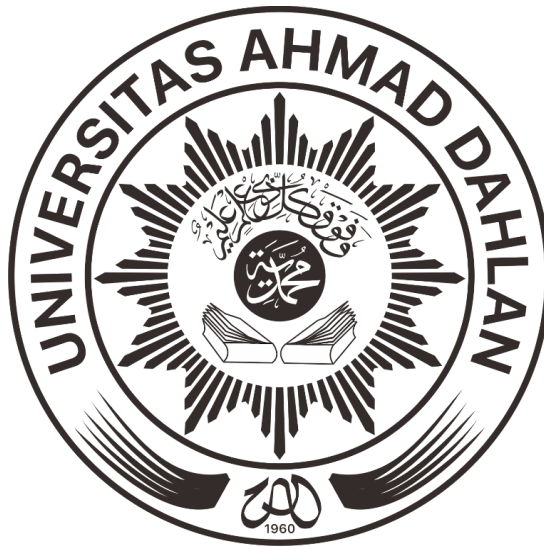


**STUDENTS' PERCEPTION OF WRITING ASSESSMENT IN
THE ENGLISH EDUCATION STUDY PROGRAM**

BACHELOR THESIS



By

Milenia Devi Ramadanti

2000004004

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

UNIVERSITAS AHMAD DAHLAN

YOGYAKARTA

2024

**STUDENTS' PERCEPTION OF WRITING ASSESSMENT IN
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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

Milenia Devi Ramadanti

2000004004

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

BACHELOR THESIS

**STUDENTS' PERCEPTION OF WRITING ASSESSMENT IN
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written by

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Approved by

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RATIFICATION PAGE

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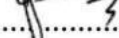
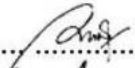

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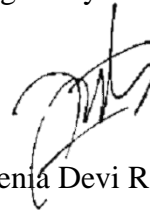
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MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا^ق

“Allah does not burden a soul beyond that it can bear.” (Al-Baqarah: 286)

“If life gives you lemons, make them a mojito then.”

(Uchinaga Aeri a.k.a. Giselle, a member of Aespa)

DEDICATION PAGE

Praise and gratitude to Allah SWT for all the abundance of favors, grace, and health so that I can complete the research. I would like to dedicate this research to the following:

1. My beloved parents, Mr. Sunardi Setya Admadja and Mrs. Tutianah, who have helped to build the basis for my future with their unending prayers, support, and sacrifices.
2. My beloved brothers, Muhammad Rifky Rizaldi and Muhammad Bayu Prasetyo, their support has greatly encouraged me.
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It is a prayer that helps and good deeds are given to the researcher to get the reward and pleasure of Allah SWT. The researcher acknowledges that this thesis is still far from excellent. As a result, critical comments and suggestions are much appreciated, and highly encouraged to perfect this thesis.

Yogyakarta, 6th June 2024

Researcher,


Milema Devi Ramadanti

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ABSTRACT

Assessment is one of the most important components that assist teaching and learning in the classroom aiming to measure students' abilities and understanding. It is crucial to understand how students feel about assessments being used in the classroom because it greatly affects their motivation and level of engagement as well as their performance. Therefore, this study aims to find out students' perceptions of assessments, especially in writing classes, and their experiences with these assessments.

A mixed-method design was used in this study. Closed-ended questionnaires were used to obtain quantitative data, while semi-structured interviews were used to collect qualitative data. This study was conducted in the English Education Study Program at Ahmad Dahlan University, Yogyakarta, Indonesia, from January to March 2024. The participants were 40 students who attended the Writing in Academic Context classes. The questionnaire consisted of 25 closed-ended questions to determine students' perceptions of writing assessment. Semi-structured interviews involving 8 students out of 40 students were used to find out students' experiences in writing assessment. Quantitative data were calculated using tables and descriptions. Qualitative data were analyzed and interpreted descriptively into words.

The findings show that students perceive and experience writing assessments positively. They agreed that the writing assessment (Mean=3.35) assessed both their writing and critical thinking skills. Additionally, they felt that the lecturers provided clear instructions for the in-class writing assessments (Mean=3.175) and regularly provided a variety of writing samples, which made the assessment process easier for the students (Mean=3.25). Moreover, the students perceived that the writing assessment focused a strong emphasis on real-life contexts (Mean=3.175). Furthermore, the students had a good experience in writing assessments. They thought the writing assessment was enjoyable because they could express all of their ideas and thoughts in writing and because the lecturer's feedback inspired them to write well. Meanwhile, some of them occasionally experience anxiety during the writing examination since they are not used to writing in English and find it difficult to develop ideas in each paragraph. They tend to be afraid of making mistakes in language structure and vocabulary selection.

Keywords: students' experience, students' perception, writing assessment