



AN ANALYSIS HIGHEST POINT PROMINENT CLASS AVERAGE OF E CLASS NURSING 2021 GENERATIONS

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Abstract

This research study aims to analyze the outcomes of English Language Teaching and Learning for the E-class Nursing students of 2021 cohort at the Moluccas Christian University of Indonesia. The investigation provides a detailed analysis of the Highest Point Prominent Class Average attained by the E-class Nursing students from the 2021 academic year. To ensure the credibility of this research, the investigators conducted a series of data collection processes, including in-depth interviews with students, meticulous review of student academic transcripts, and well-designed questionnaires. The study employs a descriptive research methodology. The findings of this research demonstrate that multiple factors contribute to and ultimately influence the Highest Point Prominent Class Average achievement of the E-class Nursing students from the 2021 cohort. In summary, the study concludes that the E-class of the 2021 Nursing cohort has achieved the highest point of class average performance in comparison to other classes. The insights and conclusions drawn from this research hold significant implications for the educators committed to enhancing the quality and effectiveness of English language education within Nursing programs. The research findings contribute to the broader scholarly discourse on best practices in English language teaching and learning in specialized professional disciplines.

Keywords: English Language Teaching, E-Class Nursing Students, Highest Class Average

I. INTRODUCTION

In general, some English lecturers tend to overlook the crucial aspect of the class average. They express an opinion that this facet can be neglected as it is seen as a minor detail that does not require serious attention. They state that at the conclusion of the semester, the task is finished, and there is nothing more to do. Because of accomplishing the class average process, it means need more responsibility and adding the task for the teachers at the end of current semester. However, it is important to recognize that the class average must be calculated, analyzed, and should be

considered as the most important part of the final semester data. This crucial metric can serve as a valuable analysis tool to gauge the success of the teaching process. As such, we should devote more attention to this pivotal concluding part.

For some, completing the current semester's analysis can necessitate a significant amount of time, effort, and mental energy to calculate and write reports on the outcomes of the teaching process. However, I do not find it excessively difficult to accomplish. Because for myself, the class average is an important aspect that should not



be overlooked. It has a crucial impact on the success of the English teaching process.

The class average is one of the primary tools for assessing the success 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, and it cannot be determined at the start of the semester. This means that instructors are not working on it while preparing teaching materials for the beginning of the semester. It is not practicable to conduct it at the end of the semester, thus there may be a slight delay in completion.

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 the following 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 lecturers 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 of 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 a series of numbers. The result of the class average can be the feedback for the lecturers, 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 current semester. The Score or Grade of the Class Average does not only represent the proof / result of the teaching process, but also the representative and ability result of the students (Ur Penny, 1999: 229). Without attaining any score/grade, how can the lecturers gauge or predict the systems of teaching evaluation at the end of the semester? Therefore, a score or point has a significant role in the English teaching process. Finally, the results of the class average will be a real benchmark to achieve a higher level of success in the teaching process in the next semester. Furthermore, the researcher tends to describe in detail about the data of 2021 cohort of nursing students. On this research, the nursing students of 2021



cohort consist of five classes (A—E). But the Class Average of E class proves the highest point achievement.

Highest point: the highest point of achievement of one's class that has performed at the end of current semester. Prominent Class Average : one class that has achieved more higher point of Class Average that the other four classes.

Herewith the description of Class Average of A—E classes of 2021 cohort of nursing students. A class = 69.74, B class = 65.24 , C class = 71.87 , D class = 72.52, E class = 83.72. Herewith the obtaining data point of English Of 2021 cohort of E class. The student amount are 29 people (the minimum amount of E class students).

A = 10 students; B+ = 1 students; C+ =5 students

A- = 6 students; B = 4 students; C = 0 students

B- = 3 students; C- = 0 D = 0 E = 10

II. METHOD

The question of this research is, why the E class of nursing student of 2021 cohort can achieve the highest point of Class Average. 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, institutions, or other systems, which are studied holistically by one or more

methods. The subject of this research is the students of the Nursing Study Program 2021 cohort at UKIM (Moluccas Christian University of Indonesia), specifically the E class, which has achieved the highest point of class average among the 2021 cohort nursing classes. Case study is one of methods that quiet simply appropriate to answer the questions of this research.

The researcher conducts an analysis of the highest point of class average achievement of the E class in the 2021 cohort Nursing Study Program. The researcher is interested in understanding the factors behind their superior class average performance compared to the other classes in the same cohort.

To gather the necessary data, the researcher employs several techniques, including observation, in depth interview, case study and the administration of questionnaires. Furthermore, the researcher adopts a descriptive qualitative research method based on the philosophy of Post Positivism (Kaelan, 1998). The validation of the data and analysis in this study is done through Triangulation Technique, which involves various data collection methods and sources to obtain a comprehensive understanding of the phenomenon.

As Susan Stainback suggests, the aim of triangulation is not to determine the



absolute truth about social phenomena, but rather to increase the researcher's understanding of the investigated subject. The researcher is interested in the participants' perspectives, rather than seeking a single, definitive "truth." Through triangulation, the researcher can build on the strengths of each data collection method while minimizing the weaknesses of any single approach (Supriyono, 2012).

The data analysis in this research follows the Miles and Huberman model (1994), which consists of data collection, data reduction, and conclusion. During the data collection phase, the researcher gathers all data from observations and case study sheets, filling in the questionnaires, and doing in depth interviews.

The data reduction stage involves the selection of significant data and the elimination of irrelevant information. The data reduction phase is the appropriate time to reduce all the datum that irrelevant by the theme of this research. If the reseacher does not elect it in very detail so the over loaded datum will effect the content of this research and become ambiguous for the readers. Finally, the researcher draws conclusions based on the analyzed data.

III. RESEARCH FINDINGS AND DISCUSSION

The researcher aims to discuss an analysis of the highest point of prominent class average in E Class of 2021 cohort Nursing students. However, this section does not briefly describe the class average achievements of the other four classes. The researcher does not engage in a comparative analysis among the four classes but focuses solely on analyzing the highest point of the class average of the E Class, Nursing 2021 cohort. Actually, at another time, the researcher conducted a comparative analysis published in the latest journal last year.

From 29 students as the amount of E class of nursing 2021 cohort, the reseacher does not select of them. All of the students active to participate on this research. In fact, the reseacher encourage them to include on this research gradually. They are filling in the questionairre, the reseacher fill in the observation, in depth interview and case study sheets.

Furthermore, the researcher tends to analyze class averages because it is considered a crucial part of feedback in teaching English. Based on this, one can measure whether the teaching-learning process is successful or unsuccessful (Brown, 2007: 148). English lecturers can use this data to discuss class or teacher evaluations,



determining whether they are effective as English lecturers or if the class has a dynamic teaching-learning process. To detail the class average achievements of E Class nursing students of the 2021 cohort, the number of students who achieved grades ranging from A to A- is 16, with 10 students getting an A and 6 students acquiring an A-. According to the Curriculum Standards, there is no A+ grade awarded for any of the subjects in the teaching-learning process, as an A+ grade represents a significant demonstration of one's skills in English teaching and learning. This regulation was established 25 years ago as the latest legal education regulation by the government's education department. In other respects, one student received a B+, four students earned a B, and three students obtained a B-. The low number of students achieving grades from B- to B+ (only 8 students) indicates that only a few students strive harder to reach a B grade. Achieving a B grade is a matter of pride and dignity, as demonstrating one's dignity is part of intrinsic motivation to study harder (Sardiman, 1996: 76). Next, there are five students who achieved a C+ grade. Finally, no students received a C or C-grade, and similarly, no students received a D grade, while 10 students received an E grade.

There are several data points related to the prominent highest point of the E Class of

Nursing 2021 cohort. First, some students exhibit different personal attitudes towards their education. Attending university is seen as a prestigious activity for them, often driven by parental demand rather than personal desire. These students study due to external motivations, such as parental pressure to pursue higher education, rather than personal aspirations to learn. As a result, they lack intrinsic motivation (Sardiman, 1996: 88). As we know, external motivation is quite different from intrinsic motivation; they are opposites. Intrinsic motivation comes from within, while external motivation comes from outside of one's personality. Therefore, intrinsic motivation is more powerful in fostering the spirit of self-study in the English teaching-learning process.

Secondly, some students complete their assignments, whether in groups or individually, with seriousness and prepare thoroughly for their midterm and final exams. They take group presentations seriously, actively participating, and ensuring all aspects of the presentation, from preparation to the final presentation day, are well-managed. This preparation requires significant energy and effort, aiming to deliver the best group presentation performance. As a result, their hard work contributes to highest class average achievement in E Class. The researcher



gathered this data from in-depth interviews with group leaders.

Thirdly, the eagerness to achieve better grades in English subjects motivates students to prepare well for midterm and final exams. The results can be evaluated by comparing their midterm and final exam scores with those of other classes. They study not just to obtain good grades but to master the basic skills of English (Sardiman, 1996: 68). This requires serious study, completing all assignments, and performing well in midterm and final exams, leading to better grades and prominent class average achievements for the semester. Questionnaire results and student transcripts indicate the E Class Nursing students of the 2021 cohort have a keen desire to learn.

Fourthly, the E Class has the smallest number of students compared to other classes, with only 29 students. This smaller class size makes it easier for lecturers to manage, evaluate, and coordinate effectively, fostering a serious attitude towards studying. Their motto, "small in number but big in impact," reflects their commitment. Based on personal interviews, the researcher obtained accurate data about the dynamic learning process in E Class, not just in English but across other subjects as well. The class leader frequently reminds students to complete and submit assignments on time, avoiding delays. The

researcher gathered this data through interviews with the E Class leader from the Nursing 2021 cohort, confirming that E Class is a special and dynamic class.

Fifthly, these factors significantly influence class average results. As English teachers or lecturers, it is essential to create a genuine, enjoyable, and engaging learning environment. This can foster a dynamic, fresh, and enjoyable English teaching process, contributing to higher class average scores. However, if students remain passive despite the lecturer's efforts, achieving a dynamic English teaching process is challenging. Both students and lecturers must support each other to create such a dynamic learning environment.

Sixthly, the unique friendship among E Class Nursing students of the 2021 cohort shows deep interpersonal relationships. They frequently remind each other about assignment deadlines, whether for individual or group tasks. The researcher collected all data through descriptive studies, in-depth interviews, field notes, and observations. The research instruments were applied maximally to obtain accurate data. These conditions (points 1-6) were derived from field notes, interviews, and observations. Particularly, point 5 was based on statements from the E Class leader, interviews, and observations of students working on English group



presentations, providing evidence from multiple perspectives.

Seventhly, there is a noticeable contrast in the English class average achievement between students scoring A and those scoring E, with ten students in each category. This contradiction is intriguing; while ten students achieve the highest score (A), ten others receive the lowest (E). This contrast contributes to the highest prominent class average in E Class.

The ten students who scored E never attended classes or participated in English teaching activities such as submitting group presentations or taking midterm and final exams. This is a risk in all subjects of the teaching-learning process. This data is derived from class average calculation notes and student transcripts for Nursing students of the 2021 cohort. These explanations highlight the dynamic reality of E Class Nursing 2021 cohort throughout the semester.

In conclusion, the researcher has identified seven factors closely related to this situation, influencing E Class to achieve the highest prominent class average among the Nursing 2021 cohort. The researcher needs to elaborate on these seven conditions in detail, as they play a crucial role in analyzing the highest prominent class average of E Class Nursing 2021 cohort. Without a comprehensive exposition of these

conditions, E Class would fail to achieve the highest prominent class average.

IV. CONCLUSION

Based on the detailed information the researcher has already explicated, it can be concluded that an analysis of the Highest Point Prominent Class Average of the E class Nursing 2021 cohort is feasible. The data indicates that the E class achieved the highest prominent point when juxtaposed against the four other classes examined.

This finding may serve as a valuable reflection for all stakeholders, prompting them to prepare the most efficacious instructional materials and pedagogical methodologies for all classes in the forthcoming 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 environment for the English courses.

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 student engagement can transform English language instruction into a rewarding and enriching learning experience.

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