THE EFFECTIVENESS OF USING GRAPHS AND CHARTS VIDEO PRESENTATION GUIDELINES FOR DUE50032 COMMUNICATIVE ENGLISH 3

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Abstract: DUE50032 Communicative English 3 is one of the English language courses offered to Malaysian polytechnic students. This course aims to equip the students with knowledge of graphs and charts descriptions and job-hunting mechanics. One of the course learning outcomes of DUE50032 Communicative English 3 is to use the proper language forms and functions to properly convey acquired data in graphs and charts. The students' graphs and charts description presentations were carried out face to face to assess their ability to present using appropriate language forms and functions. However, this method of assessment is not possible due to pandemic restrictions. Therefore, video presentations were introduced in 2020. As an innovative initiative a Google Site with guidelines, sample AVAs, presentation scripts, and videos was created to assist the students The objective of this innovation is to demonstrate the appropriate way of presenting their graphs and charts assessments via communication platforms. It also enables them to create suitable visual aids for their presentation of graphs and charts. The Google Site is used as a platform to guide the students on how to deliver their presentation of graphs and charts effectively. An online survey consisting of 10 items via Google Form was given to students to evaluate the effectiveness of the Google Site. A total of 127 Ungku Omar Polytechnic (UOP) students completed the survey. The findings show that the majority of students agreed that the guideline via Google Site helps them to deliver video presentations effectively with a significant difference in T-Test 7.2840 after comparing two different classes. Based from the findings, it can be deduced that the guidelines via Google Site have been proven to be successful and effective in guiding students to achieve better results in their video presentation assessment specifically graphs and charts, so therefore, it is recommended for The Google Site for DUE50032 Communicative English 3 Course: Description of Graphs and Charts Video Presentation to be used by all the language course lecturers teaching at Ungku Omar Polytechnic and other polytechnics.

Keywords: *graphs and charts, video presentation, assignment, guidelines, DUE50032 Communicative English 3, Google Site*

1. Introduction

DUE50032 Communicative English 3 is one of the compulsory English language courses that must be taken by semester 3 or 4 students in Malaysian Polytechnic Education. This course aims to equip the students with knowledge of graphs and charts descriptions and job-hunting mechanics. As stated in the course syllabus developed by the Department of Polytechnic Education and Community College Education (2019), there are a total of three intended Course Learning Outcomes **(CLO)** in DUE50032 Communicative English 3, which are:

CLO1 : Present gathered data in graphs and charts effectively using appropriate language forms and functions.

CLO2 : Prepare a high impact resume and a cover letter, highlighting competencies and strengths that meet employer's expectations

CLO3 : Demonstrate effective communication and social skills in handling job interviews confidently.

There are two assessments i.e., Test and Oral Presentation for CLO 1 (Department of Polytechnic Education and Community College Education, 2019). This study focuses on the oral presentation assessment which carries 20% out of 100% of continuous assessment. The students' graphs and charts description presentations were carried out face to face to assess their ability to present the descriptions of graphs and charts created with the right linguistic structures. However, this method of assessing not possible due to the pandemic restrictions. Therefore, video presentations were introduced in the year 2020. Prior to this, Students are given input on graphs and charts during class lessons but do not have any specific references on how to do the assignment. Thus, an innovative initiative using a Google Site which consists of video preparation guidelines, sample presentation scripts, sample videos and AVAs were created to assist the students in preparing their graphs and charts description video presentations effectively.

1.1 Problem Statements

The main problems were identified by the lecturers at Ungku Omar Polytechnic who were teaching DUE50032 Communicative English Course on the creation of graphs and charts video presentations before the Google Site was used in their teaching and learning sessions was most students find it challenging / unable to create effective video presentations with good content. Apart from that, it has been discovered that there were no guidelines and samples which students can use to refer to when preparing their graphs and charts description video presentations. This is supported by Angra et al (2017) that there are resources available to assist both professionals and learners become more adept at choosing and creating graph formats. Angra et al (2018) further elaborated that the materials rarely focus on the sophisticated rationale underpinning graph selection and construction, nor are they founded in a specific discipline's concepts and metrics. It is consequently challenging to select a suitable graph for data (for example, a bar graph for summarised categorical data) without first weighing the benefits and drawbacks of doing so in the context of a particular scientific discipline or audience.

1.2 Research Objectives

This study is carried out to achieve the following objectives:

- To evaluate the effectiveness of using Google Site as a reference platform in creating graphs and charts description videos for the Communicative English 3 (DUE50032) course.
- To analyse the difference of students who uses Google Site as a reference platform and students who do not use the site in creating graphs and charts description videos for the Communicative English 3 (DUE50032) course.

2. Literature Review

Learning is no longer restricted to classrooms with traditional methods of teaching as the only technique of delivering knowledge, with the immense development of numerous technologies and innovations; throughout the years, an electronic learning medium has developed. This statement is supported by Dinç (2017), who cited Nachmias et al. (1998), the Internet today plays a variety of important roles in education, including delivering teaching, promoting communication, supplying information, and providing an environment for creativity. Due to Covid-19 pandemic, Gustiani (2020) mentioned that all educational institutions are subjected to the online learning regulation. Learning is being transferred from conventional face-to-face methods to remotely accessible digital platforms.

The definition of online learning is come up by Stern (2020) that Online learning is an instruction that is delivered through the Internet and it goes by a variety of names, including "e-learning." Stern (2020) stated that the phrase "distance learning," as it includes all forms of learning that occur across distance and outside of a traditional classroom, is only used to refer to one sort of online learning. Coman et al (2020) explained that online learning has grown in popularity due to its immense potential to deliver additional versatile access to information and instruction by: improving the availability of learning experiences for those who are unable or do not wish to attend traditional public schools, more effectively organising and distributing information and instructional content, and materials as well as enhancing student – instructors' ratios while accomplishing learning outcomes comparable to conventional classroom teaching. The best way to maintain the association between online education and the ideals of traditional education is to ensure that online learning is "delivered" by educators who are completely competent and passionate about teaching in a web-based environment. In relation to this study, a Google Site was created as an independent online platform which students can use asynchronously after their online synchronous classes and that eventually goes in line with TVET.

Technical and Vocational Education and Training **(TVET)**'s main role is to prepare the younger generation for future employment. The Industrial Revolution 4.0 necessitates the incorporation of 21st century skills into education (Shabbir et al, 2019). Shabbir et al (2019) explained that vocational education and training should be a part of the education system in order to encourage a competent and effective workforce. The effective implementation of TVET in line with Industrial Revolution 4.0 needs would be able to successfully prepare the country with quality technical workforce to boost the economic growth. Shabbir et al (2019) further elaborated and quoted from Busian and Shroder (2015) that high-caliber ICT professionals are required by the convergence of automated production lines, the internet, and artificial intelligence; which therefore the enforcement of TVET will lessen the country's

reliance towards migrant workers while improving the competitiveness and boost the employees' potential in ICT.

According to Singgih et al. (2021), the Covid 19 pandemic pressures the government to enact home learning as well as enforce social distancing as one of the health procedures to stop the spread of the Covid 19. Due to the implementation of online learning, teaching and learning activities are carried out via the online learning platforms provided by video conference developers such as ZOOM, GOOGLE MEET, MICROSOFT TEAMS, CISCO WEBEX, and etc. Singgih et al. (2021) further said that online learning has its own array of issues in terms of implementation. Online learning is relatively new in Malaysian education. On top of that, most educators who are unfamiliar with online learning have difficulty utilising it. Not only that, online learning is challenging when there is a limited internet allotment as well as a volatile internet network, both which impede online teaching and learning (Singgih et al, 2021).

Although the majority of students in most countries may not have access to digital gadgets or the internet, assisting governments in developing sustainable online education models will free up institutional capacities and resources, allowing them to emphasis on providing alternative learning strategies for students who do not have the same opportunities. (Reimers et al, 2020). According to Singgih et al. (2021), despite the difficulties, most educators believe that the viable solution to deliver online learning is accomplished through the use of video as a medium for information delivery, which can provide the information and documents effectively than minimising students' poor internet allotment by using video conference. In line with Singgih et al (2021) claim, this study has adopted the use of video presentation to assess the students' graph and chart descriptions and used samples of graphs and charts description video presentations in the Google Site.

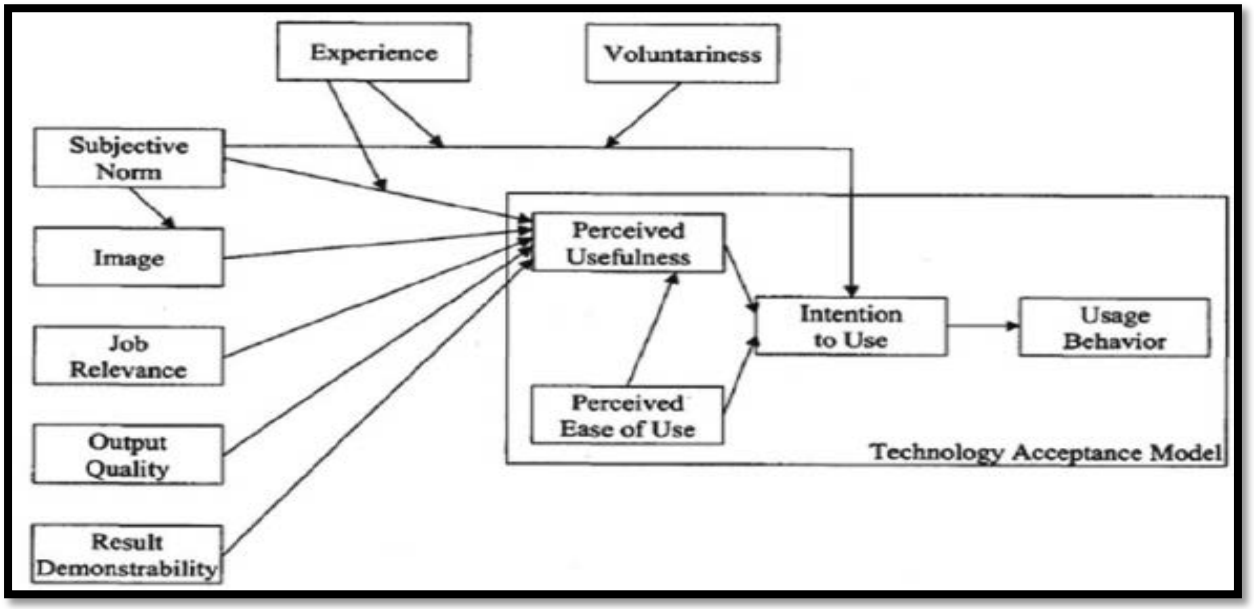
Visualizing correlations in the data using graphs is a common practise method, according to Angra et al (2017) who cited from Slutsky (2014). Generally, students have demonstrated their weaknesses in graphs and charts presentation by presenting inappropriate data, ineffective use of AVAs, inaccurate use of language form and functions and poor content organisation. According to Angra et al (2018), interpreting graphs is a difficult and complicated task. Angra et al (2018) went on to clarify that graph interpretation skill is influenced by a variety of factors, including graph properties, graph content, and users' prior knowledge. Hubbard et al (2017) quoted from Glazer (2011) confirming that undergraduates found figures and tables are more challenging to engage with than the accompanying text, postgraduates on the other hand claimed that both the text and the figures/tables of results sections were equally simple to comprehend. This could be attributed to the specialised knowledge required to comprehend graphs and other visual representations of data hence might contribute to biases and misreading of graphs (Hubbard et al, 2017). Students often struggle to comprehend how to present information in the form of graphs and charts, which results in the presentation of irrelevant data of graphs and charts. Furthermore, they are unable to analyse the graphs or charts effectively using appropriate lexical items to describe trends and giving sufficient details like time frame and data. Finally, students also tend to present too much data, which confuses the audience during the presentation with poor content organisation and choice of AVA. Therefore, the Graphs and Charts Video Presentation Guidelines for DUE50032 Communicative English 3 Course via Google Site is specifically designed for students with the following aims:

- To expedite students' learning on the DUE50032 Communicative English 3 course, primarily on graphs and charts descriptions.
- To provide a reference platform which consists of guidelines, sample presentation scripts, sample videos and sample AVAs for students to be used asynchronously.
- To improve students' video presentations of graphs and charts descriptions.

Google Sites is a tool for creating web pages that is available with Google Apps for project management, workgroups, and committees. Google Site allows a person to build a website without any hassle. The purpose is to create an all essential information may be found in one place, including text, calendars, presentations, calendars, photos, documents, and folders. Then, the information is swiftly and securely shares it with the entire organisation or the entire world.

Due to the accessibility and availability for students and lecturers, the Google site is used instead of apps. The Google site does not necessitate the installation of any apk (Android Application Package File) or apps on mobile devices. Since it is free to use, it allows and enables students and educators to gain free access of the information they wish to acquire. Apart from that, Google site enables the creator to be able to integrate the site with other Google products i.e., Google Drive, Google Forms, Google Images etc. as it enables the creator to easily access the information, files, and folders easily as long the creator has internet connection. Google site is selected due to its user-friendly and easy to learn by the users. Basically, it is not time consuming to learn and utilise Google site to disseminate the information easily; to put it simply, one does not need to acquire special kind of certification or high-level database skills to create the website. Furthermore, Google site offers extra security features to ensure the security of the website by featuring 2- step verification which could prevent any possible hacking or cyber-attacks.

The advantage of this Google site is that no papers are used at all. The guidelines are provided via the Google site hence preventing any carbon footprint. Zhongming et al (2020) quoted from Sundar Pichai (2020) mentioned that climate change is no longer a distant threat; therefore, by committing to a bold initiative to run data centres and campuses on 24/7 carbon-free energy by 2030, Zhongming et al (2020) again quoted from Pichai (2020) said that Google had become carbon neutral since 2007 and would continue to do so. As a result, no paper is being consumed. Apart from that, Zhongming et al (2020) further cited from Pichai (2020) explained that Google has taken an initiative to introduce new ways for people to use Google products which could potentially lower carbon footprint in accordance to support clean energy and eco-friendly.



3. Methodology

3.1 Theoretical Framework

Venkatesh and Davis (2000) Technology Acceptance Model

Adoption and utilisation of information technology in the workplace remains an important focus of information systems study and experimentation (Venkatesh and Davis, 2000). According to Venkatesh and Davis (2000), a high-priority research question is to figure out on how to get human organisations to adopt information systems and how to create those conditions. Venkatesh and Davis (2000) explained that over the past ten years, significant advancements have been achieved in our understanding of and ability to forecast users' acceptance of information technology in the workplace. The Development of Graphs and Charts Video Presentation Guidelines for DUE50032 Communicative English 3 Course via Google Site adapted from Venkatesh and Davis (2000) Technology Acceptance Model where the development begins with the subjective norm, where students need to achieve good results in graphs and charts video presentation assessment, therefore, the intention to help the students lead towards the development of the Google site which offers guidelines to the students.

Based on the TAM, subjective norms with the existence of image, job relevance, output quality and result demonstrability, along with experience and voluntariness lead towards the perceived usefulness. The perceived usefulness in this innovation is measured by using the effectiveness survey to investigate the students' responses on the effectiveness and usefulness of the Graphs and Charts Video Presentation Guidelines for DUE50032 Communicative English 3 Course via Google Site. Perceived ease of use of this innovation emulate TAM where the Google site is user friendly and it allows every user from different walk of life to use it without any difficulty. With the existence of perceived usefulness and perceived ease of use, it will eventually lead towards the intention to use, since the Graphs and Charts Video Presentation Guidelines for DUE50032 Communicative English 3 Course via Google Site is easy to use and

offer simple explanations as well as descriptions, students and educators began to develop the intention to fully utilise the Google site to make the teaching and learning easier, hence, lead towards usage behaviour; where the users (students and educators) will continue to utilise it and eventually will promote the Google site to the other students. To put it simply, the development of Graphs and Charts Video Presentation Guidelines for DUE50032 Communicative English 3 Course via Google Site fulfil the Technology Acceptance Model.

3.2 Stages of Development

The development of Graphs and Charts Video Presentation Guidelines for DUE50032 Communicative English 3 Course via Google Site comprises several stages. Below are descriptions of the stages involved:

Stage 1

Before the development of Google site begins, an authentic bar graph entitled 'The Holiday Accommodation chosen by Asians in 2018' was constructed by using Microsoft PowerPoint and it was converted into PNG form. Once the graph is completed, a sample script is prepared to provide insights for the students on how to create a script which describes the graphs that they are going to present.

Stage 2

The second phase involves the development of the website. The preferred website i.e. Google Site is selected as Google site is user-friendly among the developers. The website comprises several pages i.e., Home page, About Us, Guidelines on Video Presentation, Visual Aids examples, Sample Scripts, Sample Video, Instructions and Rubrics, Effectiveness Survey as well as Contact. The Guideline on Video Presentation is the informational page where it informs the students of the dos and don'ts that the students must bear in mind before recording their video presentation. In addition, the Visual Aids examples page is created to provide insights for the students about the methods that are available for them to create visual aids for their video presentation task.

Stage 3

The developers also decided to add a Sample Script page which is created to provide more insights and guidance on how to prepare and rehearse their presentation before the recording takes place. It is believed that without the sample script page, students are unable to have the gist on how to describe their choice of graphs and charts effectively. Next, the creation of a Sample Video page is created. The video creation is created specifically to demonstrate to the students on how a simple video recorded presentation is carried out. The video recording is recorded via Microsoft Teams where the video is automatically stored straight into Microsoft Streams once the record is completed hence Microsoft Streams enables the developer to download and upload in YouTube channel as Google Site only enables video sharing via YouTube.

Stage 4

The developer believes that the site should include the instructions and rubrics of DUE50032 Graphs and Charts video presentation assessment as one of many materials in the Google site. It is important for the students to have clear instructions on presenting graphs and charts via video presentation. This site also includes the effectiveness survey to collect the responses of students who partake in DUE50032 course on the effectiveness of the Description of Graphs

and Charts website. The eight questions in the form of the Likert Scale are created via Google Form for the respondents to answer where students required to select the scale range from 1 (Strongly Disagree) to 4 (Strongly Agree). Once the students have finished, the results are instantly generated into graphs and charts and the analysis of the questionnaire is carried out for each question.

Stage 5

This site also enables students to communicate with their lecturer effectively by including a Contact page in order to help them overcome difficulties while preparing their video presentation assessment tasks. Pilot study is conducted by selecting two sample classes which comprises of DAT3B (30 students) and DTK 3B (28 students) are selected to analyse the efficiency of the google site towards their academic performance by conducting t-test and p-value analysis. By the end of the presentations, the results of the students' graphs and charts description video presentation from both DAT3B and DTK3B students are collected, tabulated, and analysed by respective lecturers who teach and participate in this study to support the effectiveness of the website to the students in presenting graphs and charts via video presentation. Once the pilot study is completed at the end of the semester, a total number of 127 students participated in the survey on the effectiveness of using Google site as a source of reference particularly video presentation on graphs and charts are carried out via Google Forms where the results are instantly generated once the students finished answering the survey questions.

4. Results

4.1 Pilot study's T-test and P-value analysis

As the semester 1 2021/2022 session ended, the samples of two classes were taken i.e., the controlled group and the experimental group. DAT3B represented the experimental group which comprised 30 students whereas DTK3A represented the controlled group which was made up of 28 students. The results of the T-test for both classes are 7.4578 which simply mean that there are significant differences between DAT3B and DTK3A. The difference in the T-test simply indicates that the results generated are not likely to happen by chance or happened due to sampling errors with the standard error of difference being only 0.524. The T-test values of both classes are supported by the P-value which is less than 0.0001. With the figure of 0.0001, both data stipulated that the differences between the two classes are considered to be extremely statistically significant where both sets of data would not happen by accident or coincidence.

Based on the results, the results displayed that DAT3B and DTK3A achieved the mean of 15.550 and 11.643 respectively. Apart from that, the standard deviation for DAT3B and DTK3A achieved 2.230 and 1.704 respectively with a difference of 0.526. The standard deviation of both classes described that both classes have values that are close to the mean of the set rather than spread out over a wider range. Based on the data collected for both classes, the t-test and p-test for both classes have demonstrated the effectiveness of the Google Site among the students and its importance in assisting students in achieving good results in their assessment particularly the video presentation of Graphs and Charts topic in DUE50032 Communicative English 3.

4.2 Class Effectiveness Survey Analysis

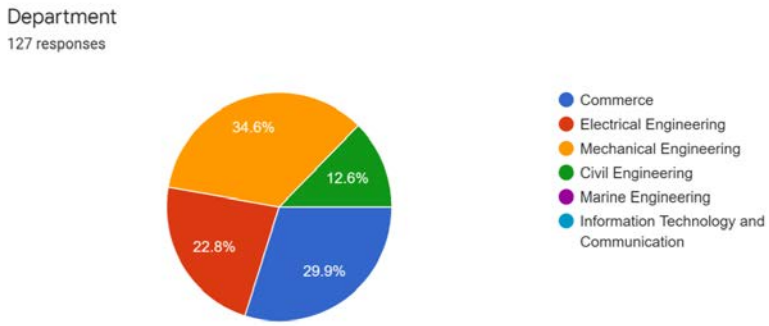


Figure 1: Participants' Departments

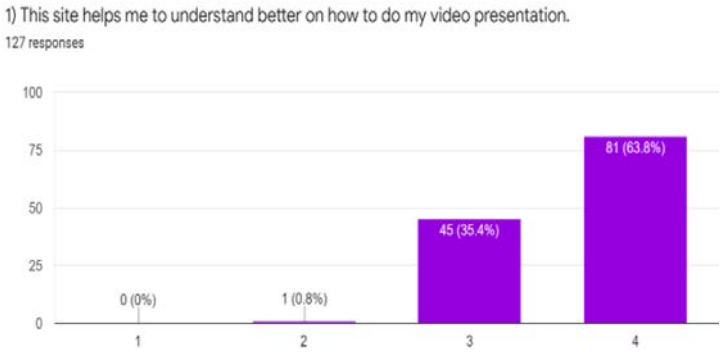


Figure 2: Participants' Comprehension on Video Presentation

Based from the findings to investigate the effectiveness survey carried out via Google Form, a total of 127 respondents from four departments namely Electrical Engineering, Commerce Department, Mechanical Engineering Department and Civil Engineering Department took part in the survey. However, Marine Engineering and Information Technology and Communication Department students did not participate in the effectiveness survey. Based on the chart, it can be described that the majority of respondents are from Mechanical Engineering students which is slightly more than a third i.e. 34.06% with the lowest percentage of respondents coming from Civil Engineering students at 12.6%.

Figure 2 demonstrates that the 43.3% of students with the percentage strongly agree and 52% of students who responses agree indicated that the Google site helps them to understand better on how to do their presentation. However, a small minority which contributes about 0.8% stated that the site does not help them to understand better on how to do their presentation. It can be

postulated that this site has served as an effective guideline for the students on how to do their video presentation in accordance to their lecturer's expectations as the objective of Google site is to disseminate information shares it with the entire organisation or the entire world.

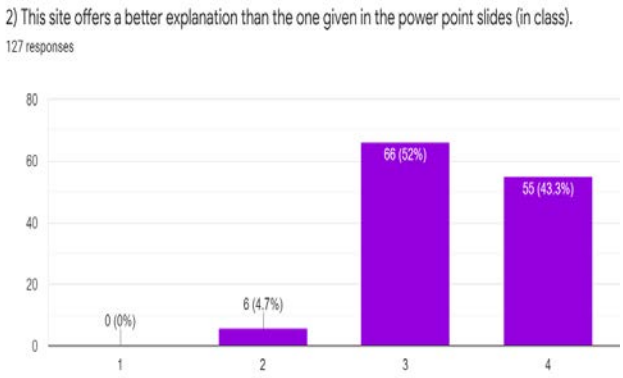


Figure 3: Google Site explanations

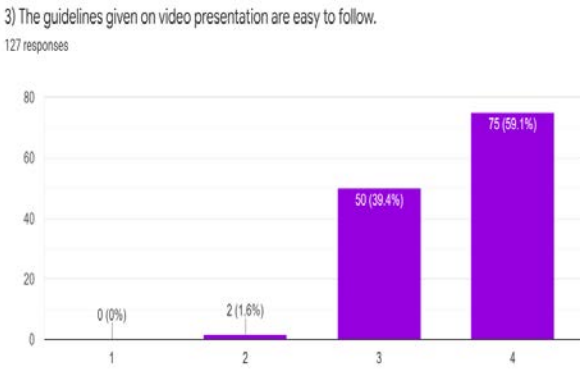


Figure 4: Guidelines on video presentation

Based on Figure 3, more than half of the respondents (52%) agreed that the Google site offered better explanation than the one given in the power point used in class. However, the percentage of the respondents who strongly agreed was lower with 8.7% which is 43.3%. Regardless of the difference, the respondents agreed that the site offers detailed explanations on Graphs and Charts visual aids constructions. Students can always browse the site as their reference without depending heavily on the lecture alone. Only a miniscule number of students; that is less than a tenth (4.7%), responded that they disagreed that the site offers a better explanation. In other words, only a small minority of the respondents prefer depending on their lecturer's slides as their source of reference.

Figure 4 show that 59.1% of the respondents who responded strongly agreed and 39.4% who responded agreed the guidelines easy to follow as compared to 1.6% who responded disagreed. This can be interpreted that the guidelines offer straightforward information on what is expected to do for the graphs and charts video presentation. With the integration of Google Drive as well as Youtube channel, it allows the creator to easily integrate it with Google Site to provide clear example of video presentation. It also can be assumed that they may have difficulties in comprehending the contents of the guidelines from the Google site and may require further assistance particularly the responded who responses disagree.

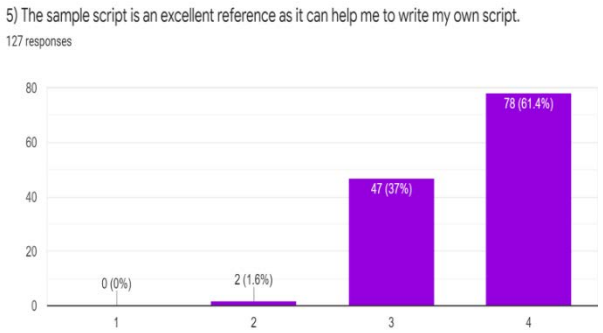


Figure 5: The sample script

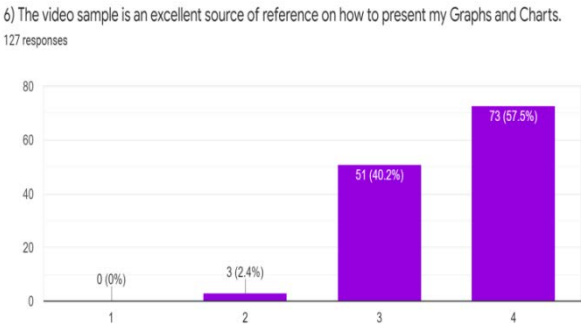


Figure 6: Video sample

Figure 5 shows that 61.4% and 37% who responded strongly agree and agree respectively believed that the sample script provided in the Google site serves as an excellent reference in helping them to write their own script. The remaining 1.6%, however, did not particularly find the scripts in the Google site helpful. Furthermore, Figure 6 shows that the respondents who strongly agreed and agreed contribute 57.5% and 40.2% respectively believing that the video samples provided in the Google site is an excellent source of reference on how to present their Graphs and Charts video presentation appropriately. Despite the positive responses from the respondents, a small number of respondents (2.4%) did not agree that the video sample as an excellent source of reference. It can also be hypothesised that the sample video is sufficient as a reference which hence they responded they disagree that the video sample is an excellent source of reference for them to do video presentation. Based from the responses, Google site successfully integrated the Google Drive and Youtube channel to be feature in the Google site.

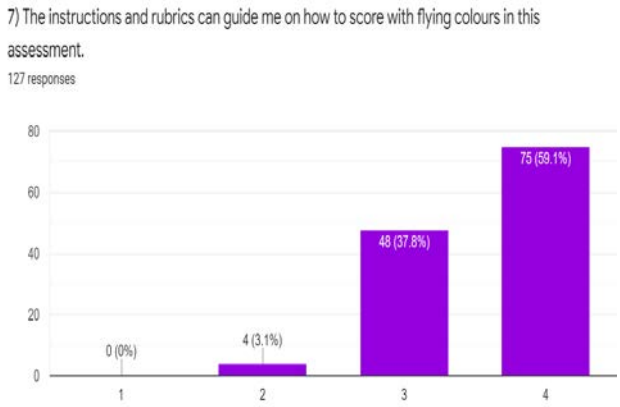


Figure 7: The instructions and rubrics

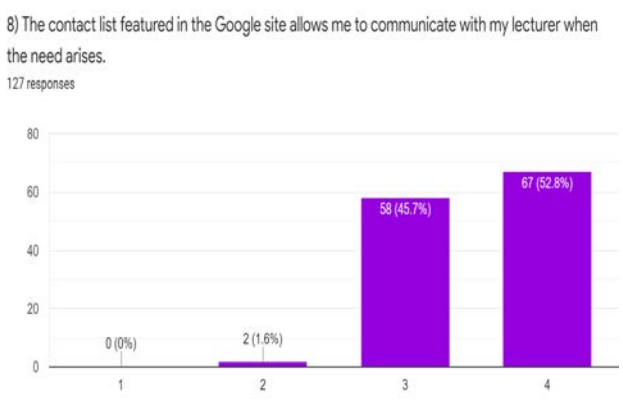


Figure 8: Contact list in Google Site

Figure 7 also shows similar results as the others. Respondents who responded agreed and strongly agreed with the statement that the instructions and rubrics can guide them on how to score with flying colours in the assessments is totalled up to 96.9%. However, a small number of respondents (3.1%) did not think that the instructions and rubrics in the site help them to achieve flying colour results. The rubrics and instructions included in the Google site allow the creator to incorporate the Google application effectively.

Majority of the respondents with 52.8% and 45.7% with strongly agreed and agreed response confirmed that the contact list in the Google site has allowed them to communicate with their respective lecturer when the need arises as can be seen in Figure 8. This demonstrated that the Google Site incorporate Google Form as the source of communication between lecturer and students. Only a small percentage of 1.6% responded that they disagreed with the method as the respondents preferred to depend on social media platforms such as WhatsApp or Telegram that would give them instant responses from their lecturer.

5. Conclusion and Recommendations

Based on the data analysis and findings, it can be postulated that the Graphs and Charts Video Presentation Assignment Guideline via Google Site has been proven to be effective in providing guidelines for the students on how to achieve good results particularly in Video Presentation on Graphs and Charts Assessment. The T-Test and P-Test results have proven that significance results yielded by two sample classes are not achieved via coincidence. It is confirmed that the guidelines on Graphs and Charts Video Presentation via Google site have produced a considerable number of students who achieved the score more than 50% of Video Presentation Assessment score.
The data analysis of Google Site for DUE50032 Communicative English 3 Course: Description of Graphs and Charts Video Presentation survey shows that:

1. 95.3% of the respondents are of the opinion that the Google site has offered better explanation on how to prepare their Description of Graphs and Charts Video Presentation.
2. Majority of the students (98.5%) found the guidelines are easy to follow while preparing their Description of Graphs and Charts Video Presentation.
3. 98.4% of the respondents that the sample script provided in the Google site serves as an excellent reference in helping them to write their own script.
4. 97.7% of the respondents believed that the video samples provided in the Google site is an excellent source of reference on how to present their Description of Graphs and Charts video presentation appropriately.
5. 96.9% of the respondents agreed that the instructions and rubrics guided them to score the assessments.
6. Majority of the respondents (98.5%) agreed that the contact list in the Google site has allowed them to communicate with their respective lecturers when there is a need.

Based on the preceding data, it is possible to deduce that the creation of Google Site for DUE50032 Communicative English 3 Course: Description of Graphs and Charts Video Presentation is effective in six areas as mentioned above. Since the guidelines have been proven to be successful and effective in guiding students to achieve better results in their video presentation assessment specifically graphs and charts, it is recommended for The Google Site for DUE50032 Communicative English 3 Course: Description of Graphs and Charts Video Presentation to be used by all the language course lecturers teaching at Ungku Omar Polytechnic and other polytechnics. Not only that, a similar approach of using Google site as a supplementary and reference platform can be done for other learning courses. Finally, it is also expected that a similar type of study can be replicated with a larger number of respondents in different fields.

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APPENDIX

DUE50032 - COMMUNICATIVE ENGLISH 3 (June 2021)					
ORAL PRESENTATION (20%)	Content	T/M/DP	LANG	DELIVERY	TOTAL
DAT3B	(6 marks)	(6 marks)	(6 marks)	(2 marks)	20%
01DAT20F1028	3	2.5	3.5	1	10
01DAT20F1037	5	2	3	0.5	10.5
01DAT20F1025	5	4.5	3.5	0.5	13.5
01DAT20F1041	4.5	4.5	3.5	1	13.5
01DAT20F1058	4	4.5	3.5	1.5	13.5
01DAT20F1035	5	4	3.5	1.5	14
01DAT20F1048	5	4	4	1	14
01DAT20F1054	5	4.5	3.5	1.5	14
01DAT20F1056	5	4	4	1	14
01DAT20F1026	4.5	4.5	4	1.5	14.5
01DAT20F1050	4.5	5	4.5	0.5	14.5
01DAT20F1047	5	5	3.5	1.5	15
01DAT20F1049	6	5	3.5	0.5	15
01DAT20F1061	5	5	4.5	0.5	15
01DAT20F1042	6	4	4	1.5	15.5
01DAT20F1046	5	5	3.5	2	15.5
01DAT20F1020	6	4.5	4	2	16.5
01DAT20F1044	6	4.5	4	2	16.5
01DAT20F1043	5	5	4.5	2	16.5
01DAT20F1034	5	6	5	1	17
01DAT20F1038	5.5	5	4.5	2	17
01DAT20F1052	5	5	5	2	17
01DAT20F1057	5	6	4.5	1.5	17
01DAT20F1060	6	5	5	1	17
01DAT20F1053	6	5	4.5	2	17.5
01DAT20F1059	6	5	5	1.5	17.5
01DAT20F1039	6	5	5	2	18
01DAT20F1032	6	6	5	2	19
01DAT20F1040	5.5	6	5.5	2	19
01DAT20F1055	6	6	5	2	19

Registration No.	PRESENTATION -20.00%		
	PRESENTATION		
	CLO 1	TOTAL (/20)	%
01DEE19F1074	10	10	10.00%
01DEE19F1090	10	10	10.00%
01DTK20F1012	10	10	10.00%
01DTK20F1019	10	10	10.00%
01DTK20F1021	10	10	10.00%
01DTK20F1026	10	10	10.00%
01DTK20F1027	10	10	10.00%
01DTK20F1002	10.5	10.5	10.50%
01DTK20F1010	10.5	10.5	10.50%
01DTK20F1020	10.5	10.5	10.50%
01DTK20F1023	10.5	10.5	10.50%
01DTK20F1005	11	11	11.00%
01DTK20F1028	11	11	11.00%
01DTK20F1004	11.5	11.5	11.50%
01DTK20F1015	11.5	11.5	11.50%
01DTK20F1017	11.5	11.5	11.50%
01DTK20F1022	11.5	11.5	11.50%
01DTK20F1025	11.5	11.5	11.50%
01DTK20F1001	12	12	12.00%
01DTK20F1003	12	12	12.00%
01DTK20F1016	12	12	12.00%
01DTK20F1007	12.5	12.5	12.50%
01DTK20F1011	13	13	13.00%
01DTK20F1014	13	13	13.00%
01DTK20F1006	14	14	14.00%
01DTK20F1024	14.5	14.5	14.50%
01DTK20F1008	15	15	15.00%
01DTK20F1013	16.5	16.5	16.50%

STUDENTS WHO ACHIEVE MORE THAN 10% FROM 20%	93.33%
STUDENTS WHO ACHIEVE 10% AND BELOW FROM 20%	6.67%
NUMBER OF STUDENTS	30
NO. OF STUDENTS WHO ACHIEVE MORE THAN 10% FROM 20%	28
NO. OF STUDENTS WHO ACHIEVE 10% AND BELOW FROM 20%	2

STUDENTS WHO ACHIEVE MORE THAN 10% FROM 20%	60.71%
STUDENTS WHO ACHIEVE 10% AND BELOW FROM 20%	39.29%
NUMBER OF STUDENTS	28
NO. OF STUDENTS WHO ACHIEVE MORE THAN 10% FROM 20%	17
NO. OF STUDENTS WHO ACHIEVE 10% AND BELOW FROM 20%	11

APPENDIX

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