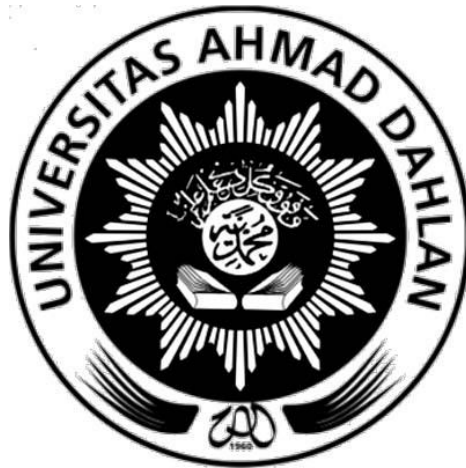


**STUDENTS' PERCEPTION OF SPEAKING ASSESSMENT
IN THE ENGLISH EDUCATION STUDY PROGRAM**

BACHELOR THESIS



By

Isti Nurhalisah

2000004025

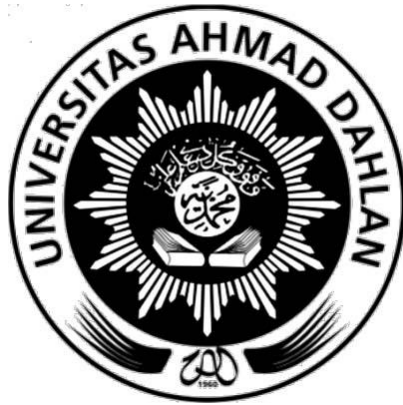
**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS AHMAD DAHLAN
YOGYAKARTA**

2024

**STUDENTS' PERCEPTION OF SPEAKING ASSESSMENT
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BACHELOR THESIS

Submitted to the Faculty of Teacher Training and Education
Universitas Ahmad Dahlan Yogyakarta as Partial Fulfillment of the
Requirements for the Attainment of Sarjana Pendidikan



By

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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
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APPROVAL PAGE

BACHELOR THESIS

**STUDENTS' PERCEPTION OF SPEAKING ASSESSMENT
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Isti Nurhalisah

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And declared eligible for examination

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BACHELOR THESIS

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Defended before the board of examiners of
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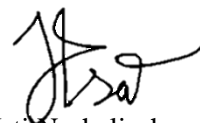
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Dra. Umi Rokhyati, M.Hum.

MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

إِنَّهُ لَا يَأْتِسُّ مِنْ رَوْحِ اللَّهِ إِلَّا الْقَوْمُ يَبْتِيَّ أَذْهَبُوا فَتَحَسَّسُوا مِنْ يُوسُفَ وَأَخِيهِ وَلَا تَأْتِسُّوا مِنْ رَوْحِ اللَّهِ
الْكَافِرُونَ

**“Do not despair of the mercy of Allah. Verily, none despairs of Allah's mercy
but those who disbelieve.” [Yusuf: 87]**

“Indeed, there is no growth in comfort, and no comfort in growth.”

-Isti Nurhalisah

DEDICATION PAGE

All praises to Allah SWT, the Lord of the World, the Most Merciful. Thank you for giving me mercy, guidance, power, protection, and a healthy life. I would like to dedicate this research to the following:

1. My beloved parents and my biggest strength, Mr. Pujianto and Mrs. Rumini, who have never-ending prayers, support, and sacrifices, have served as the foundation of my path.
2. My beloved sisters and brothers, Astriana, Anjrah Budi, Usman Ghani, Devi Idiah, and Edwin Ma'ruf, your support has greatly enhanced my life.
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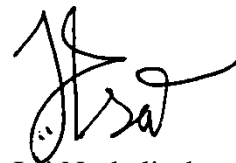
1. Prof. Dr. Muchlas, M.T., Rector of Universitas Ahmad Dahlan, who has allowed the researcher to study at this Institution;
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Yogyakarta, April 10th, 2024

Researcher,



Isti Nurhalisah

NIM 2000004025

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ABSTRACT

Speaking proficiency is a vital aspect of language learning. Speaking skills have become an orientation that most students encounter in the educational field, particularly in the English Education Study Program. Integrating speaking assessment has significantly affected the way students learn. Therefore, this study aims to find out students' perceptions of the implementation of speaking assessments. Moreover, this study also describes the issues with speaking assessment problems that students encountered.

This study used mixed-method research designs. The study was conducted on fourth-semester students in classes A, B, C, and D, Speaking in Academic Context, who were majoring in English Education at Universitas Ahmad Dahlan, Yogyakarta, Indonesia. The research was conducted from January 3 to March 24, 2024. This study employs a random sampling technique. According to the Krecjie and Morgan table, 44 students were selected from the population of 50. To collect the quantitative data with the aim of finding out the students' perceptions of speaking assessment, the researcher distributed 25 closed-ended questions through a Google Form. Then, the data from the Google form was processed using Microsoft Excel. The results of the questionnaire were calculated as a mean score and presented in the form of tables and descriptions. To collect the qualitative data with the aim of identifying the issues with the speaking assessment problem, the researcher employs a semi-structured interview with a total of eight respondents with the highest and lowest average score on the quantitative data. Data from a semi-structured interview was collected using a recording made by the researcher and analyzed qualitatively. The stages refer to Creswell's (2018) analysis model. Expert judgment from the English Education Study Program verified the validity of the questionnaire and the semi-structured interview.

The results of this study show students' positive perceptions of speaking assessments. It indicates that the speaking test is relatively low-cost, as it does not require paper or other materials (Mean=3,28). The speaking test provides clear rubrics that are applied consistently to assess their speaking skills (Mean=3,20). The speaking test provides opportunities for collaboration and communication activities that can enhance their social skills (Mean=3,43). The difficulty of the topic in the speaking test affects their performance in an oral presentation (Mean=3,20). In addition, the students felt burdened by an impromptu speaking test with limited preparation time. The difficult topics impacted their ability to find supporting information. The students also mentioned that sharing the assessment rubric with them was considered very important to review the components periodically to improve their preparation. Moreover, students encountered internal struggles within themselves, such as incorrect pronunciation of certain words, speaking anxiety, and a lack of supporting data. Furthermore, the students reported that their group friends are less willing to work together.

Keywords: assessment, perception, speaking