

COURSE LEARNING OUTCOME EVALUATION REPORT
BASIC ENGLISH GRAMMAR



STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION
FACULTY OF LANGUAGES, ARTS, AND HUMANITIES
HAMZANWADI UNIVERSITY
2024

1. IDENTITY

Study program	: English Language Education
Course title	: Basic English Grammar
Course Cluster	: English Language Teaching (ELT).
Course code	: PBI6125
Credit units	: 4 units
Level of Study	: Undergraduate
Semester	: Odd (I)
Academic year	: 2024/2025
Lecturer	: Hajriana Arfah

2. PROGRAM LEARNING OUTCOMES (PLOS), COURSE LEARNING OUTCOMES (CLOS) AND SUB- COURSE LEARNING OUTCOMES SUB-(CLOS).

Program Learning Outcomes (PLOS) Mapped to the Course.	
CPL-1	Demonstrates religious values, upholds humanitarian principles, morals, and academic ethics, and integrates Islamic values into linguistic, pedagogical, and professional practices grounded in social responsibility
CPL-5	Able to design, implement, evaluate, and develop adaptive, inclusive, and technology-based English language teaching based on pedagogical, psychological principles, and national quality standards.
CPL-6	Able to identify, analyze, and solve issues related to quality, relevance, and access in English language education through responsible data-driven and research-based decision-making.
CPL-8	Able to collaborate, communicate effectively, demonstrate leadership, conduct self-reflection and self-evaluation, and take responsibility for individual and team performance in professional contexts.
CPL-9	Able to integrate emerging educational technologies critically, creatively, and ethically to enhance the quality of English language teaching.
Course Learning Outcomes (CLOs)	
CLOs	Students are able to analyze parts of speech and the present continuous tense.
CLOs	Students are able to use the simple present tense and the simple past tense.
CLOs	Students are able to apply the past continuous tense.
CLOs	Students are able to apply the present perfect tense and the past tense.
CLOs	Students are able to analyze errors in the use of parts of speech in student writing.
CLOs	Students are able to analyze errors in the use of the present continuous tense, present simple tense, past simple tense, and past continuous tense in conversations and monologues.
Sub-Course Learning Outcomes (Sub-CLOs)	
Sub-CLOs	Students are able to understand parts of speech

Sub-CLOs	Students are able to use the present continuous tense.
Sub-CLOs	Students are able to use the simple present tense and the simple past tense.
Sub-CLOs	Students are able to use the past continuous tense.
Sub-CLOs	Students are able to use the present perfect tense
Sub-CLOs	Students are able to use the past perfect tense.
Sub-CLOs	Students are able to analyze errors in the use of parts of speech in the written texts
Sub-CLOs	Students are able to analyze errors in the use of the present continuous tense.
Sub-CLOs	Students are able to analyze errors in the use of the present simple tense, past simple tense.
Sub-CLOs	Students are able to analyze the past continuous tense in conversations and monodialogues.
Sub-CLOs	Students are able to analyze errors in the use of the present perfect tense and past perfect tense along with parts of speech in written texts
Sub-CLOs	Students are able to analyze errors in the use of the present continuous tense, present simple tense, past simple tense, and past continuous tense in students' these reports.

3. ASSESSMENT METHODS AND INSTRUMENTS

No	CLOS	Assessment Type	Assessment Instrument
1	CLO-1	Quiz	Multiple-choice
2	CLO-2	Quiz	Multiple-choice
3	CLO-3	Quiz	Multiple-choice
4	CLO-4	Quiz	Multiple -choice
5	CLO-5	Quiz	Multitple-Choice
6	CLO-6	Quiz	Short answer

4. ASSESSMENT METHODS AND INSTRUMENTS

CLO	Target Achievement	Actual Achievement	Status
CLO 1	≥ 75% of students score ≥ 70	80% of students score ≥ 70	Achieved
CLO 2	≥ 80% of students score ≥ 70	84% of students score ≥ 70	Achieved
CLO 3	≥ 85% of students score ≥ 70	87% of students score ≥ 70	Achieved
CLO 4	≥ 80% of students score ≥ 70	85% of students score ≥ 70	Achieved
CLO 5	≥ 80% of students score ≥ 70	86% of students score ≥ 70	Achieved
CLO 5	≥ 85% of students score ≥ 70	90% of students score ≥ 70	Achieved

5. ANALYSIS OF LEARNING OUTCOMES ACHIEVEMENT

Based on the results of the assessments conducted throughout the course, most students were able to achieve the expected course learning outcomes. Students demonstrated an adequate understanding of the simple present tense, simple past tense, and present continuous tense. In addition, many students showed competence in mastering present perfect tense. However, some students still need improvement in analyzing error of part of speech, errors in the use of the present perfect tense and past perfect tense along with parts of speech in written texts and they did not know how to analyze the past continuous tense in conversations and monologues.

Overall, the achievement of learning outcomes indicates that the course understanding was generally effective, although several aspects need further improvement to enhance students' grammar competence.

6. IDENTIFIED PROBLEM AND IMPROVEMENT PLAN

No	Identified Problem	Improvement Plan
1	Some students have difficulty in analyzing error of part of speech,	teach parts of speech in context rather than in isolation. Instead of only giving definitions, provide sentences or short texts and ask students to identify how each word functions. This helps students see the practical use of nouns, verbs, adjectives, and other parts of speech in real communication. use sentence labeling and color-coding activities. Assign different colors or symbols to each part of speech (e.g., nouns in blue, verbs in red). This visual approach helps students more easily recognize patterns and identify errors in sentences. introduce error analysis exercises regularly. Provide sentences that contain mistakes and ask students to find and correct them. For example, give sentences where adjectives are used instead of adverbs, or verbs are incorrectly formed. This encourages critical thinking and deeper understanding. apply guided practice before independent work. Start with teacher-led analysis where you model how to identify errors step by step. Then gradually let students work in pairs or groups before asking them to analyze sentences individually. focus on common errors. Highlight frequent mistakes such as confusion between adjectives and adverbs, misuse of pronouns, or incorrect verb forms. By concentrating on recurring problems, students can improve more efficiently. use games and interactive activities. Activities like sentence-building games, grammar quizzes,

or card sorting (matching words with their parts of speech) can make learning more engaging and less intimidating.

provide consistent feedback and reinforcement. Give clear explanations when correcting errors and offer additional practice when needed. Repetition and constructive feedback are key to mastering parts of speech.

- | | | |
|----------|--|--|
| 2 | They cannot identify errors in the use of the present perfect tense and past perfect tense along with parts of speech in written texts | Clarify the Time Concept Visually, Emphasize Verb Structure and Parts of Speech, Use Error Analysis Activities, Contrast Present Perfect vs Past Perfect, Practice with Time Expressions, Sentence Combining and Rewriting, Guided Writing with Prompts. Peer Review Focused on Grammar, Highlight Common Errors Explicitly, Provide Consistent Feedback and Recycling |
| 3 | They did not know how to analyze the past continuous tense in conversations and monologues. | Focus on Function in Context, Dialogue-Based Analysis, Monologue Breakdown Activities, Timeline Visualization, Contrast with Other Tenses. |

7. CONCLUSION

In conclusion, improving students' ability to analyze and use tenses—such as the present perfect, past perfect, and past continuous—requires an integrated approach that combines **clear explanation of form, meaningful context, and consistent practice**. Students need to understand not only the grammatical structure (auxiliary verbs, verb forms, and related parts of speech) but also the **functions and time relationships** behind each tense.

Through strategies like timeline visualization, dialogue and monologue analysis, error correction, guided writing, and interactive activities, students become more aware of how grammar operates in real communication. Emphasizing common errors, encouraging peer discussion, and providing continuous feedback further strengthen their analytical skills.

Overall, when grammar is taught contextually and reinforced through varied and engaging tasks, students can gradually develop greater accuracy and confidence in using complex tenses in both spoken and written texts.