paper presents a reality fact about the Acquisition Class Average of B class nursing students 2022 generations in Moluccas Christian University of Indonesia. This cohort consists of four classes, but the researcher conducts the research only at B class. To achieve the credibility of data for this research, the researcher uses the data of class average from B class average. So, the researcher conducts the analysis of B class average acquisition nursing student 2022 cohort. Finally, through this paper we can prove that there are some factors that can be influenced the class average acquisition of B class 2022 cohort nursing students in Moluccas Christian University of Indonesia. Shortly, we can conclude that B class of 2022 cohort has higher class average point than the other classes.

Keywords: Class Average Acquisition, B class, 2022 generations nursing students

Abstrak

Makalah ini membahas sebuah fakta tentang Pemerolehan Nilai Rata Rata Kelas dari kelas B Angkatan 2022 mahasiswa Keperawatan Universitas Kristen Indonesia Maluku. Angkatan ini terdiri dari 4 kelas, yaitu kelas A, B, C, dan D. Tetapi peneliti hanya meneliti 1 kelas saja yaitu kelas B. Untuk mencapai kredibilitas data penelitian ini, peneliti menggunakan Data Nilai Pemerolehan Rata Rata Kelas pada kelas B saja. Akhirnya, melalui makalah ini kita dapat membuktikan adanya beberapa faktor yang mempengaruhi pemerolehan rata rata kelas dari kelas B pada mahasiswa keperawatan angkatan 2022 di Universitas Kristen Indonesia Maluku. Ringkasnya, kami dapat menyimpulkan bahwa kelas B Angkatan 2022 mempunyai nilai rata rata kelas yang lebih tinggi daripada pemerolehan rata rata kelas lainnya.

Kata kunci: Rata Rata Kelas, Kelas B, Angkatan 2022 mahasiswa keperawatan.

I. INTRODUCTION

For some, completing the current semester analysis can necessitate a significant amount of time, effort, and mental energy to calculate and write reports on the outcomes of the teaching process. The class average is one of the primary tools for assessing of the English teaching process. While there are other techniques to evaluate the effectiveness of teaching English, the class average is widely regarded as the most effective due to

its simplicity and lack of complications.

Notably, the class average is typically calculated at the end of the current semester, is cannot be determined at the start of the semester.

Without any class average scores, how can we accurately assess the effectiveness of our English teaching process (Ur Penny, 1999). The results of the current semester (reflected in the class average) can provide valuable insights to assist us in organizing



new materials or preparing instructional strategies for further semester. Ultimately, the class average allows us to comment on the success of the English teaching process. It makes us reflect on whether we have performed our obligations as the best English teacher lecturer to the fullest extent possible.

Usually, the class average is obtained after the teaching learning process has truly ended. It is unlikely that the class average is attained at the beginning of the semester or during the Mid Term Test. Ideally, at the end of the semester, the subject or study program from all the lecturers shall calculate and analyze the results of the teaching learning process to produce the score. Actually, the class average does not only perform as series of numbers. The results of the class average can become the feedback as a reflection of all the material that has been taught for the current semester.

The teaching learning process will end at the end of the semester. The score or grade of the class average does not only represent the proof / result of the teaching learning process, but also a representative and ability result of the students (Ur Penny, 1999). Without attaining any score / grade, how can the lecturer gauge or predict the systems of teaching evaluation at the end of the semester. Finally, the results of the class average will be a real bench mark to achieve a higher level of

success on the teaching learning process in further semester.

On this research, the researcher would like to conduct the Acquisition Class Average of B class 2022 cohort nursing students. This cohort consists of four classes, A, B, C, and D classes. Actually, the researcher is interested to B class data. For some an English teachers tend to overlook the crucial aspect of class average. They express their opinion that class average is a minor detail that does not require serious attention. But according to myself class average is quite important aspect. So that, I would like to describe the Class Average Acquisition of B class from 2022 cohort nursing students in Moluccas Christian University of Indonesia.

This 2022 cohort nursing student consist of four classes. They are classes A, B, C, and D. In fact, the acquisition class average data performs stable point of B class. The acquisition class average of four classes from 2022 cohort, performs quiet difference point with the other classes of class average acquisition. The acquisition class average of B class from 2022 cohort is 69.28 point. They achieve the highest point of class average than the other classes (A, C, and D).

The class average acquisition of B classes performs 69,28 point. The class average acquisition of A class states 66,41 point. The class average acquisition of C class



claims 68,01 point, and the last one the class average acquisition of D class shows 63,11 point (the lowest one). In short, these are some special factors that influenced the class average acquisition that makes the researcher interests to accomplish this simple research. The researcher conducts the analyses research of class average acquisition from B class data.

Shortly, the researcher would like to describe deeper about the class average acquisition of B class. Because B class averages data results a stable acquisition from C up to B- point. The data performs of Class Averages by data table. Herewith the class average data of four classes from 2022 cohort. And the percentage of class average acquisition from C up to B- point is 1.66 %.

**DATA TABLE TAHUN AJARAN 2023—2024
NILAI BAHASA INGGRIS
(KEPERAWATAN ANGKATAN 2022)**

NO.	KELAS	JUMLAH MAHASISWA	TOTAL	RATA-RATA
1.	A	63 orang	4.184,2	66,41
2.	B	60 orang	4.157	69,28
3.	C	55 orang	3.741	68,01
4.	D	35 orang	2.209	63.11

According to the data states above that the writer would like to analyze deeper about some factors that influence the Class Average Data from B class. Furthermore, herewith the description in details about the percentage of class average acquisition from B class:

$$A = 1/60 \times 100 \% = 1.66\%$$

$$A- = 19/60 \times 100 \% = 31.66\%$$

$$B+ = 23/60 \times 100\% = 38.33\%$$

$$B = 6/60 \times 100\% = 10\%$$

$$B- = 1/60 \times 100 \% = 1.66\%$$

$$C+ = 1/60 \times 100 \% = 1.66\%$$

$$C = 1/60 \times 100 \% = 1.66\%$$

$$D = 0$$

$$E = 8/60 \times 100\% = 13.33\%$$

II. METHOD

The question of this research is, why the B class acquisition class average of nursing students 2022 cohort can achieve the highest point of class average acquisition. On this research, the researcher uses a case study approach. The case study is a descriptive, exploratory analysis of a person, group, event, decisions, periods, projects, policies, instution or other system, which are studied holistically by one or more methods. The subject of this research is the students of the nursing study program 2022 cohort of B class, which has achieved the highest point of class average acquisition of class average among the 2022 nursing students classes.

Data collection techniques in this study are obtained through the observations and field data notes, interviews and notes on the results of reflections / discussions conducted by the researcher. The determination of these techniques is based on the availability of facilities and infrastructure and the capabilities of the researcher. Further descriptions of the data collection techniques are as follows:



Observation in PTS activities is an activity of observing the activities carried out by the lecturer (researcher) during carrying out teaching and learning activities in class. This activity is carried out by the observers who in this case are research partners.

The form of observation activities carried out in this PTS uses an open observation model. What is meant by open observation is when the observer or makes her observations by recording everything that happens in class.

The results of observations from research partners are then used as field data notes. This is accordance with the opinion of Prof. Dr. Rochiati Wiriaatmaja (2005) which states: “A very important source of information in this study (PTS) is field notes made by the researchers / research partners who make observations”.

What is meant by notes on the results of reflection are notes obtained from the results of reflections carried out through discussion activities between researchers and the research partner. A part from being used as material in the preparation of further action plans, the results of this reflection can also be used as a means of knowing whether the objectives of this research activity have been achieved.

In accordance with the data carried out from the start, meaning that data analysis is

carried out step by step or cycle by cycle. This is accordance with the opinion of Miles and Huberman in Rochiati Wiriaatmaja (2005) that “...the ideal model for data collection and analysis is one that interweaves them from the beginning”. This means that the ideal model of data collection and analysis is one that alternates from the start.

Data analysis activities will be carried out referring to Rochiati Wiriaatmaja’s opinion, (2005) by taking notes on reflection, namely thoughts that arise when observing and are the result of the process of comparing, linking or linking the data displayed with previous data or with theories, which is relevant.

III. FINDINGS AND DISCUSSION

The researcher aims to discuss an analysis of the highest point class average acquisition in B class of 2022 cohort nursing students. However, this section does not briefly describe the class average achievement of other four classes. The researcher does not engage in a comparative analysis among the four classes but focuses solely on B class analyzing the class average acquisition from 2022 nursing students. Actually, the researcher conducted a comparative analysis published in the latest journal last year.



From 60 students as the amount B class of nursing 2022 cohort, the researcher does not select them. All of the students active to participate on this researcher process. In fact, the researcher encourage them to include on this research gradually. They are filling in questionnaire, the researcher fill in the observation sheet, in depth interview and case study sheets.

In fact, the researcher tends to analyze class average because it is considered a crucial part of feedback in teaching learning English process in the class. Based on this, one can measure whether the teaching learning process is successful or not successful (Brown, 2007). English lecturer can use this data to discuss about class or teacher evaluations, determining whether they are effective as an English lecturers or if the class has a dynamic teaching learning process or not.

In reality, there are quite interesting class average data from four classes 2022 cohort nursing students. A class achieve 66.41 point by 63 students. **B class obtain 69,28 (the highest one)** by 60 students. C class attain 68,01 by 55 students. The last class is D class performs 63,11 by 35 students. This data show to us about the amount of class average point is about 60 or sixties point that has achieved by the four classes. But, the

researcher does not interested to conduct the comparison among them / four classes.

Furthermore, we collect the data of the Class Average on the final semester. It must be combined from the result Group Discussion / Presentation, Mid Term Test and Final Test. We add all the result, later it is divided with totaling student number of the class. So, we say this process is called by the Class Average. Absolutely, many aspects can be influenced the class average.

The data performs that there are 19 students achieve A- from all students of B class 60 students. Only one students attain A point. There are 23 students can attain B+ point. There are 6 students can get B point. Totally, it means 49 students can obtain the maximum point from A down to B. In fact, there are more a half of B class can perform good point. It means $\frac{2}{3}$ of this B class performs a good point.

There is one student attain at B-, C+ and C point. In fact, there is an interesting data from B class about class average acquisition of obtaining point from B- down to C. It performs only one student. They are very so small number to attain the lowest point. When one class happens to achieve to lowest point in small number. It means that class has achieved a quiet good class average. Because most of the students try hard to get a high point of the subject. They are really defend



their point include the good point standard process.

Herewith the class average acquisition description data point of English of 2022 cohort. The total number of B class are 60 students.

A = 1 student

A- = 19 students

B = 6 students

B+ = 23 students

B- = 1 students

C+ = 1 students

C = 1 students

D = 0

E = 8

From these data, the researcher realizes that the 2022 cohort performs the first factor, it is study hard and seriously to obtain A point. In fact, they are 19 students can prove it to get A-. Of course, it must affect the class average acquisition of B class 2022 cohort nursing students.

There are several factor that impact of B class to obtain the class average acquisition. The first factor is studying hard and seriously are the two side of one's coin. It is unity, it is inter-related and inseparable. When someone studies hard, he or she must do it seriously, stay firm in focus. It is related automatically. Without doing everything seriously, someone cannot well done and perfect (obtaining A point). They can pass the competition of the class by this factor. The final result of semester proves it perfectly.

The second factor does not easy to feel satisfy of getting their reward. Herewith we can check clearly the progress how they can get A point. Satisfy is simple and short word but difficult to prove and measure it. But the 2022 cohort confirm does not fast to feel satisfy of doing their assignment and homework. By doing step by step, little by little, they reach out the higher point of their Group Presentation, the result of Mid Term and Final Test. They have eagerness to study not just to obtain good grades but to master the basic skill of English (Sardiman, 1996). Questionnaire results and students transcripts indicates that B class nursing students of 2022 cohort have a keen desire to learn.

The third factor is diligent. They study well by showing the result of highest point of Mid Test and Final Test. They must be presented all the class schedules, it means no absence. By attending the whole one semester, they have full note the material of one semester. By studying it well, they can perform a Mid and Final Test very well. Diligence is the basic and most important of someone's character. It is proved by the small amount number that achieve the lowest point from C up to B- point. They are only 1.66 % performs to get point of C up to B-. Finally, getting D point is zero and 8 people get E point / the lowest one.



The four factor is the B class has not the smallest number of students in one class. The leader of B class has big responsible to manage their friends in one class. The amount of them are 60 people. It is quite large amount of students in one class. Based on personal interview, the researcher obtained the accurate data about the dynamic teaching learning process in B class, it does not just in English but across other subjects as well. The class leader frequently reminds their friends to complete and submit the group assignment on time, avoiding the delay. The researcher gathered this data through interview with the B class leader from 2022 cohort nursing students in Moluccas Christian University of Indonesia, confirming that B class is a special and dynamic one. They had achieved good point on 8 subject include English subject.

Last but not the least. The last factor is the fifth factors, they have strong defense of their point until the end semester. From starting early semester up to the end of semester, they persistent their strong motivations to study well. They never decrease their spirit, persistent until the end of semester. It does not an easy factor for them, because as young people, they can consider what kind of the life priority at that time. Meaning, they must focus on study, no more time for having fun. They must control this attitude through their life. They are strong

defense to confirm their principle of life. Finally, they have proved at the end of semester most of them achieve a higher point class average than the other classes.

In summary, the researcher has identified five factors closely related to this situation, influencing B class to achieve the highest class average acquisition among the nursing 2022 cohort. The researcher needs to elaborate on the five condition in detail, as they play a crucial role in analyzing the highest class average acquisition of B class 2022 cohort nursing students. This the detail explanation above performs about the process of how B class 2022 nursing students cohort has achieved the highest class average acquisition.

IV. CONCLUSION

Based on the detailed description the researcher has already explicated, it can be concluded that class average acquisition of B class 2022 cohort is feasible. The data indicates that B class achieved the highest class average acquisition that the other class of 2022 cohort nursing students. The finding may serve as a valuable reflection for all stakeholders, prompting them to prepare the most efficacious instructional materials and pedagogical methodologist for all class in the further semester.



Implementing these curricular enhancements could have a significant impact on augmenting the overall class average achievement across the diverse sections. Furthermore, the researcher expresses the aspiration that the content of this journal will serve as a catalyst to motivate the English language instructors to develop the most optimal instructional resources for their students. This could foster a dynamic, creative and enjoyable teaching learning environments for the English teaching learning process. Provided the students remain steadfast in their dedication to diligently studying English, the subject can become a highly favored academic program that they embrace enthusiastically. In summary, strategic pedagogical improvements supported by the student engagement can trans-form English language instruction into a rewarding and enriching learning experience.

There are some factors that can be influenced the Class Average of 2022 cohort. The factors are:

1. Study hard and seriously to obtain good point.
2. It is not easy / not fast to feel satisfy of their reward
3. Diligence attitude.

4. They are unity, to achieve the highest point of class average of English and other subject too.
5. They have strong defense of their point up to the end of semester.

Thus the content of this Journal, might be the material as a reflection and resources for all of us, how to count and describe vividly about the Class Average. The Class Average plays an important role of teaching learning process. It is a “heart” of its. From the data of Class Average, we can measure the successfulness of teaching learning. The data can explain what kind and how the teaching learning process happens once time. Does the teaching learning process can achieve the curriculum of standard or not? How the process it can happen from the early up to the end of the semester?

Finally, because of these factors give the real impact for B class, so they can achieve the highest of class average acquisition on 2022 cohort nursing students in Moluccas Christian University of Indonesia.

In addition, the 2022 cohort solely as the example of nursing students of UKIM. Absolutely, this is not as the representative of all the students of Health Faculty. Meanwhile, the presence of Class Average will greatly affect to the achievement of curriculum standard and all of it will give an impact for



the Class Average grade achievement at the end of the current semester.

Bibliography

Ellis, R. (1996). *The Study of Second Language*. Oxford: Oxford Univ. Press.

Brown, D.H. (2007). *Teaching by Principle: an Interactive Approaches Language Pedagogy*, 3rd edition. New York: Pearson Education.

Baryzin. (2017). *Phrase, Clauses and Sentences, Tip dan Trik Lengkap Menulis Kalimat Efektif*. Yogyakarta: CV Andi Offset.

Hewings, Martin. (2002). *Advanced Grammar in Use*, 2 nd edition, Cambridge. England: Penerbit Erlangga.

Kaelan. (1998). *Filsafat Bahasa*. Yogyakarta: Paradigma.

Swan Michael. (1982). *Practical English Usage*. Oxford: Oxford University Press.

Margono. S. (2010). *Metode Penelitian Pendidikan*. Jakarta: PT Rineka Cipta.

Muhammad. (2011). *Metode Penelitian Bahasa*. Yogyakarta: Ar Ruzz Media.

Nunan, D. (2003). *Practical English Teaching*. New York: Mc. Grow Hill Companies.

Nunan, D. (1992). *A Course in Language Teaching*. Cambridge: Cambridge Univ. Press.

Ur Penny. (1999). *A Course in Language Teaching*. Cambridge: Cambridge Univ. Press.

Suyono dan Hariyanto. (2014). *Belajar dan Pembelajaran*. Bandung: PT Remaja Rosdakarya.

Sardiman, A.M. (1986). *Interaksi dan Motivasi Belajar Mengajar*. Jakarta: PT Rajagrafindo Persada.

Supono. I. (2007). *English Grammar 1 st edition*. Jakarta: Penerbit Wahyu Media.

Suryadi. J. (2007). *Complete English Grammar 2nd edition*. Yogyakarta: Penerbit Pustaka Pelajar.

Richards, J.C. (2002). *Methodology in Language Teaching*, Cambridge: Cambridge Univ. Press.

Hermawan.W. (2000). *Pengantar Metode Penelitian*. Jakarta: Gramedia Puttaka.